



AMERICAN JOURNAL OF YOUTH AND WOMEN EMPOWERMENT (AJYWE)

ISSN: 2835-3250 (ONLINE)

VOLUME 4 ISSUE 2 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Critical Consciousness in Shaping Political Participation of College Students in University of Mindanao

K. Suficiencia^{1*}, R. Asoy¹, K. M. Orozco¹, A. Sinang¹

Article Information

Received: May 09, 2025

Accepted: August 22, 2025

Published: October 22, 2024

Keywords

College Students, Critical Consciousness, Davao City, Education, Political Participation

ABSTRACT

The researchers investigate the level of critical consciousness towards political participation among college students. The study involved 378 students from different departments at the University of Mindanao, selected through stratified random sampling. The researcher used descriptive-correlational quantitative research design to understand the correlations between the two variables. Statistical tools are used to analyze the data gathered: the mean, the standard deviation, and Spearman rho. The study determined that college students' level of critical consciousness was high, while political participation was moderate. They proved strong critical motivation, critical reflection, and critical action, as well as a moderate level of knowledge-seeking political participation, influential political participation, conventional/traditional, and unconventional (non-institutional). The findings of the study provided a significant understanding of critical consciousness and political participation among college students. Overall, it emphasizes the role of youth to have essential consciousness and political and deeper awareness of societal issues, which students' political engagement.

INTRODUCTION

Political participation occurs when individuals engage in political activities, such as voting, attending rallies on a particular issue, or signing a petition to reform laws and the system (Longley, 2021). According to the United Nations Report (2022), individuals aged 30 years and below comprise half of the world's population; however, this cohort has been associated with declining political engagement, particularly regarding voting participation. Additionally, the study by Deželan (2023) has revealed that individuals aged 15 to 29 have the lowest participation rate in unconventional political activities.

This issue has also been felt in the Philippines, as the youth are often labelled as unconcerned with politics, as confirmed by a survey (Basinilio *et al.*, 2024). The same United Nations report noted that this problem is caused by feelings of exclusion, as reported by 76% of the respondents. In a survey conducted by the Organization for Economic Cooperation and Development (OECD, 2022), among individuals aged 18 to 29, only 37% have trust in their government.

In the national setting, out of 279 respondents, 59.14% or 165 youth individuals have not participated in the 2022 election, ranking first among the five reasons youth political participation is declining. The political reason accounts for 45.45%, where issues such as electoral fraud and vote buying negatively affect youth exercising their right to vote. Furthermore, it was also discovered that personal reasons or a poor view of civic responsibilities are another factor in the youth's disengagement (Basinilio *et al.*, 2024).

However, respondents in the study by Castillo *et al.* (2024) see Sangguniang Kabataan as an essential representation

of the youth and an effective entity in developing youth welfare. Nevertheless, 84.4% had never participated in any SK initiatives or events, with 29.63% citing a lack of interest. Moreover, the youths' political participation is hindered by their young age, fear of consequences, and inadequate knowledge about social issues (Ibardeloz *et al.*, 2021). The study by Castro *et al.* (2021) revealed findings on knowledge-seeking political participation, concluding that individuals obtaining information through traditional media exhibit a higher degree of political knowledge. Locally, a qualitative study conducted among 4th-year Social Studies students has concluded that social media utilization impacts the youth's political participation (Banzon *et al.*, 2024).

Various international studies have correlated critical consciousness with youth political participation. It has been concluded that critical consciousness is a driving force in the political engagement of the youth (Heberle *et al.*, 2020; Pinedo *et al.*, 2024). The higher the critical consciousness of the youth, the more likely they are to engage in sociopolitical actions, thereby encouraging a more supportive environment (Anyiwo *et al.*, 2020; Diemer *et al.*, 2021). This study is grounded in the theory of Campbell *et al.* (1954, as cited in Yildirim, 2016), known as the Political Efficacy Theory. This suggests that if individuals believe they can influence or contribute to political processes, it can drive political participation, especially in achieving political and social change. For instance, it enhances political participation to strengthen their involvement in political activities. The theory in question assesses individuals' self-efficacy in participating in political initiatives. By doing so, their political participation will become more meaningful and effective.

¹ College of Teacher Education, University of Mindanao, Davao City, Philippines

* Corresponding author's e-mail: k.suficiencia.533227@umindanao.edu.ph

Moreover, Perkins and Zimmerman's (1995) theory, which is known as the empowerment theory, supports this. Empowerment theory is all about the activism of individuals in societal aspects. It provides developments in addressing social issues. The theory can improve individual perspective and enhance their participation in the community.

The critical consciousness highlights the importance of fostering adaptive outcomes for marginalised youth. It is defined as the awareness of societal oppression and the belief in one's ability to challenge. In addition, participation in critical activities at the beginning of high school was associated with increased development in critical reflection throughout the high school years. Engaging in these actions early on also led to more significant growth in reflective thinking. There are two primary perspectives on the development of critical consciousness. The first suggests that its components evolve in a specific order: starting with critical reflection, which leads to critical motivation, and finally results in critical action. Over time, these components influence each other reciprocally, meaning that engaging in critical action can enhance critical reflection and motivation, and vice versa (Herberle *et al.*, 2020).

Enforcing political participation through school education has played a significant role and yielded positive effects. Political participation prepares students to become informed voters who can engage in meaningful political activities within a social context (Habibi & Kusdarini, 2021). Political participation also encourages young people to discuss policy and governance. Political awareness and civic engagement are crucial in society. The government needs to emphasize political education in the curriculum to enable the students to become aware and politically engaged (Badaru & Adu, 2021).

Unfortunately, the youth are not engaged in politics and civic responsibilities. This phenomenon has been evident in the local setting and globally. As stated above, various studies have already been conducted on youth political participation, concluding that it is declining. Additionally, youth political participation has been correlated with critical consciousness, and it has been discovered that this concept is a driving force behind the youth's engagement; however, there are no studies on this topic in a Philippine setting. Hence, this study will assess the impact of critical consciousness on political participation among Filipino youth.

The importance of this study lies in its integration of critical consciousness into shaping political participation within the context of Sustainable Development Goal 16, which aims to promote peace, justice, and strong institutions. Various entities will also benefit from conducting this study – the Office of Student Affairs will gain knowledge about political participation among college students at the university. It will be able to create seminars and symposia to develop students' engagement further. Teachers can also use this study to integrate activities promoting young people's political participation. Additionally, the National

Service Training Program (NSTP) will benefit from this paper's findings, as this program focuses on developing the civic consciousness and patriotism of the youth. More importantly, the Local Government Unit and Sangguniang Kabataan can also benefit from this paper, as they are institutions responsible for creating initiatives that develop the participation of youths in sociopolitical activities.

Statement of The Problem

This study seeks to determine: the level of critical consciousness in terms of critical reflection, critical motivation, and critical action; The level of political participation in terms of conventional/traditional political participation, unconventional (non-institutional political participation), knowledge-seeking political participation and influential political participation; and to significant relationship between critical consciousness and political participation. Lastly, this study hypothesizes that there is no significant relationship between critical consciousness and political participation.

MATERIALS AND METHODS

Research Respondents

There were 21,491 students enrolled for the 2nd semester of academic year 2024-2025 at the university. The individuals involved in this study were of any gender and year level and are bona fide students for the 2nd semester of academic year 2024-2025. Upon calculating the sample size using Raosoft, the researchers obtained a sample size of 378. The sample size came from the nine (9) colleges of the University.

In obtaining the sample, the researchers employed stratified random sampling, in which they created strata or subgroups from the entire population and randomly selected from the different strata to form the final sample. This ensures that the population is proportionally represented (Simkus, 2023). On the other hand, students enrolled in the College of Business Administration (CBAE) and the University of Mindanao Technical School did not participate in this study, as CBAE is located at the Bolton campus, and the Technical School is located at Bangoy St., Davao City. Additionally, the Professional Schools, the College of Legal Education, and the Basic Education Department were excluded due to the significant differences in the age demographics of their students. The individuals enrolled in Professional Schools and the College of Legal Education are beyond 18 to 24 years old, pursuing advanced degrees or specialised legal education.

In contrast, the Basic Education Department focuses on students under 18. The study ensures a more focused analysis of the targeted age group by excluding these departments. Moreover, the researchers acknowledge that the randomly selected respondents have the right to withdraw from participating in this study at any time without any obligations.

Research Instruments

To gather the data needed in this study, the researchers adapted the 13-item Short Critical Consciousness Scale (ShoCCS) by Diemer *et al.* (2020) in measuring critical consciousness – it consists of four (4) items for critical reflection, four (4) items for critical motivation, and five (5) items for critical action. To measure the political participation, the researchers adapted and modified the 18-item Political Participation questionnaire by Gopal and Verma (2017) – consisting of seven (7) items for conventional/traditional political participation, six (6) items for unconventional (non-institutional political participation), three (3) items for knowledge seeking political participation and two (2) items for influential political participation. All in all, the respondents answered thirty-one (31) questions. The items of the mentioned questionnaires were measured using a 5-point Likert Scale, where one (1) indicated “strongly disagree,” two (2) indicated “disagree,” three (3) indicated “neutral,” four (4) indicated “agree,” and five (5) indicated “strongly agree”. The questionnaires were submitted for validation to research experts and obtained a mean score of 4.92. They underwent pilot testing with Cronbach’s Alpha of .75 for the Short Critical Consciousness Scale (ShoCCS) and .81 for the Political Participation Questionnaire of Gopal and Verma (2017), which are considered acceptable. Furthermore, the range of interpreting the data gathered is as follows: a score of 4.20-5.00 is considered very high, indicating that critical consciousness and political participation are consistently practiced. The score of 3.40-4.19 is high, indicating that critical consciousness and political participation are frequently practiced. Then, a score of 2.60-3.39 is considered moderate, suggesting that critical consciousness and political participation are sometimes practiced. Following this is the low score of 1.80-2.59, indicating that critical consciousness and political participation are rarely practiced. Lastly, a score of 1.00-1.79 is very low and suggests that critical consciousness and political participation are never practiced.

Research Design and Procedure

This study employed the descriptive-correlational quantitative research design to determine the relationship between critical consciousness and political participation. The descriptive-correlational design enabled the researchers to use statistical measures to quantify and describe the degree of relationship among the variables without requiring manipulation or inference of causation (Devi *et al.*, 2022).

The following procedure was implemented to gather the data: first, the researchers submitted the questionnaires to the validators to ensure that it is reliable and valid. Second, the researcher secured a letter addressed to the Dean of the nine (9) selected colleges of the university. Upon the approval of each Dean in the various college departments, the researcher distributed the questionnaire to randomly selected university students representing

different departments. Next, the researcher gathered the completed survey questionnaires, tabulated them, and submitted the results to their statistician. Lastly, after the statistician analyzed and interpreted the data, the researcher developed the study’s discussion, conclusion, and recommendations section.

This paper used the mean and standard deviation to measure the levels of critical consciousness and political participation. Spearman’s rho correlation coefficient was employed to determine the relationship between the two variables.

RESULTS AND DISCUSSION

Critical Consciousness

Table 1 presents the mean and standard deviation for the level of critical consciousness among college students, using three indicators: critical reflection, critical motivation, and critical action. The overall mean score for critical consciousness among college students is 3.42 (SD = 0.547), which is interpreted as high, indicating that critical consciousness is frequently practiced among these students. This means that the respondents are aware of the inequalities experienced by others and believe they can contribute to solving societal problems.

Among the indicators, critical motivation gained the highest mean score of 4.37 (SD = 0.615). Critical motivation, also known as political efficacy, is about one’s belief in being capable of changing societal issues and having an influence on political affairs. The data

Table 1: Level of Critical Consciousness among College Students

Indicator	Mean	SD
Critical Reflection	3.17	0.909
Critical Motivation	4.37	0.615
Critical Action	2.86	1.021
Overall	3.42	0.547

above, interpreted as very high, indicates that critical consciousness is consistently practiced. On the other hand, the critical action indicator obtained the lowest mean score of 2.86 (SD = 1.021). Critical action occurs when individuals join or participate in initiatives to combat inequalities. The data above, interpreted as moderate, suggest that respondents sometimes exhibit critical consciousness.

The study by Pinedo *et al.* (2024) revealed that youth manifest high levels of critical consciousness. The critical consciousness of university students is high, indicating that critical consciousness is frequently practiced. Similarly, the result is supported by Heberle *et al.* (2020), who suggest that the three components of critical consciousness do not evolve in a specific order; instead, they can influence each other reciprocally. The data indicate that participants agree it is essential to address social and economic inequality and improve the well-being of society. This is confirmed by the study of

Assante and Momanu (2021), which suggests that high levels of critical motivation in individuals are associated with a belief in changing societal oppression, encouraging them to provide care and protection for others. Additionally, the findings indicate that the respondents have joined and taken part in initiatives or social action to combat inequality, sometimes only. This aligns with the data of Pinedo *et al.* (2024), wherein the three components of critical consciousness are examined, and critical motivation has the highest mean score, while critical action has the lowest mean score. However, when exposed to community-based activism, the youth reported a growth in critical reflection and critical action, but showed no significant growth in critical motivation

Political Participation

Presented in Table 2 is the level of political participation among college students in terms of conventional/traditional political participation, unconventional (non-institutional) political participation, knowledge-seeking political participation, and influential political participation. The data reveal a moderate level of political participation among college students ($M = 2.75$, $SD = 0.695$). This suggests that college students' participation in political activities, such as attending political meetings, participating in rallies and demonstrations, and discussing politics, is not a consistent practice.

Additionally, among the indicators, knowledge-seeking political participation has the highest mean ($M = 4.05$, $SD = 0.888$). Knowledge-seeking political participation involves students obtaining information and being encouraged to participate in political initiatives by using

Table 2: Level of Political Participation among College Students

Indicator	Mean	SD
Conventional/Traditional Political Participation	2.50	0.789
Unconventional (Non-Institutional) Political Participation	2.17	0.918
Knowledge Seeking Political Participation	4.05	0.888
Influential Political Participation	3.43	1.194
Overall	2.75	0.695

the internet, listening to the radio, reading newspapers, and watching television. The data above, which is interpreted as high, implies that political participation is frequently practiced. The indicator with the lowest mean is the unconventional (non-institutional) political participation ($M = 2.17$, $SD = 0.918$). Unconventional political participation, also known as non-institutional political participation, refers to students engaging in political activities that are considered inappropriate but not illegal, such as participating in rallies, boycotting, and signing petitions. The data above, which is interpreted as

low, reveals that political participation is rarely practiced.

The respondents have a high level of knowledge seeking political participation, that is, being informed and encouraged to participate in political activities through watching television, surfing social media, and reading newspapers and magazines. These results align with the study by Flores *et al.* (2022), Banzon *et al.* (2024) and Benaiah and Osuntoki (2024) which suggests that social media utilization significantly impacts informing and encouraging college students to engage in political activities. Similarly, the data is supported by the study of Castro *et al.* (2021), which shows that individuals obtaining information from traditional media, such as television and radio, tend to have more political knowledge.

Moreover, the study revealed that college students have a low level of unconventional political participation, meaning that the respondents rarely participated in boycotts, strikes, or signed petitions against the government. This is confirmed by Deželan (2023) that among the age groups surveyed, individuals aged 15 to 29 years old have the lowest participation rate in terms of unconventional political activities such as signing a petition, joining boycotts, attending demonstrations and joining unofficial strikes. This is then backed up by a qualitative study by Masunda (2024), in which respondents highlighted that participation in non-institutional political initiatives endangers their lives, making them fear for their safety. Additionally, some respondents believed that these initiatives do not really make a difference.

Overall, the political participation of college students at the university is moderate, indicating that the respondents engage in politics only sometimes. These results are also confirmed by the United Nations Report (2022) findings, which indicate that individuals aged 30 and below have declining interest and engagement in political activities. Moreover, the data revealed by this study aligns with Basinilio *et al.* (2024), who found that Filipino youths are unconcerned about participating in political activities.

Correlation between Critical Consciousness and Political Participation

Exhibited in Table 3 is the correlation analysis between critical consciousness and political participation among college students at the university. The data revealed a correlation coefficient of $r = 0.498$, $p = 0.001$. According to Spearman's rho correlation coefficient, this indicates a moderate positive correlation between critical consciousness and political participation. Furthermore, it was found that the correlation significance between the two variables is $p < 0.05$. Therefore, a significant relationship exists between critical consciousness and political participation.

The correlation analysis between critical consciousness and political participation revealed a very weak positive correlation between the indicators of critical reflection and conventional political participation, with $r = 0.068$ and $p = 0.190$. This finding is confirmed by the study

Table 3: Significant Relationship Between Critical Consciousness and Political Participation

Critical Consciousness	Political Participation				
	CON	UNCON	KSP	IPP	Overall
Reflection	.068 (.190)	.147*(.004)	.071 (.166)	.107* (.038)	.128*(.012)
Motivation	.132* (.010)	.072 (.162)	.376* (<.001)	.334* (<.001)	.234*(<.001)
Action	.490*(<.001)	.483*(<.001)	.143*(.005)	.241*(<.001)	.499*(<.001)
Overall	.433*(<.001)	.432*(<.001)	.269*(<.001)	.344*(<.001)	.498*(<.001)

Note. * $p < .05$,

Legend: Conventional Political Participation (CON), Unconventional Political Participation (UNCON), Knowledge-Seeking Political Participation (KSP) and Influential Political Participation (IPP)

of Kornbluh *et al.* (2022), which discovered that having critical reflection and engaging in traditional political participation among college students are not significantly related. The respondents expressed concern about problems of racism in their country, but are more likely to voice these concerns through unconventional activities, such as protesting. This result is then countered by the findings of Alva *et al.* (2023), which suggest that critical reflection has a positive impact on the youths' engagement in conventional political participation. The study has revealed that as youth become aware of the injustices faced by minority groups, such as ethnic groups and women, they develop their civic attitudes and willingness to participate in traditional political activities. The data presented above also revealed a weak, yet positive, correlation between critical reflection and knowledge-seeking political participation, with a correlation coefficient of $r = 0.071$ and a p-value of 0.166. This finding contradicts the conclusions of Kubi *et al.* (2022), wherein it was highlighted that youths who possess critical reflection skills are encouraged to seek or gain additional knowledge to enhance their democratic involvement. Moreover, critical motivation and unconventional (non-institutional) political participation also exhibit a very weak positive correlation, with $r = 0.072$ and $p = 0.162$. This result aligns with the study by Chen and Madni (2024), which concluded that individuals with higher critical motivation or political efficacy are more likely to engage in political activities, but only those that are approved by the government, or what is commonly referred to as conventional political participation. Hence, a high level of critical motivation encourages individuals to participate in traditional political activities, respecting the constraints and boundaries set by the government.

The study reveals a moderate positive correlation between critical consciousness and political participation. This means that critical consciousness is correlated with political participation; however, a high level of critical consciousness does not necessarily result in a high level of political engagement. This aligns with the findings of Heberle *et al.* (2020) and Pinedo *et al.* (2024), who suggest that the youth's engagement in political activities is also driven by critical consciousness. On the other hand, the result was countered by Anyiwo *et al.* (2020) and Diemer *et al.* (2021), who state that youths with higher critical consciousness have a higher chance of participating

in sociopolitical actions. Hence, a high level of critical consciousness does not necessarily equate to a high level of political participation.

CONCLUSIONS

The study found that college students at the university possess a high level of critical consciousness, which means they are aware of the various issues in society and believe they can contribute to solving these issues. Additionally, the university students have a moderate level of political participation. This entails that college students sometimes engage in political activities, and rarely in unconventional ones, although they are informed and encouraged to do so through various media.

In conclusion, this paper revealed a moderate positive correlation and a significant relationship between critical consciousness and political participation. This implies that critical consciousness is related to political participation, and it impacts the student's political engagement, though only to a moderate extent. Hence, individuals possessing high levels of critical consciousness, or awareness of societal oppression, discrimination, and inequalities, do not necessarily equate to having high political participation or engaging in political activities.

In alignment with the conclusions above, the researchers propose enhancing college students' critical consciousness and political participation through various programs such as civic forums, leadership training, and awareness campaigns that directly promote political involvement. Moreover, we encourage researchers to gain a deeper understanding of critical consciousness and political participation by conducting a qualitative study.

REFERENCES

Alva, E., Urcia, M., & Vivas, V. (2023). Civic engagement of future citizens: An insight from Peruvian students' attitudes towards relevant societal issues as predictors of expected conventional political participation. *Child Indicators Research*, 16(5), 2187–2221. <http://dx.doi.org/10.1007/s12187-023-10049-7>

Anyiwo, N., Palmer, G., Garrett, J., Starck, J., & Hope, E. (2020). Racial and political resistance: An examination of the sociopolitical action of racially marginalized youth. *Current Opinion in Psychology*, 35, 86–91. <https://par.nsf.gov/servlets/purl/10308668>

Assante, G. M., & Momanu, M. (2021). The role of critical

- motivation in the development of altruistic behaviour in youth. *Journal of Educational Sciences*, 22(1), 33–43. <https://doi.org/10.35923/JES.2021.1.03>
- Badaru, K., & Adu, E. (2021). The political awareness and participation of university students in post-Apartheid South Africa. *Research in Social Sciences and Technology*, 6(3), 1-24. <https://doi.org/10.46303/ressat.2021.22>
- Banzon, D. J. L., Peladas, S. A., Salar, H. A., Sale, A. G., Basinas, A. Q., & Sappayani, A. V. (2024). Social medias' influence on political participation of Social Studies students in Davao Central College. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(04), 2829–2841. <https://doi.org/10.47772/IJRISS.2024.804266>
- Basinilio, C. T., Calixto, F. L., Ordinal, J. M., & Tenero, M. J. (2024). The unheard voices: The decline of youth political participation in the Philippines. *Ignatian International Journal for Multidisciplinary Research*, 2(4), 1678–1688. <https://doi.org/10.17613/2mv6-4046>
- Benaiah, W. C., & Osuntoki, D. (2024). The Impact of Social Media on Political Mobilization in Nigeria: A Case Study of the Obidient Movement. *American Journal of Arts and Human Science*, 3(3), 228–238. <https://doi.org/10.54536/ajahs.v3i3.3336>
- Castillo, M. A. I., Cruz, D. C., Lapaz, J. L., Marcha, K. G., Padillo, J. V., Vegiga, F. J., & Vallespin, M. R. D. (2024). Assessing demographics, perceptions, and participation: A study on Sangguniang Kabataan (SK) effectiveness and improvement suggestions. *International Journal of Current Science Research and Review*, 7(5), 2618–2625. <https://doi.org/10.47191/ijcsrr/V7-i5-22>
- Castro, L., Hopmann, D. N., Strömbäck, J., Esser, F., van Aelst, P., de Vreese, C. & Theocharis, Y. (2021). Navigating high-choice European political information environments: A comparative analysis of news user profiles and political knowledge. *The International Journal of Press/Politics*. Advance online publication. <https://doi.org/10.1177/19401612211012572>
- Chen, M., & Madni, G. R. (2024). Unveiling the role of political education for political participation in China. *Heliyon*, 10(10), e31258. <https://doi.org/10.1016/j.heliyon.2024.e31258>
- Devi, B., Devi, R., Pradhan, S., Giri, D., Lepcha, N., & Basnet, S. (2022, November). Application of correlational research design in nursing and medical research. *Journal of Xi'an Shiyou University, Natural Sciences Edition*, 65(11), 60–69. <https://doi.org/10.17605/OSF.IO/YRZ68>
- Deželan, T. (2023). *Young people's participation in European democratic processes: How to improve and facilitate youth involvement* (STUDY PE 745.820). Policy Department for Citizens' Rights and Constitutional Affairs, Directorate-General for Internal Policies, European Parliament. [https://www.europarl.europa.eu/RegData/etudes/STUD/2023/745820/IPOL_STU\(2023\)745820_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2023/745820/IPOL_STU(2023)745820_EN.pdf)
- Diemer, M. A., Frisby, M. B., Pinedo, A., Bardelli, E., Elliott, E., Harris, E., McAlister, S., & Voight, A. (2020). Development of the Short Critical Consciousness Scale (ShoCCS). *Applied Developmental Science*, 26(3), 409–425. <https://doi.org/10.1080/10888691.2020.1834394>
- Diemer, M. A., Pinedo, A., Bañales, J., Mathews, C. J., Frisby, M. B., Harris, E. M., & McAlister, S. (2021). Recentering action in critical consciousness. *Child Development Perspectives*, 15(1), 12–17. <https://doi.org/10.1111/cdep.12393>
- Flores, K. G., Dumaguin, C. H., Dumo, G. G., Fontanilla, A. Z. G., & Nisperos, K. A. A. (2022). Social media as a transformative agent of political behavior among Political Science students in a component city. *American Journal of Multidisciplinary Research and Innovation*, 1(2), 78–85. <https://doi.org/10.54536/ajmri.v1i2.297>
- Gopal, K., & Verma, R. (2017). Political participation: Scale development and validation. *International Journal of Applied Business and Economic Research*, 15(21 Part 2). http://www.serialsjournals.com/abstract/67098_ch_40_f_-_krishan_gopal_and_dr._rajesh_verma.pdf
- Habibi, R. K., & Kusdarini, E. (2021). Strengthening political participation through education in schools. In *Proceedings of the 2nd Southeast Asian Academic Forum on Sustainable Development (SEA-AFSID 2018)* (pp. 366–371). Advances in Economics, Business and Management Research. Atlantis Press. <https://doi.org/10.2991/aebmr.k.210305.066>
- Heberle, A. E., Rapa, L. J., & Faragó, F. (2020). Critical consciousness in children and adolescents: A systematic review, critical assessment, and recommendations for future research. *Psychological Bulletin*, 146(6), 525–551. <https://doi.org/10.1037/bul0000230>
- Ibardelozza, K., Macatangay, J., Badillo, L., & Obligar, J. (2021). *Senior high school students' political participation in the emerging social issues*. DLSU Animo Repository. https://animorepository.dlsu.edu.ph/cgi/viewcontent.cgi?article=1705&context=conf_shsrescon
- Kornbluh, M., Davis, A. L., Hoyt, L. T., Simpson, S. B., Cohen, A. K., & Ballard, P. J. (2022). Exploring civic behaviors amongst college students in a year of national unrest. *Journal of Community Psychology*, 50(7), 2950–2972. <https://doi.org/10.1002/jcop.22808>
- Kubi, G., Byrd, C., & Diemer, M. (2022). School ethnic-racial socialization and critical action among Black youth. *Frontiers in Education*, 7, 1–14. <https://doi.org/10.3389/educ.2022.924930>
- Longley, R. (2021). *What is political participation? Definitions and example*. ThoughtCo. <https://www.thoughtco.com/political-participation-definition-examples-5198236>
- Masunda, O. (2024). Gridlocked streets or simply disinterested? Urban youth and unconventional political participation in Zimbabwe's Second Republic. *Journal of Political Science: Bulletin of Yerevan*

- University*, 3(3), 70–96. <https://doi.org/10.46991/JOPS/2024.3.9.070>
- OECD. (2022). *Building trust to reinforce democracy: Main findings from the 2021 OECD survey on drivers of trust in public institutions*. OECD Publishing. <https://doi.org/10.1787/b407f99c-en>.
- Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. *American Journal of Community Psychology*, 23(5), 569–579. <https://doi.org/10.1007/BF02506982>
- Pinedo, A., Diemer, M. A., & Frisby, M. B. (2024). Critical consciousness and youth political activism. *Annual Review of Developmental Psychology*, 6(1), 1–24. <https://doi.org/10.1146/annurev-devpsych-010923-113449>
- Pinedo, A., Frisby, M. B., Kubi, G., Vezaldenos, V. A., Diemer, M. A., McAlister, S., & Harris, E. (2024). Charting the longitudinal development and interplay of critical consciousness among youth activists. *Child Development*, 95(1), 296–312. <https://doi.org/10.1111/cdev.13977>
- Simkus, J. (2023). *Stratified random sampling: Definition, method & examples*. Simply Psychology. <https://www.simplypsychology.org/stratified-random-sampling.html>
- United Nations Office of the Secretary-General's Envoy on Youth & The Body Shop. (2022). *Be seen, be heard: Understanding young people's political participation. Global Youth Report*. European Youth Forum. https://www.youthforum.org/files/UPDATED_UN_REPORT_TBS_Accessible_Version_090622.pdf
- Yildirim, K. (2015). *Political efficacy*. John Wiley & Sons. <https://doi.org/10.1002/9781118541555.wbiepc186>