



# A Study to Measure Political Literacy among University's Students

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## Abstract

The objective of this study was to identify the degree of political literacy and understanding among university students in District Attock, Pakistan. The results convey valuable data regarding the political participation of the students and the factors affecting it, especially disparities in political literacy among genders. Four thousand university students were selected as the focus the group for this study. For the purpose to maintain the research insignificant, 825 students were chosen random for the sample. Having 413 male students and 412 female students, the sample was almost equally distributed between male and female students. This research utilized a survey questionnaire to collect quantitative information. The intent of this instrument was to gather data on the political literacy and participation of the students. Two main methods of statistical analysis were applied to analyze the obtained information. This involves offering an insightful overview and interpretation of the data. It helps in grasping the basic aspects of the data, like frequencies, means, and standard deviations. The simple correlation between two variables is evaluated analytically in order to figure out its trajectory and magnitude. In this particular case, it was utilized to explore the relationship between students' political activity and political literacy. The main objectives of this research were to inquire and assess university students' political literacy and participation. The survey questionnaire contains concerns regarding multiple aspects of political literacy and comprehension in order to accomplish these objectives. These comprised questions regarding the capacity to vote, the significance of parliamentary systems, democratic structures, and participation in politics. The results of the research revealed that all participants—male or female—had an acceptable level of political literacy and participation. This indicates that the university students are comfortable to participate in a range of political campaigns with a fundamental understanding of political issues.

**Keywords:** Political Literacy, Education, Curriculum, Gender, Democratic



## 1. Introduction

Political literacy is the capacity to comprehend, assess, and deal with political procedures and facts. This is crucial to take smart choices, contributing effectively in public life, and keeping incumbents accountable. Political literacy is essential in Pakistan, a nation that has a turbulent political history shaped by military incursions and turmoil. As the Pakistani Institute of Legislative Development and Transparency (PILDAT) demonstrated, there is still a substantial lack of political literacy among the general public regardless of an advancement towards democracy since 2008 (Raza et al., 2019). University students are important because they will ultimately become Pakistan's future leaders and executives. The level of political comprehension and literacy remains little acknowledged though studies conducted across different countries reveal that university students are often more politically literate than the general population (DelliCarpini & Keeter, 1996). Thus, it has become important to evaluate the political literacy levels of Pakistani university students, particularly in the Attock domain, which serves as a small sample of the possibilities and challenges faced by young individuals in an evolving political landscape. In addition, previous study indicates that there are gender disparities in political consciousness, with male students often demonstrating a greater level of political literacy and participation than their female counterparts (Dubey & Agrawal, 2018; Malik et al., 2019).

As a result, the objective of the research focuses on looking at the gender differences in political literacy among university students in Attock, Pakistan, in order to obtain important information on the level of political literacy and participation among the students. Subsequently a greater politically literate individuals are crucial for democracy's sustainability and addressing today's complicated challenges, leading the path towards a more equitable and sustainable future. Political literacy is a vital aspect of savvy decision-making, social engagement, and transparency in Pakistan, particularly considering the nation's complex political legacy of military involvement and upheaval. Although an uninterrupted move towards democracy since 2008, the Pakistan Institute of Legislative Development and Transparency has discovered an established lack of political awareness amongst the general public. University students have an opportunity to serve as potential legislators and leaders; however it is still uncertain what level of political literacy and comprehension they have. Surveys accomplished throughout different countries indicate that university students regularly exhibit higher political awareness compared with the general population. Therefore, it has become essential to examine Pakistani university students' political literacy, especially a particular focus on the Attock territory. This sector is an excellent illustration of the possibilities and challenges confronting youth in an evolving political context. In addition, previous research demonstrated a significant gender disparity in political understanding, with male students continually demonstrating a higher level of political involvement and comprehension than female students. In order to offer substantial information on the political engagement and awareness of the young in this region, this research seeks to investigate the disparities in political literacy between male and female university students in Attock, Pakistan. It is essential that the matter of political literacy among university students be taken up with the aim to strengthen democracy, alleviate modern social issues, and ultimately establish a more prosperous and diverse society for Pakistan. To establish the level of political literacy and participation among university students, study on political literacy in this demographic is critical. There is plenty of research on political literacy in Pakistan, but it does not seem as extensive as it could be as considering to addressing the particular needs of university students in the Attock District, particularly when it refers to their levels of



involvement as compared with female counterparts. Previous research frequently centered upon large national trends or particular regions, neglecting the variety of ideas that may occur among the Attock student body. due to the unique social and political context, the Attock District may offer unique challenges and incentives for university students to enhance their political literacy that may not exist in other regions of Pakistan. Furthermore, considering the dynamic nature of political circumstances, existing research might be insufficient providing recent information regarding the current level of political literacy in this particular demography. As an outcome, an intensive research in the Attock District may provide fascinating details on the political understanding of university students, their political literacy levels, and potential areas for improvement. Through presenting a current and contextual assessment of political literacy among university students in the Attock District, the present study aims to address this research vacuum.

### **Significance of the Study**

There may be multiple reasons for studying the political literacy of Pakistani university students in the Attock region. It emphasizes an essential aspect of democratic participation. Politically literate people may take part in the political system if they possess the skills and expertise that are required. Through an evaluation of university students' political literacy, this research provides instructive insights regarding the skills of the upcoming voter and the leadership in politics. The results of the research have an impact on the development of curriculum and policy concerning education. Most of the authority for generating political knowledge is exercised by educational establishments. Through better awareness of students' existing political literacy levels, teachers and policymakers can develop more effective civics learning programs that promote deliberate and active citizenship. This could contribute to further public awareness and political participation, each of being essential for the continued existence and prosperity of democratic systems (Niemi and Junn, 1998). Considering the particular sociocultural environment of Attock District, this research is very relevant. due to its varied population and complex history, the vicinity is an excellent place for exploring political thought. The results of the research may be leveraged for clarifying how political attitudes vary regionally and provide specific recommendations for improving political literacy in fields of interest. The present research improves the scope of political education in higher education. By an analysis of the factors affecting political literacy among university students, it enhances our awareness of how youth obtain political knowledge and attitudes. This might facilitate future research on political attitudes and civic participation in Pakistan and in similar circumstances all over the world (Galston, 2001). The research offers significance in fostering a more educated and active voter base. Higher political involvement leads to a greater level of political literacy, and political engagement is crucial to a democratic society's function (Delli Carpini & Keeter, 1996). This research may detect gaps in political literacy and suggest approaches to address these gaps, which will eventually end up in a stronger and engaged democratic process. The analysis of political literacy among university students in the present research corresponds to Dewey's beliefs on the power to transform of education. The paper contributes to Dewey's need for education which is pertinent to modern society by examining students' basic political understanding and competence. Based on Dewey (1938), education needs to be inspired by individual's daily lives and must provide students with analytical abilities and active involvement in the community.

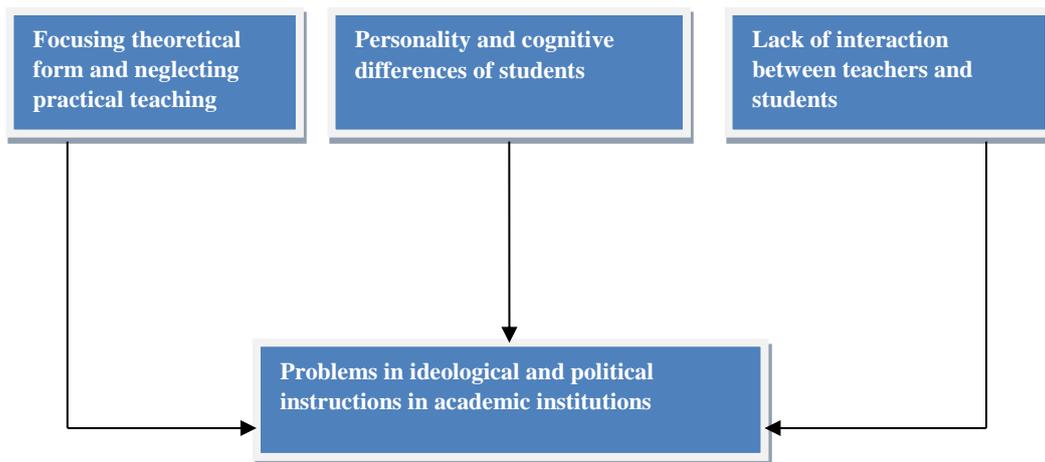
### **Problem Statement**

The general population ought to be educated, politically engaged, and informed. They must be educated to critically appraise the political situation and receive information regarding the political developments and



organizations of the present day. A vibrant political climate is crucial for youth particularly university students, to remain active in order for the democratic procedures to thrive effectively. Considering the district's importance, almost nothing is available regarding the Attock district's political situation or the university students which enrol nearby schools. The Attock district's university students are lacking sufficient political literacy. This disparity is prompted partially by the requirement to establish a fair assessment of policy facts along with a comprehension of current policy issues and organizations. It is difficult for teachers and government officials to develop educational endeavours and approaches that promote the political discourse due to a lack of expertise. It is harder for students to take part in democratic procedures since they are largely oblivious about modern political issues. Individuals getting a limited understanding of the political system, frameworks, and citizens' rights and responsibilities or students acquire information about politics without comprehending fundamental concepts; they obtain exterior data that fails to prepare them for significant involvement with political problems or enlightened democracy. Insufficient methods of teaching lead to an absence of political literacy and participation. Students skip the chance to utilize their understanding in practical situations, which is vital to cultivating a perception of leadership and genuine political acumen.

Fig 1





## Research Complexity and Questions

"What is the current level of political literacy among university students in the Attock District, Pakistan?"

This question intends to determine the target population's basic level of political literacy, providing an initial understanding of their comprehension and knowledge of political principles, structures, and methods. The research questions lend unambiguous direction that they emphasize the subject matter and describe the objectives. To measure the present state of political literacy among Pakistani university students in the Attock District, it is essential to ascertain their level of familiarity with fundamental political thoughts, entities, and procedure. A standard assessment is needed to find the regions which require enhancement to cognitive deficiencies. Political literacy is not merely acclimating oneself with the federal and local government organizations, but it also includes the ability to critically examine political data, recognize social responsibilities, and positively participate in democratic procedures. Scholars may gather data regarding students' comprehension recent political events, acquaintance with essential political definitions, and an awareness of the duties and responsibilities of different government organizations by sharing questionnaires and examinations. We need to encourage students to pursue careers as the future leaders and legislators.

"To what extent do gender differences exist in the political literacy levels of university students in the district Attock, Pakistan?"

The subject of this research seeks to determine political literacy differs by gender among university students in the Attock District. Through urging questions in this manner, the study intends to discover potential variations in male and female students' understanding of political ideas, entities, and processes. The objective of the research is to evaluate and understand the state of political literacy among university students in the district of Attock, Pakistan. Political literacy is a vital part of civic engagement and active participation in democratic systems. While concentrating on this particular area and population size, the research wants to present an in-depth look of political literacy and awareness, considering the unique social and political context of Attock District. The research results will assist in developing specific efforts that enhance political literacy among university students, eventually leading to more educated and participated citizens. The outcomes of the present research could assist in developing genders-sensitive educational strategies and initiatives that satisfy the particular needs and challenges every gender experiences when acquiring political literacy (Booth, Colomb, and Williams, 2016; Flick, 2018).

### Objectives of the Study

To Measure Political Literacy Levels:

Identify the existing level of political literacy between university students in the Attock District, particularly their awareness of political ideas, organizations, and procedures.

To Identify Gender Differences:



Study putative gender gaps in political literacy to determine male and female student's difference in their comprehension and awareness of politics. The primary objective of this investigation is to analyze Pakistani university students in the Attock District's political literacy. The study emphasizes an assortment of political understandings, mindsets, and behaviour in attempts to deliver a comprehensive analysis of the political literacy atmosphere in this domain. The analysis focuses especially close scrutiny towards how successfully students perceive civic responsibilities and principles of democracy in regards to current political groups, incidents, and famous political personalities. Identifying the variables impacting such student's political literacy is an important task.

This involves studying the impact of parental participation and political expertise along with the accessibility of facts, academic achievement, and economic standing. The aim of this research is to identify possibilities for participation that improve university students' political literacy through studying these facets. Furthermore, the research focuses at the correlation among political activity and political literacy. Developing engaged citizenship needs study of the correlation among political expertise and political actions. To accomplish this objective, it is essential to determine the level that students' political literacy impacts their engagement in political pursuits such as voting, participating in political demonstrations, and conducting debates about politics. To encourage creativity and self-aware investigation which Dewey stated were essential to develop successful full citizenship, uncover inadequacies in students' political expertise (Dewey, 1933). As Dewey claimed, study of gender inequalities in political literacy is required to promote educational equity while addressing inequality in the educational environment. Since Dewey highlighted the importance of education for upholding democracy, measure students' political literacy to guarantee that they are suited to actively engaging in democratic procedures (Dewey, 1916). As Rousseau advocated education through an individual's developmental procedure, measuring political literacy may assist to evaluate whether present teaching methods coincide with students' innate growth of civic comprehension. Evaluating pupil's political understanding is an essential part of Rousseau's philosophy of educating humans for citizenship, because it helps in the cultivation of social values and moral education (Rousseau, 1762). Considering Locke stressed education through hands-on involvement and observation, it is crucial to evaluate student's political literacy to make certain that they receive feasible, concrete knowledge of political systems and processes (Locke, 1693). The purpose of this study must be to determine students' political literacy with the goal to make sure they truly comprehend the social contract and basic ruling principles, respectively, the latter being vital to Hobbes theory. With the objective to assist students comprehend the significance of stability and social order; we examine their understanding of politics according to Hobbes contention that a centralized, powerful government is required for avoiding turbulence (Hobbes, 1651).

### **Limits of the Study**

This study is limited as follows:

**Time span:** In the second term of the academic year 2021–2023, the research was carried out.

**Spatial span:** A sample of enrolled students for the second term of 2023 at the University of Education Lahore Attock, Comsats University Islamabad Attock Campus, and Air University Kamra Campus were utilized in this research.



It is pertinent to recognize the limitations of this study that seeks to offer an exhaustive evaluation of political literacy between university students in Pakistan's Attock District. The primary drawback is the possibility for sampling error. Differences in choosing of samples might indicate that the conclusions of this research are unable to expand across all university students in the vicinity. For instance, the political literacy levels of the students being consideration might not accurately reflect the characteristics of the entire student body if the sample consists largely of students from urban areas or universities featuring distinctive sociocultural circumstances (Creswell, 2014). The extraction of anonymous information presents extra limitations. Usually, these sorts of inquiries, questionnaires, and surveys depend upon the self-awareness and reliability of the participants. In addition to interpersonal ambition skepticism or an absence of self-worth, there may be an opportunity that respondents may overstate or understate the extent of understanding and political activism (Fowler, 2013). The cross-sectional format of the research is an additional drawback, because it only captures political literacy that certain points in valuable time. The above approach overlooks the manner in which that political consciousness and participation grow over the years, which may be influenced by an assortment of factors involving personal experiences, educational programs, and political developments. However this research was not intended to advocate a long-term strategy, it might have provided an improved comprehension regarding how students' political literacy improves (Bryman, 2016).

### **Operational Definitions**

There are some operational definitions are as under

#### **Political Literacy**

The ability of individuals to comprehend, appraise, and creatively relate to political data is referred to political literacy. It involves the capacity to evaluate and assess recent political developments and controversy as well as to acquire an extensive understanding of political entities, methods, and philosophies. (Brendan, Jason (2016).

#### **Political System**

The numerous structures that societies utilize for governance and exercise authority socially. Implementing consideration unconventional frameworks of government, like movements for social change, community involvement, and social standards that impact the dynamics of politics. (Nussbaum, Martha (2019).

#### **Gender Differences**

The gender variances in present study are attributed to distinctions in political literacy levels among male and female university students. This includes examining the various manners in which individuals determine, understand and relate with political thoughts and practices. Gender represents an important factor for determining the inequalities exist and how significantly they influence political literacy (Norris & Inglehart, 2001).

### Social Contract Theories

Philosophical frameworks referred to as "social contract theories" explore the hypothetical contract individuals to determine communities, offering a few liberty to compensate for security and the positive aspects for living together. Locke (1690), Hobbes (1651), and Rousseau (1762)

Fig: 1

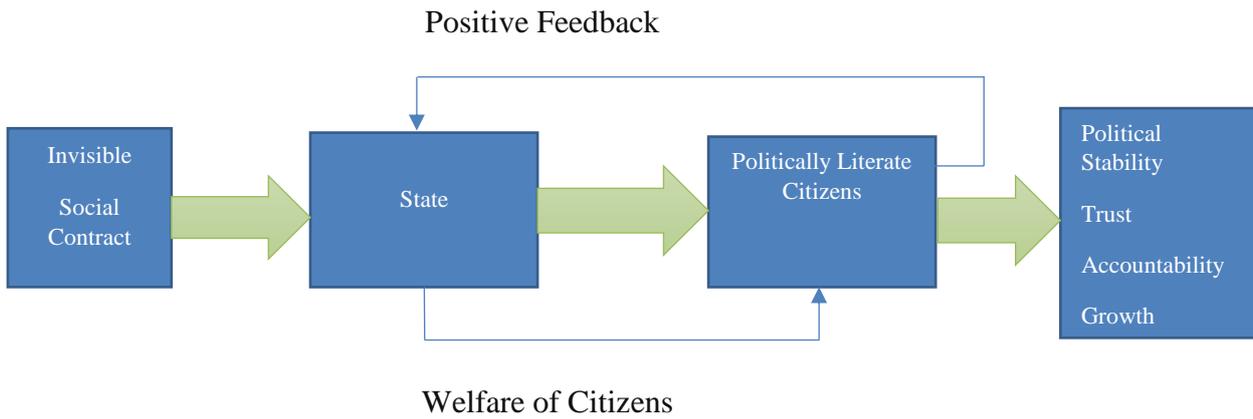
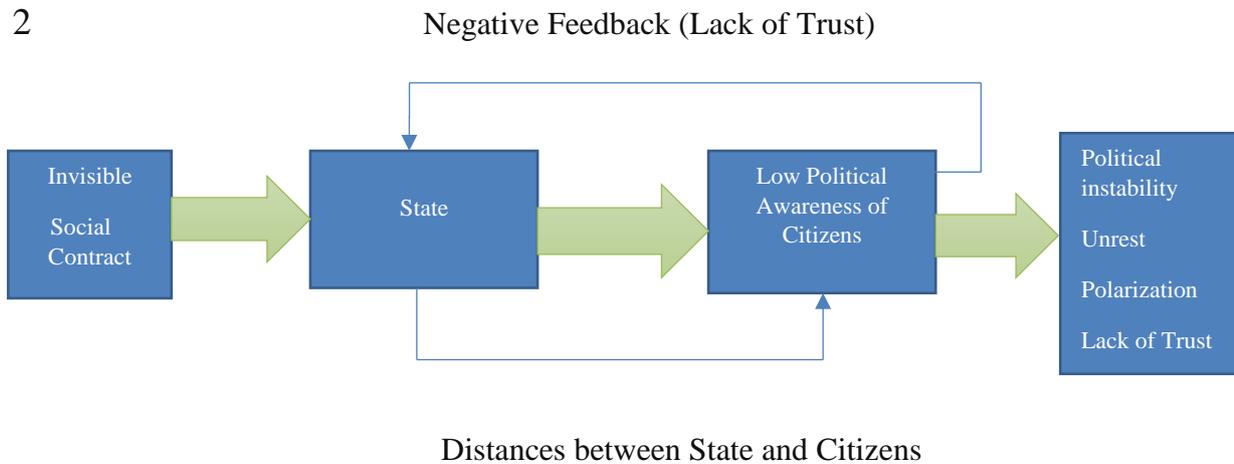


Fig: 2



An "invisible state" is characterized to be an entity which serves most effectively within the context of social contract theory while its citizens are politically savvy and actively involved. The following establishes a positive feedback cycle among the authorities and its citizens since informed citizens who comprehend governance processes and take part in political issues become in a position to contribute constructive criticism regarding government organizations. Governmental bodies may consequently adapt and react more effectively to the requirements and purposes of the general population. It contributes to a significant enhancement of social cohesiveness, prosperity, and general well-being, every one reflect the advancement in the community as an entire organism. On contrary, individuals who lacked understanding of politics are inclined to convey the administration unfavourable or apathetic criticism. Individuals who are lacking information may not hold government organizations accountable or take part in crucial governance and policy concerns. A disoriented population is possibly more vulnerable to manipulation from

activists or groups of interests, that might impact political accomplishments; an absence of constructive criticism might hamper the development of both society and the economy while causing turbulence or the regression; government bodies might get entangled in a downward spiral of incompetence and corruption because of a shortages of motivation to flourish or develop.

**Methodology of the study**

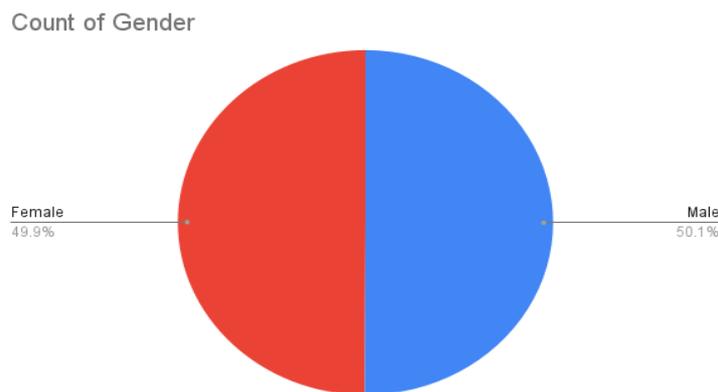
**The Method**

The study intended to evaluate political literacy among university students through a descriptive research design that entails systematically documenting, observing, and evaluating incidents without altering components. The survey method was implemented to gather information from a selected sample of 825 students, comprising 413 males and 412 females across three distinct organizations. The study used a questionnaire designed to measure students' political literacy in a systematic way. The questionnaire included a Likert scale, enabling respondents to describe the extent of agreement or disapproval regarding items concerning political comprehension and literacy. The Likert scale that was utilized in the questionnaire provided a quantitative evaluation of attitudes and opinions, enhancing the accuracy as well as the reliability of the collected information (L.R Gay, 2010).

**Population and Sample of the Study**

The target population includes 825 students, comprising 413 males and 412 females across three different institutions. The total enrolment of students in the district is 4000. Convenient random selection is implemented, that indicates the students were selected according to their close proximity and accessibility.

Fig: 3



**Table1:** Gender disparities among students in the study's sample.

Variable Gender	Number/ Percentage
Male	413/ 50.1%
Female	412/ 49.9%

**Informed Consent**



In order to obtain informed approval, respondents received concise and complete explanations of the study's objective, techniques, potential hazards and effects. They also have an opportunity to pose concerns and demand justification while expressing their consent for involvement in the research. Respondents volunteered to provide data to the studies willingly, preserving their privacy and individual liberties. The ethical concerns included preserving anonymity and privacy, to guarantee the confidentiality of respondents was properly maintained across the research cycle. Through prioritizing informed approval, the research complied with the ethical standards needed to ensure the competent and respectful execution of studies concerning individuals.

### **Research instrument and its Validation**

After an in-depth evaluation, an advisory committee of reputable subject matter specialists certified the validity of the survey questions utilized for the present research. It included five trained professionals in the advisory board, and they were all well-known authority in their fields. Their joint endorsement of the questionnaire items enhanced the general validity of the study's findings and significantly strengthened the trustworthiness of the research instrument. The 24-items questionnaire was put to use in the research to measure a particular idea, and the outcomes of the evaluation revealed a Cronbach's Alpha score of 0.766. The quantity of inner consistency among items on the scale was demonstrated by the numerical value. The extent in which the items on a scale belong to quantify an identical fundamental concept or variable is referred to as internal consistency. The items on the scale seemed to possess slightly interrelated, according to the obtained Cronbach's Alpha value of 0.766, which additionally reflected a fairly good level of internal consistency. A Cronbach's Alpha score of 0.7 or greater is frequently recognized to be acceptable in the context of evaluating apparatus, and a score of 0.8 or greater is regarded as to be excellent. Therefore, the research's score of 0.766 falls within a suitable range, demonstrating the measuring device exhibited a significant level of internal consistency. It enhances the reliability and consistency of the data collected through a questionnaire for assessing the intended concept.

### **Data Collection and Data Analysis**

A survey technique was utilized for gathering data, via a questionnaire working as the primary tool. The objective of the questionnaire is to generate opinions which will assist in determine the students' political literacy. This method facilitates an organized and planned collection of information, enabling an in-depth comprehension of the students' political knowledge and comprehension. The information is evaluated through the Statistical Package for the Social Sciences (SPSS), that enhances the precision and efficacy of the information determination and permits the researchers to draw significant inferences from the findings of the survey. The method of surveys was chosen to gather information in a systematic way on university students' political literacy. Surveys constitute an appropriate instrument for measuring views, beliefs, and behaviours, making them useful for establishing the randomly selected population's spectrum of political literacy and engagement. The method preferred the survey enables feasible to collect responds in a consistent way. It contributes to preserve standardization in the data collecting process, enabling scholars to compare and assess different respondents' political literacy levels in an efficient and organized way. The data is examined via SPSS, providing an excellent statistical foundation for interpreting to make sense of the questionnaire's data. The implementation of it corresponds with a broader conceptual structure of



quantitative research, permitting an extensive examination of university students' political literacy levels. A vital component of the survey conducted to measure the political literacy of Attock District university students is the Likert scale. The Likert scale is a widely utilized tool in social studies, particularly among survey methods, for quantifying opinions, beliefs, and perspectives. Using an established scale, respondents are asked to rate whether they support or disagree with a number of items concerning political literacy and participation. By categorizing qualitative information through a Likert scale, researcher may systematically examine and comprehend the intricate responds of the participants. Through employing this approach, the study's findings are more precise and trustworthy, and it offers a statistical evaluation about the political literacy of Attock university students.

**Results**

**TABLE 2** Cumulative Percentages of Male and Female

Total Number of Students	825
No participation	Nil
Mean.	1.50
Median.	2.00
Standard Deviation	0.50
Skewness	0.002
Standard Error of Skewness	0.085

A random sample of 825 male and female university students representing a portion of the 4000 general student body—had political opinions and literacy levels examined for this study. The sample's average rating was 1.5, indicating that political literacy remains frequently insufficient. Given the fact that the average score was 2.00, it might be concluded that fifty percent of the students obtained a score under while the other half got a score above it. The variation of scores around the mean is illustrated by a typical deviation of 0.5, demonstrating variations in individual results. A roughly symmetrical dispersion having a slight tendency toward greater scores is displayed by the skewness of 0.002. Conclusions highlight the need for District Attock university students' political literacy to be enhanced. To determine the fundamental causes of insufficient political literacy and discover effective remedies for this issue, a deeper examination is recommended.

**Level of Political Literacy**

**Survey Questionnaire to measure level of political literacy among university students is as under**

Questions	Response1	Response2	Response3	Response4
Do you know that you have a right to vote and to be nominated?	Extremely aware	Moderately aware	Not at all aware	Somewhat aware
Do you know that you have a right to freedom of opinion?				



Do you know the basic ideas of Pakistan’s ruling parties?				
Do you know the progress of political problems like the state capture?				
Do you know the function of Government in democracy?				
Do you know the responsibilities as citizen?				
Do you know the rights to fair hearing?				
Do you know the responsibility of police in a democracy?				
Do you know the significance of legislative body in a democracy?				
Do you know the structure of local government ?				

**Survey Questionnaire about Student’s Participation in the Political Activities**

Questions	Response1	Response2
Did you cast a vote in the 2018 parliamentary election?	YES	NO
Did you join actively in the campaigns during the 2018 parliamentary election?		
Did you join actively in the political campaigns for the provincial and federal elections?		
Have you visited an educational political conference?		
Have you interacted with the VC or any prominent university authority regarding issues or submit official complaints about problems affecting students' affairs?		
Did you note down a letter to student representers or prepared a pamphlet to protest against problems?		
Have you attached other students to demonstrate a peaceful protest march on campus?		
Have you joined a political party’s crowd or convention?		
Have you engaged a government authority to talk about or complain about concerns?		
Have you submitted a letter regarding national issues to a local or national newspaper?		
Have you joined any national peaceful protest against government?		
Have you joined the campaigns or rallies to support a political party?		



Have you taken part in a discussion on national concerns at a political forum?		
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**Statistics**

**TABLE 3** Statistics of survey questions about level of political awareness

Survey Questions	Q.No1	Q.No2	Q.No3	Q.No4	Q.No5	Q.No6	Q.No7	Q.No8	Q.No9	Q.No10
Mean	2.51	2.43	2.67	2.49	2.71	2.59	2.73	2.69	2.81	2.82
Standard Devi.	1.081	1.074	1.107	1.042	1.116	1.115	1.090	1.084	1.070	1.057
Skewness	.171	.274	-.133	.171	-.069	.021	-.022	-.092	-.141	-.087
Standard Error of Skewness	.077	.077	.077	.077	.077	.077	.077	.077	.077	.077

Considering questions 1 to 10, the statistical analysis given the table describes how students' political literacy levels are measured. These survey questions exhibited average scores that ranged from 2.43 to 2.82, indicating that students displayed a low level of political literacy. The standard deviations that vary between 1.057 to 1.116 show that values fluctuate from the mean. Assuming a standard error of skewness of 0.085, the pattern of distribution of values appeared to be approximately symmetric. While the research offers information about political literacy between District Attock university students, the small number of participants restricts its ability to be generalized. A greater number of samples may be the objective of future studies with the intent to enhance the conclusions' external validity. Moreover, exploring further variables which may affect university students' political literacy might contribute towards a deeper understanding of the subject matter.

**Students' political literacy levels, including male and female**

**TABLE 4** Statistics Male Students

Students	413
Not Participated	NIL
Mean	30.01
Standard Deviation	6.218

**TABLE 5** Statistics Female Students

Students	412
Not Participated	NIL
Mean	28.29
Standard Deviation	6.782



The political literacy values for male and female university students in the Attock district of Pakistan are displayed in the two tables as well as the standard deviation of those findings. Male participants have an average value of 30.01, that's slightly greater than the average value of female students, which is 28.29. It also means that, compared with their female classmates, men students usually demonstrate a slightly bigger level of political understanding. The standard deviation is 6.782 for female participants and 6.218 for male students. It also indicates that female students' political understanding ratings become more diverse compared to male classmates, which likely to be more consistently rated.

## Findings

Following conclusions were drawn after data analysis:

1. Cronbach's Alpha on a 24-item scale scored 0.766. It shows a significant degree of internal coherency.
2. There were 825 students in the study population, selected from three distinct universities; 413 (50.1%) of them comprised male and 412 (49.9%) were female.
3. Regarding the students, 21.1% are strongly in favour, 35.5% are somewhat aware, 18.9% are absolutely not aware, and 24.5% are somewhat aware of their constitutional right to vote.
4. The research indicates that 25.7% of the participants strongly agree that they are informed about their right to freedom of opinion, 34.1% claim to be cognizant with the concept to some extent, 19.8% indicate they have no knowledge of it completely, and 20.5% state they are aware of it to a certain level.
5. Conclusions indicate that despite 32.8% of those surveyed exhibit an average level of understanding, 15.2% of participants strongly declare that they are familiar with the political party notions in Pakistan. On the other hand, 36.2% believe they are informed to a certain extent, but 15.8% claim that they have no idea of anything.
6. The study shows that 42.1% of the participants demonstrate an average level of awareness, while 14.3% of participants strongly claim that they are aware of the increase of political concerns including state acquisition. On the other hand, 16% profess that they are entirely not aware, whereas 27.6% indicate that they are informed to a certain level.
7. The findings of the survey indicate that 16.6% of students definitely think that they are fully familiar with the role of government in a democracy. Moreover, 33.2% demonstrate an average level of understanding, 15.4% claim they are completely not aware, and 34.8% indicate they are aware to a certain extent.
8. In accordance with the results, 18.4% respondents strongly indicate that they are fully aware of their duties as citizens, while 34.2% indicate an average amount of knowledge. On the other hand, 31.8% pretend that they are slightly conscious, although 15.6% seem to be entirely oblivious.
9. Based on the outcomes, 15.2% of students strongly assert that they are versed in their constitutional right to a fair trial, whereas 36.2% indicate an average level of understanding. On the other hand, 33.1% of the respondents stated that they had a basic understanding regarding this right, contrasted with 15.5% which stated that they have no idea at all.



10. According to the responses they provided, it seems that 14.2% of the participants possess an excellent grasp of the function performed by the police, whereas 34.7% have an adequate comprehension. In contrast, 34.3% of respondents are relatively knowledgeable about the role performed by the police, but 16.8% of responders are uninformed of it.
11. Due to the survey accomplishments, approximately fifty percent of the respondents (47.8%) are slightly to extremely conscious with the various functions performed by the local body or township, whereas the remaining half (52.2%) are low to slightly aware of these responsibilities. Furthermore, research results indicate that a small percentage of the participants (11.4%) indicate an elevated amount of understanding, however a slightly larger percentage (16.8%) report having no idea.
12. Considering the importance of the constitution in a democracy, 10.8% answered "extremely," 33.2% "Moderate," 19.0% "Not at all," and 37.0% "Somewhat."
13. Although majority students (79.8%) declined to take part in any sort of election-related activities, 20.2% of the respondents took an active role in local and national campaigns.
14. The information indicates that, out of the 825 students, 224 (27.2%) had reached out to an upper-level university official, like the vice-chancellor, to express issues or submit complaints in writing in problems related to students' affairs. The other 601 participants (72.8%) did not speak with a senior university official.

## Conclusions

In a nutshell the research's goal aimed to assess Attock District university students' political literacy. Depending upon a 825-student sample, outcomes indicate that students' overall political literacy was medium. The average number of answers provided using a rating scale of 1 to 10 fluctuated between 2.43 to 2.82, indicating an important however not exceptionally significant amount of political understanding. The standard error of skewness demonstrated a slightly symmetrical dissemination, while the standard deviations indicated significant variations in the values. However, 50.1% of the sample's respondents were boys and 49.9% were girls. The male respondents obtained a mean value of 30.01 for political literacy that was slightly higher than the mean value of 28.29 for female students. Likewise, standard deviations revealed that female students' political understanding assessments differed significantly.

A comprehensive review of student's political literacy levels uncovers a gender difference. This research emphasis on the slight variations among male and female students' involvement with and understanding of political systems. It additionally focuses on the complicated connections that are present among the effects of education and socio-political factors. According to the outcomes of the research, male students demonstrate a greater level of political literacy, evidenced in their superior results on political understanding and knowledge. This pattern is applicable for several elements of political literacy, including comprehension of local as well as global issues, acquaintance in policy development procedures, and comprehension of the political system. However, while female students indicate admirable levels of civic engagement and study, they likely to have a lower level of accurate political understanding. The variation may be attributed to a number of reasons, variations in curriculum concentration, the impact of socializing, and the existence of gender opinions in political discussions. Furthermore, study indicates that the established gap in understanding with the realm of politics even though female students engage in political debates and events to the identical level as male students. The data suggests that female students choosing

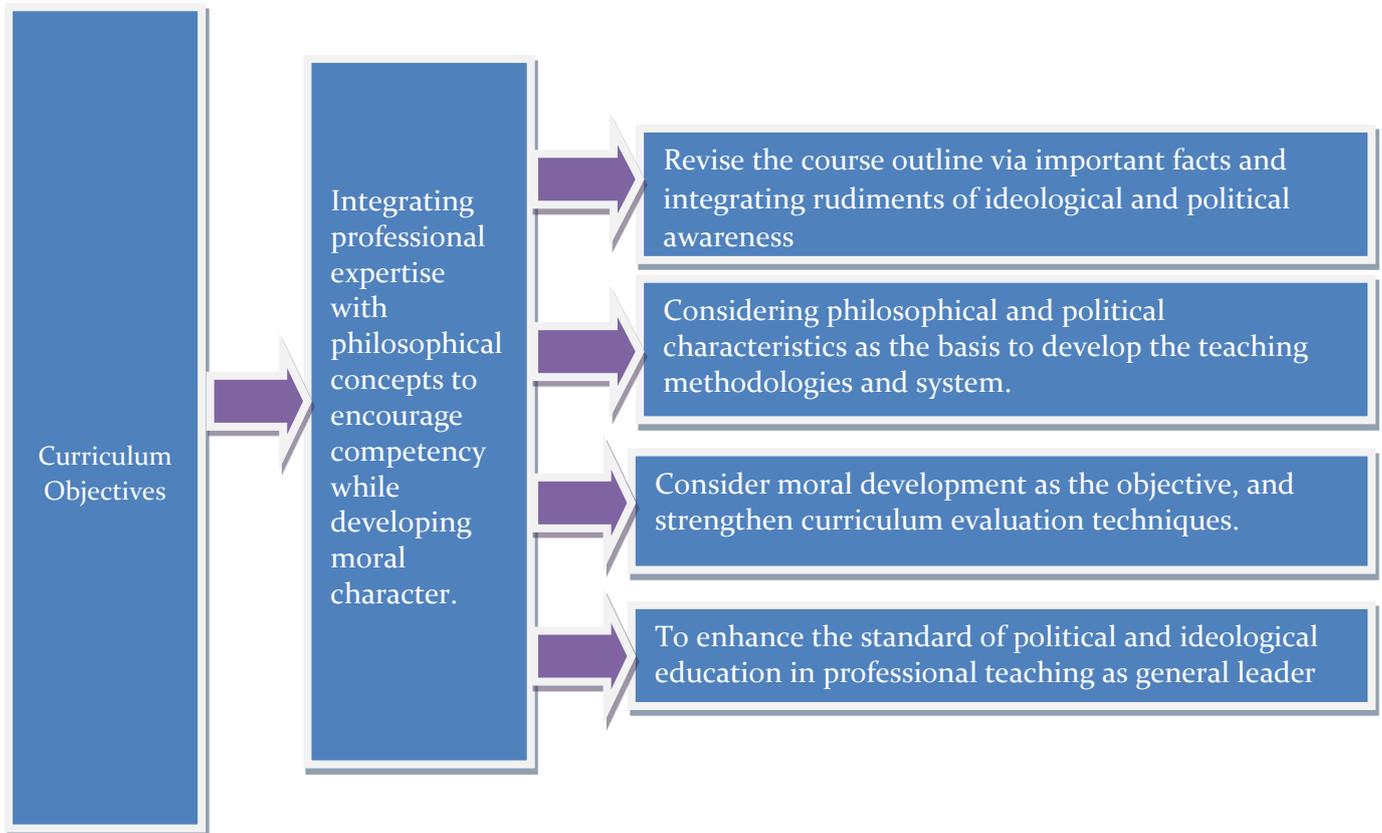


traditionally lesser politically active professions will receive a less comprehensive political education. This might render the apparent difference in political literacy. Gender inequalities in political literacy emphasize the requirement for different teaching methodology and emphasize the importance of promoting an equitable educational atmosphere.

The absence of political dedication and comprehension between male and female university students are likely ascribed to a complicated relationship of larger social and cultural variables, academic errors, and insufficient pedagogy. Although developing an entire awareness of social responsibility and democratic procedures serve as the declared objective of educational organizations, they frequently discover it challenging to provide comprehensive political knowledge. The issue becomes the most prominent when the curriculum lacks to engage students in vital debates about policies and governance, and modern political challenges. The curriculum imperfections cause an overall absence of political literacy by rendering students unprepared for dealing with the complex issues of the political process. Likewise, educational approaches which are frequently used in educational institutions may occasionally promote an atmosphere which is appropriate to active political participation. Conventional methods of instruction could hinder students' enthusiasm for and involvement in political subjects because they emphasize over analytical thinking and conversation. The interactive educational opportunities including discussions, role-playing, and volunteer activities are neglected although providing vital for the growth of politically savvy and active students contributes to this. The implications of such educational gaps differ upon gender. Male and female students perceive these educational environments and react to their existence separately due to the impact of societal standards and customs which influence their ability to interact with politics. Male students might be more likely to assume leadership positions or participate in political discussion, while an ordinary educational environment could impede their capacity to become politically savvy. However, because girls are frequently dissuaded from joining politics in culture, female students might demonstrate lower levels of political understanding and participation. Their school environment refuses to tackle these societal obstacles. It is an alarming trend surfaced during the study conducted to assess political literacy among university students in the Attock District: usually inadequate levels of political literacy.

The research highlights an important gap in the present educational system and presents the argument for a brief examination of Pakistan's curriculum and educational infrastructure as completely. Deficiency of political literacy among students is an indication of more serious problems in the educational system which reduces political literacy at low level. It further indicates student's cynicism. The enhancement of political literacy in the curriculum is insufficient consideration that affects considerably to this problem. Political thought, civic responsibility, and contemporary political issues are excluded from the curriculum. As a consequence, students emerge with an inadequate comprehension of citizenship and the system of democracy. Through an inadequate curriculum, students do not graduate effectively the understanding and abilities in critical thinking essential to interact with and understand the political climate.

Fig: 4



### Recommendations

1. The results of this study reveal that university students are lacking political literacy, emphasizing the necessity for enhanced and effective political education programmes. Universities must consider about delivering courses, conferences, and activities that aim to offer students with the fundamental understanding and skills required to become informed and committed members of community.
2. The universities may offer opportunities for students to speak out about their ideological views and issues with the goal to promote more student involvement with political activities. This might include organizing conversations, discussions, and various other events which create a forum for students to share their point of view.
3. The research indicates a distinction in the participation of boys and girls in political activities, even though both genders possess an equal level of political literacy. Institutions can engage in measures to guarantee that female students have similar opportunity for political studies and chances to participate with the objective to promote gender parity.
4. The study reveals that university students engage in outside of campus political engagement with low levels. The universities must promote access to off-campus political involvement and motivate students to become members of political organizations and associations to boost their involvement in politics outdoors campus. Institutions can offer a vital part in establishing a political



atmosphere by recognizing the significance of political activism while offering support to students that aspire to become engaged in politics. This support may take into consideration of delivering skills and incentives for students to cultivate their capacity for leadership alongside inspiring them to involve in regional politics.

5. The small sample of 825 university students in the present research might have hampered the study's ability to serve as reflective of all Pakistani university students. Researchers in the future ought to inquire about performing additional research to expand the sample size and enhance the results' generalization.
6. Participants had an almost equal level of political literacy; the study indicated that girls indulged in political engagement at a lower level than boys. More studies may investigate the factors causing this disparity in gender while creating strategies to reduce it.
7. The study highlights the requirement for deeper and efficient political learning designed particularly for students in higher education. Further research may assess the influence of these programs on political participation and literacy in along with determining the most effective techniques to provide political literacy.
8. The influence of social media on university students' political engagement was not examined in this study. Future research ought to inquire into how university students utilize social media for political purposes and how it may influence their partisan dedication and literacy.
9. Researchers could apply the outcomes of this study to similar research performed across various regions or countries in the future. The primary goal for this comparative study is to recognize similarities as well as unique differences in university students' political literacy and contribution, offering valuable data on all of the factors impacting political participation in different circumstances.

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