



# The Role of Education In Shaping Awareness and Attitudes Towards Politics In Special Reference To Yadagiri District, Karnataka

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## Abstract

*This thesis investigates the role of education in shaping political awareness and attitudes among individuals in Yadagiri District, Karnataka. Utilizing a quantitative research design, the study seeks to explore the intricate relationships between educational attainment, political engagement, and civic participation. Six primary objectives guide the research: examining the correlation between education and political awareness, analyzing the influence of different educational settings and curricula on political attitudes, assessing the long-term effects of education on political behaviour, investigating the impact of informal education and lifelong learning, evaluating the effects of social and cultural contexts on political engagement, and understanding demographic differences in political awareness and attitudes. Data were collected through a structured questionnaire distributed to 425 respondents, encompassing various demographic groups. Statistical analyses, including Pearson correlation coefficients and ANOVA tests, were employed to evaluate the hypotheses. Findings reveal a strong positive correlation between educational attainment and political awareness, as well as between education and political attitudes. The results indicate that civic education programs significantly enhance students' political attitudes and that critical thinking skills positively impact political engagement.*

**Keyword:** Education, politics, awareness towards politics, attitude towards politics.

## 1. INTRODUCTION

Many individuals are of the opinion that education is the single most essential aspect in the development of both individuals and society. Not only does it help individuals acquire new information and skills, but it also has a significant influence on the values, beliefs, and attitudes that they hold. Taking this into consideration, the role that education plays in shaping people's political perspectives and increasing their political awareness is of the utmost importance. In order for a democracy to function properly, its people need to be politically educated. This will allow them to hold their leaders accountable, participate in civic life, and make decisions that are informed by their knowledge.

Over the course of many years, the relationship between formal education and civic involvement has garnered the attention of a variety of individuals, including politicians, educators, and faculty members. According to the findings of study, those who have reached higher levels of education are more likely to be politically engaged, to have a more profound understanding of political issues, and to have faith in their ability to influence political processes. There is a link between education and civic involvement, which indicates how schools have the potential to develop democratic values and active citizenry. [1]

### 1.1. Awareness towards Politics

Being politically informed, or knowledgeable about politics, current events, policy, and how the government works, is a must for participating in a democratic

society. By helping individuals understand the nuances of their political climate, develop well-informed opinions, and take part in democratic processes, it is vital in encouraging informed citizenship. Being politically informed, up-to-date on current events, understanding the policy ramifications, and realizing the significance of civic involvement are all parts of being aware. [2]

Citizens may increase their political awareness by being familiar with the intricacies of our system, which includes the roles that each department of government plays, the obligations that our elected officials are responsible for, and the procedures that are followed in order to enact legislation. With the help of this background material, individuals could have a better understanding of the inner workings of the government and their role within it. As a result of the complexity of modern administration, citizens are expected to have an understanding not just of the structure of the government but also of the issues and policies that have an effect on their day-to-day lives.

### 1.2. Attitude towards politics

The viewpoint of each citizen regarding the government, its leaders, policies, and institutions contributes to the collective public sentiment towards politics. The strength of a democratic society, the extent of public engagement in politics, and the influence of public opinion are all significantly shaped by these perspectives. This chapter delves into public perceptions of politics, exploring their origins, significance, and the factors that shape them, all within the context of today's political landscape.

The general public's stance on political issues and groups is a reflection of their collective feelings and thoughts on the subject. The primary components of attitudes may be categorized as emotional, cognitive, and behavioral.

### 1.3. Role of Education in Awareness and Attitude Towards Politics

The educational background of a person has a significant impact on the political awareness and attitude of that individual. It is vital for people to possess the knowledge, skills, and critical thinking abilities that are detailed in it in order for them to be able to effectively engage in political processes. As a result of the fact that an individual's degree of education influences not only the information that they are exposed to but also their capacity to comprehend and behave in accordance with that information, the link between the two is intricate and diverse. In this chapter, we look into the significance of education in terms of its ability

to raise people's political awareness, shape public opinion, and motivate them to become involved citizens.

Education provides individuals with a comprehensive understanding of the mechanisms of political systems, encompassing the functions of government, the intricacies of electoral processes, and the significance of political parties. This understanding enhances insight into the decision-making process and illustrates how individuals can impact those decisions through active engagement. [3]

## 2. LITERATURE REVIEWS

Being politically aware means being up-to-date on all the latest political news and problems. People may have different degrees of political awareness. Students are only one of several demographics that might lead our country in the future. Some students are granted the right to vote when they reach the age of twenty-one. As a result, individuals need to try to understand the current political system. For this reason, the Malaysian Studies course, which covers topics such as the formation of the Malaysian government, is mandated by the Ministry of Education for all IPTS students. The political concerns impacting their community should be known by students. [4]

The thesis investigated the form and content of Political Belief Systems and how they relate to political knowledge and involvement. This study examines the influence of information on the interconnectedness, stability, and preference orientation of political beliefs using data from three British studies: "the General Election Study, the Household Panel Study, and the SCPR Deliberative Poll on Political Issues". Within the framework of theoretical debates about democracy, the first two chapters survey the literature and theory around the question of how politically astute the average citizen is. Some contend that there is no actual evidence to support the validity of viewpoints that try to downplay the importance of a well-informed public that is distributed fairly. [5]

Examining the impact on political interest, efficacy, trust, and involvement, the authors of the research differentiated between traditional civic education, an open classroom setting, and active learning methodologies. These impacts were examined by the authors using data from a panel study that followed late-adolescents in Belgium for two years. According to the findings, students' political views and actions may be influenced by a combination of formal civic education (instructional classroom time) and active learning tactics (school council involvement and, to a lesser degree, group projects). Political trust is influenced by

an open classroom atmosphere, however. Since many kinds of civic education lead to various kinds of politically significant attitudes and actions, the authors draw the conclusion that there is no rationale to favor any one kind over another. [6]

Many modern political schisms, such as those over Brexit, Trump, and coronavirus policy, have their roots in students' experiences with higher education (HE). It is not apparent from the scholarly literature, however, whether HE is a direct cause or an intermediary in the process of altering people's political views. Whether or when students' political views evolve during their time at HE is also an open question with little descriptive data in many settings down order to accomplish two goals, this article zeroes down on the United Kingdom by analyzing the British Election Study. First, the article provides an overview of new political science theories that have emerged on the causes of modern political differences; these theories have so far been underrepresented in the academic literature on higher education. In support of this theory, we provide the results of a cross-sectional study that compares the political leanings and ethnocentricities of people with and without HE experiences. Second, the authors looked at how students' political views evolve over their stay at university by doing a longitudinal study. Approximately 20-33% of the total gap between those with and without HE experience is accounted for by students' slight shifts to the left and decreased ethnocentrism while in HE. [7]

Research on political behavior consistently shows that college graduates are more active in political life than their less educated counterparts. Conventional wisdom is that education should serve as a causal mechanism for involvement by increasing civic skills and political awareness. Nevertheless, there has been a recent uptick in research investigating the role of education in explaining political engagement, as opposed to its role as a surrogate for other variables like pre-adult socialization or the importance of one's social network. An overview and analysis of this argument are presented in the review article. [8]

Over the course of two years, researchers in the Corner Brook, Newfoundland region tracked the opinions of a group of young people on a range of politically significant issues in order to gauge the potential impact of higher education. Those who went on to college often didn't have any different views than high school dropouts who didn't go to college. [9]

### 3. OBJECTIVES OF THE STUDY

1. To examine the relationship between educational attainment and political awareness.
2. To explore how various educational settings and curricula influence political attitudes.
3. To assess the long-term effects of education on political behavior and civic participation.
4. To investigate the role of informal education and lifelong learning in shaping political awareness and attitudes.
5. To evaluate the impact of social and cultural contexts on the relationship between education and political engagement.
6. To understand the differences in political awareness and attitudes across various demographic groups.

### 4. RESEARCH METHODOLOGY

This study used a quantitative research design to explore the relationship between education and political awareness and attitudes. A survey-based approach was employed to gather data from a diverse sample of students. The target population for this study includes students from various educational streams and fields. A stratified random sampling technique will be used to ensure representation across different educational streams and fields. The study collected responses from 425 respondents. The area of this study encompasses Yadagiri District in Karnataka, a region characterized by its unique socio-cultural dynamics and diverse educational landscapes.

### 5. DATA ANALYSIS AND INTERPRETATION

The data analysis and interpretation detail the comprehensive evaluation of data collected from 425 respondents to explore the dynamics of political engagement, awareness, and attitudes.

#### 5.1. Demographic information

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	294	69.2	69.2	69.2
	Female	131	30.8	30.8	100.0
	Total	425	100.0	100.0	

Educational qualification				
		Frequency	Percent	Cumulative Percent
Valid	Undergraduate	93	21.9	21.9
	Graduate	212	49.9	71.8
	Post graduate	106	24.9	96.7
	Ph. D.	14	3.3	100.0
	Total	425	100.0	100.0

Did you attend a civic education program at your school?				
		Frequency	Percent	Cumulative Percent
Valid	Yes	269	63.3	63.3
	No	156	36.7	100.0
	Total	425	100.0	100.0

## 5.2. Descriptive Statistics of the responses of the respondents

Descriptive Statistics					
	N	Minimum	Maximum	Mean	SD
Did you attend a civic education program at your school?	425	1	2	1.37	.483
Educational background helps individuals understand complex political issues.	425	1	5	2.81	1.376
Higher levels of education foster interest in staying informed about political events.	425	1	5	2.28	1.250
Education encourages critical analysis of different political viewpoints.	425	1	5	1.93	1.181
Exposure to formal education improves understanding of civic responsibilities.	425	1	5	2.21	1.305
Educational experiences promote awareness of the implications of political decisions.	425	1	5	2.42	1.439
Education plays a crucial role in understanding the political system and governance structures.	425	1	5	2.71	1.460
Formal education contributes to developing informed opinions on political matters.	425	1	5	2.19	1.334
Education provides skills for evaluating information about political candidates and parties.	425	1	5	2.09	1.313
Exposure to diverse perspectives in education enhances political understanding.	425	1	5	2.39	1.298
Educational institutions play an essential role in building awareness about political rights.	425	1	5	2.28	1.313
Awareness of political issues influences perceptions of national and local governance.	425	1	5	2.62	1.622
Familiarity with political processes impacts involvement in civic activities.	425	1	5	2.24	1.494
Understanding of government policies affects support for political causes.	425	1	5	2.20	1.382
Knowledge about political institutions influences civic responsibilities.	425	1	5	2.45	1.256
Awareness of political candidates' backgrounds aids in decision-making during elections.	425	1	5	2.17	1.256
Awareness of national political events impacts community-level engagement.	425	1	5	3.11	1.440
A clear understanding of electoral procedures increases interest in voting.	425	1	5	2.09	1.194
Familiarity with local political issues enhances involvement in community initiatives.	425	1	5	1.87	1.076
Awareness of political rights influences support for social reforms.	425	1	5	1.91	1.183

Knowledge of historical political events shapes perspectives on current policies.	425	1	5	2.52	1.530
Political attitudes are shaped by exposure to various social and cultural backgrounds.	425	1	5	2.60	1.500
Attitudes toward politics impact interest in following political news.	425	1	5	2.13	1.325
A favorable political attitude encourages trust in democratic processes.	425	1	5	2.21	1.439
Perceptions of government performance influence attitudes toward policies.	425	1	5	2.36	1.315
Political attitudes determine support for social equality and justice policies.	425	1	5	2.19	1.272
The outlook toward political participation is influenced by personal experiences.	425	1	5	2.44	1.433
Attitudes toward political leaders shape voting behaviors and political support.	425	1	5	2.15	1.260
Political attitudes affect interest in joining civic groups or community discussions.	425	1	5	2.36	1.342
Individuals' views on governance are influenced by personal political attitudes.	425	1	5	2.40	1.285
A positive attitude toward politics encourages active citizenship.	425	1	5	2.23	1.330
Critical thinking promotes the evaluation of political information from various sources.	425	1	5	2.59	1.519
Skills in critical thinking help in distinguishing credible political information from misinformation.	425	1	5	2.15	1.327
Critical thinking encourages analyzing the motives behind political actions.	425	1	5	2.22	1.381
Higher critical thinking abilities support understanding of political arguments.	425	1	5	2.27	1.318
Critical thinking is essential for assessing the effectiveness of government policies.	425	1	5	2.18	1.274
Skills in critical thinking enable informed decisions in civic matters.	425	1	5	2.43	1.406
Critical thinking skills aid in examining political ideologies objectively.	425	1	5	2.14	1.230
Analyzing political events critically improves understanding of political dynamics.	425	1	5	2.30	1.261
Critical thinking contributes to forming unbiased opinions on political issues.	425	1	5	2.39	1.290
Decision-making in political engagement benefits from developed critical thinking skills.	425	1	5	2.24	1.327
Active political engagement fosters connections within the community.	425	1	5	2.44	1.567
Political engagement is motivated by the desire to address social issues.	425	1	5	2.27	1.408
Participation in political events builds awareness of civic duties.	425	1	5	2.19	1.242
Civic engagement is influenced by knowledge of the political process.	425	1	5	2.25	1.246
Political engagement strengthens support for democratic values.	425	1	5	2.43	1.398
Engagement in local governance encourages advocacy for community needs.	425	1	5	2.90	1.525
Attending political meetings increases interest in public policies.	425	1	5	2.15	1.269
Political involvement is a way to contribute to social change.	425	1	5	2.06	1.237
Participation in voting reflects a commitment to democratic principles.	425	1	5	2.08	1.252
Political engagement is a means to influence future policy changes.	425	1	5	2.36	1.439

### 5.3. Hypotheses testing

#### Hypothesis 1

**H<sub>01</sub>:** There is no significant positive correlation between education and political awareness.

**H<sub>a1</sub>:** There is a significant positive correlation between education and political awareness.

#### Hypothesis 1

Correlations			
		Education	Political Awareness
Education	Pearson Correlation	1	.880**
	Sig. (2-tailed)		.000
	N	425	425
Political Awareness	Pearson Correlation	.880**	1
	Sig. (2-tailed)	.000	
	N	425	425

\*\* . Correlation is significant at the 0.01 level (2-tailed).



### Interpretation:

Hypothesis 1 investigates the relationship between education and political awareness, with the null hypothesis (H01) stating that no significant positive correlation exists between the two variables, while the alternative hypothesis (Ha1) suggests a significant positive correlation. The analysis reveals a Pearson correlation coefficient of 0.880, indicating a strong positive correlation between education and political awareness among the 425 participants. The significance value (p-value) is 0.000, which is below the threshold of 0.01, suggesting that the correlation is statistically significant. This means that as education levels increase, political awareness also tends to increase significantly, allowing for the rejection of the null hypothesis in favor of the alternative hypothesis. Therefore, the findings provide robust evidence supporting the notion that education plays a crucial role in enhancing political awareness.

### Hypothesis 2

**H02:** There is no significant positive correlation between education and political attitudes.

**Ha2:** There is a significant positive correlation between education and political attitudes.

### Hypothesis 2

Correlations			
		Education	Political Attitudes
Education	Pearson Correlation	1	.810**
	Sig. (2-tailed)		.000
	N	425	425
Political Attitudes	Pearson Correlation	.810**	1
	Sig. (2-tailed)	.000	
	N	425	425

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Interpretation:

Hypothesis 2 explores the relationship between education and political attitudes, with the null hypothesis (H02) asserting that there is no significant positive correlation between these variables, while the alternative hypothesis (Ha2) posits that such a correlation does exist. The correlation analysis indicates a Pearson correlation coefficient of 0.810, suggesting a strong positive correlation between education and political attitudes among the 425 respondents. The significance value (p-value) is 0.000, which is well below the 0.01 level, confirming that the correlation is statistically significant. This evidence allows for the rejection of the null hypothesis in favor of the alternative hypothesis, indicating that higher levels of education are associated with more favorable political

attitudes. Consequently, the results highlight the importance of education in shaping individuals' political views and perspectives.

### Hypothesis 3

**H03:** There is no significant difference in political attitudes between students from schools with specific civic education programs and those without such programs.

**Ha3:** There is a significant difference in political attitudes between students from schools with specific civic education programs and those without such programs.

### Hypothesis 3a

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error
Did you attend a civic education program at your school?	425	1.37	.483	.023
Political Attitudes	425	23.06	4.720	.229

### Hypothesis 3b

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Did you attend a civic education program at your school?	58.401	424	.000	1.367	1.32	1.41
Political Attitudes	100.722	424	.000	23.061	22.61	23.51

### Interpretation:

Hypothesis 3 examines whether there is a significant difference in political attitudes between students from schools with specific civic education programs and those without. The null hypothesis (H03) suggests that no significant difference exists, while the alternative hypothesis (Ha3) posits that such a difference does exist. The one-sample statistics reveal that 425 students provided data, with a mean score of 1.37 (on a scale presumably reflecting program attendance) for participation in civic education programs, and mean political attitudes score of 23.06, indicating relatively positive political attitudes. The one-sample test results demonstrate a t-value of 58.401 for civic education program attendance and 100.722 for political attitudes, both with a significance level (p-value) of 0.000. These p-values, being far below the conventional alpha level of 0.05, provide strong evidence to reject the null hypothesis in favor of the alternative hypothesis. Thus, it can be concluded that there is a significant difference in political attitudes between students from schools with civic education

programs and those from schools without such programs, indicating that participation in civic education positively influences students' political attitudes.

#### Hypothesis 4

**H<sub>04</sub>:** There is no significant impact of critical thinking skills on political engagement of the individuals.

**H<sub>a4</sub>:** There is a significant impact of critical thinking skills on political engagement of the individuals.

#### Hypothesis 4

ANOVA					
Political Engagement					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6239.915	19	328.417	33.310	.000
Within Groups	3993.040	405	9.859		
Total	10232.955	424			

#### Interpretation:

Hypothesis 4 investigates the impact of critical thinking skills on individuals' political engagement, with the null hypothesis (H<sub>04</sub>) asserting that no significant impact exists, while the alternative hypothesis (H<sub>a4</sub>) contends that such an impact does exist. The ANOVA results show that the sum of squares between groups is 6239.915, with 19 degrees of freedom, resulting in a mean square of 328.417. The F statistic is calculated at 33.310, accompanied by a significance level (p-value) of 0.000. This p-value is significantly lower than the conventional threshold of 0.05, indicating strong evidence to reject the null hypothesis. Consequently, it can be concluded that critical thinking skills have a significant impact on political engagement among individuals, suggesting that those with developed critical thinking abilities are more likely to be actively engaged in political activities. The substantial F statistic further supports the robustness of this finding, highlighting the importance of critical thinking in fostering political participation.

#### Hypothesis 5

**H<sub>05</sub>:** There is no significant impact of critical thinking skills on political awareness and attitudes.

**H<sub>a5</sub>:** There is a significant impact of critical thinking skills on political awareness and attitudes.

#### Hypothesis 5

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Political Awareness	Between Groups	5896.618	19	310.348	27.888	.000
	Within Groups	4506.944	405	11.128		
	Total	10403.562	424			
Political Attitudes	Between Groups	6147.050	19	323.529	39.714	.000
	Within Groups	3299.360	405	8.147		
	Total	9446.409	424			

#### Interpretation:

Hypothesis 5 examines the impact of critical thinking skills on both political awareness and attitudes, with the null hypothesis (H<sub>05</sub>) positing no significant impact, while the alternative hypothesis (H<sub>a5</sub>) suggests that a significant impact does exist. The ANOVA results for political awareness show a sum of squares between groups of 5896.618, with 19 degrees of freedom, resulting in a mean square of 310.348 and an F statistic of 27.888. The significance level (p-value) is 0.000, indicating strong evidence against the null hypothesis. For political attitudes, the analysis reveals a sum of squares between groups of 6147.050, also with 19 degrees of freedom, leading to a mean square of 323.529 and an F statistic of 39.714, with the same p-value of 0.000. Both analyses provide compelling evidence to reject the null hypothesis, confirming that critical thinking skills have a significant impact on enhancing individuals' political awareness and attitudes. The high F statistics further emphasize the robustness of these findings, underlining the critical role that critical thinking plays in shaping informed and engaged citizens.

#### Hypothesis 6

**H<sub>06</sub>:** There is no significant correlation between political awareness and attitudes of the individuals

**H<sub>a6</sub>:** There is a significant correlation between political awareness and attitudes of the individuals

### Hypothesis 6

Correlations		Political Awareness	Political Attitudes
Political Awareness	Pearson Correlation	1	.913**
	Sig. (2-tailed)		.000
	N	425	425
Political Attitudes	Pearson Correlation	.913**	1
	Sig. (2-tailed)	.000	
	N	425	425

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### Interpretation:

Hypothesis 6 investigates the relationship between political awareness and political attitudes, with the null hypothesis (H06) stating that there is no significant correlation between the two variables, while the alternative hypothesis (Ha6) posits that a significant correlation does exist. The correlation analysis reveals a Pearson correlation coefficient of 0.913 between political awareness and political attitudes, indicating a strong positive relationship. The significance level (p-value) is reported as 0.000, which is well below the standard threshold of 0.01, suggesting that the correlation is statistically significant. This substantial correlation implies that as individuals' political awareness increases, their political attitudes also tend to be more pronounced. The findings provide robust evidence to reject the null hypothesis, indicating that a significant correlation exists between political awareness and attitudes among the individuals studied. This relationship underscores the interconnectedness of awareness and attitudes in shaping political engagement and behaviour.

### CONCLUSION

The findings of this research revealed a nuanced landscape of political awareness and civic engagement in Yadagiri District. The data indicated a strong correlation between educational attainment and political awareness, with respondents possessing higher education levels exhibiting greater knowledge of political issues and processes. This correlation underscores the role of education in fostering informed citizens who are more likely to engage in political discourse and participate in civic activities. Moreover, the analysis highlighted the significance of civic education in shaping individuals' attitudes towards political participation. Respondents who had access to structured civic education reported heightened interest in political

processes and a greater sense of responsibility towards their communities. This suggests that educational institutions play a crucial role in cultivating politically aware citizens who understand the importance of their participation in democracy.

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