

Education's Role: Rights and Responsibilities of individuals in Welfare State

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Man is gregarious by nature and cannot live without society. It is the moral duty of an individual to devote his/her energies to the service of society in a welfare state. Education can yield values in individuals for making this planet a better place for living. As a member of welfare state, every individual has certain rights and responsibilities in common with other individuals. The paper concentrates to investigate education role and responsibilities of individuals in a welfare state. These research questions were addressed; does education play its role in developing positive values in individuals in a welfare state? What are the rights of individuals in a welfare state? What are the responsibilities of individuals in a welfare state? Qualitative approach was employed to collect data from the informants. Thematic analysis was applied to make analysis of the data. Findings showed that it is a way to realize his self in the self of others, education inculcates citizenship values, and citizens are made not born, and citizenship is an art which has to be learnt through education. It is recommended that quality education may be ensured to make strong our character and prove ourselves worthy citizens of a worthy state.

Keywords: *Education; citizenship; welfare state; individual right & responsibilities*

Introduction

Education is the creation of finer human hungers, prepares man for life, develops all the latest faculties and potentialities of a man, enables man to think independently, judge soberly, evaluate matters creatively; creates curiosity, develops imagination, imparts efficiency, teaches piety, generates a high sense of humour and inculcates mental self-sufficiency. It is an essential attribute of gentility and civility (Barton, 2020).

Civil span of life is in essence serving others people selflessly. There is correlation between the civil liberties and accountabilities. If an individual has a right of personal progress and protection, he/she has also an obligation to subserve the interest of his/her government by his/her implicit obedience and submission to law and allegiance to the state. To obey the laws of the state, to

support the government, to assist in maintaining peace and order are the duties which no individual can avoid. Every individual is the part of the community. He/she can share its burden. He/she can sacrifice his/her wishes, money, time and convenience for the welfare state. An individual must have eyes to observe each and every thing. He may develop such knowledge and power of clear thinking to make sound judgments on problems relating to politics and economics (Anderson, & Gibson, 2020).

An individual may play the role of a reformer in society. He/she must be a good citizen, may provide legitimate service, and sacrifice his /her comforts for the defence of the state and even his /her life. Patriotism is the soul of duties and responsibilities. He must be tax-payer. He must be democratic. In a democratic state an individual should have a power to select men of wisdom, integrity and courage as public responsibilities and such knowledge of his/her own limitations as will dispose him/her to trust and follow his/her chosen leaders. For the successful function of democracy, it is very essential that people have a patriotic temper, a sense of social responsibility and the will to sink their own immediate interests, whether political or economic, in the common good, to do their full share in working for the progress and fair of their state (Sanatani, 2020; Bruzelius, & Seeleib-Kaiser, 2020).

Education focuses on overall growth of individuals and proportionate to societal, racial, moral, ethical, fiscal, rational, psychosomatic, philosophical, psychological, aesthetic, artistic and ecological actualities at local and global dimension. The most important function of the education is the overall development of the individual. It plays a pivotal role in the physical, mental, emotional, social and moral development and in making a well-balanced personality of the individual. Moreover, the education provides students with such types of experiences, which meet their needs and basic requirements. Every man is different from other man with respect to intelligence, attitudes, and interests. The education provides opportunities to the learners to take advantage of it according to their own capabilities. One of the most important functions of education is to make the people believe in democracy and democratic values. If the construction of education is based on democratic principles, it will surely produce such citizens who will possess all the qualities of democratic people. Democracy in real sense is adopting moral values (Barton, 2020; Biswas, 2020).

Plato and Aristotle believed that the aim of education should be the production of good and useful citizens for the society. But this aim of education cannot fulfilled without a proper education because education itself depends upon education. A good type of education can enable the individuals to be a patriot and loyal to his country, follow justice, understand his duties and rights; be broadminded and democratic; be a good leader and follower; believes in the equality of man; and earn his livelihood in an honest way. These qualities are very much necessary for a good citizen and the education of a nation must be able to produce these qualities (Dean, 2020).

Research problem

The article aimed at was to investigate the role of education in highlighting the rights and responsibilities of an individual in a welfare state. Society has faced numerous challenges in 20th century- the two World Wars,, cold war, rise of fundamentalism, terrorism, violent extremism,

pandemics, socio-economic changes, scientific and technological development- having constructive as well as destructive facets. This article aimed at addressing these questions; has society been able to protect the rights of individuals? If there have been failures, how can they be removed? What are the rights and duties of individuals in a welfare state? Does democracy fulfil its promises in identifying the rights and responsibilities of individuals? What steps have been/ are being taken by the democratic government to ensure these rights are not violated? How can individuals make this planet a better abode for living?

Study Objective

To investigate the role of education in highlighting the rights and responsibilities of an individual in a welfare state

Research questions

1. Does education play its role in developing positive values in individuals in a welfare state?
2. What are the attributes of the individual in a welfare state?
3. What are the rights of individuals in a welfare state?
4. What are the responsibilities of individuals in a welfare state?

Significance of the study

The study has paramount importance for all individuals of the society in democratic as well as non-democratic countries. As individuals, we must seek to establish a divine link between the beauty of our soul, mind and heart and the highest truth that makes the vast universe look a glimpse of heaven. It is believed that one can establish the kingdom of heaven on this earth by knowing his/her rights and responsibilities; and by combining the sublime principles of justice, beauty and truth as Keats prophetically said:

*Beauty is Truth, Truth Beauty- that's all,
Ye knew on earth, and all ye need to know.*

It may be further significant for policymakers to recognize the role of education in developing moral values and identifying rights and responsibilities of individuals how to live peacefully in society. Teachers and leaders may inculcate these shining principles of morality, integrity, honesty, self-awareness, transparent relationship, self-justice, social justice, resilience, confidence, optimism, and hope in the mind of youth (students) to make their own life and others peaceful as well said by Shelley:

If Winter comes, can Spring be far behind?

Longfellow, sounded his note of robust optimism, saying:

*Life is real, life is earnest
And the grave is not its goal.*

It is noteworthy for teachers, experts, administrators, parents, leaders, educators, and students to adopt moral values for making the society a better and peaceful abode of living. The study focuses that educationists and teachers to focus on education as it is considered the guardian of soul and architect of morality. It is said:

Let education grow from more to more but more of reverence in us dwell.

Literature Review

Man passes from end to end the phases of formative years, teenage years, prime of life and timeworn stage of development, and in respective phase he/she changes and stands for rather a slight dissimilar till his/her remnants merely a feeble likeness of the youngster with the timeworn fellow. Man is judged not by his/her birth and family but by his/her personal qualification, character, behavior and attitude. An individual exhibits several qualities in a welfare state. Among these attributes the first one is *gentleness*. So individuals may evade coarseness and ruggedness in their transactions and communication with his/her companion men. He/she may avoid rudeness that is the emblem of the joker and the ferocious. By speaking gently to others, one can gain love, peace, goodness and joy forever. The second attribute is good manners which make an indispensable attribute of the personality and essence for an individual. A gentleman is adjudicated by demeanors and etiquettes. Demeanors make a gentleman. An individual should be resilient and moral; and grant respect to others in social dealings (Dwyer, Scullion, Jones, McNeill, & Stewart, 2020; Edmiston, 2017).

An individual in a welfare state does not impose agony. His belief is based on morality and noble actions does not harm anyone. Far from hurting their feelings, he is always anxious to make them happy. He never points out the faults and failings in others in such a way as to suggest that he is holding them up to ridicule. His reproach is at all times pleasant and supportive. His point of view is invariably constructive and sympathetic. He consciously refrains from keeping things provocative and while discussing a subject he applauds idea of the enemy that shows his/her uprightness, and decency. He respects everyone. He forgives others and does not believe in retaliation (Kourachanis, 2020; Kramer, 2020).

The third attribute is courtesy of the individual in a welfare state that he should never forget the respect due to his fellows, especially to women as women. A good individual has regard for the weak, polite and courteous to woman. Other marks of the character of an individual in a welfare state is his freedom from ostentation and reserve. Codes of good qualities of an individual may be at variance in diverse republics, nevertheless the object is the provision of joy and elegance of day-to-day life like to love your neighbor better than yourself. Another quality is that an individual must be a good listener. One opinion is that men and women are good by nature and they are called 'Nature's ladies' and 'Nature's gentlemen'. The other opinion is of barbarism and savagery- a havoc for society (Dwyer, & Patrick, 2020; Nothdurfter, 2020).

METHODOLOGY

Qualitative approach was adopted. Different individuals from schools, colleges and universities constituted the population of the study. Convenient sampling techniques was used for the selection of samples [15 males+ 15 females] 10 each [5 males + 5 females] from school, college and university. The total sample was [30]. In-depth interviews as a research tool was used to collect qualitative data. Thematic analysis was used for the analysis.

Reliability and validity

Interview protocol was validated and corrections were made as directed by the experts. A pilot study was conducted with a sample of 4 respondents.

INTERVIEW TRANSCRIPTION

RQ 1: Does education play its role in developing positive values in individuals in a welfare state?

RQ 2: What are the attributes of the individual in a welfare state?

RQ 3: What are the rights of individuals in a welfare state?

RQ 4: What are the responsibilities of individuals in a welfare state?

Thematic analysis

Clarke and Braun (2014) thematic analysis technique was employed for the analysis of data collected through interview protocol, following six steps i.e. *familiarity with data by transcribing from audio recording, collating data with initial codes, searching for themes (emerged themes and sub-themes), reviewing themes, thematic mapping, defining and naming themes and producing report/interpretation*. The concourse building was made. Audio records were listened to again and again to get familiarity with the statements of the interviewees. Initial codes like ER (Education Role), IQWS (Individual Qualities in a Welfare State), IRWS (Individual' Rights in Welfare State), and IRSWS (Individual Responsibilities in Welfare State), were collated. Themes were sought

For upholding the secrecy of informants, the interviews were given codes as R1, R2...R30 for respondent one to thirty in that order. The responses and the interpretation is given below:

1. Familiarity with data by transcribing from audio recording

We carefully chose 30 respondents 50% males and 50% females from university, college and school sides with 10 person each with 5 males and 5 females from all sectors whom we interviewed. Data were saturated at 25th and finished at 28th interview. All interviews were recorded, listened and transliterated for understanding. Pertinent statements were transcribed from the pile as; *it was revealed that the role of education is positive. It makes a man happier and a more responsible citizen. It improves democratic nature that Education boosts dialogue and*

familiarizes democratic régimes, liberty of thinking, communication, proprietorship and an allegiance that permit to spread out yonder the hindrances of the class and the borders of the state. The majestic town of the Creator has been converted into a representative democracy. It was believed that education develops in man a high sense of responsibility and educates them in the qualities of responsible citizenship, so that the man takes a keener interest in public affairs and chooses honest, wise and courageous representatives to control the administration of the state. It was responded that education teaches a woman how to live in society and prepare her for the battle of life. It undertakes to produce great writers, generals, politicians, trains members for the various profession and yielding specialists. Its purpose is to raise the rational atmosphere of the social order, to nurture civic thinking, to refine nationwide sensitivities, to ensure the real ideologies of prevalent fervor, and to fix widespread ambitions. It sharpens the decision power of the individuals, develops their truth, and clears their opinions and thinking; improves their eloquence and expression power, and increase their observing power. It was told that education helps in flowering both the spiritual and physical abilities and to bring harmony among feeling, thinking and doing. Education develops character. Character makes a man. It was responded that an individual can become a good citizen by getting education with toil, patience and perseverance. He can make the impossibilities, possible by his/her boundless energy, by enthusiastic zeal, b boosting confidence and by spectacular endeavor. She was of the view that education teaches us moderation and tolerance of idea. It improves us with a feeling of hopefulness and optimism. It creates a realistic attitude to life. It makes us lover of beauty and gives a deeper insight into the ways of nature. It makes us critical and observant. It was speculated that education communicates how to lead an industrious life as beseech is an indecency. It was replied that an individual in a welfare state must be a man of unquestionable character. He will never stoop to any meanness he will love all and bear malice for none, not even his enemy. He will be forgiving but not weak or spineless. He will hate crime, not the criminal. He will despise sin, not the sinner. He will be pure at heart, lofty in aims, refined in manners and tolerant in his views. To offend anybody right on the face would be foreign to his nature. He will have his own view, fight for the vindication of truth but will never cause unnecessary bitterness by pressing his own point. He will be, in short, the ideal of humanity, it was answered that individuals in a welfare state are men of ideas, of vision and of far-sighted imagination. They are seekers of truth and justice. They refuse put up with wrong, injustices and oppression. They fight to establish truth over falsehood, knowledge over superstition, light over ignorance. They are dreamers of perfection, of highest human happiness and of equal right of all to the gift of God. They are, in short, a batch of special creation of God, who live for mankind art large and strive all their life to bring about the establishment of the highest humanity on earth. They are wedded to their ideals, to their dreams of making all men happy, their mission to banish oppression and injustice from the face of the earth. The rights of an individual are political, religious, democratic and social. The right to equality, to freedom of speech, to movement, to property and the right to live, employment, assembly, association and residence; right to job, right against exploitation, prohibition of juvenile abuse and human trading are the rights of an individual in a welfare state. It was told that the right to cast vote and right to contest election are important for individuals. These rights are the benchmark of developed and civilized society. It was 24 told that rights have their basis in the principle of live and let live. It was narrated that there are six ultimate moralities- impartiality,

free will, no abuse, religious liberty, traditional and education privileges. It was responded that social, economic, justice and sex rights [marriage according to State Laws] are the basic rights of individuals. It was described that balance is necessary in rights and duties otherwise imbalance creates havoc and anarchy. It was pointed that Islamic values must be adopted by individuals for the betterment of society practically as not in vogue in present scenario. It was highlighted that real democracy provides better society for living and so on... It was told that an individual in a welfare state must true to his word. He must be egoist and never use flattering terms. He should work for the people and for the state. It is necessary for individuals to work as united and disciplined nation with constructive spirit for the care and rehabilitation of the oppressed and face difficulties of all kinds for the sake of the state. They must be vigilant and show fairness to themselves, their parents and to the state; divert their attention to seek knowledge to become asset, strength and pride of their state; and to solve economic and social problems and make their country among the most progressive and strongest nations of the globe. They must be selfless, true, honest and unselfish servants of the state to serve the masses with heart and soul. They must be men of principles. They shouldn't run behind the government service but seek other opportunities here and abroad. They should focus on digital education. It was replied that an individual in a welfare state must have a share in worldly affairs and partake of the trials and tribulations of life. He/she must be an honest ruler, an upright tradesman, a good citizen and an impartial judge. He/she must be a brave soldier, a great conqueror, a teacher, guide and statesman. He/she must show forgiveness, and kindness; and lead a life of self-renunciation. R 6 responded that respect for humanity, respect for morality, and moral superiority may be safeguarded. It was answered that families' meeting, self-sacrifice for a better future, and social status of the people may be respected. It was told that leadership and community jointly discourage criminal opportunism but also save innocent individuals. It was exposed that educational leaders may play their role as they teach students how to live in society and prepare them for peaceful life; remove prejudices of all kinds; broaden the mind, enlarge the vision, encourage intellectual wisdom, and cultivate the capacity for clear thinking; and teach them their duties to other members of society.

2. Collating data with initial codes

odes	Collated statements
MER	<p><i>he role of education is positive. It makes a man happier and a more responsible citizen. It improves democratic nature It respects the dignity of his/her personality. Education boosts dialogue and familiarizes democratic regimes, liberty of thinking, communication, proprietorship and an allegiance that permit to spread out yonder the hindrances of the class and the borders of the state. The majestic town of the Creator has been converted to a representative democracy. Education develops in man a high sense of responsibility and educates them in the qualities of responsible citizenship, so that the man takes a keener interest in public affairs and chooses honest, wise and courageous representatives to control the administration of the state. It was responded that education teaches a woman how to live in society</i></p>

and prepare her for the battle of life. It undertakes to produce great writers, generals, politicians, trains members for the various profession and yielding specialists. Its purpose is to raise the rational atmosphere of the social order, to nurture civic thinking, to refine nationwide sensitivities, to ensure the real ideologies of prevalent fervor, and to fix widespread ambitions. It undertakes to produce great writers, generals, politicians, trains members for the various profession and yielding specialists. Its aim is to make strong intellectual beliefs and liberty from partialities. It widens the thoughts, expand the revelation, boosts rational objectivity and ripens unbiased decisions power. It empowers a person to nurture the bulk of pure discerning and communicating her interpretations efficiently. It enables her to occupy any position and serve the people in true sense. It rains good members of society. Its purpose is to raise the rational atmosphere of the social order, to nurture civic thinking, to refine nationwide sensitivities, to ensure the real ideologies of prevalent fervor, and to fix widespread ambitions. It sharpens the decision power of the individuals, develops their truth, and clears their opinions and thinking; improves their eloquence and expression power, and increase their observing power. Education helps in flowering both the virtual and physical abilities, the main role of schooling is to bring harmony among feeling, thinking and doing. Education develops character. Character makes a man An individual can become a good citizen by getting education with toil, patience and perseverance. He can make the possibilities, possible by his/her boundless energy, by infatigable zeal, unshakeable confidence and by marvelous endeavour.

12 IQWS *Education teaches us moderation and tolerance of idea. It improves us with feeling of hopefulness and optimism. It creates a realistic attitude to life. It makes us lover of beauty and gives a deeper insight into the ways of nature. makes us critical and observant. Education teaches how to earn livelihood by the sweat of brow as beggary is a curse. An individual in a welfare state must be a man of unquestionable character. He will never stoop to any meanness he will love all and bear malice for none, not even his enemy. He will be forgiving but not weak or spineless. He will hate crime, not the criminal. He will despise sin, not the sinner. He will be pure at heart, lofty aims, refined in manners and tolerant in his views. To offend anybody might on the face would be foreign to his nature. He will have his own view, fight for the vindication of truth but will never cause unnecessary bitterness by pressing his own point. He will be, in short, the ideal of humanity. Individuals in a welfare state are men of ideas, of vision and of far-sighted imagination. They are seekers of truth and justice. They refuse put up with wrong, injustices and oppression. They fight to establish truth over falsehood, knowledge over superstition, light over ignorance. They are dreamers of perfection, of highest human happiness and of equal right of all*

the gift of God. They are, in short, a batch of special creation of God, who ve for mankind art large and strive all their life to bring about the tablishment of the highest humanity on earth. They are wedded to their eals, to their dreams of making all men happy, their mission to banish ppression and injustice from the face of the earth.

13 IRWS *he rights of an individual are political, religious, democratic and social. he right to equality, to freedom of speech, to movement, to property and the ght to live, employment, assembly, association and residence; right to job, ght against exploitation, prohibition of juvenile abuse and human trading e the rights of an individual in a welfare state. The right to liberty of ethics, hearsal and transmission of creed and right to legal remedies, right to cast te and right to contest election are important for individuals. These rights e the benchmark of developed and civilized society. The rights have their isis in the principle of live and let live. There are six ultimate moralities- ipartiality, free will, no abuse, religious liberty, traditional and education ivileges. Social, economic, justice and sex rights [marriage according to ate Laws] are the basic rights of individuals. Balance is necessary in rights id duties otherwise imbalance creates havoc and anarchy. Islamic values ust be adopted by individuals for the betterment of society practically as t in vogue in present scenario. Real democracy provides better society for ving and so on.....*

14
13SWS *n individual in a welfare state must true to his word. He must be egoist and ver use flattering terms. He should work for the people and for the state. is necessary for individuals to work as united and disciplined nation with nstructive spirit for the care and rehabilitation of the oppressed and face fficulties of all kinds for the sake of the state. They must be vigilant and ow fairness to themselves, their parents and to the state; divert their tention to seek knowledge to become asset, strength and pride of their ate; and to solve economic and social problems and make their country nong the most progressive and strongest nations of the globe. They must e selfless, true, honest and unselfish servants of the state to serve the masses ith heart and soul. They must be men of principles. They shouldn't run ehind the government service but seek other opportunities here and abroad. hey should focus on digital education. An individual in a welfare state must ve a share in worldly affairs and partake of the trials and tribulations of e. He/she must be an honest ruler, an upright tradesman, a good citizen id an impartial judge. He/she m must be a brave soldier, a great conqueror, teacher, guide and statesman. He/she must show forgiveness, and ndness; and lead a life of self-renunciation. R 6 responded that respect for humanity, respect for morality, and moral superiority may be safeguarded. amilies' meeting, self-sacrifice for a better future, and social status of the ople may be respected. Leadership and community jointly discourage*

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mosphere and prepare them for peaceful life; eliminate bigotries; increase
e awareness, expand the idea, boost rational understanding, and cultivate
e capacity for clear thinking; and teach them their duties to other members
f society.*

3. Searching for themes (Emerged themes and sub-themes)

001ER: Making good citizen, improves democratic nature, respect dignity of others, strengthens individual's personality, creates self-judgment, increase virtuousness, encourages loyalty and righteousness, augments knowledge treasure, yield sense of choosing right and honest representative, creates fairness, proper use of power use, personal responsibility, physical and spiritual abilities, patriotism, focus on character building, social harmony, amity, and confession of mistakes

002IQWS: Tolerance, optimism, hard work, strong character, vision, truth, justice knowledge, perseverance, limpidity, loyalty, clemency, simplicity, decent interactions, deference for others, adaptive personality, fruitful meeting, cooperation, worthy judgments, advocacy, affirmation, positive, service to humanity, purity in context, submission, openness, confession, respect, love, equality, patience, virtue, purity, sacrifice, not bad practices, adoration, humbleness, no egotism, no acceptance of external pressure, moral standards

003IRWS: right to equality, freedom of speech, right to employment, residence, property, movement, conscience, law, cast vote, contest election, right to religion

004IRSWS: fulfill promise, egoist, and work for people, constructive spirit, help the poor, fair dealing, vigilant, seek knowledge, problem solver, peace lover, selfless, sincere service to others, respect humanity, respect morality, grant self-sacrifice, and focus on education.

4. Reviewing themes

Themes were reviewed repeatedly. Thematic mapping was made.

Figure 1 Thematic mapping of Education Role Word Trees

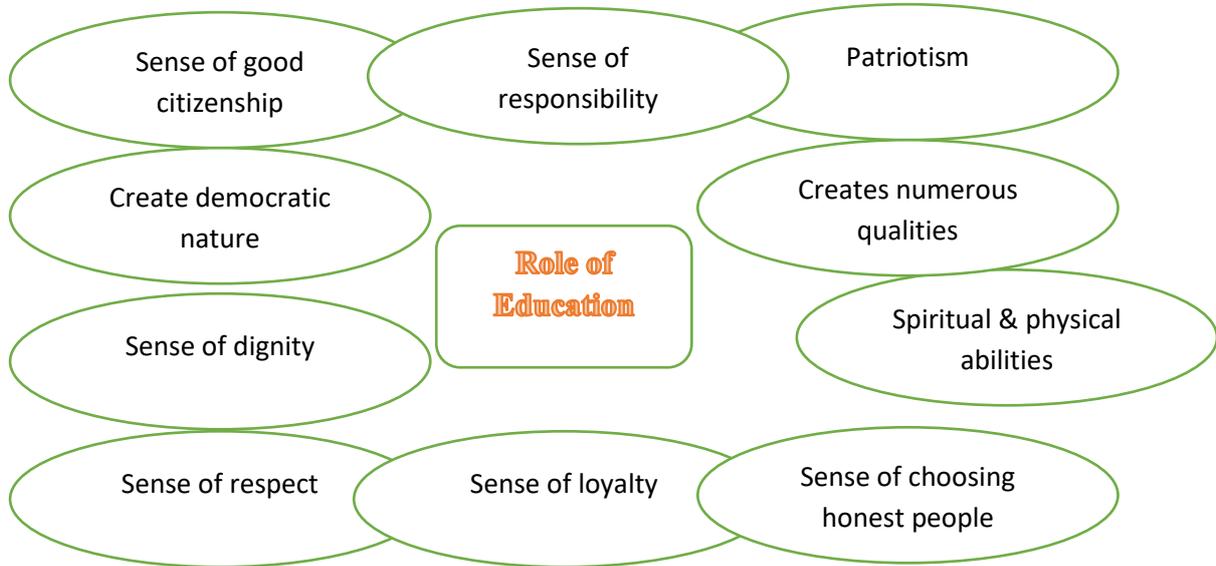


Figure 2 Thematic mapping of Individual Attributes Word Trees

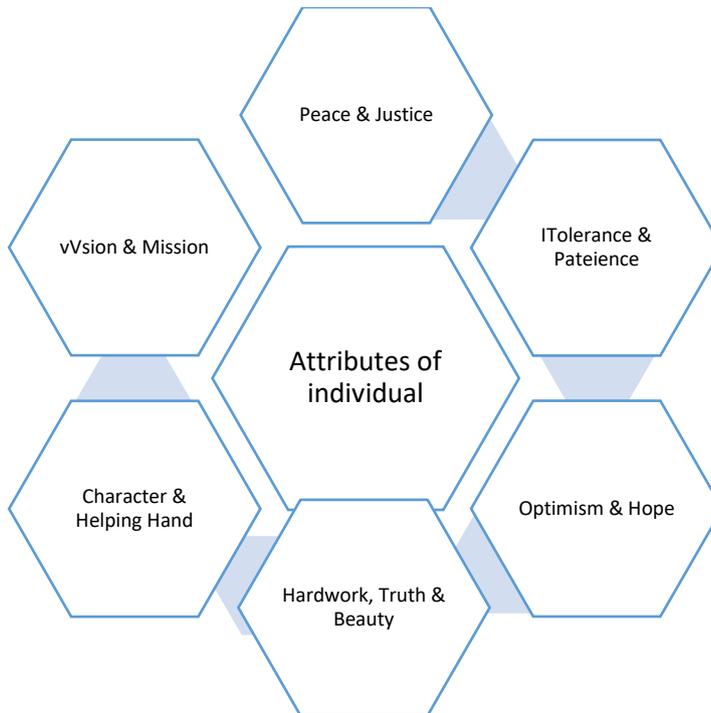


Figure 3 Thematic mapping of Rights of individual Word Trees

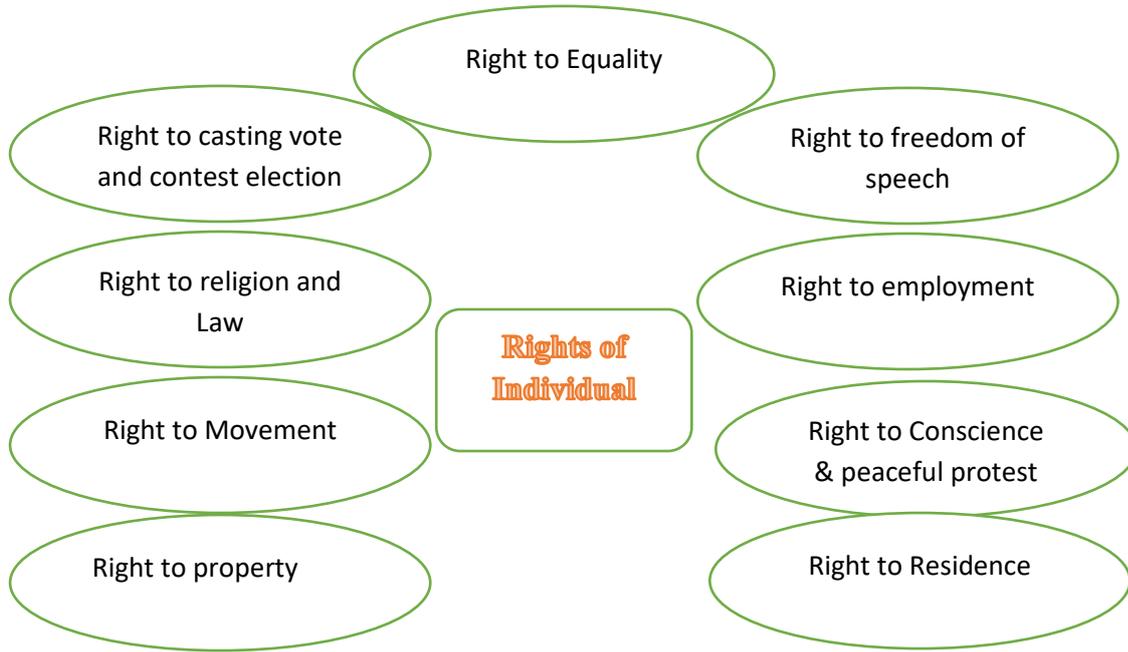
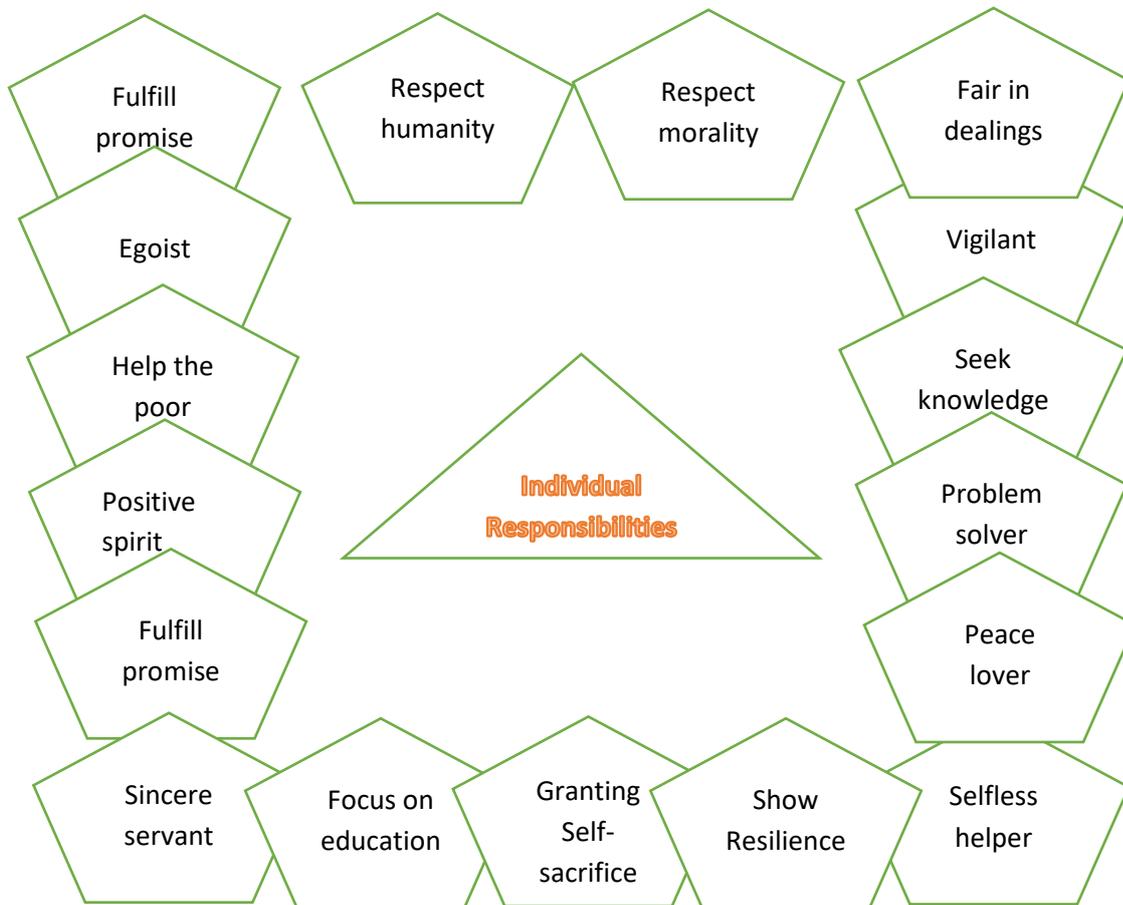


Figure 4 Thematic mapping of Responsibilities of Individuals Word Tree



After thematic mapping, themes were defined and renamed. Finally interpretation was made accordingly.

5. Defining and naming themes

Q- 1: Does education play its role in developing positive values in individuals in a welfare state?

R17 revealed that the role of education is positive. It makes a man happier and a more responsible citizen. It improves democratic nature. It respects the dignity of his/her personality. **R21** Education boosts dialogue and familiarizes democratic régimes, liberty of thinking, communication, proprietorship and an allegiance that permit to spread out yonder the hindrances of the class and the borders of the state. The majestic town of the Creator has been converted into a representative democracy **R13** believed that education develops in man a high sense of responsibility and educates them in the qualities of responsible citizenship, so that the man takes a keener interest in public affairs and chooses honest, wise and courageous representatives to control the administration of the state. **R7** contended that education stimulates a sagacity of obligation, systematizes members of society for societal service. **R18** responded that schooling communicates a woman the way of behaving in social structure and get ready her to encounter different situations. It undertakes to produce great writers, generals, politicians, trains members for the various profession and yielding specialists. Its aim is to make strong intellectual beliefs and liberty from partialities. It widens the thoughts, expand the revelation, boosts rational objectivity and ripens unbiased decisions power. It empowers a person to nurture the bulk of pure discerning and communicating her interpretations efficiently. It enables her to occupy any position and serve the people in true sense. It rains good members of society. Its purpose is to raise the rational atmosphere of the social order, to nurture civic thinking, to refine nationwide sensitivities, to ensure the real ideologies of prevalent fervor, and to fix widespread ambitions. It sharpens the decision power of the individuals, develops their truth, and clears their opinions and thinking; improves their eloquence and expression power, and increase their observing power. **R27** told that education helps in flowering both the spiritual and physical abilities of individuals; and bring harmony among feeling, thinking and doing. **R22** Education develops character. Character makes a man. **R11** responded that an individual can become a good citizen by getting education with toil, patience and perseverance. He can make the impossibilities, possible by his/her boundless energy, by untiring zeal, by unswerving confidence and by stunning endeavour.

Q- 2: What are the attributes of individuals in a welfare state?

R1 was of the view that education teaches us moderation and tolerance of idea. It improves us with a feeling of hopefulness and optimism. It creates a realistic attitude to life. It makes us lover of beauty and gives a deeper insight into the ways of nature. It makes us critical and observant. **R 4** suggested that education imparts how to earn livelihood by hardworking as begging is a profanity. **R 19** replied that an individual in a welfare state must be a man of unquestionable character. He will never stoop to any meanness he will love all and bear malice for none, not even his enemy. He will be forgiving but not weak or spineless. He will hate crime, not the criminal. He will despise sin, not the sinner. He will be pure at heart, lofty in aims, refined in manners and

tolerant in his views. To offend anybody right on the face would be foreign to his nature. He will have his own view, fight for the vindication of truth but will never cause unnecessary bitterness by pressing his own point. He will be, in short, the ideal of humanity, R 2 answered that individuals in a welfare state are men of ideas, of vision and of far-sighted imagination. They are seekers of truth and justice. They refuse put up with wrong, injustices and oppression. They fight to establish truth over falsehood, knowledge over superstition, light over ignorance. They are dreamers of perfection, of highest human happiness and of equal right of all to the gift of God. They are, in short, a batch of special creation of God, who live for mankind at large and strive all their life to bring about the establishment of the highest humanity on earth. They are wedded to their ideals, to their dreams of making all men happy, their mission to banish oppression and injustice from the face of the earth and so on

Q- 3: What are the rights of individuals in a welfare state?

R 12 the rights of an individual are political, religious, democratic and social. The right to equality, to freedom of speech, to movement, to property and the right to live, employment, assembly, association and residence; right to job, right against exploitation, prohibition of juvenile abuse and human trading are the rights of an individual in a welfare state. R 9 told that the liberty of integrity, run through and dissemination of religious conviction and lawful therapies, right to cast vote and right to contest election are important for individuals. These rights are the benchmark of developed and civilized society. R 24 told that rights have their basis in the principle of live and let live. R 5 narrated that there are six ultimate moralities- impartiality, free will, no abuse, religious liberty, traditional and education privileges. R26 responded that social, economic, justice and sex rights [marriage according to State Laws] are the basic rights of individuals. R 3 described that balance is necessary in rights and duties otherwise imbalance creates havoc and anarchy. R16 pointed that Islamic values must be adopted by individuals for the betterment of society practically as not in vogue in present scenario. R 6 highlighted that real democracy provides better society for living and so on.....

Q- 4: What are the responsibilities of individuals in a welfare state?

R 8 told that an individual in a welfare state must true to his word. He must be egoist and never use flattering terms. He should work for the people and for the state. It is necessary for individuals to work as united and disciplined nation with constructive spirit for the care and rehabilitation of the oppressed and face difficulties of all kinds for the sake of the state. They must be vigilant and show fairness to themselves, their parents and to the state; divert their attention to seek knowledge to become asset, strength and pride of their state; and to solve economic and social problems and make their country among the most progressive and strongest nations of the globe. They must be selfless, true, honest and unselfish servants of the state to serve the masses with heart and soul. They must be men of principles. They shouldn't run behind the government service but seek other opportunities here and abroad. They should focus on digital education. R 10 replied that an individual in a welfare state must have a share in worldly affairs and partake of the trials and tribulations of life. He/she must be an honest ruler, an upright tradesman, a good citizen and an impartial judge. He/she must be a brave soldier, a great conqueror, a teacher, guide and statesman. He/she must show forgiveness, and kindness; and lead a life of self-renunciation. R

15 responded that respect for humanity, respect for morality, and moral superiority may be safeguarded. *R 23* answered that families' meeting, self-sacrifice for a better future, and social status of the people may be respected. *R25* told that leadership and community jointly discourage criminal opportunism but also save innocent individuals. *R 14* exposed that educational leaders may play their role as they teach students for social life to live in peace; extend the awareness, expand the visualization, hearten logical understanding, and cultivate the capacity for clear thinking; and teach them their duties to other members of society. *R20* revealed self-knowing. Self-justice and self-services are true responsibilities of an individuals in a welfare state. *R28* told the same views as described by *R10* [data saturated].

6. Producing report/interpretation

The following themes emerged and major findings of the study were;

The role of education enhances the responsibilities of individuals, the new attributes of individuals appeared from the interviews, the rights of individual for social harmony have been identified and the responsibilities of the individuals have been highlighted for making this living abode a heaven for human beings. The major constructs like education role; individual qualities; individual's rights and individual's responsibilities were the major themes emerged from qualitative data.

Conclusion

The findings of the study collectively expose that education plays an important role in the improvement of qualities of an individual. It also identifies the rights and duties of an individual. It develops the skills, abilities, insights, social attitude, and brings out the best of the individual's personality, to stand on his/her own feet, to his/her rights and responsibilities, to earn his/her bread and butter, to meet difficulties valiantly and to make speaking impact on social structure.

Education develops the physical and spiritual potentialities of an individual and teaches him/her how to live in society. It produces useful, intelligent, patriotic, emotionally integrated, ethical robust, and culturally strong individuals.

It was conclude from the findings of the study that an individual in a welfare state must have these attributes- Tolerance, optimism, hard work, strong character, vision, truth, justice knowledge, pellucidity, truthfulness, clemency, forthrightness, decent dealings, respectfulness, discussion, collaboration, judgmental nature, safety of constitutional rights, encouraging brashness, serve human beings, purified contacts, noble activities, veracity, submission, declaration of guilt, deference, adoration, egalitarianism, tolerance, goodness, spotlessness.

The right of an individual are right to equality, freedom of speech, right to employment, residence, property, movement, conscience, law, cast vote, contest election, right to religion. The responsibilities of an individuals in a welfare state must be fulfill promise, egoist, and work for people, constructive spirit, help the poor, fair dealing, vigilant, seek knowledge, problem solver, peace lover, selfless, sincere service to others, respect humanity, respect morality, grant self-sacrifice, and focus on education

Discussion

The present study has supplemented extensive points in Pakistani context to earlier rights and responsibilities of individuals how to live peacefully in a social structure. The study further added to the role of education in the development of social and moral values of individuals and education is really an agent of change and assisting individuals to become responsible citizens. It was also posited that the role of leaders and community members and teachers has paramount importance in building moral values strong are in alignment with the study Barton (2020); Biswas (2020); Dean (2020); Sanatani (2020); Anderson and Gibson (2020); Bruzelius and Seeleib-Kaiser (2020) who contend education has a significant correlation with the development of social and moral values of individuals to live a society prosperously, knowing their rights and performing their duties and fulfilling their responsibilities for the welfare of the people of the country selflessly. The findings of the study are backed by the studies of (Dwyer, Scullion, Jones, McNeill, & Stewart, 2020; Edmiston, 2017); (Kourachanis, 2020; Kramer, 2020); (Dwyer, & Patrick, 2020; Nothdurfter, 2020) who also focused on the rights and responsibilities of individuals and these rights and duties are essential for social citizenship.

The way forward

- It is recommended that leaders and teachers may show a productive part in the development of social and moral values for eradication of violence and bringing peace in Pakistan.
- It is recommended that community resilience can be built and improved by involving youth and other community members in positive activities like social work, employment, and sports activities to enjoy real social citizenship.
- It is recommended that poverty, economic differences, and domestic violence and terrorism can be overcome by building strong community resilience through augmenting moral and social values; identifying rights and responsibilities of individuals in a welfare state to make this country a peaceful place for living as already suffered a lot with terrorism and violent extremism.
- The leadership may focus on the economic stability of the country to minimize the poverty of the people to save the future generation from indulging in violent activities- terrorism for peaceful living
- The educational leadership may focus to impart quality education to the young ones to make them strong against any kind of danger and train them in the right direction to safeguard themselves from becoming stooges in the hands of terrorists.
- Youth may be given training to prepare them for any kind of disaster as it is social responsibility
- The greatest resource are communities themselves to develop social attributes through social connection, social bonding and social linking among themselves.
- People interaction, creating programs and social/economic conditions that make stronger bonds, plummeting injustices and inequalities, and growing civic engagement and training and finances may be provided to community members to create productive activities for themselves.
- Gathering community backing to combat anti-social practices and producing responsiveness in individuals on alertness and vigilance in the vicinity to prevent the malicious plans of fanatics and development of social values. And the Philosophy of non-violence may be adopted and inculcate in the mind of people.

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