

Democratic Education and Political Involvement among Tertiary Institutions Students in Lagos State

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ABSTRACT

The survey interrogates the relationship between democratic education and political involvement among students in tertiary institutions in Lagos State, Nigeria. The population comprises students from the Lagos State University and the University of Lagos, Akoka. A simple random technique is used to select 100 respondents. The questionnaire is distributed via Google Forms, utilising a Likert scale of five. The data are analysed with the aid of the Statistical Package for Social Sciences (SPSS) software. The findings demonstrate a robust positive correlation between democratic education and political involvement among students. With a Pearson correlation of 0.854, it is evident that students who engaged in comprehensive democratic education are significantly more likely to participate in political activities. The study recommends a more robust democratic education among tertiary institution students, the integration of political education into the tertiary institution curriculum in Nigeria and the establishment of campus-based non-violent democratic engagement for nation-building and an electoral violence-free society.

Keywords: Democratic education, political involvement and tertiary institutions students

INTRODUCTION

Democratic education is an essential tool for equipping citizens, particularly tertiary institution students, with the knowledge, skills and attitudes necessary for meaningful participation in the democratic process. Considering the Nigerian democratic landscape, the role of students in higher institutions as agents of political engagement is highly fundamental. Democratic education and political involvement among tertiary institutions students is a cornerstone of democratic societies, aiming to empower citizens with the

knowledge and skills necessary to participate meaningfully in the electoral process (Adewumi & Oladipupo, 2023). As Nigeria continues on its democratic journey, transitioning through various stages since gaining independence in 1960, the involvement of young people, particularly those in tertiary institutions, becomes increasingly important. Nigeria's democratic evolution has been marked by significant milestones and challenges, including electoral violence, irregularities, and low voter turnout, especially among young people (International IDEA, 2020).

The last general elections witnessed a notable increase in students' participation, partly attributed to Political literacy, heightened awareness and educational campaigns. Despite these positive trends, gaps remain, particularly among tertiary institution students in Lagos State, a populous and politically vibrant State (Ogunbiyi 2017). The importance of democratic education cannot be overstressed, as it empowers citizens with the skills needed to make informed voting decisions (Akinbiyi, 2018). It also fosters civic responsibility and encourages active democratic participation. However, the effectiveness of democratic education programs varies across different regions and institutions, underscoring the need for targeted interventions to address specific challenges faced by students in Lagos State (Iyiola & Bello, 2023).

Political involvement among tertiary institution students in Lagos State varies widely based on several factors, including campus culture, student organisations, and the political climate at the time (Olatunji & Afolabi, 2023). Typically, students may engage through student unions, campus clubs, organising events like debates or rallies, voting in student elections, or even participating in broader political movements outside the campus. The level of involvement can vary from active participation in student governance to occasional engagement in political discussions and events.

Some students are aware of the impact of government on their lives and pay more attention to politics by having the right political attitude; they also appear to have more information about political processes and participate in a range of political activities. Students are agile and full of ideas, and they can provide effective antidotes to the enormous problems facing the country. Obi & Olajide (2017) describe them as the indispensable and dynamic portion of a nation. They are the incubators and the driving force for innovation, change and progress in all human activities, especially politics. Given this, their immense energy and drive must be tactfully encouraged for a constructive role in the governance and development of society. The students are arguably dubbed the future; hence, their involvement in virtually all aspects of society, and some students are also involved politically in tertiary institutions. Formal and informal engagements in politics are a form of political involvement. Both are beneficial to democracy and should be supported. UNDP (2017) argued that getting involved in politics entails costs, time, energy and resources. However, individuals and groups differ in the number of resources they are able or willing to devote to political involvement.

Some students participate more extensively and effectively in politics than others. Political involvement has been summarised into three main categories, namely, parochial, subject, and participant levels. Several factors contribute to the lack of democratic education among tertiary institution students in Lagos State. These include inadequate curriculum integration of democratic education topics, lack of exposure to real-life electoral processes, and societal apathy towards politics.

Students represent the future leaders, decision makers, and professionals of a society. By investing in their education, skills development, and mentorship, societies can ensure a smooth transition and continuity in leadership and expertise (Ogbanje & Okeke, 2019). The importance of students lies in their potential to drive innovation, contribute to economic growth, bring about social change, participate in politics, promote human rights, achieve sustainable development, and serve as future leaders. Their active involvement and empowerment are essential for building a better and more inclusive society.

Despite efforts to promote democratic education, a gap remains in understanding how these initiatives influence political involvement among tertiary institution students in Lagos State. There is a need to address issues such as voter apathy, a lack of awareness of electoral processes, and misconceptions about political responsibilities among students. Other specific issues related to democratic education and political involvement among tertiary institution students in Lagos State include Limited knowledge of electoral processes and democratic principles among students, low levels of political engagement and participation among tertiary institution students, including voter turnout, membership in political parties, and civic activism. Lack of trust and confidence in the electoral system, including concerns about electoral fraud, political corruption, and inequality, Misinformation and disinformation, including the spread of fake news and propaganda through social media and other channels. The problem, therefore, encompasses the need to understand and address the factors contributing to political apathy among tertiary institution students in Lagos State. These involve evaluating the effectiveness of existing democratic education programs in fostering political awareness and engagement among students and exploring ways to adapt the programs and address the systemic barriers they face in political involvement (Olatunji & Afolabi, 2023).

Conceptual Framework

Democratic Education

Democratic education refers to the process of teaching citizens about the electoral process, including the roles and responsibilities of various stakeholders, the mechanics of voting, and the election. It aims to equip individuals with the knowledge needed to make informed choices and engage effectively in the democratic process (Miller &

Vickers, 2018). Democratic education is a component of democratic societies, as it promotes informed and active citizenship among the electorate. Tertiary institution students are considered a vital demographic in shaping the future of a nation, it is important to understand their level of democratic education and political involvement, democratic education refers to the knowledge, skills, attitudes, and values that enable citizens to effectively participate in democratic processes and decision making (Ogunbambi & Ogunsola, 2016). It includes an understanding of the electoral process, knowledge of political systems and institutions, and awareness of civic rights and responsibilities. It aims to promote civic awareness, political involvement, and democratic values among citizens. Democratic education involves activities and initiatives that include civic education, voter registration, political involvement, and Media literacy.

Political involvement

Political involvement refers to the various ways in which individuals engage in activities that influence or contribute to the political process and decision-making (Ogunbambi & Ogunsola, 2016). It encompasses actions aimed at shaping, supporting, or contesting political decisions, policies, and governance. Political involvement plays a crucial role in the health of democracies by ensuring that diverse voices and perspectives are represented in the decision-making process and helping hold elected officials accountable. Increased participation leads to more inclusive policies and strengthens democratic institutions (Diamond & Morlino, 2019).

Political involvement is vital for ensuring that diverse voices and interests are represented in government. When citizens actively engage in the political process, they help ensure that various perspectives and needs are reflected in policymaking. This includes participating in elections, attending town hall meetings, joining political parties, or engaging in advocacy efforts. The more inclusive the participation, the more likely it is that policies will address a broad range of issues and interests (Dahl, 2018). Furthermore, a key role of political involvement is to enhance the legitimacy of democratic institutions. When a significant portion of the population is involved in the political process, it strengthens the perceived and actual legitimacy of elected officials and democratic institutions. High levels of participation signal that the government has the consent of the governed, which is crucial for maintaining public trust and stability (Miller & Vickers, 2018). Political involvement enables citizens to hold elected officials accountable for their actions. Through voting, public protests, advocacy, and other forms of engagement, citizens can pressure politicians to act in the public interest. This accountability mechanism ensures that officials remain responsive to their constituents and can deter corruption and abuse of power. Effective participation helps create checks and balances within the democratic framework (Pitkin, 2020).

Active political involvement permits individuals and groups to influence policy and decision-making. When citizens engage in the political process, whether through voting, lobbying, or public comments, they contribute to shaping public policy and governance. This involvement can lead to more informed and representative decision-making processes, as policymakers are more likely to consider the views and preferences of an engaged electorate (Schlozman et al., 2018). Moreover, political involvement fosters broader civic engagement and community building (ECS, 2021). When individuals participate in political activities, they often become more involved in their communities and develop a stronger sense of civic duty and belonging. This engagement can enhance social cohesion and create networks of support and collaboration among citizens. Participatory practices, such as community organising and local governance, strengthen the social fabric of communities (Putnam, 2017).

Participation in political processes often leads to greater political education and awareness. As individuals engage in political activities, they gain a deeper understanding of political issues, governance structures, and the functioning of democratic institutions. This increased awareness contributes to a more informed electorate, which is essential for the health of a democracy. Educational initiatives that encourage participation also help bridge knowledge gaps and reduce political apathy (Kahne & Middaugh, 2019). Finally, widespread political involvement helps to strengthen democratic institutions by ensuring they are more resilient and adaptable. Active citizen involvement contributes to the robustness of democratic processes and institutions, making them more capable of addressing emerging challenges and changes in the political landscape. Participatory democracy helps to maintain the vitality of democratic institutions and supports their evolution in response to new demands and opportunities (Diamond & Morlino, 2019).

Types of Political involvement

Political involvement encompasses a wide range of activities through which individuals engage with and influence political processes. These activities can be categorised into several types, each serving different roles within a democratic system:

Electoral Participation: Voting is the primary method through which citizens influence the selection of leaders and the creation of laws. It allows individuals to express their preferences and make decisions about who will represent them in government. Increased voter turnout is associated with a more representative and legitimate democratic process (Franklin, 2018). Running for office involves individuals campaigning for election to political positions. Candidates seek to represent the interests of their constituency and the people at the grassroots. The participation is crucial for ensuring that a diverse range of perspectives is represented in decision-making processes (Norris, 2020).

Associational Participation: Membership in political parties allows individuals to engage in organised political activity, influence party platforms, and contribute to the selection of candidates. Party membership is linked to higher levels of political knowledge and involvement (Katz & Mair, 2018). Political or civic organisations focus on specific issues, such as environmental advocacy or social justice. Engagement with these groups can enhance individuals' political skills and knowledge, while also amplifying their voices on key issues (Waisbord, 2019).

Advocacy and Lobbying: Lobbying involves interacting with policymakers to advocate for specific legislation or policies. Professional lobbyists and grassroots organisations use various strategies to influence policy decisions. Effective lobbying can shape legislative agendas and public policy outcomes (Holyoke, 2018). Advocacy campaigns seek to raise awareness and mobilise public support for specific issues. These campaigns often utilise media, public events, and grassroots mobilisation to effect change. They are essential for addressing social issues and driving policy reform (Cohen et al., 2019).

Public Protest and Activism: Public demonstrations, such as protests and rallies, provide a platform for expressing dissent and mobilising collective action on political and social issues. These events can influence public opinion and pressure policymakers to address grievances (Tilly & Tarrow, 2015). Civil disobedience involves deliberately breaking laws to protest against perceived injustices. Activism involves social movements and policy changes (Walzer, 2019).

Political Communication: Public commenting allows citizens to provide input on proposed policies or regulations through official channels or public forums. This engagement helps ensure that policy decisions reflect public concerns and preferences (Bohman, 2020). Political blogging and social media use enable individuals to discuss and advocate for political issues online (Eze & Okonkwo, 2024). These platforms facilitate the broad dissemination of information and enable real-time engagement with political discourse (Dahlgren, 2020).

The Nexus between Democratic education and Political involvement

The relationship between democratic education and political involvement is a vital component of democratic engagement, as it equips citizens with the necessary knowledge, skills, and attitudes to participate effectively in the democratic process. Furthermore, a substantial body of research has consistently demonstrated that democratic education is a significant predictor of political involvement, highlighting its crucial role in fostering democratic engagement (Kahne & Middaugh, 2018). Democratic education provides essential knowledge about the electoral process, candidates, and

political issues. This understanding enables individuals to make informed voting decisions. According to McDevitt & Kiousis (2023), students who receive a comprehensive democratic education demonstrate a higher level of political knowledge and are more capable of making informed choices at the ballot box.

Educational programs that focus on electoral processes and civic responsibilities often lead to increased political engagement. For instance, Smith & Han (2023) found that individuals who participated in democratic education programs were more likely to engage in activities such as voting and campaigning. It suggests that education can enhance individuals' motivation to participate actively in political processes. Furthermore, democratic education fosters a deeper understanding of the significance of political involvement, thereby enhancing democratic engagement. Jones & Thompson (2024) highlight that individuals with a grasp of electoral systems are more likely to participate in various forms of civic activities, including voting and attending public meetings.

According to Lee et al. (2023), educational initiatives that emphasise civic engagement help foster a greater responsibility among citizens, thereby motivating them to become more involved in their communities. Additionally, there is evidence that higher levels of democratic education correlate with increased voter turnout. Patel & Kumar (2024) found that individuals with more extensive democratic education are more likely to vote and be voted for. It suggests that educational interventions can effectively boost voter participation rates. Early exposure to democratic education can have lasting effects on political involvement. Carter & Williams (2024) indicate that individuals who receive democratic education at a young age are more likely to remain politically active throughout their lives.

The Impact of Democratic education on Students' Political involvement

The impact of democratic education and political involvement among tertiary institution students can be profound (Onifade, 2017). It enhances their critical thinking abilities, promotes civic engagement, and strengthens democratic institutions by ensuring a more informed and active electorate (ECS, 2023). Effective democratic education can lead to increased political involvement and engagement. Citizens who are well informed are more likely to vote, advocate for policies, and participate in civic activities (Onifade, 2017). This engagement contributes to a more vibrant democracy and improved policy outcomes. Studies show that higher levels of democratic education are associated with higher voter turnout and greater public trust in democratic institutions (Highton, 2019). There is democratic education and political involvement among tertiary institution students in Lagos State, which in several ways:

Political Knowledge and Attitudes: Democratic education can increase political knowledge and positive attitudes toward democracy among tertiary institution students in Lagos State (Onabanjo & Oladipo, 2018).

Civic engagement and activism: Okeke (2017) found that political involvement can increase civic engagement and activism among tertiary institution students in Lagos State.

Voter Turnout: Olorunyomi (2017) found that democratic education and political involvement can increase voter turnout among tertiary institution students in Lagos State.

Political behaviour: Ibrahim & Alkali (2018) found that democratic education can influence political behaviour and voting preferences among tertiary institution students in Lagos State.

Democratic education and political involvement can have a significant impact on political knowledge, attitudes, civic engagement, voter turnout, and political behaviour among tertiary institution students in Lagos State (Akinbiyi, 2018). The findings demonstrate the potential of democratic education and political involvement to promote positive political and social change among students.

Factors Influencing Democratic Education and Students' Political Involvement

Several factors influence political involvement among students, including access to information, political socialisation, and institutional support (Rosenblum, 2018; Rigby & Flanagan, 2018). Factors such as educational attainment, income level, and family background play significant roles in shaping an individual's engagement in the political process (Verba et al., 2018).

Family background, for instance, plays a significant role, with students from politically active families tend to be more engaged and knowledgeable about politics. Family background was a predictor of political involvement among tertiary institution students in Lagos State (Olojede, 2015). Students with politically active parents and siblings were more likely to be politically engaged and knowledgeable. Peer influence also has a profound impact. According to Iwu (2017), peer influence was a significant predictor of political involvement among tertiary institution students in Lagos State. Students are often influenced by their peers' opinions, attitudes, and behaviours, which can either encourage (Kenski et al., 2019) or discourage them from engaging in political activities (Bolin, 2020). Positive peer influence can foster political interest and engagement (Vaccari et al., 2019), encourage critical thinking and debate (Kenski et al., 2019), provide a sense of belonging and support (Bolin, 2020), and facilitate access to political information and resources (Vaccari et al., 2019). On the other hand, negative

peer influence can reinforce apathy and disengagement (Bolin, 2020), perpetuate misinformation and biases (Benkler et al., 2019), create pressure to conform to certain views (Kenski et al., 2019), and discourage critical thinking and independent decision-making (Benkler et al., 2019).

Another crucial factor is Media exposure. According to Aluko & Adebayo (2017), media exposure was a significant predictor of political involvement among tertiary institution students. Students who consumed a wide range of political news and information were more likely to be politically engaged and knowledgeable. Furthermore, Education level is another great factor that influences democratic education and political involvement. Fatoba (2018) found that education level was a significant predictor of political participation among tertiary institution students in Lagos State. Gender, a study by Alimi (2017) found that gender was a predictor of political involvement among tertiary institution students in Lagos State. Female students were less engaged in political activities and knowledge. Balogun & Odeleye (2017) found that religion was a significant predictor of political involvement among tertiary institution students in Lagos State.

Tijani (2018) suggested that several factors, including socio-economic status, family background, peer influence, media exposure, education level, gender, and religion, can influence democratic education and political involvement among tertiary institution students in Lagos State. These factors highlight the importance of considering a wide range of individual, social, and environmental influences when designing effective democratic education and political involvement initiatives for tertiary institution students in Lagos State.

Strategies for Enhancing Democratic education among Students

Several strategies can enhance democratic education and political involvement among tertiary institution students in Lagos State. Onah (2017) found that partnerships between tertiary institutions and civil society organisations can increase political engagement and activism among students. Establishing partnerships between tertiary institutions and civil society organisations can facilitate the provision of democratic education and promote political involvement among students. The use of social media and technology, such as websites and mobile applications, can provide tertiary institution students with access to electoral information and political engagement (Bode & Vraga, 2017). Azikiwe & Adeosun (2019) found that the use of social media and other digital technologies can enhance political involvement and civic engagement among tertiary institution students in Nigeria.

Peer to peer education, engaging tertiary institution students in peer-to-peer education and youth leadership programs can help increase their knowledge, skills, and confidence in engaging in political processes and decision making, peer to peer education

programs, such as mock election and debates, can promote political knowledge, engagement, and skills among tertiary institution students in Lagos State. Promoting civic service presents opportunities, such as volunteering and community service projects, to help tertiary institution students develop civic skills and engagement practices. Promoting civic service opportunities, such as volunteering and community service projects, can enhance democratic values and practices among tertiary institution students in Lagos State (Idowu and Akinsola 2017; Isibor 2018; Ibrahim, Musa & Bamidele, 2019).

According to Dag, Sozer & Sel (2016), several strategies, including civics education in schools, partnerships with civil society organizations, use of social media and technology, peer to peer education, civic service, and deliberative dialogue, can enhance democratic education and political involvement among tertiary institution students in Lagos State. These strategies can promote democratic citizenship by increasing political knowledge, engagement, and skills, while fostering democratic values and practices among tertiary institution students in Lagos State (Ayodele & Durodola, 2017; Galston, 2018).

Theoretical Framework

Social Learning Theory is an educational theory that champions the importance of learning and individual behaviour. The Social Learning Theory is appropriate for the study because it explains how education and observation can foster a positive attitude. The Social Learning Theory (SLT) is a theoretical framework that explains how individuals learn from one another through observation, imitation and modelling. According to Bandura (1977), people can acquire new knowledge, behaviours, and attitudes through the observation of actions and the consequences of those actions. The theory is anchored on the idea that people are not born with all the skills and knowledge they need to function in society; instead, they acquire these skills and knowledge through their interactions with the environment (Bandura, 1977).

SLT emphasises the role of observational learning in the development of human behaviour, suggesting that people are influenced not only by their personal experiences but also by the behaviours of others. Bandura identified several key processes that occur during observational learning: attention, retention, reproduction and motivation. According to Bandura, several factors can influence the likelihood of observational learning taking place, including Model characteristics, Outcome expectations and vicarious reinforcement. SLT has important implications for understanding human behaviour, particularly in the context of digital storytelling. By engaging with digital stories created by others, students can observe and learn from the behaviours and attitudes of the storytellers (Bandura, 1977).

The Process can help students develop empathy and understanding for different perspectives, as well as learn about new behaviours and attitudes related to government and civic engagement. SLT also suggests that digital storytelling has the potential to influence students' behaviour and attitudes by providing positive outcomes for engaging in civic engagement and storytelling. In the context of government education, SLT can be applied to understand how students learn about civic education, government and politics through observing the behaviours and attitudes of their teachers, peers, and the media. Ogbazi (2015) applied SLT to the government and found that students' attitudes toward government were influenced by their teachers' attitudes and teaching methods. Ogbazi argued that when teachers exhibited positive attitudes toward the subjects and used interactive teaching methods, students were more likely to develop positive attitudes and perform better academically. The study also found that students who had positive attitudes toward civic education and government were more likely to participate in civic activities and become active citizens (Learning Everest, 2024).

Delli Carpini & Keeter (2018) applied SLT to government, focusing on the role of peer influence in shaping students' political attitudes. The study found that students' political attitudes were influenced by their peers' attitudes, particularly in the areas of political ideology and political involvement. The study concluded that peer influence plays a significant role in shaping students' political attitudes and behaviours.

Research Objectives

The primary objective of this study is to examine the relationship between democratic education and political involvement among tertiary institution students in Lagos State. It aims to achieve specific goals that are fundamental to the smooth operations of governance in a democratic State. The other objectives are enumerated below:

1. To assess the level of political involvement among students of tertiary institutions in Lagos State, including their voting, joining political parties, and engaging in political campaigns.
2. To investigate the impact of democratic education on the political involvement of these students.
3. To identify barriers to political involvement among students and explore how democratic education can mitigate these barriers.
4. To elucidate strategies to enhance the effectiveness of democratic education programs in promoting political engagement among tertiary institution students.

Research Hypothesis

The following research hypotheses shall serve as guidelines towards the achievement of the objectives of this project work:

H₀₁: There is no significant relationship between democratic education and the level of political involvement among students of tertiary institutions in Lagos State.

H₀₂: There is a significant relationship between democratic education and political interests among students of tertiary institutions in Lagos State.

H₀₃: Democratic education has a significant impact on the political efficacy of students of tertiary institutions in Lagos State.

METHOD

A survey research design enabled the researcher to collect data on a large scale, analyse the data quantitatively, and generalise the results to the entire population. The population comprises respondents from the Lagos State University and the University of Lagos, Akoka. A simple random technique was used to select 100 respondents. The questionnaire was distributed via Google Forms, using a five-point Likert scale. The elicited data were analysed using the Statistical Package for Social Sciences (SPSS) software. The study used Pearson Correlation analysis to test the hypotheses, considering that the researcher was measuring the relationship between variables. Pearson Correlation was used to measure the effect of the independent variable on the dependent variable of the hypothesis, and proper interpretation and analytical techniques were used to explain the hypothesis testing.

RESULTS AND DISCUSSION

Table 1: Democratic education and political involvement among tertiary institution students in Lagos State.

| Correlation | Democratic education | The level of political involvement |
|------------------------------------|----------------------|------------------------------------|
| Electoral education | 1 | .854 |
| Pearson Correlation | | .000 |
| Sig. (2-tailed) | N | |
| The level of Political involvement | 100 | 1 |
| Pearson Correlation | .854 | |
| Sig. (2-tailed) | N | 100 |

Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Result

The results from the Pearson correlation analysis show a strong positive correlation ($r = 0.854$) between democratic education and the level of political involvement among tertiary institution students in Lagos State. The significance value ($p = 0.000$) is less than the alpha level of 0.01, indicating that the relationship is statistically significant.

Decision Rule

The null hypothesis (H_0) is rejected. It indicates a significant relationship between democratic education and the level of political involvement among tertiary institution students in Lagos State.

Table 2: Democratic education and political interests among tertiary institutions students in Lagos State

| Correlation | | Democratic education | Political Interests |
|----------------------|---|----------------------|---------------------|
| Democratic education | | 1 | .878 |
| Pearson Correlation | | | |
| Sig. (2-tailed) | N | 100 | .000 |
| Political Interests | | | |
| Pearson Correlation | | .878 | 1 |
| Sig. (2-tailed) | N | .000 | 100 |

Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Result

The Pearson correlation coefficient between democratic education and political interests is 0.878, with a significance level (Sig. 2-tailed) of 0.000. It indicates a strong positive relationship between democratic education and political interests among tertiary institution students.

Decision Rule

The null hypothesis (H_02) is rejected. It indicates a significant relationship between democratic education and political interests among tertiary institution students in Lagos State. The findings suggest that higher levels of democratic education are associated with increased political interest among students, indicating that effective educational programs can enhance students' engagement in political activities.

Table 3: Democratic education and the political efficacy of tertiary institutions students in Lagos State.

| Correlation | | Democratic education | Political efficacy |
|----------------------|---|----------------------|--------------------|
| Democratic education | | 1 | .853 |
| Pearson Correlation | | | |
| Sig. (2-tailed) | N | 100 | .000 |
| Political Efficacy | | .853 | 1 |
| Pearson Correlation | | .000 | 100 |
| Sig. (2-tailed) | N | 100 | .000 |

Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Result

The Pearson correlation coefficient between democratic education and political efficacy is 0.853, with a significance level (Sig. 2-tailed) of 0.000. It indicates a strong positive relationship between democratic education and political efficacy among tertiary institution students.

Decision Rule

The null hypothesis (H_0) is rejected. It indicates that democratic education has a significant impact on the political efficacy of tertiary institution students in Lagos State. The results suggest that as students receive more comprehensive democratic education, their confidence and effectiveness in participating in political processes also increase, highlighting the crucial role of educational programs in empowering students politically.

The study examined democratic education and political involvement among tertiary institutions in Lagos State. The results revealed several significant relationships that underscore the importance of democratic education in promoting civic responsibility and political participation.

Firstly, findings demonstrated a robust positive correlation between democratic education and political involvement among students. With a Pearson correlation of 0.854, it was evident that students who engaged in comprehensive democratic education were significantly more likely to participate in political activities. It supports the premise that informed students are more inclined to engage actively in democratic processes. Secondly, the study identified a substantial relationship between democratic education and the political interests of students. The Pearson correlation of 0.878 indicates that effective democratic education programs enhance students' interest in political issues and activities. It emphasises the necessity for educational institutions to foster a curriculum that encourages political awareness and interest.

Thirdly, the analysis revealed a Pearson correlation of 0.853, which indicates that a democratic education affects political efficacy. This result suggests that students who receive adequate democratic education are more likely to feel confident in their ability to influence political outcomes. It implies that equipping students with the knowledge and skills necessary for civic engagement enhances their political self-efficacy.

CONCLUSION

The research findings provide compelling evidence that democratic education plays a critical role in fostering political involvement, interest, and efficacy among tertiary institution students in Lagos State. The positive correlations established between democratic education and these variables reinforce the importance of implementing comprehensive democratic education programs. However, the study also underscores

that addressing existing challenges is essential for maximising the effectiveness of democratic educational programs. Policymakers must work collaboratively with institutions to promote democratic values and ensure that students are not only informed but also actively engaged in political activities.

Recommendations

Based on the findings of this study, the recommendations are as follows:

1. Tertiary institutions should be fully involved in the electioneering processes in Nigeria because they have a lot to contribute towards addressing the factors responsible for post-election violence in the country.
2. Teaching of peaceful election, voter and civic education via general studies programmes, this will help students understand the importance of peaceful elections and their role in ensuring it.
3. Research on election matters will help identify measures and suggestions to address post-election violence.
4. Provision of community services that are election awareness inclined will help create awareness among students about the electoral process and their role in it.
5. Provision of technical support will help students understand the technical aspects of the electoral process and how they can contribute to it.
6. Establishment of a centre for the studies of pre-election, election and post-election issues will help students understand the electoral process and its various stages.
7. Establishment of professional programmes for the development of more professionals with specialisation in electoral issues will help create a pool of experts who can contribute to the electoral process.

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