

Commitment towards Democratic Values: Elementary Schools' Students' Perspective

Ammara Murtaza* and Rafaqat Ali Akbar**

Abstract

Democratic values are standards of individual to live democratically in societies and are personal to every human being. Individuals committed towards democratic values recognize their rights by accepting civic responsibilities. Commitments towards democratic values ensure the stability of democracy and build a strong existence of democratic state. Present study was planned to determine elementary schools' students' commitment towards democratic values in Lahore District of Punjab Province. Research was descriptive in nature leads to quantitative paradigm through conducting survey. Sample of the study consisted of randomly selected 800 enrolled students in 6th, 7th and 8th classes of public sector elementary schools; 350 male and 450 female students. Researchers adopted *Democratic Values Scale*, DVS based on 5-point Likert type responses and categorized in six sub-scales having 24 statements. Researchers calculated Cronbach's Alpha statistics; .890 to ensure overall reliability of the instrument. Findings of descriptive and inferential statistics showed significant difference among students' gender, locality and their age groups; male students from urban localities were more committed towards democratic values while female students from rural areas were less democratic. Findings further stated that significant difference was present between sixth, seventh and eight grades' students' commitment towards democratic values. It is recommended that curriculum experts need to inculcate deficit democratic values in Elementary schools' curriculum focusing appropriate democratic practices that will develop students' democratic attitudes.

Keywords: Democratic values, elementary school, students' commitment

*Lecturer, Department of Education, University of Jhang, Jhang.

Email: ammara.murtaza14@gmail.com

** Professor and Director, Institute of Education and Research, University of the Punjab, Lahore, Pakistan.

Introduction

Democracy is popular slogan in the modern world. Every individual has own perception about concept of democracy. Peoples' views about personal rights and common values changes with the effects of globalization (Abrahams & Smith, 2011). Individuals possess democratic values; equality and equal opportunities, respecting freedom of life, honesty, justice, cooperation, tolerance, responsibility, self-esteem, sensibility, safety and peace, acceptance of differences, respect for diversity of peoples, freedom of expression, self-respect, respect for human dignity, effectiveness, solving individual conflicts in a peaceful way, supremacy of law and development (Kincal & Isik, 2003; Sarı, 2007; Ulusoy, 2007). Democratic values are internalized and performed in daily life of individuals for their sustainability to build democratic society (Flanagan, Bowes, Jonsson, Csapo, & Sheblanova, 1998; Güven, 2007; Murtaza & Akbar, 2019).

Education is responsible to develop democratic values; respect for diversity, individual's rights, responsibility, collaboration, equality, tolerance and patience among students. National curriculum 2006 also focuses to inculcate stated democratic values in primary, elementary and secondary levels' students. Students are taught these values at three stages: i) conceptual clarification of democratic values ii) integration of values to enable students' practical in life, iii) facilitation of democratic environment in educational institutions (Aggarwal, 2005). Schools are social institutions and provide platform to learn and practice the concept of democracy. Students' socialization according to the democratic values begins at schools (MacBeath & Moos, 2004). Educational institutions are working as organizations to promote democratic education among elementary level's students. Parents, cultures and societies tried their best in developing the sense of awareness among children in this regard (Colby & Damon, 1999; Flanagan et al., 1998). Teachers play fundamental role in promoting students' attitudes towards democratic values and their volunteer involvement in democratic practices during students' stay at school (Kozikoğlu, 2017). School is a place that provides opportunities to students for commitment towards democratic values in democratic society (Dean, 2005). Studies reported that students enrolled in educational institutions are committed towards understanding of democratic values (Akin & Özdemir, 2009; Carruthers-Day, Middleton, & Wollfley, 1990; Çetinkaya & Kincal, 2015; Ciftci, 2013; Doğany & Sarı, 2004; İlğan, Karayiğit, & Çetin, 2013; Konaş, Selçuk, & Polat, 2012; Seiverling, 1973).

İlğan, Karayiğit and Çetin, (2013) structured research in Turkey to find out students' attitudes towards democratic values on randomly selected sample of 448 students of eighth grade. Self-developed questionnaire based on 5-point Likert type options was administered to collect data from respondents. Results of parametric and non-parametric statistical techniques depicted that students showed their commitment

towards democratic values. Male and female students having different age group enrolled in sixth, seventh and eighth grades were also more committed towards democratic values.

Other quantitative study was planned by Doğanay and Sarı (2004) to explore students' devotions on democratic values. Data were collected through administering self-constructed *Devotion to Democratic Values Scales*. Scale was constructed focusing democratic values stated in curriculum. There were 71-items categorized in 10-factors based on democratic values mode of 5-point Likert type options. Results of inferential statistics showed that students were highly committed towards democratic values.

Research planned by Çetinkaya and Kincal, (2015) to explore efficacy level of education given to the children to enhance awareness towards love, tolerance and democracy. Research concluded that children were focused to become tolerant, respectful, practical citizens having patience and respectful to the individual's rights.

Seiverling, (1973) framed research on enrolled students of *Naval Junior Reserve Officers Training Corps* of Pennsylvania State, USA. Researcher made comparison among course attended participants and non-participants. More than 90% students were taught democratic values to make them good citizens. Findings showed that those students who were enrolled in institutions were more dedicated towards democratic values as compared to non-enrolled candidates.

Carruthers-Day et al. (1990) planned research to find out students' attitudes towards democratic beliefs by employing representative sampling technique on cadet and non-cadet students of US East Coast State. Findings confirmed that enrolled students were more committed towards responsibilities, more admiration towards integrity / truth, honesty and were committed citizens as compared to non-cadets.

Quantitative study planned by Rashid and Gao (2012) in Bangladesh to explore urban and rural elementary schools' students' commitment towards democratic values on sample of 116 respondents by administering self-constructed questionnaire based on five point Likert type scale. Researchers themselves collected data from respondents and entered in SPSS for smooth analysis. Results of regression analysis reported that only 15% students showed their commitment towards understanding of democratic values. Overall research concluded that 49.2% students had moderate commitment towards democratic values.

Üztemur, Dinç and İnel (2018) framed quantitative research in Manisa to explore perceptions of students enrolled in 8th class on equality, justice and freedom. Researchers applied phenomenological model and convenient sampling technique was used to select sample of study consisted of five male and five female students for data collection. Semi-structure interview protocol was used for data collection from respondents. Findings

reported that justice is essential for fair social life and freedom is the liberty of experiencing basic human rights. Results further reported that students' locality play significant role in strengthening students' commitment towards democratic values. It is concluded students facing situational, personal, contextual and socio-cultural variations varied in their commitments towards democratic values.

Quantitative study planned by Süngü (2015) in Turkey to explore students' commitment towards values of democracy on sample of 448 male and female elementary schools' students. Researcher administered Ilgan et al. (2013) *Democratic Values Scale* for data collection. Results of descriptive analysis reported that female students were more affirmed and showed great intention towards democratic values as compared to male students.

Other quantitative study framed by Sarı, Sarı and Ötünç (2008) in Turkey to explore students' abilities towards resolution of conflicts and their commitments towards democratic values on sample of 257 respondents. Researchers categorized sample in 134 male and 123 female students. Data were collected applying two instruments; *Devotion towards Democratic Values Scale* and *Conflict Resolution Ability Scale*. Standardized scales consisted of 5-point Likert type options. Results of descriptive analysis reported that female students were highly devoted towards democratic values as compared to male students. Furthermore, results of *Pearson Product Moment Correlation (r)* revealed that there was significant moderate connection between students' conflict resolution abilities and their commitments towards democratic values.

Ciftci (2013) planned research to find association between students' democratic perception and attitudes towards social studies in Konya on sample of 665 male and female students selected from rural schools enrolled in classes of 4th, 5th, 6th, 7th and 8th. Nature of study was quantitative and researcher used co-relational study design. Data from respondents were collected through administering self-constructed *Social Study Attitude Scale* and *Democracy Perception Scale*. Findings show significant positive association between students' democratic perception and attitudes towards social studies. Results further states that male and female students have same perception toward democratic values.

Kontaş, Selçuk, and Polat (2012) planned quantitative study to explore teachers' democratic attitudes and students' possession level of democratic values. Data from respondents were collected through *Democratic Attitude Scale* and *Democratic Values Scale* for students. Sample of study consisted of 100 teachers and 410 students of 8th class enrolled in secondary schools from Adıyaman. Results of descriptive and inferential statistics reflect that students were more devoted towards democratic values and teachers'

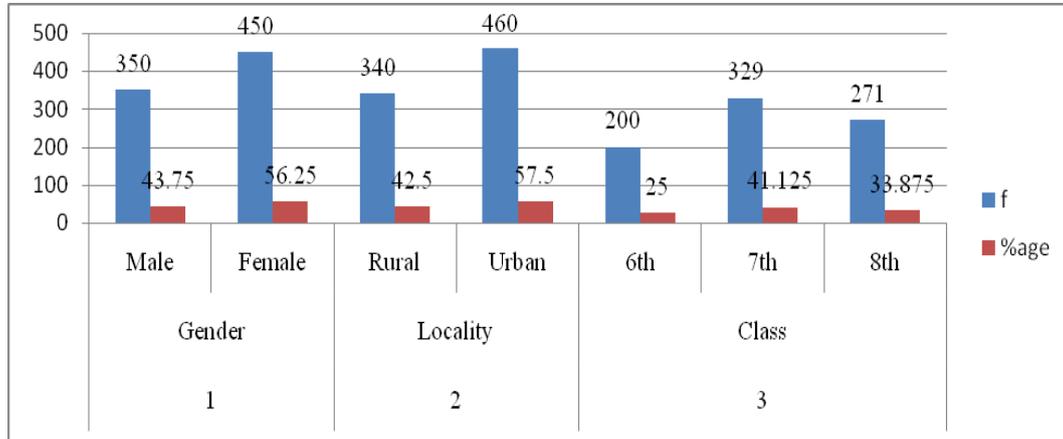
democratic attitudes do not vary according to their gender, marital status, seniority and schools' locale.

States focus to make their citizens democratic to get elegant status in societies. Investigation of students' commitment towards democratic values is considered important construct towards democratic states (Barnett, 1997; Biesta, 2009; Ehrlich, 2000). Students' commitment towards democratic values ensures strong relations for the betterment of societies and supremacy of states. Democratic society provides platform to live together, cooperate with each other and accepting cultural diversity (Cohen, Pickeral, & Levine, 2010). Application of education put significant role in awaking democratic concept and democratic values among students. Primary, middle and secondary education focuses on to give awareness about democratic citizenship education in this regard (Barber, 1991). Essential necessities for basic education are creation of democratic citizenship in educational institutions (Shapiro, 2009; Nussbaum, 2002). Students' contribution in democratic societies enhances their chances to become more democratic towards acquiring and engaging basic skills for the sake of public betterment (Galston & Galston, 2001). Educational institutions are playing pivotal role in enhancing and spreading democratic education and penetrating democratic values for students' commitment towards democratic states (Oross, Kovacs, & Szabo, 2018). Students at elementary level are going to be mature with concrete cognitive level and may understand the concept of democratic values. They show their concerns towards faithfulness, patriotism and enthusiastic through showing their concern by resolving conflicts in a constructive way as democratic citizen. Present research was planned to explore students' commitment towards democratic values by their gender, localities and classrooms' levels enrolled in public sector elementary schools of District Lahore.

Research Methodology

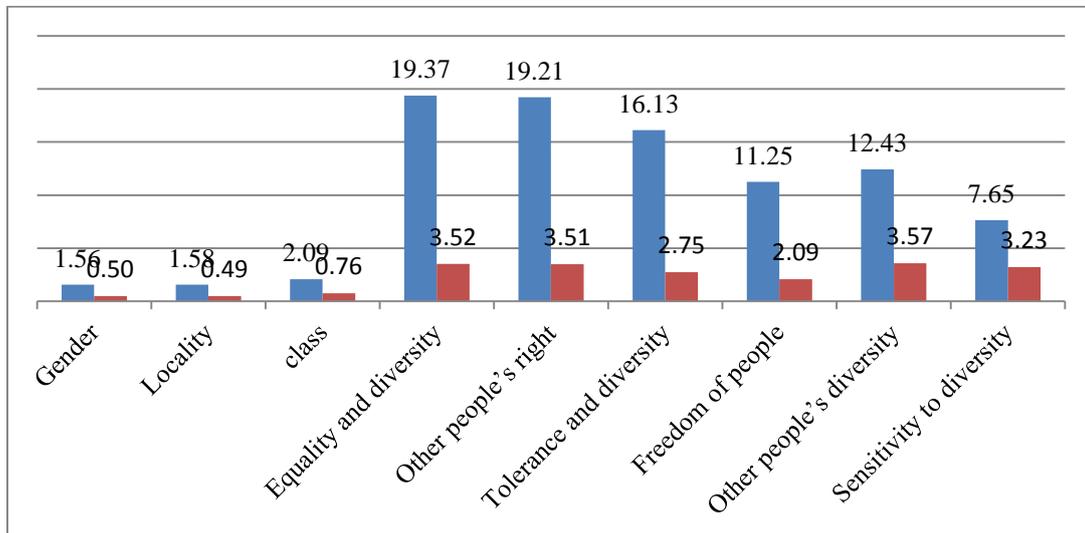
Research methodology deals with methods and procedures carried out in systematic way to investigate the research problem. Research was based on quantitative approach and descriptive in nature through conducting survey. All enrolled students of sixth, seventh and eighth grades during academic session 2018-2019 of District Lahore were comprised as target population of the research. Sample of the research consisted of randomly selected 800 respondents; 350 male and 450 female students selected from twenty public sector elementary schools: 10 rural; five male, five female and 10 urban: five male, five female schools of District Lahore.

Fig: 1 Students' demographic information



Questionnaire adopted from İlğan, Karayiğit and Çetin, (2013) also used by Süngü, (2016) to find out learners' devotion towards democratic morals at elementary level. Research instrument comprised of 24 statements divided in six sub-factors based on 5-point Likert type options and was pilot tested on sample of randomly selected 100 respondents; 50 male and 50 female students. Reliability of sub-factors of questionnaire was ensured by calculating Cronbach's Alpha scores; .705, .707, .770, .758, .727 and .813 respectively. Pilot studies ensure the success or failure of the instrument before conducting the research on the whole data (Creswell, 2003). Researchers distributed questionnaires among respondents for data collection. Shapiro-Wilk's test, $n < 2000$, $p > .05$ was applied by SPSS to calculate the Normality of the Data. Normal distributed data provide direction to employ parametric or non-parametric tests on collected data (Arnau, Bono, Blanca, & Bendayan, 2012; Bono, Blanca, Arnau, & Gómez-Benito, 2017; Field, 2000). Researchers distributed 825 copies of the questionnaires among respondents. They get back 800 copies with 96.96% return rate. Data were analyzed employing parametric statistics; independent samples t-test and ANOVA. Researchers made gender, locality and class level wise comparison of elementary schools' students' commitment towards democratic values, given below:

Fig 2: List of variables used in the research



Data Analysis and its Interpretation

Data analysis and its interpretation is significant part of the study. This part shows significant differences among demographic variables.

Table 1

Independent samples t-test on students' gender and locale

No.	Variables	N	M	SD	df	F	t	p	
1	Students' Gender	Male	350	87.10	16.67	798	9.537	1.923	.02
		Female	450	85.18	13.07				
2	Locality	Urban	340	87.40	14.49	798	8.539	2.406	.04
		Rural	460	85.00	13.22				

Table 1 shows significant difference between male and female students' commitment towards democratic values, $t(798) = 1.92, p < .05$; male students were more committed ($M = 87.10, SD = 16.67$) as compared to female students ($M = 85.18, SD = 13.07$) and students' locality, $t(798) = 2.406, p < .05$; students of urban elementary schools were more committed ($M = 87.40, SD = 14.49$) as compared to the students studying in rural schools ($M = 85.00, SD = 13.22$).

Table 2*Independent samples t-test on factors of democratic values by students' gender*

No	Factors	Students' Gender	N	M	SD	df	F	t	P
1	Respecting equality and diversity	Male	350	19.50	3.66	798	2.877	.928	.090
		Female	450	19.26	3.41				
2	Respect for people's rights	Male	350	19.39	3.62	798	1.817	1.286	.178
		Female	450	19.06	3.42				
3	Tolerance and diversity	Male	350	16.23	2.82	798	1.088	.906	.297
		Female	450	16.05	2.69				
4	Respect for Freedom of people	Male	350	11.39	2.14	798	.634	1.658	.426
		Female	450	11.14	2.04				
5	Respect to people's diversity	Male	350	12.60	3.76	798	7.771	1.208	.005
		Female	450	12.29	3.42				
6	Sensitivity to diversity	Male	350	8.00	3.42	798	10.583	2.702	.001
		Female	450	7.37	3.05				

Results of table 2 depicts no significant difference between students' commitment towards democratic values by their gender; respect to equality and diversity, $t(798) = .928, p > .05$; respect for people's right, $t(798) = 1.286, p > .05$; tolerance and diversity, $t(798) = .906, p > .05$ and freedom of people, $t(798) = 1.658, p > .05$. Gender wise significant difference was existed against factors regarding: respect for people's diversity, $t(798) = 1.208, p < .05$; male students were more committed towards people's diversity ($M = 12.60, SD = 3.76$) as compared to female students ($M = 12.29, SD = 3.42$) sensitivity to diversity, $t(798) = 2.702, p < .05$, male students were more sensitive to diversity ($M = 8.00, SD = 3.42$) as compared to female students ($M = 7.37, SD = 3.05$).

Table 3*Independent samples t-test on factors of democratic values by students' locality*

No	Factors	Locality	N	M	SD	df	F	T	p
1	Respecting equality and diversity	Rural	340	19.57	3.65	798	2.612	1.434	.106
		Urban	460	19.21	3.41				
2	Other people's rights	Rural	340	19.45	3.56	798	1.291	1.722	.256
		Urban	460	19.02	3.46				
3	Tolerance and diversity	Rural	340	16.27	2.77	798	.854	1.255	.356
		Urban	460	16.02	2.73				
4	Freedom of people	Rural	340	11.42	2.15	798	1.004	1.922	.317
		Urban	460	11.13	2.03				
5	Other people's diversity	Rural	340	12.66	3.76	798	8.662	1.594	.003
		Urban	460	12.25	3.42				

6	Sensitivity to diversity	Rural	340	8.03	3.41	798	9.408	2.873	.002
		Urban	460	7.36	3.07				

Table 3 reveals no significant difference between students' locality regarding; respect to equality and diversity, $t(798)$, $1.434 = p > .05$, respect for people's rights, $t(798) = 1.722$, $p > .05$, tolerance and diversity, $t(798) = 1.255$, $p > .05$ and respect for freedom of people, $t(798) = 1.922$, $p > .05$. There was significant difference regarding; respect for people's diversity, $t(798) = 1.594$, $p < .05$; rural students were more committed to respect for people's diversity ($M = 12.66$, $SD = 3.76$) in comparison of urban students ($M = 12.25$, $SD = 3.42$) sensitivity to diversity, $t(798) = 2.873$, $p < .05$, rural students were more sensitive to diversity ($M = 9.03$, $SD = 3.41$) as compared to urban students ($M = 7.36$, $SD = 3.07$).

Table 4

One way ANOVA on students' class wise commitment towards democratic values

	<i>Sum of squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>P</i>
Between Groups	3003.514	2	1501.757		
Within Groups	149507.125	797	187.587	8.006	.01
Total	152510.639	799			

Table 4 interprets elementary schools' students' class wise commitment towards democratic values. Results showed significant difference between sixth, seventh and eighth grades, ($F(2, 797) = 8.006$, $p < .05$). To explore further significant differences among students' class levels, following test was applied.

Table 5

Tukey Post Hoc test on class wise students' commitment towards democratic values

<i>(I) Class</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>(J) Class</i>	<i>MD (I-J)</i>	<i>SE</i>	<i>P</i>
Sixth class	200	89.35	14.57	7th	4.71278*	1.23	.01
				8th	4.09039*	1.28	.01
Seventh class	329	84.63	13.63	6th	-4.71278*	1.23	.01
				8th	-.62239	1.12	.58
Eighth class	271	85.25	13.10	6th	-4.09039*	1.28	.01
				7th	.62239	1.12	.58

* Significance level of mean difference is .05

Table 5 indicates significant difference between students of 6th and 7th class ($p = .05$); students of 6th class were more committed ($M = 89.35$, $SD = 14.57$) as compared to 7th class students ($M = 84.63$, $SD = 13.63$) students of 6th and 8th grades ($p = .05$); students of 8th class were more committed ($M = 85.25$, $SD = 13.10$) as compared to students of 6th class ($M = 89.35$, $SD = 14.57$). Likewise no significant difference was

present between 7th and 8th grades' students' commitment towards democratic values ($p = .58$); Students of 8th class were more committed ($M = 85.25$, $SD = 13.10$) as compared to students enrolled in 7th class ($M = 84.63$, $SD = 13.63$).

Table 6

One way ANOVA on factors of democratic values and students' commitment

No	Democratic values	N	M	SD	SE	ANOVA F	p
1	Equality and diversity	800	19.37	3.52	.12	.689	.50
2	People's rights	800	19.21	3.51	.12	13.363	.01
3	Tolerance and diversity	800	16.13	2.75	.10	7.788	.01
4	Freedom of people	800	11.25	2.09	.07	6.668	.01
5	People's diversity	800	12.43	3.57	.13	.752	.47
6	Sensitivity to diversity	800	7.65	3.23	.11	7.372	.01

Table 6 shows interpretation of one way ANOVA depicts no significant difference between students' commitment towards democratic values regarding; equality and diversity, ($F(2, 798) = .689$, $p > .05$) and people's diversity, ($F(2, 798) = .752$, $p > .05$) but found significant difference regarding; people's rights, ($F(2, 798) = 13.363$, $p < .01$), tolerance and diversity, ($F(2, 798) = 7.788$, $p < .01$), freedom of other people, ($F(2, 798) = 6.668$, $p < .05$) and sensitivity to diversity, ($F(2, 798) = 7.372$, $p < .05$). To explore further difference following test was applied.

Table 7

Tukey Post Hoc test on factors of democratic values

Sr. #	Variable	(I) Class	N	M	SD	p
1	Respect for peoples' rights	6 th	200	19.49	3.83	.000
		7 th	329	19.19	3.41	.000
		8 th	271	19.49	3.41	.000
		6 th	800	19.37	3.52	.348
		7 th	200	20.28	3.37	.000
		8 th	329	18.73	3.55	.348
2	Tolerance and diversity	6 th	271	18.99	3.40	.000
		7 th	800	19.21	3.51	.003
		8 th	200	16.78	2.62	.000
		6 th	329	15.84	2.81	.443
		7 th	271	16.01	2.71	.003
		8 th	800	16.13	2.75	.443
3	Freedom of people	6 th	200	11.71	2.19	.002
		7 th	329	11.13	2.04	.001
		8 th	271	11.06	2.02	.002
		6 th	800	11.25	2.09	.658
		7 th	200	12.69	3.94	.001
		8 th	329	12.36	3.41	.658

5	Sensitivity to diversity	6 th	271	12.31	3.48	.000
			800	12.43	3.57	.001
		7 th	200	8.40	3.53	.000
			329	7.39	3.15	.940
		8 th	271	7.41	3.02	.001
			800	7.65	3.23	.940

Serial no. 1 of table 7 depicts significant difference between 6th and 7th grades' students ($p = .000$); students of 6th grades were more committed ($M = 19.49$, $SD = 3.83$) as compared to students of 7th grade ($M = 19.49$, $SD = 3.41$); 6th and 8th grades students ($p = .000$); students of 8th grade were more committed ($M = 20.28$, $SD = 3.37$) as compared to 7th class students ($M = 19.37$, $SD = 3.52$) and no significant difference ($p = .348$); between 7th and 8th class students' devotion towards democratic values. Likewise, interpretation of serial no. 2 shows significant difference between students of 6th and 7th class ($p = .000$); students of 6th grade were more committed ($M = 18.99$, $SD = 3.40$) as compared to students of 7th grade ($M = 16.78$, $SD = 2.62$); 6th and 8th grades students ($p = .003$) students of 6th grade were more committed ($M = 19.21$, $SD = 3.51$) as compared to 8th grade student ($M = 16.01$, $SD = 2.71$) and found no significant difference between students of 7th and 8th grades ($p = .443$); against factor on tolerance and diversity. Furthermore, interpretation of serial no. 3 depicts significant difference between 6th and 7th grades' students ($p = .001$); students of 6th grade were more committed towards freedom of other people ($M = 11.71$, $SD = 2.19$) as compared to students of 7th class ($M = 11.13$, $SD = 2.04$), 6th and 8th grades' students ($p = .001$); students of 8th grade were more committed ($M = 12.69$, $SD = 3.94$) as compared to students of 6th grade ($M = 11.13$, $SD = 2.04$) and found no significant difference between 7th and 8th grades' students' commitment ($p = .66$) against factors regarding freedom of people. Finally, interpretation of sr. no. 4 reflects significant difference between 6th and 7th grades' students ($p = .000$): students of 6th grade were more sensitive to diversity ($M = 12.31$, $SD = 3.48$) as compared to students of 7th class ($M = 8.40$, $SD = 3.53$), 6th and 8th grades' students ($p = .001$); students of 6th grade were more committed ($M = 12.43$, $SD = 3.57$) as compared to students of 8th grade ($M = 7.41$, $SD = 3.02$) existed no significant difference between 7th and 8th grades' students ($p = .940$); against factor regarding senility to diversity.

Discussion

Democratic values are necessary standards for every citizen which directs actions of peoples to live democratically in democratic state. Educational institutions are playing pivotal role in penetrating democratic values among students at different levels to prepare them as democratic citizens. Constitution of Pakistan as democratic country ensures fundamental rights to its every individual. Educational institutions bear the responsibility

to disseminate democratic values among future adults. This study was designed to explore students' commitment towards democratic values of Pakistani public sector elementary schools.

Studies found that elementary schools' students were more devoted towards democratic values (Akar, 2016; Doğanay & Sarı, 2004; Kuş & Çetin, 2014). Commitment towards democratic values is influenced by students' gender, locality and class levels (Akın & Özdemir, 2009; Doğanay & Sarı, 2004; Izgar & Beyhan, 2015) whose findings show significant difference between male and female students' devotion towards democratic ideals. Findings contradict with finding of studies (Topkaya & Yavuz, 2011; Çetinkaya & Kincal, 2015) which illustrated that no significant difference was present between male and female students' commitment towards democratic principles. Results of present study show that male students were highly devoted towards democratic ideals ($M = 87.100$, $SD = 16.673$) as compared to female students ($M = 85.182$, $SD = 13.065$). Because in Pakistan males are the dominant part of societies and remain more active to maintain all sorts of domestic, political and social relations in their societies as compared to females. Findings of current research oppose with the results of research concluded by İlğan et al., (2013) and Topkaya and Yavuz (2011) of Turkish elementary schools' students which reported that female students accepted democratic values higher than the boys because girls are more lenient, friendly and selfless in their common interactions.

Studies show that students' localities affect their commitment towards democratic values which support with the results of study framed by Yüksel et al. (2013), reported that students' commitment towards democratic values vary according to their rural and urban localities, which claimed that different locations were significant factors influencing students' commitment towards democratic values. Research explored that students belonging to urban areas were more committed towards democratic values. Results of current study controvert with the results of the study designed by Yüksel et al., (2013), that rural students were more committed ($M = 87.402$, $SD = 14.491$) as compared to students from urban localities ($M = 85.00$, $SD = 13.218$). Literature stated significant difference in students' level of devotion towards democratic values were present among their class levels in elementary schools. Students of 8th grade were more committed towards democratic values as compared to students of 6th and 7th class (Doğanay & Sarı, 2004; Sarı et al., 2008). Findings of these studies support with the results of present research.

Conclusions

Present study focuses to find out students' commitment towards democratic values at elementary level. Results show that students' gender, locality and class level

influence students' commitment towards democratic values. It was concluded that male students expressed more intentions and commitments towards democratic values, while female students were less committed democratically. Male students remain more friendly and self-less in their social relations. They remain in-contact with their peers and fellows. They share and understand values in their social relations and have more social circles with each other. They have more options to experience democratic values. Male students face diversity of people in their surroundings that provide more opportunities to show commitment towards democratic values. Students living in urban areas with differing political and economical backgrounds negatively affect their values. On the other hands, students who lived in rural areas are sympathetic and mindful towards democratic values due to resembling views of life. Study further concludes variations in commitment among different grade students towards democratic. Students of 6th grade are less mature and have less access towards learning of democracy and poor understandings about democratic values. These values internalized along with more maturity and getting further education. Pakistani context students of highest grades shows better commitments comparatively small grade level students. Students of 8th class showed commitment at high level comparatively small grades students. Resultantly, level of commitment towards democratic values increases along with education which make them democratic citizens.

Recommendation

Recommendations are given below:

1. It is recommended that human rights, citizenship and democratic values need to be inculcated into the curriculum. So the concept of democracy need to be taught as democracy cannot develop by itself.
2. Students need to acquire democratic education focusing appropriate practices regarding democratic values because it will develop democratic attitude among children and individuals.

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