

PalArch's Journal of Archaeology
of Egypt / Egyptology

**AN ANALYSIS OF POLITICAL AWARENESS AMONG
FACULTY MEMBERS OF THE HIGHER EDUCATION
INSTITUTES IN KHYBER PAKHTUNKHWA, PAKISTAN**

Saima Razzaq Khan¹, Azmat Ali Shah²& Muhammad Ismail³

**¹Ph.D Scholar, Department of Political Science, QurtubaUnivesityof
Science&Technoology, Pakistan.**

**^{2,3}Department of Political Science, QurtubaUnivesity of Science &Technoology,
Pakistan.**

**Saima Razzaq Khan , Azmat Ali Shah & Muhammad Ismail , An Analysis Of
Political Awareness Among Faculty Members Of The Higher Education
Institutes In Khyber Pakhtunkhwa, Pakistan , Palarch's Journal Of
Archaeology Of Egypt/Egyptology 18(10), 1475-1491. ISSN 1567-214x.**

**Keywords:Political Awareness; Higher Education Institutions, Faculty, KP &
Pakistan.**

ABSTRACT

This paper explores the level of political awareness of the faculty of different universities of Khyber Pakhtunkhwa. Using the positivist theory and Survey method,

this paper draws on structured questionnaire with respondents (n = 363) who identified as Lecturers; Assistant Professors; Associate Professors and Professors. Statistical analysis focused on the multiple dimensions of awareness, Objects of Political Awareness and their contribution to the components of political awareness, experienced by respondents, including the objects of awareness: political structures; political processes; political actors; and political cleavages; political roles and political issues while facets of awareness: political attentiveness; political knowledge; political empathetic; political participation and political discussion. The authors' results point to that predictors were strongly, significantly and positively associated with Components of Political Awareness and 97 % change can be attributed to these predictors, objects, in criterion, components of Political Awareness. On the other hand, our results also point to that the demographic variables represented varied results.

INTRODUCTION

The people's participation in politics is essential component of democratic politics. Democracy and representative systems cannot continue devoid of the involvement of its people. Democracy relies heavily on continued validation of citizens' role in political system. The role of citizen's participation has conventionally been emphasized using supporters of representative democratic system ([Adam & Gabriel 2010](#)). This type of model can be separated by combining elements of indirect democracy and direct democracy, uniting features of both ([Held,2006](#)). Participation in politics is based on the involvement of general public. Pakistan's political culture is complex due to racial and gender discrimination. Four times country's democracy derailed. The fragile democracy, authoritative and feudal political culture, absence of nationwide consensus, were hampered country's voting political affairs. Electoral fraud, absence of transparency, alteration in the dominant outcome of results and strong parties in politics, turmoil, and exploitation of the machinery of the government and media made general elections unproductive, decrease the transparency of the process of elections and deterioration of community confidence in electoral processes.

Pakistan political landscape has unique history of destabilizing governing system and replacing them with martial laws. This state of affairs forced the faculty of university to be disconnected from the affairs of society. It was revealed by report of [UNESCO \(2007\)](#) that most faculty and students in Pakistani universities have revealed that their political awareness is very low. There are numerous features behind this state of affairs, but then again part of schooling is important however at every cost cannot be abridged in this respect. The role of faculty and the number of contents available in

this condition may would not be overlooked (Muzaffar, Javaid, &Sohail, 2017). Two features have deteriorated political awareness at the university level (World Bank, 2008). The scholar was involved in discovering the political consciousness and understanding among faculty of Higher Education Institutes in Khyber Pakhtunkhwa. Education is influential tool used for student's political socialization through stimulating social and political awareness, morals to carry out their responsibility efficiently. Educational institutions are possible means of socialization and political awareness. Institution of higher education can carry out essential part in the development of moral and political awareness in the society (David, 1963). In this connection, in higher education institutes, the growth of the political awareness in faculty may vary.

Besides, numerous members of the faculty in different universities have confidence that having knowledge about the political affairs and being taking active in politics is not their job (Jan, Abendschön&Vollmar, 2010). The foremost responsibility of a teaching faculty in a HEIs is to produce civic sense and political awareness among their students (Muzaffar, Javaid &Sohail, 2017). In HEIs, political awareness among the teachers varies through their resources. Several members of the faculty at various universities are convinced that it is not their job to know about politics and to take an active part in politics. The primary responsibility of a teaching faculty at the HEI is to create political awareness in their students (Adam & Gabriel 2010). Education and teachers play a key role in strengthening the political mechanism, but Pakistan lacks many flaws and defects in the education area. It is normally acknowledged that a higher level of education means more positive attitude towards democracy. As result, education wants to be recognized on a solid and sound basis. The result of a poor and fragile system of education is creation of autocratic nature of citizens who are incapable to cultivate a durable democratic political structure. It is a practice of constructing a democratic system on worldwide politically aware section (Kenneth & Kent, 2014). Political awareness can perform key role in growth of the nation.

LITERATURE REVIEW

Although, the rate of literacy is not satisfactory, though, due to strong efforts by governments, education management is continuously improving. But then again, the absence of politically aware inherent value among its citizens places a great deal of suspicion on eminence and nature of education meant for the people. Lack of control, xenophobia to diverse views, basic trends in the highly educated class of people and renunciation of equivalent chances for female progress are a number of the indications that must be measured wholeheartedly. Pakistan's system of education also does not

support democratic growth and development (Bakhsh, 1997). Slightly modification in guiding principle, although perhaps the first stride, can increase the political knowledge of scholars and students in addition to that it could empower them to be active and knowledgeable people of society (Government of Pakistan, 2002). Pakistani students are not familiar with basic political information. This sort of circumstances causes students and scholars to detach themselves from the problems and issues connected with their social order or society (Muzaffar & Sohail, 2017). To define awareness, specific research establishes the higher levels of consciousness and understanding among young people. Higher education institutes have a profound impact on the education and awareness of students which are an important part of society.

The educational institutes are also an agent of political socialization in the society. Universities are among these agents. In these universities, teachers and faculty members having important role. The teachers are students role models in their academic and individual lives. The level of awareness of persons in any society has an emotional impact on the progress of the nation and country as a whole. Humans are both a source and a means of development, the more the single person turns out to be conscious of his or her skills and aptitudes in society, and greater that individual can influence development. There is a consistent awareness framework that affects the institutes of education as their progress is fashioned employing nationwide growth and expansion on a scientific foundation (Moussawi, 1990). Politically aware and understanding is essential on behalf of every democratic administrative structure that compliments human rights and basic liberties. Thus, as university students' political awareness are affected by studying and teaching principles of political affairs, preparing them to turn out to be leaders of tomorrow, is a significant precondition intended for the achievement of growth and development projects (Mohammad, 1999). The word awareness can be found in Latin language mean understanding effects of the things continuingly towards certain objects with certain desired knowledge and consequences.

Besides, it was also used in his philosophical disputes by famous western philosopher Locke. Awareness is understood as thoughts that pass through the mind of the human beings, then in the initial years of the 19th century, and psychology, it came into being, which was recognized as the science of awareness and thus utilized the word to take account of the whole feelings and mental descriptions, point of views, wishes and feelings (Waddington, 2017). Political awareness is the result of social development, which necessitates the human being to grow the tools for communication utilizing

nature so that human beings can differentiate amid what is essential and needless and the reasons of sensations, and being conscious of the connection with the surroundings (Goren, 2012). Political awareness is deliberated as a need of life in the present time, somewhere general public who are living in the form of intellectual unproductivity, are no longer concerned in political involvement and decision-making about political affairs, which is a significant apprehension of political awareness (Ekpenyong, 2013). On the other hand, most of the youth's attention is focused on secondary matters, possibly understood in expressions of the problematic financial circumstances, which thus shift their focus to melodies as the main concern, at the cost of linking themselves with associations such as societal relations (Barwari, 2006).

The political awareness benefits persons to examine political matters beyond emotional impact. With assistance of Greek civilization, many political ideas were spread among the Europeans who realized representative democracy, who contributed philosophically during progression of political thought (Huber, Kernel & Leoni, 2005). Critical philosophy bonds awareness utilizing reality, equating awareness with reality so that the general public is makers of their point of view and ideas, and awareness can be nothing but awareness and realization, in addition to that the people's presence in their real presence. Awareness begins with a natural sense of human limitation, and then this emotion inspires human beings to seek the information (Aydın&Şekercioğlu, 2016). Therefore, political awareness involves three features: The first is that the views, and values and general information regarding the political issues, represent the outer trend of the facts, and The second is the sensitivity and the morals regarding political matters. Seems in approach and sentiment, transmuting first and the second attitude into political participation and actions. Third, dealing with employing the technical skill's as part (Alqani& Jamal, 1996).

Role of Media

The dynamic role of the internet has been discovered and reconnoitred through the remarkable growth of novel technologies and types of machinery of communication all over the world. It is a matter of fact that different apparatuses of communication, for example, Twitter, Facebook, WhatsApp, and Instagram has profoundly transformed the method and technique in which the general public work together and deliberate community matters. For that drive, lot of scholarly works have examined the influences of Computer-Mediated Communication (CMC) on political meetings and assignation and on inclination to be a part of combined activities like Alaminos and Penalva(2010); Adam and Gabriel (2010), besides, to all that several disagreements have appeared (Arif, Kayani & Kayani, 2012). Agreeing to the

numerous scholars' arguments, online communications possess the capability to escalate offline and orthodox methods of the political involvement and understandings, for example [Mossberger, Tolbert, & MacNeal, 2008](#); [Shah, Cho, Eveland, & Kwak, 2005](#); [Xenos & Moy, 2007](#). Furthermore, the Internet possibly will particularly have prospective to sustain the combined act of evolving and developing politically aware groups, and the minor and marginal activities up to that time were unable to the civil achievement.

Media Education & Knowledge

The instructors of media have endorsed media instruction by mentioning constructive features of media education and knowledge. Therefore, those scholars and writers encouraging media education and knowledge have reasoned, surrounded by other effects that media education and knowledge is an indispensable skill of life ([Miller, 1995](#)), in addition to that media education and knowledge can enable adolescents ([Adam & Gabriel, 2010](#); [Thoman, 1995](#)). Media education and knowledge are similarly supposed to be a dynamic constituent of representative democracy teaching and learning ([Nelson & Singh, 1998](#); [Tyner, 1992](#)). Furthermore, academics and other writers have contended that media education and knowledge cultivate higher-order analytical and logical thinking abilities. The deduction has every so often been that graduate schools and universities should waste not any time in presenting media learning, education and knowledge into their set of the national courses ([Qadir, Tariq & Waqas, 2016](#)). A lot of authors have pointed out that media education and knowledge have to turn out to be a worldwide driver program in the previous three decades. Awareness begins with a natural sense of human limitation, and then this emotion inspires human beings to seek the information that has significant effect on education.

Theoretical Framework

The theory of cognitive mobilization is presented by Inglehart (1977, 1990), asserting that in the post-industrial social order, formation of citizens' political involvement is influenced by way of fact that they are usually well-educated and right to use information has increased ([Inglehart, 1977](#)). Inglehart investigated the progress of the CM and its implications in diverse social order and communities to brand a comparative observation as to how much it is determined by other features, for instance, cultural and monetary growth and expansion. To quantify the impact of these features, he chains a basic field analysis or cross-sectional analysis of the societies at the European continent (detecting diverse stages of economic growth and

development), primarily, under a longitudinal study, to find that education. Educational level falls on diverse groups of age; obvious evidence is that stages of education, and information access, are increasing. This article deliberates Inglehart's assumptions and not only reinforces some of Inglehart's results but offers shades and improvements in light of new data analysis (Alaminos & Penalva, 2012). social mobilization is wide-ranging and all-encompassing procedure. Western states have long since accomplished several of utmost significant phases, for example urbanization, elementary industrialization, extensive literacy rates, mass armed service and universal suffrage (Inglehart, 1977).

Research Gap

The political awareness of masses is important topic for research in Political Science. Various studies have been done about the roles of different aspects of our society in political awareness. Various studies have also been done about role of different social institutions in development of political socialization of any society including, family, media, society as whole and institutions. But very little researches have been done on the role of educational institutions in developing the students' political awareness and socialization. We cannot oversee the role of academicians in the education's institutes, where students at the level of universities go the learn about social and political issues. Very little research has been done on investigation of political awareness of academicians in Pakistan. They train future generations, and if they have no political awareness and socialization, how will they train the young generation in higher education institutes. So, this research gap was found by the researcher to explore the objects of political awareness in Pakistan and then analyzing which object was contributing more to political awareness of the academicians.

Research Hypotheses

- H₁: There is no significant relationship amid objects of political awareness: political structures; political processes; political actors; political cleavages; political roles and political issues and components of political awareness: political attentiveness; political knowledge; and political understanding among academicians of KP, Pakistan.
- H₂: The objects of political awareness: political structures; political processes; political actors; political cleavages; political roles and political issues are significantly predicting gears of political awareness: political attentiveness; political knowledge and political understanding among academicians of KP, Pakistan.

H₃: The sociodemographic variables significantly impact the views of the academicians about research variables.

RESEARCH METHODOLOGY

The social scientists, to conduct their academic research, utilize two pre-dominant research philosophies to discover diverse political, social and economic phenomena. First philosophical foundation is experimental type of philosophy and second one is naturalistic inquiry. It seeks to explore daily natural life in naturally-occurring circumstances (Pierce, 2012). These two research philosophical foundations were further employed by researchers into three different research paradigms, and these research paradigms are positivism, post-positivism and pragmatism. It is important to clear, that this research was carried out by employing positivism research paradigm or approach.

Research Design

This research was directed by the quantitative research paradigm. The research design selected for this article was the Survey. This method of exploration was initiated with an adapted structured questionnaire distributed amid the population of this article that is the faculty of the universities of the public sector of KP, Pakistan. For instance, Fink (2003) and similarly Hagan (2006), Neale, Allen, and Coombes (2005), and Martin and Stenner (2004), also argued that the quantitative method improved the investigators in surveying a minor group of people and enable the investigators to generalize the results on the entire population under study. For that reason, the quantitative method was believed to be the utmost fit for this article's aims and objectives.

Boundary Settings

In research, the population of any study is an entire set of persons, substances, or proceedings whose appearances are being assessed (Johnson & Kuby, 2004) while the research sample is a subsection or a portion of the entire population. Furthermore, Riley et al (2000) be in favour of that sample is employed intended for obtaining data or information regarding the distinctive character of the entire population. Several researchers contended the problems in defining a suitable as well as the ideal size of the sample are faced by the researchers in the Social Sciences (Baily, 1987; Cohen & Manion, 1989); on the other hand, the best size of the sample would be reliant on the study's nature and objectives. Sekaran and Bougie (2013) suggested that the size of the adequate sample ought to be greater than 300 as well as fewer than 500. The

population (faculty members) for this research was recorded at 3896, during 2019 initial months in the public sector universities, then a total of 363 samples were selected as the participants of this article.

Data Collection Instrument

An adapted self-administered questionnaire was utilized for data collection. The questionnaire can be structured, semi-structured/unstructured, which is well-organized data or information gathering instrument (Sekaran & Bougie, 2013). This technique of data/information collection helps the investigators to gather information or data from any large population and also is not much expensive as well as is considered as consuming little time (Sekaran & Bougie, 2011). The data instrument, adapted questionnaire, employed for guiding article had several sections (A, B, C & D).

DATA ANALYSIS

Without the hypotheses, academic quantitative research would be useless (Goode & Hatt, 1952, 57-58). Hypotheses display relationship amid the research variables such as predictor, criterion as well as demographic variables. Correlation moment was utilized to test relationship between independent and dependent variables; multiple regression tests were carried out to investigate the foretelling values of the predictors or causing variables in the Criterion or caused variable. However, the Independent Samples t-test in addition to one way analysis of variance (ANOVA) was utilized to test the mean differences among demographic as well as research variables, such as dependent and independent variables. Data were analyzed through SPSS, different graphs and charts, and important tables were generated. To test normal distribution of data, Skewness and Kurtosis tests were done, Cronbach alpha was carried out to investigate reliability statistics of the research variables. First part of first hypothesis was, “There is no important relationship amid predictors (indicator of political awareness) and outcome variable (political awareness).” The summary of outcomes of correlation, Pearson R, is as under: brief summary of correlation analysis.

Table 1 Results of Correlation Analysis

		PA	PS	PP	PAC	PC	PR	PI	PIN
PA	R	1	.955**	.914**	.791* *	.836**	.948**	.898**	.983**
	P	.000	.000	.000	.000	.000	.000	.000	.000
	N	363	363	363	363	363	363	363	363

Political Awareness: PA, Political Structure: PS, Political Processes: PP, Political Actors: PAC, Political Cleavages: PC, Political Roles: PR, Political Issues: PI, Political Indicators: PIN

Political Structure (PS) was recorded as a significant, strong and positive relationship with the Political Awareness among faculty members of public sector universities in Pakistan ($r = 0.955$, and the value of $p < 0.001$). Political processes (PP) as well as political awareness among faculty members of public sector universities in Pakistan ($r = 0.914$, and value of $p < 0.001$). Political Actors (PA) and the Political Awareness among faculty members of public sector universities in Pakistan ($r = 0.791$, and value of $p < 0.001$). Political cleavages (PC) and the political awareness among faculty members of public sector universities in Pakistan ($r = 0.836$, and the value of $p < 0.001$). Political Roles (PR) and Political Awareness among faculty members of public sector universities in Pakistan ($r = 0.948$, and the value of $p < 0.001$). Political Issues (PIs) and the Political Awareness among faculty members of public sector universities in Pakistan ($r = 0.898$, and the value of $p < 0.001$). Thus, political Indicators (as a whole) and the Political Awareness among faculty members of the public sector universities in Pakistan ($r = 0.983$, and the value of $p < 0.001$).

Multiple regression test or investigation was employed to be acquainted with part of indicators of the political awareness contributing to political awareness among faculty of public sector universities in Pakistan. Null Hypothesis was: H_0 : The facets Indicator of political awareness (political structures; political issues; political actors; political processes; political roles; and political cleavages) do not significantly predict the Criterion (Political Awareness). The results or outcomes summary is mentioned in the table given below:

Table 2 Results of Regression Analysis

Model	PS	PP	PAC	PC	PR	PI
$R^2 = 0.971$, 97.1 % or 97 % contributing in Political Awareness	.279	.168	.196	.159	.186	.095

The 97 % of change emanating from political structures; political issues; political actors; political processes; political roles; and political cleavages in the political awareness conferring to the views gathered from participants of this article selected through random, stratified sampling technique.

The multiple regression test or investigation was employed to be acquainted with the part of the indicators of political awareness and elements of political awareness among faculty of public sector universities in Pakistan in the future and strength of democracy. So, the null hypothesis was: H03: The facets of political awareness: indicator of political awareness (political structures; political issues; political actors; political processes; political roles; and political cleavages) and elements of political awareness) do not significantly predict criterion (democracy). The results are given below:

Table 3 Results of Regression Analysis

Model	Political Awareness-Indicators	Political Awareness-Elements
R ² = 0.761, 76% contributing in Strengthening Democracy	.000**	.000**

The results revealed that 76 % of the impact on the future and strength of democracy in Pakistan can be impacted by the Political Awareness (Indicators and Elements) owing to the views gathered from the participants of this article selected through the random, stratified sampling technique.

Table 4 Complete Outcomes of Difference of Means

	Gender	Residence	Age	Education	Status	Faculties	Family Income
Political Structures	.835	.154	.005*	.035	.036*	.627	.367
Political Processes	.481	.254	.005*	.020	.036*	.607	.377
Political Actors	.248	.779	.555	.312	.016*	.294	.137
Political Cleavages	.794	.547	.022*	.082	.003*	.460	.775
Political Roles	.974	.210	.020*	.092	.040*	.391	.774
Political Issues	.990	.579	.004*	.054	.004*	.905	.671
Political Awareness	.991	.234	.016*	.057	.006*	.700	.311

After investigating the information collected through survey methods about the gender of the participants of this article, it was revealed that groups (female and male) do not meaningfully vary in their sentiments regarding research variables. The null hypothesis was accepted. After investigating information collected through survey methods about residence of the participants of this article, it was revealed that groups (rural and urban) do not meaningfully vary in their sentiments regarding research variables. The null hypothesis was acknowledged and accepted. After investigating the information collected through survey methods about residence of the participants of this article, it was revealed that the age groups (below 40 years; between 40 and 50; and above 50 years) do meaningfully vary in their sentiments regarding research variables. The null hypothesis was rejected. After investigating information collected through the survey methods about the residence of the participants of this thesis, it was revealed that the education groups (M.A/M.Sc; M.Phil& PhD) do not meaningfully vary in their sentiments about research variables.

The null hypothesis was partially accepted. After investigating information collected through the survey methods about the residence of participants of this article, it was revealed that status (lecturer; assistant professors; associate & professors) do meaningfully vary in their sentiments regarding variables. The null hypothesis was rejected. After investigating information collected through the survey methods about the residence of participants of this article, it was revealed that the Faculties of Education (Natural Sciences; Social Sciences & Arts) do not meaningfully vary in their sentiments regarding the variables. The null hypothesis was accepted. Conferring to the views of participants of this article, After investigating the information collected through the survey methods about the residence of the participants of this article, it was revealed that the Family Income (Natural Sciences; Social Sciences and Arts) do not meaningfully vary in their sentiments regarding the variables. Consequently, the null hypothesis was accepted and acknowledged.

DISCUSSION

The central objective of this paper was to comprehend the level of political awareness of faculty members of HEIs (public sector universities) of KP, Pakistan. 363 respondents were carefully chosen employing probability, stratified technique of sampling. The literature review exhibits that the teaching community awareness and realization relating to political awareness is on the rise in Pakistan. This paper initiates with efforts to the evaluation of the current works focused on the paradigm investigation through quantitative methodology. To collect the primary data or information from faculty members of different universities in KP, a structured

questionnaire was established and distributed in the desired and selected sample of this particular paper such as lecturers, assistant professors, and associate or professors, to figure out impact of different determinants of the political awareness as selected in this study in contributing in the political awareness. After analyzing the information gathered from the 363 faculty members of different public sector universities selected over formula forwarded by [Cochran \(1977\)](#) through random and probability, the stratified technique of sampling to collect the data about the prediction of variables.

The non-experimental examination of observable facts or information collected for this article show strong, significant, and positive impact of predictor (determinants of political awareness) in criterion variables (political awareness in Pakistan), conferring to effects and consequences proven on information or data composed for this article's participants. All Predictor variables were strongly, significantly and positively associated with criterion variable. Among indicators, Political Structure was highly correlated than other predictors. Political Roles was at the second level in correlation with criterion variable. Political Processes was at third level of correlation with criterion. Political Issues was at fourth level in correlation. Political Cleavages was at the fifth level. Political Actors was at last level in correlation with political awareness. The results are aligned with the previous studies ([Muzaffar &Sohail, 2017](#)). After analyzing information gathered from participants, faculty members believed that all indicators of political awareness, political actors; political processes; political structures; political roles; political cleavages as well as political Issues, bringing 0.971 or 97.1 % or 97 % changes independent variable, Political Awareness.

According to the Beta values, reflects that all the research variables are predicting meaningfully in the Regression analysis. It was reflected that Political Structures contributed greater than other predictors in political awareness. Political Actors, Political Roles, Political Processes, political cleavages and political issues were contributing at second, third, fourth, fifth and sixth levels respectively. It was showed that level of knowledge about Political Structures contributed highest in political awareness. The results are aligned with previous studies, such as ([Abdali, 2003](#)). After analyzing the information gathered from the participants of this article, the faculty members believed that all these indicators and elements of political awareness (political actors; political processes; political structures; political roles; political cleavages as well as political issues & elements of political awareness) can bring 0.761 or 76.1 % or 76 % changes dependent variable, democracy of Pakistan. The results are aligned with previous studies like ([Muzaffar &Sohail, 2017](#); [Barwari, 2006](#); [Abdali, 2003](#)). After analyzing the information gathered from the participants of this article,

faculty members believed there is not an important mean difference in opinions of the female and male regarding the research variables as hypothesized in present research.

The literature review was an adequate indication that role of indicators of political awareness plays a vital part in contributing to the development of political awareness in Pakistan. Each of these features leads the scholar to claim that the faculty of universities have political awareness that is created of several indicators of the political awareness. It is a matter of fact that with the initiation of ICTs and digital, conventional and non-conventional media, and raising the level of utilization of media and research, it is understandable as well as apparent that it discharges innovative inclusion of ICTs intended for creating more political awareness among the faculty members of the universities in our country. The usage of Media, especially Social Media, a non-conventional form of media, about economic, political and social problems or issues resulted in realization as well as awareness among the university faculty members regarding the worth, importance as well as eminence of the democracy and democratic norms in our society. It is revealed that Qualitative and Quantitative data are in favour of the argument that indicators of political awareness is of far greater importance for our society and their enormous contribution to the development of the political awareness among faculty members of our universities in Pakistan.

CONCLUSION

Subsequent inferences and decisions are drawn from this article about political awareness among faculty members of the universities: The indicators of political awareness, selected for this study such as the political actors; political structures; political cleavages; political processes; political roles and political issues are significantly resulting in the political awareness of the faculty of universities. It is recognized and proved that agreeing to views of the participants of the article; indicators of political awareness, like political actors; political structures; political cleavages; political processes; political issues and political roles are well established in their association and correlation with development of political awareness among faculty members of universities in Khyber Pakhtunkhwa, Pakistan. It is established that the qualitative (non-numerical) and quantitative (numerical) data was in favour of the role of the indicators of political awareness, such as political processes; political structures; political roles; political cleavages; political actors and political issues, in creating of political awareness among the target population of this study.

It's seen and observed that literature review and existing works about social phenomena and the numerical or primary information and data gathered with help of deductive method, non-the experimental type of research, utilizing approach of conducting a survey has found identical images. It is established that learned people also gave weightage to the indicators of political awareness, such as political awareness, such as political processes; political structures; political roles; political cleavages; political actors and political issues contributing significantly, strongly and positively in the political awareness among faculty of universities in Pakistan. The scholar would not provide an extensive as well as an all-encompassing statement regarding the role of political indicators in political awareness but then again it is discovered or exposed that the outcomes and results support the ground realities in the manners and attitudes of the masses including the respondents of this study and because of the probability stratified technique of sampling, these findings may perhaps be generalized on the entire faculty members of the KP's universities.

REFERENCES

- Abdo-Katsipis, C. B. (2017). Women, Political Participation, and the Arab Spring: Political Awareness and Participation in Democratizing Tunisia. *Journal of Women, Politics & Policy*, 38(4), 413-429.
- Adam J. B., & Gabriel S. L. (2010). *Education and Political Participation: Exploring the Causal Link*, Springer Science Business Media, LLC.
- Alaminos, A., & Penalva, C. (2010). Los medios de comunicación y el cambio político en España (1991-2000) [Media and political change in Spain (1991-2000)]. *Sistema*, 21, 19-40.
- Alaminos, A., & Penalva, C. (2012). The Cognitive Mobilization Index: Crises and Political Generations. *SAGE Open*, 1-12
- Alesina, A., Özler, S., Roubini, N., & Swagel, P. (1996). Political instability and economic growth. *Journal of Economic growth*, 1(2), 189-211
- Al-Gharaibeh, M. (1994). "Pattern of prevailing political culture of Yarmouk University students: An Empirical Study", *Journal of Humanities and Social Sciences Research Al-Khamees*, S. (1999) *The university and politics in Egypt*, Alexandria: Dar Alwafa for printing, publishing.
- Ali, Y. (2005). "Women's political rights and public opinion in Kuwait, *Journal of Gulf Studies and Arab Peninsula*", Kuwait: 31 (118)
- Al-Omari, B. (1997). "The impact of socio-economic variables on the political culture of Jordanian university professors", unpublished Master thesis, University of Al-albeit, Jordan.

- Al-Omari, B. (1997). "The impact of socio-economic variables on the political culture of Jordanian university professors", unpublished Master thesis , University of Al-albeit, Jordan.
- Alqani, K., & Al- Jamal. K. (1996). Glossary of knowledge in educational curricula and teaching methods. Cairo: the world of books.
- Alvarez, M., & Cheibub, J. A. (1996). "Classifying Political Regimes. Studies in Comparative International Development, 31 (2), 3–36.
- Arif, B. W., Kayani, F. N., & Kayani, M. U. N. (2012). The Interrelationship between Democracy and Economic Growth: Theories and Empirics. *Pakistan Journal of Social Sciences* 32(1), 199-208.
- Aydın A., & Şekercioglu, E. (2016). Public confidence in the judiciary: the interaction between political awareness and level of democracy. *Democratization*, 23(4), 634-656.
- Bakhsh, R. (1997). *The State, Society and Democratic Change in Pakistan*; Oxford University Press.
- Barwari, Z. (2006). *The "Political awareness and its applications: The Kurdish case"*, 1st ed., Dohuk.
- David, Z. (1963). *Public School Politics*, Institute for Community Development and Services, Michigan State University.
- Ekpenyong, M. (2013). The need for political awareness for Africa's younger generation. *African Journal of Political Science and International Relations*, 7(2), 31-32.
- Goode, L., & Hatt, K. (1952-103). *The Methods in the social research*. The McGraw-Hill Kogakusha.
- Goren, P. (2012). Political Values and Political Awareness. *Critical Review*, 24(4), 505-525. doi:10.1080/08913811.2012.788279.
- Government of Pakistan. (2002). *Institutional Share and Political Development*. Islamabad: Ministry of Education.
- Held, D. (2006). *The Models of the Democracy*, 3rd ed. The Stanford: The Stanford University Press, (2006).
- Huber, J. D., Kernel, G., & Leoni, E. L. (2005). Institutional context, cognitive resources and party attachments across democracies. *Political Analysis*, 13, 365-386.
- Inglehart, R. (1977). *The silent revolution: Changing values and political styles among Western publics*. Princeton, NJ: Princeton University Press.
- Inglehart, R. (1990). *Culture shift in advanced industry society*. Princeton, NJ: Princeton University Press.

- Ekpenyong, M. (2013). The need for political awareness for Africa's younger generation. *African Journal of Political Science and International Relations*, 7(2), 31-32.
- Inglehart, R., & Klingemann, H. D. (1976). Party identification, ideological preferences, and the left-right dimension among Western publics. In I. Budge (Ed.), *Party identification and beyond* (pp. 242-273). New York, NY: Wiley.
- Jan, W., Abendschön, S., & Vollmar, M. (2010). The Children and Politics: An Empirical Reassessment of Early Political Socialization, *Political Psychology*, 32(1).
- Kenneth P. L., & Kent, J. (2014). Political Socialization and High School Curriculum in the United States, *American Political Review*, 62(3)
- Miller, B. A. (1995). The Role of Rural Schools in Community Development: Policy Issues and Implications, *Journal of Research in Rural Education*, 11(3).
- Moussawi, N. (1990). "Social awareness features of Kuwaiti women", unpublished Ph.D. thesis, University of Ein Shams, Cairo: Egypt. (Arabic resource)
- Muzaffar, M., Javaid, M. A., & Sohail, F. (2017). Role of Pakistan Studies in Promoting Political Awareness at Secondary Level in Pakistan. *Bulletin of Education and Research*, 39(3), 57-74.
- Nelson, M. A., & Singh, R. D. (1998). Democracy, economic freedom, fiscal policy, and growth in LDCs: a fresh look. *Economic Development and Cultural Change*, 46(4), 677-696
- Qadir, S., Tariq, M., & Waqas, M. (2016). Democracy or military dictatorship: A choice of governance for the economic growth of Pakistan. *Journal of Business*, 12(1), 39-51.
- Sekaran, U., & Bougie, R. (2011). *Research methods for business: A skill building approach*. 5th ed., London, John Wily and Sons Ltd.
- Sekaran, U., & Bougie, R. (2013). *Research Methods for Business: A Skill-Building Approach* (6th Ed.). John Wiley and Sons, Inc.
- UNESCO. (2007). *Institutional failure in promoting political awareness in Pakistan*. Islamabad: Ministry of Education.
- Waddington, K. (2017). Developing political awareness skills to influence practice. *International Practice Development Journal*, 7(2).