INVESTIGATING AND EXPLAINING THE RELATIONSHIP BETWEEN SOCIO-ECONOMIC FACTORS AND RATE OF AWARENESS OF CIVIL RIGHTS AMONG BOUSHEHR CITIZENS

Masoomeh Ahmadi[*] and Nasrollah Kohzadi[**]

Abstract: The subject of this research is investigating the relationship between the socio-economic factors and the rate of awareness of civil rights of a case study in Boushehr city. Civil rights is a subset of basic human rights and human rights, which has different philosophical, social and political aspects and investigating each of these approaches clarifies a part of this concept. But the question is that, despite the importance of this issue, to what extent the citizens are familiar with their rights and duties and what factors influence the rate of their awareness? So the goals of this research are: to measure the rate of citizens' awareness of their civil rights, investigating the relationship between the education, gender, occupation type, income and political orientation of the respondents and the rate of awareness of civil rights. The statistical population is 169,966 and the sample size is 383 which is selected in multi-stage cluster sampling method among the citizens. The research method is survey and the research tool is a research-made questionnaire. The findings show that there is a significant difference between the education level and the rate of awareness of civil rights. There is no significant difference between the occupation type of the individuals and the rate of awareness of civil rights. There is no statistical significant relationship between the income level of the individuals and the rate of awareness of civil rights. There is no significant difference between the gender of the individuals and the rate of their awareness of civil rights. There is a significant and positive correlation between the political orientation of the individuals and the rate of their awareness of civil rights.

Keywords: Social Status, Civil Rights, Political Orientation.

STATEMENT OF PROBLEM

Today and in the twenty-first century, we see a man who in the meandering history, travels the not too smooth way to approach his/ her rights and could be a citizen and get citizenship title. Citizenship is a principle that oversees the relations between the government and the members of society, meaning relates to, on the one hand, the government privileges and the rights of the individuals and, on the other hand, to the historical processes and events. Even though citizenship specifies its validity in the society, but at the same time, emphasizes the social contexts in which individual behaves. In other words, citizenship reflects the links between the individual and the society in the form of rights, obligations and responsibilities and provides a framework to engage individuals, groups and institutions. (Falks, 2000). Since the citizens of each society form the key and basic elements of that

[*] Ph.D. Student of Sociology, Boushehr Sciences and Researches Branch, Teacher of on the Job Training Centers of Boushehr Province. *Email: m.ahmadi4890@yahoo.com*

[**] Teacher of Institute of Social Security & Welfare Applied Science Higher Education of Borazjan City. *Email: nasrolla.1354@gmail.com*

society, undoubtedly having the citizens who are aware of their rights and duties and are responsible for the fate of their society and participate in different affairs relating to it will ensure the survival of that society. Needing aware and active citizens has caused citizenship to become a global demand. The citizen concept as someone who accepts his/ her obligations to his/ her society and while preserving their basic rights, knows being aware as the requirement of his/ her participation, is a way that today many organizations consider their legitimacy possible by that. The characteristic of a good citizen is so important that should always be considered at the beginning and at birth by parents and at school by teachers and in the society by the responsible bodies and necessary teaching and awareness should be provided to the individuals (Fathi Vajargah, 2009).

Based on theories and researches done in the field of sociology, internationally and researches done in Iran, it seems that one of the main reasons of the citizens' not-accessing to their rights is lack of their awareness of the considered rights that has led to the non-participation and eventually fade the citizenship role. Thus, according to the experts' opinion, awareness of civil rights and obligations provides a platform to perform mutual duties between the society and the individuals. Citizens should be aware of their rights and duties to demand their rights and do their duties properly. What is certain is that citizens do not have the same ability to use their rights in different reasons that one of the main reasons of it is the lack of their awareness of their rights. This made difficult to both the individuals and the society. So in order to realize a healthy society, a platform must be provided for the awareness of civil rights. Several factors such as gender, education, income, occupation type and political orientation can influence on the awareness of civil rights. Thus the main question in this research is that what are the economic and social factors in the awareness of civil rights? And what solutions should be considered to raise citizens' awareness of their rights?

IMPORTANCE AND NECESSITY OF DOING RESEARCH

Take a look at the contemporary world and complex social interactions between people made the need to address the issue of citizenship even more obvious. Today either in the macro social system that governments formulate the strategies or in the regions, provinces and cities, or in micro family systems that parents are the authors of goals and strategies, the existence of people having characteristics like accountability, critique, patriotism and, in short, a responsible citizen is one the vital and important components. It is so important that many strategists in the society consider the lack of such factor as the most important reason not to performing the programs and plans which are formulated by much expertise and accuracy. (Fathi Vajargah, 2009).

Now having a citizen-oriented society requires that society members have received the necessary citizenship trainings and, in other words, received citizenship

identity and received the necessary awareness of their civil rights and duties. So, awareness and practice of rights and duties can be considered as an agenda to achieve the real and comprehensive participation of the individuals in order to solve the problems in the society. Because comprehensive development of the country, on the one hand, requires the empowering and expanding the institutions and mechanisms such as law and public participation and, on the other hand, requires empowering people and raising their awareness in order to interfere in their affairs.

It has been proposed in Article 100 of the Fourth Development Plan:

> "The government is obliged to lay out "Bill of civil rights" and be approved by the relevant authorities in order to promote human rights, establish the areas of growth and excellence and a sense of individual and social security in the society and train an active, responsible, self-sacrificing, faithful and satisfied generation, having the work ethic and discipline with the morale of social harmony and cooperation, committed to Revolution and the Islamic System and Iran's flowering and being proud of being Iranian."

Thus, it is observed that the issue of civil rights and awareness of is one of the most important necessities of development of urban culture and social development. It is obvious that research on any issue is not only to answer the subjective questions of the researcher or the others, but can also have practical applications. Therefore, from this point of view, research on citizenship and awareness of the civil rights and the factors influencing on it can help people and authorities to provide the necessary planning to realize it.

LITERATURE AND THEORETICAL FOUNDATIONS OF RESEARCH

Three words "social caste, social status and social class" are the words that are used often interchangeably in the literature of sociology and their conceptual borders are not quite clear, although the works on social stratification, the terms "class" and "social status" are two key words, but there is no clear consensus on their exact meaning, for this reason, the distinction between the two concepts is sometimes difficult. In some cases, class has been defined as position, prestige, power, wealth, property and income and in other cases, class is what an individual accepts to be in a similar position with a group of people and be in a different position with the others. (Malek, 1998: 11).

Classical theorists such as Marx paid more attention to the economic factors meaning the state of the individual in the structure of production, in determining the social stratification. Contemporary thinkers gradually have noticed the role of the other factors, for example, Roof in order to distinguish the different levels of the society stratification, emphasized having power and political authority differently, Weber emphasized using social status differently, Bordiu emphasized consumption

type and life style, and Gidnz emphasized teaching and training skills (Batamoor, 1990, Lipset et. al, 2002, Grab, 2002).

The concept of status is one of the most important and common concepts and words in the field of social stratification and is very important to understand the discussion of stratification and sociology of social classes. (Sarookhani, 1991: 728).

The concept of social status is usually accompanied with two other social concepts, social reputation and social popularity. Social status is the result of a value that the society gives a social role, if the society emphasizes the personal aspect of a social role of virtues and training which played the observer role, the concept of social reputation arises and if the society emphasizes a favorable or unfavorable influence which role-playing has on the members of the society, the concept of social popularity arises. In other words, social status is the result of public valuation of the society relative to the role-playing person (AG Bern and Nim Kaf, 2001 202, quoted by Rabani).

According to Weber, the social status of the individual with the class or income and political power constitute a main dimension of social stratification. Weber do not exactly specify that which of these three dimension has preference, but note that if the individual has a high status, wealth will follow, too (Malek, 1998: 5).

Several factors such as ancestors, richness, being useful (particularly in terms of employment), the rate and type of education and biological properties can influence on the social status of the individuals (Malek, 1998: 7).

Each status is specified through some symbols or signs that cause distinction and superiority of individual or group relative to the others. Goffman considers the status symbols as specialized tools which show and provide the position of the individuals, in general, any signs that indicate the location and position of the individual or group in the chain of social order, can be considered as his/ her or group symbol from the others' point of view, for this reason phenomena such as language, how to behave and rare material things can play the role of a symbol. Generally, during the eras that social changes accelerate, and also in urban areas, the status of the individuals is unknown in the each other's point of view, and therefore sometimes the lower or middle classes use the symbol of the individuals and groups having high status to achieve a higher position and more respect (Malek, 1998: 7).

Riches long ago used dignity symbols including having expensive cars, jewelries, real estate to gain dignity and ensure separating them from other social classes, but for various reasons, these dignity symbols have lost their importance and validity gradually, expanding vast financial credits, mass-producing goods and services and constantly increasing wages have increased purchasing power and caused more middle-class families to have the automobile, leisure, holidays, recreation and personal house which long ago were only for the very rich people. Moreover, the change in social values has reduced the interest of the people in

many such dignity symbols. For example, when gasoline is scarce or expensive, many people do not buy big cars, or when the fur clothing is made of an animal that its generation is falling, wearing that clothing becomes uncommon (Rabani and Ansari, 2006: 242).

In the field of civil rights, experts such as Weber, Habermas, Parsons, Terner, Keith Falks and Marshal have discussed, which we refer to their comments briefly.

Citizenship in Weber's opinions has been formulated implicitly means among sociology discussions, especially his political sociology, so that Weber has not been studied systematically citizenship and its dimensions. But rather analyzed and explained how to form the citizenship. He, in his discussions, considers the modernization and rationalization in two processes, in forming capitalism and citizenship and explain the formation of citizenship by these two processes. Weber considers the concept of citizenship historically in relation to the growth of the government of the cities of classical world of ancient Rome and Greece, where provided the public space for free and rational relationship between social actors. (Zokaee, 2001). In Weber's point of view, not "city" in economic terms, not garrison that the occupants have a special political-administrative structure, none of them necessarily form a "common citizenship group". A civil "common citizenship group" in the fullest meaning of the word as a public phenomenon is seen only in the West. To form "common citizenship group" requires features that are as follows: fort, market, independent tribunal and having at least national independent laws, unity and relative commonness and at least national independence and the power to continue the affairs by the broker who is the elect of the bourgeoisies (Weber, 1990).

Parsons' point of view in citizenship is influenced by T.H. Marshal's point of view. He addressed the issue of African Americans during the peak of the civil rights movement, through the theoretical explaining of developing the concept of citizenship in a democratic government. Parsons (1967) in fact, sought to analyze and illustrate the "full citizenship" (citizenship based on having all social rights, including social safety, social welfare, social security, public education, public health, etc.) (Nejati Hosseini, 2004). The concept of citizenship in Parsons' point of view is concerned with the membership of the individual in societal society. This term refers to a dimension of the system that focus on correlation and mutual loyalty between the society members and is considered as a collective base for the political solidarity. Societal society strengthens the sense of responsibility and agape through influencing on the collective identities. Parsons considers the orient of the moral development of the society towards the universalistic application of the ethical rules. In his opinion, in the societies, "citizenship" becomes the main criterion of the national correlation. In the past, the differences based on religion, ethnicity or country were so important that explain who are the members of the society, or in general be deprived of its membership. However, in the modern

society, the common situation of the citizenship provides an enough foundation for the national correlation. (Kivisto, 1999). Parsons, like many sociologists, considers the developmental stages for the societies. In the transition from traditional to modern societies, changes will appear in order to realize citizenship at the individual and structural level. Theoretical orientation of the Parsons' "citizenship" is formed around "pattern variables" and are considered as a basis for analyzing and explaining the modernity sociology, modern society and the concept of "citizenship phenomenon" (Nejati Hosseini, 2004). In short, citizenship in Parsons' point of view can be considered as concerned to expand universalistic norms and values that are realized in the transition from traditional to modern society. Citizenship requires providing resources, adopting appropriate rules and laws and reproducing the universal values, on the one hand, and making appropriate motivation and attitudes and rules and regulations to comply with the obligations, on the other hand (Chelbi, 1996).

Terner considers that citizenship requires institutionalization of social and political rights and that as a problem, has emerged again. He considers the citizenship as a set of rights and duties that as grants the formal legal identity to the individuals. Theses legal rights and obligations are historically the origin of creating social institutions such as the judiciary, parliament and welfare states. (Shiani, 2002).

Terner in citizenship sociological pattern considers the four basic resources: citizenship, identity, society and resources (economic, political and cultural) interact with each other. These four components are linked in the cross-process with civic virtue.

Terner considers the modern history of the citizenship as a series of widenable circles that have gone by momentum, hitting and fighting (Falks, 2002). Widenable circles that Terner notes, are actually a metaphor to widen the circle of citizenship including individuals and groups who are somehow out of the circle of citizenship and include civil rights, too. When legal rights and obligations are institutionalized as official position, grant formal entitlement for scarce resources in society to the people. Citizenship also monitors the individuals and groups access to the scarce resources in the society. These resources include not only economic resources such as housing, income, occupation, health, etc., but also include cultural and political resources such as education, the discourse in the public sphere and language freedoms and religion, in addition to these resources, there are three types of rights, too.

– Economic rights: relating to the basic needs for housing, food etc.
– Cultural rights: including access to welfare and education
– Political rights: including individual freedoms and participation in political systems.

These are concerned with the social rights distinct from human rights assuming nation-state membership. (Shiani, 2002).

Jürgen Habermas, a critical sociologist, defined and explained the citizenship based on political society, civil society and the public sphere. But through criticizing the common models of democracy, has processed the dialogue democracy idea. Habermas, through criticizing and studying two liberal and republican models, gained some elements from each of them that put him practically in the midway and theoretically is the synthesis of these two ideas (Ansari, 2005). According to Habermas, liberals and Republicans have offered different conceptions of the citizenship. According to liberal theory, the dignity of citizen is mainly determined due to the individual rights which he has against the government and other citizens. These rights give citizens the opportunity to follow their own personal interests through the selection tools, the composition of parliamentary delegations and others. Individual rights are "negative rights" that guarantee the individual constituency of the individuals. But in Republican model, the dignity of citizens cannot be determined due to negative liberties that citizens can claim as "private persons", but political rights are mainly the rights of participation in the political society. Therefore, both traditions are unilateral and complementary. As noted previously, Habermas provides a combination of these two theories that actually combine both liberal and republican ideas of citizenship that is considered as the concurrent combination of self-government and human rights. Citizenship Habermas is a framework through which two principles guaranteeing the legitimacy, self-government and human rights, are interlinked. (Nejati Hosseini, 2006).

Falks approach to the citizenship, as he also says, is a postmodern approach that does not seek to reject liberalism, but to fulfill its promises. He believes that "citizenship is a membership position that includes a set of rights, duties and obligations and implies the equality, justice and independence" (Falks, 2002). Falks considers citizenship as an identity that more than any other identity such as race, religion, class or gender, satisfy the political motivation of the people that Hegel calls need to recognize. In Falks' opinion, citizenship is a great example of what Anthony Giddens has called the dichotomy of structure. In Gidnz' opinion, individual and society cannot be considered precisely as opposing ideas. Individual reproduces the necessary conditions of citizenship through applying the rights and obligations. He tries to address the postmodern citizenship theory through combining the attitudes of several traditions of theorizing about citizenship. In the postmodern citizenship, the rights of responsibilities are considered as the methods of managing inherent enjoyment and often creative of the society and not as means of overcoming such impacts. In fact, a postmodern model of citizenship requires that all members of a society participate in their government institutions and adhere to it.

The requirements of discussing about citizenship after 1945 changed through the sociology analyses of T.H. Marshal. Marshal refers, in separate, to three types of civil rights that have developed in a historical sequence and by creating suitable institutions: first was "civil citizenship" that emerged in the eighteenth century and

included the individual freedom against the legal aggression of the government to private property, freedom of expressing thought, property and justice. In the nineteenth century, civil rights was linked to political rights by which the "political citizenship" appears. This type of citizenship is formed through the development of the trial, transformation of the legal system and judicial system. "Political citizenship" that is concerned with the right to vote and the right to participate in the political power or decisions, is caused by the institutionalizing in the political system and has emerged by the institution of Parliament. But "social citizenship" that developed in the twentieth century is the result of changes in the social system, education system and social security in this century, and includes all rights relating to social services and welfare, the right to work, right to education and the right to have social insurances (Castells and Davidson, 2003).

Marshal studied the stages of development the civil rights over the 250 years and calls it a movement towards equality. He refers to the conflict of citizenship and social class. Because the social class is inequality system, but citizenship is based on equality, even in primary forms. He, as a social-liberal thinker, is aware of the conflict and tension between the egalitarianism values of citizenship and economic inequality that in inherent of the capitalism. This tension has a negative influence on the social order and therefore the citizenship practices. Therefore, Marshal defend using social rights that are provided from taxes to neutralize the worst aspects of the inequality. (Falks, 2002).

"Full civil rights" that explained by T.H. Marshal in 1973, includes the rights that today in most countries are considered as obvious, but to get them lasted a long time and yet is not recognized in all countries. Full civil rights include the following and realizing them in the macro level of the society causes the psychological security for the citizens:

1. Civil rights (including individual freedoms, freedom of expression and religion, property right and the right to equal justice for all against the law).
2. Political rights (right to vote, right to participate in elections, the right to be elected and right of political participation)
3. Social rights (natural right of anyone to have a minimum standard of economic welfare and security, including rights such as access to health care facilities, social security, unemployment compensation and determining the specified wage).

Although there is a detailed theoretical literature in relation to citizenship, but what is the basis of this research on the civil rights variable is T.H. Marshal's opinions due to be comprehensive.

BACKGROUND OF RESEARCH

In the field of civil rights and the rate of awareness of that, many researches have been done that some of them are as following:

Baghestani Barzaki (2008) in his/her thesis titled Studying the Influence of Citizenship Awareness on the Development of Active Citizenship, aimed to study citizens' awareness of civil rights, concluded that citizens' awareness of civil rights results in performing duties in civil affairs and is followed by increasing transparency and accountability.

Ahmadi (2004) in his/ her research on the subject of Influence of Awareness of the Civil Rights on the Process of Realizing Civil Rights in Tehran City, has concluded that the rate of Tehran citizens' awareness of their civil rights is low and the sense of their obligation to the citizenship is also far less, while the rate of willingness of theses citizens to civic engagement and participation is low.

In a research that conducted by the Center for Studies of Tehran Municipality, this hypothesis has confirmed that civil abnormalities and anomalies are rooted in disharmony of in civil micro-cultures and macro-culture and lack of familiarity of the citizens with cultural, social and civil rights basics (Zarei Najafdari, 2004).

Eidi (2007) in his/ her thesis titled Sociological Explanation of the Awareness of Civil Rights and Duties, concludes that there is a relationship between gender, social and economic status, use of mass media and religiousness with awareness of civil rights and duties and there is no relationship between the age and awareness of civil rights and duties.

Hajinia in a thesis titled Factors Influencing on the Awareness and Civil Practice of the Youth (18-29 years old) of Bandar Abbas, has concluded that awareness of civil rights has been more than awareness of civil duties. In the behavioral field, the people who were more aware of the civil rights and duties, have paid more attention to perform the civil duties and obligations. Also, the rate of the youth participation in volunteer activities and membership and cooperation in the organizations and associations is very low.

Safari in his/ her thesis on the subject of Studying the Trend towards Equal Civil Rights between Male and Female Students of Tehran University, has concluded that the modern life style has greatest influence among the studied variables on the rate of trend towards equal civil rights. In the meantime, the gender variable has not a direct relationship with trend towards equal civil rights, but has a relationship with the trend towards equal civil rights through life style and the rethinking variable.

Zakeri (2007) in a research titled Influence of Social Class on Attitude towards the Process of Modernization in Isfahan City, studied the class belonging of the studied individuals based on indices: income, education, occupation, place of residence and ownership of housing and automobile, and finally has concluded through analyzing the relationship between social class and modernity as follows: there is a significant relationship between the social class and rationality. There is no significant relationship between social class and expediency, and there is a significant relationship between other indices and social class, too. Comparing the average scores of the various classes shows that two high and low class have the

most rate of difference in the attitude towards the modernity indices and the middle class has an attitude close to the high classes. In general, the higher the social class, the more positive attitudes towards modernity.

Kianpoor (2006) in his/ her thesis on the subject of Social and Cultural Factors with the Rate of Teachers' Awareness of the Civil Rights in Borujen City, concluded that there is a significant relationship between the rate of access and use of mass media, the rate of participation in public spheres, education, age and gender and the rate of awareness of civil rights.

PURPOSE OF RESEARCH

The general purpose of this research is: to study and measure of the relationship between social and economic factors of Boushehr citizens and the rate of their awareness of their civil rights.

Minor objectives are:
- to study the rate of awareness of civil rights among respondents and different education levels.
- to study the difference of the rate of awareness of civil rights among female and male respondents.
- to recognize the difference between occupation type of the individuals and the rate of awareness of civil rights.
- to recognize the influence of income level of the individuals on the rate of awareness of civil rights.
- to recognize the influence of political orientation of the individuals on the rate of awareness of civil rights.

HYPOTHESIS OF RESEARCH

If the hypothesis of research in any research are designed in detail and carefully, can illuminate the work. Because hypothesis is the initial response of the researcher to the problem or subject of the research that should be measured and tested (Saei Arasi, 2010). Therefore, the researcher has tried to present the assumptions so that can show the relationships between the variables of the research. The hypothesis of this research are as follows:
- It seem that there is a significant difference between the education levels of the individuals and the rate of awareness of their civil rights.
- It seem that there is a significant difference between the occupation type of the individuals and the rate of awareness of their civil rights.
- It seem that there is a significant difference between the gender of the individuals and the rate of awareness of their civil rights.
- It seem that the income level of the individuals influences on the rate of awareness of their civil rights.

– It seem that the political orientation of the individuals influences on the rate of awareness of their civil rights.

RESEARCH METHOD

The method used in this research is "survey" that is a descriptive research. Survey can be used for the descriptive, explanation and exploratory purposes. The statistical population is 169,966. The sample size includes: a number of people in the society who have similar characteristics with the society and represent the society, and have the heterogeneity and homogeneity with the people in the society (Hafeznia, 2002). The sample size in this research is calculated equals to 383, based on Cochran formula and considering 5% error rate and 95% level of significance.

Sampling methods are different in the examined subject and issues and for any problem according to the specific spatial and temporal conditions, a specific type of sampling should be used. In this research, according to the subject, the purpose of research and the characteristics of respondents, multi-stage cluster sampling method is used. Collecting information and data has been done by using a research-made "questionnaire", which the face validity is confirmed by some experts, and after a preliminary test of the questionnaire, "Cronbach alpha coefficient" is calculated by spss software that the value is 0.84. The collected information and data are processed and analyzed by using spss software in two parts: descriptive and inferential statistics proportional to the levels of measuring the variables.

ANALYSIS OF THE FINDING

Hypothesis 1: It seems that there is a significant difference between the awareness of the individuals of civil rights in terms of their education level.

TABLE 1: COMPARISON OF RESPONDENTS' AWARENESS OF THEIR CIVIL RIGHTS IN TERMS OF EDUCATION LEVEL

Education	Number	Average	Standard Deviation
Iilliterate	2	66/5	12/02
Reading and writing	3	41/33	12/05
Elementary school	8	56/75	14/29
Guidance school	29	52/68	12/39
Diploma	146	58/56	10/65
Associate's degree	108	60/19	8/95
Bachelor's Degree	136	60/05	10/72
Master's Degree and higher	27	60/33	13/64
Total	459	59/01	10/87

TABLE 2: REPORT SUMMARY OF ANALYSIS OF VARIANCE

Source of changes	Sum of squares	Degree of freedom	Mean squares	F value	Level of significance
Inter-groups	2624/5	7	374/9	3/27	/002
Intra-groups	51582/3	451	114/3		
Total	54206/9	458	--		

TABLE 3: THE RESULTS OF TUKEY POST-HOC TEST TO COMPARE RESPONDENTS' AWARENESS OF THEIR CIVIL RIGHTS IN TERMS OF EDUCATION

Education	Illiterate		Reading and writing		Elementary school		Guidance school		Diploma		Associate's degree		Bachelor's Degree	
	Mean difference	Level of significance	Mean difference	Level of significance	Mean difference	Level of significance	Mean difference	Level of significance	Mean difference	Level of significance	Mean difference	Level of significance	Mean difference	Level of significance
Iilliterate	-	-	25/16	/16	9/75	/94	13/81	/64	7/93	/96	6/3	/96	6/64	/99
Reading and writing	25/16	/16	-	-	15/4	/39	11/35	/65	17/22	/11	18/86	/053	18/78	/055
Elementary school	9/75	/94	15/4	/39	-	-	4/06	/98	1/81	1	3/44	/98	3/3	/99
Guidance school	13/81	/64	11/35	/65	4/06	/98	-	-	5/87	/12	7/5	/018	7/36	/017
Diploma	7/93	/96	17/22	/11	1/81	1	5/87	-	-	-	1/63	/93	1/48	/94
Associate's degree	6/3	/96	18/86	/053	3/44	/98	7/5	/018	1/63	/93	-	-	2/81	1
Bachelor's Degree	6/44	/99	18/71	/055	3/3	/99	7/36	/017	1/48	/94	2/81	1	-	-
Master's Degree and higher	6/16	/99	19	/069	3/58	/99	7/64	/13	1/77	/99	/13	1	/28	1

As can be seen in the above tables, the results of one-tailed analysis of variance show that the observed difference between the average of the respondents' awareness of their civil rights in terms of their education at (P < 0.002) level is significant. So the above-mentioned hypothesis was confirmed. According to the average of respondents' awareness of their civil rights in terms of their education level, it can be said that the rate of the awareness of the respondents with a Master's Degree and higher education is more than the rate of awareness of the other respondents of the civil rights.

The results of Tuky test (Table 3) also shows that the difference observed between the average of the respondents' awareness of civil rights with Guidance school and Associate's degree education (mean difference between these two groups is 7.5 and (P < 0.018)), Guidance school and Bachelor's Degree education (mean difference between these two groups is 7.36 and (P < 0.017)) is significant, but the difference observed between the average of the respondents' awareness of civil rights among the other levels of their education is not significant at the 95% confidence level, because their significant levels is higher than 0.05.

Hypothesis 2: It seems that there is a significant difference between the awareness of the individuals of their civil rights in terms of their occupation type.

TABLE 4: COMPARISON OF RESPONDENTS' AWARENESS OF THEIR CIVIL RIGHTS IN TERMS OF OCCUPATION TYPE

Occupation type	Number	Average	Standard Deviation
Scientific, technical and specialized jobs	32	59/25	9/54
CAO	1	61	-
Office and administrative jobs	202	60/88	10/93
Salesperson and commercial personnel	36	58/55	11/43
Service jobs	5	57/6	8/96
Agriculture and animal husbandry	2	58/5	/71
Producing and transportation	17	57/94	11/57
etc.	164	56/9	10/72
Total	459	59/01	10/87

TABLE 5: REPORT SUMMARY OF ANALYSIS OF VARIANCE

Sources of changes	Sum of squares	Degree of freedom	Mean squares	F value	Level of significance
Inter-groups	1677/7	8	209/7	1/79	/076
Intra-groups	52529/1	450	116/7		
Total	54206/9	458	--		

As can be seen in the above tables, the observed difference between the average of respondents' awareness of civil rights in terms of their occupation type at (P = 0.076) level is not significant, because the obtained level of significance is higher than 0.05. Therefore, this hypothesis was rejected.

Hypothesis 3: It seems that there is a significant difference between the gender of the individuals and the rate of awareness of their civil rights.

TABLE 6: COMPARISON OF THE AWARENESS MALE AND FEMALE RESPONDENTS OF THEIR CIVIL RIGHTS

Gender	Number	Average	Standard Deviation	Degree of freedom	t value	Level of significance
Male	245	59/13	11/01	457	/252	/8
Female	214	57/87	10/74			

As can be seen from the above table, the observed difference between the average of male and female respondents' awareness of civil rights based on *t* test is not significant, because the level of significance 0.8 is higher than 0.05. So rights hypothesis not be accepted and the opposite hypothesis is confirmed.

Hypothesis 4: It seems that the income level of the individuals influences on the rate of their awareness of their civil rights.

TABLE 7: SUMMARY OF MODEL OF INFLUENCE OF INCOME LEVEL OF THE INDIVIDUALS ON THE RATE OF THEIR AWARENESS OF THEIR CIVIL RIGHTS

R	R^2	Adjusted R^2	Error of estimate
/028	/001	-/001	340/9

TABLE 8: THE RESULTS OF ANALYSIS OF VARIANCE OF INFLUENCE OF INCOME LEVEL OF THE INDIVIDUALS ON THE RATE OF THEIR AWARENESS OF THEIR CIVIL RIGHTS

Model	Sum of squares	Df	Mean squares	F	Level of significance
Regression	41/7	1	41/7	/352	0/55
Remainder	54165/2	457	118/5		
Total	54206/9	458	-		

As can be seen in the above tables, according to Beta coefficient, can be said that the variable income level of the individuals has a positive and very weak influence on the rate of their awareness of their civil rights, but this influence is not significant. Because the obtained level of significance meaning 0.55 is higher than 0.05. Therefore the hypothesis of the research is rejected and the opposite hypothesis is accepted.

TABLE 9: STANDARDIZED AND NON-STANDARDIZED REGRESSION COEFFICIENTS

Model	Standardized coefficient		Beta Standardized coefficient	T	Level of significance
	B	Standard error			
Constant value	59/3	/802	-	74/05	/0001
Income	8/8	/001	/028	/59	/55

Hypothesis 5: It seems that political orientation of the individuals influences on the rate of their awareness of civil rights.

TABLE 10: SUMMARY OF MODEL OF INFLUENCE OF POLITICAL ORIENTATION OF THE INDIVIDUALS ON THE RATE OF AWARENESS OF CIVIL RIGHTS

R	R^2	Adjusted R^2	Error of estimate
1/96	/038	/036	10/68

TABLE 11: THE RESULTS OF ANALYSIS OF VARIANCE OF INFLUENCE OF POLITICAL ORIENTATION OF THE INDIVIDUALS ON THE RATE OF THEIR AWARENESS OF THEIR CIVIL RIGHTS

Model	Sum of squares	Df	Mean squares	F	Level of significance
Regression	2081/3	1	2081/3	18/24	/0001
Remainder	52125/5	457	114/06		
Total	54206/9	458	-		

TABLE 12: STANDARDIZED AND NON-STANDARDIZED REGRESSION COEFFICIENTS

Model	Standardized coefficient		Beta Standardized coefficient	T	level of significance
	B	Standard error			
Constant value	72/1	3/1	-	23/2	/0001
Income	-/463	/108	-/196	-4/27	/0001

According to the value of coefficient Beta, it can be said that the variable political orientation of the individuals influences negatively on the rate of their awareness of their civil rights, in the sense that whatever political orientation of the individuals get closer to the left orientation, the rate of the political orientation of the individuals becomes more than the rate of their awareness of their civil rights. The influence at (P < 0.0001) level is significant. According to the value

of R^2, it can be said that the variable political orientation of the individuals explained 3.8% of the variance of the awareness of the individuals of their civil rights.

SUMMARY AND CONCLUSION

The research results about significance between the occupation type and the rate of awareness of civil rights show that occupation type has a weak influence on the rate of their awareness, but income as an important and influencing economic factor can influence on increasing or decreasing their awareness of their civil rights, which intensity and weakness of this influence depends on the economic and social conditions of the studied society. As was observed in this research, the results showed a positive and weak influence of income on the rate of the awareness of the individuals. Therefore it can be concluded that if there are necessary measures in order to provide the appropriate conditions to gain income and, in other words, distribute fairly the wealth in the society, income can to some extent influences on the rate of awareness of the civil rights. But about the gender (male or female), it can be concluded that the gender did not influence on the rate of awareness of the individuals in this present study.

Analysis and hypothesis test indicate that the political orientation of the individuals influences on the rate of their awareness. Therefore, enhancing the features such as a spirit of criticism, freedom of parties and etc. can be effective in raising the awareness of civil rights.

There is also a significant statistical relationship between the education level of the respondents and the rate of their awareness of civil rights, so that the rate of the political awareness of respondents with a Master's Degree and Ph.D. education is higher in compared with the others. Therefore, it is necessary to provide the necessary backgrounds to identify the components of civil rights that in this process as an important duty, should provide the necessary conditions for the participation and comments of the specialists and experts to formulate and explain its basic and applied features. The important point in this respect is that we should use the potentials of the institutions such as Education, universities, scientific centers, research centers, broadcasting, municipalities and other competent bodies. So that the Ministry of Education includes the educational content about civil rights and duties based on the grade of learners in all fields. In addition to Education, other institutions and cultural and educational centers can also address this issue through preparing and publishing the educational content, in addition to it, holding the social and political meetings of the experts of civil rights with the people leads into enhance the citizens' awareness, too.

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