Demographic characteristics and citizenship rights
(A Research among students of Mazandaran University)

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Abstract

The main purpose of this study is to investigate the relationship between demographic characteristics such as gender, socio-economic status and youth citizenship rights. The dependent variable of citizenship rights has been studied in five areas of civil, political, economic-social, gender and cultural rights. The thought of sociologists such as Marshall and Talcott Parsons on the equal and complete enjoyment of citizenship by all citizens forms the theoretical framework. The research method was survey and using Krejcie and Morgan table, the sample size of 400 people was determined. The method was multi-stage cluster sampling and a questionnaire was used to collect data. In addition to descriptive statistics, Spearman and Pearson correlation coefficient, t-test, analysis of variance and multivariate regression were used using SPSS software.

Findings show that the average citizenship rights among individuals is relatively high and its average of 5 is equal to 3.11. In total, about 11.5 percent consider their citizenship rights to be very low. About 18% consider it low, about 34% moderate, about 17.5% high, and about 19% consider their citizenship rights to be very high. Among the dimensions of citizenship rights, the gender dimension dimension has the lowest with 2.98 and the political dimension has the highest average with 3.77. The results show that there is a significant relationship between most demographic characteristics such as age, income and socio-economic status with the level of knowledge of citizenship rights. The demographic set explains and predicts 20.6% of the variance and changes in citizenship rights. The socio-economic status, age and level of education had the greatest impact.

Keywords: civil and social rights, citizenship rights, socio-economic status.

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1. Introduction

Citizenship rights are of particular importance. Solving social problems such as environmental protection, crimes and social harms, urban problems, etc., will be possible by performing citizenship duties and enjoying the rights and facilities of life such as cultural spaces, recreation, and more appropriate services. (Mohammadi and Shiani, 2013: 12). The people who make up a nation-state are called "citizens", those who are members of the political community or the nation-state and have common rights, duties and obligations to each other and the ruling state. The most important factor that regulates the relationship between citizens and the government and between citizens is the rights and responsibilities of citizenship. Many of its citizens have a positive sense of commitment to its national identity (Giddens, 1999: 327).

Citizenship can be examined from three perspectives: first, in terms of the law in which the citizen has the right; Second, from the political point of view in which the citizen is the basis of the legitimacy of the political system; and finally from the social point of view in which citizenship is the source of creating social relations (Khobravi Pak, 2013: 74). This article is the same as the first one. That is, a citizen who has a right. Although citizenship determines the status and prestige of the individual in society, but still emphasizes the social context in which the individual behaves (Falex, 2002). Respect for each other, respect for each other's rights, democratic methods of communication, respect for equality and equal opportunities within the values of society and pluralism are valuable principles that are more than They are needed (Ebrahimi, 2012: 7).

With the knowledge of civil rights, we can see the reduction of social and urban problems, meeting the needs and expectations of many and diverse people and preventing corruption in society, and of course, this requires the adoption of appropriate measures and policies. Among these, students' awareness of citizenship rights and their demands has a special place. In the current situation, on the one hand, students are exposed to changes in the world and in Iran, such as globalization, access to information and new technologies, and on the other hand, they receive different teachings in the field of university education. In this regard, the higher education system and the content of its

educational programs will play a significant role in raising awareness and shaping students' attitudes.

In Iran and in the city of Babolsarba, we face serious problems in awareness and practice of citizenship, and in order for a person to become an effective and active citizen, it is necessary to know and be aware of the rights and duties of citizenship. Given the position that students have in society, groups and families, they can provide a suitable platform for the realization of citizenship rights and responsibilities with the role of awareness. In this study, we seek to answer the question that what are the effects of demographic characteristics such as education, gender, age and socio-economic status on the citizenship rights of young people?

2.Review of Literature

Various studies have been conducted in the field of citizenship rights. Ahmadi and Alipour (2015) studied the components of socio-cultural and citizenship culture (case study: citizens of Sanandaj). Findings show that the independent variables of responsibility and participation, social identity, legitimacy and citizenship education have a direct and significant effect on the citizenship culture of Sanandaj citizens and also the citizenship culture itself has a significant effect on citizenship rights and citizenship duties.

Zare Shahabadi et al. (2015) The purpose of their research is to assess students' awareness of citizenship rights and duties and related factors. Findings showed that the level of students' awareness of citizenship rights is slightly higher than average and their level of awareness of citizenship duties is slightly lower than average. There is a significant political relationship with students' awareness of citizenship rights and responsibilities. In addition, the sense of collective identity has a positive and significant correlation with the level of awareness of the rights and duties of citizenship. It seems that as the awareness in this field increases, so does the sense of collective identity, which strengthens national identity, loyalty and a sense of social responsibility.

Larijani (2018) in an article examined the social factors affecting the awareness of women in Rey about citizenship rights. Awareness of women's citizenship rights can provide a more effective sense of belonging and

participation in society. Community-oriented policing can also strive for citizen participation to achieve citizenship rights through a service-oriented approach. The findings showed that the variables of "attitude to globalization", "social capital", "tools and media of communication and information" and "socio-economic base" have the greatest impact on awareness of citizenship rights. The results of regression test also showed that all the mentioned variables in the position of independent variable, explained 62% of the rate of change of the dependent variable.

Fathi and Motlagh (2014) showed that the level of awareness of students' citizenship rights is at a low level compared to society. According to the findings, among the various dimensions of citizenship rights, there is less awareness of the political dimension of citizenship rights and individuals have more awareness in the civil dimension. There is a significant relationship between gender, age, field of study and economic and social status with citizenship rights. Shiani and Sepahvand (2013) show that students, as an educated section of society, have a moderate and low awareness of their citizenship rights. At the same time, the institution of education has a very important role to play in raising people's awareness of citizenship rights. An institution that, on the one hand, educates people and acquaints them with their rights and responsibilities, and on the other hand, teaches them how to secure these rights and responsibilities. As the age of citizens' awareness decreases, and as the level of education of individuals increases, awareness increases.

Vali Khani Dehaghani et al. (2012) show that there is a significant relationship between the level of social education, the use of mass media, the level of public participation, social class, education and employment of individuals with their awareness of citizenship rights. There was a tree. There was no significant relationship between gender and age with their level of awareness of citizenship rights. Hezar Jaribi and Amanian (2011) in an article entitled Women's Awareness of Citizenship Rights and the Factors Affecting It, believe that the presence in the public arena, the use of mass media, socio-economic status and attitudes toward citizenship rights with women's awareness of rights Citizenship had a significant relationship. In a study by Shiani and Davoodvandi (2010) entitled "Analysis of the level of awareness of

citizenship rights among students" have shown that members of the study community have a moderate to low awareness of their citizenship rights. At the same time, radio and television play a very important role in raising people's awareness of civil rights. A media that, on the one hand, can inform people about their rights and duties in different ways in its programs, and on the other hand, teach them how to secure these rights and responsibilities.

Brown and Kristiansen (2009) in a study entitled "Urban policy-making and the right to the city: the law of duties and citizenship" believe that the sense of belonging to the city and responsibility for it; Having mutual rights and responsibilities to each other and to the city council and municipality; Having a common urban identity from the place of residence is the center of all activities and responsibilities and serious participation in all areas of urban life.

Peter Katzian (2009) in a study entitled Citizenship Norms: Exploring the determinants of norms at the systemic and individual levels concluded that citizenship norms should be seen as a social necessity of democracy because of their serious impact on social integration and the functioning of democracy. He went on to examine the factors that have contributed to the importance of norms for individuals in society. He divides the norms of citizenship into three categories: social cohesion, civic duty, and civil conflict. Kotzian's first achievement in this research work was the introduction of a triple distinction within the dependent variable. Another result was that the independent variables did not have the same effects experimentally on the three normative categories, and each had different positive and negative effects on each category.

Sonja Ezmerli (2010) in her research entitled Social Capital and Citizenship Norms: has examined the relationship between social capital, social participation and social trust and the tendency to citizenship norms (participation, individual independence, social order and social solidarity). According to his findings, despite the positive relationship between the dimensions of social capital and the norms of participation and social citizenship, the relationship between trust and the norms of social order and individual independence has been more complex. Individuals with lower trust in other citizens, based on a generalized other, and higher trust in political

institutions, were more likely to believe in the norm of social order. People who do not trust people, then, have extended the norm of social order precisely because it is impossible to trust others in general. Therefore, the power of government laws must be increased and the government must be supported. Thus, trust and the norm of individual independence also had a negative relationship, albeit a weaker one.

In the field of theoretical issues, it should be said that citizenship is a situation in which a person enjoys a set of rights and in return for duties and obligations. Citizenship can also be considered as a social role or a social identity (Iranmanesh, 2015: 29). Citizenship rights are a set of immunities, freedoms and privileges, demands and interests, powers and dominions that a person enjoys by being in a citizenship position and as a result becomes a rightful citizen or right holder. These rights are not measurable and change in different periods of time and in different political contexts (Iranmanesh, 2015: 40). Citizenship is a set of political, civil, social, cultural, and gender rights that a citizen enjoys. Its constituents, namely rights, responsibilities and political participation, are essential for the management of human affairs (Falex, Keith, 2002: 215-210).

Talcot Parsons sees citizenship as the result of the development of modernity and the democratization of societies. He links citizenship to the three categories of social action, social membership, and social cohesion, and considers citizenship with these three key categories to have a sense of belonging that ultimately leads to social cohesion. Full citizenship means having all social strata and groups. It is one of the rights that they should recognize and others should respect these rights (Shiani and Davoodvandi, 2010).

Jürgen Habermas sees the movement of the present world in a direction in which all citizens must play a democratic and active role. Therefore, they should be aware of their rights. This is possible with the presence of all citizens, regardless of ethnic, racial or sexual affiliation, in the public sphere and in the discussion about citizenship rights. According to Habermars, the government should also play a key role in educating knowledgeable and

committed citizens and provide the ground for the full development of individual talents (Shiani and Sepahvand, 2015: 197).

Feminists argue that achieving full citizenship requires rights beyond civil, political, and social rights. Gender rights are based on the elimination of any discrimination against women in the social, civil, economic and political dimensions. As some views consider women in need of special rights compared to men that should be recognized and granted to them (Shiani, 2003: 41). Therefore, in order for women to live as active citizens, they must be aware of their citizenship rights and focus on their actions in all areas (private-public) (Shiani and Davoodvandi, 2010).

Citizenship rights are divided into different types in terms of nature and subject matter, the most important of which are civil law, political law, economic and social law, and cultural law and gender law. Marshall believed that social law in the twentieth century developed in its modern form with the creation of welfare state institutions including the national system of public education and health and social services (Nash, Keith, 2001: 193). According to Marshall, one of the main aspects of Citizenship rights is the theory of "interdependence" of different types of rights, according to which full civil and political rights are not possible without a specific standard of social rights (Castells and Davidson, 2003).

Civil rights mean the demand for some basic social freedoms, in order to enjoy them, the citizen has the "right" to be protected through the courts or executive agents (Gould and Kolib, 1997). Such as the right to life; The right to personal security; Individual and collective property rights; The right to preserve the dignity and honor of the individual; The right to liberty; The right to freedom of change of opinion or religion, etc.

Political rights are those citizenship rights that include the "right to participate" in the exercise of political power as a member of the political community. The possibility of active participation in the political activities of citizens is confirmed and guaranteed through these rights (Castells and Davidson, 2004). Such as the right to freedom of association of political parties, associations and associations; The right to a democratic system; The right to freedom of information and so on.

Social and economic rights are a wide range of rights that include minimum standards of economic welfare, health, security, social heritage and the like. These rights guarantee and enable constructive participation of citizens in the affairs of society. Such as the right to order, social security and a decent life; The right to rest, leisure and recreation; The right to welfare and health of oneself and family and so on.

Cultural rights are generally divided into two categories: cultural rights: general and specific. General cultural rights are rights that belong to all citizens and have an individual aspect, such as the right to education and the right to use scientific knowledge. Special cultural rights are mostly rights of groups and their members, especially minorities within society. Some of the most important cultural rights are the right to the protection of the spiritual and material interests of the creators of scientific, cultural and artistic works, and the right to intercultural and international relations.

Gender rights refer to those rights that are given to a woman or a man according to the type of gender. Of course, it is most of these women whose rights are violated or ignored. Some of the gender rights are: the right of women to education equally with men, the right to equal employment with men, the right to political office and power equal to men, and the right to be equal to men in family life.

Equality of rights, which includes equality in civil, political, social and cultural rights, is of particular interest to citizens. Citizenship is basically formed as a set of equal rights of individuals as citizens. Civil rights Equality and enjoyment of such things as freedom and immunity from aggression, freedom of opinion and expression, freedom of religion, protection of the person against illegal acts of the state such as imprisonment or forced labor, equality before the law, equality of human dignity minus sex , Race, language, belief and the like. Political rights are equality in the right to vote (election and being elected), equality in the possibility of holding positions and responsibilities at different levels of government, freedom of assembly and association, freedom of access to information, and the like. Social rights, equality in employment rights, opportunities (education, labor market, etc.), entitlement to health services, welfare benefits and social services in cases of

unemployment, and equality in cultural rights to issues such as language protection, minority culture , Refers to the attainment of the culture and language of the majority, the right to have symmetrical traditions and lifestyles, and intercultural and international connections and educational equality.

Some legal equality relates to the rights of the individual as a human being and some as a citizen. Equality of citizens before the law as one of the aspects of legal equality and also as one of the aspects of justice, is considered and almost agreed by political philosophers (Swift, 2006: 152-151). Citizenship is based on an understanding of equality, in the sense that all citizens are formally equal as members of the political community and equally entitled to fundamental freedoms (such as the right to freedom of expression, the right to participate, the rights and duties of citizenship, equality in Against the law and the like). Therefore, the main hypothesis is that there is a significant relationship between demographic characteristics such as age, gender and field of study with their knowledge of citizenship rights.
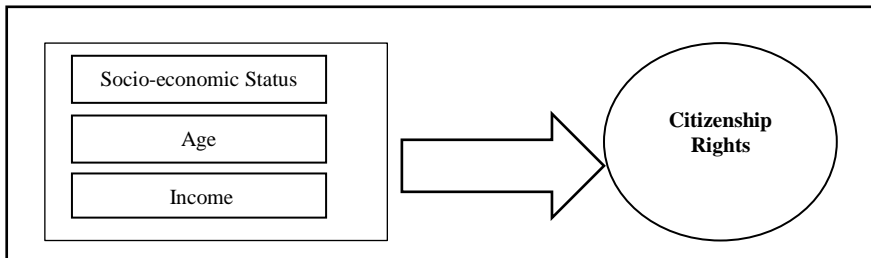

Figure 1. Conceptual Model of research

3. Methodology

The research method is documentary and survey method. In the documentary and library method, the required information has been collected by referring to books, articles, previous researches and books related to citizenship theories. The survey method is a kind of descriptive and quantitative methods. Statistical population of students of different levels (master's degree, bachelor, master, doctorate) who have been studying at Mazandaran University in the academic year 2021. The sample size is 400 people. The sampling method is multi-stage cluster sampling. Appropriate statistical tests such as analysis of variance, t-test, Pearson correlation coefficient and Spearman correlation coefficient are used to examine the

relationship between variables. Analysis of variance and multivariate regression were used to investigate the significant relationship between variables.

The collection tool is library and field method. The data collection tool has a formal validity. Cronbach's alpha was used for reliability. The alpha coefficient of the citizenship rights variable is equal to 0.866. If the alpha coefficient is greater than or equal to 0.7, the measuring instrument has a high reliability and in this case the results can be trusted better.

Table 1: Cronbach's alpha variables

Variables	Cronbach's alpha value
Civil Rights	0.744
Political rights	0.789
Gender rights	0.789
Socio-economic rights	0.772
Cultural rights	0.781
Knowledge of citizenship rights	0.866

4. Findings

The study of descriptive findings showed that about 39.7% were aged 20 to 24 years and had the highest frequency. Also, about 11% of people are aged 35 to 39 years and have the lowest frequency. The average age of the respondents is 23.8 years. About 43.5% of the respondents were at the undergraduate level and about 4.5% of the respondents were at the doctoral level. About 45.3% are men and also about 54.7% are women. Approximately 33% are in the lower class, 43.4% in the middle class and 23.6% in the upper social class.

Table 2. Distribution of the level of knowledge of citizenship rights

Variables	Completely opposed	opposed	medium	agree	Completely agree	Average
Political Rights	7.5	4	21	24	43.5	3.77
Civil rights	7.5	9.5	19	18.5	45.5	3.61
Gender rights	14	18.5	35	18.5	14	2.98
Socio-economic rights	8	8	37	21.5	25.5	3.21
Cultural rights	12.5	7	24.5	27	29	3.41
Knowledge of citizenship rights	11.5	18	34	17.5	19	3.11

The distribution of respondents is divided according to the five dimensions of citizenship rights (civil, political, socio-economic, cultural and gender) to determine the respondents' views on the five dimensions.Citizenship rights are measured by 52 items in five dimensions. The findings of the above table

indicate that the average citizenship rights among individuals is relatively high and its average of 5 is equal to 3.11. In total, about 11.5 percent consider their citizenship rights to be very low. About 18% consider it low, about 34% moderate, about 17.5% high, and about 19% consider their citizenship rights to be very high. Among the dimensions of citizenship rights, the gender dimension dimension had the lowest with 2.98 and the political dimension with the highest average with 3.77.

Table 3. Correlation coefficients between demographic characteristics and awareness of citizenship rights

Variables	Test	Value	Sig	Result
Socio-economic Status	Spearman	0.254 **	0.000	Positive and significant correlation
Income	Pearson	0.233 **	0.000	Positive and significant correlation
Parents' education	Spearman	0.345 **	0.000	Positive and significant correlation
Age	Pearson	0.254 **	0.000	Positive and significant correlation
Gender	T test	4.248 **	0.000	There is a significant difference
Marital status	T test	2.122 *	0.000	There is a significant difference

Findings showed that there is a significant relationship between socio-economic status and knowledge of students' citizenship rights. The correlation coefficient is equal to (0.254) and the significance level is equal to (0.004). Since Spearman correlation coefficient between them is positive, so it can be concluded that the relationship between the two variables is direct. This means that the higher the socio-economic status of individuals, the greater their knowledge of citizenship rights.

There is a positive and direct relationship between income and the level of knowledge of citizenship rights. Pearson correlation coefficient is 0.233 and its significance level is zero. That is, the higher the income, the greater the knowledge of citizenship rights, and conversely, the lower the income, the less knowledge of citizenship rights. This positive correlation is significant with a probability of more than 99%. There is also a positive and direct relationship between education and age with the level of knowledge of citizenship rights. The results also showed that the average knowledge of citizenship rights was different in terms of gender and marital status and the t-test was significant at the level of 99%.

The results of one-way analysis of variance between degree, university, job and housing status with students' citizenship rights showed that the average citizenship salary varies according to the degree, university, and job of the

respondents. As a result, the mentioned variables affect the level of students' citizenship rights.

Table 4. One-way test of variance between demographic characteristics and citizenship rights

Variables	F	Sig
education level	5.49	0.000
Academic field	3.48	0.007
Job	2.67	0.016
Housing situation	1.21	0.317

In addition to correlation coefficients, regression analysis was used to test the research hypotheses. Regression analysis allows the researcher to predict the changes of the dependent variable to the extent of citizenship rights through independent variables and to determine the contribution of each of the independent variables in explaining the dependent variable. One of the important assumptions of regression analysis is the lack of high alignment relationship between independent variables. Since the tolerance of all independent variables is close to 1 and their VIF is less than 2, it indicates that there is no alignment between the independent variables. Another assumption is the independence of the errors from each other, which was examined by the camera-Watson test, which, because it is in the range of 1.5 to 2.5 in this model, indicates that the errors are independent of each other. Therefore, multivariate regression analysis can be used to examine the relationship between independent variables and the degree of citizenship rights.

Table 5. Values of regression coefficients of citizenship rights

variables	b	Std. Error	Beta	T	Sig	Tolerance	VIF
Constant	16.30	1.92	-	8.48	0.000		
Income	0.06	0.05	0.06	1.25	0.021	0.89	1.19
Age	0.19	0.04	0.23	4.65	0.000	0.97	1.13
Socio-economic status	0.34	0.11	0.42	6.76	0.000	0.88	1.26
education level	0.10	0.04	0.15	3.47	0.000	0.91	1.18

R	R^2	Std. Error	Durbin-Watson	F	Sig
0.454	0.206	9.62	1.96	19.25	0.000

The results showed that the value of multiple correlation coefficient is equal to 0.454 which indicates the average correlation coefficient. The coefficient of determination is 0.206, which indicates that the set of independent variables explains and predicts 20.6% of the variance and changes

in the amount of citizenship rights. The values of regression coefficients show that the variables of socio-economic status, age and level of education are significant at the level of more than 99%. The highest beta value belonged to the variables of socioeconomic status and age. For one unit increase in standard deviation of socio-economic status, the amount of citizenship rights increases by 0.42 variable standard deviation.

5. Conclusion

The important hypothesis of the research, which assumed a correlation between socio-economic status (individual social class) and the level of awareness of citizenship rights, was confirmed at the level of 99% confidence. Based on the results, a significant relationship was found between students' income, age, level of education and the level of awareness of citizenship rights. These variables have had an effect on the awareness of citizenship rights. There is a significant relationship between parents 'education and students' knowledge of citizenship rights. There is also a significant difference between students' marital status and gender and the level of awareness of citizenship rights. In this way, men are more aware of citizenship rights than women.

An overview of the research findings indicates that there is a significant relationship between socio-economic status and in other words social class. In other words, most demographic characteristics have a significant effect on the level of knowledge of citizenship rights. Obviously, the role of other factors should not be ignored in knowing and being aware of citizenship rights. Today, factors such as the media, the rate of study, effective laws, political and social participation, the size of civil society, the number of associations, non-governmental organizations and many other factors are influential in raising awareness of citizenship rights.

It seems that today, given the domestic and international situation, we are in a situation where awareness of citizenship rights and its increasing expansion is inevitable. The socio-economic status of a citizen, although it consists of acquired and attributive components and has no role in the attributive components of that person (such as being born into a rich or poor, educated or illiterate family), but in relation to acquired components such as The level of education is a direct responsibility of the individual and can increase his / her

awareness through effective efforts. In addition to individual effort, social contexts play a key role in this. Talcott Parsons sees citizenship as the result of the development and democratization of societies, and links it to the three categories of action, membership, and social cohesion, which ultimately give rise to a sense of belonging to society. According to him, full citizenship means the enjoyment of rights by all social strata and groups, which should be recognized by both the individual and the government and others should respect these rights. According to him, groups that still emphasize their ancient values and have a particularist view, have not adapted to the requirements of the time and social conditions and do not have an understanding of citizenship rights (Shiani and Davoodvandi, 2010). Habermas also sees the movement of the present world in a direction in which all citizens must play a democratic and active role, so they must be aware of their rights.

Positive attitude towards laws causes observance and also tries to be aware of laws and strengthens citizens' attitude towards observance of laws and justice at higher levels and government organizations will lead to more observance and awareness of laws (Hajzadeh and Mansouri, 2013). Citizens will value their citizenship duties even more if their attitudes about their rights are fully respected. One point that should not be overlooked is the situation of citizens in terms of awareness of their rights among different social groups. Groups such as men and women, urban and rural, literate and illiterate, old and young and the like, They have a very different situation in terms of awareness of citizenship rights, so it is not possible to evaluate the same for all citizens. Therefore, the results of this study showed that those with higher education and male students are more aware than female students.

Textbooks such as social studies at different levels of education, especially in the field of humanities and presence in educational settings, especially at higher levels, both increase awareness and political cognition and expand and deepen social relationships with others. People in society on the one hand and relations with the government on the other. Obviously, due to the breadth and variety of these relationships, one understands how to regulate them and their limits. Among these, a small part of relationships are related to primary groups such as friendship groups, and most of them are relationships with people in

secondary groups, including the government. What stands out in the meantime is the dual "right-duty" that inevitably leads him towards citizenship and its rights.

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