DEMOCRATIC ATTITUTED OF STUDENTS AND THEIR PARTICIPATION IN POLITICS AT QUAID-I-AZAM UNIVERSITY ISLAMABAD

"Thesis submitted to the Department of Sociology, Quaid-i-Azam University, Islamabad, for the partial fulfillment of the degree of Master of Science in Sociology"

By

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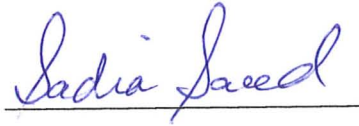QUAID-I-AZAM UNIVERSITY, ISLAMABAD.

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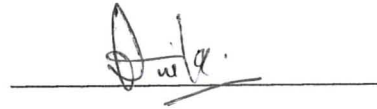
FINAL APPROVAL OF THESIS

This is to certify that we have read the thesis submitted by Mr. Sikandar Ali, it is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "M.Sc in Sociology ".

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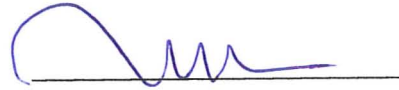3. Dr. Muhammad Zaman
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Abstract

This research aimed to find out the democratic attitudes of students and their participation in politics at Quaid-i-Azam University, Islamabad. The study focused on the students' perceptions towards the country's political issues, the democratic attitudes and the impact of religious orientations on democratic attitudes of young students. The researcher used survey method in which questionnaires were distributed among the sample. The sample size was 225 which included the respondents from all the provinces and regions of Pakistan. The researcher used SPSS as the tool for data analysis and Chi-square and Phi-coefficient tests were applied to check the relations among the variables. The major findings show that young students do not have democratic attitudes. In the sample, 81 of the respondents agreed and 78 strongly agreed that Sharia law provide more justice than democratic laws. 58 respondents agreed and 52 strongly agreed that non - Muslims should not be allowed to be elected as Prime Minister. 40.9% of the responded agreed and 24.9% responded to some extent that military's involvement and engagement in the political affairs is justifiable. The study further shows that out of 225 respondents 88 of them participate and 129 do not participate in any political events of the country. The overall result show that young students neither have democratic attitudes nor participate in to political activities.

Chapter No. 1

INTRODUCTION

Politics is the involvement of more than one party or group into actions ranging from civic engagement to participation in mainstream politics. The same argument also supports the students' politics where groups of student engage for the attainment, preservation and protection of their rights, and meet the common goals commonly referred as student unity. (Alam et al. 2011). Student politics is the political involvement of students within campuses or during their educational period. The politics of students can be to raise their voices, address their issues, and engage in nation building process to promote the agenda of a particular ideology.

The purpose of student political organizations is to represent the students and their issues at local and national level. However, the students who join political parties or students unions have background political attachment and inclination towards politics. This kind of background attachment is because of their parents, social curriculum and peers groups (Westby and Braungart 1966).

Student unions differ from student unity groups. Student unions are a forum, a club, or any other organization that have regional, religious or communal interests. These unions are often engaged into competition and conflict among each other solely for maximize their interests. It is indeed quite surprising that the mainstream political parties create their student wings to raise and promote their political agendas in the campuses. These wings are blamed for their outlandish activities and creating unpalatable academic environments. Students unions also affiance in various academic based activities. These unions are registered and they often have meetings with the university administration to discuss the issues of students. They are much

prone to solving the accommodation issues of newcomers as well as guide and help them out regarding the education possibly. It is surprising that the students who happen to be less brilliant in studies join students unions for the sake of passing the admission and examination tests because these unions also find illegitimate means to carry on their academic works. In addition, teachers and professors for some part are alleged to be part of student unions and wings as well; they, as a result, push many of the students in political organizations. Corruption during the cycle of student life is quiet acute, these wings and unions are accused of being involved in many ill-gotten and malaise activities such as illegitimately distributing the hostels, boycotting the papers, harassing the faculty members and illicitly changing of text books are common facts in the sights. Equally important, these students in future become the politicians and continue the same unfair business of corruption (Alam et al. 2011).

Student participation in politics is an encouraging phenomenon in global world. Students involved in politics one way or another to get engaged themselves under different platforms for various socio-political ends. Student unions are common parts of such politics. Considering these unions quite salient, the University administrations charge a certain meagre of fees so that this money should be spent usefully on different activities under the University responsibility. Throughout the history, students were not violence prone, and had zero or little level of violence in many universities of Canada. Although each campus of universities has its own union, they allow the students to perform collective voices and save their freedom.

Most of students in Canada do peaceful protest for tuition costs and student rights. Student Unions Prepare the Students to enhance their capability to become productive politicians in future (PILDAT 2008).

Student politics is considered problematic among different nations in past. They are often blamed for demonstration, unrest, protest, revolt, toppling the regimes and other violent tended behaviors in the educational campuses (Altbach 1989). Though students activism being the notable thing throughout history, played important role in different social movements like movement of freedom, Civil right, and feminist movement etc. Moreover, student politics sometimes is perceived negatively, but there are several evidences in world that the student politics has been significant agents of social and political change among many nations. For instance, in 1955 students activism played a significant role to breakdown Peron grasp in Argentina. However, it had an important role in Hungarian revolution in 1956. In 1963 students became the stumbling block for Deism in Vietnam, the anti- Sukaro movement in Indonesia, the Pargue spring in 1968 and students were also engaged in recreation in past to overthrow the dictatorship during the Ayub Khan and Zia regime in Pakistan (Glaeser, Ponzetto and Shleifer 2007).

It is illogical to illustrate that student activism only supports the democratic system. The historical revelations pin point that there are several evidences that indicate the negative attitude of students toward democracy e.g. Mussolini got support of students in young Fascist movement Che-Guevara held the supports of students for

the communist guerilla movement in Latin America Nazi Students supported Hitler (Glaeser, Ponzetto and Shleifer 2007). Therefore, it is unjustifiable to presume that students support a particular ideology. They would only participate for collective action whether democratic or anti-democratic.

Student activism has long been a crucial factor in the politics of most developing countries. However, it is a key issue in the world especially in third world countries (Altbach 1984). Students' political interests and their participation vary in terms of developing and developed nations.

During the colonial period, students from Asia and Africa played vigorous role for promoting national sentiments and several social movements held by student that brought massive changes in developing world e.g. Latin America, India, China, Indonesia Bangladesh, Egypt and many more(Altbach 1989). Students from developing world more likely have Marxist and leftist approaches than from the developed world. A sociological perspective indicates that ideological motive play important role in student activism in particular among the developing world. Many of the students do not possess democratic attitude and they do leftist politics in the campuses and universities (Altbach 1989).

The educational institutions of developing countries differ from the developed nation. Similarly, in developing countries, student politics much differ from the developed nations. There are several reasons behind it. In developing countries, higher educational institutions are situated in metropolis and federal areas where

students have more opportunities to participate in politics. "Typically, however, student activism is motivated by political and social forces in society and its attention is generally focused away from the campus" (Altbach 1984:13).Student organizations in developing countries are exploited by the outer politics for their own benefits. Socio-economic conditions of campuses also give birth to student politics in the developing countries, lack of facilities, scholarship, hostel problem and administration failure are common examples.

In many developing countries, strong and powerful authorities deal with student unions ruthlessly. Leaders of student organizations are rusticated, jailed and taken into behind the bars by administration (Jinnah Institute 2013). In developing countries due to the weak socialization patterns, students grow up in with less developmental attributes. Developing nations have more influence of student politics on national policies than developed nations.

Developing countries follow the collectivist cultural paradigm. People in these countries, have strong intimacy and extended family relations in which members of family adopt political, social and religious values in society (Leonanrd 2006). Family is the basic institution of society in which its members are voluntary attached to it. Specially, in developing countries students are member of family at large rather than member of society. Students adopt the political values, norms, and attitude of the family. It is a fact that students possess similar political behaviors and ideologies as their parents have, and students' activism is greatly affected by

family politics, social class and religion. Students from lower class family are more inclined to join the left wing groups; on the other hand, students from upper class join right wing political groups (Braungart 1971).

Religion is a major institution in the society that greatly influences the individual's life. Students in universities are notably engaged political ideologies other than religious (Altbach 1966). The developing countries are trapped into religious ideologies and traditional custom. However, Islam has less influence on the political attitude of student in Middle Eastern countries. The students, who are more religious in nature, have less democratic approaches (Tessler 2002). Asian countries are very famous as per student politics is concerned. Student politics provide a sense of unity and security to students in campuses. However, they are also responsible, for providing social services. Most of these organizations are religious and political wings. Pakistan got independence based on religious ideologies. it has a long history of student politics and students have played a major role in shaping the directions taken by the state and the government of Pakistan (Jinnah Institute 2013).

Student politics in Pakistan has a long history. Some student organizations existed before the partition of Pakistan such as Muslim Students Federation (MSF), and some were formed after independence of country. Democratic Student Federation (DSF) in 1948 formed initially in Lahore and then it extended into whole the country. Jamit-e-Talaba was established after independence. Organization such as

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DSF became in later years All Pakistan Student Organization and operated at national level (APSO). Meanwhile, Girls student Federation also emerged. (Jinnah Institute 2013).

The ban on student union was held under Martial Law Order No. 227 and 1371 in 1984 during Zia regime. On other hand, fear was instilled in Zia's perception that these students might topple his regime as they did with General Ayub Khan's Government, this ban continued till 2008 (PILDAT 2008).

Pakistan has majority of it youth population consisting of 62% in which its 36 million are between age group of 20-24 (Yusuf, 2008 & 2012: 2). It is quite popular to state that youths had played key roles in any socio-economic and cultural changes in the history of world. Youths have liberated their motherlands, ended up the tyrannical regimes, and led their nations to right path.

Nearly 70% of youth politics are engaged in violence (Marri et al. 2006). Pakistani society with its multicultural features has different types of students' politics. Some of them are ethnic, cultural, and regional and others are religious. Student organizations such as Islami Jamit-e-Talaba, which is promoting religious ideologies and People's Students federation (PSF) which is promoting "Bhutoism "as an ideology. In addition, National Students federations follow the lefts and sees Pakistan as a secular state. Some ethnic and regional originations are Pakhtum Students federation (PKSF), The Baloch Student Organization, Panjabi, Jiya Sindh

Students Federation (JSSF) and (APMSO) All Pakistan Mohajir Student Organization and others (PILDAT 2008).

1.1 Statement of problem

This research aimed to find out the democratic attitudes of students and their participation in politics. This research also aimed to find out their political interests, perceptions, and participation towards national politics. The researcher was keenly interested to find out the key sociological questions that what how religiously students are oriented and whether religiosity has impacts on democratic attitudes or not or what political ideologies do they have and what is the impact of family to adopt certain type of ideologies?

1.2 Object of study

1. To highlight the different factors influencing democratic attitude of student at Quaid-i-Azam University Islamabad
2. To identify the relationship between the council and nation politics in Quai-i-Azam University Islamabad
3. To find out the participation level of students in politics.
4. To find out ideologies and political interest of students in national politics

1.3 Sociological significant of study

Pakistan is the second largest country consisting majority of its youth/students population after Yemen, which is 60%. Despite being in major run, Pakistan youths/students feel a sense of frustration, deprivation and seem that they have no

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qualm about the country's problem. They lack interest in the national politics, have no faiths towards their leaders, and they are not actively involved in country's affairs such as vote casting, running a campaign or raising their voice for change.

It important to note that many young students of the country have knowledge about the political affairs, they are aware of what is going on in the country but the problem they lack is a sense of unity, oneness, and belonging. They believe to be Pakistani, but in real fact, they have sentiments that are more ethnic.

Pakistani young students are actively engaged in fruitless activities such as excessive use of social networks crickets, fashion, and other malaise and deviance. They are more intended toward radicalization and violence prone approaches and less likely to find in welfare activities, education, and literacy society and leadership development.

More importantly, those who are engaged in politics as students wings are involve in violence and creating disturbance in the educational institutional. These students join these wings for power, status, and money, not to seek change. These student wings, backed by the major political parties, are to counter the opposite parties. Therefore, violence and disturbance seem much, prevailing instead of leadership training and creating real leaders. Thus, Pakistani youth is busy at mudslinging each-others backed and in other ethno-linguistic conflicts.

The purpose of this study is to study these all-overlapping situations governing and shaping of political ideologies, attitudes, and participation of young students in National politics.

Chapter No. 2

LITERATURE REVIEWED

The review of literature provides great amount of relevant material to justify any topic and to make the collective data valid. It gives the researcher and the reader a view to had better understand the topic. This also helps researcher to substantial his studies with ideas presented by different researchers related to his topic and through this the researcher analysis the various aspect of the community.

2.1 Student politics in Pakistan (A historical back ground)

Hussain (2012) stated that a pressure group is any group, which moves towards the achievement of common interest, but they differ from the student wing or any other political party. The history of student politics in Pakistan has a long history, which includes the pre and post- independence era. The pre-independence politics went into two phases, the first one is linked with the initial phase of war of independence (1857) till the formation of congress ministries (1939) and the second phase initiated with the formation of different universities and college such as Aligarh and Nadwathullah having great impacts in shaping up the political attitudes of Muslim students. According to Afzal (1980:7), that Quaid-Azam Muhammad Ali Jinnah in his speech pointed out that "You the students are the nation builders of tomorrow and you must fully equip yourself with discipline, education and training for the arduous task lying ahead tomorrow. You should realize the magnitude of your responsibility and be ready to bear it."

The post independent era of student politics starts after 1947 when the problems of migration and others eased, the broader political parties formed their political wings

having different agendas and ideologies. Among them, the Communist Party formed Democratic Student Federation (DSF), Jamiat Islami had Islami Jamait Tulaba and National Awami Party established National Student Federation (NSF).

According to Ahmed (2014) media leaves an enormous impacts on over mind in shaping of the process of decision-making and creating a perception about the world. Political efficacy is something, which means people's perceptions and beliefs in their selves to have influence to a political system. Pakistani youths have political efficacy, they interested and aware of political scenarios of the country due to their more exposure in media. Nevertheless, the argument is youths have low level of trust in the political system.

Yousuf, (2008: 2) states that Pakistan has one of the largest youth population in the world comprising 60% and the fertility rate is 3.8, which seems alarming for the future of the country. Pakistani youths are the agents of radicalization because of educational failure. Three types of educational system exist in the country, mainly public, private and madrassa sectors, all of them differ from one another with respect to their text, method and mediums of education. Majority of youths study in public sector institutions whose texts and the educational environment create radicalization in the perception of youths. Two factors are also common in the intoxication of radical perceptions, the push, such as poverty, unemployment and deprivation of youths and pull factors, which include religious ideology and the sympathy for these militant groups.

Iqbal (2012) revealed that Pakistani youths keep interests in the politics as they expressed their concern in the survey. They, talking, discussing, and listening about the political environment of the country with its related issues with one another, is quite an interesting pattern. The argument seems untrue that youths in Pakistan lack political consciousness, they are of the confident that they are peace-oriented, and their votes can bring reformative changes in the country. More importantly, majority of respondents expressed deep concern about the importance of vote that every citizen is obliged to cast their votes. However, the irritating perception they expressed that they are dissatisfied about some government policies, uncertain about future politics and there is a trust deficit between them and their politicians. As a result, many youths are losing their interests in political cadre.

Aurang Zeb (2008) revealed that Pakistani youths are of great resource to take out the country out of this horrid situation which is facing currently. The myriad of youths become viable in economic, social, cultural and ideological changes if they are organized with caution. However, until this is done well, there are chances of their indulgence in torpor, violence and tendencies towards radicalization. Pakistan has been engaged in struggle for the establishment of democracy since its inception but the military doctrine has never led it happen of the maturity of democracy.

Pakistan with its ilk neighbor India have been struggling in arms race until now, failing to pay heeds towards strengthening the democracy, raising awareness and empowering the youths. More in general context, youths participation in politics

refers to youth involvement in development phase of a country, through implementation of policies, and engaging in various activities for the effective functioning of socio-political system.

Youths face several hurdles in being part of shaping of social fabrics. First, they lack financial support, which is reasonably resulting of poor fundraising abilities and low social network. Equally important, they are not welcomed in the policy making process, having little or no governmental support, and government carry out policies and program without consent of youths. Lack of education and training also kept them outside of participatory programs. Youth are badly hit by poverty and unemployment since hunger stalks in the country, for this, blame lies over the educational system, which is unable to produce well-equipped young activist. The education system for middle class with rigid and outdated curriculum, and incompetent teachers, have further pushed the youths towards radical drives. Producing active youth seems well-nigh infeasible until the education system is brought to the order.

Moreover, in rural setting unawareness of civic rights and traditional structure of tribalism, feudalism, and mullaism are the key facts as obstacles for youth participation. These structures oppose development, and try to keep their traditional values intact.

According to Siddiqa (2014:60) who conducted her study among the elite university students with well-off financial and political background, reveals that many of the

respondents rejected the notion to be part of any political party. They responded were optimistic about Imran khan to be future leader as change agent. Considering the regional politics that 69% of the respondents viewed India as biggest enemy of Pakistan. This notion of perception shows political conservatism among youths. On the other hand, youths also regarded two nation theories alive in spite of its failure in the separation of Bangladesh. The political conservatism of youths is due to the historical education. During 1947, religion was deeply intoxicated in the social fabrics; the step of forming the constitution started with 'Objective Resolution of 1949', anti-Ahmadi riots during 1950s, and 1956, 1962, and 1973 constitutions were attempt to promote stand the pillar of society of the basis of religion. A latent radicalism is found among the elite youths of Pakistan. Main factors behind conservatism, radicalism, and extremism are the historical background, media, and the poor quality of social science education in Pakistan.

According to Siddiqui (2015:4) that 67% of Pakistani youths are below 30 years and the average age group in the year 2010 was 21.6 years. For the more democratic and prosperous future, this age group is need to be understood. The rising of youths in PTI politics is noteworthy. PTI is most popular among youths by the reason no party has taken and understood the demographic importance of youths except youths. Pakistani youths are growing political consciousness one variable of this could be post- 9-11 era.

According to British council (2009:19) "Pakistan will face demographic disaster if does not address the needs of its young generation, the largest country in history whose views reflect a deep disillusionment with the generation and policy". Moreover, the economic growth is currently 2% which is challenge for the youth employment, 57% of country's literacy rate and youth with low skills and educational trainings suffer greatly in job market.(youths strategy report)

2.2 Student politics in developed and developing countries

Henn et al. (2002) revealed that young people in England are disinterested towards politics. They perceive that politics is not for them and it does not mean to them. Besides this, young people choose to be sided from politics because the politicians do not provide them a solid reason to be interested in. political parties are responsible for youths' detachment to the politics because of lack of encouragement and persuasion. In addition, youths have interest in politics but they have their own agendas. Education is the main issue in their concern, while militarism, animal rights, health, environment and solidarity with third world country are others in their perceptions. The respondents responded that they do not repose confidence in national and local parties because they are interested in their personal and party agendas and do address the needs of general public especially the youths.

Albatch, (1984) student's politics of developed and underdeveloped world differ from the politics of developed world. From third world students participate in political unrest, they contribute in nation building and historically, they contributed

much in freedom movement of these countries respectively in Latin America, Asia and Africa. The educational institutions of these countries are located in the metropolises in which students are exposed to different factors to be politically motivated. In developed countries, there is less influence of student's politics into the national politics where as in the developing countries students' politics influence the policymaking and other political process of national politics. The fact remains in third world countries that the political institutions are unstable, weak traditional, and involvement of elite students group which pressurize the government institutions. Students organizations are banned, pressurized and tried to vanish from the academics because of their constant involvement in violence.

Albatch (1966) state students emerge to be live a pleasure full life when they start the school. While joining the educational institution, many students happen to be part of many ideological and political activities. In this respect, student feel guilty of challenging their family and cultural values because they deal with many political and social ideologies. Students' community is heterogeneous and large so it uneasy to place them in plate form because of various socio-political factors. In many ways students are forced and asked from the family and society to be conformists and concentrate well on their education. The students having social science background are political than the natural science background and some of them organized , supported and engaged in by university administration, and political parties to raise up their political and personal interests. However, unofficial organizations also exists in these universities which are less favored, small in

number and more indulged into radical prone actions. Two types of student's politics exist into the educational institutions. One is value oriented; the ones, which deal only the academic issues and have no influence of the outer politics, and the one is non-oriented organization, which has the influence of outer politics.

2.3 Family influence on student politics

Henn et al. (2005:566) state that young people in England conceive politics as something done by others; people join politics for their self-interests not to represent and address the needs of public. It is just a selected group of people especially the elites, who join politics for the attainment of their personal needs. The young people argued that they have political interests, they do discuss about the political affairs with their friends and family members, gender wise, female show less interests in politics. Young people from upper and middle classes are more interested in politics than young from poor and working class. 82% of the respondents responded that they have no influence over political affairs and there is not any opportunity for them to influence country's politics. Young have positive perception about political democratic process but they argued that political parties are ineffective in connecting with the young people and responding them in a positive way.

Braungart (1971) studied 1,246 students whose survey was based on the ideological foundations of students. He argued that family is the strongest factor behind student politics, and families' socialization is critical in the socialization of youths and the

formation of their political behaviors. It matters what ideologies the families have, if they in case of having religious ideologies, the children would be more prone to have religious sentiments, children more likely adopt such attitudes from family than the other social groups. Social class, religion and family background are directly linked with shaping of the political attitudes of young people. However, students with poor and minor ethnic groups have more chances to be drawn to the left wing politics.

2.4 Student leftist political wing

Braungart (1990) reveal that during 1960s student politics centered on left wing politics. However, the period of 80s changed the nature of politics of the world and students became supportive of liberal and right wing democracy. Leftist ideologies are learnt from family in general, by there is also evidence that studying social science, pressure in employment and failing in other social achievement motivate students to join left wing. The political groups of students give space to many students to participate and join the groups to utilize what they have learnt and develop other leadership opportunities.

Albatch (1989) students politics is a complex phenomenon. Students historically have been engaged in various types of political activities. The students from Asia, and Africa played pivotal roles in the liberation movements of their countries. And these students as a matter of fact had leftist and Marxist approaches and ideological motivations were the key factors behind their political engagement. Students'

politics also exist beyond the educational campuses and their and failure and success depends upon the level of support they get from people, media, or any other mainstream political party. Students from third world countries are blamed for promoting violence, and radical ideologies.

Silverstein and Wohl (1964) after second world war, students politics was legalized in which students began to interfere in national politics, adopted and promoted socialist ideologies which led them into dominances during 1946. Students' politics also emerged in high and middle school level and had extreme left orientation. The survey findings illustrated that majority of the participants had their concerned to be part of future politics of the country, they also supported socialist ideology in which they sought to be future country's dominant ideology.

2.5 Political socialization of students

Yigit and Colak (2011). Revealed that citizens of modern use information think critically and have a good democratic attitude. They learn democratic attitudes and civic education from their family and educational institutions. Students from educational family background have more democratic attitudes than the others with uneducated family background. Female are more democratic as compared to males. 9 students out of 10 argued that democracy creates an environment of will, freedom, equality.

Jacoby (2006) explains that some students are involved in many social service sectors in the service of communities and local people. They are engaged in such

behavior without even knowing the true meaning of democracy. However, it is sheer negligence of government and other politicians for ignoring them and not encouraging them in democratic activities.

Glaser et al. (2007) explained that education and democracy are interrelated concepts. People participate in politics to raise of civic rights which are taught at the schools to the young students. There is a significant impact of educated people on politics than the uneducated, which is commonly in sights in the form of student activism. More importantly, students' politics played heroic role during the middle-ages such as; Marther luther king got great support from students of Germany for the rights of blacks. In 1955 student activism played a significant role to dawn fall Peron in Argentina, and in 1956 students show great interest in Hungarian Revolution. Student politics becomes hurdle for Diem in Vietnam in 1963, and Anti- Sukaro movement in Indonesia. The Pargue spring in 1968 and the students' politics also played important role to abrogate the rule of dictatorship in Pakistan during Ayub khan and Zia regimes. It is not right to say that student politics is always in the supportive of democratic values, because students also have negative behaviors towards democracy, as there are evidences throughout the history. It is noteworthy that students only support and participate into collective actions whether that could be democratic or non-democratic.

Acemoglu et al. (2005) argue that high education promote the democratic culture and create political prosperity. Education and democracy are both interlinked

concepts. However, some research shows that there is no relation between these two concepts. There may not be any direct casual relations between these two but some factors influence these indirectly. They could be in the phase of economic growth, social and political development. These indirect relations have variations among and within the countries.

Weiser and Hayes (1966) state that teachers are vague in having a particular ideology. Many of the teachers are supportive of authoritative regimes, and some respondents responded very unclear version of ideas regarding democracy in U.S. Restricting the public opinions and freedom of expression on media were such questions in which the respondents opined that they should be limited, and military activities should not brought to board. They also showed their concerned regarding the censorship of books, media and other literary materials by the police. Such notions of thoughts expose that they have weak support or unclear regarding democracy.

2.6 Democratic attitude of students

Galstin (2001) explain that civic education important in the political development process and for the construction of youth attitudes towards democracy. It is the political socialization of young people and it greatly influence the political knowledge and building the ideologies. Civic education give them the perception and orientation of citizenship, its importance and cause them less politically aliened.

Tessler (2002) explain Democracy and Islam both have less or no relations with each other's in Middle Eastern societies. The students who more islmists, are less influenced and supportive of democracy. Women since are pan-Islamists, are less democratic than the males, it is also quite clear that religious orientations ignores the liberal concept of democracy. But, it depends on the nature of religion that what types of religion persists in the society.

Mohammadi (2007) in his study discusses the Iranian students and their role in the reformative movements in Iran. After the Islamic revolution of Iran students from the universities joined party politics in large scale. More importantly, the failure of reformative movement caused the students to participate in various notion of reformative activities participated into different civil societies, and worked for social and economic development. Student also emerged in two types of political groups mainly one engaged in civic activities while other became prone to violence, crime and disturbance. Many of Iranian students had the negative perceptions towards West due to the colonization of US and nationalism emerged among the Iranian students during the era of Islamic Revolution. From 1980 to 1990 students' role in politics was crucial, they supported the politicians and raised campaign for elections. But the failure of reformative movement led the youth's disappointed in the politics and they lost their trust and the result was that they wanted democratic governments, but the government was theocratic.

Rashid and Qijie (2012:187) studied the political attitude of rural youths in Bangladesh. The findings revealed that the respondents were between the age of 29 to 25 and 57.7% had secondary education and 59.5% of the respondents belonged to middle class families. Among them, 52.6% of the youths perceive themselves having medium leadership characters. 49.2% have moderate attitudes towards democracy and 22.4% have high moderate and low moderate attitude towards the government. The rural youths also have maximum political attitude and also believe on political consciousness of masses, importance of casting vote and leadership development are important the development of a nation. However, they complained about the- politicizing the poor and the leaders are involved in corruption. Youths' involvement in national politics is less because they have poor participation in local politics that is pioneer for development of leadership. The true reason is the weakness of local government to create future leaders.

Ahmed and Sheikh (2013:358) argued that in his study that considerable proportion of students did not believe democracy as change. To them, democracy is the name of corrupt and power elites. In this study 22.6 percent responded that they had been part of any political group, wing, or party at last six months while 83.4% participated in political campaign, discussed political issues, and 73.6% argued that they convinced others for vote in coming 2013 election which is a positive sign of having political awareness.

2.7 Assumption

1. Students Join Politics for their personal interests.

2. Students create violence in educational institution.

3. Pakistani students' have interests in politics but they are detached.

4. Attitude of Pakistani young students' are more radical than democratic.

5. Lower and middle class family students are more likely to have leftist approach.

6. Religious students' wings have less political attitude.

7. Students adopt certain type of political behavior according to their socialization.

Chapter No. 3

THEORETICAL FRAME WORK

The theoretical framework is very important tool to guide the Research in a proper way. However, three theories are used in this research from the micro and macro perspective level. On basis of these theories, assumption and hypotheses are made which are tested by statistical tool.

3.1 The Minimax strategy

Berk (1974) explains participation of people in crowed as collective behavior. That means activities performed in crowed are not well planned in advanced, involving face-to-face contact among participants, and considerable cooperation, although he has also discussed in writing about panic as competitive collective behavior. The Fundamental assumption of this his theory is that the people actions in crowed are involves rational, goal-directed action, in which possible rewards and costs have been carefully included along with the chances of support from others in the crowd. Rational decision and action making means while putting practicable options, estimating events that may occur, arranging information and choices in sequential order, by predicting the possible effects of alternative ways of action, judging the chances that uncertain events will occur, and choosing actions that minimize costs and maximize benefits. Since the best result for an individual in collective behavior thinks fundamentally on what other people will do, individual join collective behavior to put their own interests by applying others and through negotiation. Berk's theory does not explain how that collective are came into being but his theory largely the process by which these proposals are sifted as the crowd moves toward collaborative action. To explain decision that made in crowd, he provide a simple

equation in which the probability of a person beginning to act is a function of the product of the net expected personal reward for acting and the hope that the group may support him/ her in that action.

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Attitude toward
Student politics

Rational Thinking

Social support                    Gratified needs

Demography            Mini-max cost

Social security                   Maximize Reward

Action
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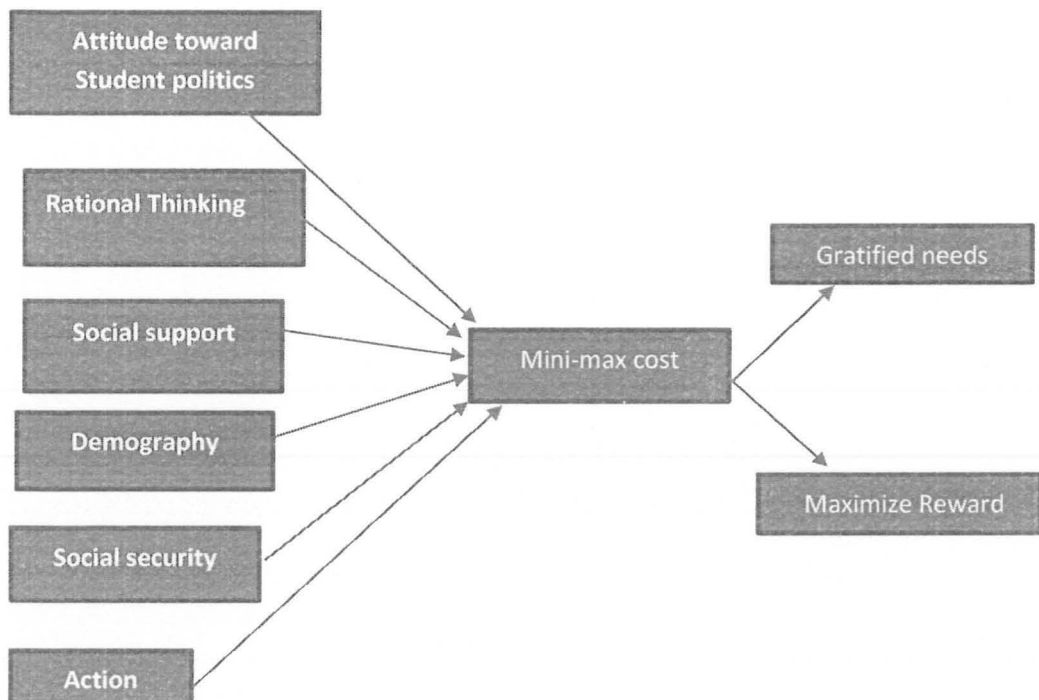
Figure 3.2

Figure No. 3.2 shows that how the university students participate in the politics. They participate in politics by measuring the maximum and minimum cost of their actions. The university students who always try to maximize their rewards and minimize their costs influence students' actions such as attitude, rational thinking and social supports for a political party.

3.3 Application of theory

It is general principal of human nature that people always try to maximize the reward of their action and minimizes the cost. Such principle, Richard Berk called the *Mini-max Strategy.* The students reach at reasonable maturity, when they go to university. As per Berk's theory that student, when students enter universities they were much familiar with their environment and actions. If they join politic, it means they have already calculated their action that they are going so.

According to this theory students join organization, social movement, and politics because they knew that their action give them befits and they payoff less cost. Some important factors are behind their participation are: the first one is geographical location that realizes them that if they do not practice such activities they will not get benefits. Secondly, if they do not in touch with the student politics, sense of collectivity and security they will not be much familiar with those activities and they will pay the cost of anomie and fall into the as well.

To conclude here my paragraph and application of theory, according to the above discussion and ideas of theory "Mini-max Strategy", it is being observed that assumptions are scientifically proved. The assumptions, which the researcher get from the literature "Students Join Politics" for their personal interests" it is being tested scientifically.

3.4 The power elite theory

Mill (1956) was most influential Sociologist in America. He interpreted the world in theatrical perspective and has great influence of two theorist Marx and Mex Weber. He present theory name *"The Power Elite"* in which he explain the power maintain by doctrine in American society, furthermore he stat that modern societies contain Power Elite who have power to control and command of vast bureaucratic organizations that have come to dominate industrial societies. As the bureaucracies controlled by power, Elites and they have strong influence on organization.

He propose his idea about modern societies that in such societies the key people are "power Elite" from the major institution Military, Economy and Government. Throughout history, the power have been remain in the hand of bureaucratic, Politian and military person (19956: 269). Although they create hierarchies in the society to remain, power full. These hierarchies of power are the key to understanding modern industrial societies (1956:287). Elites are dominated in modern societies because they occupy the key posts, in which the effective means of power are now located. Their power is not based on individuality, but it rooted in the authority of organization. Mill does not recognize authority as a plan of evil men. However, it social structure which allow such type of maintenance of power. The majority of the elite, Mills stated that they come from the upper third of the income and occupational pyramids. They in upper- upper class family, having same living pattern like schools, exclusive gentleman's clubs and other things. Moreover, they linked through intermarriage (1956: 281:283: 293:294)

Mills saw a middle level of power between the Elite and Middle leader and special interest groups, they neither represent the masses nor have any real effect on the elite. These Middle class leader debt and decide some minor issue in society, but they are not permitted inter to decision making of Elite because they are being subordinate and use by them.

3.5 Application of theory

Pakistani young students are not interested in political affairs and they are frustrated to see the disturbing political scenarios. They feel alienation, detachment, and hopelessness. They think to be ignored and not given the equal chance of political participation. To cast a shadow on Pakistan's governance hierarchy, a few aristocratic elites dominate the country's politics; they are centered at power and dominating for long periods. This theoretical framework goes back to C.Right Mills (1956: 273-278) who argues that in modern societies, elites have commanded the resources of a large bureaucratic organization, dominated on three institutions of the society, political, economic, and military. These people have similar backgrounds, enjoy the power of authority and keep the masses unorganized and unaware. This is what the elites of Pakistan are doing with their masses in particular the youths. Young students busy in different activities so that they should not get the real knowledge about politics of the country.

Young students are not allow to participate in politics. They are forbidden and students' political wings are banned. Students who feel disinterests because they

are let down while participating in politics, used coercive power against them, and they were many times used by the major political parties for their own political interests. Many leftists and anti government's organizations of students emerged to raise their voices to get the governments' policies changed. Therefore, they were restricted to do so, this is what Mills believed that they do not let anyone to throw them up from power or to criticize them, and all elites cooperate with one another to remain in power.

3.6 The Deferential association theory

Sutherland (1952) stat that the socialization has great influence in development of the individual personality. He coin the term "deferential Association." That people learned their Attitude and behaviors to which they are very closely attach, like deviant behaviors. According him, the people learn the attitude and behavior from three factor mainly: family, Neighborhoods and peer group and subculture.

3.7 Application of theory

Young students create violence in the political institutions. According to sociologist Edwin Sutherland, people learn deviancy from the groups in which they associate. To apply this paradigm in the context of students' wings, they are engaged in violence because they learn it from their organizations; these organizations are backed by the major political parties, who teach them to spread terror and counter other political wings so that to maintain their status and powers.

Although it is also observed that student attitude and behavior toward politics has been greatly influence by family socialization, like the parents of any student are religious or Marxist than he/ she will have same attitude as like the parents.

3.8 Preposition

- Pakistani young students' are frustrated and feel disinterest in political affairs.

- Young students' are not allowed to participate in politics.

- Students' political wings and organizations create disturbance and violence in educational institutions

- Lack of political socialization leads to the lack of political participation

- Religious Orientation does not make democratic attitude of students

- Students' belong to social sciences are more democratic than students belong to the natural sciences.

3.9 Hypothesis

3.9.1 Democratic attitude

H_0 *"Lack of democratic attitude among students are not cause by religious orientation"*

H_1 *"Lack of democratic attitude among students are cause by religious orientation"*

3.9.2 Political participate

H$_0$ *"political interests of youth do not leads to the political participation."*

H$_1$ *"political interests of youth leads to the political participation."*

Chapter No. 4

CONCEPTUALIZATION AND OPERATIONALIZATION

In this research some key concepts have been used that define the main contextual them of the research with relation to it social location. Different definition from different sources are used for the conceptualization and operationalization.

4.1 Conceptualization

It is process of clarifying concepts. In which original definition are taken from different source, as they are mention below.

4.1.1 Democratic

According to oxford advance learner's dictionary (2012). Democratic means, (of a country or state, system, etc), controlled by representative who are elected by the people of a country; connected with this system. However according to Cambridge dictionaries, online (2002) democratic means that the principles base on democracy. In addition, democracy means; the belief in freedom and equality between the people or a system of government based either on a belief in which power is held by elected represented or directly by the people themselves. In other sense democratic means Relating to or supporting democracy or its principles: whereas, democracy means a system of government by the whole population or all the eligible members of a state, typically through elected representatives (Oxford dictionaries, Online 2011). A democratic can be an action, behavior and attitude that is mentioned below.

4.1.2 Attitudes

According to oxford advance learner's dictionary (2012).attitude is the way that you think and feel about something and somebody or the way in which you behave toward somebody or something. Similarly, it is also mentioned in Cambridge dictionaries, online (2002). Attitude means "a feeling and opinion about something and someone or a way of behaving that is cause by this." Whereas attitude is, also define as a settled way of thinking or feeling about something or someone (Oxford dictionaries Online 2011). The attitude of each person defers from one another for example, attitudes of old person differ from student towards politics.

4.1.3. Student

According to oxford advance learner's dictionary (2012). Student is a person who is studying at a university or college and school. In other words students means people since childhood studying in any educational institution and full fiil the education (Cambridge dictionaries online 2002). However the (Oxford dictionaries, Online 2011). Define Student is A person who is studying at a university or the other place of higher education. However he can be cultural ethnical and religious person

4.1.4 Religious

According to oxford advance learner's dictionary (2012). Religious means, something that is connected with religion or with a particular religion or (of a person) believing strongly existence of the god. (Cambridge dictionaries online

2002). Define Religious as adjective, having strong belief in god or goddess or religion. Or related to the religion. Similarly to Relating to or believing in a religion, or a belief or practice forming part of someone's faith in a divine being (Oxford dictionaries Online 2011). Such type of qualities are also developed through certain process like orientation

4.1.5 Orientation

According to oxford advance learner's dictionary (2012). Orientation is the type of aim or interest that a person or an organization have; the act of direction your aim toward particular thing. Whereas According to Cambridge dictionaries, online (2002). Orientation means, the particular things that a person refers, believe, thinks, or usually does. In other sense the particular interest, activities or aim an organization. However orientation is also define as abstract noun or the action of orienting someone or something relative to the points of a compass or other specified positions or Familiarization with something to (Oxford dictionaries, Online 2011).

4.1.6 Political

According to oxford advance learner's dictionary (2012). Political means connected with government or public affairs or connected with the different groups working in political especially their policy and the competition between them. However, the Cambridge dictionaries, online (2002), stated that political means that something or somebody relating to the government or public affairs of a country or

in other Political means, having or conforming to, a settled of administration; of or pertaining to public policy, or to politic; relating to affairs of state or administration (Oxford dictionaries Online 2011).

4.1.6 Interest

According to oxford advance learner's dictionary (2012). Interest is the feeling that you have when you want to know or learn more about something and somebody. However the Cambridge dictionaries, online (2002). Define the Interest is, the feeling of wanting to give attention something or of wanting to be involved with and to discover more about something or in other words Interest means, The feeling of wanting to know or learn about something or someone (Oxford dictionaries, Online 2011).

4.2 Operationalization

4.2.1 Democratic attitude

Democratic attitude refers to having democratic perception. People with the perception of equality, equity, and individual liberty without any discrimination with any other segment of society, mainly the ethno-religious minorities. In this research, democratic attitudes means that whether Pakistani youths in particular the young university students possess the characteristics of democracy, whether they are care and respect the rights of minorities, supports equal participation of male and females in social activities, and how do they place Islam in political affairs? Democratic attitudes is also used in the research that youths have either the

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enthusiasm, will, and courage to get engaged in socio-political activism or supports ethically the democratic values.

4.2.2 Student

Any one enrolled at school, college or any of educational institution either in government or in private institutions is a student. Students in this research are those who are currently continuing their degrees at Quaid-i-Azam University, enrolled in different programs including B.S, and masters, from various faculties.

4.2.3 Religious orientation

Religious orientation means the process of orienting, inculcating and indoctrinating the religious values. It includes attaining the religious knowledge in seminaries and informally processing and learning through the family and other social patterns. In the present study, the researcher has used religious orientation referring to the students' religious knowledge and perceptions shaped up by the religious socialization. It focuses on whether the religious education has created a certain pattern of thinking or has it shaped up the political ideologies of young university students or remained in the side? Religious orientation is also used to observe the effects of religious virtues, knowledge and practices on other social strands. And has religious orientation led the youths inclined towards religious tendencies, do they have support towards popular Islamists political parties or it has nothing done with to adopt a certain perception?

4.2.4 Political interest

Political interest means having attachment, alignment and supports for political doctrine. It includes the likes into the political affairs and process. In the present study, the researcher used political interests, which mean the interest of young university students into political affairs of Pakistan. The interests can be having insight into the policymaking, political crisis, election, and the foreign policies of the country. It also includes that how much students are in touch with media and well aware of political shifts.

Chapter No. 5

RESEARCH METHODOLOGY

Every scientific filed has its own sets of rules and process that are used for an effective research. The data of this research are collected through quantitative techniques, which purely a statistical nature of research. Moreover, the survey method is used as research technique for data collection. Following are the sociological methods and their application are used to conduct a research.

5.1 Research design

In this research, the data was collected through quantitative research method, because the quantitative research takes the numerical analysis. It is easy way to analyses collected data. It also helps the researcher to relate cause and effects, relationship between the dependent and independent variable for testing hypothesis.

5.2 Universe of the study

This research was conducted at the Quaid-i-Azam University Islamabad.it was established in July 1967 under the act of National, it is situated in capital of Pakistan. This university enrolled more than 7,800 students from over all Pakistan in Bachelors, Undergraduate and postgraduate in social, management and natural science.

5.3 Unit of analysis

The units of analysis were the students from different. Who were haphazardly chosen however, the objective populace of this exploration was the understudies from Bachelors and Master program.

5.4 Targeted population

The targeted population of this research was students of social, management, biological and natural science. Who are enrolled in Bachelor of Science (Bs), Undergraduate (M.Sc.) program.

5.5 Sampling techniques

In this research, the simple random sampling is used to collect data from sample population. It is type of probability method, in which a researcher gives a equal chance to all member in population to be selected a member of sample.

5.6 Sample size

The Sample size of this study was 225 students who are enrolled in BS and M.Sc program of social, management and natural science at Quaid-i-Azam University. Researcher took 225 respondents according population of respondents, because it is generally assumed 250 respondents' data can be generalized over 10000 respondents.

5.7 Tool for data collection

The most suitable tool of data collection was survey method, data of this research was collected through questionnaire that contain close-ended question. Because, respondents of this was well aware about topic and educated Therefore, researcher simply distribute questionnaire among respondent.

5.8 Techniques for data collection

A researcher personally went to the field and get the questionnaires were filled through face-to-face interaction.

5.9 Pretesting

Pre-testing was essential for the researcher to know questionnaire was understandable for the targeted population and responses of respondents, before the research. 20 questionnaire were fill from general students of Quaid-i-Azam University for pretesting.

5.10 Data analysis

In this research, descriptive and inferential statistical procedure were used to analysis the data. Bothe procedure were used for percentage and frequency chi square and hypothesis testing. Above all tests were carried out in Statistical Package for Social Science (SPSS).

5.11 Screening and transformation of data

The research does not find any missing data during analysis of data. Therefore, there is no need for transformation of data.

5.12 Reliability and validity in research

The term reliability in scientific research can be defined as the most repeated significant result that come up from almost every angle of findings. The reliability also indicates that results of up-coming researches will give the same findings as the results of this research under the similar condition and of the previous

researches are. Whereas, the Validity defined as the whether the results of scientific research meet the all requirements of the research or not, by consisting all the concepts.

5.13 Opportunities and limitation of study

This study was design to know the democratic attitudes of students and their participation in politics in Quaid-i-Azam University Islamabad. The researcher himself went to field work and it was difficult to get time from the students because very one was busy in his/her studies. Due to lack of time respondent did not response properly. Respondents hesitated to give their views on politics. Therefore, some of the data look as though respondents responded half-heartedly.

5.14 Ethical concern

Researcher direct personal involvement in the social livers of other people during field research introduce ethical concerns.

- When researcher visited to collect the data. He did not behave immorally with his respondents.
- While talking about the confidential of research, researcher had hide the identity of his respondents. Therefore, all the respondents he had collected were purely unbiased.
- Researcher had cared a lot about the privacy of respondents.

Chapter No.6

RESULTS

This chapter contains two sections "Descriptive and Inferential." The descriptive analysis is typically distinction from the inferential analysis. The descriptive section focuses on the descriptive analysis of variables. It describes the collected data in the tabular and summary forms. On the other hand, inferential analysis deals with the hypothesis testing of variable.

6.1 Descriptive analysis

This section simply define what is or what data of research show. However, descriptive analysis is taken from the descriptive statistics that refers to procedure that produced numbers or figures and describe the basic features of the data in a study. That provide the statistically summary of sample and measures.

Table No.6.1.1 Gender of the respondents

Gender	Percent	Frequency
Male	62.2	140
Female	37.8	85
Total	100.0	225

Table No.6.1.1 shows that total number male and female respondents. 225 were total respondents of research among these 140 were male and 85 were female. Similarly, 62.2% were male and 37.7% were female. It also shows high number of male and low number of female because male students are more enroll in this

university than female. Therefore, male respondents of this research more than female.

Table No. 6.1.2 Age of the respondents

Age	Percent	Frequency
18-23	82.2	185
24-29	17.8	40
Total	100.0	225

Table 6.1.2 shows age of 225 respondents. The age of the respondents were divided in four category but all of research respondents came into two category among these 82.2% respondents age 18-23 years. 17.8% respondents were fall into 24- 29-year age category. Among total respondents majority students' age is between 18-23 years. Because most of the respondents are seeking the education M.Sc and BS program.

Table No.6.1.3 shows the previous educational background of research respondents. Among them 225 respondents (87) have passed B.A, (22) respondents have acquired bachelor in Commerce, (46) have got BSC degree,(9) have passed M.Sc and they are again doing M.Sc (6) respondents have done Bs and

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(51)respondents have passed FSC. The majority student have got B.A, BCS and FSC degree.

Table No. 6.1.3 Previous education of respondents

Previous Education	Percent	Frequency
B.A	38.7	87
B.Com	9.8	22
BSC	20.4	46
BCS	1.8	4
M.Sc	4.0	9
BS	2.7	6
FSC	22.7	51
Total	100.0	225

Table No.6.1.4 shows present education in which the respondents are enrolled at Quaid-i-Azam University Islamabad. 13.8% research respondents are the students of BS, 62.2% Students are enrolled in M.Sc Program, 6.7% respondents are getting education from BBS, 4.4% are belongs to the BBA, 0.9 % students are from MBA and 8.9% respondents are from LL.B Department. The majority of this research respondent are doing M.Sc, and Bs in Social and natural science.

Table No. 6.1.4 Present education program of respondents

Present Education	Percent	Frequency
BS	13.8	31
M.Sc.	62.2	140
BBS	6.7	15
BBA	4.4	10
MBA	.9	2
MPA	3.1	7
LL.B	8.9	20
Total	100.0	225

Table No.6.1.5 Displays faculty of respondents in which are they enrolled. 15.6% respondents are from natural science, 10.2% are the students of Biological Science, 60.9% respondents are from social science and 13.3% respondents are belongs to the Management Science, whereas majority respondents of this research were students of social science because students of social science are more aware of social issue than natural science students.

Table No. 6.1.5 Faculty of respondents

Faculty	Percent	Frequency
Natural Science	15.6	35
Biological Science	10.2	23
Social Science	60.9	137
Management Science	13.3	30
Total	100.0	225

Table No. 6.1.6 Education progress of respondents

Education Progress	Percent	Frequency
Poor	4.9	11
Satisfactory	24.9	56
Good	52.9	119
Excellent	17.3	39
Total	100.0	225

Table No.6.1.6 shows the educational progress of respondent while being active

participate of politics. Among the 225 respondents (11) respondents said that their

educational performance is poor, (56) respondents declared that their educational performance as satisfactory, (119) respondents have good educational performance and (39) stated their educational performance excellent. However, a table also indicates that respondent were good in education whether they participate or not participate in politics.

Table No. 6.1.7 Province of respondents

Province	Percent	Frequency
Punjab	37.3	84
Sindh	24.4	55
KPK	15.1	34
Baluchistan	9.3	21
GB	8.4	19
Other	5.3	12
Total	100.0	225

Table No.6.1.7 illustrate the social location of 225 research respondents. 37.2 % respondents are from Punjab, 24 % , respondents are belong to Sindh province, 15.1 % are from KPK, 8.4% respondents are from Gilgit Baltistan and 5.3% of this research respondents are belong to Fata Agency. Major figure of respondents are

from Punjab, this is because Panjab is the most populated province of Pakistan. Therefore, quota for students Panjab is very high in Quaid-i-Azam University.

Table No. 6.1.8 Area of respondents

Area	Percent	Frequency
Rural	56.9	128
Urban	43.1	97
Total	100.0	225

Table No.6.1.8 Shows areas of research respondent. 56.9 % are came from rural areas of Pakistan and 43.1% respondents are belong to urban areas. It is concluded from the above table that majority of students who are studying in Quaid-i-Azam university are belong to rural area because nearly 70% population of Pakistan live in rural. Therefore, majority respondents of this research were from rural area.

Table No.6.1.9 shows respondents fathers or guardians' occupation. 44.4% respondents' father or Guardians' of respondents are government employee, 12.9% father or guardians' of respondents are private employee. 25.8% have personal business, 0.9% respondents father or guardians' are daily wages workers, 6.7% respondents parents famers, 5.3% have personal land (Land lord), while the 4.0% father or guardians have other occupation that is not mention above however it is also show in table majority of the respondents father/ Guardians are Government employee and personal business.

Table No. 6.1.9 Occupation of head of the family

Occupation	Percent	Frequency
Government Employee	44.4	100
Private Employee	12.9	29
Personal Business	25.8	58
Daily Wages Labor	.9	2
Farmer	6.7	15
Land Lord	5.3	12
Any Other	4.0	9
Total	100.0	225

Table No, 6.1.10 shows the family monthly income of Respondent. Family monthly income was divided into four category. 7.1% respondents monthly incomes is between 5000-15000 Rs. 13.3 have 150001 to 25000 Rs. 23.1% respondents family incomes fall between 25001-35000 category and 54.4% respondents' family monthly incomes is more than 35001 Rs. It further illustrate that majority of respondents' family total monthly income is more than 35001 because the fees of this university is much expansive as compare to the other government universities.

Therefore, it is not easy for each student to get education, whose family's total monthly income lesser 35001.

Table No. 6.1.10 Total monthly income of family of respondents

Total Monthly	Percent	Frequency
5000-15000	7.1	16
15001-25000	13.3	30
25001-35000	23.1	52
35001-Above	56.4	127
Total	100.0	225

Table No. 6.1.11 Existence of student politics in Quaid-i-Azam University

Opinion	Percent	Frequency
Yes	44.4	100
No	26.2	59
To Some Extent	24.9	56
Do not Know	4.4	10
Total	100.0	225

Table No.6.1.11 show the existence of students' politics in Quaid-i-Azam University Islamabad. A question was asked from respondent that do you think that student politics exist in QAU? 44.4% replied yes, 26.2 % respondents said No, 24.9% said to some extent student politics exist in this university and 4.4% respondents do not know about existence student politics in QAU. Moreover, most of student stated that student politics exist in Quaid-i-Azam University because.

Table No. 6.1.12 Types of students' politics that favors nation politics

Types	Percent	Frequency
Council	34.7	78
Political Wings	27.6	62
No One	24.0	54
Do not Know	13.8	31
Total	100.0	225

Table No.6.1.12 show the type of student's politics that is functional for national politics of Pakistan. A question was asked from 225 respondents among these (78) respondents replied student councils, (62) said that political wings and (54) respondent said none of above type of students is functional for national politics. Most respondent stated that student council were the type of student politics that create leaders for the national politics because in Quaid-i-Azam University.

However, few respondent do not know whether any type students' politics create leaders for nation politics or not.

Table No. 6.1.13 Register voter

Are you a register Voter?	Percent	Frequency
Yes	58.2	131
No	35.1	79
Do not Know	6.7	15
Total	100.0	225

Table No.6.1.13 give information about research respondents that they are registered voter or not. 58.2 % Respondents said that they are registered voter, 35.1 % respondents stated that they were not registered. Majority of respondents said that they were registered voter because respondents this research were older than 18 years. Therefore, most of respondents confirms that they were registered voter.

Table No.6.1.14 shows respondent's will of changes through their vote.49.8percentage respondents said that they vote after every five year for change. 42.7% replied that do not whether give vote in every five year for change. However, Most of respondent said that they give vote on hope to change their society whereas those who did not give vote for change. It means they were satisfied with their society and did not want any change.

Table No. 6.1.14 Respondents opinion regarding vote for change every five year

Do you cast your vote in every five years for change?	Percent	Frequency
Yes	49.8	112
No	42.7	96
Do not Know	7.6	17
Total	100.0	225

Table No. 6.1.15 Respondents opinion on discussion among students held on political issue

Do you usually discuss the political issues of Pakistan with your friends?	Percent	Frequency
Yes	79.6	179
No	18.7	42
Do not Know	1.8	4
Total	100.0	225

Table No. 6.1.15 shows usual discussion of the research respondents with their friends on political issue of Pakistan. A question was asked from them do they usually discussion political issue of Pakistan. It is observed from above table that 79.6% , research respondents discussed political issue with their friends it means that they were interested in politics and they were well aware about political issue. Whereas 18.7% do not discussed political issue it means that they not interested or aware about political issue of Pakistan.

Table No. 6.1.16 Students' participation in political events

Do you ever participate in any political event?	Percent	Frequency
Yes	39.1	88
No	57.3	129
Do not Know	3.6	8
Total	100.0	225

Table No. 6.1.16 show the participation of students in politics. A simple question researcher asked from respondents about their participation in politics.39.1% respondents said that they have participated in political events and 57.3% have not participated in any political event in their life about their participation. Most respondents said that do not participate in any political event.

Table No. 6.1.17 Respondents' perception towards importance of political participation for Students

Do you think that political participation is important aspect of students' life?	Percent	Frequency
Agree	56.4	127
Strongly Agree	22.2	50
Disagree	19.6	44
Strongly Disagree	1.8	4
Total	100.0	225

Table No.6.1.17 Show the importance of the e students' political participation in politics. 56.4% respondents agreed that the students politics is important for student's life. Students must participate in politics 22.2 % do not thinks that students politics play important role in students life. However, majority of Majority of respondents agreed that student politics is important part of students' life.

Table No. 6.1.18 shows the different views of respondents on students' political participation in politics. 24% believe that participation of students in politics is not beneficial for them, 39.1% respondents replied that participation students in politics is acceptable to some extents, and 36.9% believe that students should necessarily participate in politics to the extent that their goals require. Majority of students

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believe that student participation student in politics is acceptable. It is not more beneficial and compulsory for students to participate in politics.

Table No. 6.1.18 Opinions of Respondents about students' political participation in politics

Opinion Of Respondents	Percent	Frequency
It is not beneficial for students to participate in politics	24.0	54
It is acceptable for students to participate in politics	39.1	88
I believe students should necessarily participate in politics to the extent that their goals require	36.9	83
Total	100.0	225

Table 6.1.19 show respondents perception towards student politics and its relation with the education. A researcher ask a question from the respondents that do they think that student politics is important for education. 33.3% respondents said agree and 17.3% are strongly agree that student politics it important for education. However, 41.3% respondents replied that disagree and 8% respondents said

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strongly disagree that student politics is important for education. Though most of the respondents believed that politics is not important for education.

Table No. 6.1.19 Respondents' perception on importance of students politics for Students education

Do you think that student politics is important for education?	Percent	Frequency
Agree	33.3	75
Strongly Agree	17.3	39
Disagree	41.3	93
Strongly Disagree	8.0	18
Total	100.0	225

Table No. 6.1.20 shows causes due which students join politics with in educational institution. Among 225 respondents (36) believe that students join politics for their security purpose, (43) replied that due to academic reason, (102) respondents believe that students join politics to enhance their leadership qualities, (44) said there are some other reason due which students join politics. Majority of respondents said that student join politics for the academic reason.

Table No. 6.1.20 Reason of students participation in politics in educational institution

In your opinion students join politics because of .... reason	Percent	Frequency
Security	16.0	36
Academic	19.1	43
Leadership Development	45.3	102
Other	19.6	44
Total	100.0	225

Table No. 6.1.21 shows political ideologies of parties that are functional for Pakistan. According to 57.3 % respondents that political parties which are based on the democratic ideology are functional for Pakistan. 23.1% respondents said religious base political parties are functional, 7.6% respondents stated that socialist political ideology base parties are appropriate for Pakistan and 12% respondents said that secular political parties are functional for Pakistan. However, most of respondents stated that democratic political parties are functional for governing Pakistan. Due to Islamic foundation, only few respondent of research believe that socialist or secular political parties are functional for Pakistan.

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Table No. 6.1.21 Respondents views on political ideology of Parties that are functional for Pakistan

In your opinion which political parties are functional in Pakistan?	Percent	Frequency
Democratic	57.3	129
Religious	23.1	52
Socialist	7.6	17
Secular	12.0	27
Total	100.0	225

Table No.6.1.22 shows the political affiliation of students and their relation with educational performance. It is concluded from the above table that. 77.3% respondents believe politics is not important for education of students, without political affiliation student can better perform in study. Whereas 22.2 % respondents believed that those students who have no affiliation with politics, they can perform better in their study

Table No. 6.1.22 Respondents perception towards the political affiliation of students' and their educational performance

Do you think that students without any political affiliation perform better in study?	Percent	Frequency
Agree	57.3	129
Strongly Agree	20.0	45
Disagree	20.4	46
Strongly Disagree	2.2	5
Total	100.0	225

Table No. 6.1.23 shows perception of students about the ban on politics within education. 52.4% respondent of research perceive that student politics in negative sense with in educational institute and they believe that it should be banned. Whereas 37.3% believe that students politics is functional it should not be banned in educational institutes. However, of student do not like that student should participate in political activities.

Table No. 6.1.23 Respondents perception toward ban on politics with in education institution.

Do you think that students' Politics should be banned in Educational institution?	Percent	Frequency
Yes	52.4	118
No	37.3	84
Do not Know	10.2	23
Total	100.0	225

Table No. 6.1.24 shows lack of political knowledge and its relation with performance of better role for country's developments, 46.2% research respondents agreed and 22.2% strongly agreed that without political knowledge people cannot perform better role for development of the country. 25.3% respondents disagreed and 6.2% strongly disagreed with statement that without political knowledge cannot perform better role for country's development. So, many of respondents perceived that without political knowledge a person cannot be a beneficial for country's development.

Table No. 6.1.24 Lack of political knowledge & performance of better role for country's developments

Do you think that without political knowledge it is impossible to play good roles in country's development	Percent	Frequency
Agree	46.2	104
Strongly Agree	22.2	50
Disagree	25.3	57
Strongly Disagree	6.2	14
Total	100.0	225

Table No. 6.1.25 show respondents' views about role of Military in national politics of Pakistan that whether role military is accepted. 22.2 % respondents said yes, 43.1% students relieved No, 32.9% said to some extent and 1.8% respondents do not know about role of military in politic is accepted or not. . It is concluded from the above table that most the perceptions were pro- military due lack of political knowledge.

Table No. 6.1.25 Respondents perception toward military role in politics

Should the military's role in politics be accepted?	Percent	Frequency
Yes	22.2	50
No	43.1	97
To Some Extent	32.9	74
Do not Know	1.8	4
Total	100.0	225

Table No. 6.1.26 Respondent perception toward corrupt political parties in Pakistan

Do you think that all political parties are corrupt in Pakistan?	Percent	Frequency
Yes	51.6	116
No	35.6	80
Do not Know	12.9	29
Total	100.0	225

Table No.6.1.26 show respondent view toward political parties of Pakistan. 51.6% respondents believe that Pakistan's all political parties were corrupt consider. While 38.6% respondents had faith that Pakistan all-political, parties are not corrupt. However, it further shows that most of Pakistani young students are frustrated from the politics of their country.

Table No. 6.1.27 Future participation of respondents in political parties

will you be member of Political Party, if chance would give to you	Percent	Frequency
Yes	49.8	112
No	39.6	89
Do not Know	10.7	24
Total	100.0	225

Table No.8.1.27 show the respondents' perception toward future participation in party politics. 49.8% respondent said that they would be member of political parties if chance would give them. 39.7% respondent said no they not be member of any apolitical party and 10.7% respondents are not sure about their future participation in politics. A table also show that most of respondents are willing to participate in politics in their future life.

Table No. 6.1.28 respondent perception toward the military work

Do you think that whatever Military have done and doing in Pakistan is good?	Percent	Frequency
Yes	40.9	92
No	32.0	72
To Some Extent	24.9	56
Do not Know	2.2	5
Total	100.0	225

Table.6.1.28 shows the 225 research respondents toward military work in past and in present. It is concluded from the above table that more than 60 % respondents were the supportive of dictatorship they that military role in Pakistan in past and present is justifiable. Whereas 32% do not believe that role of military in past and present were not accept a table also shows that many of research respondents said whatever military has done and doing is acceptable.

Table No. 6.1.29 causes of backwardness of Pakistan. A researcher asked from respondents that who is responsible for backwardness of Pakistan. 69.3% respondents said that corrupt political system is responsible for backwardness of Pakistan, 15.1% respondents said Military conspiracies, 6.2% respondents said that Jews Conspiracy and 9.3% respondents said that there some other reason for

backwardness of Pakistan. However, most of respondents said that corruption is very big problem, especially corrupt Politian and corrupt political system is major cause of Pakistan's backwardness.

Table No. 6.1.29 Respondents perception toward responsible for backwardness of Pakistan

What's the reason for the backwardness of the Pakistan?	Percent	Frequency
Corrupt political System	69.3	156
Military Conspiracy	15.1	34
Jews Conspiracy	6.2	14
Other	9.3	21
Total	100.0	225

Table No.6.1.30 shows respondents opinion about their own country regarding democracy.43.1% Respondents agreed and 9.3% strongly agreed that Pakistan is the democratic.36.9% disagreed and 10.7% respondents strongly disagreed that Pakistan is not democratic country.

Table No. 6.1.30 Respondents perception toward Pakistan's democratic system.

Do you think that Pakistan is Democratic country?	Percent	Frequency
	43.1	97
Strongly Agree	9.3	21
Disagree	36.9	83
Strongly Disagree	10.7	24
Total	100.0	225

Table No. 6.1.31 shows perception that respondents attached with Islamic way of life. A researcher asked from respondents that what they think about the Islamic way of life and other ways of life.39.6% respondents agreed and 31.1% strongly agreed that Islamic way of life is superior that other way of life. 19.6% respondents disagreed and strongly disagreed that Islamic way of life not superior than the other way of life. It also shows that majority of respondents believe that, Islamic way of life superior and perfect than other.

Table No. 6.1.31 Superiority of Islamic way of life than the other ways of life

Do you think that Islamic way of life is superior in nearly all aspect society?	Percent	Frequency
Agree	39.6	89
Strongly Agree	31.1	70
Disagree	19.6	44
Strongly Disagree	4.0	9
Do not Know	5.8	13
Total	100.0	225

Table No. 6.1.32 shows preference of sharia laws on democracy. 36% respondents agreed and 34.7% strongly agreed that Sharia Law provide more justices to people than the democratic laws. 15.1% respondents disagreed and 14.2% strongly disagreed that sharia laws do not provide good justices as like the democracy provide.

Table No. 6.1.32 Preference of sharia laws on democracy

Do you think that sharia laws provide more justice than western democratic laws?	Percent	Frequency
Agree	36.0	81
Strongly Agree	34.7	78
Disagree	15.1	34
Strongly Agree	14.2	32
Total	100.0	225

Table No. 6.1.33 Respondents' favorite political system

which political system do you support	Percent	Frequency
Islamic kingdom of Saudi Arabia	25.3	57
Islamic republic of Iran	20.0	45
Islamic Republic of Pakistan	21.8	49
Western Democracy	32.9	74
Total	100.0	225

Table No. 6.1.33 show respondents' favorite political. A researcher asked question from the respondents that which political system so they like. Among 225 respondents, 57 said "Islamic kingdom of Saudi Arabia." 45 respondents replied "Islamic republic of Iran." 49 said "Islamic Republic of Pakistan" and 74 respondents said that they like Western Democracy. However it is also observe her that most of the life religious politics rather than democracy.

Table No. 6.1.34 Respondent opinion about equal participation of male & female in politics

Do you think that there should be equal participation of men and women in politics?	Percent	Frequency
Yes	67.6	152
No	24.9	56
Do not Know	7.6	17
Total	100.0	225

Table No. 6.1.34 show respondents perception towards equal participation male and female in politics.67.6% said that male and female should participate equally in politics. 24.9% respondents said that there should not be equal participation of male and female in politics and 7.6% students do not know the answer of question.

Table No. 6.1.35 Respondents perception about rights of minorities

Do you think that minorities should be given equal rights as you have?	Percent	Frequency
Agree	46.7	105
Strongly Agree	43.1	97
Disagree	6.7	15
Strongly Disagree	3.6	8
Total	100.0	225

Table No. 6.1.35 shows the respondents perception toward the right of minority. 46.7% respondents agreed and 43.1% strongly agreed that minorities should have equal right as like they have. 6.7% said disagree and 3.6% respondents said strongly disagree that minorities should have equal right as they have. It also indicate most respondents said that minority should have equal right as they have.

Table No. 6.1.36 chance for none Muslim to be elected Prime minister of Pakistan. A researcher asked from respondent that will they allow none Muslim to be elected a Prim minister of their country. Among 225 respondents 58 agreed and 52 strongly agreed that none Muslim should be allow to be Prime minister of Pakistan. 60 respondents disagreed and 55 strongly disagreed that none Muslim should be allow to be Prime Minister of their country. However it also indicate that half respondents

of this research said none Muslim should allow to be prime minister of their while half do not allow.

Table No. 6.1.36 Chance for none- Muslim to be prime minister of Pakistan

Do you think that a chance should be given to non-Muslims to be elected as Prime minster of your country?	Percent	Frequency
Agree	25.8	58
Strongly Agree	23.1	52
Disagree	26.7	60
Strongly Disagree	24.4	55
Total	100.0	225

Table No. 6.1.37 show respondents perception toward participation of the poor in politics. A researcher asked from respondents that poor should participate in politics or not.16.9% research respondents agreed and 12.9% strongly agreed that poor should not participate in politics. 28.4% disagree and 41.8% respondents strongly disagreed that poor should not participate in politics. Majority respondents of this research said poor people should not participate in politics because they will be able afford

Table No. 6.1.37 Respondent views about the participation of poor people in politics

Do you think that Poor people should not take part in politics in Pakistan?	Percent	Frequency
Agree	16.9	38
Strongly Agree	12.9	29
Disagree	28.4	64
Strongly Disagree	41.8	94
Total	100.0	225

Table No. 6.1.38 Perception of respondents toward military of Pakistan

Do you think that people should critics the anyone except Military and it work?	Percent	Frequency
Agree	30.7	69
Strongly Agree	15.6	35
Disagree	35.6	80
Strongly Disagree	18.2	41
Total	100.0	225

Table No. 6.1.38 shows the perception of respondents toward Pakistan's military.

30.7% respondents agreed and 15.6% strongly agreed that people critics the any work except military work. 35.6% respondent disagreed and 18.2% strongly disagreed with statement that people should critiqued any work except the work of military. However, major finding of this table shows that, respondents said that military work should also be critics, while large number of respond disagreed with such statement.

Table No. 6.1.39 Perception of respondents about right to ban anything

Do you think police should have power to ban anything they want?	Percent	Frequency
Agree	28.4	64
Strongly Agree	16.9	38
Disagree	37.8	85
Strongly Disagree	16.9	38
Total	100.0	225

Table No. 6.1.39 shows right to ban anything by controlling agencies. A researcher asked from respondents that police should be allow to ban anything. 28.4% respondents agreed and 16.9% strongly disagreed that police should have power to ban anything. 37.8 % respondents Disagreed and 16.8% strongly disagreed that

police should be allow to ban anything. Majority respondents perceived that police should not have power to ban any things.

Table No. 6.1.40 Preference of dictatorship or democracy

Do you think that Dictatorship is better than Democracy in Pakistan?	Percent	Frequency
Agree	35.6	80
Strongly Agree	15.6	35
Disagree	19.6	44
Strongly Disagree	29.3	66
Total	100.0	225

Table No. 6.1.40 shows respondents preference of governing system. A research asked from respondent that which governing system they favor, dictatorship or Democracy. 35.6 % respondents agreed and 15.6% strongly agreed that dictatorship is better that democracy. 19.6% agreed and 29.3% respondents strongly disagreed that dictatorship is better than democracy. This table also show that army has greater influence on people and most respondent said that dictatorship is better than democracy in Pakistan.

Table No. 6.1.41 Perception of respondents toward right to protest

Do you think protest should be abolish whether it should be right way but it threat the government?	Percent	Frequency
Agree	38.7	87
Strongly Agree	13.8	31
Disagree	32.9	74
Strongly Disagree	14.7	33
Total	100.0	225

Table No. 6.1.41 shows perception of respondent towards the people's right to protest. It illustrates that young students did not have the value of individual freedom, 51.7% believe that government should allow the people to protest against the governing system. While 46.7% respondents do not allow the government to stop the protest of people, if they are protesting for their legal right whether their protest threat the government.

Table No. 6.1.42 shows perception of respondents' toward government act who declare Ahmadis as non-Muslim. 44.9% respondents said government act was right, 25.8% respondents said government act was not right. 18.7% respondents replied to some extent government act was right and 10.7% respondents do not

know that whether government act was right or not. Major finding of this table show, respondent attitudes are less democratic but more religious.

Table No. 6.1.42 Respondents opinion about declaration of Ahmadis as non-Muslim

Was the Government Right in Declaring Ahmadi's as Non- Muslims?	Percent	Frequency
Yes	44.9	101
No	25.8	58
To Some Extent	18.7	42
Do not Know	10.7	24
Total	100.0	225

Table No. 6.1.43 show respondents perception toward national identity. A researcher asked from respondents that their national identity based on Islam. 51.6% said yes, 37.3% respondents replied No and 11.1% do not know. It is concluded from above table majority respondents of research believe that their religion identity is their national identity.

Table No. 6.1.43 National identity of the respondents

Is your national identity dependent on your Islamic identity?	Percent	Frequency
Yes	51.6	116
No	37.3	84
Do not Know	11.1	25
Total	100.0	225

Table No. 6.1.44 Perception of respondents toward right to fight

With which of statement you most agree?	Percent	Frequency
Those people who fight for Islam are on right path.	32.9	74
Those people who fight for their rights, are on right path.	35.1	79
Those people who fight for poor rights are on right path	32.0	72
Total	100.0	225

Table No. 6.1.44 show perception toward the right to fight. 32.9% respondents said that those people who fight for Islam are on right path. 35.1% stated that those people, who fight for their rights, are on right path and 32% respondents said those people who fight for poor rights are on right path. Majority respondents of this believe that those people who fight for their rights, Islam are on right path.

Table No. 6.1.45 Perception of respondents about banning the madrassa education

Do you think that government should bane the Madrassa Education?	Percent	Frequency
Yes	21.3	48
No	61.8	139
Do not Know	16.9	38
Total	100.0	225

Table No. 6.1.45 show respondents perception toward banning the Madrassas Education. It concluded from above table that 61.8% supported the religious education. They do not want that madrassas education should not be ban in Pakistan. Whereas 21.3% respondents stated that madrassa education should be ban in Pakistan's because it creates extremism among people and it is not it is not as functional as the other education system.

Table No. 6.1.46 Involvement of foreign hands for terrorism in Pakistan

which countries are responsible for terrorism in Pakistan?	Percent	Frequency
Saudi Arabia	5.8	13
America & Israel	27.6	62
Iran	.4	1
India	1.8	4
Pakistan itself	20.9	47
America, Israel and India	42.2	95
Others	1.3	3
Total	100.0	225

Table No. 6.1.46 shows perception of respondents toward "Involvement of Foreign Hands for Terrorism in Pakistan." Among the 225 respondents 13 said that Saudi Arabia is responsible, 62 respondents said that America and Israel are responsible for terrorism I Pakistan. 1 respondent replied Iran, 4 students said India, 47 respondents said Pakistan itself is responsible is responsible for terrorism. 95 respondents said America, Israel and India are responsible and 3 respondents said there are some other countries that are responsible for terrorism in Pakistan.

However, majority of respondents believe than America, Israel and India are most reasonable for terrorism in Pakistan. It further illustrate due to little knowledge of politics low participation and religiosity, student of Pakistan blamed other countries for backwardness of their country.

6.2 Inferential statistics

Inferential statistical procedure is use for Assumption and hypothesis test through cross-tabulation and chi-square. it is complex statistical technique used to infer the cause and effects and to determine the association between variable. It is also determined the degree to which finding of research can be generalized.

Before the research, a researcher has predicted some result, which are being tested in the following tables for the reliability of research.

Assumption#1: Urban Students has wilder participation in politic than rural students.

Table No. 6.2.1 The Area vise; respondents' participation in politics

Cross tab	Do you ever participate in any political event?			
Area	Yes	No	Do not Know	Total
Rural	55	69	4	128
Urban	33	60	4	97
Total	88	129	8	225

Table No. 6.2.1 shows the rural and urban respondents participation in politics. Majority respondents or participant (those who participate in politics) of this research are belong to rural area. However, the result of research goes against the assumed statement of researcher; *Urban Students has wilder participation in politic than rural students."* it also indicate that student from rural have greater participation in politics than urban respondents (Rashid and Qijie 2012:187).

Assumption#2 Student of Social Science faculty has more participation in politics than the Natural Science

Table No. 6.2.2 The Area vise; respondents' participation in politics

Cross Tab	Do you Usually discuss the political issue of Pakistan with your friends?			
Faculty	Yes	No	Do not Know	Total
Natural Science	24	10	1	35
Biological Science	17	3	3	23
Social Science	112	25	0	137
Management Science	26	4	0	30
Total	179	42	4	225

Table NO. 6.2.2 has proved that researcher assumption was true. The student of social science has wilder participation in politics than students of natural science.

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There are several reason behind their participation but important reason that literature has suggest is that student of social science mostly deal with political ideology therefor they have more interest in politics (Albatch, 1966).

Assumption#3 Female has less democratic Attitude than male

Table No. 6.2.3 Democratic attitude of male and female

Cross-Tab	Do you think that non-Muslims should have given a chance to be elected as Prime minster and president of the country?				
Gender	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
Male	34	38	33	35	140
Female	24	14	27	20	85
Total	58	52	60	55	225

A table No. 6.2.3 shows democratic attitude of both male and female. Thought researcher has already assumed from literature of research that female of Middle East countries has little democratic of because of religious influence. Similarly, result of this research has proved same that Pakistani women as Muslim have less democratic attitude (Tessler 2002).

Assumption#4: the students who adopt leftist ideology they belong to middle and lower class and family.

Table No. 6.2.4 Political ideology of students

Cross-Tab	In your opinion, which political parties are functional in Pakistan?				
Monthly Income	Democratic	Religious	Communist	Secular	Total
5000-15000	11	4	1	0	16 (7.1%)
15001-25000	12	7	7	4	30 (13.3)
25001-35000	24	13	3	12	52 (23.1)
35001-Above	82	28	6	11	127 (56.4%)
Total	129 (57.3%)	52 (23.1%)	17 (7.6%)	27 (12%)	225 (100%)

Table No. 6.2.4 shows relation between monthly income of the respondents' families' and their political ideology. Here meddle and lower class families are those whose total monthly income is between (5000-35000 Rupees) and upper class family monthly income is more than (35001). Through column and row total percentage. It has been observed here that those students who belong to lower and

middle families have leftist ideology, while those who are member of upper class they adopt rightist ideology (Braungart 1971).

6.3 Hypothesis testing

Table No.6.3.1 Political participation

Association between Political interest and political participation of Students					
Independent Variable		dependent Variable			
Do you usually discuss the political issue of Pakistan with your friends?		Do you ever participate in any political event?			
		Yes	No	Do not Know	Total
	Yes	80	95	4	179
	No	7	34	1	42
	Do not Know	1	0	3	4
Total		88	129	8	225

Table No 6.3.1 shows the political interest of student and their participation in politics. Among 225 respondents 179 stated that they discussed the political issue of Pakistan and 88 respondents said that they participate in politics.42 respondents did not discuss political events. Whereas, 129 respondents said that did not

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participate in any political events. However it also shows here majority of respondents have political interest but as compare to interested they did not participate in politics.

Table No. 6.3.2 Chi-Square tests

Value	72.451
Df	4
Asymp. Sig. (2-sided)	.000

Table No. 6.3.3 Symmetric measures			Value	Approx. Sig.
Nominal by Nominal	Phi		.567	.000
	Cramer's V		.401	.000
N of Valid Cases			225	

Table 6.3.2 and 6.3.3 Show the association between the independent variable (political interest) and dependent variable (political participation). The Chi-Square test shows that x^2 = 72.451, df= 4 and p= 0.000 that means test is significant or there is association between Independent and dependent variable. However, strength of association is taken from symmetric measure test. It shows that p=0.000 means there is significance relationship between variable and Phi value is 0.567.

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According to the rule if Phi is, occur between (0.3-0.7) that means there is weak positive relation between variable.

Table No.6.3.4 Hypothesis#2: Democratic attitude

Association between Religious orientation and democratic attitudes of Students						
Independent variable		Dependent Variable				
		Do you think that non-Muslims should have given a chance to be elected as Prime minster and president of the country?				
Do you think that sharia laws provide more justice than western democratic laws?		Agree	Strongly Agree	Disagree	Strongly Disagree	Total
	Agree	24	14	27	16	81
	Strongly Agree	13	15	23	27	78
	Disagree	17	6	6	5	34
	Strongly Agree	4	17	4	7	32
Total		58	52	60	55	225

Table shows No 6.3.5 the religious orientation of student and their democratic attitude. A research asked two indirect question to know the religious orientation of respondents and its effect on their democratic attitude. Among 225 respondents 81 agreed and 78 strongly agreed that Sharia law provide more justices than democratic law. 58 respondents agreed and 52 strongly agreed that none should allow to be Prime Minister of Pakistan. 34 respondent disagreed and 32 strongly

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disagree that Sharia does not provide more justices than democracy. It means religious orientation greatly influence respondents political attitudes.

Table No.6.3.5 Chi-Square tests

Value	37.980
Df	9
Asymp. Sig. (2-sided)	.000

Table No.6.3.6 Symmetric measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.411	.000
	Cramer's V	.237	.000
N of Valid Cases		225	

Table 6.3.5 and 6.3.6 Show the association between the independent variable (Religious Orientation) and dependent variable (Democratic Attitude). The Chi-Square test shows that x^2 = 37.980, df= 9 and p= 0.000 that means test is significant or there is association between Independent and dependent variable. However, strength of association is taken from symmetric measure test. It shows that p=0.000 means there is significance relationship between variables and Phi value is 0.411.

According to the rule if Phi is occur between (0.3-0.7) that means there is weak

positive relation between variable.

Chapter No. 7

DISCUSSION & CONCLUSION

7.1 Discussion

The findings of this study reveal that students are keenly interested in political affairs; they discuss the political scenario of the country and believe that students' participation in national politics is important. Students participate in politics in campuses due to academic reasons such as to secure good grades, solve their accommodation issues and have influence in the campuses. They do not participate for leadership development. However, this study shows that out of 225 respondents 88 of them participate and 129 do not participate in any political event of the country (Table No. 6.1.16). This shows that students are interested in political affairs but do not participate. The reasons could be they consider politics as something negative, do not understand the meaning of politics or they are discourage to participate in political matters. As in this study 51.6% of the respondents argued that all of the mainstream political parties are corrupt (Table No. 6.1.26). There is a wide range of trust deficit of students towards the political parties, therefore, young students show less interests in participating into politics.

As per democratic attitudes of respondents is concerned, the findings show that young students have undemocratic attitudes. In the sample, 81 of the respondents agreed and 78 strongly agreed that Sharia law provide more justices than democratic laws. 58 respondents agreed and 52 strongly agreed that non -Muslims should not be allowed to be elected as Prime Minister (Table No.6.2.8). These findings illustrate the religiosity, and the effects of religious orientation on shaping the political attitudes. There is radical approach of young Pakistani students. Hence,

students are more inclined towards Islamic law and less supportive of democracy. It astonishes that students belonging to middle and lower middle families are least supportive of democracy. As discussed in table number (Table No. 6.2.4) that students from these classes have either religious, socialist.

Moreover, young students believe that there is the involvement of foreign hands in destabilizing Pakistan and widening terrorism. There is conspiracy of Jews and Hindus to disintegrate Pakistan. Respondents also regarded corrupt political system responsible for backwardness of the country (Table No. 6.1.46). This shows that young students are not satisfied with the current political system of the country.

Table 29 illustrate that 40.9% of the responded agreed and 24.9% responded to some extent that military's involvement and engagement in the political affairs should be justifiable. This owes to the radical socialization, text books teachings, and long rule of dictatorships in the country. Interestingly, students from Panjab are supportive of military than from any other province. The argument is pertinent that majority of Army soldiers belong to Panjab and the constant engagement of military in operation in Baluchistan and KPK.

The all noted discussion pinpoint that young university students have less democratic and more radical approaches. This is a consequence, youths are tended to be apolitical, and they are less likely found in democratic and civic activities.
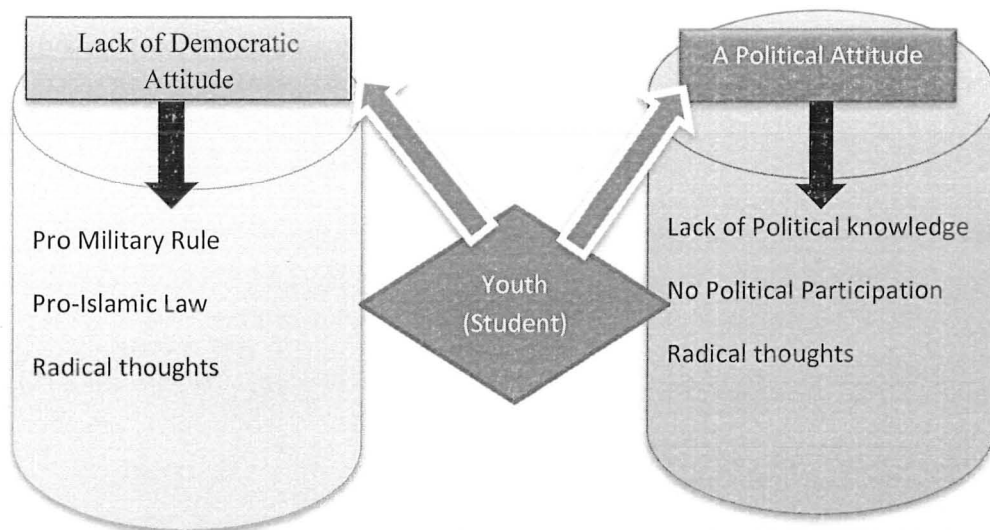
Figure 7.1.1

Figure No. 7.1.1. Illustrates that students have less democratic attitude because the result of this study shows that students perceptions are pro military rule and pro-Islamic law; they believe that dictatorship is better than democracy, which also indicate they have little knowledge about politics. Due to little knowledge, they have low participation in politics.

7.2 Conclusion

Politics is an important aspect of life in which man has been engaged in one way or another in political processes throughout history. Young students, political attitudes and participation has been commendable. Today, students from different part of world, centered with different ideologies, take part in various political activities.

This study was designed to find out democratic attitudes of youths and their participation in politics. The study focused the students of Quaid-i-Azam University which included the respondents from all the province. The findings of the study reveal that young university students have undemocratic attitudes. They are more religiously oriented than politically democratic. They prefer the imposition of sharia laws and Islamic political system. Although Sharia law has never been imposed in the country, the religiosity and religious socialization has led them adopt certain perceptions. This is the reason that responded expressed their concerns in the support of either the theocratic system of Islamic republic of Iran, and Islamic kingdom of Saudi Arabia in contrast with Western democracy. The popular sayings of radical religious parties against Hindus and Jews are also manifested in the attitudes of the young students. According to the study that there Hindu and Jews are responsible for the destabilization of Pakistan. Disproving the non-Muslims be elected be as prime minister of Pakistan, is one extension of the argument that how undemocratic young Pakistani students are.

Students from middle and lower middle class are more religious and radical than democratic. They also have Marxist or communist political ideologies. The reasons could be the radical socialization or the socio-cultural environments.

Thus, the overall results show that young university students have religious political ideologies, supports the military's intervention in politics and lack democratic attitudes. Their participation in political affairs is also low.

Chapter No. 8

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APPENDIX

Democratic Attitude of Students and Their Participation in Politics in Quaid-i-Azam University Islamabad

Sikander Ali

This research is carried out to understand Democratic Attitude of Students and Their Participation in politics in Quaid-i-Azam University Islamabd:. The purpose of this research is to know the level of knowledge about politics and democratic attitude of students. The purpose of this research is purely academic and will not use to cause harm to any person. All personal information of the respondents will not be disclosed.

Q: 1 Gender

1) Male   2) Female

Q: 2 Age

1) 18-23   2) 24-29   3) 30-35   4) 36- Above

Q: 3 Pervious Education

1) B.A   2) B.Com   3) BSC   4) BCS   5) BE   6) M.Sc   7) BS   8) FSC

Q: 4 Present Education Program

1) BS   2) M.Sc   3) BBS   4) BBA   5) MBA   6) MPA   7) LLB

Q: 5 Education progress

1) Poor   2) Satisfactory   3) Good   4) Excellent

Q: 6 Faculty

1) Natural Science   2) Biological Sciences 3) Social Science

4) Management Sciences

Q: 7 Province

1) Panjab   2) Sindh   3) KPK   4) Baluchistan   5) GB   6) Other

Q: 8 Area

1) Rural   2) Urban

Q: 9 Occupation of Father/ Guardian

1) Government Employer   2) Private Employer 3)   Personal Business
   4) Daily Wages Labor   5) Former   6) Land Lord   7) Other

Q: 10 Total Monthly Income of Family

1) 5,000- 15,000   2) 15,001-25,000   3) 25001-35000   4) 35001-Above

Q: 11 Your Family political Affiliation is with…………………..

Q: 12 Do you think that student politics exist in QAU ?

1) Yes   2) No   3) To Some Extent   4) Do not Know

Q: 13 In your opinion which students' political participation is better for the National politics of Pakistan?

1) Council   2) Political Wings   3) No One   4) Do not Know

Q: 14 Are you a register Voter?

1) Yes   2) No   3) Do not Know

Q: 15 Do you cast your vote in every five years for change?

1) Yes   2) No   3) Do not Know

Q: 16 Do you usually discuss the political issues of Pakistan with your friends?

1) Yes   2) No   3) Do not Know

Q: 17 Do you ever participate in any political event?

1) Yes   2) No   3) Do not Know

Q: 18 Do you think that political participation is important aspect of students' life?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 19 which of the following statement would you most suitably agree?

1) It is not beneficial for students to participate in politics.
2) It is acceptable for students to participate in politics.
3) I believe students should necessarily participate in politics to the extent that their goals require

Q: 20 Do you think that student politics is important for education?

1) Agree   2) strongly Agree   3) Disagree   4) Strongly Disagree

Q: 21 In your opinion that students join politics/Council because of ....reasons

1) Security   2) academic   3) leadership development   4) Other

Q: 22 In your opinion which political parties are functional in Pakistan?

1) Democratic   2) Religious   3) Socialist   4) Secular

Q: 23 Do you think that students without any political affiliation perform better in study?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 24 Do you think that student politics should be banned in educational institutions?

1) Yes   2) No   3) Do not Know

Q: 25 Do you think that without political knowledge it is impossible to play good roles in country's development.

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 26 should the military's role in politics be accepted?

1) Yes   2) No   3) To Some Extent   4) Do not Know

Q: 27 Do you think that all political parties are corrupt in Pakistan?

1) Yes   2) No   3) Do not Know

Q: 28 will you be member of Political Party, if chance would give to you

1) Yes   2) No   3) Do not Know

Q: 29 Do you think that whatever Military have done and doing in Pakistan is good?

1) Yes   2) No   3) To some Extent   4) Do not Know

Q: 30 what's the reason for the backwardness of the Pakistan?

1) Corrupt Political System
2) Military Conspiracy

3) Jews Conspiracy

4) Other

_____

Q: 31 Do you think that Pakistan is Democratic country?

1) Agree   2) Strongly Disagree   3) Disagree   4) Strongly Disagree

Q: 32 Do you think that Islamic way of life is superior in nearly all aspect society?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree
5) Do not Know

Q: 33 Do you think that sharia laws provide more justice than western democratic laws?

1) Agree   2) Strongly Agree 3) Disagree   4) Strongly Disagree

4) Do not know

Q: 34 which political system do you support?

1) Islamic kingdom of Saudi Arabia   2) Islamic republic of Iran

3) Islamic republic of Pakistan   4) Western democracy

Q: 35 Do you think that there should be equal participation of men and women in politics?

1) Yes   2) No   3) Do not Know

Q: 36 Do you think that minorities should be given equal rights as you have?

1) Agree   2) Strongly Agree 3) Disagree   4) Strongly Disagree

Q: 37 Do you think that non-Muslims should have given a chance to be elected as Prime minster and president of the country?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 38 Do you think that Poor people should not take part in politics in Pakistan?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 39 Do you think people should critics anyone except Military and it work?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 40 Do you think police should have power to ban anything they want?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 41 Do you think that Dictatorship is better than Democracy?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 42 Do you think protest should be abolish whether it should be right or wrong way if it threat the country?

1) Agree   2) Strongly Agree   3) Disagree   4) Strongly Disagree

Q: 43 Was the Government Right in Declaring Ahmedis as Non-Muslims?

1) Yes   2) No   3) To Some Extent   4) Do not Know

Q: 44 Is your national identity dependent on your Islamic identity?

1) Yes   2) No   3) Do not Know

Q: 45 with which of statement you most agree?