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**THE IMPACT OF STUDENT POLITICS ON EDUCATIONAL
PERFORMANCE: A CASE STUDY OF UNIVERSITY OF
SINDH, JAMSHORO**



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QUAID-I-AZAM UNIVERSITY, ISLAMABAD**

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PERFORMANCE: A CASE STUDY OF UNIVERSITY OF
SINDH, JAMSHORO**



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FINAL APPROVAL OF THESIS

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Abstract

The study analyzed the impact of students' politics on their academic performance in University of Sindh, Jamshoro. In this study, the researcher planned to recognize the opinions of students about the student politics, to know the effects of student politics on their education and to find out the factors influencing the student politics at the University. This study investigated factors behind the involvement in student politics in the big numbers due to peer group stress, political family background, links future, power, fame, power, authority, creation of leadership, getting good outcomes in the exam, outside pressure for varying administration policies, personal interest. For promotion of unlawful activities, hostility with other parties, to tease the girls, to close the university among these factors the peer group pressure was the one of the very strong caused of joining a political party. In the results it affected more on the academic performances of students and consequently it created a great problem for them. Death, loneliness and mentally disturb to the students were the major tangible problems among the students because of political issues. The majority of the students who attached political parties within the university were very low in educational performances. Class conflict theory had been applied in the research. In which there were three classes. The command class was dominated at the campus and involved in politics. The obey class had to follow the command class. The last one was class less group, who did not involved in politics. There were 180 respondents whom data were collected and they were student of the university. The command class became part of politics due to friend's link. The main finding of the research was that political parties created disturbance at campus. Those who involved in student politics, their performance were weak in education. The result showed that the alternative hypothesis had accepted and null hypothesis was rejected.

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Chapter No. 1
INTRODUCTION

Political involvement of a student is straightly linked to his maturity of mind, all over the world, every society supports political contribution. In the more societies, people usually not concentrate in student politics (Glazer 1967: 210). "Helping students to raise the truth and strength of character that organize them for guidance may be one of the most testing and significant goals of higher education" (Mohammadi 2007: 632). Higher education is being bitter to as a means for potential change specified its significant role in increasing leadership capacity among today's youth and as well as their lives (Hazary 1988: 109). Students can and do boost their leadership abilities during the college and university years (Altbach 1966:176). Benson explained that in leadership progress in turn improve the worth, quality development, academic performance, judgment of decision, and individual growth of students.

While, Politics is all about command, authority and power which exist in every society. People contribute in politics to achieve power or authority which is usually present in Pakistani society. In Pakistan politics has hidden the every angle of the society (Lipset and Altbach 1966: 327). Politics engages procedures of combining decision-making in societies and groups. Politics declared clashes between persons or crowds. A link vision is that politics have to do with the maintenance of order within a specific society or group (Filho et all 1998: 164). As a result, only two students' combine activities in pursuance of assuring aims can be recognized as student politics (Oommen1974: 781). According to Altbach (1967:26) that all universities of the globe have served as a nursery for producing leadership, World famous universities like Oxford and Cambridge in the United Kingdom and Howard and Yale in the United states have created many well-known prime ministers and Presidents such as Ronald Wilson Reagan and Jesse Jackson as a president of America and Robert Anthony Eden and Tony Blair, All these influential participate part in student politics as

well. On the other hand Pakistan has been completely unsuccessful has student unions are unseen and irritants.

Furthermore, the student platform was called a union. A group of student could come at single platform on the basis of common religion and region then they formed an organization at schools or universities that were as n know student union (Altbach 1968: 269). Every dissimilar group of students having one or more benefits or features in common can shape a diverse student union within a school, county or international framework. Each student union will crusade in the goodwill of its own attitude or excite to get its privilege. Therefore, sometimes student unions can be in opposition with each other, create problems in the environment (Levy 1991: 147). Power is the skill to weight or organize the performance of people. The aptitude of a person or a group to manipulate the ideas and actions of other people, People need authority to manage the other people by giving them instructions. People desire power to keep their power over others (Lipset1968: 6).

1.1 The Political Framework

In fact, universities do not role in a space, and they are particularly connected and reliant on their societies in the third world. Students are also adjusted to societal progress, and student political activism in most third world countries is honestly linked to large political forces and tend. It is unusual for a student association to be completely campus based and worried with university matters. There are many causes for this close association between students and the political arrangement. Third world political systems are characteristically less opaque than those in the developed nations. There are less opposing political forces and thus allows students to participate in a more direct and influential role. The mass media are feeble, assembly systems are often unproductive or absent, trade union, consumer groups and the countless of interest group typically establish in the western industrial people are lost, and the educated core class is small. University

students as one of the few easily activate and politically eloquent groups in society play a vital role in politics.

It has often been said that student actions comprise something of a sense of right and wrong for their societies, as they often exemplify the anxiety of a broader section of the population who are incapable to say their dissatisfaction. Students are a sole rally group in the third world. In many countries, the main university is situated in the resources city, often a little detachment from the chair of political power. Students have a physical center on the campus and usually have their own the media and journals. Politics impose on the lives of students in a lot of ways more straight than is the casing in the industrialized nations. The choice of the government has an instant result on the way of the economy, as well as an employment scenario for graduates in countries where a very large amount of the graduates goes into the civil check or other government service. Students get political grave for the reason that it affects them and the university very openly and in part because they have in many nations, an awareness of their exceptional function in society. Students see themselves as a type of early privileged, intended for power and accountable for work out their political power even although students (Finlay 1968: 53).

1.2 Effects of Student Politics on Academic Environment

Student's life and effort in educational institutions and the environment, prospectus, and policies of the university have a significant effect on student activism. Even though, as has been renowned, students are usually worried about the student politics, the institutional setting played a considerable role. It is compulsory to identify with the nature of the university and its culture to completely realize student politics. Universities are exclusive institutions in many conducts. They have a degree of independence uncommon among great social institutions and yet if this self-sufficiency has been beneath the assault in current years, it is never the less main. The educational

culture of the university is also essential. The procedure of knowledge and the nature of the core curriculum can donate to political realization. For students in the social sciences, mainly, the study of social services add to know and sometimes to the disparagement of established institutions and politics. The university, in almost all countries, is a more autonomous, independent and more open-minded surroundings that its surrounding society. Therefore, mostly the effects of student politics are very serious regarding to their study as well as the environment. The professoriate while rarely revolves in its political direction; cultivate to be to some extent to the absence of the common population (Andersen 1970: 944).

Moreover, still in countries where there are noteworthy confines on the autonomy of appearance and deed, the campus tends to be permitted a greater degree of independence than the take it easy of the society. To some extent, political establishment stated that a university requires a free situation in order to offer excellent education and research. Political authorities have always originated it hard to put into effect total agreement in the universities. The example of china throughout the cultural uprising the outcome of totally get rid of disagree from the universities and harnessing academic institutions to meet the dictates of government, it means the environment of the university is being disturbed. Without question, the equilibrium between the necessities of a superiority educational institution on the one hand and the strain of government in many countries for political devotion on the other is an offer one. Student activism often is talented to thrive in the puzzling middle ground between choice and conventionality (Altbach 1968: 267).

1.3 Effects of Student Politics on Grade and Attendance

Student politics, yet in the most anxious setting, are almost always minority phenomenon in which great part of students does not contribute in student movements. In order to appreciate student

activism, it is functional to believe some of the sociological variables that appear to influence; activism due to activism the attendance is very low. Unluckily, the largest quantity of sociological research has been conducted of the industrialized nations, and mostly in the United States, but some generalizations relevant to developing nations can nevertheless be completed (Weinberg and Walker 1969: 78-79).

Much has been written regarding third world university students as selected either present or future. It is almost generally true that university students come from the higher strata of societies in about every third world society. Additional, student populations tend to be largely urban in countries that are mostly country. Student populations in many cases include disproportionate numbers of young people from marginal groups which occur to have a custom of education or have attained a level of prosperity. Thus, student populations often vary considerably from the universal population in the third world. Students in industrialized nations did not completely delegate of national populations in most belongings.

Students came from more prosperous and more developed backgrounds than the general population, hence they have not such type of issue regarding to their grades that come in the lowest category. In general, larger and more inclusive the post-secondary education system, the more distinctive is the student population. In small academic systems that register a limited proportion of the age group. There is generally a high level of superiority. In the United States, for example, the student population is quite close to the general population in its socio-economic uniqueness, although even in the United States the influential division of the system is excessively affluent in conditions of student background characteristics. In the third world situation, those countries with larger academic systems such as the Philippines, India and Nigeria, have a comparatively more democratic model of contact with higher education (Altbach 1968:261).

1.4 The Future of Students' Politics

Students remained key political actors in the world. This did not mean that students were a potent political force in all countries at all times, but that the conditions that made for effective student political contribution existed in the backward countries and were likely to continue. One could not make the same guess for the industrialized nations, where the appearance of student activism is the consequence of rather special condition. Despite the continuing importance of student activism, it was hard to predict where activism would play a major political function. Further, the shape of student political participation varied from country to country and over time.

Thus, a left wing movement might fall down and emerge later as a traditionalist student hub. It was perhaps significant that third world students had not been in universal interested in university reform or change, and when they had as often as not in fact different reforms. In Latin America, for example, students had opposed the changes in admissions policies, finances, examination measures and the like. In the same way, students in India had also been against improvement in higher education (Kam and Palmer 2008:615). Thus, third world activism was in general, less of a risk to the functioning of academic institutions than it was in the political system itself. In a few countries, such as India, students had been afraid with campus based issues, but frequently to correct an unfairness or state frustration rather than to assault the academic system itself. The one major exemption to this generalization was the university improvement movement in Latin America early in the twentieth century, which effected in major academic change. Students had, on time, been interested in issues that affected higher education, such as language, but there had been few university changed movements in the third world, and students had been amazingly open-minded of academic systems which sometimes created neither a high quality of instruction nor jobs for graduates. As a

general rule, however, those third world academic systems which were talented to give a reasonable level of upward mobility for the graduates of universities and jobs for graduates would perhaps remain relatively open of activism directed at the institutions themselves. It was harder to expect the ideological direction and the strategic orientation of student movements. There was some tendency in the third world for student activism movements to appear to traditions, ethics and religions and particularly in the Islamic countries (Oommen 1974: 778).

A renewal, mostly in the Islamic world, of religious accepted view and interest, in part possibly as a response to the main secularism and westernization of the universities, is a significant component. Students stayed an anti-establishment energy in many nations, condemn well-established political rule for their weakening and sometimes important anti-movements. In recent years, students had been key forces in anti-government movements in South Korea, the Philippines, Thailand, Chile, Argentina, Brazil, Malaysia and the other countries. In each of these examples, there are familiar ideological disparities. Students in communist countries were not generally liberated to classify and communicate their vision, but when they did, student movements tended to be different to recognize belief. This is surely the case in Poland and Czechoslovakia. The ideological trends among third world students were varied and increasingly hard to expect (Oommen 1974: 793).

1.5 Political Enforcement in Pakistan and Students' Participation

Power anxiety was everywhere in interpersonal interaction, to rising among workplace classmates, neighbors, associates, family members, and even love allies (Andersen and Pant 1970: 911). In 1950, a group of students at the Dow Medical College in Karachi met and twisted the Democratic Students Federation (DSF). In 1953 Democratic Students Federation (DSF) in Karachi's Dow Medical College illustrated up a

'Charter of Demands' that integrated matter like tuition fees, library amenities, better classrooms and to construct a proper university. Administration charged sticks and shilling upon protesters and the choice to baton-charge and scratch gas. The students reacted by announcing the performance of a dispute day and held a large assembly in the Saddar area of Karachi. The police teargassed the protesting students and then unlocked fire when the students rejected to go away. More than six students killed and several were hurt and imprisoned. The situation was turned out of manage and at last Prime Minister Khawaja NazimUddin sent feelers out to phone the Democratic Students Federation (DSF) leadership.

The new campus of the University of Karachi was then recognized and construction controlled. It was a conquest for Democratic Students Federation (DSF), though attained at the expense of the death of six Democratic Students Federation (DSF) associations (Butt 2003). Politics had happened to a part of students' life which had unhelpful as well as a positive influence on the academic stage of students. It had stayed a general tendency of Pakistani society that politics had measured juvenile and negative vocation for the cause that in the university students contributed in the parties in the name of comrade and they were known as comrade which is commonly supposed as a negative name in the Pakistani society. Politics itself was not an awful profession, but the consumer of politics utilized it in a negative way as the huge part of students joined in the parties with the dream that other students and the administration of the university would dread from them and they could perform whatever they desired to do. This kind of philosophy of the students' politics had absolutely negative impression on the educational of the students in their grades as well as attendances because the clash among students' parties was ordinary in the University Sindh Jamshoro, which had directly or indirectly negative effect on the academics of the students (Butt 2003:34).

1.6 Statement of the Problem

The current study is aiming to identify the reason of student politics at University of Sindh Jamshoro, Sindh and their effect on the student presentation, grade and the environment very seriously, and establish out the essential thing at the back the student politics was any student restriction to join student politics Or student connected student union by their own determination. Student politics is helpful or damaging to the students. Students have been getting the profit from their politics in the campus or otherwise, they are just of disturbing management and the environment of the university as well as the surroundings. While those who are involved in student politics would they have capacity of becoming leadership as well as to handle the situation of their life after the university life. Most students join political parties for their own benefits such as to be popular on campus and as well as students, serve the pupil who are not afforded the dues of university like alumina or to create disturbances in the campus for the managements as well as other students. In huge ratios of students who are involved in politics, they do not pay attention to their study and also do not come at classes on time and they do not secure good grades in their career that's all about the involvement in politics. Usually they waste their time at the canteens in gossips with friends and they have such power to pass their papers through political influence. But here researcher examined that in the case of Pakistan, the politics and education should be separated therefore the institutions would get such reputation as European universities are getting in such real sense and also the pleasure from the education as they are guiding their students that be a good man of life.

1.7 Objectives of the Study

1. To study the demographic profiles of the respondents.
2. To understand the nature and extent of students' involvement in politics.
3. To see the impact of students' involvement in politics on the academic performance.

1.8 Significant of the Study

Many researchers have already behavior in politics, but very little researches were completed on student politics this research mostly concentrates on the student politics and impact on education in the University of Sindh Jamshoro. This research also emphasizes some of the force which comes into being by the student politics and students' observations about politics at university stage. What forces are behind the student politics and do they disrupt the environment of the university as well as the area. Do students learn from the politics which are used there or just use their personal benefit? This research will also give aid to students of that area to know about political positions and its consequences over education structure. One of the major consequences of this study is to assist student in their academic profession. This research also advocates some solutions to defeat this problem and also advise some proposal to eliminate this crisis to bring variations in the society as well the student of University of Sindh Jamshoro for their education.

Chapter No. 2
REVIEW OF LITERATURE

The literature review gives an infinite sum of suitable material to authorize on topics and to formulate the gathered data applications. It presents the researcher and reader an outlook to enhance identified the topic. Important of literature is also assisted to the researcher to prove his studies with the views offered by various researchers in associated with the topic.

Halsey et al (1968: 121) stated the term politics was well expressed by educators and social scientists on the subject. They were both agreed that politics was not just controlled by political parties, but it was also there in the bunkers, markets, educational institutions, churches, sports, business, military establishment commercial and industrial aspect of our economy.

According to the American political scientist, Harold Lass well, politics was clear as who funded what, when and how. This definition was simply being memorized because it was in the shape of a motto. Furthermore, it characterized reality to a good degree, especially in Africa. In fact Politics occupied the allocation of limited social, economic and cultural property to individuals, groups, regions and classes. Politics was also clear as the governing of men or women. The Governing of man, the American political scientist Austin Ranney, urged the association between those who ruled and those who were regulated the rule, between ruler and the ruled. He made a case that this connection was vital to political life. Among academics, politics was often clear as the reliable allotment of values. Emphasis was put on how wealth was owed by the system of establishment in society. Establish by the American political scientist David Easton, it was a conceptual and comprehensive scale that made it smart as a probable basis of laws of social life which some considers being as fixed as the laws of physical life. Politics was also defined as all activities that were open or ultimately related to the appearance, combination and use of state power. Politics as a educating agent and a

method of decision making in separated society without aggression. Therefore, whether to clear in terms of man being a political animal; the art of the probable who acquired what, where and how' the resist for power; or the reliable allowance of wealth and values, politics was the state as its attraction.

2.1 Student Politics as an Influence

Finlay (1968: 53) stated that student politics extend the most complicated organizations and widespread involvement away from the campus might become systems in which student politics were more harshly controlled. Modern authoritarian system prohibited all activities, consider extra out a closely definite student role that was to study. They specifically forbid all student political activity as well as meetings, publications and free speech as a substitute they supported contribution in nonpolitical activities such as dance and games. They eliminated political parties or drive them into a nook so that constituent student or youth group likewise dies. They wiped out respected student organizations. All this was part of a general coercive de-politicization of formerly highly politicized societies, characterize by student activism. The modern authoritarian routine and their recently selected university officials had normally attempted to make some sort of restricted alternate for the defeated independent student movements.

Roos et al (1968:186) stated that politics was regarding institutions and ideologies, elections and parties' power, authority and all of those other things that people wrote books about these things however were attractive because they were a feature of politics, not because they were theme in their own right. Student political groups in universities and colleges resisted for the privileges of students. Student situated in front of the administration and claimed for the various matters which students face on

campus like cost issue, hostel amenities, scholarships, discrimination of teachers.

Furthermore Braungart (1971: 464) explained that Politics were an essential feature of all social life with state, clash, judgment making, and power Students' united activities in pursuance of assured goal could recognize as student politics, practical that the types known by different authors were built on time, region, country and culture. Generally speaking, there were three categories of student politics, namely, student unity, students union and students' participation in party politics. The situation was quite dissimilar at students' politics. There was struggle for national politics and alliance among them.

2.2 Student politics as a resistance in education

Lyman (1966: 284) cleared that student politics as racist by students as a group to pressure a set of relations in the educational or broader national globe, hence there was conflict between the groups and it caused the closing of classes as well as shortage of attendance. Although the student body was separated according to political association and degree of sharing, it could be assembled towards an exact political objective thereby defeat this partition.

Kam and Palmer (2008: 613) defined that studies account that education completely associated with political involvement "Educational achievement was, actually, the single most strong analysis of an adult's political activity". Characteristically, this positive association was understood to mean that education consult participation attractive benefits, be it throughout the acquirement of associative abilities that facilitated understanding of political comfortable, the development of civics killed and civic directions that promoted political action, or through the accomplishment of socio-economic status arrangement that made easy

recruitment into participation. This vision that education awarded participatory attractive payback vibrated with the Man's characterization that education, "away from all other strategy of human origin, was the great matchless of the circumstances of men the balance helm of the social machinery".

In the past, politicians and educators supposed their task as totally divided and autonomous. The legend was disseminating that politics and education did not combine. The fact, however, was that there was no a political education arrangement and, no educational structure was divided from political structure that produced and supports it. The proposal here was that considered their societal duties and purpose, education and politics were related. The politics accepted any educational structures were effectively drawn by the government in power. Educational policies were guiding principles measure both for political socialization and for national socio-economic and cultural development.

Lipset (1966: 20) cleared that force group as one of the most significant perception of modern political Science and after the political parties; they were the most important political association. Further highlight that the stressed groups, on the other hand, were charitable organizations shaped to encourage a reason or political situation in a society. Students' Lobby and going to a protest where the most common strategy used by the students' pressure groups. Many of the political activities in Asia and Europe were supported by the connection of the students' organizations.

According to Rudolph, and Ahmed (1971:1658) that the pressure groups and interest groups had suit a key part in thoughtful the political system. Among them the students' organizations were possible very essential and effective pressure groups. Throughout the 20th century the students' organizations had been one of the mainly chief actors of the political

system in many countries of Asia, Europe and Americas. Their probable sensitiveness to the political expansion receive them the protector of the political parties and their leadership. Many of the political actions in Asia and Europe were made stronger by the contribution of the students' association.

Emler and Frazer (1999: 265) stated that the students' organizations could apply stress in the administration of the educational institutions to admit the stress as the council of the student population. They could go to hit. At times they went for objection against the policy of the administration. In the middle of the straight plans, mass assemblies, marches and expression were very successful technique. Sometimes indirect ways were used as well to precede their reason. Lobbying was another method used by the stress groups.

2.3 Politics for Students' Rights

Leathwood and Phillips (2000: 323) explained that political parties in Education organization effort to achieve their own interest accordingly. They built a particular way for education structure on the campus, according to the political polices. The thought was especially and mainly for providing the foundation for political force on dealing with higher education. This kind of arrangement happened in education institutes with the workout of political activities. With these activities, setting of the university became vague because the teachers also could not give attention to a teaching thus the political activities sound effects on generally academic presentation.

Martha (2005: 36) explained that student rejected or opposed the system who leading of few people obstacle to membership; however, they might have a major impact. They elevated the issues and stress of the students, which the students stand facing in campus. They initiated or endorsed the

ideologies of essential and primary change. Student activities in university campus might arrive at its climax level, broad range of contribution. In so far in university campus as other groups were weak or not controlled and sustained as a lawful collaboration into the system, active student had more liberty or autonomy to move within limits for pressure.

Bohte (2001:97) defined that involvement with political parties on campus separated the individual into numerous different groups and the politician made outside power jointly on administration in campus to pressure the judgment making of universities authorities. Many times quarrel happened between the staff members and the politician concerned student on campus. Political parties on the overall level or nation level contributed in that conflict and resolved that issue and also gave confidence the student to continue the political activities. Leader changed the Psychology of those students and happened to more active in political activities.

Levy (1991: 147) mentioned that since person to cooperate with another person regarding their own stage of educational achievement, and since persons with the higher education usually were extra concerned in and converse more about politics, a higher learned person encounters more incentive about politics than one not so well skilled. Many students who had good position were better-looking with the association of political party, while friends were also a major reason of contribution.

Brattain (1981) examined that person demonstrated the relationship of political with religious thoughts on campus. Many parties sketched the religious dreams to build their personality in the campus. Many political parties explained our self with the religious position of vision and they protected our location and supremacy on the other and also on the university management in the name of religion. Religious parties took action on the musical agenda and other kind of activities.

2.4 Assumptions

1. Student politics utilized to accomplish the authority in educational institutes.
2. Student politics was a powerful group eagerly formed to obtain political location in educational institutes.
3. Student political parties organized to complete student privileges, educational institutes.
4. Student's politics sound effected academic perform of the student in educational institutes.
5. Student politics exercised to arrangement leadership personality in educational institutes.

Chapter No. 3
THEORETICAL FRAMEWORK

This chapter consists of the theoretical framework which is a very important tool to guide research in proper track. Theoretical framework leads to theory assumptions and on the basis of those assumptions, hypothesis is made.

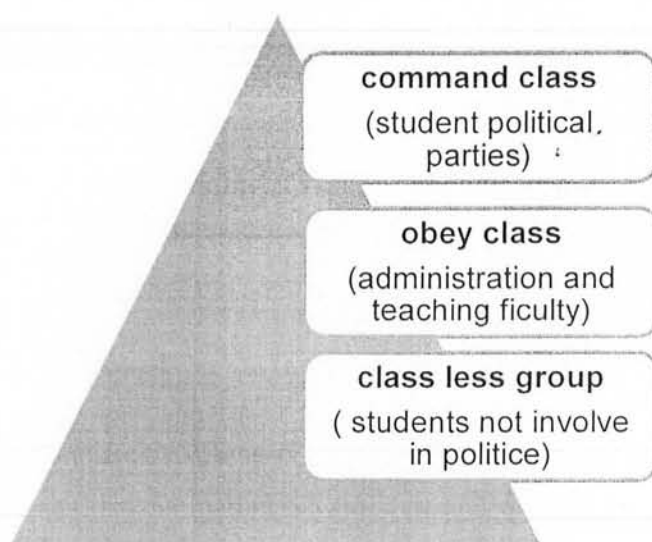
3.1 Class Conflict Theory

This theory was given by Ralf Gustav Dahrendorf in 1958. He was a British Sociologist, Philosopher, Political Scientists, and Liberal politician. Dahrendorf had based his views while observing and studying the society. He also studied theories and did research on other social scientists. He separated the social classes on behalf of the ability of individuals to use power and authority. While on the other side Marx and his fellow Mr Angles were divided and classified people of society on the ownership of production and means of production. He combined together the all that possessed power authority on other people while they had own means of production or not like command class. There are many people who are included in command class; they might possess different status and occupations like manager supervisors as well as others. At the other side of the index there are obey class who are wage workers. They are to be subjected of authority and nothing they have to use like power. He also mentioned the classless group who are self employed people. They use power and authority and did not to be subjected. They had no authority to use; they are called as bourgeoisies according to Marx (Dahrendorf 1958:171-172).

3.1.1 Application of Theory

Dahrendorf described the division of the classes of society on the base of economic resources and the possession of productive means as Marx and Engels did. According to him, society was composed of three levels of classes, the one as the command class, the other is the obedience class while the third is the classless group. Command class was the class which

gave orders and commands to others which acquire followed by the obedience class as they did not have such commanding abilities and were dutiful to the Command class. The classless group was the group which did not have any kind of apprehension with either the command class or the obedience class as they were not straightforwardly concerned in that command and obey position. Command class was the class group who acquired members who might not be powerful enough in economic resources, but we're strong in power conduct. They had the skills to authority others, and became the managers of others. This class was complete of the students, working as supervisors, managers and leaders of the political organization. Obedience class controlled members who might be stronger in resources than the command class, but a lack of the skills of commands. That was the cause they were reliant on the commands specified to them by the command class members. This class was an ingredient of the students working in the political associations. Classless group was organized by the members who were not closed with either of both. They were neither in the command class and nor in the obedience class. It had the students who had no affected by the problems of the union and they were absent from political association and their dilemma.



The figure 3.1 indicates the class conflict theory in approach to the students' politics. The class conflict theory defined three classes. The first one was command class that had influence at campus and they were involved in political parties. The second one was obey class the follow class. This class usually tried to negotiate conflicts and settled the disputes among command class at campus. The last one class was class less group that did not become part of the command and obey class but the class less group had been affected by command class. It is due to pressured the obey class and class less group.

3.2 Hypothesis

H₀. There is no relationship between students' politics and academic performance.

H₁. Students' politics have a negative impact on the academic performance.

Chapter No. 04
CONCEPTUALIZATION AND OPERATIONALIZATION

4.1 Conceptualization

4.1.1 Student Politics

Weinberg and Walker (1969: 93-94) defined that student politics by highlighting the relations between the larger political surroundings and the university political situation and student political activity in different national settings. Student politics are closely linked to university, government and adult political career enrollment. Students' stressed for major alterations in society are more easily included and uttered within the obtainable, "reasonable" student associations, as part of their institutionalized position. The lack of organizational relations of university student government or of national political parties of such organizations fades their forces and fails to constrain their trends toward intolerance.

Oommen (1974: 780) stated that with the political relations of the campus, we denote the student groups of the political parties. Generally speaking, very few students on the campus get energetic interest in these political associations, unless of course they seek to become political leaders. To the hopeful political leader these organizations give the chance to increase links with the wider political system. Moreover, the political parties take the initiative in forming such organizations on the campus as the slogan "catch those young" is established by all parties.

Weinberg and Walker (1969: 84) States that student federation, highly democratic, and in which the separation of powers requires the constitutional development of a physically powerful decision-making, the system connections, engage a distributed subsidy of higher education, political intervention with university independence, and no hope that a career in student politics guides to a career within the political system itself.

4.1.2 Education Performance

Smith and Meier (1995: 329) explained that social science has given poor guidance for educational policymakers paying attention in progressing student performance. While education research is a large and dynamic field of scholarship, much of the literature has focused on influences beyond the control of policymakers. Several policies were recognized that met the limits of a positive relationship with student performance and controllability by policymakers.

According Nonis and Hudson (2010: 231) stated that students usually spend less time in academic circulars, the administrators of colleges and universities were worried about the students. It is due to operating more as usually. The results find that more students give less time to their study and class rooms. They remain mostly out of classes that might leave negative impacts on the academic performances.

Smith and Meier (1994: 551) defined that in a challenging analysis argue that private schools achieve better results than public schools. They caused that efforts by democratic in situations and the difficult environments of public schools created greater levels of administration in the public schools than in private schools. Rules, regulations, and controlled limits the autonomy of teachers and stopped them from doing what they did best teaching. Only by authorizing teachers to accept methods free from the influence of bureaucratic interfering can schools successfully teach children.

4.2. Operationalization

4.2 .1 Students' Politics

In this study, the researcher utilizes the word student to recognize the sense of student. The term student passes on those students who are

planned to get rights of students, reputation, supremacy and power or authority in educational institutions. The term suggests the group of student who complained against management; clash with each other amuse to others and do the enjoyable in educational institutions.

4.2 .2 Education Performances

In this study the term educational suggests to the education which is known in dissimilar institutions. Education is the fundamental require of every society and every society utilizes institution as a mediator of socialization of children such as universities. In this study the expressive performance suggests to the act of making an action, such as to be active in politics and show the performance, whereas the student performance at all levels, such as an academic performance and grades as well as attendance or does political activists attain classes properly or not. It is the positions where educational as well as political activities are skilled such as complain lack of sympathy, activity, measurement and programs.

Chapter No.5
RESEARCH AND METHODOLOGY

In this research, the quantitative research technique was used which was merely statistically nature method. Every sociologist, depending leading the nature of the study and conditions on the ground, utilized various methods for information gathering. This research conceded out using the following techniques, tools and methods in sort, collect reliable and suitable information. The researcher identified before what the public was seemed for and all features for the study were cautiously intended before the information was gathered.

5.1 Research Design

In the present research, the information was gathered at the source of quantitative research for the reason that the quantitative research applies numerical analysis. Quantitative research was the simplest way to examine the gathered data for the researcher and the researcher simply explores by applying this method. Another cause of using this method was that it recovers time, whereas quickly gathering the interviews from respondents.

5.2 Universes of the Study

The universe of this study was a University of Sindh Jamshoro. The survey's intention was to find out the most important reasons behind Student politics in University of Sindh Jamshoro. Research data was carried out from ordinary students who were in University of Sindh, Jamshoro. The students were from various faculties and departments of the University of Sindh Jamshoro.

5.3 Unit of Analysis

Unit of analysis indicated the exact respondents whom the interviews were gathered for research. A unit of the analysis was found on male and female respondents who were 17th to 30th years ago the universe of the University of Sindh Jamshoro.

5.4 Sampling Technique

The convenient sampling technique was opted which was a non-probability sampling technique. It widely selected by the researchers to identify potential subjects in studies where subjects were hard to locate. The total population of the students was 12,000 who were enrolled in University of Sindh Jamshoro. However, the present research was carried out only for those students of University of Sindh Jamshoro, which were concerned with student politics, which the sample size was standing only 180 respondents.

5.5 Sample Size

In the present study, 180 close ended interviews were carried out from students, who were enrolled at the University of Sindh, Jamshoro.

5.6 Tools for Data Collection

A questionnaire was filled from the students which are based on open and close ended. Then, the data gathered tools were used circulation of question paper. The researcher recognized the need of key informer poorly, whereas getting data.

5.7 Pre-testing

Pre-testing was a tool which researcher experienced his questionnaire before data collection due to the confirming the workability of the questionnaire. The researcher filled 10 questionnaires from unusual students before collecting data. The researcher created a mistake in his questionnaire which was removed and one more question was added.

5.8 Data Analysis

After conducting research; data was examined by statistical package for social sciences (SPSS). Gathered data was inserted into the computer and analyzed throughout Statistical Package which was used for the Social

Science students. This was usually used in sociological research. Then the conclusion was drawn.

5.9 Opportunities and Limitations of Study

The study was aimed to search the role of student politics on educational performance, a case study of university of Sindh, Jamshoro. During the survey in order to gather the data from students who were enrolled in the university and was not much problematic task, but no doubt gathering the data from purposive and take time from them was not an easy task or action. It was very problematic to gather the correct information about the socioeconomic status, configuration and forms of families because the researcher felt himself that often people try to hide their actual information because they were feeling frustrated and deprived in order to give real information. It was too much time taking activity and difficult to fix the meeting with the respondents

5.11 Ethical Concerns

Although collecting data the manners of the researcher was courteous with the respondents. The researcher conversed to respondents in confidence and made sure them to keep data confidential and never ever will be disclosed. The researcher gathered data from male and female without any favoritism. The researcher gave a brief introduction of a research topic and reasons of research were also discussed with the respondents. The researcher did not behave illegally with his respondents. The researcher cared about the privacy of the respondents. The researcher asked questions in such a way that the respondent must not feel any kind of awkwardness while answering such questions. Therefore, researcher had collected data were purely unbiased.

Chapter No. 6
RESULTS AND FINDINGS

In this chapter the researcher presented the major findings and results of the conducted research, this chapter has divided into two parts, first one is descriptive analysis and other is inferential analysis.

6.1 Descriptive Analysis

Descriptive analysis is a statistical process that produces the numbers and figures that explains the collected survey data.

Table No. 6.1.1 Age of the Respondents

Category	Frequency	Percent
16-20	73	40.6
21-25	104	57.8
26-30	3	1.7
Total	180	100.0

Table 6.1.1 shows that 40.6% respondents belong to the age group between 16 to 20 years while 57.8% of the respondents belong to the age group of 21 to 25 years whereas, 1.7% respondents were in the age group of 26 to 30 years. As per the table, majority of the respondents are in the age group between 21 to 25 years.

Table No. 6.1.2 Gender of the Respondents

Category	Frequency	Percent
Male	141	78.3
Female	39	21.7
Total	180	100.0

Table 6.1.2 explains that out of the total population, 78.3% respondents were males while 21.7% of the respondents were females. The reason behind males in majority is that mostly male are involved in the students' politics.

Table No. 6.1.3 Qualification of the Respondents

Category	Frequency	Percent
Bachelor	80	44.4
Master	88	48.9
M. Phil.	11	6.1
PhD	1	.6
Total	180	100.0

Table 6.1.3 shows a result of research qualification of the respondents, 44.4% respondents were bachelor student, 48.9% of the respondents were Masters Student, 6.1% of the respondents were enrolled in M.Phil program, while 0.6% of the respondents were PhD students. According to the table Majority of the respondents are Masters level students.

Table No. 6.1.4 Faculty of the Respondents

Category	Frequency	Percent
Natural science	59	32.8
Social science	96	53.3
Management Science	17	9.4
Any other	8	4.5
Total	180	100.0

Table 6.1.4 shows the result of faculty of respondents. Out of the total respondents, natural science has 32.8% respondents, social science has 53.3% respondents, management science has 9.4% respondents, any other respondents 4.5%, Therefore, it shows that majority of the respondents belong to the social science faculty.

Table No. 6.1.5 Family structure of the Respondents

Category	Frequency	Percent
Nuclear	10	5.5
Joint	154	85.6
Extend	16	8.9
Total	180	100.0

The table no: 6.1.5 explained that the family structure category of the respondents. Whereas nuclear family structure has 5.5% of respondents. joint family structure has 85.6% of respondents. The extend family structure has 8.9% of respondents. Therefore, it shows that majority of the respondents belong to the joint family structure.

Table No. 6.1.6 Monthly income of Respondent's family

Category	Frequency	Percent
Less than 10000	42	23.3
10001 to 20000	26	14.4
20001 to 30000	28	15.6
30001 to above	27	15.0
Do not want to share	57	31.7
Total	180	100.0

The table no: 6.1.6 explained that Monthly income of Respondent's family. Whereas less than 10000 had 23.3% of respondents. 10001 to 20000 have 14.4% of respondents. 20001 to 30000 have 15.6% of respondents. 30001 to above have 15.0% of respondents. Do not want to share has 31.7% of respondents. Therefore, it shows that majority of the respondents do not want to share their family's income.

Table No. 6.1.7 Ethnicity of Respondents

Category	Frequency	Percent
Sindhi	138	76.7
Punjabi	2	1.1
Muhajir	17	9.4
Balouch	14	7.8
Pathan	9	5.0
Total	180	100.0

The table no: 6.1.7 described that ethnicity of respondents. Sindhi has 76.7% of the respondents. Punjabi has 1.1% of respondents. Muhajir has 9.4% of the respondents. Balouch has 7.8% of the respondents. Pathan has 5.0% of respondents. Therefore, the majority of respondents belong to sindhi community.

Table No. 6.1.8 Association of student in Political wings

Category	Frequency	Percent
Yes	180	100.0
No	00	00
Total	180	100.0

The table no: 6.1.8 explained the association of students within political parties. Whereas the highest percentage was 100.0 of the respondents who

belonged to different political parties and there was no any lower percentages of the respondents who does not to belong to political parties of my respondents. While the highest frequency of the respondents who belonged to different political parties was 180 there was no any lowest frequency of the respondents respectively.

Table No. 6.1.9 Reasons for joining political wings

Category	Frequency	Percent
To become a leader in future	48	26.7
It is a family legacy	30	16.7
Influenced by friends network	22	12.2
To work for student rights	69	38.3
Any other	11	6.1
Total	180	100.0

The table no: 6.1.9 showed the reasons why respondents joined the political wings. Whereas the highest percentage was 38.3 of the respondents who joined the parties for student rights and the lowest was 6.1 percentages that joined parties for any other reasons. While the highest frequency of the respondents joining political parties was 69 and the lowest frequency were 11, respectively.

Table No. 6.1.10 the time duration and political participation

Category	Frequency	Percent
1st semester	30	16.7
2nd semester	65	36.1
3rd semester	8	4.4
4th semesters	64	35.6
More than 4 th semesters	13	7.2
Total	180	100.0

The table no: 6.1.10 explained the reasons when respondents actively participating the political wings. Whereas the highest percentage was 36.1 of the respondents who joined the parties from 2nd semester and the lowest was 4.4 percentages that joined parties from 3rd semester. While the highest frequency of the respondents joining political parties was 65 and the lowest frequency were 8, respectively.

Table No. 6.1.11 Motivation of student in political parties

Category	Frequency	Percent
Friends	108	60.0
Family	37	20.6
Links	18	10.0
Any other	17	9.4
Total	180	100.0

The table no: 6.1.11 described that from whom the respondents were motivated to take part in political activism. Whereas the highest percentage was 60.0 of the respondents who motivated from friends and the lowest was 9.4 percentages of the respondents who motivated from

any other. While the highest frequency of the respondents who motivated and joined political parties was 108 and the lowest frequency were 17, respectively.

Table No. 6.1.12 the inspiring force and involvement in political parties

Category	Frequency	Percent
Strongly agree	25	13.9
Agree	45	25.0
Neutral	64	35.6
Disagree	38	21.1
Strongly disagree	8	4.4
Total	180	100.0

The table no: 6.1.12 explained that strongly agree has 13.9%, agree has 25.0%, neutral has 35.6%, disagree has 21.1%, and strongly disagree has 4.4%. . Therefore, it shows that majority of the respondents neutral.

Table No. 6.1.13 Comparison of political parties

Category	Frequency	Percent
Strongly agree	24	13.3
Agree	65	36.1
Neutral	46	25.6
Disagree	41	22.8
Strongly disagree	4	2.2
Total	180	100.0

The table no: 6.1.13 explained that strongly agree has 13.3%, agree has 36.1%, neutral has 25.6%, disagree has 22.8%, and strongly disagree has 2.2%. . Therefore, it shows that majority of the respondents agree.

Table No. 6.1.14 Encouragement in the political activities

Category	Frequency	Percent
Strongly agree	14	7.8
Agree	70	38.9
Neutral	27	15.0
Disagree	53	29.4
Strongly disagree	16	8.9
Total	180	100.0

The table no: 6.1. 14 explained the encouragement of the political parties in educational institutions. Whereas the highest percentage was 38.9 of the respondents who answered the Agree and the lowest was 7.8 percentages of the respondents who answered the strongly agree. While the highest frequency of the respondents was 70 that was agreed and the lowest frequency was 14 strongly agree, respectively.

Table No. 6.1.15 Existences of political parties in institution

Category	Frequency	Percent
Strongly agree	28	15.6
Agree	66	36.7
Neutral	41	22.8
Disagree	31	17.2
Strongly disagree	14	7.8
Total	180	100.0

The table no: 6.1.15 described the existence of political parties in educational institutions. Whereas the highest percentage was 36.7 of the respondents who answered the Agree and the lowest was 7.8 percentages of the respondents who answered the strongly disagree. While the highest

frequency of the respondents was 66 that was agreed and the lowest frequency was 14 strongly disagree, respectively.

Table No. 6.1.16 Political parties and problems on campus

Category	Frequency	Percent
Strongly agree	31	17.2
Agree	83	46.1
Neutral	25	13.9
Disagree	31	17.2
Strongly disagree	10	5.6
Total	180	100.0

The table no: 6.1. 16 explained that did political parties create problems on campus. Whereas the highest percentage was 46.1 of the respondents who answered the Agree and the lowest was 5.6 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 83 that was agreed and the lowest frequency was 10 strongly disagree, respectively.

Table No. 6.1.17 In favor of students to join political wings

Category	Frequency	Percent
Strongly agree	13	7.2
Agree	49	27.2
Neutral	39	21.7
Disagree	77	42.8
Strongly disagree	2	1.1
Total	180	100.0

The table no: 6.1. 17 described that it is in favor of students' to join political wings. Whereas the highest percentage was 42.8 of the respondents who answered disagree and the lowest was 1.1 percentages of

the respondents who answered the strongly disagree. While the highest frequency of the respondents was 77 that was disagree and the lowest frequency was 2 strongly disagree, respectively.

Table No. 6.1.18 Students join the political wings because of terror

Category	Frequency	Percent
Strongly agree	16	8.9
Agree	52	28.9
Neutral	46	25.6
Disagree	57	31.7
Strongly disagree	9	5.0
Total	180	100.0

The table no: 6.1. 18 showed that did most of the students join the political wings because of the terror. Whereas the highest percentage was 31.7 of the respondents who answered disagree and the lowest was 5.0 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 57 that was disagree and the lowest frequency was 9 strongly disagree, respectively.

Table No. 6.1.19 Students join politics for protecting their rights

Category	Frequency	Percent
Strongly agree	51	28.3
Agree	85	47.2
Neutral	26	14.4
Disagree	15	8.3
Strongly disagree	3	1.7
Total	180	100.0

The table no: 6.1. 19 showed that did students join political activities to protect their rights. Whereas the highest percentage was 47.2 of the respondents who answered degree and the lowest was 1.7 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents were 85 that was agreed and the lowest frequency was 3 strongly disagree, respectively.

Table No. 6.1.20 Students' political pressure on teaching faculty

Category	Frequency	Percent
Strongly agree	16	8.9
Agree	56	31.1
Neutral	49	27.2
Disagree	48	26.7
Strongly disagree	11	6.1
Total	180	100.0

The table no: 6.1. 20 explained that did students join political activities to create pressure on the teaching faculty. Whereas the highest percentage was 31.1 of the respondents who answered agree and the lowest was 6.1 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 56 that was agreed and the lowest frequency was 11 strongly disagree, respectively.

Table No. 6.1.21 Student politics for pressure on administration

Category	Frequency	Percent
Strongly agree	25	13.9
Agree	45	25.0
Neutral	54	30.0
Disagree	50	27.8
Strongly disagree	6	3.3
Total	180	100.0

The table no: 6.1. 21 defined that did students join political activities to create pressure on the administration. Whereas the highest percentage was 30.0 of the respondents who answered the neutral and the lowest was 3.3 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 54 that was neutral and the lowest frequency was 6 strongly disagree, respectively.

Table No. 6.1.22 Student politics and pursue their careers in politics

Category	Frequency	Percent
Strongly agree	14	7.8
Agree	58	32.2
Neutral	82	45.6
Disagree	22	12.2
Strongly disagree	4	2.2
Total	180	100.0

The table no: 6.1. 22 described that did students join politics to pursue their careers in politics. Whereas the highest percentage was 45.2 of the respondents who answered the neutral and the lowest was 2.2 percentages of the respondents who answered the strongly disagree. While the highest

frequency of the respondents was 82 that was neutral and the lowest frequency was 4 strongly disagree, respectively.

Table No. 6.1.23 Students, politics and monetary benefits

Category	Frequency	Percent
Strongly agree	17	9.4
Agree	79	43.9
Neutral	37	20.6
Disagree	43	23.9
Strongly disagree	4	2.2
Total	180	100.0

The table no: 6.1. 23 defined that did students join politics for monetary benefits. Whereas the highest percentage was 43.9 of the respondents who answered agree and the lowest was 2.2 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 79 that was agreed and the lowest frequency was 4 strongly disagree, respectively.

Table No. 6.1.24 Students, politics and achieving jobs in the future

Category	Frequency	Percent
Strongly agree	18	10.0
Agree	75	41.7
Neutral	52	28.9
Disagree	31	17.2
Strongly disagree	4	2.2
Total	180	100.0

The table no: 6.1. 24 showed that did students participate in politics because it helps them in achieving jobs in the future. Whereas the highest percentage was 41.7 of the respondents who answered agree and the lowest was 2.2 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 75 that was agreed and the lowest frequency was 4 strongly disagree, respectively.

Table No. 6.1.25 Student's politics versus a national political leader

Category	Frequency	Percent
Strongly agree	21	11.7
Agree	88	48.9
Neutral	54	30.0
Disagree	16	8.9
Strongly disagree	1	.6
Total	180	100.0

The table no: 6.1. 25 explained that did student's participation groom them to become a national political leader. Whereas the highest percentage was 48.9 of the respondents who answered agree and the lowest was 0.6 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 88 that was agreed and the lowest frequency was 1 strongly disagree, respectively.

Table No. 6.1.26 Ban on Students' federation because of bad impact

Category	Frequency	Percent
Strongly agree	21	11.7
Agree	79	43.9
Neutral	35	19.4
Disagree	36	20.0
Strongly disagree	9	5.0
Total	180	100.0

The table no: 6.1. 26 showed that did students' federation should be banned in education institutions because these have a better impact on the educational process. Whereas the highest percentage was 43.9 of the respondents who answered agree and the lowest was 5.0 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 79 that was agreed and the lowest frequency was 9 strongly disagree, respectively.

Table No. 6.1.27 Students, politics and pressure from fellow students

Category	Frequency	Percent
Strongly agree	16	8.9
Agree	73	40.6
Neutral	50	27.8
Disagree	32	17.8
Strongly disagree	9	5.0
Total	180	100.0

The table no: 6.1. 27 defined that did students join politics due to some pressure from fellow students. Whereas the highest percentage was 40.6 of the respondents who answered agree and the lowest was 5.0 percentages of the respondents who answered the strongly disagree. While the highest

frequency of the respondents was 73 that was agreed and the lowest frequency was 9 strongly disagree, respectively.

Table No. 6.1.28 Political parties and assistance of student

Category	Frequency	Percent
Strongly agree	15	8.3
Agree	48	26.7
Neutral	48	26.7
Disagree	61	33.9
Strongly disagree	8	4.4
Total	180	100.0

The table no: 6.1. 28 explained that did student parties assist the student at each step. Whereas the highest percentage was 33.9 of the respondents who answered disagree and the lowest was 4.4 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 61 that was disagree and the lowest frequency was 8 strongly disagree, respectively.

Table No. 6.1.29 Student politics and a well-known powerful

Category	Frequency	Percent
Strongly agree	24	13.3
Agree	65	36.1
Neutral	64	35.6
Disagree	24	13.3
Strongly disagree	3	1.7
Total	180	100.0

The table no: 6.1. 29 defined that did students take part in the political part in political activities to become well-known powerful. Whereas the highest percentage was 36.1 of the respondents who answered agree and the lowest was 1.7 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 65 that was agreed and the lowest frequency was 3 strongly disagree, respectively.

Table No. 6.1.30 Students' politics and cooperation among them

Category	Frequency	Percent
Strongly agree	19	10.6
Agree	56	31.1
Neutral	31	17.2
Disagree	60	33.3
Strongly disagree	14	7.8
Total	180	100.0

The table no: 6.1. 30 showed that did students' political parties cooperate with each other. Whereas the highest percentage was 33.3 of the respondents who answered disagree and the lowest was 7.8 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 60 that was agreed and the lowest frequency was 14 strongly disagree, respectively.

Table No. 6.1.31 Main reasons behind conflict at university

Category	Frequency	Percent
Strongly agree	26	14.4
Agree	69	38.3
Neutral	49	27.2
Disagree	28	15.6
Strongly disagree	8	4.4
Total	180	100.0

The table no: 6.1. 31 explained that did the main reasons behind conflict at university campus are due to student politics. Whereas the highest percentage was 38.3 of the respondents who answered agree and the lowest was 4.4 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 69 that was agreed and the lowest frequency was 8 strongly disagree, respectively.

Table No. 6.1.32 Students, politics and peer pressure

Category	Frequency	Percent
Strongly agree	18	10.0
Agree	56	31.1
Neutral	77	42.8
Disagree	26	14.4
Strongly disagree	3	1.7
Total	180	100.0

The table no: 6.1. 32 defined that did students do not leave politics because of peer pressure, whereas the highest percentage was 42.8of the respondents who answered the Neutral and the lowest was 1.7 percentages of the respondents who answered the strongly disagree. While the highest

frequency of the respondents was 77 that was Neutral and the lowest frequency was 3 strongly disagree, respectively.

Table No. 6.1.33 Students' politics and chances of truancy

Category	Frequency	Percent
Strongly agree	35	19.4
Agree	69	38.3
Neutral	56	31.1
Disagree	17	9.4
Strongly disagree	3	1.7
Total	180	100.0

The table no: 6.1. 33 explained that did students' participation in politics increases the chances of truancy. Whereas the highest percentage was 38.3 of the respondents who answered agree and the lowest was 1.7 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 69 that was agreed and the lowest frequency was 3 strongly disagree, respectively.

Table No. 6.1.34 Students' participation and bad performance

Category	Frequency	Percent
Strongly agree	29	16.1
Agree	84	46.7
Neutral	38	21.1
Disagree	23	12.8
Strongly disagree	6	3.3
Total	180	100.0

The table no: 6.1. 34 defined that did students' participation in politics is negatively associated with the academic performance. Whereas the highest

percentage was 46.7 of the respondents who answered agree and the lowest was 3.3 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 84 that was agreed and the lowest frequency was 6 strongly disagree, respectively.

Table No. 6.1.35 Students' politics and class participation

Category	Frequency	Percent
Strongly agree	36	20.0
Agree	66	36.7
Neutral	53	29.4
Disagree	20	11.1
Strongly disagree	5	2.8
Total	180	100.0

The table no: 6.1. 35 explained that did students' participation in politics is negatively associated to the class participation. Whereas the highest percentage was 36.7 of the respondents who answered agree and the lowest was 2.8 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 66 that was agreed and the lowest frequency was 5 strongly disagree, respectively.

Table No. 6.1.36 Students' federations and academic activities

Category	Frequency	Percent
Strongly agree	20	11.1
Agree	70	38.9
Neutral	55	30.6
Disagree	30	16.7
Strongly disagree	5	2.8
Total	180	100.0

The table no: 6.1. 36 defined that did students' political federations assist them in academic activities. Whereas the highest percentage was 38.9 of the respondents who answered agree and the lowest was 2.8 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 70 that was agreed and the lowest frequency was 5 strongly disagree, respectively.

Table No. 6.1.37 Political activities and bad impact on the academic

Category	Frequency	Percent
Strongly agree	37	20.6
Agree	79	43.9
Neutral	28	15.6
Disagree	29	16.1
Strongly disagree	7	3.9
Total	180	100.0

The table no: 6.1. 37 explained that did political activities have a bad impact on the academic routines of students. Whereas the highest percentage was 43.9 of the respondents who answered agree and the lowest was 3.9 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 79 that was agreed and the lowest frequency was 7 strongly disagree, respectively.

Table No. 6.1.38 Students' conflicts and disturbance on campus

Category	Frequency	Percent
Strongly agree	36	20.0
Agree	84	46.7
Neutral	25	13.9
Disagree	27	15.0
Strongly disagree	8	4.4
Total	180	100.0

The table no: 6.1. 38 described that did students' conflicts disturb academic activities on campus. Whereas the highest percentage was 46.7 of the respondents who answered agree and the lowest was 4.4 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 84 that was agreed and the lowest frequency was 8 strongly disagree, respectively.

Table No. 6.1.39 Students' conflicts disturb academic activities

Category	Frequency	Percent
Strongly agree	32	17.8
Agree	82	45.6
Neutral	39	21.7
Disagree	24	13.3
Strongly disagree	3	1.7
Total	180	100.0

The table no: 6.1. 39 showed that did students' conflicts also disturb academic co-curricular academic activities on campus. Whereas the highest percentage was 45.6 of the respondents who answered agree and the lowest was 1.7 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 82

that was agreed and the lowest frequency was 3 strongly disagree, respectively.

Table No. 6.1.40 Students' federation as a pressure group desires

Category	Frequency	Percent
Strongly agree	31	17.2
Agree	78	43.3
Neutral	39	21.7
Disagree	26	14.4
Strongly disagree	6	3.3
Total	180	100.0

The table no: 6.1. 40 explained that did students' federation work as a pressure group to achieve their unlawful desires. Whereas the highest percentage was 43.3 of the respondents who answered agree and the lowest was 3.3 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 78 that was agreed and the lowest frequency was 6 strongly disagree, respectively.

Table No. 6. 41 Students' federations and administrative interests

Category	Frequency	Percent
Strongly agree	34	18.9
Agree	81	45.0
Neutral	42	23.3
Disagree	17	9.4
Strongly disagree	6	3.3
Total	180	100.0

The table no: 6.1. 41 defined that did sometime the students' federations are supported by an administrative official for their personal interests. Whereas the highest percentage was 45.0 of the respondents who answered agree and the lowest was 3.3 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 81 that was agreed and the lowest frequency was 6 strongly disagree, respectively.

Table No. 6.1.42 Students' federations and unlawful activities

Category	Frequency	Percent
Strongly agree	28	15.6
Agree	67	37.2
Neutral	48	26.7
Disagree	26	14.4
Strongly disagree	11	6.1
Total	180	100.0

The table no: 6.1. 42 explained that did most of the time students' federations encourage unlawful activities in the educational activities. Whereas the highest percentage was 37.2 of the respondents who answered agree and the lowest was 6.1 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 67 that was agreed and the lowest frequency was 11 strongly disagree, respectively.

Table No. 6.1.43 Students' federation and closing of institutions

Category	Frequency	Percent
Strongly agree	32	17.8
Agree	87	48.3
Neutral	33	18.3
Disagree	22	12.2
Strongly disagree	6	3.3
Total	180	100.0

The table no: 6.1. 43 described that did sometime the student federation unlawfully close the academic institutions. Whereas the highest percentage was 48.3 of the respondents who answered agree and the lowest was 3.3 percentages of the respondents who answered the strongly disagree. While the highest frequency of the respondents was 87 that was agreed and the lowest frequency was 6 strongly disagree, respectively.

6.2 Inferential analyses

Inferential analysis or statistics is a process in which the researcher used to test the hypothesis by the help of the chi - square test. Chi-square is the complex statistical technique that used to test or determine the relationship between the variables, and it also determines the degree to which the results and findings of a sample can be generalized from a small population unit to the larger population unit.

Hypothesis Testing

H₀. There is no relationship between student politics and academic performance.

H₁. Student politics have a negative impact on the academic performance.

Level of significance: α 0.01

6.2.1 Association between the roles of political parties in creating disturbance at campus

Political parties create problems on campuses	Students' conflicts disturb academic activities on campus					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Strongly agree	10	12	1	6	2	31
Agree	8	50	13	10	2	83
Neutral	5	12	7	0	1	25
Disagree	8	7	3	10	3	31
Strongly disagree	5	3	1	1	0	10
Total	36	84	25	27	8	180

The above table showed that 84 of the respondents agreed that Students' conflicts disturb academic activities on campus. Whereas 36 of the respondents strongly agreed, 25 of the respondents neutral, 27 of the respondents disagreed, 8 of the respondents strongly disagree. Furthermore, out of the total respondents, 83 respondents agree, 31 strongly agree, 25 neutral, 31 disagree and 10 strongly disagree that students' politics affect the academics of the student. Therefore, according to this table there is strong relationship between the roles of political parties in creating disturbance at campus.

Chi-Square Tests

Value	41.144 ^a
D f	16
Asymp. Sig.	.001

The significant Pearson square is 41.144^a, degree of freedom was 16 and Person square value is .001 which is less than 0.05 which shows the results that the alternative hypothesis accepted and Null hypothesis is rejected.

Table No. 6.2.2 Association between students' involvement in politics and its impact on academic activities

Most of the students join the political wings because of the terror	Students' conflicts also disturb academic co-curricular academic activities on campus					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Strongly agree	9	6	1	0	0	16
Agree	7	22	16	6	1	52
Neutral	9	25	9	2	1	46
Disagree	5	25	11	16	0	57
Strongly agree	2	4	2	0	1	9
Total	32	82	39	24	3	180

Above table shows that 52 of the respondents agree that Students' conflicts also disturb academic co-curricular academic activities on campus while 82 respondents agree Most of the students join the political wings because of the terror. Similarly, 16 of the respondents strongly agreed that Students' conflicts also disturb academic co-curricular academic activities on campus while 32 respondents strongly agree that Most of the students join the political wings because of the terror.. Furthermore, 46 respondents neutral, 57 respondents disagree and 9 strongly disagree that Students' conflicts also disturb academic co-curricular academic activities on campus while 39 respondents neutral, 24 disagree and 3 strongly disagree that Most of the students join the political wings because of the terror. According to this table there is strong association between students involvement in politics and its impact on academic activities.

Chi-Square Tests

Value	43.456 ^a
Df	16
Asymp. Sig	.000

The Pearson square was 43.456^a, degree of freedom is 16 and Person square value is.000 which is less than 0.05 which shows the alternative hypothesis is accepted and Null hypothesis is rejected.

Chapter No.7

DISCUSSION AND CONCLUSION



7.1 Discussion

In the introductory chapter of the research, the role of students' politics on education performance was reflected. With reference to the role of students' politics on education performance the researcher cleared that politics is about gaining power and authority in the society. People participate in politics to gain power or authority and it is a general goal in a political system in Pakistan. Politics involves procedures of combined decision-making in societies or groups. Associate division is that politics have to do with the maintenance of order within a specific society or group. It is an action that needs at least two people; hence student politics also compels at least two students. Consequently, only two students' united activities in pursuance of definite aims can be recognized as student politics.

Universities around the world have performed as a nursery for generating leadership traits in the personalities. World well-known universities like Oxford and Cambridge in the United Kingdom and Howard and Yale in the United States have created many famous prime ministers and Presidents of the world and still their names are at the climax in the ground of political sciences. Every group of students having one or more interests or viewpoints in common can shape a dissimilar student union within a school, country or international perspective. Each student union will operate in support of its own viewpoint or disturb to obtain its privilege. Therefore, student harmony is one of the oldest arrangements of student politics, but at times there may be clashes amongst members of an association or federation to federation. Pakistan has been absolutely unsuccessful as student unions are unseen and irritated.

The purpose of this study was to know the observation of students about the student politics, to discover the effects of student politics on their

education and to investigate the reasons behind the encouragement of student politics, connection of national political parties in education institutes working to achieve their own interest accordingly. National political parties enter into the education formation and form educational policies in agreement with their own interests. The idea is particularly and mostly for given that the base for political force for dealing with higher education. With these activities environment of the university become distorted because the teachers also cannot focus on teaching as political activities' effects on in general academic performance.

As per the results of this research, the majority of students who are engaged in students' political activities are male students. In the research sited area, most of the students who take part the political parties assimilate to the middle and lower class. While there were other students who became part of political parties for the reason of political family background, supremacy, popularity, gaining power, peer group pressure, lack of interest in the study, students' rights and some to only make an impression to girls of the university. The researcher established that there was the only one major reason to join the politics that was the connection with friends. They had been involved in non-productive activities like fighting and protesting against administration of the educational institutions. There has been a negative impact on the academic results of the students who are concerned in the politics i.e. they did not obtain good results.

7.2 Conclusion

This research was conducted at University of Sindh, Jamshoro, on the topic 'The impact of students' politics of educational performance'. The reason of this study was to identify the observation of students about the student politics, to discover the effects of student politics on their

education and to look at the factors after the support of student politics. The researcher explored that mainstream of the students became part of the students politics for the reason peer group pressure, political family background, links, future, domination, popularity, external pressure, for changing administration policies, personal interest and for promotion of illegal activities, popularity, power authority, formation of leadership, gaining good results in exam, fighting with other party, to tease the girls etc. It was exposed that among above remarked issues, peer group pressure and friends are the burning causes of joining political parties and in results it disturbs more on the academic performance of students. Once you joined the parties it tough for them to depart as they may have to face challenges like batten, threats, death, liveness and mentally disturbance. Most of the students who became part of the political parties are outstanding performance in educational activities and some of the students were unwell in performance. In the research situated area, the most of the students favor the students' politics.

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Annexure-I
INTERVIEW SCHEDULE

**THE IMPACT OF STUDENT POLITICS ON EDUCATION
PERFORMANCE: A CASE STUDY OF UNIVERSITY OF SINDH,
JAMSHORO**

Manzoor Ali

I am a student of the Department of Sociology at Quaid-i-Azam University Islamabad. Presently I am working on my research. The topic of my research is "The Role of Student Politics on Education Performance: A Case Study of University of Sindh Jamshoro, Sindh." This research is only for academic purposes. You are selected as a respondent for current research. Your cooperation will be highly appreciated. All of the information will be kept secret.

Thank you.

PHASE-I

Demographic Information

1. Age of respondent

- a) 16 to 20 b) 21 to 25 c) 26 to 30 d) 30

2. Gender of respondent

- i) Male ii) Female

3. You are presently student of _____

- ii) Bachelor ii) Master iii) M. Phil iv) PhD

4. In which department you are studying?

5. Family structure:

- i) Nuclear ii) Joint iii) Extended

6. Family's monthly income:

- i) Less than 10000 ii) 10001 to 20000 iii) 20001 to
30000

- iv) 30001 to above v) Do not want to share.

7. What is your ethnicity?

- i) Sindhi ii) Punjabi iii) Muhajir

- iv) Baloch v) Pathan

PAHSE-II

Political Activism

8. Are you associated with any student political wing?

- i) Yes ii) No

9. If yes, Then why you joined this student political wing?

- i) To become leader in future ii) It is a family legacy iii) Influenced by friends network iv) To work for student rights v) Any other

10. since when you are an actively participating?

- i) 1st semester ii) 2nd semester iii) 3rd semester iv) 4th semester v) more than 4 semesters

11. Who motivated you to take part in political activism?

- i) Friends ii) Family iii) Links iv) Any other

Legend:

I) Strongly Agree ii) Agree iii) Neutral

IV) Disagree

v) Strongly Disagree

S. No.	Statement	STA	A	N	DS	SDA
12	Political platform has become a key inspiring force for student's involvement in political activities.					
13	Your student political party is better than other student political					

	parties.					
14	Political activities should be encouraged in educational institutions.					
15	Political parties should exist in educational academics.					
16	Political parties create problems at campus.					
17	It is in favor of students to join political wings.					
18	Most of the students join the political wings because of the terror.					
19	Students join political activities to protect their rights.					
20	Students join political activities to create pressure on teaching faculty.					
21	Students join political activities to					

	create pressure on administration.					
22	Students join politics to pursue their careers in politics.					
23	Students join politics for monetary benefits.					
24	Students participate in politics because it helps them in achieving jobs in future.					
25	Students' participation grooms them to become a national political leader.					
26	Students' federation should be banned in education institutions because these have a better impact on educational processes.					
27	Students join politics due to some pressure from fellow students.					
28	Political parties assist student at each step.					

29	Students take part in political activities to become well-known and powerful.					
30	Students' political parties cooperate with each other.					
31	The main reasons behind conflict at university campus are due to student politics.					
32	Students do not leave politics because of peer pressure.					

PHASE-III

Academic Achievements

33	Students' participation in politics increases the chances of truancy.					
34	Students' participation in politics is negatively associated to the academic performance.					
35	Students' participation in politics is negatively associated to the class					

	participation.					
36	Students' political federations assist them in academic activities.					
37	Political activities have a bad impact on the academic routines of students.					
38	Students' conflicts disrupt academic activities at campus.					
39	Students' conflicts also disrupt co-curricular academic activities at campus.					
40	Students' federation work as a pressure group to achieve their unlawful desires.					
41	Sometime the students' federations are supported by administrative official for their personal interests.					
42	Most of the time students' federations encourage unlawful activities in the educational institutions.					