

## Effects of National Politics on Students' Learning Experiences in Higher Education

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### Abstract

*This descriptive study aimed to investigate the effects of national politics on university students' learning experience. The study was conducted at the University of the Punjab, Lahore, in 2022. A survey was conducted through a sample of 250 university students selected from six randomly chosen departments using a simple random sampling technique. A questionnaire was developed for data collection, with a five-point Likert scale from Strongly Agree to Disagree Strongly, to elicit students' responses regarding the problems they faced due to political instability in the country. There were 30 statements related to the effects of politics on the learning, personality, and social relations of university students. The findings revealed that the political situation of the country and the university had various adverse effects on students' learning. Political situation not only affected their study but also affected their emotion, personality, and social relations have also been affected. It was observed that due to the worse political situation in the country, university students were more involved in political activities. Students showed less interest in academic endeavors that could ultimately affect their learning, emotions, and social relations. In light of these findings, educating students to avoid political matters is recommended, and learners should try to keep education and political issues separate. They should focus their studies and minimize the use of social media for political engagement.*

**Keywords:** *National Politics, University students, Students' Personality, Higher Education, Learning Experience*

### **Introduction**

All government and state affairs are influenced by political power; similarly, government departments are affected by politics including all services providing institutions. Politics is not only related to police affairs and in other words it is related to the state all affairs (Heywood, 2004). Government institutions make strategic plans on the recommendations and directions provided by politically think and carried them out.

The concept of "politics" stems from the Greek phrase "polis," which means "state" or "community" (Sarfraz et al., 2012). According to Crick (2000), politics is a method of controlling divided communities through open debate and without using violence. Capacity to mobilize societal resources for the achievement of goals for which a widespread public commitment can be made (Parsons, 1957). Humans utilize power to control others in a broad sense. All social interactions, whether familial, religious, cultural, or work-related, are a part of society.

If seen, there are different states and governments around the world. States means a political unit that has power and authority. A government is a body of persons responsible for managing the affairs of a state, though it can also refer to the system of government that does so. People's freedom, wellbeing, and even life are impacted by the type of government they live under.

Democracy is a government structure in which people have direct and indirect control over their own affairs. Individuals decide for themselves what laws and how much money should be spent on things that directly impact them. A monarchy is a form of government in which only one clan rules from generation to generation. The family holds traditional power, and the populace accords the king such power that he commands respect. Some rulers, though, have used financial clout and fear to win people's respect. Even while certain royal dynasties still hold power today, it has been waning for ages. Although the Queen of England's position is mostly ceremonial today, his forefathers wielded far excessive power (Finer, 1997).

A small, privileged group holds power in an oligarchy. In contrast to monarchies, oligarchies do not always have a clear line of descent for their members. Oligarchy is a ridiculous idea; very few societies identify

with this term. In fact, the United States has been referred to as an oligarchy by certain journalists and Nobel laureate economist Paul Garman, who noted the impact of Wall Street lobbyists and big corporations on national politics. Other empiricists stress that voters should support someone who is a member of a group that belongs to the rolling class of society (Winters & Krugman, 2011).

Totalitarianism and authoritarianism are broad names for nondemocratic political systems in which the government is headed by an individual or group that is not freely elected by the populace and frequently exercises arbitrary authority. Totalitarianism refers to a political system that has characteristics of a dictatorship but is more oppressive than a dictatorship because it tries to control every aspect of the lives of its citizens. The scenario of fair government administration induces a political and regional setting in which conflicts over local authoritarianism emerge. Often the local officials who are the dictatorial rule with national demographic politics are equivalent to institutional rule (Edward, 2010).

Like other factors politics also effect education. It is the responsibility of government department to follow and implement the policies provided by political power. It is important to people how they believe in political organizations for political unity and change. Being the most sophisticated segment of higher education (HE), students are frequently seen as political actors in society (Ziemes et al., 2020). In democratic state's like Pakistan, many problems arise from students' politics in educational institutions. When student councils in educational institutions have positive ties, trust in political organizations increases. According to Ahmad (2020) Political patterns of educational organizations and students' political indoctrination, are important indicators of political involvement.

According to Khan and Zaman (2020) due to effect of politics on educational institutions students are also getting involved in campus politics. Students are getting involved in various political activities due to political union such as study cycle, agitation, protest, campaigns etc. These activities are a good source of political education, information, and involvement, but they are also causing a lot of issues. Student politics made significant contributions to democratization, the advancement of

democratic institutions, and political involvement. The political activists and leaders emerge from educational institutions.

Youth participation in politics has been the subject of much debate and Research and in particular there has been considerable debate about youth institutionalized or "traditional political participation" (Grasso, 2016). Many researchers agreed on the point that young people should be politically socialized (Earl et al., 2017). Giugni and Grasso (2021) have highlighted that the current special issue might be created due to youth political engagement in the wake of the recession and rising inequality. Students are eager to know about their political engagement, they want to know to what extent they should be in their political environment. Because due to their political interference students have to face many challenges.

### **Politics in India**

India has the largest democracy and has several political parties. There are unlimited possibilities for the government to harass the universities. The university in India belongs to the administration where the government does what it wants. It is possible, but still the legislature is not accountable. The government is aware of the "power" of the students. And trying to suppress some of its leaders and sometimes using force to stop student power is an indication of potential student power. It is not permissible for students to be active in politics. When students are compared to non-students, it is found that they are more likely than other young people to express political affiliation rather than actual involvement (Enrico & Vaishnav, 2019).

Student politics is a general term that has various manifestations. All students express the most in protest, unrest, mobility and activity. An analysis of student protest politics in India is proposed to provide an overview of student political activism, views and trends of discerning campus observes. Student examination politics has a long and illustrious history in India. A remarkable chapter in modern Indian history has been the participation of students in the freedom movements. For the first time, the nationalist movement gave political identity to the Indian youth in general. Student strikes and agitations in India have periodically rocked universities and even state governments. Although student protest politics is different, it is related to campus-based issues. Some states have been

affected by student movement on political issues (Mishra & Hazary, 1999).

### **Politics in USA**

Student politics remains a problem for Third World universities. Students are often politically active and involved in political systems and are sometimes involved in political unrest. Students' political horizons and momentum throughout time vary across national boundaries, among other country variances. For educational administrators, planners, and government authorities, this topic is of utmost importance. The activism of students in the developing countries is multifaceted issue that has ramifications for both the institution and society. Generally, students' involvement in politics is seen as a negative element in power (Altbach, 1984). If we talk about the university, the university follows the historical practice of student participation and expects more political activity among the students through body elections (Lipset, 1966).

The strength of American democracy resides on an engaged citizenry that takes responsibility for community building, public problem solving, and political participation. Democracy demands a lot from citizens to sustain it, meet challenges, and set goal for progress (Keeter et; al. 2002).

Recently, American students have become interested in political activities due to their interest in government issues due to political apathy. Subversive effects on campus Scientists interested in political methods and students through the media have written articles, papers, and books on the new movement in the states. Several events have occurred in the past decade that have emphasized students' importance in politics and higher education in developing regions (Lipset, 2004).

### **Politics in Australia**

This was a popular misconception of the Australian student radical movement. It was copied and preserved in other countries, particularly in the United States. According to the right-wing and conservative press, there was a well-organized and well-funded countrywide network of radical students. Surprisingly, the image that emerges from careful empirical inquiry is less complex. Prior to the 1960s, radical student politics were unheard of in Australian colleges. In the immediate postwar years, a student generation enlarged by ex-servicemen sparked lively political debate, and radical and temporarily communist groups developed

in Melbourne, Sydney, and Queensland universities. A good example was the Sydney student rally in 1947 against the Dutch attempt to stifle the Indonesian nationalism movement (Rootes, 2012).

Recently, the public opinion and government policy in Australia has been shifted towards education. According to preliminary studies, students acquire their political attitudes in high school. Extracurricular activities can have a positive impact on future hair's participation in politics and reduces political alienation (Homana, 2018).

While political trust in Australia has dropped and reached its slowest level on record in 2019, there has been little Research into what causes inequalities in political trust, therefore such a shift in political confidence is less definite in Australia. Economic efficiency, direction image, and political fulfillment all contributed to changes in political trust in Australia; however, changes in partnership and lead were not considerably related to changes in political trust. Political leadership in Australia has been unstable and rapidly changing since the fall of the Howard government in 2007. Six Prime Ministers were dismissed and replaced by their cabinet from 2010 to 2018, including Kevin Rudd twice (Jiang, 2022).

### **Effects of Politics on Students in Pakistan**

Currently in Pakistan, students face many challenges in educational institutions due to political interference. Most importantly, the students' unions work as activist bodies and become pressure groups. The environment of the educational institutions deteriorates due to which the management of these institutes have to accept their demands. The student neither contested to an election from any political parties, act as pressure group of certain parties. Political parties in institutions exert pressure on the management through their affiliated student organizations. Various political parties use students by using different tactics to affect the institutional environment. They often call for strikes, rallies, marches, protests, and strikes etc. to achieve their political goals. They also use indirect methods such as lobbying. All the political parties in Pakistan are trying to connect with the students and benefit from their skills. Because student unions are affiliated with political groups, they misguide and use them as a speaker to oppose political parties (Husain et al., 2012).

Participation in a social movement has significant auto biological

implications, according to studies of campus activists (Giugni, & Grasso, 2016). Youngers are generally more likely to have biographies available for campaigns since they have less commitment and more time compared to unemployed, single, and unattended (McAdam, 1989). Since Mannheim's seminal book in 1928, the socialization literature has emphasized teenage political development as the critical affective, developmental phase (Giugni & Grasso, 2021).

Young people believe that when politicians achieve elections, they act differently, primarily interested in votes rather than viewpoints, and lose connection with their constituents (Henn & Foard, 2014). Research revealed that attitudes effects and shows how workers feel politically and can influence the government instead of being a political impetus (Dalton, 2017).

Since the British era, students have been present in universities and colleges and they actively participate in politics. Youth emerged as a new political class in British India and Muslim students actively participated in Pakistan movement. Muslim Student Federation was established before the independence played a dynamic and active role in developing ties with the Muslim League in Pakistan Movement. Immediately after independence, on 23 December 1947, the foundation of "Islami Jamiat Talaba" was laid in Lahore in the presence of Jamat-e-Islami President. The Democratic Students Federation was also founded, while Communist Party of Pakistan was established in 1984 in Golden College, Rawalpindi. "Democratic Student Federation" has integrated itself into a larger platform in the name of "All Pakistan Student Graduation". The student unions were mostly progressive, broad-minded, and left-wing organizations in the beginning, and the solution to the students' problems was called work (Khan & Zaman, 2020). Student politics was vital. Many campaigns were impacted by their popularity and influence. For this reason, they start to promote students politics in educational institutions (Rudolph et al., 1971).

Pakistan's political landscape was damaged immediately after independence, affecting the direction and nature of student politics. The imposition of martial law in 1958 drove students into the national mainstream (Hasan, 1996). Political parties lack both street power and financial resources to handle the issues brought on by martial law. These

parties lacked the means to oppose the military rule.

Under these conditions, the students revolted against General Ayub Khan's martial law regime. Then in 1961 and 1962, against General Ayub Khan's education policy, the three-year degree course and students' movements, the University Ordinance 1963 student agitations were some of the provocations that brought him into politics (Apso & Pildat, 2008).

Student's politics in Pakistani educational institutions has created fear, violence, drugs. All of this has increased the dangers of the institutes and produced an unhealthy environment. It has also become very common to be in a group and have multiple degrees. Most of the leaders are involved in illegal activities and violence against opponents. There are a lot of fights in the groups and many people lose their lives. Many rich men see politics as a source of power and use student politics as a ladder.

Political meetings within the campus, associations, unions, political debates, create chaos among the students. Political parties provide financial support to student unions. Such parties use them for their own interests. Many political parties support demands that they engage in extortion. Many political parties get new members by reaching out to educational institutions. Such incidents have tainted the core of Pakistani student politics (Khan & Zaman, 2020). All these factors immensely affect students' learning, behaviors, and socialization. In the light of the above discussion this study was designed to identify the effects of national politics on students in higher education institutions.

### **Objectives of the Study**

The study was conducted to attain the following objectives:

- To ascertain the effect of national politics on students' personalities at higher education level.
- To determine the effect of national politics on students' learning at higher education level.
- To identify the effects of national politics on the socialization of students at higher education level.

### **Population and Sampling**

All enrolled students of the University of the Punjab were considered as the target population. The sample was collected randomly from total 250



students who were selected from six randomly selected departments, who consented to provide data on the questionnaire, including 213 female and 37 male of university students. Data was collected personally.

### Instrumentation

The questionnaire comprised of two section one section comprised demographic information and the other section contained statements related to effect of politics on students. A five-point likert scale ranging from strongly agree to strongly disagree was used to collect responses. There was total thirty statements: ten statements were developed related to effect of national politics on emotional state of students, ten statements were about effect of national politics on social relations of university students and ten statements were included regarding personal state of university students due to national politics.

A pilot study was done to examine the reliability of the instrument that produced the reliability index (the Cronback alpha). 84 is statistically significant.

**Table 1**

| <i>Reliability Statistics</i> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .84                           | 30         |

### Findings of the Study

On the basis of data analysis, the findings of the study are tabulated as following:

**Table 2**

*Descriptive Statistics of University Student's Responses related to Effect of National Politics on Emotional Aspect of their Life.*

| S/N | Statements   | Mean | Std. Deviation |
|-----|--|------|----------------|
| A)  | Emotional Aspect   |      |                |
| 1   | The current political situation has affected my ability to work. | 3.68 | 1.243          |

|    |   |      |       |
|----|---|------|-------|
| 2  | Despite the current political situation, I can do my job to the best of my ability. | 3.50 | 1.089 |
| 3  | I am very worried about the current political situation.                            | 3.93 | 1.133 |
| 4  | Due to the current political situation, I feel that there is no working.            | 3.35 | 1.291 |
| 5  | Due to the current political situation, I am not involved in work.                  | 3.17 | 1.283 |
| 6  | The current political situation makes me very angry.                                | 3.49 | 1.256 |
| 7  | The current political situation has created a state of despair in me.               | 3.38 | 1.227 |
| 8  | In the current political situation, my future looks bleak.                          | 3.41 | 1.270 |
| 9  | Due to the current political situation, I have lost interest in my favorite work.   | 3.16 | 1.387 |
| 10 | Due to the current political situation, I do not like reading at all.               | 3.04 | 1.359 |

Table 2 displays the mean and standard deviation of the statements used to identify university students' responses to the impact of national politics on their emotional state. Mean score shows that most of the students responded that current political scenario affected their ability to work. Many of the students responded that despite the current political situation, they can do their jobs to the best of their ability. Majority of the students responded that they are very worried about the current political situations. Most of the students responded that they feel there is no scope in working. A lot of students responded that they don't want to involve in any work. Most of the students responded that the current political situation makes them very angry. Most of the students responded the current political situation has created a state of despair in them. Many of the students responded that their future looks bleak in the current political situations. A substantial number of students responded that they have lost their interest in their favorite work. Many of the students responded that current political scenario effected their studying at all. Students are anxious, dealing with numerous issues, and experiencing severe emotional

depression. Due to current political situation, they are anxious their practice life is very disturbed.

**Table 3**

*Descriptive Statistics of University Student's Responses related to Effect of National Politics on Social Aspect of their Life's*

| S/N | Statements  | Mean | Std.<br>Deviation |
|-----|---|------|-------------------|
| B)  | <i>Social Aspect</i>  |      |                   |
| 11  | The current political situation has violated the moral values of the people.                    | 4.08 | 1.007             |
| 12  | Due to the current political situation, I do not want to argue with others.                     | 3.55 | 1.277             |
| 13  | The current political situation makes me very angry at what others are saying.                  | 3.49 | 1.222             |
| 14  | Due to the current political situation, I get into fights with others.                          | 3.11 | 1.394             |
| 15  | Due to the current political situation, I do not want to go to meet others.                     | 3.17 | 1.408             |
| 16  | Due to the current political situation, I do not want to go to any events.                      | 3.08 | 1.390             |
| 17  | Due to the current political situation, I regret the indifference / stupidity of others.        | 3.67 | 1.204             |
| 18  | Due to the current political situation, I try to make others aware of the truth.                | 3.77 | 1.123             |
| 19  | Due to the current political situation, I am very disappointed with the attitude of the people. | 3.78 | 1.111             |
| 20  | Most of the people are responsible for the current political situation.                         | 3.65 | 1.305             |

Table 3 shows that a huge number of students responded that current political situation have violated the people's moral values. Majority of students responded that they don't want to argue with others due to current political situation. Most students responded that they get very angry about what people are talking about. Most of the students responded that they get into fight with others very easily. A lot of students responded that they don't want to meet others and not even go to attend any function due

to current political situation. Majority of students responded that they regret the indifference/stupidity of others. A huge number of students responded that they try to make others aware of the truth and reality. Because we need to understand what is happening due to current political situation and what is being presented to us. A huge number of students responded that they are very disappointed with the attitude of the people. A majority of students responded that most of the people are responsible for the current political situation. Due to current political situation, students are under stress and the behavior is very strict among them. They get angry on small things and start quarreling. Due to the current political situation, students think they have nothing in their hands.

**Table 4**

*Descriptive Statistics of University Student's Responses related to Effect of National Politics on Personal Aspect of their Life's.*

| S/N | Statements   | Mean | Std. Deviation |
|-----|--|------|----------------|
| C)  | <i>Personal Aspect</i>   |      |                |
| 21  | Due to the current political situation, none of my heart wants to work.                            | 3.16 | 1.348          |
| 22  | Due to the current political situation, I do not like to eat or drink anything.                    | 2.83 | 1.450          |
| 23  | The current political situation has greatly affected my sleep.                                     | 2.90 | 1.417          |
| 24  | Due to the current political situation, I think a lot about what is going to happen in the future. | 3.67 | 1.291          |
| 25  | Due to the current political situation, I think a lot about what I should do.                      | 3.60 | 1.226          |
| 26  | Due to the current political situation, I do not feel like going to university at all.             | 3.09 | 1.406          |
| 27  | Due to the current political situation, I am facing a lot of financial difficulties.               | 3.67 | 1.217          |
| 28  | Due to the current political situation, I have a lot of problems in transportation.                | 3.63 | 1.273          |

|    |   |      |       |
|----|---|------|-------|
| 29 | I feel insecure because of the current political situation.               | 3.63 | 1.241 |
| 30 | The current political situation has created uncertainty among the people. | 3.77 | 1.331 |

Table 4 shows that many of the students responded that they do not have the heart to do work. A few numbers of students responded that they do not like to eat or drink anything. Most students responded that politics has settled in our brains because we cannot sleep properly. Politics has greatly affected our sleep. A lot of students responded that they think a lot about that what is going to happen in the future. Many students responded that they think a lot about what they should do due to current political situation. Most of the students responded that they do not feel like going to university at all. A huge number of students responded that they are facing a lot of financial difficulties due to current political situation. A lot of students responded that they have a lot of problems in transportation and they feel insecure because of current political situation. Most students responded that the current political situation has created uncertainty among the people. Due to the current political situation, it seems that even though "they are free, they do not feel free" as some invisible chains bind them. People are quarreling with each other on political situation, they don't understand how to straighten the situation and solve the problems. They are all suffering from mental torture and they see their future as bleak.

**Table 5**

*t- test identifies mean difference in the Responses of Male and Female University Students about Effect of National Politics on them*

| Variable | N   | Mean  | SD    | df. | t. value |
|----------|-----|-------|-------|-----|----------|
| sig.     |     |       |       |     |          |
| Male     | 213 | 34.19 | 7.265 | 248 | 1.300    |
| Female   | 37  | 32.51 | 7.042 |     |          |

Table 5 shows the mean difference in the responses of university students regarding effects of national politics on them. Table values are showing that mean score of male university students ( $M = 34.19$ ,  $SD = 7.22$ ) is greater than the mean score of female university students ( $M = 32.51$ ,  $SD = 7.04$ ) but not statistically significant  $t(248) = 1.30$ ,  $p = .671$ . This

shows that national politics is highly affecting university students at personal, social and emotional level and there is no major difference in their responses.

Table shows result of t- test to identify mean difference about the effect of national politics on them. The mean score of male is greater than female score. It shows that they are getting more affected than female student. The female students showed that they are also getting affected by national politics but less than male students. But the difference between both is not significant.

**Table 6**

*t- test to Identify Mean Difference in the Responses of Male and Female University Students about Effect of National Politics on them*

| Variable<br>sig. | N   | Mean  | SD    | df  | t-value |
|------------------|-----|-------|-------|-----|---------|
| Male             | 212 | 34.24 | 8.226 | 247 | 802     |
| Female           | 37  | 31.62 | 7.643 |     |         |

Table 6 shows the mean difference in university students' responses regarding the effects of \national politics on them. Table values are showing that mean score of male university students ( $M=34.24$ ,  $SD=8.23$ ) is greater than the mean score of female university students ( $M=31.62$ ,  $SD=7.64$ ) but not statistically significant  $t(247)=1.80$ ,  $p=.718$ . This shows that national politics is highly affecting university students at personal, social and emotional level and there is no major difference in their responses.

**Table 7**

*t- test Identifies Mean Difference in the Responses of Male and Female University Students about Effect of National Politics on them*

| Variable<br>sig. | N   | Mean  | SD    | df. | t. value |
|------------------|-----|-------|-------|-----|----------|
| Male             | 213 | 35.11 | 6.818 | 248 | .612     |
| Female           | 37  | 35.89 | 7.249 |     |          |

Table 7 shows the mean difference in university students' responses regarding the effects of \national politics on them. Table values are

showing that mean score of male university students ( $M=35.11$ ,  $SD=6.89$ ) is greater than the mean score of female university students ( $M=35.89$ ,  $SD=7.24$ ) but not statistically significant  $t(248) = -.640$ ,  $p = .733$ . This shows that national politics is highly affecting university students at personal, social and emotional level and there is no major difference in their responses.

**Table 8**

*ANOVA to Identify Difference in Mean Response Score of Students on the Basis of their Semester*

|           |                | Sum of Squares | df. | Mean Square | F     | Sig. |
|-----------|----------------|----------------|-----|-------------|-------|------|
| Emotional | Between Groups | 1070.414       | 7   | 152.916     | 3.085 | .004 |
|           | Within Groups  | 11993.686      | 242 | 49.561      |       |      |
|           | Total          | 13064.100      | 249 |             |       |      |
|           | Between Groups | 710.462        | 7   | 101.495     | 2.222 | .033 |

Table 8 shows the results of ANOVA to identify difference in mean response score of students on the basis of their semester. It is revealed that there is significance difference in the responses of students on the basis of their semesters. The mean score ( $M=40.09$ ,  $SD=4.461$ ) shows that students from 5<sup>th</sup> semester are most emotionally affected by the politics. Mean score ( $M=21$ ,  $SD=$ ) is minimum for 1<sup>st</sup> semester and gradually increases till 5<sup>th</sup> semester and then decreases to 8<sup>th</sup> semester ( $M=32.44$ ,  $SD=8.204$ ). It may be concluded that the students of 1<sup>st</sup> semester are the new commers to university. They are unfamiliar with the environment and focus more on their study. Students of 5<sup>th</sup> semester are more involved in university activities. After 5<sup>th</sup> semester the decrease of mean showed that students of senior semesters may become more worried about their carrier and profession, so they are less involved in the politics.

**Table 9**

*ANOVA to Identify Difference in Mean Response Score of Students on the Basis of their Semester*

|        |               | Sum of Squares | df. | Mean Square | F | Sig. |
|--------|---------------|----------------|-----|-------------|---|------|
| Social | Within Groups | 14442.556      | 241 | 59.928      |   |      |

|                |           |     |          |       |      |
|----------------|-----------|-----|----------|-------|------|
| Total          | 16596.201 | 248 |          |       |      |
| Between Groups | 10051.910 | 7   | 1435.987 | 3.908 | .000 |

Table 9 shows the results of ANOVA to identify difference in mean response score of students on the basis of their semester. It is revealed that there is significance difference in the responses of students on the basis of their semesters. The mean score ( $M= 46.57$ ,  $SD= 5.884$ ) shows that students from 5<sup>th</sup> semester are most socially affected by the politics. Mean score ( $M=32.67$ ,  $SD=$ ) is minimum for 1<sup>st</sup> semester and gradually increases till 5<sup>th</sup> semester and then decreases to 8<sup>th</sup> semester ( $M=29.81$ ,  $SD=8.296$ ). It may be concluded that the students of 1<sup>st</sup> semester are the new commers to university. They are unfamiliar with the environment and focus more on their study. Students of 5<sup>th</sup> semester are more involved in university activities. After 5<sup>th</sup> semester the decrease of mean showed that students of senior semesters may become more worried about their carrier and profession, so they are less involved in the politics.

**Table 10**

*ANOVA to Identify Difference in Mean Response Score of Students on the Basis of their Semester*

|          |                | Sum of Squares | df. | Mean Square | F     | Sig. |
|----------|----------------|----------------|-----|-------------|-------|------|
| Personal | Within Groups  | 11054.994      | 242 | 45.682      |       |      |
|          | Total          | 11765.456      | 249 |             |       |      |
|          | Between Groups | 2153.644       | 7   | 307.663     | 5.134 | .000 |

Table 10 shows the results of ANOVA to identify difference in mean response score of students on the basis of their semester. It is revealed that there is significance difference in the responses of students on the basis of their semesters. The mean score ( $M= 39.71$ ,  $SD= 4.071$ ) shows that students from 5<sup>th</sup> semester are most personally affected by the politics. Mean score ( $M=31$ ,  $SD=$ ) is minimum for 1<sup>st</sup> semester and gradually increases till 5<sup>th</sup> semester and then decreases to 8<sup>th</sup>



semester( $M=33.16, SD=6.768$ ). It may be concluded that the students of 1<sup>st</sup> semester are the new commers to university. They are not familiar with the environment and they focus more on their study. Students of 5<sup>th</sup> semester are more involved in university activities. After 5<sup>th</sup> semester the decrease of mean showed that students of senior semesters may become more worried about their carrier and profession, so they are less involved in the politics.

### **Discussion**

The study's goal was to identify how politics affected students' personalities, academic performance, and social interactions. In the emotional aspect, the study's findings revealed that most students were highly disturbed and worried due to the current national political situations. Regarding the social aspect of university students, it was found that they mostly try to make others aware of the truth and reality and were highly disappointed with the people's attitude. The effect of national politics on the personal aspect of students revealed that they are worried about their future, thinking about what will happen in the future due to the current political situation. Findings of the study conducted by Apso and Pildat (2008) are consistent with findings of this study. In that Research, they talked about the involvement of students in politics and how they turned against General Ayub Khan. Similarly results of the study conducted by Khan and Zaman (2020) are consistent with our Research. In that Research they discussed how students are involved in politics in Pakistani institutions. They are used as stepping stones, and political parties provide much financial support to get their work done. Students think that they are in power. Similarly, the result of the study of Giugni and Grasso (2021) revealed that the activism and participation in a social movement of young people. The results of their studies are similar with our study. According to Henn and Foard (2014) young people are significantly affected by politics. The findings of their study also matched with our results.

Student activism in the 'Third World' is a multifaceted phenomenon that varies by country, such as the United States, that affects both the university and society. In Australia, radical student politics was unknown in universities before the 1960s. Political leadership in Australian politics has been unstable and rapidly changing since the fall of the Howard

government 2007 (Jiang, 2022).

Student strikes and agitations in India have periodically locked semesters and even state governments. Some states have been affected by student movement on political issues. The results of my study talks that male and female are equally affected by politics. As much as politics affect females, it affects male equally. Politics effects male and female alike emotionally, personally and socially. Students studying in different semesters are showing different means. Students who are earlier than 4<sup>th</sup> semester don't know much about these things but become active after two years. Fourth semester students are also highly affected. After that, sixth semester students are more effected by politics. Students who are in seventh semester are the most affected ones.

### **Conclusion**

The primary purpose of this Research was to look into the impact of national politics on university students. On the basis of the results, study concluded that the majority of the university students have anxiety due to current national politics. National politics is negatively associated with the behavior of students at university level. Male and female are highly effected by politics and there is no key difference in their responses. Students who are in seventh semester are highly affected by politics because they are mature and active and very serious about their future. They can understand the situation better than juniors. As students responded that current political scenario affected their ability to work and productivity. They are unable to concentrate on work and are mentally disturbed which demolished their creativity. On the basis of results, we concluded that students are worried, they have to face many problems and they are emotionally depressed. It's obvious that due to the unstable situation their psychological state is being affected. We also concluded that students are anxious about their practical life and they are frustrated. So, their working efficiency is decreasing. Financially students are in a very bad state, their expenses are increasing day by day. They are getting education but are very worried about whether they will get a job. Students also have a lot of problems in transportation and they feel insecure. They are disappointed when the situation in the country will improve. The students are under stress and the behavior is very annoying. They get angry

on small things and start quarreling due to current political situation. We concluded that current political situation has created uncertainty among them. The participants' views about socially effectiveness, is negatively associated with their academic achievement, at higher level. The participants' views about the unbalanced nature of society due to Political environment, is negatively associated with their academic achievement, at higher level. The participants' views about mental disturbance in political instability, is negatively associated with their academic achievement, at higher level.

### **Recommendations**

On the basis of the finding of the study it is recommended that:

- Students should try to stay focus on studies and tipper off the usage of social media as well as News it will relieve the nerves and help to stay focus on studies.
- Develop a special space for cultural programs and activities in universities to explain official political culture to students.
- Universities should make rules to minimize rule of students' societies.
- Students should be made aware that keep themselves out of politics as Quid e Azam asked students to stay away from politics.
- Universities should encourage faculty members to use democratic behavioral skills in lectures.
- Sessions and workshops should be conducted for students to keep themselves away from politics.
- Students should get-together where they forget their political affiliations and gather at one place for a purpose.

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