

## Impact of Education on Civic Engagement

(A case study of village Sohawa, Tehsil & District M.B.D)

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### Abstract: -

The study was carried out in the village Sohawa Dilloana of District Mandi Bha ud din. The main purpose of the present research was to analyze the impact of education on civic engagement. To achieve the objectives, a sample size of 14 respondents was selected by using the purposive sampling technique from the research locale. Interview guide and in-depth interviews were used to collect data from the respondent. The qualitative technique was used for the analysis of data. The findings of study suggested that there was a moderate level of civic engagement in the area. Education of the respondents was the most important and influential impact on civic engagement. It was observed that educated people were more civically engaged as compare to uneducated people and people become more civically engaged as they become educated. The highly educated people were actively involved in electoral activities and also participate in electoral activities also participate in welfare activities as compare to less educated people. It was observed that less educated people or young people prefer their career and invest their maximum potential on career building rather than civic engagement activities. It was concluded that people need awareness regarding civic engagement activities and collective actions designed to identify and address issues of public concern is called civic engagement.

### Key words: -

Civic Engagement Education Sohawa Electoral participation

### Introduction: -

One of the fundamental mechanisms by which education has long been thought to generate civic externalities involves improvements in the quality of civic participation and awareness. Specifically, it is widely alleged that increases in education generate broad social benefits by allowing citizens to make more informed evaluations of the complex, social, political and technological issues that might be implanted in campaign literature, legislative initiatives and ballot referenda.

Putnam (2001) noted that education is by far the strongest determinant that I have discovered of civic engagement is all its form. In the earlier study of voting participation Wolfinger and Rosen

Stone (1980) concluded that their core finding is the transcendent importance of education. They also noted that an individual's level of schooling could easily proxy for unobserved traits that also influence civic behaviors Almond and Verba (1989) see education as a crucial determinant of civic culture and participation in democratic politics.

Education textbooks list socialization as a pillar of curriculum design. Driscoll and Nagel (2005) describe several curricular approaches to primary education. Many of these list social outcomes among the goals that the children will develop cooperative relationships, reflecting both social skills and understanding the perspective of others. Gordon and Browne (1985) write that a major role of early childhood teacher is to see that children have enjoyable social contacts and to help motivate children toward a desire to be with others, because enhancing social intelligence builds a set of skills that may be among the most essential for life success of many kinds.

Millan et al., (2004) concluded that exogenous increases in education due to compulsory schooling laws raise voter turnout. Young people with a college degree or who have some college experience have higher rates of voter participation than their peers who have not attended college (Marcelo, 2007). But while college alone is regarded as one the best, if not the best predictor of certain forms of civic participation (Jarvis et al., 2005). A notable exception to the gap of research on adult learning is a study conducted by Feinstein and Hammond (2004) on wider benefits of learning. The researchers concluded that adult learning leads to increases in voter turnout, membership in voluntary associations and racial tolerance.

### **Objective:**

Specific objectives of research are outlined below: -

1. To find out the socio economic status of respondent.
2. To find out the possible relationship between level of education and civic engagement.

### **Material and Methods: -**

A qualitative technique was principally used to gather and interpret the obtained data and findings of the study are mainly based on empirical results. The researcher used individual in depth interviews, content analysis, methods to identify of the analysis Data. The respondents of the study were household head of the research locale; 14 respondents were selected in the phase of sampling. A purposive sampling technique was used in the phase of sampling.

A semi structure interview guide was used. The interview guide consisted of different parts: Respondents profile, socio economic status, and education level of respondent. All interview was conducted in the Urdu language and interpreted into English for the purpose of analysis.

Respondents were encouraged to participate in a discussion in which they were able to talk extensively about how they are civically engaged. Data collection analysis took place from the

end of August to end of September 2023. All they were selected after informed consent. Extensive notes were taken during each interview and these were subsequently trained. [Iqbal, S., Idrees, B., & Mohyuddin, A. (2014)]

**Locale of study: -**

The locale of the study was Sohawa. Sohawa is one of the major towns in Mandi Bha ud din in Punjab, pakistan.it is situated on the phalia road. The people of Sohawa live a modern Life. The most of the people are educated so; they are also actively civically engaged.

**Data analysis****Education level of the respondents**

The Respondents of the research locale were mostly educated because they have best educational institutions in their village. They also have enough awareness about civic engagement. They work hard to fulfill their rights and duties that's why they closely attached with the associations which are present in the research locale.

**Education and Community Based Engagement**

Education is an important determinant of community based engagement. It plays an important role in the personality development. Educated people are more likely to behave in sophisticated way as compare to their duty of social outcomes. He fined that college graduates are twenty- seven percent more likely than high school dropout to say that they vote in local elections and twenty-nine percent more likely to say that they help solve local problems. College graduates are also more likely to join volunteer organization.

**Education and Electoral Activities**

Education plays a crucial role in the personality development. It is general phenomenon educated people are well mannered and most sophisticated. They can take best decision and have sense of evaluation. They take decision on cost and benefits basis. They observe the things from different angles as compare to educated respondents. It is rightly said as knowledge is power of life.

During the field work; it was observed the education level of the respondents was moderate and most of the people of involved in agriculture or labor activities. A few were government employ. A general view is that educated people are very much civically engaged and also take interest in politics but during the field work it was observed that there was less participation of educated people in the electoral based civic engagement. There were several reasons behind this low participation but the most reported and observed reason was the unfair election system.

Most of the young respondent reported that they know importance of their vote but due to unfair election system their vote has become valueless. They reported that during election members are selected rather election. According to the respondents' election rigging comprises on several steps.

At grass root level; poor people are not allowed to vote according to their choices. Same is

the case with family; only one member decides to whom they have to vote and that member is most probably the head of the household.

It was observed that the people who were involved in politics were uneducated or has very less education but they belong to very sound families. They influence the voting behavior of the people at local level through their economic status. It was also observed that educated people were well aware and wants change in the electoral process but they don't participate in such activities. On the other there were several people who don't know the importance of their vote but they participate in the election process. Educated people demand change and awareness among the masses for making better election choices but the uneducated don't want any change and prefer to vote on the basis of biradari (family).

Overall education has ambiguous or no direct impact on the electoral based community engagement. These findings were relating to the Wolfinger and Rosen Stone (1980). They had concluded that their core finding was the transcendent importance of education. They also noted that an individual's level of schooling could easily proxy for unobserved traits that also influence civic behaviors. For example, they suggest that the types of family background that promote increased schooling may also promote increased socialization into civic activities like voting. But these findings were contrary to Putnam (2001). He had concluded that education was by far the strongest determinant that I have discovered of civic engagement is all its form.

### **Conclusion**

Education plays a crucial role in the personality development. It is general phenomenon educated people are well mannered and most sophisticated. They can take best decision and have sense of evaluation. A general view is that educated people are very much civically engaged and also take interest in politics but during the field work it was observed that there was less participation of educated people in the electoral based civic engagement. There were several reasons behind this low participation but the most reported and observed reason was the unfair election system. Most of the young respondent reported that they know importance of their vote but due to unfair election system their vote has become valueless.

On the other hand, some uneducated persons were more civically engaged. They create awareness and motivate people to participate in election process. They invest money on election campaign and help people to access polling station on Election Day. They also take part in the welfare activities. They influence the voting behavior of the people at local level through their economic status. It was also observed that educated people were well aware and wants change in the electoral process but they don't participate in such activities. On the other there were several people who don't know the importance of their vote but they participate in the election process, it was observed that education has no clear impact on civic engagement of the community. Uneducated one, in the present study an effort has been made to measure the impact of education on community based engagement. During the field work it was observed that education has no

direct impact on community based engagement. The young people were mostly educated but they don't have interest in the welfare activities and organizations. There may be several reasons for their less involvement in such activities. They may be much concerned about their career building or they have less economically strong. But on the other hand those people who were educated and were in old age group were participating in community based engagement activities and were donating to the poor and needy people.

So it was concluded that education has no clear or direct impact on community based civic concluded that education was a crucial determinant of civic culture and participation in democratic politics. The man with limited education is a different political performer from the man who has achieved a higher level of education. These findings are also contrary to Glaser (1999). He documented that a strong positive relationship between education and civic engagement.

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