



**RESEARCH ON THE RELATIONSHIP BETWEEN PUBLIC
MANAGEMENT CONSCIOUSNESS AND PUBLIC
PARTICIPATION IN DIFFERENT PUBLIC UNIVERSITIES:
RESEARCH BASED ON GUANGXI, CHINA**

BAODONG LIU

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHAP
ACADEMIC YEAR 2024
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ABSTRACT

The study investigates the influence of individual background variables and public participation experiences on undergraduate students' public engagement and management consciousness. It recognizes the evolving role of university education, which now emphasizes knowledge transfer and the development of civic consciousness and comprehensive qualities among students—employing a range of inferential statistical methods, including independent sample t-tests, one-way ANOVA, two-way ANOVA, and multiple regression analysis. The sample comprises 800 students from 38 undergraduate institutions in Guangxi, China, ensuring a diverse representation across disciplines and academic levels. Findings indicate that demographic factors, particularly gender and grade level, significantly affect students' engagement in public participation and their consciousness of public management. Gender differences are noted in on-campus participation, with male and female students exhibiting distinct levels of involvement and awareness. Grade level emerges as a consistent predictor, revealing that students at different academic stages show varying degrees of public activity participation and awareness of management issues. Moreover, the study establishes a clear link between students' public management consciousness and participation levels on and off campus. Students with diverse participation experiences demonstrate significant differences across personal, interpersonal, and socio-political dimensions, suggesting that engagement in public activities is crucial for shaping their understanding of public management. The research underscores the importance of practical engagement in enhancing students' awareness of public affairs, advocating for experiential learning as a vital component of their educational development. The findings recommend that universities foster public participation opportunities to cultivate students' civic consciousness and management awareness, ultimately contributing to their holistic development as informed citizens.

Keywords: public participation, student awareness of rights, students' civic consciousness college, management awareness

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CHAPTER I

INTRODUCTION

The purpose of this study is to compare the public management consciousness and public participation among college students in various public universities in China. This study aims to identify cultural and contextual factors that influence public management consciousness and public participation among college students at various public universities in China. College students play a crucial role in molding the sociopolitical landscape in an era characterized by rapid societal transformations. College campuses serve as intellectual crucibles, incubating future leaders and members of society. Understanding college students' awareness of their rights and level of participation in public activities becomes crucial in this context. These aspects are especially compelling when analyzed at various public universities in a diverse and dynamic region like Guangxi, China.

Guangxi, a province in southern China, is renowned for its rich cultural tapestry, ethnic diversity, and dynamic sociopolitical climate. The universities within Guangxi play a pivotal role in defining the collective consciousness of its students, influencing their perspectives on civil liberties, social justice, and civic participation. As the region undergoes fundamental transformations, it is crucial to examine how college students at various public universities in Guangxi perceive their rights and how actively they participate in public activities that exercise and assert them. In light of the preceding, this study aims to conduct a comparative analysis of rights consciousness and public engagement among college students attending diverse public universities in Guangxi, China. The purpose of this study is to cast light on the contextual and institutional factors that influence students' perceptions of their rights and their propensity to engage in public activities aimed at upholding and promoting these rights.

1.1 Research Background

With the progress and development of society, university education is no longer limited to imparting knowledge and cultivating professional skills. However, it places more emphasis on fostering students' comprehensive literacy and civic

awareness (Wang, 2022). In this context, university students' public participation experiences and student rights consciousness have received widespread attention (Liu, 2021). Public participation experience refers to the active involvement and engagement of university students in social public affairs, including social practices, volunteer services, and student organizations, among other forms (Dai & Zhao, 2022). Student rights consciousness refers to the awareness and perception of their rights and entitlements, including the right to learn, express, and participate in decision-making (Zhang, 2017).

There exists a close relationship between university students' public participation experiences and their rights consciousness (Wang, 2021). On the one hand, through participating in public affairs, students can personally experience the needs and issues of society, enhancing their awareness of social responsibility and the public interest, thereby increasing their emphasis on and protection of their rights. On the other hand, enhancing student rights consciousness can motivate students to actively participate in public affairs, advocating for their and others' rights. Therefore, studying the relationship between university students' public participation experiences and their rights consciousness is significant for strengthening the cultivation of students' civic qualities (Mu, 2021; Yuan, 2023; Wei, 2021).

However, in real life, we also observe some problems and challenges. Firstly, although opportunities and platforms for public participation have increased, some students still show weak attention and involvement in public affairs. This may be related to their insufficient understanding of public affairs, lack of explicit recognition of the importance of public participation, and inadequate emphasis on personal rights (Lin & Zhang, 2021). Secondly, some students have a weak understanding of and awareness of their rights, lacking the initiative to protect them and participate in decision-making. This may be attributed to insufficient rights education for students, imperfect rights protection mechanisms, and restrictions on student rights in the social environment (Xiao & Zeng, 2021).

Therefore, this study aims to investigate the relationship between university students' public participation experiences and their rights consciousness, providing a theoretical basis and practical guidance for enhancing students' civic qualities and rights consciousness.

1.2 Research Significance

This study holds significance for multiple reasons. This study is valuable to the current literature on rights knowledge and civic involvement among college students. It offers a distinct perspective from an area in China characterized by diversity and ongoing changes. Furthermore, a comparative analysis of several public institutions allows for a more comprehensive comprehension of how the institutional setting influences students' attitudes and actions about their rights. Furthermore, the outcomes of this research have the potential to offer significant contributions to the knowledge base of educators, policymakers, and advocacy groups in the region of Guangxi. These insights can be crucial in formulating practical approaches to foster an engaged, knowledgeable citizenry among college students.

1.3 Research Questions

The research explores how individual background variables and public engagement experiences impact public participation and awareness of public management. Based on this purpose, the following two main research questions can be summarized:

How do individual background variables (gender, academic grade level, institution attended, field of study, whether courses in politics/law/sociology have been taken, and parents' educational levels) affect public participation and public management consciousness?

How do on-campus and external public participation experiences affect different aspects of public management consciousness, including personal, interpersonal, and socio-political dimensions?

These questions are intended to understand how different personal characteristics and experiences shape an individual's perceptions and consciousness of public participation and management.

1.4 Research Hypothesis

Based on the research purpose and questions, the following hypotheses are proposed:

H1: There are significant differences in public participation and management consciousness based on different personal background variables.

H1a: There are significant differences in public participation and public management consciousness based on different gender.

H1b: There are significant differences in public participation and management consciousness based on grades.

H1c: There are significant differences in public participation and management consciousness based on different institutions.

H1d: There are significant differences in public participation and management consciousness based on major fields.

H1e: There are significant differences in public participation and management consciousness based on differences.

H1f: There are significant differences in public participation and management consciousness based on the different educational levels of parents.

H2: There are significant differences in public management consciousness based on their campus and external public participation experiences.

H2a: There are significant personal-level differences based on the campus experience and external public participation.

H2b: There are significant differences in interpersonal level based on on-campus experience and external public participation.

H2c: There are significant differences in socio-political dimensions based on on-campus experience and external public participation.

1.5 Research Objectives

Higher education is essential in cultivating college students as future citizens and encouraging their engagement in civic activities. Based on the background discussed, the current digital era provides numerous platforms that enable students to access and understand information regarding public affairs. This low-barrier environment facilitates increased student willingness to participate in public participation. In this context, the researcher aims to understand further the current status

of students' awareness of their rights and examine the influence of students' experiences in on-campus and off-campus public participation on developing their rights awareness. The research seeks to clarify the extent and manner in which students' external public participation experiences impact their rights awareness.

To Examine the Impact of Personal Background Variables: The primary goal of this study is to investigate the influence of personal background variables, including gender, grade, type of institution, major field, courses related to politics, law, and sociology, and educational levels of parents, on university students' public management consciousness. By analyzing these factors, the study seeks to identify significant differences in students' public management consciousness based on their characteristics.

To Assess the Relationship Between Public Participation and Public Management Consciousness: This research explores the relationship between students' participation in on-campus and external public activities and their levels of public management consciousness. It specifically investigates how different levels of participation influence the personal-level, interpersonal-level, and socio-political dimensions of public management consciousness among university students.

To Provide Valuable Insights for Policy and Education: The study contributes to understanding the factors that shape public management consciousness in higher education. By identifying variations in public management consciousness and its determinants, the research offers valuable insights to policymakers and educators. These insights may inform strategies to enhance students' awareness of public management issues and engagement in public activities.

To Enhance Knowledge of Civic Engagement and Public Management: Another critical objective is expanding the knowledge base related to civic engagement and public management consciousness among university students. The research aspires to provide a deeper understanding of the factors that impact students' awareness of and involvement in public affairs, shedding light on the implications for individual development and the broader community.

1.6 Scope and Limitations of the Research Study

1.6.1 Research Scope

Geographical Scope: This study primarily focuses on Chinese universities within Guangxi Province and their undergraduate students, examining their public participation experiences and public management consciousness. Data collection and analysis will be conducted across 38 undergraduate institutions within Guangxi Province (the list of 38 undergraduate institutions can be found in Appendix V).

Participants: This research involves undergraduate students from 38 undergraduate institutions within Guangxi Province, encompassing various disciplines, academic years, and backgrounds. Considering the research motivations, objectives, and questions, this study targets explicitly undergraduate students and does not include students from military or police academies or those pursuing non-bachelor's (diploma) programs.

1.6.2 Research Methods

In this study, we employed a random sampling method to investigate the experiences of public participation and awareness of public management among undergraduate students across various universities in Guangxi Province. This approach ensured the breadth and diversity of the sample, thereby allowing for an accurate reflection of the characteristics and behaviors of the entire student body. By randomly selecting participants from the 38 undergraduate institutions, we gathered a statistically significant data set that facilitated practical quantitative analysis and provided a solid foundation for qualitative inquiry.

1.6.3 Research Limitations

Cultural Specificity: Due to China's unique social and cultural context, the results of this study may be limited to the Chinese context and may not readily generalize to other countries or cultural environments.

Sample Bias: Despite efforts to ensure sample diversity, there may be certain demographic or regional biases within the sample, potentially impacting the generalizability of the findings.

Self-Reporting: The collected data rely on self-reporting through questionnaires, which may be influenced by response bias and the limitations of participants' self-awareness and honesty.

Language Constraints: This study is conducted in Chinese, which may pose barriers to including non-Chinese-speaking university students.

External Factors: External factors beyond the scope of this study, such as changes in national policies or social events, may also influence undergraduate students' public participation and public management consciousness.

1.7 Research Framework

Social identity theory is an essential theory in social psychology that aims to explain how individuals form a sense of identity and group belonging in society. Henry Tajfel proposed this theory in the early 1970s, and it has undergone extensive research and development since then. The core framework of social identity theory includes the following key concepts:

(1) Social categorization: Individuals tend to categorize themselves and others into different social groups, forming social categorization. These social groups can be based on various dimensions, such as gender, race, ethnicity, occupation, and interests.

(2) Social identity: Social identity refers to the individual's sense of belongingness and identification with their social group, seeing themselves as members of that group and experiencing a sense of identity.

(3) Intergroup comparison: Social identity theory suggests that individuals define themselves by comparing their in-group (the group they belong to) with out-groups (other groups). This intergroup comparison can lead to prejudices and intergroup conflicts.

Social identity theory focuses on the individual's status and power in society, civic participation theory emphasizes the importance of individual participation in public affairs, and student voice theory focuses on students' opportunities to voice their opinions and express their demands on campus. To some extent, these studies align with the core concepts of social identity theory and contribute to understanding the formation of public management consciousness in both campus and societal contexts.

Regarding the four forms of dual identity integration (Roccas & Brewer, 2002):

(1) Intersection representation: B is the primary social identity and includes A's social identity elements. This structure is the simplest and reduces complexity, where group identity is predominantly singular. For example, students with different personal background variables have A and B as their social identities, where A represents off-campus public participation, and B represents on-campus public participation. In this representation, they primarily identify themselves based on off-campus public participation but sometimes include on-campus public participation.

(2) Dominance representation: A is considered the dominant identity, while B is the subordinate identity encompassed within the dominant identity. This includes a primary group identity and other subsidiary identities. For instance, off-campus public participation is the dominant identity, and on-campus public participation is a subset of off-campus public participation, occupying a subordinate position.

(3) Compartmentalization representation: The individual's different identities, A and B, have minimal impact on each other, and they emerge based on different social contexts. Identity is the most important, representing the individual's self-concept. At times, the separated social identities A and B tend to converge, seeking to reconstruct or achieve a high level of integration. For example, off-campus and on-campus public participation coexist without interfering, with different roles extracted in different contexts, such as emphasizing off-campus public participation in city life and on-campus public participation in rural life, with off-campus public participation being the dominant identity.

(4) Merger representation: This represents the most complex pattern of dual identity integration, where multiple social identities coexist and organize simultaneously. It covers diverse and integrated patterns within a single social identity. For example, off-campus public participation and on-campus public participation are intertwined, making it difficult to distinguish and discern between the two.

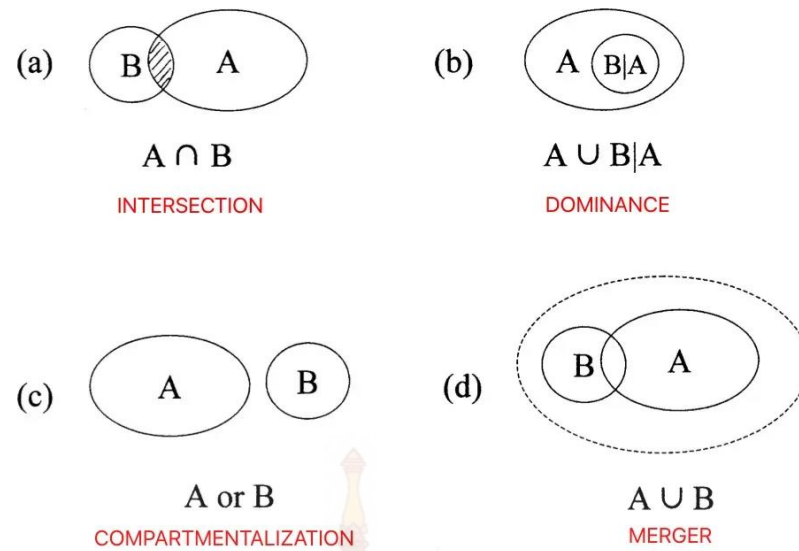


Figure 1.1 Alternative Structure of Multiple Group Representations

Student public participation, both on and off campus, involves membership in multiple social groups. Students can simultaneously participate in on-campus student organizations and off-campus organizations, which reflects the idea of merger representation, where multiple social identity representations coexist. Moreover, on-campus and off-campus public participation may be intertwined with students' social identity, making it challenging to distinguish between them.

The complexity of this situation requires adopting a mixed-method research framework, where quantitative research is conducted first, followed by qualitative analysis to explain and follow up on the quantitative findings. Through this design, the study can better understand students' intricate identity representations in both campus and societal contexts.

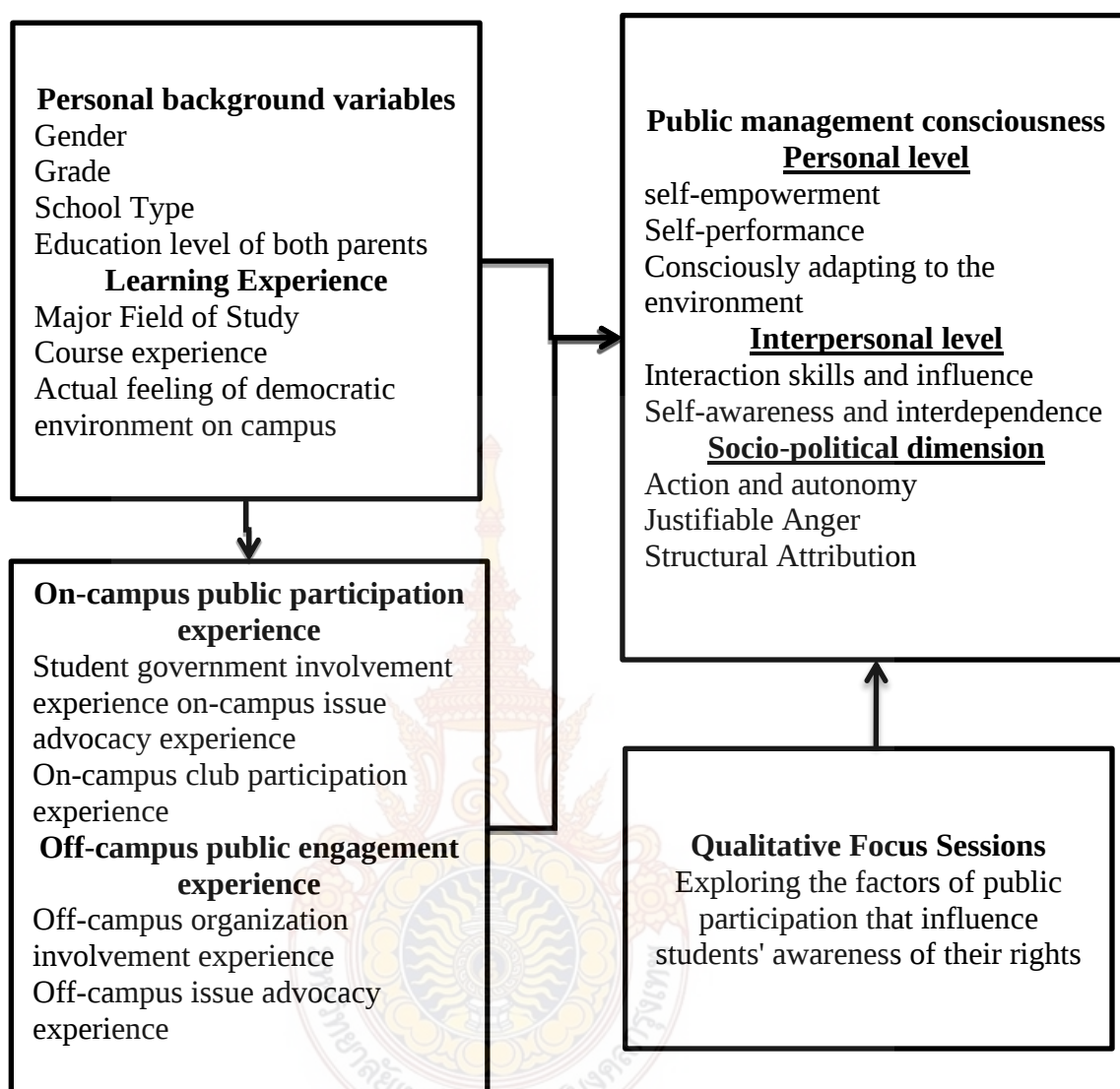


Figure 1.2 Research Architecture Diagram

1.8 Definition of Key Terms

In modern nation-states, law is the fundamental guideline for social life and establishes order. Traditionally seen as halls of knowledge pursuit, universities aim to safeguard academic freedom by creating a democratic and independent environment through their administrative units. This environment enables teachers and students to engage freely in research and teaching activities, fulfilling their educational roles and contributing to social development. It is crucial to understand the extent of public management consciousness and its influencing factors to enhance student's awareness

of their rights, stimulate national development, and pursue the well-being of society. The essential terms used in this study are defined as follows:

1.8.1 Students' Rights

Students' rights refer to the legitimate interests that college students can assert to the state or the school, as protected by the constitution or laws. Students' rights are not merely symbolic but encompass specific rights that can be claimed based on constitutional or legal provisions. These rights include the right to defense, shared rights, objective value order, institutional protection, organizational process safeguarding, and multicultural orientation. Like other fundamental rights stipulated in the constitution, students' rights possess a legal status and value constraints that exclude infringements or demand fulfillment.

1.8.2 Public Management Consciousness

In this study, public management consciousness refers explicitly to the awareness of college students regarding their status, rights, and attitudes toward exercising and seeking remedies for those rights. During higher education, students transition from a position of powerlessness to one where they recognize the oppressive power structures within educational relationships. They reflect on and develop their empowerment, collaborate with others, and take action to eliminate barriers posed by institutional powers at their schools. This participatory process expands students' freedom to choose and act as individuals within a collective context, aligning with the empowerment goals and enabling them to exercise their rights. By engaging in actual voice and participation, students gain the resources and decision-making power to shape their lives, enhancing their rights awareness from nonexistence to existence.

1.8.3 On-Campus Public Participation Experience

This study employs theories related to student voice to clarify the concept of on-campus student participation. On-campus public participation experience is defined within the following scope:

- (1) Students' involvement in self-governing organizations or other autonomous groups and associations during their university years.
- (2) Voluntarily express personal opinions and initiate advocacy based on individual will regarding events or school-related matters.

1.8.4 Off-campus Public Engagement Experience

The concept of student off-campus participation is clarified by drawing upon theories related to civic participation. The scope of student Off-campus public engagement experience is defined as follows:

- (1) Active participation in off-campus social organizations based on understanding rights, obligations, and qualifications.
- (2) Engaging in public affairs through open channels by expressing emotions, will, and actions.



CHAPTER II

LITERATURE REVIEW

Based on this study's research questions and objectives, the relationship between public participation and public management consciousness in higher education is explored, and relevant conclusions and recommendations are presented. This chapter is divided into four sections. Section 2.1 discusses the development of higher education and public management consciousness. Section 2.2 examines the relationship between public management consciousness and empowerment. Section 2.3 explores the connection between public management consciousness and student voice. Finally, Section 2.4 investigates the relationship between public management consciousness and civic participation.

2.1 Development of Higher Education and Public Management Consciousness

2.1.1 Deconstruction of Special Power Relations and the Emergence of Students' Rights

With the transition of the domestic political environment towards democracy, China's political development has gradually shifted towards a substantive rule of law that guarantees fundamental rights. This has led to the waning of traditional theories of unique power relations and the advocacy for "students as educational subjects." Influenced by Germany's "importance theory," it is believed that applying the principle of legal reservation should also extend to the relationship between public schools and students (Wu, 2016). In the campus context, the "principle of legal reservation" refers to the notion that "important" matters in educational administrative affairs must be established by law. These matters include educational content, educational goals, curriculum decisions, the basic structure of schools, students' legal status, and disciplinary measures. Under this principle, measures that significantly impact students' learning, advancement, or personal development must be based on legal provisions or legal authorization and should adhere to the principle of explicit

authorization. Moreover, regulations concerning students' learning, advancement, or personal development, which have a significant impact, should also provide avenues for judicial remedies. However, the theory of "special power relations" in academia states that unique power relations possess the following five characteristics (Wu, 2018):

- (1) Unequal status between the parties involved.
- (2) Uncertain obligations: The obligations of the subjects of unique power relations lack definite weight and entail a relationship of subordinate power.
- (3) Special rules: Administrative authorities can establish special rules to bind the subjects without legal authorization.
- (4) Punitive power: Punishment can be imposed on those who violate their obligations.
- (5) No right to litigation: Matters related to unique power relations cannot be pursued through civil litigation or administrative litigation as a means of redress.

The theory of "special power relations" originated in Germany and was subsequently introduced to Japan before being accepted by the field of administrative law in China (Weng, 2019). Currently, the mainstream view in administrative law leans towards the proposition that matters concerning the disposal of educational affairs within the student-school relationship, particularly those involving realizing students' fundamental rights to education, and, with significant impact, must be regulated explicitly by legislation. At the very least, they must be authorized by clear legislation in terms of purpose, content, and scope before being determined by educational administrative authorities under the application of the principle of legal reservation (Zhou, 200X; Xu, 2002).

Based on the literature mentioned earlier, China should further plan specific policies to cultivate public management consciousness when addressing student rights on campus. This includes considering the campus environment, ethical perspectives, and the process of teacher-student interactions. It is crucial to implement the spirit of campus democracy, which encompasses the democratization of classroom management, club guidance, and students' fair participation. Providing students with opportunities and capabilities to voice their opinions effectively enhances the effectiveness of teaching and learning on campus. Furthermore, through participation, students can develop their understanding of their rights in the campus context and their

awareness and capacity to protect their rights, and further translate this understanding into action.

2.1.2 Guarantee of the Rights of Students in Higher Education

Wu (2019) points out that in the early days of traditional education in the United States, "student rights" did not receive much attention from society, and no students specifically claimed their rights. It was not until the late 1960s, when the student movement occurred in the United States and emerged on various college campuses, that the public's attention was drawn to student rights. For example, in the 1961 case of *Dixon V. Alabama State Board of Education*, the U.S. Supreme Court declared that the constitutional requirement of due process of law should be applied to the case of a student who was withdrawn from a publicly sponsored school, which opened the way for the fundamental human rights of students to be addressed on American campuses.

In contrast, the concept of student rights in China did not begin to develop until the 1990s, which was closely related to the successive release of student rights-related laws and the interpretation of the Chancellor's Conference. However, guaranteeing rights is not just a concept at a legal or institutional level; it must be concretely implemented on campus to have substantive meaning. In other words, the concept of student rights protection is, on the one hand, a substantive affirmation of students' rights and, on the other hand, a more important concept of a process that ensures that when their rights are violated, there are formal avenues of redress (especially from the judiciary) to defend their rights and prevent their violation. However, before this study examines the development of public management consciousness, it clarifies the positive role of students' rights protection as a theoretical basis for developing research tools, which is discussed below. In affirming students as the subjects of student rights protection, schools and school administrators should be aware of the following when promoting student-friendly campus policies:

(1) The protection of students' rights can promote students' self-actualization

With the democratization of society and the promotion of the Ministry of Education's campus-friendly policy, the content and methods of the schooling system have become part of the student's participation, based on the spirit of the student as the

subject of education. Ko (2021) argues that the university level profoundly impacts a person and that students are often seen only as objects of education and observation or as those who should be counseled in an ill-considered manner while neglecting the subjectivity that students should enjoy as individuals. Therefore, if the protection of students' rights on campus is neglected, it will be challenging to cultivate modern citizens with a sense of citizenship and a broad vision. Studies like those conducted by Savolainen (2019) and Chen (2020) underscore the importance of protecting students' rights to empower them and instill a sense of civic responsibility. When students' rights are safeguarded, it ensures fair and equitable treatment and nurtures their self-actualization and personal growth. This protection allows students to develop their identity, voice their opinions, and engage in critical thinking. Furthermore, according to Wang et al. (2018), respecting students' rights and involving them in decision-making processes within educational institutions can broaden their perspective and make them more aware of societal issues. This active participation cultivates a sense of citizenship as students learn the value of contributing to their community and society.

The school climate also affects the implementation of student rights protection. Students are not only in contact with teachers and learning in school but also with other staff members who are not teaching, such as administrative and academic staff. Therefore, teachers, staff members, and students should respect their personalities and that of others and create an appropriate environment in which students invariably learn to express their opinions and listen to others, thus respecting multiculturalism. Further, this will lead to respect for multiculturalism and care for people, groups, and society in need. Lin (2022) points out that "the educational relationship is not only legally defined but most directly in the actual teaching relationship". In addition to recognizing the "subjectivity of rights" of students, the human rights concept of respect for human dignity should also recognize the status of students as "subjects of learning" in teaching and learning. In other words, the primary purpose of education is to enable learners to "develop and realize themselves." To achieve self-actualization, students must learn to develop and realize themselves through the campus environment.

(2) Protection of students' fundamental rights

The fundamental rights of students are constructed on the essential

requirement of the highest value of the Constitution, one of human dignity, which requires respecting the individual's personality, guaranteeing his or her human rights, and enabling him or her to bring out his or her humanity with dignity (Li & Zhenshan, 2019). For students to develop themselves, realize themselves, become mature individuals grounded in society, and achieve the goals of self-management and self-determination, their fundamental rights at school should be guaranteed.

In a university campus, based on the spirit of university autonomy, the university can enjoy a degree of autonomy appropriate to its purpose and nature following the law and thus shape its culture with its pluralistic, open, and representative organizational form so that it can become the basis for students' free development of their personality. However, it is essential to note that students are the subjects of education, and in order for them to freely develop their personality and accomplish self-actualization, schools must ensure that students' fundamental rights are protected explicitly in school affairs, such as the right to participate in school affairs and the freedom to express their opinions and opinions. From educational scholar Kohlberg L.'s "Theory of Moral Cognitive Development" (Zhang, 2019), it can be summarized that in the fourth stage of the Conventional Level, the so-called "Law and Order Orientation" begins. Law and Order Orientation is obeying group norms, observing public order, respecting legal authority, and judging right and wrong with the concept of legalism. Therefore, school administrators should not ignore students' fundamental human rights from the perspective of "discipline" or challenging authoritarian mentality and should create a learning environment that understands students' rights based on a friendly campus.

2.1.3 Development of Students' Awareness of Their Rights

Developing students' rights awareness is a critical education component, and several academic sources shed light on this essential topic. "Promoting Student Rights and Responsibilities: A Step-by-Step Guide for Educators" by Peggy R. Williams, published in 2015, offers practical guidance, providing a systematic approach to creating a school environment that supports students' rights and responsibilities. "Promoting Civic Learning and Action: A Guide for Educators, Policymakers, and Parents" by David A. Turner and Robert A. Rhoad, also from 2015, emphasizes the significance of civic education in helping students understand their rights and

responsibilities as citizens, offering strategies for educators to promote civic engagement and awareness of rights.

In "Fostering Civic Competence and Responsibility in American Youth" by Judith Torney-Purta (2002), the development of civic competence and responsibility in youth is explored, with a focus on how education can play a pivotal role in cultivating an understanding of rights and responsibilities among students. "Youth Civic Development: Work at the Cutting Edge," edited by Lonnie R. Sherrod, Constance A. Flanagan, and Ron N. Larson in 2003, delves into the civic development of youth and discusses the role of education in promoting their comprehension of civic rights and responsibilities, providing valuable insights into practical strategies for youth civic engagement. Finally, "Education for Critical Consciousness" by Paulo Freire, a classic work from 1974, discusses critical consciousness and the role of education in empowering individuals to be aware of their rights and participate in social and political change. These academic sources collectively offer a comprehensive perspective on the development of student's awareness of their rights in an educational context, providing a wealth of information to support this critical aspect of education.

Rights are essential elements of life in modern liberal democratic societies, and Xu (2022) points out that rights awareness means that individuals are interested in understanding what rights they are entitled to and the basis for them, what rights they have, what their basis is, how to seek assistance, legal means to avoid restrictions or infringements of their rights when they are about to do so, and legal means to seek compensation or reparation when their rights have been compromised; and for others It is about respecting and balancing the conflicts between the rights of others and mine. Therefore, public management consciousness should be created by understanding and claiming one's rights and understanding the boundary between the rights of others and oneself, and by regulating one's behavior; that is, public management consciousness is expressed in the attitude of the individual's subjective consciousness when interacting with society.

Almog and Perry-Hazan (2011) used modern young women as their subjects. They found through interviews that two major factors influence the development of rights awareness: the public management consciousness and the environment in which rights are protected. On the contrary, women who have not

experienced multicultural and human rights education lack the ability and attitude to protect and defend their rights (lack of rights awareness) and are more likely to be treated more unfairly in society. This shows that through appropriate education and content or public participation, we can change how vulnerable groups perceive and deal with injustice and further defend their rights against future violations.

This study defines public management consciousness as "college students' perceptions of their status and rights and their attitudes toward exercising and remedying their rights", which includes students' conscious reflections on their roles and their value ideals, including students' perceptions, emotions, perspectives on their status, rights, responsibilities and other norms and the resulting. It also includes the student's self-reflection and judgment on the reasonableness and legality of the restrictions imposed on him/her by the school administration, as well as the student's understanding of the system or means used to realize his/her rights and duties, and the resulting identification with the student's identity; and the attitude that, after identification, the student must claim his/her rights by reasonable means to remedy his/her rights based on the violation and conflict of rights; however the actual assessment is summarized in the relevant theories in subsequent chapters.

2.1.4 Summary

In recent years, "student rights" has become a popular keyword in China's higher education environment. While student initiatives have been taking place in Europe and the United States as early as the 18th and 19th centuries, it was not until the 20th century in China, after the amendment of relevant laws and regulations and student initiatives, that primary schools began to explicitly define norms related to student participation in school affairs and others. In China, it was not until the 20th century, after the amendment of relevant laws and regulations and students' initiative, that primary schools began to specify the rules and regulations related to student participation in school affairs and other internal regulations to implement legal protection of students' rights. Under this trend, the traditional teacher-student relationship has been broken down, the campus environment and ethical perspective have been slowly transformed, and the adjustment of teacher-student interaction and student activities can be observed.

However, students, as one of the subjects on campus, should not passively

wait for changes in the system and norms but should take a proactive attitude to understand and protect their rights and obligations and promote the pace of campus democratization through actual voice participation. Students need to be aware of their rights in order for the higher education environment to meet their needs in promoting different programs, for students to be accessible to pursue their academic and personal growth on campus, and to achieve the goal of higher education to fulfill its social responsibility and promote the full development of students.

2.2 Relationship Between Public Management Consciousness and "Empowerment"

The concept of "empowerment" has a profound history, originating in the social movements of the 1960s, particularly among marginalized groups such as racial minorities and those with disabilities. It strongly emphasizes empowering individuals, raising their consciousness, and motivating them to take action. This empowerment movement is intricately linked with elevating the awareness and empowerment of individuals, often within the context of social movements. More recently, empowerment has found widespread applications across various fields, including social work, community work, healthcare, business management, and education (Adams, 2003).

This study aims to delve into the developmental status of public management consciousness. This concept revolves around safeguarding students' rights, fostering their self-awareness of these rights, and dismantling any barriers that may impede them from seeking redress. Our study aligns with the fundamental principles of "empowerment theory," which underscores the importance of awakening critical consciousness, enhancing individual control over one's life, and eliminating systemic social oppression. It is worth noting that while "empowerment theory" has traditionally been a focal point in fields like social work, community work, and healthcare, our study takes a distinct approach by concentrating on the campus environment.

Therefore, our research aims to draw parallels between the development of public management consciousness and the principles of "empowerment theory." This

relationship is pivotal as it underlines how students can transition from being underprivileged individuals with limited power to becoming cognizant of the power structures within their educational institutions. As part of this process, students reflect on regaining control over their power, collaborating with others to break down institutional power barriers, and transforming oppressive conditions within the educational environment. This transformation also involves understanding the limitations imposed by these oppressive conditions and taking practical steps to assert their rights. Ultimately, student empowerment aligns with students' awareness of their rights, significantly contributing to their development of public management consciousness.

In our efforts to investigate public management consciousness within this framework, we intend to create a detailed questionnaire inspired by the principles of empowerment theory. This questionnaire will help us gain comprehensive insights into the transformative process through which students become active participants in their educational environment, reclaim their rights, and develop an enhanced sense of public management awareness. By adopting this approach, we aim to illuminate the intricate dynamics of empowerment within the context of public management education.

2.2.1 From "Empowerment" to "Student Rights Awareness"

In the 1960s, the idea of empowerment began to be used in concepts such as politics, educational issues, and social movements (especially gender and feminist movements), and Freire (1994) emphasizes that the purpose of empowerment is to awaken the critical consciousness of the people and through this process, to make the people within the community reflect and act in order to remove the oppressive and oppressed social environment. Freire (2017) uses his observation experience of promoting civilian literacy education in Brazil to illustrate that the interactive process of literacy, dialogue, and reflection among people in the lower and middle classes can enhance people's insight into their situations and further improve their ability to solve problems, remove obstacles that oppress them, and increase their control over their own lives; the targets of empowerment are mostly socially disadvantaged groups, and if this group's "critical consciousness is awakened," through practical action, they can break free from the shackles of the social structure and develop a sense of self-performance.

Since 1980, "empowerment" has been used to explain the shift in the

consciousness of citizens and people in politics and society, with a particular focus on individuals or groups, such as disadvantaged or less empowered groups, attempting to increase their sense of empowerment to fight injustice and change their situation, which is related to learning new skills and changing their attitudes. This has to do with learning new skills and changing one's attitude.

Soloman (1976) uses the concept of empowerment to describe the deep sense of powerlessness felt by African Americans as a discriminated minority in American society due to long-standing oppression and discrimination and, therefore, suggests that social workers should work to empower the black community to enhance its self-performance and power for social change in order to undo the "institutional racism" in society. Inglis (2018) argues that empowerment is about developing the ability to operate within an established system and power structure to critically analyze and resist structures that challenge power. As mentioned in the previous chapter, China's early years were influenced by unique power relations, in which educational relations and legal norms within schools restricted the exercise of students' rights. Students have long been seen as objects of "discipline" and on the receiving end, with a sense of their subjectivity still to be developed, making it difficult to discuss further. This part is similar to the process of empowerment, which focuses on developing public management consciousness. Gibson (1991) argues that the nurse-care recipient relationship can help the care recipient to empower himself/herself in an empowering way so that the care recipient understands that he/she should take responsibility for his/her health, and even further explains that this empowerment focuses on the process rather than the outcome. In other words, the awareness of students' rights is not only a result of empowerment but also a process in which students can deepen their recognition of their rights through the accumulation of experiences of self-awareness and critical analysis. Based on the fact that higher education should protect students' rights in the law and that the national education policy has the social responsibility to cultivate social citizens, students should have the awareness of their rights and the ability and attitude to think further about the remedies they should offer when their rights are damaged.

As Solomon (1976) and Freire (2000) emphasize, despite being disempowered or powerless, individuals still have the ability and skills to change

situations or take group action, and define oppression as a structural phenomenon, implying a reaction against the past assumptions of pathologizing and individualizing problems. In the previous chapter, some students' rights are affected by the context of unique power relations, and they cannot exercise and voice their rights. Since the starting point of empowerment is the reflection on power relations, in the wave of democracy, if we want to help students develop a sense of their rights to become good citizens in school, the system and various roles in the campus environment should improve the environment they live in through a cooperative approach.

2.2.2 The Meaning of Empowerment

Parsons (1991) argues that the empowerment target must be the disadvantaged who lack power. Empowerment enables individuals to obtain or regain the ability to interact with their environment, to have their needs met, to enhance their self-performance, and to help them become aware of injustice and awaken to it. Gibson (1991) emphasizes that empowerment occurs in the process of social action, which is closely related to participation. That empowerment is through effective public participation, linked to consciousness, free from the shackles of social structures, and generating a sense of self-performance.

Adams (1990) defines empowerment as a process by which individuals, groups, or communities begin to feel in control of their situation and achieve their goals, thereby further enhancing their quality of life, meaning that the psychological orientation of empowerment aims to increase the competence and self-confidence of disadvantaged people to take action to control their destiny.

Boehm and Staples (2004) additionally point out several conceptual connotations of empowerment, including:

It is both a process and an outcome: empowerment is the process of moving from a sense of powerlessness to a sense of empowerment, such as participation in decision-making or action, and ultimately, the goal of empowerment is to empower people.

Empowerment operates at both the individual and collective levels: the individual level means that individuals can be pretty self-assured of their abilities and skills; the collective level means that individuals can break their silence and take concrete action to make a difference through group organization and cooperation.

The ability of individuals to act despite their powerlessness is the assumption of the dominant view in the field of social work.

It is born spontaneously within the individual: it cannot be created by others, but others can help facilitate it.

Focusing on the situation of oppressed groups helps individuals understand how the lack of empowerment causes problems for individuals and society.

Zimmerman (1995) proposed that the empowerment model of psychology is very similar to the former concept of dividing process elements into individual level, interpersonal community level, and political-social orientation. Zimmerman advocates that the empowerment model is divided into the intrapersonal, interactional, and behavioral components.

Intrinsic personal elements: the attitude, motivation, and self-awareness of whether the individual believes he or she has performance in the world. The main elements include awareness of control, self-performance, motivation of control, awareness of competence, and a sense of intrinsic superiority, emphasizing that awareness of control, competence, and performance are essential.

Interactional elements: The individual's critical awareness of the environment and how social policy affects the outcomes of that environment. Part of critical awareness is the dynamic understanding of how the environment influences decisions and the search for resources, the awareness of the choices available, and then the ability to act to achieve goals and use resources within the constraints of the environment.

Behavioral elements: actions taken by individuals to directly influence outcomes, including community engagement, participating organizations, and other consequential behaviors that support individual capacity and achievement.

In summary of the above literature, it can be seen that empowerment connotes the following:

The targets of empowerment: According to Parsons (1991), they are underprivileged people who lack power, such as black Americans and early women who have been discriminated against and oppressed for a long time, and generally speaking, the targets of empowerment have a strong sense of powerlessness because they have been disempowered for a long time.

Gutierrez, Parsons, and Cox (1998) described empowerment as a dynamic process that unfolds across multiple levels, encompassing the individual, interpersonal, community, and socio-political spheres. The authors assert that this multifaceted conceptualization of empowerment yields a more comprehensive understanding of its nature and implications. The standard process includes a change in consciousness at the individual level, awareness of injustice, critical reflection, and, ultimately, a willingness to practice practical action in cooperation with others, changing the shackles of social structures, and achieving a heightened sense of self-performance. Ellis (1994) argues that empowerment involves: 1. Awareness and Increased Consciousness; 2. Acquisition of Knowledge, Skills, and Self-Confidence; 3. Decision to Act, showing that empowerment is a dynamic orientation that can be found in the main elements of problem-solving, pulse understanding, and continuous exploration; and understanding the development of empowerment from It is also possible to understand the evolution of empowerment from awareness awakening, rights acquisition to action, including three elements of the journey: awakening, empowerment, and action.

The goal of empowerment is to deal with the disempowerment and powerlessness caused by various obstacles to empowerment and to increase the empowerment of the self, which, according to Sue (1981), should lead to the attributive transformation of the individual from "external control/internal responsibility" to "internal control/external responsibility". The goal is to increase one's sense of empowerment at the personal, interpersonal, and sociopolitical levels.

This study focuses on understanding students' awareness of their rights and applying an empowerment model, i.e., to find out whether students are aware of the limitations of the actual social (school) system (self-awareness of empowerment), to allow them to seek ways to improve themselves (dissolving the sense of disempowerment), to create a sense of empowerment itself, to enable individuals to take effective action to take control of their lives and life events, to reduce the sense of powerlessness in school life, and to promote further. Through the research tool, we hope to see whether different college students change their roles of lack of empowerment, perceive the imbalance of power structure in educational relationships, redevelop their empowerment, and take actions to remove the obstacles of empowerment in educational relationships by cooperating with others, to change their

campus environment. Based on the theories of the scholars mentioned above, it can be seen that empowerment is a process of increasing public management consciousness from the individual level (which is the inner element of the individual as advocated by Zimmerman), the interpersonal community level (which is the interactive element advocated by Zimmerman), and the political and social level (which is the behavioral element advocated by Zimmerman); empowerment is a process. In order to obtain the result of empowerment, in addition to individual change, the power of change and action can be expanded through collective organization. Therefore, this study pays special attention to the student's perception of their power, identification with the group, and seeking resources and remedies.

2.2.3 Goals, Connotations, and Importance of Empowerment of College Students

According to Parsons (1991), "the target of empowerment must be the powerless and disadvantaged." As a group affected by unique power relations at school, college students, like other groups, need to undergo a process of empowerment to perceive their power and exercise their rights. To understand the relevant empowerment studies as a reference for scale development:

(1) The goal of empowerment of college students

The purpose or goal of empowerment of college students is to have the right to practice the rights and duties of citizenship as members of other age groups, to participate in systems (education, society), to be influential, to be treated fairly and with respect, and to be assisted and supported in times of need without discrimination as members of other ages.

Lee (2021) observed the development of youth empowerment in Hong Kong society and summarized four significant goals:

Foster a caring attitude among participating youth.

To help participating youth understand that social and community problems arise from the unequal distribution of resources and power.

Fostering a participatory youth democratic spirit and learning how democracy works.

To provide learning and practice opportunities so that participating youth can realize that they have the power to influence society or their communities. He

believes that youth can achieve the goal of self-development through empowerment so that they can learn to deal with their emotions, abilities, knowledge, and resources, gain self-fulfillment, strengthen their sense of self-performance and self-esteem, increase their motivation for public participation and their understanding of their social identity, and create opportunities for youth to give of themselves and directly influence society or policies that concern them. Therefore, the empowerment of adolescents must include assisting adolescents themselves to change all systems, policies, languages, cultures, and social power relations that hinder equal enjoyment of citizenship and equal participation, as well as assisting adolescents to acquire all knowledge, skills, abilities, and power to practice including the personal level, interpersonal community, and socio-political level (Huang, 2017). At the personal level, it provides a sense of power and control for the self; at the interpersonal community level, it enhances the skills of communication and cooperation with others; and at the political and social level, it enables the transfer of power systems through social actions and changes in power structures to achieve a balance of power. The empowerment process of adolescents is the goal of empowerment, and the change comes from the adolescents themselves, not from the process of "giving" power by adults.

From the standpoint of university students, these empowerment goals coincide with the intention to implement university social responsibility in higher education. We expect university students to be able to affirm their abilities, to cooperate and interact well with others, to care about society and change it through their actions, and to make it more equitable and just.

(2) The meaning of empowerment of college students

According to Zhao (2021), who observed the practice of youth empowerment from a social worker's perspective, youth empowerment must pay attention to the cooperation between the overall environment and awareness. First, the overall social environment must emphasize youth self-direction and create an environment that encourages youth participation and decision-making so that youth can express their opinions without burden and pressure, not as a mechanism for token participation (low or moderate participation), but as a mechanism that allows youth to participate in all decisions about their interests in a supportive, encouraging, accessible, and equal environment, and gradually learn to decide, take power, and take ownership.

They learn to make decisions, take power, and take ownership. Democracy on campus has a positive meaning when administrative and academic units, per university law, communicate with students in advance and respect their wishes as much as possible. As citizens and university members, students have every reason to speak out and make decisions about campus affairs to protect their fundamental rights.

(3) The importance of empowering college students

Disadvantaged adolescents who lack power and resources are alienated, marginalized, problematized, stigmatized, and labeled, bringing about a sense of powerlessness that is more serious than that of ordinary adolescents (Wang, 2017). Under the influence of their sense of powerlessness, adolescents can only allow adults to control their development and gradually disempower themselves in dependence. Therefore, youth empowerment work reclaims youth's subjectivity and sense of empowerment to regain control of their pending development.

In the past, society regarded college students as an indifferent group uninterested in public participation. However, in the process of democratization on campus, their subjectivity has gradually been recognized, and students, as subjects of fundamental constitutional rights, have been recognized and protected to exercise their rights on campus. The key to developing students' awareness of their rights is whether they face their sense of powerlessness and realize their rights.

(4) Empowerment and student rights awareness

① Power and students' awareness of their rights

Power has connotations of both "exercise" and "ability". Lukes (1974) divides power into "PowerOver" and "PowerTo". The former is "the power to exert", meaning the power to bring others under me, including domination, subordination, subjugation, control, compliance, and obedience; the latter is "the power to engage in" . The latter is the "power to engage", which considers power a talent or ability. These two concepts are precisely related to the background of the former special power relationship. In early Chinese campuses, students were taught teacher-student respect, teacher-student ethics in school rules, and other related regulations, which also have norms restricting their rights, thus forming a relationship of domination and obedience between teachers and students (belonging to PowerOver). While developing the concepts of human rights and the rule of law, students begin to

reflect on the unreasonable relationship through education or public participation, meaning that when they have the power, they can change it (Power To). In other words, students' awareness of their rights is a function of whether or not they have the attitude of perceiving and exercising their power, and their attitude toward power should change from "Power Over" in early school relationships to "Power To" in school. Students' attitudes toward power should change from "Power Over" in early campus relationships to "Power To" on campus.

Lee (2010) defines "power" as an individual's awakening to self-awareness and recognition of oppression (Knowledge of Oppression) in order to see more opportunities for choice through an awareness-enhancing journey, which in turn facilitates the transformation of the individual or the environment around him or her from oppression to This can lead to a transformation of the individual or the surrounding environment, away from oppression and toward social change.

Gutierrez, Parsons, and Cox (1998) further illustrate that empowerment creates a sense of community and performance through interpersonal interactions and mutual aid that generate resources that converge into a shared collective experience. In the process of empowerment, they explicitly state that "empowerment" occurs at three levels: the "individual" level, the "interpersonal community" level, and the "sociopolitical" level. The "sociopolitical" level. In contrast to students' awareness of their rights, the personal level includes students feeling capable of influencing or solving problems, having self-esteem and a sense of self-performance, and affirming their ability to take action to achieve their goals. The political and social level refers to students' ability to recognize their rights on campus, affirm the influence of group action, take action to improve the learning and living environment they live in, influence the allocation of resources on campus, and maintain school policies and systems in line with social justice. Under the premise that one of the goals of higher education is for students to become citizens of the nation, to take an active interest in society, and to solve problems, students should develop "self-empowerment" on campus by understanding their environment, identifying problems, and further solving them. This study aims to understand college students' awareness of their status and attitudes toward exercising their rights and remedies, similar to the concept of "empowerment" mentioned above.

②Sense of powerlessness and empowerment and students' awareness of their rights

Powerlessness is the opposite of empowerment, which refers to the ability to influence matters related to one's life. When there is a lack of ability to make decisions or exercise self-control over one's life that prevents one from doing so, it is called powerlessness.

Huang (2021) argues that powerlessness comes from the weakening or disempowerment of power, i.e., disempowerment. Disempowerment is the cause of powerlessness, and powerlessness is the result of disempowerment. Powerlessness will be internalized as a subjective feeling of social devaluation and blame, which may lead to self-depreciation and a vicious circle of powerlessness, resulting in structural dependence on socially disadvantaged groups, social alienation, and learning helplessness. In the field of social psychology, Soloman (1976) refers to powerlessness as "the lack of resources, information, and data, as well as the lack of knowledge and ability to change one's disadvantaged position, which places the individual in a social position of discrimination and unfair treatment, and thus affects self-satisfaction".

Power is something that people are born with. However, due to direct or indirect social factors leading to power obstruction and power inequality, class and oppression emerge (Soloman, 1976). After being oppressed, certain groups gradually lose their power and become powerless and psychologically believe that they do not have influence. At the social level, they are disadvantaged under the operation of other mighty powers. They are marginalized, socially excluded, socially stigmatized, and at the bottom of society. When students lack a platform to speak freely on campus, when they are unable to assert their rights, when they are marginalized and not seen as subjects of the school, and when they cannot effectively interact with their environment, such disempowerment can leave students without the ability to use resources for self-development, in other words.

Students may suffer from oppression due to various power factors and inequalities in campus relationships, resulting in negative attitudes toward themselves, accumulation of negative experiences in inter-system interactions, and seeing the injustice of real-life events, all hindering effective action and creating a sense of powerlessness. In order to promote students' self-identity, enable them to carry out their

selves according to their wishes, and resolve their feelings of powerlessness, this study focused on the development of self-empowerment and self-performance at the individual level to further understand whether different variables affect the development of self-empowerment, self-performance, and practical action. In addition, Gutierrez et al. (1998) advocated that empowerment is a resource derived from interpersonal interaction and mutual assistance, which converge to form a shared collective experience to create a sense of community and performance in life. We hope to verify this statement by analyzing the correlation between public participation experience and students' rights awareness.

2.2.4 Factors Affecting the Empowerment of Higher Education Students

In the university campus environment, many administrative bodies operate and systems based on the principle of university autonomy. Different institutions and individuals have many mediating roles in the environment, and the university authorities have to assume the responsibility of management and provide opportunities for all university members to participate and exercise their rights as part of the campus. Assuming that in this process of power interaction, the one who holds the resources is the one who holds the power, the resources and power of daily life of the university students in higher education, as part of the campus community, are still mainly in the hands of adults. From the microscopic point of view, on the campus, self-edited publications have to be censored, and activities have to be reviewed in advance, so the school is the power holder and has a specific authority; from the macroscopic point of view, the social environment of overall existence, the media, the government, scholars and experts the whole society, the power of adults is operating in it all the time, constantly through. While adult power operates everywhere, these students face the crisis of being disempowered.

On the personal side, according to Chickering's theory of psychosocial development, college students will continue to interact with others and society during this learning period. Through the interactive experience, they can grow in knowledge and skills (Pascarella & Terenzini, 2005). It is usual for students in higher education to have their ideas in the pursuit of autonomous development. However, when their opinions do not agree with those of adults, some will discuss them further. However,

suppose the students' family, friends, or teachers hold conservative opinions. In that case, they often impose various restrictions and controls to protect their sound physical and mental development and stable growth.

In the early closed campus environment, students' voices were hampered and hindered by various difficulties, unable to express their sense of self and develop their abilities, lacking the ability and resources to change their unfavorable situation, and creating various feelings of powerlessness.

The sense of powerlessness may arise from what Soloman (1976) calls "disempowerment", which is divided into "direct disempowerment" and "indirect disempowerment". The "direct disempowerment" and the "indirect disempowerment" are divided into two categories. Indirect disempowerment refers to the lack of access to material resources in one's life, which hinders the acquisition of empowerment; indirect disempowerment refers to the lack of resource structures and values in society that maintain equal opportunities, which may stem from discrimination, prejudice, and exclusion in society.

Under the influence of early unique power relations, although there are currently legal sources for students to participate in university affairs, there is still much to be done to strengthen the actual operation of university affairs, which is still dominated by the opinions of teachers and supervisors. If the university is not willing to provide equal opportunities for participation and symmetrical information, the possibility of student participation or empowerment will be reduced; according to the 2012 University Student Rights Survey and Evaluation Panel, "the university often neglects the level of student rights, and student rights are more important to the university than academic papers, graduate performance, and hardware facilities, which can increase the university's ranking and reputation. The ideal university campus should have full student autonomy, and students and professors should be treated equally. In this context, even if students want to fight for their rights actively, conflicts can quickly arise. In this situation of unequal power, students tend to have doubts and feelings of powerlessness about their abilities and influence.

From the above collation, it can be seen that students' sense of disempowerment and powerlessness may come from the lack of opportunities or resources provided by their families or schools in their personal lives or from the

labeling theory when facing stereotypes and negative evaluations given by society, or from the expectations given to students by social roles, which affect the construction of their self-identity and cause their false self-attribution. It is also associated with their lack of ability to think abstractly and less opportunity to engage in self-reflection and discernment, resulting in a low sense of self-performance. Past studies have shown these conditions to be detrimental to student development and harm national citizenship development. This paper aims to understand whether college students in higher education can regain their self-affirmation and sense of self-efficacy in self-assertion, gain empowerment at all levels, and become empowered and rights-conscious citizens.

2.2.5 Evaluation of the Effectiveness of Empowerment

Since the mid-late 1990s, different empowerment scales began to rapidly develop abroad to measure this concept, such as Spreitzer's Psychosexual Empowerment Scale (12 questions) in 1995, Rogers et al.'s Empowerment Scale (28 questions) in 2018 to develop an empowerment scale for adults with mental illness in group therapy, containing three vectors: self-esteem -self-performance, and rightful anger possessed; the empowerment vector proposed by Gutierrez, Parsons & Cox et al. in 1998, and other work empowerment scales, family empowerment scales, diabetes empowerment scales in health care, patient empowerment scales, treatment-related empowerment scales in the medical care field, patient empowerment scales, therapy-related empowerment scales. Since the concept of empowerment contains multiple levels, it is not easy to measure all levels simultaneously, so sometimes, a single level is measured, and an operational definition of empowerment is defined for analysis (Song, 2019).

This study sought to understand the different levels of influence on students' awareness of their rights. Since the process of empowerment is one of learning and action and requires constant reflection and evaluation, the concept of this journey is similar to that of students' development of students' awareness of their rights on campus; the effectiveness of empowerment is evaluated not only in terms of the results of action but also throughout the learning relationship and the journey of working together; Zimmerma et al. (1992) Zimmerma et al. (1992) analyzed the social empowerment model and identified three main dimensions of empowerment: 1. mental dimension: how individuals perceive the impact of their abilities on their social and

political situation; 2. interaction dimension: how individuals interact with their environment to achieve control over it; 3. behavioral dimension: the actions taken by individuals in the process of participation. Parsons (1991) and Gutierrez, Parsons, and Cox (1998) suggested three levels of assessment: personal, interpersonal, and social, which are similar to the content items of the earlier scale developed by Spreitzer and Rogers et al.:

(1) Personal orientation: The ability to be self-assured and feel in control of one's lifestyle and resources.

(2) Interpersonal orientation: The ability to express oneself appropriately and to express one's abilities, to give to society to a limited extent, to experience burnout and guilt in the interpersonal network, but to seek assistance or various social resources to solve problems.

(3) Social orientation: They care about society and the living environment, are willing to provide human or material resources to society, voluntarily participate in improving it, and will take positive actions against unreasonable and unfair phenomena.

Rogers & Singhal (2003) and Chamberlin (2018) converge the attributes of empowerment and summarize the following definitions:

(1) Have decision-making power;
 (2) Access to messages and resources;
 (3) The possibility of choice;
 (4) Self-affirmation;
 (5) Feeling that the individual can contribute (hopefully) or make a difference;

(6) Learning to think critically to see things differently (being able to say in my voice who I am and being able to redefine myself, redefining my capabilities, redefining my relationship with institutionalized power structures);

- (7) Learning to express and control anger;
- (8) Not feeling alone and having a sense of belonging;
- (9) Feeling of belonging to a group;
- (10) Understand that individuals have rights;
- (11) Effectively changing themselves and their communities;
- (12) Learning skills that individuals consider essential;

(13) Changing the individual's perception of his or her talents and ability to act;

(14) Recognize that change is never-ending and spontaneous;

(15) Enhancement of personal self-image and overcoming stigma (cited in (Song, Liyu, 2021; Hu, Feiyu, 2021)).

This study draws on this crucial perspective to argue that students who have a high level of student rights awareness should have:

(1) The right to make decisions on matters of immediate concern to students;

(2) Access to news and resources of significant relevance to students;

(3) The possibility of choice within the school;

(4) Self-affirmation of the student as a subject;

(5) Feeling that they can contribute or make a difference to the school;

(6) The ability to think critically to see things from different perspectives;

(7) Can learn to express and control anger;

(8) Not feeling alone at school and having a sense of belonging;

(9) Feeling like a part of the school;

(10) To be aware of the rights that individuals have on campus;

(11) Effective change in their schools;

(12) Promote and respect different individuals;

(13) An attitude of positive action;

(14) Recognize that change is never-ending and requires one's involvement;

(15) Overcome the stereotype that students are not actively involved in public affairs.

In assessing the development of empowerment, some studies used interviews, some used questionnaires, some used both interviews and questionnaires, and some used both observation and interview methods. The following is a compilation of the assessment priorities of the quantitative studies on empowerment, as shown in Table 2.1.

This study defines students' awareness of their rights as "college students' perceptions of their status and rights and their attitudes toward exercising and remedying their rights"; therefore, understanding college students' perceptions of their

status and rights and their attitudes toward their responsibilities, as well as whether they identify with the group in the process of social participation and whether they are willing to take further remedies is similar to the study as mentioned above. The purpose of the study is similar. There are three similarities among the categories mentioned above of empowerment: first, self-performance, self-esteem, internal control, or mastery are related concepts that refer to an individual's internal abilities, which are manifestations of self-empowerment. The second is self-awareness, which refers to knowing that one has the possibility and right to choose and the ability to make choices and exercise rights. The third is the influence of the external environment, such as the family, the learning field, the community, or the external social group or environment. Therefore, this study uses the three directions of "individual," "interpersonal community," and "sociopolitical" as the intended direction for the development of research tools.

Table 2.1 Vectors and Measurements of Empowerment

Researchers	Time	Research Subjects	Empowerment Assessment Focus
Parsons	1991	Adults	The assessment focus can be divided into the personal level (self-performance, self-awareness, self-acceptance, self-presence, self-respect, feeling entitled, critical thinking), the interpersonal level (knowledge/skills, firm and confident attitude, limited giving, seeking assistance, problem-solving, practicing new skills, approaching resources), and the three social levels (social involvement, giving back, contributing, taking control/action).
Zimmerman et al.	1992	Adults	The social empowerment model analyzes empowerment as having three main vectors: the mental vector, the interaction vector, and the behavioral vector.
Freire	1994	Adults - Culturally Disadvantaged	At the individual level, the concept includes awakening, empowering oneself, taking action to change the current situation, and willingly and continuously assisting others in empowering themselves; at the collective level, through awakening people's consciousness and through a process of mobilization and assembly, social action of collective demands. The journey of adult empowerment is one of awakening, empowerment, action, and change and reconstruction of social structures.

Zimmerman	1995	Adults	There are three components: intrapersonal, interactional, and behavioral; the intrapersonal dimension describes the individual's attitudes, motivations, and self-awareness of whether he or she believes he or she is performing in the world; the interactional dimension describes the individual's perceptions of the importance of the environment and how social policies affect the outcomes of that environment; and the behavioral activity encompasses community involvement, participation in organizations, and other consequential behaviors that support the individual's abilities and achievements.
Walters and Manicom	2016	Adult - Female	The distinction is made between the individual level, where self-affirmation and self-esteem are created, to the social and environmental conditions in which one lives, and the collective level, where social norms or living conditions are enhanced or improved.
Rogers et al.	2018	Adults - Psychiatric patients in group therapy	The scale (28 questions) contains three vectors: self-esteem performance and the right to have justified anger.
Gutierrez et al.	1998	Adults	The assessment focus can be divided into personal, interpersonal, and social levels.
Corrigan et al.	1999	Adults - those receiving mental health services	The scale is divided into seven dimensions: self-performance, powerlessness, self-esteem, change of effect, control over the future, group/community action, and righteous anger (righteous anger).
Pan, Wang	2019	Adults - School Members	Assessment focus: 1. On the individual side: The individual has the opportunity to exercise his or her abilities and control matters related to his or her work, as well as to learn new abilities and improve his or her knowledge and skills. 2. On the environmental side, The organization where the individual works provides the opportunity to empower the individual. The result: The result of empowerment is a sense of responsibility, a sense of community, a sense of collaboration, a demonstration of democratic participation, a strong will to act, a concrete influence, and an enhanced status.

2.3 Relationship Between Students' Awareness of Their Rights and "Public Participation in School"

The core concept of "on-campus public participation" is that students are the main body who voluntarily express their opinions on teaching, administrative, or other campus issues or participate in other organizations to discuss campus affairs. In

this process, the school should give maximum protection and support to enhance students' self-performance. "Public participation on campus can also be considered the most basic exercise of students' public participation rights. Since the theory of empowerment has confirmed that public participation promotes the cognition of the rights of those involved, this paper first distinguishes students' public participation experience between on-campus and off-campus, and "student voice" refers to students' public participation on campus in general. However, the term "student voice" refers to students' participation in school public affairs in general, which is the same direction as the study's focus on school community participation and other school public affairs participation, so this chapter will first focus on theories related to "student voice" to clarify the factors that affect students' school public participation, and then discuss students' awareness of their rights. In this section, we will first focus on the theory of "student voice" to clarify the factors that influence students' public participation in school. Then, we will discuss the relationship between students' awareness of their rights and "public participation in school.

The relationship between students' awareness of their rights and public participation in school is a significant educational factor, as evidenced by various academic sources. Understanding one's rights as a student within the school environment is essential for fostering a culture of active public engagement. Academic literature emphasizes that when students clearly understand their rights in the school setting, they are more inclined to participate in various aspects of school life, such as decision-making, policy discussions, and initiatives to enhance their educational experience.

For instance, "Student Rights and School Rules: A Student's Guide to the Rules of Public Schools" by Jacqueline Langwith (2009) underscores the empowerment that stems from students' awareness of their rights, enabling them to be more actively involved in discussions regarding school regulations and practices. Similarly, "Youth Participation and School Change: A Literature Review" by Dana L. Mitra (2001) explores the interconnection between students' awareness of their rights and their involvement in school change efforts, highlighting that informed students are more likely to take part in endeavors aimed at improving their educational environment. "The Civic Mission of Schools" by the Campaign for the Civic Mission of Schools (2003)

places a spotlight on the role of educational institutions in promoting civic education and students' comprehension of their rights and responsibilities as citizens. It emphasizes that students who possess this awareness are more likely to engage in public participation within and outside the school. Furthermore, research such as "The Impact of Students' Perceptions of School Climate on Academic and Social Satisfaction" by Baker and Lausen (2015) discusses the influence of students' perceptions of their school environment, including their awareness of their rights, on their overall academic and social satisfaction. It points out that this awareness significantly affects students' experiences and willingness to engage in various school activities. Finally, "Promoting Civic Engagement in Urban Schools: A School-Based Study of Service-Learning's Influence on School-Related Civic Participation" by Youniss et al. (2002) examines the impact of school service-learning programs on students' civic engagement. It demonstrates how such programs can enhance students' awareness of their rights and responsibilities, leading to increased involvement in public participation initiatives within the school.

In summary, these academic sources collectively underscore the vital link between students' awareness of their rights and their active participation in school-related public activities. When students are well-informed about their rights, they are more likely to participate in discussions, initiatives, and activities to improve their educational experience and the overall school environment. This connection between awareness and participation is pivotal for the holistic development of students within the educational system.

2.3.1 Definition of Student Voices

Arnot (2016) uses the concept of "social phonology" to view the creation of communication platforms in the school environment. This concept has two main elements: one is "social," and the other is "phonological". The former states that because schools are part of the social system, they cannot be explored only in terms of the context of the school environment but also the social factors implicit in what happens. The latter emphasizes that "voice" and "vocal behavior" are not all of the same quality and quantity; from the perspective of "social phonetics," it can be explained that students of different genders, grades, ethnic groups, or family and socio-cultural backgrounds in society are affected by the intensity, content, and frequency of their

opinions in the school environment, which require the attention and feedback of teachers and peers in the school so that the "unvoiced voice" caused by different social factors can be heard. "When their voices are heard, the school environment and system can change in response to student's needs, and the interaction and relationship between students and the school can change. Only then will the school environment and system change in response to the needs of students and the interaction and relationship between students and the school change. Therefore, higher education institutions should view the essence of "student voices" from the perspective of multicultural equality and power relations.

Feldman et al. (2019) suggest that in the current situation where young people's participation in public affairs and politics is decreasing, the specific act of encouraging student voices can help increase youth public affairs and political participation; the specific model of student voices aims to provide free space and give students the right to speak. McLeod (2011) also suggests that minority students should be allowed to speak out. Through their influential voices, they can contribute to the goal of a pluralistic and equitable higher education environment where students can increase their level of respect and inclusion. The actual journey of student voice encourages students to be proactive and motivated to engage in public participation, even in challenging and diverse contexts.

Morgan and Streb (2018) argue that self-concept and awareness are one of the core competencies valued by parents and educational institutions in the United States and that the development of self-awareness also affects the willingness to engage in political and civic participation later in life and that students can enhance their self-awareness development through student voice and service learning. In this study, students' self-awareness development was influenced by gender, their experience with academic achievement and voice, and through actual participation, students' respectful inclusion in self-awareness and other off-campus groups. In higher education, students of different genders, ethnic groups, and classes should have democratic and equal voice mechanisms and channels within the school based on the Chinese Constitution's equal protection of "freedom of expression". Students from different social backgrounds have different interpersonal, verbal, and communication skills, and these differences directly affect learning outcomes and the relationship between students and their teachers at

school. The following conditions are necessary for students to have the courage to "speak up":

2.3.1.1 Self-perception

Self-awareness is a perception that focuses on one's condition and capabilities. According to Avolio (2009), self-awareness is both internal and external, with internal self-awareness containing beliefs, desires, and feelings, and external self-awareness being the manifestation of a "reflected self-image" (i.e., the content of self-representation to others) to others. The degree of self-awareness affects willingness and form of self-expression; this concept is consistent with Parsons' (1991) idea that there should be a dimension of self-awareness in the personal hierarchy.

2.3.1.2 The Process of Collecting Information Through Social Networks

Students in problematic or troubling situations cannot effectively adapt to their original habits, experiences, and knowledge. They are bound to search, explore, and analyze various ways to obtain data and attempt to solve their doubts until their purpose is achieved (Zhang, 2019). Student voice is a process that emphasizes students' self-expression through situations, so group and community discussions can help students learn to reorganize and apply essential concepts in problematic situations. Collecting multiple messages cannot be skipped before students express their opinions.

2.3.1.3 High Sense of Trust Between Students and Interlocutors

According to Zhan and Wu (2021), regardless of whether teachers or administrators traditionally have a higher level of authority, the relevant personnel should respect students' right to multiple opinions and expressions, accept and tolerate different opinions, put themselves in the position of dialogue with empathy, and further discuss with students in the face of their suggestions. When correcting students' misconceptions or behaviors, they should maintain a calm and rational attitude and listen to students' reasons and positions to create a sense of trust in communication between the two sides. In such an atmosphere, students are more likely to actively give their opinions and feedback, creating a campus environment conducive to two-way communication.

2.3.1.4 System and Pipeline of Free Publication

To provide a place where ideas, emotional experiences, and opinions

are valued. The school must provide space for students to express themselves freely, encourage interaction and personal expression, and provide a free, friendly space for students to read, discuss, and think freely together or to hold mini-presentation sessions.

2.3.1.5 Reflection and Feedback

In response to different thinking about "equality" in educational practices, Pan (2022) points out that students may be disadvantaged in certain aspects of the educational process. Educational programs must compensate for these disadvantages, thus creating educational compensation programs. In addition to recognizing the disadvantageous status of disadvantaged groups, this model asserts that educational goals should vary by group; when the characteristics of learners in a particular group are different from those of the mainstream group, these differences should not be considered deficits, but rather, education should take these differences into account so that learner outcomes can also be diverse.

In other words, the research on student's voices focuses on the campus environment to create a platform for free expression. The students should have the desire and awareness to express themselves and verify the positive impact of vocal behavior and the development of self-awareness, which is the same as the concept of self-performance and self-empowerment in this study. This concept is the same as self-performance and self-empowerment in this study. It shows that if students can express their personal opinions and participate in the process of collecting information, voicing, and reflecting on the campus, they will not only develop the skills of expression but also understand the importance of self-empowering voice experience and freedom of expression in the process of discernment, which will lay the foundation for the development of public management consciousness.

2.3.2 Factors Influencing Students' Vocalizations

Arnot (2016) uses a socio-acoustic perspective to emphasize that the "student voice" should be heard in all its forms and content. However, many specific issues must be overcome on campus, such as how the voice should be heard. How to listen? What to listen for, what to listen for, and what to do with it. Reay (2018) distinguishes four models of "student's voice" in schools, each of which implies different social codes, power relations, and sociocultural meanings, and school staff need to understand these differences in order to deconstruct the "voice" myths and

issues. It is essential for school staff to understand these differences to deconstruct the myths and dilemmas of "voice" and consider how to make the voices of all students heard. Each of these four models is described below:

2.3.2.1 Classroom Talk

Classroom talk refers to the form of communication and linguistic codes teachers use for teaching purposes. Teachers and students can express their ideas through speech and convey their knowledge and values through face-to-face verbal and non-verbal interaction. In the higher education setting, the instructor is accustomed to using sophisticated language and subjective logic to explain the professional concepts of the course, such as the textbook content or instructional slides he or she chooses to deliver the content of the conversation.

Chen (2022) argues that the classroom is an exceptional setting for discourse, with an unwritten relationship of rights and obligations between the instructor and the students, which is also a relationship of inequality; he argues that the instructor plays an authoritative role in the classroom and uses different ways to control the form and content of the conversation, and for these reasons, classroom discourse can quickly develop into a kind of institutionalized conversation. "Classroom dialogue" is an inclusion/exclusion process in which the instructor invariably excludes students who are not accustomed to sophisticated language and non-mainstream modes of thinking from the learning field and, without appropriate guidance, may lead to the marginalization of student voices. This pattern can also include other campus venues that are not classrooms, such as essential meetings that students must attend. Even though there are regulations governing student participation in meetings, as mentioned in the previous chapter, higher education students have lost their cumulative voice due to the number of students or the lack of acceptance of proposals.

2.3.2.2 Subject Talk

It refers to individual students' different social backgrounds, life experiences, or learning domains related to the ability and understanding of specific subject areas or study topics. In contrast, according to Arnot & Reay (2018), individual factors such as socio-cultural and family background, ethnicity, and gender are also critical mediating variables for the gap in students' ability to learn to vocalize.

2.3.2.3 Identity Talk

Identity talk is related to learners' conversations about their social identities, which often occur during conversations and small talk between unequal identities or peer subcultures and on campus. This is a form of communication and conversation between students and their teachers, and between students and their teachers, which may be a form of voice for students.

2.3.2.4 Code Talk

Code talk is a mechanism that operates through the principles of categorization and structure to place subjects and accomplish cultural reproduction. Its categorization and structure are related to the reproduction structure of external subjects—individual consciousness. According to Bernstein's (1990) speech code theory, working-class students are less likely to gain support from teachers for the restricted codes they use in the learning process, while middle-class students are more likely to use refined codes and to gain more recognition and approval from teachers in their communication.

China's social and political economy is different from that of other countries. Faculty and staff can adapt their practices when they listen to and understand students' voices. Therefore, university campuses should cherish and maintain the freedom of expression and tolerate the free flow of diverse opinions so that faculty and students can speak freely and pursue academic and learning freedom together. Of course, in this process, the ability of faculty and students to respect each other's attitudes and analyze the content of each other's voices in different voicing environments is also essential. The impact of school-based public participation on higher education

In 2012, American college students formed the Student Voice nonprofit organization to present the Instigating Change Starts With Speaking Out manifesto.¹⁴ They advocated that higher education institutions should consider students as school subjects and that students should fight against the unreasonable and unfair system in their environment through the power of organizations, regardless of gender, school resources, and economic conditions. Students can speak out regardless of gender, school resources, or economic status! The participation of students in the initiative will revitalize the country's public participation and make young people's voices heard.

Discussing and articulating ideas with each other is a core process of student voice; in an environment that supports open discussion, students have been shown to achieve positive empowerment on political or socially relevant issues (Campbell, 2005; Purta, 2002). In addition, through interactions with peers and faculty, students can gather knowledge and carefully reason about policy issues and practical skills (Hess & Posselt, 2002). Through this experience, students become more aware of their attitudes and needs while speaking out. Chen (2021) points out that the social value of information technology is to take freedom and democracy as the starting point so that all people can be in a pluralistic network to construct a cognitive map of self and manifest a sense of subjectivity. Xie and Xu (2019) argue that the Internet provides a space for "the repressed knowledge and discourse of civilians" and allows people to fight against power. Through information education and social learning, students have the opportunity to master their media and have the power to speak out to the world and further expand and deepen the scope and depth of power through the gathering and mobilization of online communities. The decentralization of media use and distribution from the central government to individuals has given individuals and disadvantaged organizations a channel to make their voices heard, giving social networking sites and blogs the title of Grassroots Media (Li and Chen, 2018). Therefore, this paper distinguishes three major types of media for today's college students to express their voices: first, online platforms. Second, physical public forums, and third, school clubs or social organizations to explore the impact of different types on college students:

(1) Web platform

In this new media era, the form of information dissemination platform has changed from "speech" to "dialogue", from "control" to "participation". ". The individual regains the power to express himself and the world and is no longer just an "object" passively responding to hoarding, but a "subject" with active questioning and construction. This model helps to deconstruct the relationship between the cultural hegemony of the dominant class and distinction. The former closed, monolithic knowledge system has been broken down and replaced by a pluralistic and open type of knowledge, which is connected through the network to become a new influential force, even changing the environment in which it is located.

When individuals regain the power to express themselves and the

world, when people can take the initiative to discuss things, they are no longer just passive "objects" but "subjects" who can make decisions and take action. When individuals regain the power to express themselves and the world, when people can speak about things, they are no longer passive "objects" but "subjects" who can make decisions and take action.

(2) Entity public forums

The concept of public forum, which developed from the concept of freedom of expression, refers to the definition by the government (or school) of specific places that are suitable to give public speech, debate, and discussion as public forums; the ownership or control of public forums, although formally belonging to the government, cannot restrict the content of people's speech in this place. Typically, streets and parks are traditionally the domain of public forums in the UK and the US (Liao, 2017). If student speech expression on campus is a public forum, the school must be mindful of its regulations (e.g., time, manner, and place) in regulating public forums. Even if the regulations do not directly regulate the content of speech, they may be categorized as an improper regulation of freedom of expression if they indirectly affect the dissemination of speech (Liu, 2015).

He and Lin (2021) point out that students often use specific events in their daily lives as a starting point for engaging in critical reflection, aiming to comprehend how the past influences the present, how the present interprets the past, and how the constructed representations of history interpret the past. Through this process, students seek to improve existing "taken-for-granted" systems and strive to actualize their ideals and concepts of justice. Kwok (2022) further discovered that through the individual's ability to perceive and discern the external world, students can develop critical thinking skills and delve deeper into the social contexts underlying phenomena within their situations. Additionally, Ho's (2021) study highlights the beneficial effects of activities such as text reading, dialogue, free writing, and journal writing, which provide opportunities for expression, communication, and the cultivation of critical thinking abilities. Within public forums, students can directly express their viewpoints to the outside world, respond to their own and others' experiences, attend to each other's emotions and feelings, and reevaluate the issues they care about. These behaviors align with the components of reflection defined by Boud

et al. (1985).

(3) School clubs or social organizations

In addition to information on the Internet, students are often exposed to new information through school clubs or social organizations. Therefore, students can quickly connect through various communication media when they want to express their opinions on issues or events. Participating in school clubs or social organizations can also enhance interpersonal interaction and dialogue, allowing others to link and stimulate each other.

Marlow (2004) argues that through the new innovative model of social interaction, many similar, scattered conversations can be actively generated to link and unite each other's relationships. Chen (2019) suggests that fixed school clubs or social organizations can communicate, interact, and share comments on public issues or private friendships. This helps maintain interpersonal relationships and enhances opportunities to exchange experiences and share insights. The social support generated by organizational participation provides individuals emotional comfort and encouragement. The key to the far-reaching influence of participatory organizations lies in the fact that dialogue is not only about transmitting information but also about stimulating emotions, sharing life's joys and sorrows, sorrows and joys through dialogue and interaction, bringing people closer to each other, making both parties accessible cognitive subjects, developing each other's freedom and possibilities, and engaging in intellectual thinking, criticism, and creation together.

In Maunder and Cunliffe's (2013) study of freshmen students, the student voice model was used to guide students to practice their expectations and goals, while students experiencing the student voice model generated more positive attitudes toward future challenges. More courageous in accepting others' ideas about themselves and also accepting themselves, while students of different genders and significant fields of study would have different levels of impact due to different levels of involvement. Lalas and Valle (2019) argue that in a multicultural context, there are still students who are discriminated against and oppressed by others because of their economy, race, and color and that through the student voice journey, students can strengthen their identity with their social and cultural groups and defend their rights with a positive attitude.

Smyth (2021) argues that the form of student's voice on campus can

simultaneously increase self-performance and willingness to participate in public affairs across different fields of study, genders, grades, and family backgrounds, as well as increase identification with their subjectivity on campus and enhance their actual feelings of campus democracy, thereby promoting student-faculty communication and a pluralistic and inclusive campus culture. Therefore, teachers and staff in the higher education system should reflect on the various forms of communication on campus, adopt different approaches to students from different backgrounds and conditions, and let all voices be heard as much as possible. By paying attention to all social influences in the learning environment, we can increase the willingness and actions of all students on campus and those who are relatively disadvantaged regarding their rights to manifest campus democracy and social justice in higher education. In addition, the study analyzed the extent and explanatory power of students' awareness of their rights by examining factors such as school type, gender, grade level, field of study, family background, and perception of the democratic environment on campus.

2.4 The Relationship Between Public Management Consciousness and Off-campus Public Participation

In a democratic society, a stable society is built on the principles of sovereignty over the people, political equality, and public politics, which all point to the premise that "people can participate rationally and responsibly in the political process," an essential goal of civic engagement through civic education. In order to create a friendly and democratic school environment, it is necessary to construct "an environment that fosters students' ability and willingness to participate in creating mutual sharing". Since Chinese citizens (a citizen is a natural person who has the nationality of a country, has obligations under the laws of that country, and enjoys corresponding political, economic, and social rights) also include college students, and since theories and studies related to civic engagement are consistent with this study's focus on off-campus public participation, this chapter will first focus on theories related to civic engagement, explore the impact of students' off-campus public participation, and then further clarify the factors influencing students' off-campus public participation.

2.4.1 Definition of Citizen Participation

Based on the friendly campus policy, it can be found that there is a need to construct a "higher education environment" that is sufficient to practice the spirit of democracy in order to support and strengthen the development of democratic politics. Civic composition quality and attitude (Xiao, 2018). Civic engagement is the foundation of civic participation, and the civic engagement attitude that fosters democratic citizens must be practically demonstrated, transferred, and internalized as civic traits through the citizens' participatory processes (Cheng, 2020).

This part is similar to "civic participation," which expects to influence public policy or public affairs by awakening civic consciousness and combining civic will, knowledge, and ideals to pursue the public interest or common dreams through actual participation. This part is similar to the development process of civic activities in which civic will, knowledge, and ideals are combined to pursue public interests or common dreams to influence public policy or public affairs.

2.4.1.1 Definition of Citizen Participation

The critical spirit of a democratic state is that sovereignty lies with the people, meaning that government administration and management should be based on public opinion and that genuine public opinion should come from the process and results of active and rational participation of all citizens in public affairs. According to Garson and Williams (1982), civic engagement is "the process by which governments provide more channels of communication in the management and operation of policies to respond to public opinion and to enable people to participate in public affairs more directly." The ICCS 2016 international report states that civic engagement is not only about individuals learning or engaging in public affairs but also about individuals' motivation, trust, and sense of self-performance, as well as their future intention to engage in civic engagement. The intention of individuals to engage in civic participation is an aspect of observation that cannot be ignored (Schulz et al., 2016).

Many concepts are involved in civic engagement, such as political participation, community engagement, and community involvement. Although the names and areas of expertise used by different terms differ, the concepts of public participation they explore are common. An effective system of civic engagement includes several essential orienteers (Lin & Xiao, 2018):

(1) Motivation for citizen participation

In a democratic state, the right to rule is granted directly or indirectly by the people, and its legitimacy and legality are derived from the people's consent. Therefore, citizens' direct involvement and influence in public affairs through appropriate institutions can make citizen participation effective.

(2) Subjects of citizen participation

Miller (2018) proposes three main categories of civil rights: protective, political, and welfare rights. In political rights, people are guaranteed the right to participate in political decision-making, and in the process of exercising political rights, cultivate a sense of joint membership and lay the foundation for obligations that complement other rights, and also seek a socio-political status of civic equality to generate self-esteem based on responsibility for the public interest. The subject of citizen participation has three elements:

- ① Citizens who participate in public affairs must have a sense of participating in active participation;
- ② Civic administration and management bodies shall guarantee the people's right to know, provide policy information, and equip the people with knowledge and information related to participation in public affairs;
- ③ All citizens must have fair access to decision-making and be treated equally in the participation process so that citizens can expect an impact through their participation actions.

(3) Citizen Participation System

A complete system of citizen participation must have a fair operating process and a complete system of popular participation, and the above system should have relevant laws as guidelines to guarantee the legitimacy of citizen participation. The establishment of the system must be planned in terms of both governmental organization and institutional legal system. An open and flexible organizational structure is more conducive to citizen participation.

(4) Citizen participation in implementation

The mechanisms for implementing civic engagement include the following channels: effective and transparent channels for message delivery, platforms for substantive policy discussions, and flexible modes of participation. With the

advancement of technology, the connotation of civic engagement required by citizens in the new era is constantly changing and expanding.

Wu (2019) argues that "civic participation" generally refers to people or civil/social groups expressing their opinions on government policies or actions through participation when they receive public information based on their perception of their rights. As mentioned above, the government should provide sufficient and complete information and plan sound participation channels so that people can feel respected in civic participation and invest their knowledge, time, and actions. The government and administrative agencies can interact with people through this mechanism to provide a basis for the legitimacy and legality of administrative actions.

Lin (2019) points out that "citizen participation" is based on the people's knowledge and practice of sovereignty, and through fair and open participation channels, they pay attention to and understand the public affairs run by the government and administrative organs, and voluntarily give their emotions and actions to the handling of public affairs. In his study, Cooper (2020) pointed out that in order to achieve the goal of sovereignty in the people, citizen participation is necessary in administrative decision-making and is a form of demonstrating the power of democratic politics; in the political system, citizen participation can provide specific views on the formulation and implementation of policies to meet the needs in order to maintain the stability of the democratic political system, so that citizens can take control of. In actual participation, citizens can keep track of the evolution of established decisions, respond promptly, and propose possible alternatives when something does not match their imagination.

However, citizens tend to be more concerned about public affairs that affect their lives. If they lack a sense of public rationality and base their choices on self-interest, it may lead to inequity or unequal distribution of resources. The lack of a sense of public rationality may lead to unfairness or uneven distribution of resources. Therefore, students need to accumulate experience in public affairs through civic participation outside of school life to develop a proper awareness of participation and rights for future civic participation and to strengthen their knowledge of their status as subjects of the environment and the rights they enjoy.

2.4.1.2 Qualities of Citizen Participation

Civic participation is the act of voting and active participation in public affairs, exercising citizens' rights, and the more critical part of creating public interest. Chen (2022) states that civic engagement traits include:

(1) Implementation of democratic politics: People manifest their rights through citizen participation per their inherent rights.

(2) Creating public interest: In a democratic society, people gradually understand that fighting for their rights and interests and expressing their expectations through appropriate channels can contribute to social stability. Better solutions can be formed if public policies incorporate more people's opinions.

(3) To bring into play the qualifications of citizens: Citizen participation is the spirit of manifesting democratic politics, and citizens' practice of their rights and duties is the best expression of democratic politics. The people must play an active role as citizens and work together to promote public affairs through bottom-up actions to move toward a mature society. In the higher education environment, in order to create a democratic environment on campus, students as subjects must understand their rights at school and express their expectations of the school through appropriate channels so that the school can plan policies and programs that meet their needs and the process from knowing rights to exercising rights is not only related to the development of civic consciousness in civic participation but also directly related to public management consciousness, which is the core topic of this study.

2.4.1.3 Conditions for Citizen Participation

The right to participate must be given, and education must be used to cultivate citizens with the ability to participate and to stimulate citizens' willingness to participate in public affairs, eliminating the previous indifference and alienation of citizens from public affairs so that the ideal of actual civic participation can be achieved (Zheng, 2020).

To help citizens participate and express themselves through appropriate organizations, Philips and Long (2019) also suggest six principles for civic engagement that encourage conditions for automatic citizen participation: appropriate organizations, access to benefits, threatened lifestyles, obligations, knowledge, and

comfort in the group. By understanding the rights and responsibilities of citizens, people can realize the positive effects of their participation on the whole community, and the public good of the community is also a catalyst for individuals to achieve self-benefit. It is believed that creating an atmosphere of mutual trust in a group will give citizens the freedom and ability to participate, enhance their willingness to participate, and help them take the initiative.

From the above literature, it is clear that to promote students' perception of subjectivity through empowerment, schools must respect their freedom to participate and minimize interference and restrictions. Encouraging students to form organizations fosters a sense of belonging and enriches their knowledge through discussions. This experiential learning enhances students' civic knowledge and enables them to make informed judgments. In order to assess the extent of students' perception of subjectivity, this study aims to explore the development of student's awareness of their rights by considering their engagement in public participation outside of school as a variable. Specifically, the study intends to investigate whether significant differences exist in public management consciousness based on their diverse experiences of public participation, such as involvement in student self-governing organizations, advocacy for on-campus issues, participation in on-campus student clubs, engagement in off-campus organizations, and advocacy for off-campus issues.

2.4.1.4 Citizen Participation in the Network Era

The rise of social media has become an essential driver of many social movements and civic participation in the last decade. With the advancement of information technology and the evolution of democratization, communication media are becoming more and more accessible and diverse, and everyone has the opportunity to express themselves through the media. For example, the Jasmine Revolution in Tunisia in 2010 and even the revolutionary wave of the Arab Spring, in which participants took the form of public demonstrations and internet cascades, attracted worldwide attention for its deep and broad impact and has not yet ended since the beginning of 2011. At this stage of new media, the most prevalent social media, such as Facebook, WeChat, and Twitter, new media are more accessible than the mass media known in the past. Information is more easily exchanged among citizen communities, giving full play to the characteristics of the new media that are far-reaching (Lu, 2021).

(1) Definition of online media

In communication, the evolution of media has brought about a significant shift from traditional, unidirectional modes to the dynamic, two-way "network structure" characterizing new online media (Xiao & Zeng, 2021). Unlike traditional media, which primarily facilitates one-way communication, new online media maintains the point-to-point communication approach and introduces the concept of face-to-face interactions within the virtual landscape.

The introduction of the internet has transformed the limitations of time and space, offering a unique opportunity for individuals to transcend physical boundaries and participate in a virtual society (Smyth, 2021). In this digital realm, participants engage in activities that mirror those found in the physical world, blurring the lines between the real and virtual dimensions. The internet has created a dynamic and borderless environment where people can interact and share information without constraints.

Examining various civic movements, it becomes evident that online media has emerged as a powerful and indispensable tool for fostering citizen engagement and participation. It has become the primary means to disseminate calls for citizen involvement and activism in contemporary society. Online media's speed, accessibility, and capacity for delivering real-time information make it a pivotal tool for mobilizing and organizing civic movements. The ability to reach a broad audience quickly and efficiently has significantly enhanced the impact of such initiatives, amplifying citizens' voices and driving social and political change.

(2) Citizen participation using the power of online media

The advent of new online media has revolutionized civic participation by bringing people closer and transcending the traditional constraints of time and space. It serves as a two-way interactive communication tool empowered by advanced information dissemination and communication technologies, leveling the playing field and providing equal opportunities for individuals to access, utilize, and exchange information. This dynamic landscape effectively fosters active public discussion and debate participation (Barber, 2018).

Furthermore, scholars like Christi (2018) argue that interactive discussions conducted through online media often exhibit higher levels of rationality

and logic than face-to-face participatory discussions. Participants engaged in online discourse find themselves on equal footing, which can lead to the generation of well-thought-out proposals for policy options or action plans. Therefore, the very nature of new online media streamlines the path to citizen participation, making it more accessible and achievable.

It is essential to recognize that the rise of emerging social media has not only changed how modern citizens access information but has also introduced an element of individuality, amplifying users' engagement and interactivity within the platform. This results in a diverse range of experiences related to civic engagement. From the perspective of technology's role in advancing social progress, it creates equitable opportunities for people to access, use, and exchange information. In turn, this stimulates participation in public issues and ensures that individuals have the right to engage in discussions and debates on matters of societal importance (Barber, 2018).

2.4.1.5 History of Civic Awareness

The term "citizenship" has been defined in many different ways, mainly because it has been created in the West through ancient Athens, ancient Rome, the Middle Ages, and the modern nation-state, in which two traditions, republicanism and liberalism, have been tangled. Citizenship and civic consciousness are based on these traditions, which have different values and connotations.

After religious repression in the Roman Empire and the Renaissance, the West began to think about the value of man's existence, just like the inscription engraved on the gates of the Hanseatic cities: "The air of the city makes man free." When citizens began to breathe the air of freedom, consciousness emerged that they no longer wanted to be subjected to others. *I am the "purpose": this awakening of autonomy was accompanied by a desire for "rights".* As Immanuel Kant says in "Answer this question: What is the Enlightenment?": *"Have the courage to use your reason. Reason opens the way for us, as citizens, to demand equal treatment and to live a life of basic human dignity."*

Aristotle argues that citizens should be able to share in a civic life where the ruling and the ruled take turns. Hence, Young (1989) argues that the republican tradition locates freedom and autonomy in the practical participation of citizens in public life and that through participation in public discourse and collective

decision-making, citizens can transcend their particular self-interested lives and pursue personal interests. Citizens could transcend their particular self-interested lives, pursue personal interests, and embrace a standard view that endorsed the public good. Habermas argues that the relationship between the state and society changed after the nineteenth century with the emergence of the welfare state, mass society, and media advertising. Traditional forms of the state were gradually socialized and socially stratified (Huang, 2019). This development has led to changes in the conceptions and mechanisms of democracy, individuals or groups, and related topics such as citizenship.

In other words, citizenship is the primary condition for establishing a modern state and society and the fundamental spirit of democratic politics (Chen, 1992).

In social interaction with others, individuals gradually determine their position and value of existence in the community. Suppose the government and administrative agencies remain closed and do not allow people to participate in public affairs. In that case, citizens will not have the intelligence to make rational judgments, nor will they be able to develop respect and tolerance, and the people will be powerless and ignorant of the functioning of the government.

Civic consciousness is based on rights, obligations, and qualifications, and citizens generate different consciousnesses under different spatial and temporal background conditions. However, such civic consciousness will dominate people's behavioral performance regarding political or public affairs (Zheng, 2019). Therefore, civic consciousness is not a product of citizens after public participation. However, in a mature democratic society, people gradually develop a consciousness of themselves as citizens of the country and identity in the interactive process of participation and handling of public affairs (Lin, 2018).

Civic consciousness reminds individuals pursuing private interests to begin to focus on public issues, and the way of thinking in terms of private self-interest is elevated to the level of thinking for the public good so that people can share the exact identification with public affairs (Barber, 2020). Zhang (2022) uses communitarianism to explain that citizen participation emphasizes the meaning of the act of participation itself because communitarianism advocates virtues such as rational communication, social justice, and pluralistic tolerance, which can be accumulated gradually in the

process of actual participation, giving citizens a sense of accomplishment and meaning to their participation. Therefore, in addition to regular participation in elections and voting, one can also discuss solutions through collective public activities, communities, or organizations on public affairs. Through discussion and action, one can learn about the ideas of others in the community and learn the spirit of cooperation and tolerance, which can better demonstrate the positive meaning of civic participation. This statement proves that students become dependent on individuals and communities after participating in collective public activities or public affairs communities and can implement their ideas through mutual help.

By extension, civic consciousness is, in essence, a cognitive attitude and a state of practice at the level of mental behavior of the individual citizen regarding his or her legal status in life. In a student-oriented school, students' awareness of their rights is their identification with the status of the school's subject. This part is the same as the individual level this study intends to analyze. In addition, if the system and norms violate students' rights, they also have the idea of actively protecting them or being motivated to take further action.

2.4.2 Research Related to Civic Awareness and Civic Participation Among College Students

Civic engagement is not innate but developed through acquired educational training. The function of higher education continues to evolve from academics and teaching to extension services and community involvement. In a democratic society governed by the rule of law, all people's understanding, respect, maintenance, and revision of institutions are the keys to maintaining a democratic society governed by the rule of law. Through civic participation, students are further encouraged to develop their knowledge of democratic values and form a civic consciousness to defend their rights. In the process, this paragraph will explore and analyze the relevance of civic consciousness to students' awareness of their rights.

2.4.2.1 Civic Awareness of College Students

Many social movements have occurred in the past year, and more and more students have participated. After the "Sunflower Movement" outbreak, students' attention to politics reached its highest point, indirectly increasing college students' civic participation and their concern for social issues. Civic consciousness is

indispensable for college students. Besides the student movement, college students also express their opinions through voting rights, marches, and making related items, and civic consciousness is fermenting on campus! Chen (2014) said that some social issues used to be dormant, and as time accumulates, students will find out that injustice is happening and start to pay attention. "A democratic society needs many people to be civic-minded, or our democracy will collapse." He believes that if people are apathetic and unwilling to participate, democratic power will be concentrated in the hands of a few, which will control society, and that at least some participation and attention are needed for China to have a truly functioning democracy.

The civic consciousness of college students is influenced by school, family, mass media, and public figures. However, according to scholars, the formation of their civic consciousness is most influenced by school. Schools are the place of education and the principal place where a country nurtures its citizens; therefore, they play a critical role in forming a country's citizens. Therefore, this study explores whether universities in China today play an active role in forming students' civic consciousness and the resulting habits of participation in public affairs.

Abramson's (2016) study found that the interaction of college students with their peers and teachers in different campus environments and the degree of involvement in school affairs they experience in their academic process must impact their civic consciousness.

Chen and Huang (2019) take college students as the object of study and summarize the "school efficacy consciousness" with the concept of efficacy consciousness, in which schools play the role of strengthening personal values and civic education in the process of socialization, and to a considerable extent as the spokesperson of the system; Secondly, when we study the attitudes and values of college students, we cannot ignore the unique critical character of college students towards the existing system, in their eyes, the school will be the object of evaluation before the social system, and therefore, for college students, the school can be said to be an alternative form of the authority system. The concept of "school efficacy consciousness" can be further applied to the relationship with political participation. After controlling for personal experiences in school, it was found that even though political interaction with teachers had no significant effect on Chinese college students'

political efficacy consciousness and after controlling for individuals' in-school experiences, it was found that even though political interactions with teachers do not have a significant effect on Chinese college students' awareness of political efficacy and political participation, individuals' attitudes, behaviors, and perceptions in school still generate and reinforce their involvement in the political system. Therefore school is still an essential channel for shaping their related attitudes.

College students' civic engagement is closely related to university education. Li (2014) mentioned that civic consciousness is to be educated, and civic literacy cannot be separated from primary education at university. Civic literacy can be enhanced when college students unapologetically discuss civic issues in the classroom. Otherwise, civic education is only reduced to formal knowledge of what civics means without participation.

2.4.2.2 Studies Related to the Civic Engagement of Higher Education Students

Sun's (2018) study conducted with students from public and private colleges and universities in Kaohsiung City shows that for the relationship between civic engagement attitudes and civic engagement behavior variables, the following scenarios emerged:

(1) College students have the highest class participation attitude, school participation attitude, and the lowest social participation attitude score. It can be seen that the closer the field is to the lifestyle of college students, the more positive their participation attitudes tend to be. However, the closer the students' lifestyle is, the more engaged they are in class participation behavior, while the less engaged they are in school and social participation behavior.

(2) Personal background variables (gender, grade, college, club experience, taking general education courses, involvement in service learning, and reading habits) explained low amounts of civic engagement attitudes and behaviors.

(3) Civic engagement attitudes predict civic engagement behaviors and have a high explanatory power. Among them, social participation attitudes have the highest explanatory power, but the actual performance scores are lower. Huang (2015) found that nearly 60% (59.7%) of university students checked "never" or "rarely" talk about national, social, and political issues. More than 70% (72.8%) of

students checked. More than 70% (72.8%) of students checked "never" or "seldom" to talk about environmental protection, ecological conservation, energy, and pollution. From a broader perspective, the low level of civic engagement among college students may reflect that the society as a whole does not have the habit and culture of caring for public affairs or that some issues (e.g., politics) are too sensitive in the country and quickly lead to confrontation of positions, so college students choose to avoid talking about them.

Tian (2017), using students from political science universities, found that law school students are more politically tolerant than students from liberal arts colleges and suggested that law school students may be better able to internalize the principles of democracy than students from other colleges because they have a more complete and in-depth political science training. They also believe that law students have the skills and knowledge to participate in social and political life and practice the ideal of civic participation. It is not enough to have the qualifications and means of civic participation but the corresponding abilities to demonstrate genuine participation.

Liao et al. (2019) surveyed 934 students in 12 teacher-training colleges and found that 1. female teacher-training students had more positive attitudes toward civic engagement than male students and 2. there were significant differences in ideological views of teaching, from high to low in social science subjects, language subjects, mathematics and science subjects, and art subjects.

A study conducted by Yoo (2021) on community college participants in Taipei City found that civic awareness can vary depending on the variables of individual variables and learning experiences. Although the civic engagement behavior of community college participants was only moderately engaged, the civic awareness of the participants still showed a significant correlation with their civic engagement behavior; therefore, in addition to individual variables affecting their civic engagement behavior, learning experiences also did.

Du (2022), using college students in southern China, found that the older the club, the more experience as an officer, the longer the average time involved in the club, and the higher the number of clubs involved, the higher the degree of civic literacy. The higher the awareness of club participation, the higher the emotion of club participation, and the higher the behavior of club participation, the higher the degree of

civic literacy among southern college students. There was no significant difference between gender, grade, and parental education on the level of concern for public affairs. There were significant positive correlations between cognition of club participation, emotion of club participation, behavior of club participation, years of experience in clubs, experience as an officer, average time of club participation, and number of club participation, indicating that the more positive the attitude of college students toward club participation and the higher the degree of club participation, the higher their civic literacy, with cognition of club participation having the highest correlation with civic literacy.

Yan (2011) conducted a study with 447 college students from five public and private institutions who took service-learning courses. The differences between "civic responsibility" and "civic participation" among college students with cadre experience reached a significant level, which means that college students with cadre experience have significantly higher civic literacy scores than those without cadre experience.

In addition, Liao (2019) also found in a study of tertiary students that the stronger the democratic atmosphere in a school, the more democratic and rule-of-law attitudes of students are enhanced. Teachers often encourage students to ask questions and often use discussion in class, which also has an enhancing effect on the development of democratic and rule-of-law attitudes of students.

In summary, it can be found that gender, grade level, major field of study, degree of education of both parents, actual feeling of democracy on campus and clubs on and off campus, courses taken, and experience of participation in student self-governance organizations affect the degree of civic participation. The degree of civic participation is partially the same as the concept of students' academic voice development, and whether the above variables affect the development of public management consciousness will be explored in this study.

In the development process of a democratic society, university students gradually abandon the previous top-down control and management through education and social participation and begin to take the initiative to participate in and supervise the formulation and operation of policies so that students have the opportunity to understand the nature of public life and the process of handling public affairs, which

can gradually improve the quality and quality of Chinese citizens so that they can accumulate a respectful and tolerant mentality and sharp judgment, and be able to make the right choice in the face of public issues. They will be able to make the right choices when facing public issues. Based on the above studies, it was found that students' background variables, classroom experience, perceived democratic environment in school, and civic engagement experience impact civic awareness, and this study included these factors in the variables to examine whether they affect the development of public management consciousness.

2.5 Concluding Remarks

This chapter systematically explores the essential theme of the development of higher education and public management consciousness.

Firstly, it begins with deconstructing unique power relations and the emergence of students' rights, providing insights into their historical background and evolution. Subsequently, the study delves into the significance of safeguarding students' rights in higher education and discusses the development of students' awareness of their rights.

Furthermore, this chapter examines the relationship between public management consciousness and "empowerment." It explores the connection between "empowerment" and "public management consciousness" and elucidates the meaning of empowerment. Moreover, it thoroughly discusses the goals, connotations, and importance of empowering college students, as well as the factors that influence the empowerment of higher education students. Additionally, the chapter evaluates the effectiveness of empowerment to gain a comprehensive understanding of its impact.

Moreover, the chapter investigates the relationship between students' awareness of their rights and "public participation in school." It precisely defines "student voices" and conducts an in-depth study on various factors influencing students' vocalizations.

Finally, the study examines the correlation between public management consciousness and "off-campus public participation." It defines citizen participation and investigates civic awareness and civic participation research among college

students.

In summary, this chapter provides a systematic overview of the development of public management consciousness in higher education and the factors influencing it, laying a crucial theoretical foundation for future research. Additionally, it identifies unresolved issues and potential areas for further exploration, offering valuable insights for future academic studies. In conclusion, this chapter holds significant relevance in deepening our understanding of the importance of public management consciousness in higher education and promoting student engagement and advocacy.



CHAPTER III

RESEARCH METHODOLOGY

This chapter aims to elucidate the study's research design, methods, and implementation. The chapter primarily introduces the research framework, outlines the research hypotheses, specifies the research subjects, discusses the research instruments and describes the research procedures.

3.1 Research Design

The sample for this study was collected from undergraduate students at 38 undergraduate institutions in Guangxi, with a total of 800 samples selected. Based on advanced statistical procedures, the data analysis of this research mainly falls into two broad categories: descriptive statistics and inferential statistics. The descriptive statistical data introduced in this chapter include absolute frequency, percentage frequency, mean, and standard deviation. Regarding inferential statistics, many statistical measures were applied to hypothesis testing, including the one-sample t-test, independent samples t-test, one-way ANOVA, and multiple linear regression analysis.

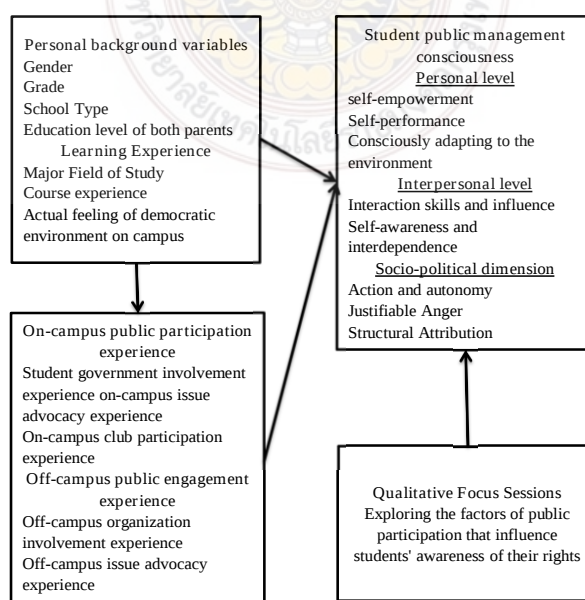


Figure 3.1 Research Architecture Diagram

Based on Figure 3.1, the variables of this study include personal background (gender, grade, school type, parents' educational level) and learning experiences (major field of study, course experiences, perceived campus democratic environment). The discussion focuses on students' participation in campus public affairs (involvement in student self-governance organizations, experiences in advocating campus issues) and external participation (involvement in off-campus organizations, experiences in advocating off-campus issues). The relationships between these variables are explored as follows:

(1) Public management consciousness levels differ based on background and learning experiences.

(2) The explanatory power of students' campus and external public participation experiences on overall public management consciousness levels.

The research subjects in this study were selected based on the roster of universities and colleges provided by the Ministry of Education (excluding military and police colleges and religious training institutes). The subjects were stratified by school type (public/private, general university/vocational college) to explore the research topic using a mixed-method approach involving quantitative and qualitative research. The sample selection and sample size are for the quantitative research.

3.2 Research Population and Samples

3.2.1 Preliminary Sample

In this study, preliminary sampling was conducted using a random cluster sampling method, with undergraduate students in Guangxi Province as the research subjects. Following Wu's (2007) recommendations for the required sample size, considering a maximum questionnaire item count of 37 questions, the preliminary sample size should ideally be 3 to 5 times the number of participants in the preliminary testing phase. Therefore, four schools were initially selected as the sample, and 200 questionnaires were distributed. A total of 196 questionnaires were collected, resulting in a response rate of 98%. After excluding 2 incomplete questionnaires, 194 valid questionnaires were collected, with an effective response rate of 97%.

3.2.2 Formal Sample

A detailed analysis of Table 3.1, which provides information on the formal research sample, reveals several important insights:

Response Rates: The overall response rate for the research is approximately 87.91%. This is a relatively high response rate, indicating a strong willingness of students from the selected universities to participate in the study. Such a response rate enhances the reliability of the data and suggests that the findings can be considered representative of the population. **Variation in Response Rates:** While the overall response rate is high, there is variation among the 26 universities. Some universities achieved close to or even 100% response rates (e.g., Nanning Normal University, Guangxi University for Nationalities, Baise University), while others received slightly fewer responses. Understanding this variation could be valuable for future research. For instance, it could be related to the level of interest or awareness of public management issues among students at different universities. **Diversity of Institutions:** The research sample includes a diverse range of universities representing various fields of study, including medical universities, traditional Chinese medicine universities, art universities, vocational colleges, and more. This institution's diversity allows for a more comprehensive analysis of public management awareness across different academic disciplines. **Regional Coverage:** The universities in the sample are based in the Guangxi region, providing a regional perspective on public management awareness among students. This regional focus can be valuable for understanding variations in awareness within a specific geographical area. **Sample size:** With 800 responses collected, the dataset is substantial and should provide sufficient data for a comprehensive analysis of public management awareness. A larger sample size enhances the study's statistical power and allows for more robust conclusions. **Research Implications:** The high response rate and diverse set of universities suggest that students in Guangxi are interested in and engaged with the topic of public management awareness. This provides valuable insights for policymakers and educators looking to enhance civic education and awareness among students in the region. **Further Analysis:** It may be beneficial to analyze university or field of study responses to identify patterns or differences in public management awareness to gain a deeper understanding of the data. This could help tailor educational efforts to specific student populations.

In summary, the formal research sample provides a strong foundation for studying public management awareness among university students in the Guangxi region. The high response rate, diversity of institutions, and regional coverage offer a comprehensive view of students' engagement with public management issues.

Table 3.1 Formal Research Sample Sampling Situation

No.	University Name	Distribution Size	Number of Responses
1	Guangxi University	35	32
2	Guangxi University of Science and Technology	35	31
3	Guilin University of Electronic Technology	35	28
4	Guilin University of Technology	35	32
5	Guangxi Medical University	35	31
6	Youjiang Medical University for Nationalities	35	26
7	Guangxi Traditional Chinese Medical University	35	30
8	Guilin Medical University	35	28
9	Guangxi Normal University	35	30
10	Nanning Normal University	35	35
11	Guangxi University for Nationalities	35	35
12	Hechi University	35	30
13	Yulin Normal University	35	30
14	Guangxi Arts University	35	33
15	Guangxi University for Nationalities	35	29
16	Baise University	35	35
17	Wuzhou University	35	31
18	Guangxi University for Science and Technology	35	30
19	Guangxi University of Finance and Economics	35	33
20	Beibu Gulf University	35	25
21	Guilin Aerospace Industry Institute	35	30
22	Guilin Tourism University	35	27
23	Hezhou University	35	30
24	Guangxi Police College	35	34

25	Guangxi Agricultural Vocational and Technical College	35	35
26	Guangxi Vocational College of Teachers Education	35	30
Total	26	910	800

3.2.3 Qualitative Research Participants

Due to the lack of "objective" and "direct assessment" measurement tools for public management consciousness domestically and internationally, this study lacked a relevant theory when developing research tools. Although reference was made to the theories of empowerment, citizen participation, citizen rights awareness, and student's voice to develop the measurement scale, the study aimed to preliminarily examine and validate the objective influencing factors of public management consciousness using an "objective" and "direct" measurement questionnaire (Ye, 2005). However, to avoid neglecting important influencing factors, the study supplemented the quantitative research with a focus group discussion to explore in-depth whether their public participation experiences influence college public management consciousness, thus ensuring the completeness of the study. Qualitative participants were expected to be invited from the pool of quantitative survey participants, focusing on selecting six individuals with diverse personal backgrounds and different levels of public participation for the focus group interviews.

Table 3.2 Basic Data of Participants in Qualitative Focus Interviews

Study Participants	Gender	School Type	Grade	Intra-campus Public Participation Experience and Level	Extra-campus Public Participation Experience and Level
A	Male	Public	Senior	High	Moderate
B	Female	Private	Senior	Low	Moderate
C	Male	Public	Sophomore	Moderate	Low
D	Female	Private	Senior	Low	High
E	Male	Public	Freshman	Moderate	Low
F	Female	Private	Junior	High	Moderate

3.2.4 Research Ethics

In the process of social science research, adherence to and compliance with ethical issues is the responsibility of every researcher. Research is an essential pathway for accumulating knowledge, and researchers expect this study to not only directly impact higher education practices but also play a significant role in exploring factors influencing college students' awareness of their rights. While conceptualizing research questions, exploring relevant literature, conducting research design, collecting data based on the research design, analyzing and discussing research findings, and presenting conclusions and recommendations, researchers may encounter ethical norms related to research. These norms include ethical considerations in the research design, such as sample collection and full disclosure to research subjects, ensuring physical and mental safety, principles of privacy and confidentiality, and the researcher's attitude. The ethical issues involved in this study are as follows:

3.2.4.1 Obtaining Consent from Research Participants

Researchers should respect the willingness of interviewees to participate in the study. For the entire research process to be conducted with the voluntary consent of research subjects, researchers must first provide detailed explanations about the topic, purpose, nature of the study, and the situations that research subjects may encounter throughout the study. Researchers must confirm that research subjects understand the abovementioned explanations and agree to participate.

3.2.4.2 Protecting the Physical and Mental Safety of Research Participants

To ensure that research subjects are not subjected to physical or psychological harm throughout the research process, this study considered the emotional impact of the research steps and content on the interviewees during the focus group discussions and avoided unnecessary emotional fluctuations.

3.2.4.3 Principles of Privacy and Confidentiality

One of the critical responsibilities of researchers is to meet the research participants' expectations of anonymity and confidentiality. Throughout the entire research process, from research design, focus group discussions, data organization, and writing to the presentation of research results, there may be issues related to the invasion of research participants' privacy and the confidentiality of their

identity data. Researchers thoroughly explained to research subjects that they would genuinely protect the privacy rights of interviewees during questionnaire surveys and focus group discussions. Although the students participating in the focus group discussions in this study are open-minded about this research, the real names of research subjects will be replaced with pseudonyms A to F to protect the interviewees' privacy rights.

3.2.4.4 Attitude of the Researcher

In qualitative research, the researchers themselves are the most essential research tool. The researcher's abilities, skills, sensitivity, and rigor are not only crucial to the validity of the research (Chien & Zou, 2004) and a fundamental respect for research participants. Therefore, during the focus group discussions, the researcher maintained an objective and neutral position regarding the interviewees' opinions, ethical requirements, and responses in the research context without subjectively evaluating their viewpoints.

3.2.4.5 Objective Analysis and Presentation

In terms of analyzing research results, the researcher objectively analyzed the obtained quantitative and focus group discussion data based on the research design. Negative and unexpected research data were not deliberately excluded, allowing readers to grasp the findings fully. In terms of presenting results, the researcher provided detailed descriptions of the limitations and shortcomings of the research design to help readers understand the study's credibility.

3.3 Research Instruments

This study primarily utilizes a quantitative research approach through a questionnaire survey. The research tool used is the "Higher Education Student Rights Awareness Development Scale" developed by the researchers. The questionnaire consists of three parts, which are explained as follows:

3.3.1 Basic Data

(1) Personal Background Data

Considering that this study focuses on student rights awareness, the section on personal background variables examines explicitly the influence of the school

environment and peer groups on students' attitudes toward student rights awareness. It specializes in students' involvement experiences in various aspects during their academic period. Based on previous research on students' involvement in public participation both within and outside the campus, it can be summarized that factors such as gender, grade, and family background can influence their willingness and effectiveness in public participation. Another influential factor worth considering is the type of school. Due to the recent allocation of educational resources in China, a significant portion is concentrated in public universities. Such environmental characteristics may impact students' understanding of rights-related issues. Firstly, it may result in a more abundant availability of tangible resources and intangible information, which can contribute to a diverse understanding of public affairs.

Personal background data includes gender, grade, type of school (public/private, general university/vocational university), major field of study, course experience, parents' education level, and perception of campus democratic environment.

(2) Campus and Off-campus Public Participation

Apart from the passive reception of knowledge and values during the university stage before entering society, for these future social elites who mostly have citizen status, their attitudes and level of involvement in school affairs can be important factors in evaluating their student rights awareness. In addition to regular academic coursework, non-formal curriculum activities are essential to student life. Students' engagement in non-formal curriculum activities (such as student clubs) significantly impacts their awareness and understanding of rights.

Mitchell (1969) defines social networks as specific interpersonal connections within a group, and the overall structure of these connections can explain individual social behaviors within the group. To examine whether the degree of involvement in campus public experiences affects the development of student rights awareness, based on the concept of "student voice" mentioned in relevant theories on student participation in campus public affairs. The following survey items regarding campus public participation are proposed:

① Participation in student self-governing organizations (including student unions, student parliaments, student courts, and department student associations): Involvement time, role played during participation in student self-governing

organizations, level of involvement in student self-governing organizations.

② Participation in activities related to advocating in-school issues: Frequency of participation, frequency of speaking during activities related to advocating in-school issues, primary means of engagement with advocating in-school issues, level of involvement in advocating in-school issues.

③ Participation in in-school student clubs: Involvement time, role played during participation in in-school student clubs, level of involvement in in-school student clubs.

Walker et al. (1977) defined social networks as contacts between individuals through which individuals maintain social identification, obtain social support, material support, and services, or acquire and disseminate relevant information to create new social connections. Summarizing the definitions of social networks provided by the scholars above, social networks refer to the social relationships formed through interpersonal contacts, and the structure of these relationships explains individual social behaviors and attitudes. Community participation can develop trust and self-confidence toward others, resulting in a higher degree of civic virtue and engagement. Previous studies on civic participation have indicated that students' voluntary and proactive interactions within social networks, which occur outside of regular academic coursework during their student years, have considerable explanatory power for their civic attitudes and behaviors. The following survey items are proposed:

① Involvement in off-campus social organizations: Involvement time, role played in off-campus social organizations, level of engagement in off-campus social organizations.

② Involvement in activities related to advocating off-campus issues: Frequency of participation, frequency of speaking in activities related to advocating off-campus issues, primary media used for advocating off-campus issues, level of engagement in advocating off-campus issues.

(3) Student Rights Awareness

This study referred to the concept of empowerment to examine "empowerment" from the perspectives of "individual," "interpersonal community," and "social politics" within the context of student rights in higher education. This is used to construct a scale for measuring student rights awareness. At the individual level, it

includes the perception of personal capacity to influence or solve problems. At the interpersonal community level, it refers to the individual's experience in collaborating with others to facilitate problem-solving and the ability to influence others' thinking and gain their trust. At the social politics level, it refers to the individual's ability to take action to improve their living environment and influence resource allocation.

One of the aims of this study is to develop a measurement tool for student rights awareness. The complete research tool is a complex and challenging task, divided into eight significant steps based on the process outlined by DeVellis (1991). The overall process is as follows:

Determine concepts and clarify their connotations.

Preliminary drafting of items - approximately 3-4 times the final number.

Determine the format of the scale.

Seek expert opinions on the appropriateness of the items and solicit suggestions for any missing content.

Consider items that encompass construct validity, including social desire scales and others.

Conduct a pilot test and administer the final version to a sample of approximately 200 participants.

Evaluate the quality of each item based on the results of statistical analysis.

Determine the most appropriate length of the scale.

This study's research tool is based on Zimmerman's (1995) empowerment theory in psychology and the assessment of general adult self-efficacy development from the perspectives of "individual," "interpersonal community," and "social politics" proposed by Parsons (1991) and Gutierrez et al. (1998). It combines the development of self-efficacy with the defined concept of student rights awareness in this study to construct a scale for assessing student rights awareness in higher education. The individual level is defined as the individual's perception of themselves as empowered agents capable of influencing the school or resolving campus issues, including self-esteem and self-performance, control over the future, and environmental adaptation. The interpersonal community level is the individual's ability to collaborate to facilitate problem-solving, influence others' thinking, and gain their trust, including dimensions of interactive knowledge and skills, self-perceived influence, and interdependence. The

social politics level refers to the individual's ability to take action to improve their living environment and influence resource allocation, including dimensions of action and autonomy, legitimate anger, and structural attribution.

Additionally, reference is made to the research conducted by Yu (2021) on the development and validation of the "Enhanced Empowerment Scale," which included case managers, social workers, and faculty members in social work departments as participants (n=358). This scale also consists of three dimensions, namely, 22 items for the individual level, 16 for the interpersonal level, and 17 for the social politics level, totaling 55 items. This study adopts the exact three dimensions as the item dimensions of the scale. After confirming the dimensions of the research tool, the original scale was modified by considering the principles of social adaptation and focusing on schools as the primary context and students as the research subjects. The items were also revised based on the concepts of student rights mentioned in the first section of this chapter. The initial version of the research tool consists of 37 items, as presented in Table 3.3. The response format is a four-point Likert scale, with response options ranging from strongly disagree (1) to strongly agree (4). Higher scores indicate a higher level of student rights awareness.

Table 3.3 Mapping of Student Rights Awareness Dimensions and Items

Topic vector	Song (2021) scale vector	Song (2021) scale topic content	Student rights awareness topic content	Awareness of the rights of students in this study topic vector
1. Personal level	Self-esteem and self-performance	1. I can finish what I have started to do		1-1. Self-efficacy
		2. Even if things do not go well, I still see myself in a positive light	1. I feel I can fight for my student rights.	
		3. When I make plans, I am sure that things will work		
		4. I have confidence in the decisions I make		
		5. I can overcome obstacles or difficulties	4. I can overcome the obstacles of campus relations to fight for student rights.	
		6. I feel that I am a valuable		

	person		
	7. I think I am a capable person	2. I feel I have the ability to fight for student rights.	
	8. I can accomplish something	3. I will try to fight for any student rights that I think are reasonable.	
	9. I think I have some good traits		
Optimism and control of the future	10. Whatever I think is possible, I can do	5. I am confident of the success of the Fight for Student Rights program.	
	11. I can decide most things in my life	6. Students are the main body of the school, so I should pay more attention to school-related events and issues.	
	12. Once I set a goal, I will try to achieve it	7. I believe I can face the setbacks and difficulties in fighting for students' rights	
	13. I can face setbacks optimistically	8. Fighting for student rights makes me feel empowered.	1-2. Self-empowerment
	14. I feel powerless about life	9. I will feel powerless because of the school environment and system	
Empowerment - Lack of Energy	15. I feel that I cannot fight against people with power	10. I feel I cannot compete with the power the school has when faced with unreasonable treatment	
	16. I will not decide what I should do or learn based on what others think	11. I will not question the reasonableness and legitimacy of my assertion of student rights just because the school denies it.	1-3 Self-awareness and environmental adaptation
	17. I think bad luck caused the misfortune in my life		

Interpersonal level	Self-awareness and environmental suitability	18. I usually feel lonely		
		19. I dare to face difficulties		
		20. I can find enough resources from the environment when needed	12. I am willing to seek support from various resources in order to fight for students' rights	
		21. I am well-adapted to my surroundings	13. I do not think the fight for student rights is doomed to failure	
		22. I am in an environment that allows me to excel		
	Interaction knowledge/skills	23. I know how to maintain good communication with others	14. To fight for students' rights, I will take the initiative to communicate with relevant people to get support	2-1. Interaction Skills and Influence
		24. I can express myself clearly to others	15. I can clearly articulate student rights to others	
		25. I can communicate and coordinate when I have different opinions from others	16. I can consistently communicate and coordinate with others when they have different student rights claims than I do	
		26. When I need help from others, I ask for it		
		27. I dare to express different opinions from others in public		
	Self-affirmation	28. When disagreeing with others, I can keep my mood calm		
		29. As long as I think it is the right thing, even if others do not agree, I will still insist on it		
	Setting the boundary of giving	30. I will agree to what others ask of me, even if I do not want to in my heart		
		31. I will be brave to refuse the unreasonable requests of others	17. I have the right to refuse unreasonable requests from the	

		school. Self-aware influence	
	32. People will value what I say	18. Others will value my claim to student rights	
	33. I feel that people ignore my existence	19. Students have the right to participate in decision-making and express their opinions on school affairs	
	34. I can convince people to accept my advice	20. I think I can change the school to be improved	2-2. Self-awareness and interdependence
	35. I feel I can change the environment I am in	21. As long as I think it is suitable for students to claim their rights, even if others do not agree, I will still insist on it	
Partnerships / Interdependencies	36. I can work with others to achieve goals together	22. I can work with my classmates to fight for student rights.	
	37. I feel that the help offered by others meets my needs	23. In fighting for students' rights, the support of fellow students is essential.	
Self-awareness of others' support	38. I know what help I can get from the people around me	24. In the process of fighting for student's rights, the support of teachers and supervisors is important	
		25. If students can unite, they will have more influence in school	
Community action and autonomy	39. People have the right to participate in decisions about community affairs	26. Students work with different student groups on campus to help advocate for student rights	3-1. Action and autonomy
	40. People should try to live their lives the way they want to		

Socio-political dimension	41. People working together can change the environment of society		
	42. People can generate greater social power if they are united		
	43. Action has the potential to solve social problems	27. If you want to fight for students' rights, you must do something yourself	
	44. The familiar people cannot change the reality of society		
	45. As long as it is the right thing, I dare to challenge the authority	28. Students have the opportunity to change the school's measures or system as long as their claims are reasonable and justified	
	46. I am willing to participate in collective action to improve neighborhood problems	30. I am willing to join a student organization or group to work for student rights	
	47. I am willing to participate in collective action to improve the problems of society		
	48. I am willing to stand up for what is unjust and unrighteous in society	29. I am willing to stand up if the school restricts students' speech for no reason	
		31. I will use all resources and methods to fight for students' rights.	
	49. Anger at social events is the first step in causing change	32. Students have the right to be angry about unreasonable rules (e.g., they cannot stop taking a course of their choice).	3-2. Justified anger
Justifiable Anger	50. Actions of resistance do not contribute to the solution of social problems	33. Actions of defiance do not contribute to the resolution of	

		student rights issues on campus	
Structural Attribution	51. I dare to voice my discontent when people are mistreated in society		
	52. It is natural for me to feel angry when people are oppressed	34. It is natural to feel angry about unfair events that happen at school	
	53. Individuals cause people's problems	35. One of the problems of students' rights in schools is due to the inequality in the structure between schools and students	3-3. Structural Attribution
		36. Students cannot claim student rights because the school has too much power	
		37. Students' learning or behavioral performance is not related to the school policy environment	
Approach and access to resources	54. I know who to turn to for help when I want to fight for my rights		
	55. If I need to express my voice to society or the government, I can find channels		

3.3.2 Pilot Testing

The pilot testing of this study included expert validity, item analysis, exploratory factor analysis, and reliability analysis, as described below:

(1) Face Validity

The researcher developed the "Student Rights Awareness in Higher Education" scale. During the questionnaire development process, discussions were held with the advisor, and five students were invited to complete a trial survey. The content, wording, and understanding of the questionnaire items were reviewed and revised

gradually to enhance face validity.

(2) Content (Expert) Validity

The content (expert) validity assessed the questionnaire's appropriateness. Eight scholars and experts in higher education student affairs, student autonomy, and student development were invited as consultants to provide feedback on the questionnaire's content for review and revision.

3.3.3 Item Analysis

Item analysis was conducted using the data collected from the pilot survey. Following Qiu's (2010) guidelines, item analysis was used to evaluate the appropriateness of the pilot items as a basis for selecting items for the final questionnaire. The item analysis criteria were as follows:

(1) Missing Value Analysis

Missing value analysis was performed to examine the proportion of missing values for each item in the "Student Rights Awareness in Higher Education" scale. A threshold of 5% was set as the criterion for item selection.

(2) Descriptive Statistics

Descriptive statistics, including mean and standard deviation, were used to evaluate the discriminant ability of each item in the scale. Items with excessively high or low means and very low standard deviations were considered to lack discriminant validity. According to the criteria, a mean greater than or less than 1.5 standard deviations from the overall scale mean was considered extreme; standard deviations below 0.8 were excluded; skewness coefficients greater than ± 0.7 were also excluded.

(3) Homogeneity Testing

Internal consistency analysis explored the homogeneity among items by examining the correlation between each item and the total score. A correlation coefficient higher than 0.3 was used as the criterion for homogeneity.

Factor analysis was conducted with a factor loading threshold of 0.3. According to Wu Minglong's (2019) recommendations, the results of missing value analysis, descriptive statistics, extreme group comparisons, and homogeneity testing were used as criteria for item selection. Items that did not meet at least three of these criteria were excluded. In this study, after conducting the aforementioned missing value analysis, descriptive statistics, and homogeneity testing, no items had missing values,

and all items showed correlations higher than 0.3 with other items. The cumulative explanatory variance after factor rotation ranged from 62.61% to 65.72%. Therefore, no items needed to be deleted; the total number remained at 37. The factor loadings for each dimension were as follows:

Individual Level: Cumulative explanatory variance after rotation reached 65.72%. No items needed to be deleted, resulting in 13 items.

Interpersonal Community Level: Cumulative explanatory variance after rotation reached 62.61%. No items needed to be deleted, resulting in 12 items.

Social Politics Level: Cumulative explanatory variance after rotation reached 64.63%. No items needed to be deleted, resulting in 12 items.

3.3.4 Exploratory Factor Analysis

In this study, an exploratory factor analysis was conducted using the items from the pilot sample. Principal component analysis was employed to extract factors, using the maximum variance method as the rotation technique. Factors with eigenvalues greater than 1 were retained to assess the validity of the "Student Rights Awareness in Higher Education" scale. According to Chiu (2010), the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) was used to evaluate the suitability of the sample. A KMO statistic above 0.7 indicates moderate suitability for factor analysis, above 0.8 indicates suitable suitability, and above 0.9 indicates excellent suitability.

The scale consisted of 37 items, divided into three dimensions: (1) Individual Level, (2) Interpersonal Community Level, and (3) Social Politics Level. The results of the exploratory factor analysis for each dimension are as follows:

(1) Individual Level

The scale comprised 13 items, and the KMO statistic was 0.856, indicating suitable suitability for factor analysis. Three factors were extracted, with a cumulative explanatory variance of 65.72%. The factor analysis results for the Individual Level dimension are presented in Table 3.4.

Table 3.4 Factor Analysis Summary for the Individual Level Dimension

Name	Title number	Title Content	Factor Loadings		
			Factor 1	Factor 2	Factor 3
Self Empowerment	A8	Fighting for student rights makes me feel empowered.	.827	.129	.078
	A5	I am certain of the success of the Fight for Student Rights program.	.801	.276	.021
	A7	I can face the frustrations and difficulties of fighting for students' rights.	.800	.033	.291
	A4	I feel empowered to fight for my student rights.	.789	.275	.033
	A13	I am willing to seek the support of various resources in order to fight for student rights.	.724	.258	.230
	A3	I will try to fight for any student rights that I think are reasonable.	.714	.365	.045
	A6	Students are the main body of the school, so I should pay more attention to school-related events and issues.	.641	.275	.141
Self Effectiveness	A4	I overcame the obstacles of campus relations to fight for student rights.	.240	.888	.037
	A2	I feel empowered to fight for my student rights.	.415	.775	.082
	A12	I do not think the fight for student rights is doomed to be a failure.	.252	.464	.410
Self-awareness with the environment Environment Matching	A10	When faced with unreasonable treatment, I felt I could not compete with the school's power.	-.055	.147	.813
	A9	I would feel powerless because of the school environment and system.	-.095	.064	.799
	A11	I will not question the reasonableness and legitimacy of my claim to student rights just because the school denies it.	.301	.109	.621

The factor analysis summary for the Individual Level Dimension in Table 3-4 reveals essential insights into the underlying structure of the variables related to self-empowerment, self-effectiveness, and self-awareness of the environment in the context of advocating for student rights.

Self-Empowerment: This factor reflects students' feelings of empowerment and determination to fight for their rights within the school environment. The items loading on this factor, such as A8, A5, A7, and A4, demonstrate strong factor loadings

above 0.7, indicating a clear association with self-empowerment. These items suggest that students who believe in their ability to overcome obstacles and seek support are more empowered to advocate for student rights. This self-empowerment is a crucial driver of active participation in public discussions or actions within the school.

Self-Effectiveness: This factor represents students' perceptions of their effectiveness in addressing campus-related issues. Items like A4, A2, and A12 load strongly on this factor, with factor loadings above 0.7 indicating that students who believe they can overcome obstacles in campus relations and view advocacy for student rights as achievable are more likely to be self-effective in their actions. This self-effectiveness is an essential attribute that encourages students to participate actively in advocating for their rights.

Self-Awareness with the Environment/Environment Matching: This factor represents students' self-awareness of their fit within the school environment. Items like A10, A9, and A11 load strongly on this factor, with factor loadings above 0.7 signifies that students who feel powerless due to the school environment or system are less likely to be aligned with the school's practices and may lack a strong sense of self-awareness within the school environment. On the other hand, students who maintain their self-awareness and believe in the legitimacy of their claims to student rights are more likely to match well with the school's environment.

In summary, the factor analysis indicates that self-empowerment, self-effectiveness, and self-awareness of the environment play crucial roles in influencing students' participation in advocating for their rights within the school. Students who feel empowered, believe in their effectiveness, and maintain self-awareness are likelier to engage actively in public discussions or actions related to student rights. These factors collectively contribute to their ability to advocate for their rights and make a meaningful impact on the school environment.

(2) Interpersonal Community Level

The scale consisted of 12 items, and the KMO statistic was 0.87, indicating suitable suitability for factor analysis. Two factors were extracted, with a cumulative explanatory variance of 62.61%. The factor analysis results for the Interpersonal Community Level dimension are presented in Table 3.5.

Table 3.5 Factor Analysis Summary for the Interpersonal Community Level Dimension

Name	Title number	Title Content	Factor Loadings	
			Factor 1	Factor 2
Interaction Skills with shadow Loudness	B24	The support of faculty members is important in the fight for student rights.	.903	.080
	B25	If students can unite, they will have more influence in the school.	.859	.086
	B23	The support of fellow students is important in the fight for student rights.	.847	.199
	B19	Students have the right to participate in decision-making and to express their opinions on school matters.	.711	.296
	B22	I can work with my classmates to fight for student rights.	.596	.522
	B17	I have the right to refuse any unreasonable request from the school.	.541	.349
Self-awareness with each other Lai Guan Department	B20	I feel that I can improve the school environment.	.031	.828
	B15	I can clearly articulate student rights to others.	.187	.766
	B21	As long as I think advocating for students' rights is right, I will still stick to it even if others disagree.	.189	.742
	B14	In order to fight for students' rights, I will take the initiative to communicate with relevant people to get support.	.309	.706
	B18	Others will value my claim to student rights.	.178	.692
	B16	Others have different student rights claims than I do and can communicate and coordinate continuously.	.484	.565

The Factor Analysis Summary presented in Table 3.5 provides a comprehensive view of the underlying structure of the Interpersonal Community Level Dimension, shedding light on the relationships between items and the identified factors. This section breaks down the analysis into several paragraphs for a more detailed understanding:

Factor Structure: Within the Interpersonal Community Level Dimension, the factor analysis has discerned two distinct factors, each representing interrelated items. These factors are "Interaction Skills with Shadow Loudness" and "Self-awareness with Each Other Lai Guan Department." Factor analysis is a powerful statistical tool that aids in revealing the underlying organization of complex data by grouping items based on their shared characteristics.

Factor 1: Interaction Skills with Shadow Loudness: The first factor, "Interaction Skills with Shadow Loudness," encompasses items B24, B25, B23, B19,

B22, and B17. These items exhibit notably high factor loadings on this factor, each exceeding 0.5. This indicates a substantial relationship between these items and this factor. The content of these items collectively suggests a theme centered around the importance of interaction skills, the role of faculty and fellow students' support, and students' rights in decision-making processes. In other words, this factor encapsulates that students' effectiveness in advocating for their rights is influenced by their interaction skills, support networks within the academic community, and their understanding of the right to participate in decisions that affect them.

Factor 2: Self-awareness with Each Other Lai Guan Department: The second factor, labeled "Self-awareness with Each Other Lai Guan Department," consists of items B20, B15, B21, B14, B18, and B16. These items also display substantial factor loadings, surpassing the 0.5 threshold. This factor revolves around self-awareness, students' ability to articulate their rights, and their proactive approach to communication and obtaining support. It underscores the idea that self-aware students articulate their rights effectively, take the initiative to communicate with relevant parties, and are better positioned to secure support and advocate for their rights, even in the face of differing opinions.

Interpretation and Implications: The outcome of the factor analysis provides meaningful insights for educators, policymakers, and institutions to enhance students' public management awareness and capacity to assert their rights. Factor 1 highlights the significance of fostering interaction skills, encouraging support systems among faculty and peers, and emphasizing the importance of student participation in decision-making processes. Factor 2 underscores the role of self-awareness, effective communication of student rights, and students' willingness to engage with stakeholders.

These findings can guide tailored interventions and programs that address specific dimensions of students' public management awareness. For example, suppose an institution seeks to improve students' ability to collaborate effectively with their peers and faculty (Factor 1). In that case, it can focus on enhancing students' interaction skills and cultivating a sense of unity among the student body. Suppose the goal is to boost self-awareness and effective communication regarding student rights (Factor 2). In that case, interventions may involve empowering students to express their rights clearly and proactively communicate with relevant stakeholders.

In summary, the factor analysis within the Interpersonal Community Level Dimension illuminates the structure of students' public management awareness, offering actionable insights for enhancing students' understanding of their rights and their ability to advocate for them within the academic community. These insights can inform the development of targeted strategies to empower students and promote their active engagement in issues related to public management.

(3) Social Politics Level

The scale comprised 12 items, and the KMO statistic was 0.821, indicating suitable suitability for factor analysis. Three factors were extracted, with a cumulative explanatory variance of 64.63%. The factor analysis results for the Social Politics Level dimension are presented in Table 3.6.

The Factor Analysis Summary in Table 3.6 for the Social Politics Level Dimension unravels the underlying factor structure and relationships between the included items. This section delves into a detailed analysis of the factors identified and their implications:

Factor Structure: The factor analysis of the Social Politics Level Dimension has revealed three distinct factors, each representing a set of related items. These factors have been labeled as "Line Movement and Gender," "Positive When of Indignation Anger," and "Knot Structure Return Because." These factors aid in understanding the underlying structure and organization of students' perceptions and beliefs in the context of social politics.

Table 3.6 Factor Analysis Summary for the Social Politics Level Dimension

Name	Title number	Title Content	Factor Loadings		
			Factor 1	Factor 2	Factor 3
Line Movement and Gender	C30	I am willing to join a student organization or group to fight for We work hard for students' rights.	.830	.124	-.247
	C31	I will use all resources and methods to fight for student rights.	.761	.156	-.194
	C29	I am willing to stand up for myself if the school restricts student speech for no reason.	.709	.161	-.084
	C28	Students can change the school's practices or systems if their claims are reasonable and justified.	.632	.264	.031

Positive When of indignation (anger)	C26	Students work with different student groups on campus The work helps to claim students' rights.	.609	.574	.151
	C27	If you want to fight for student rights, you must do something yourself.	.495	.124	.247
	C32	Students have the right to be angry about unreasonable rules (e.g., not being free to stop taking a course of their choice).	.292	.746	.222
	C34	It is natural to feel angry about the injustices that occur at school.	.255	.738	-.113
	C35	One of the problems with student rights in schools is because Inequality in the structure between schools and students.	.165	.666	-.289
	C37	Student academic or behavioral performance and school policies The environment is irrelevant.	.174	-.011	.826
Knot Structure Return Because	C33	Taking defiant action does not help student rights on campus The solution to the problem of interest.	-.152	.034	.793
	C36	Students cannot assert their rights because the school has too much power.	.213	-.570	.606

Factor 1: Line Movement and Gender: Factor 1, denoted as "Line Movement and Gender," encompasses items C30, C31, C29, C28, C26, and C27. Each item exhibits substantial factor loadings on Factor 1, exceeding the 0.5 threshold. This suggests a robust relationship between these items and this factor. The content of these items collectively revolves around students' willingness to engage in collective actions, use available resources and methods to fight for student rights, and take a stand against school restrictions on speech. This factor also emphasizes the importance of student involvement in different campus groups or organizations to advocate for their rights.

Factor 2: Positive When of Indignation (Anger): Factor 2, titled "Positive When of Indignation (Anger)," consists of items C32, C34, and C35. These items exhibit high factor loadings on Factor 2, each surpassing the 0.5 threshold. Factor 2 concerns students' emotions and responses to perceived injustices or unreasonable rules. It highlights that students have the right to feel angry about unreasonable rules or injustices at school, and this anger may be a natural response to the inequalities within the school's structure.

Factor 3: Knot Structure Return Because Factor 3, labeled "Knot Structure Return Because," comprises items C37, C33, and C36. These items display substantial factor loadings on Factor 3, exceeding the 0.5 threshold. Factor 3 centers on the idea that student academic or behavioral performance, school policies, and the school's power structure are interrelated. It suggests that students may be unable to assert their rights because the school holds significant power and that taking defiant actions may not necessarily lead to resolving issues.

Interpretation and Implications: The outcome of the factor analysis provides valuable insights into students' perspectives on social politics and their readiness to engage in collective actions. Factor 1 emphasizes the importance of students' willingness to join student organizations or groups to fight for their rights and their belief in the effectiveness of collective efforts. Factor 2 highlights the role of emotions, specifically indignation and anger, in response to perceived injustices, suggesting that these emotions are valid and natural reactions to school-related inequalities. Factor 3 draws attention to the interconnectedness of students' academic or behavioral performance, school policies, and the power dynamics within the school structure.

These findings have practical implications for educators and institutions that foster a conducive environment for students' involvement in social politics and their assertion of rights. Understanding the importance of collective efforts, acknowledging the validity of students' emotions, and addressing power imbalances within the school structure can guide interventions and policies to promote active student engagement and advocacy.

In summary, the factor analysis within the Social Politics Level Dimension provides an in-depth perspective on students' beliefs and attitudes about social politics. These insights can inform educational strategies and initiatives that empower students to become active participants in shaping their academic environment's social and political aspects.

3.3.5 Reliability Analysis

Based on Wu's (2019) criteria for reliability, a reliability coefficient of 0.70 or higher is considered acceptable for the overall scale, while for subscales, a coefficient above 0.60 is preferred, and below 0.50 suggests deletion. This study used

the internal consistency coefficient (Cronbach's alpha) to assess the reliability of each dimension's scale. The Cronbach's alpha coefficient for the Individual Level dimension was 0.857, and the coefficients for each factor ranged from 0.667 to 0.884 (see Table 3.7). For the Interpersonal Community Level dimension, Cronbach's alpha coefficient was 0.899, and the coefficients for each factor ranged from 0.828 to 0.838 (see Table 3.8). For the Social Politics Level dimension, Cronbach's alpha coefficient was 0.831, and the coefficients for each factor ranged from 0.709 to 0.877 (see Table 3-9). The data presented in Tables 3.6 to 3.8 indicate that the reliability of each scale in this study is acceptable.

Table 3.7 Summary of Reliability Analysis for the Individual Level Dimension

Subscale Name	Number of questions	Cronbach's alpha
Self-empowerment	7	.884
Self-efficacy	3	.667
Consciously adapting to the environment	3	.843
Personal level	13	.857

Table 3.7 summarizes the reliability analysis for the Individual Level Dimension, focusing on different subscales and their respective Cronbach's alpha values. This section analyzes the findings and their implications:

Self-empowerment Subscale: The "Self-empowerment" subscale comprises 7 questions and demonstrates strong internal consistency, with a Cronbach's alpha value of .884. This high-reliability coefficient suggests that the questions within this subscale consistently measure the concept of self-empowerment. Respondents' answers to these questions align closely, indicating a reliable and stable measurement of self-empowerment as an individual-level dimension. Self-empowerment refers to an individual's ability to take control of their actions and make choices that align with their goals and beliefs.

Self-efficacy Subscale: The "Self-efficacy" subscale includes 3 questions and shows moderate internal consistency, with a Cronbach's alpha of .667. While this alpha value is lower than the "Self-empowerment" subscale, it still suggests reasonable reliability. The self-efficacy subscale assesses individuals' beliefs in their capacity to

accomplish specific tasks or achieve particular goals. Although the reliability coefficient is not as high as desired, it indicates a consistent measurement within this subscale.

Consciously Adapting to the Environment Subscale: The "Consciously Adapting to the Environment" subscale comprises 3 questions and exhibits solid internal consistency, as reflected in Cronbach's alpha of .843. This high-reliability coefficient indicates that the questions within this subscale consistently measure the concept of consciously adapting to the environment. Individuals' responses to these questions align, and the subscale effectively evaluates their awareness of their capacity to adapt to changing circumstances or surroundings.

Personal Level (Overall): The "Personal Level" dimension, consisting of all 13 questions from the three subscales, demonstrates a high level of internal consistency with a Cronbach's alpha of .857. This overall reliability coefficient underscores the reliability of the entire individual-level dimension, encompassing self-empowerment, self-efficacy, and consciously adapting to the environment. It signifies that the questions within this dimension collectively and consistently measure individual-level aspects of public management awareness and related psychological attributes.

Implications: The reliability analysis in Table 3.7 affirms the internal consistency of the subscales within the Individual Level Dimension. High Cronbach's alpha values for the "Self-empowerment" and "Consciously Adapting to the Environment" subscales indicate that they provide a reliable assessment of the respective attributes they measure. Although the "Self-efficacy" subscale exhibits a moderate reliability coefficient, it remains suitable for assessing self-efficacy in public management awareness.

The solid overall reliability of the "Personal Level" dimension emphasizes the dependability of the combined subscales in evaluating individual-level aspects of public management awareness, self-empowerment, self-efficacy, and consciously adapting to the environment. This dimension appears to provide a consistent and stable measurement of personal-level attributes.

In summary, the reliability analysis supports the robustness and consistency of the measurement tools used in the Individual Level Dimension. These findings

bolster the validity of the dimension in assessing individual-level characteristics related to public management awareness.

Table 3.8 Summary of Reliability Analysis for the Interpersonal Community Level Dimension

Name of subscale	Number of questions	Cronbach's alpha
Interaction skills and influence	6	.828
Self-awareness and interdependence	6	.838
Interpersonal community level	12	.899

Table 3.8 summarizes the reliability analysis for the Interpersonal Community Level Dimension, focusing on different subscales and their respective Cronbach's alpha values. This section analyzes the findings and their implications:

Interaction Skills and Influence Subscale: The "Interaction Skills and Influence" subscale consists of 6 questions and demonstrates a high level of internal consistency, with a Cronbach's alpha of .828. This strong reliability coefficient indicates that the questions within this subscale consistently measure the concept of interaction skills and influence within the context of the interpersonal community level. Respondents' answers to these questions align closely, suggesting a reliable and stable measurement of these attributes.

Self-awareness and Interdependence Subscale: The "Self-awareness and Interdependence" subscale also includes 6 questions and exhibits high internal consistency, with a Cronbach's alpha of .838. This high-reliability coefficient suggests that the questions within this subscale consistently measure the concept of self-awareness and interdependence. Respondents' responses to these questions are internally consistent, indicating a reliable and stable measurement of these attributes within the interpersonal community level.

Interpersonal Community Level (Overall): The "Interpersonal Community Level" dimension, encompassing all 12 questions from the two subscales, demonstrates a very high level of internal consistency, with a Cronbach's alpha of .899. This overall reliability coefficient underscores the reliability of the entire interpersonal community level dimension. It signifies that the questions within this dimension

collectively and consistently measure attributes related to interaction skills, influence, self-awareness, and interdependence within the context of public management awareness at the interpersonal level.

Implications: The reliability analysis in Table 3-8 affirms the internal consistency of the Interpersonal Community Level Dimension subscales. High Cronbach's alpha values for the "Interaction Skills and Influence" and "Self-awareness and Interdependence" subscales indicate that they provide a reliable assessment of the respective attributes they measure. This underscores the consistent and stable measurement of attributes related to interaction skills, influence, self-awareness, and interdependence within the interpersonal community level.

The high overall reliability of the "Interpersonal Community Level" dimension reinforces the reliability of the combined subscales in evaluating attributes within the interpersonal community level. This dimension appears to provide a consistent and dependable measurement of interpersonal-level aspects of public management awareness.

In summary, the reliability analysis supports the robustness and consistency of the measurement tools used in the Interpersonal Community Level Dimension. These findings enhance the validity of the dimension in assessing interpersonal-level characteristics related to public management awareness.

Table 3.9 Summary of Reliability Analysis for the Social Politics Level Dimension

Subscale Name	Number of Questions	Cronbach's Alpha
Action and autonomy	6	.840
Justifiable Anger	3	.709
Structural Attribution	3	.877
Socio-political dimension	12	.831

Table 3.9 summarizes the reliability analysis results for the Social Politics Level Dimension, including the subscale names and the corresponding Cronbach's alpha values. This section examines the implications of these findings:

Action and Autonomy Subscale: The "Action and Autonomy" subscale comprises 6 questions and demonstrates a high level of internal consistency, with a Cronbach's alpha of .840. This strong reliability coefficient indicates that the questions

within this subscale consistently measure the concept of action and autonomy within the context of the social politics level. Respondents' answers to these questions are internally consistent, suggesting a reliable and stable measurement of these attributes.

Justifiable Anger Subscale: The "Justifiable Anger" subscale consists of 3 questions and exhibits good internal consistency, with a Cronbach's alpha of .709. Although the alpha value is slightly lower than in the other subscales, it still indicates a reasonable level of reliability. This suggests that the questions within this subscale measure the concept of justifiable anger consistently but with somewhat less reliability than the other subscales.

Structural Attribution Subscale: The "Structural Attribution" subscale includes 3 questions and demonstrates a high level of internal consistency, with a Cronbach's alpha of .877. This strong reliability coefficient signifies that the questions within this subscale consistently measure the concept of structural attribution within the context of the social politics level. Respondents' responses to these questions align closely, suggesting a reliable and stable measurement of these attributes.

Socio-political Dimension (Overall): The "Socio-political Dimension" encompasses all 12 questions from the three subscales and shows good overall internal consistency, with a Cronbach's alpha of .831. This general reliability coefficient supports the reliability of the entire socio-political dimension. It indicates that the questions within this dimension collectively and consistently measure attributes related to action, autonomy, justifiable anger, and structural attribution within the context of public management awareness at the social politics level.

Implications: The reliability analysis in Table 3-9 affirms the internal consistency of the subscales within the Social Politics Level Dimension. The high Cronbach's alpha for the "Action and Autonomy" subscale suggests it provides a reliable assessment of the attributes it measures. Similarly, the "Structural Attribution" subscale demonstrates high reliability, indicating a dependable measurement of the corresponding attributes.

While the "Justifiable Anger" subscale shows slightly lower reliability, it still indicates a reasonable level of consistency in measuring the concept of justifiable anger. The overall reliability of the "Socio-political Dimension" supports the combined subscales' reliability in evaluating attributes within the social politics level.

This dimension appears to provide a consistent and dependable measurement of social politics-level aspects of public management awareness.

In summary, the reliability analysis highlights the consistency and robustness of the measurement tools used in the Social Politics Level Dimension, enhancing the validity of this dimension in assessing attributes related to social politics-level characteristics of public management awareness.

3.3.6 Formal Measurement

The official questionnaire of this study is shown in Appendix V. The results of the official administration include exploratory factor analysis and reliability analysis, which are described below.

(1) Personal level

The total number of questions on this scale is 13, and its KMO statistic is .889. Three factors were extracted from this scale; the related results are shown in Table 3.10.

Table 3.10 Summary Table of Individual Level Factor Analysis and Reliability

Official Name	Title Number	Title Content	Factor Loadings		
			Factor 1	Factor 2	Factor 3
Self-empowerment	A8	Advocating for student rights makes me feel that my abilities can be utilized.	.811	.188	.003
	A5	I have a sense of confidence in successfully advocating for student rights.	.607	.403	-.090
	A7	I believe in my ability to face setbacks and difficulties in advocating for student rights.	.769	.234	.025
	A4	I feel empowered to fight for student rights.	.694	.427	.088
	A13	I am willing to seek various resources to support advocating for student rights.	.643	.328	.099
	A3	Whenever I perceive student rights as reasonable, I will try to fight for them.	.656	.478	-.024
	A6	As students are the school's core, I should pay more attention to school-related events and issues.	.535	.395	.046
Self-efficacy	A4	I can overcome obstacles in campus relationships and strive for student rights.	.377	.686	-.010
	A2	I feel capable of advocating for student rights.	.274	.821	-.065
	A12	I do not believe that advocating for	.245	.683	.054

		student rights is destined to fail.			
Consciousness and Environmental Fit	A10	When faced with unfair treatment, I feel powerless against the power held by the school.	-.004	.016	.795
	A9	I feel powerless due to the school's environment and system.	-.048	-.049	.782
	A11	I do not doubt the validity and legitimacy of advocating for student rights because the school denies them.	.109	.089	.845
Eigenvalue			4.0031	.9881	.859
Cumulative variation (%)			38.484	53.774	60.379
Credibility			.841	.790	.737
Total Confidence				.821	

Table 3.10 summarizes the individual-level factor Analysis and Reliability, including the official names of the factors, title numbers, title content, factor loadings, eigenvalues, cumulative variation percentages, credibility values, and total confidence values. This section analyzes the findings from this table:

Self-Empowerment Factor: The "Self-empowerment" factor consists of seven questions and exhibits good internal consistency. The factor loadings for this factor on Factor 1 range from .535 to .811, and the cumulative variation percentage for Factor 1 is 38.484%. The credibility value for this factor is .841, indicating a reasonable reliability level. This factor measures attributes related to self-empowerment in advocating for student rights. Respondents' answers to these questions are internally consistent and provide a reliable assessment of this construct.

Self-Efficacy Factor: The "Self-efficacy" factor comprises three questions and demonstrates acceptable internal consistency. The factor loadings for this factor on Factor 2 range from .274 to .377. Factor 2 has a cumulative variation percentage of 53.774%. The credibility value for this factor is .790, indicating good reliability. This factor assesses self-efficacy in advocating for student rights and accurately measures this attribute.

Consciousness and Environmental Fit Factor: The "Consciousness and Environmental Fit" factor consists of three questions and exhibits high internal consistency. The factor loadings for this factor on Factor 3 range from .782 to .845. Factor 3 has a cumulative variation percentage of 60.379%. The credibility value for this factor is .737, suggesting a good level of reliability. This factor measures attributes

related to consciousness and environmental fit in advocating for student rights, and the questions within this factor provide a reliable assessment of these characteristics.

Eigenvalues and Cumulative Variation: The eigenvalues for Factors 1, 2, and 3 are 4.0031, 0.9881, and 0.859, respectively. These eigenvalues help determine each factor's relative importance in explaining the data's total variance. Factor 1 has the highest eigenvalue, indicating its substantial contribution to explaining the variance in the dataset. The cumulative variation percentages show how much of the total variation in the data is explained by each factor. Factor 1 accounts for 38.484% of the variation, Factor 2 for 53.774%, and Factor 3 for 60.379%. These percentages demonstrate the proportion of the data's variability captured by each factor.

Total Confidence: The "Total Confidence" value is .821, which measures the reliability of the entire dimension. This indicates that the questions within the Individual Level Dimension, including all three factors, collectively provide a reliable assessment of attributes related to the individual level of public management awareness.

Implications: The factor analysis and reliability assessment results suggest that the Individual Level Dimension provides a robust and reliable measurement of attributes associated with individual aspects of public management awareness. The three factors—Self-empowerment, self-efficacy, consciousness, and environmental fit—are suitable for high levels of internal consistency, enhancing this dimension's validity.

In summary, Table 3.10 findings demonstrate that the Individual Level Dimension is reliable for assessing individual characteristics related to public management awareness, providing valuable insights for research and policy development in this domain.

(2) Interpersonal community level

The total number of questions in this scale is 12, and its KMO statistic is .879. 2 factors were extracted from this scale, and the related results are shown in Table 3.11.

Table 3.11 summarizes the Interpersonal Community Level Factor Analysis and Reliability, presenting the official names of the factors, title numbers, title content, factor loadings, eigenvalues, cumulative variation percentages,

credibility values, and total confidence values. This section delves into the analysis of the findings:

Interpersonal Skills and Influence Factor: The "Interpersonal Skills and Influence" factor comprises six questions and demonstrates good internal consistency. The factor loadings for this factor on Factor 1 range from .519 to .860, indicating a strong presence of this factor in these questions. Factor 1 has an eigenvalue of 4.515, explaining 37.625% of the cumulative variation. The credibility value for this factor is .800, suggesting a reasonable level of reliability. This factor assesses interpersonal skills and influence in advocating for student rights and accurately measures these attributes.

Table 3.11 Interpersonal Community Level Analysis Subscale

Official Name	Title Number	Title Content	Factor Loadings	
			Factor 1	Factor 2
Interpersonal Skills and Influence	B1	In the process of advocating for student rights, the support of teachers is crucial.	.815	.078
	B24	Students can have more influence in the school if they unite.	.805	.142
	B25	The support of peers is important in advocating for student rights.	.860	.152
	B23	Students can participate in decision-making and express their opinions on school affairs.	.519	.427
	B19	I can collaborate with peers to advocate for student rights together.	.579	.479
	B22	I have the right to refuse unreasonable demands from the school.	.642	.469
Self-awareness and interdependence	B17	I believe I can change the environment in the school that needs improvement.	-.025	.739
	B20	I can clearly articulate the advocacy for student rights to others.	.023	.534
	B15	Even if others do not agree, I will persist in advocating for student rights if I believe it is right.	.171	.660
	B21	I proactively communicate with relevant individuals to seek support in advocating for student rights.	.198	.691
	B14	Others will value my advocacy for student rights.	.177	.653

B18	When others have different perspectives on student rights, I can maintain continuous communication and coordination with them.	.305	.616
Eigenvalue		4.515	1.530
Cumulative variation (%)		37.625	50.378
Credibility		.800	.684
Total Confidence		.812	

Self-awareness and Interdependence Factor: The "Self-awareness and Interdependence" factor also consists of six questions and exhibits good internal consistency. The factor loadings for this factor on Factor 2 range from .534 to .739, emphasizing the role of this factor in these questions. Factor 2 has an eigenvalue of 1.530, explaining 50.378% of the cumulative variation. The credibility value for this factor is .684, indicating a fair level of reliability. This factor assesses self-awareness and interdependence in advocating for student rights and provides a reliable measurement of these characteristics.

Eigenvalues and Cumulative Variation: The eigenvalues for Factors 1 and 2 are 4.515 and 1.530, respectively. These eigenvalues demonstrate each factor's relative significance in explaining the data's total variance. Factor 1, "Interpersonal Skills and Influence," has a substantially higher eigenvalue than Factor 2, "Self-awareness and Interdependence." The cumulative variation percentages show that Factor 1 explains 37.625% of the variation, while Factor 2 explains an additional 12.753%. Together, they capture a significant portion of the data's variability.

Total Confidence: The "Total Confidence" value is .812, representing the entire dimension's reliability, including both factors. This indicates that the questions within the Interpersonal Community Level Dimension collectively offer a dependable assessment of attributes related to interpersonal community aspects of public management awareness.

Implications: The results from Table 3.11 confirm that the Interpersonal Community Level Dimension is a reliable and robust tool for assessing attributes associated with interpersonal community aspects of public management awareness. The two factors — interpersonal skills and influence, self-awareness, and

independence—display suitable and reasonable levels of internal consistency, enhancing the validity of this dimension.

In summary, the findings from Table 3-11 underscore the reliability and utility of the Interpersonal Community Level Dimension for evaluating aspects of public management awareness related to interpersonal relationships and community dynamics. These insights are valuable for research and policy development in this field.

(3) Socio-political aspects

The total number of questions in this scale is 12, and its KMO statistic is .822. Three factors were extracted from this scale; the related results are shown in Table 3.12.

Table 3.12 Socio-political Dimension Factor Analysis Subscale

Official Name	Title Number	Title Content	Factor Loadings		
			Factor 1	Factor 2	Factor 3
Action and autonomy	C30	I will participate in student organizations or groups to advocate for student rights.	.749	.082	-.083
	C31	To advocate for student rights, I will use various resources and methods.	.738	.152	-.090
	C29	If the school unjustifiably restricts students' freedom of speech, I will stand up.	.741	.076	-.035
	C28	When students' assertions are reasonable, there is an opportunity to change school measures or systems.	.656	.132	.033
	C26	Collaborating with different student groups on campus contributes to advocating for student rights.	.556	.373	.003
	C27	Taking action is necessary to advocate for student rights.	.653	.341	-.030
Normal anger	C32	Students have the right to feel angry about unfair regulations (e.g., restrictions on course selection).	.244	.827	-.045
	C34	Feeling anger towards unfair events in the school is a natural response.	.206	.830	-.013
	C35	One of the issues regarding student rights in schools is the structural inequality between the school and students.	.147	.774	-.146
	C37	Students' academic or behavioral performance is unrelated to the school's policy environment.	-.042	.002	.833

C33	Engaging in acts of resistance does not contribute to resolving issues related to student rights on campus.	-.077	-.030	.855
C36	Students cannot advocate for student rights due to the excessive power held by the school.	-.006	-.167	.871
Eigenvalue		4.022	2.126	1.338
Cumulative variation (%)		33.51%	51.23%	61.38%
Reliability (Separate catch and run reliability)		.803	.799	.814
Total Confidence			.701	

Table 3.12 presents the Socio-political Dimension Factor Analysis subscale, providing information on the official names of the factors, title numbers, title content, factor loadings, eigenvalues, cumulative variation percentages, reliability values, and total confidence values. This section analyzes the findings in detail:

Action and Autonomy Factor: The "Action and Autonomy" factor includes six questions and demonstrates good internal consistency. The factor loadings for this factor on Factor 1 range from .556 to .749, indicating a strong presence of this factor in these questions. Factor 1 has an eigenvalue of 4.022, explaining 33.51% of the cumulative variation. The credibility value for this factor is .803, suggesting a reasonable level of reliability. This factor assesses action and autonomy in advocating for student rights and accurately measures these attributes.

Standard Anger Factor: The "Normal Anger" factor also consists of six questions and exhibits good internal consistency. The factor loadings for this factor on Factor 2 range from .774 to .855, highlighting the importance of this factor in these questions. Factor 2 has an eigenvalue of 2.126, explaining an additional 17.72% of the cumulative variation. The credibility value for this factor is .799, indicating a reasonable level of reliability. This factor assesses the experience of normal anger in response to unfair situations and provides a dependable measurement of this attribute.

Structural Attribution Factor: The "Structural Attribution" factor includes six questions and demonstrates good internal consistency. The factor loadings for this factor on Factor 3 range from .833 to .871, emphasizing the role of this factor in these questions. Factor 3 has an eigenvalue of 1.338, explaining an additional 9.15% of the cumulative variation. The credibility value for this factor is .814, suggesting a

reasonable level of reliability. This factor assesses students' perceptions of structural attribution related to student rights and accurately measures these beliefs.

Eigenvalues and Cumulative Variation: The eigenvalues for Factors 1, 2, and 3 are 4.022, 2.126, and 1.338, respectively. These eigenvalues reveal the relative importance of each factor in explaining the overall variance in the data. Factor 1, "Action and Autonomy," has the highest eigenvalue, indicating its prominence in explaining the data's variation.

The cumulative variation percentages demonstrate how much of the total variance in the data is explained by each factor. Factor 1 explains 33.51% of the variation, Factor 2 adds an extra 17.72%, and Factor 3 contributes 9.15%. Together, they capture a significant portion of the data's variability.

Total Confidence: The "Total Confidence" value is .701, representing the entire dimension's reliability, combining all three factors. This implies that the questions within the Socio-political Dimension, covering various aspects related to advocating for student rights, collectively provide a reliable assessment of attributes within this dimension.

Implications: The results from Table 3.12 confirm that the Socio-political Dimension is a reliable and robust tool for assessing attributes associated with socio-political aspects of public management awareness. The three factors—Action and Autonomy, Normal Anger, and Structural Attribution—exhibit reasonable levels of internal consistency, enhancing the validity of this dimension.

In summary, the findings from Table 3.12 underscore the reliability and utility of the Socio-political Dimension for evaluating attributes related to socio-political dynamics in public management awareness. These insights are valuable for research and policy development in this field.

3.4 Research Steps

The research steps for this study are as follows: firstly, understanding the background and forming the research motivation; then conducting a preliminary literature review to formulate the research topic; further reading a substantial amount of relevant domestic and international literature to construct the theoretical foundation,

propose the research framework, model, and analysis methods; developing the survey questionnaire and distributing it to collect formal responses; after data collection, conducting quantitative data organization and statistical analysis; additionally, based on the quantitative statistical analysis results, conducting qualitative focus group discussions to explore the underlying factors influencing student rights in public participation; finally, writing the research report and presenting the research conclusions and recommendations.

Background Understanding and Motivation Formation: In the initial step, the researchers delved into the background of the study area. This involved understanding the context and the issues at hand, which is instrumental in shaping the research motivation. Recognizing the importance of the research topic is crucial to lay the foundation for the study.

Preliminary Literature Review: A preliminary literature review was conducted after identifying the research motivation. This phase involved surveying existing academic and practical materials related to the research topic. It assisted in narrowing down the research focus, identifying knowledge gaps, and formulating research questions.

In-Depth Literature Review: The preliminary literature review sets the stage for more extensive domestic and international literature exploration. The researcher engaged in an in-depth study of relevant academic and practical works to build a robust theoretical foundation. This phase also involved developing the research framework model and selecting appropriate analysis methods based on the existing knowledge.

Questionnaire Development and Distribution: The researchers designed a structured questionnaire once the theoretical foundation and research framework were established. The questionnaire is a critical tool for data collection. Researchers then distributed the questionnaire to target respondents, such as students, to gather formal responses. This phase requires careful planning to ensure data quality.

Quantitative Data Organization and Analysis: The researcher organized and prepared the quantitative data for analysis following the collection of survey responses. This involves data cleaning, coding, and structuring the dataset. Subsequently, statistical analysis techniques are applied to extract meaningful insights

and relationships from the data.

Presentation of Conclusions and Recommendations: The final step involved presenting the research conclusions and recommendations. Researcher communicated their findings to a broader audience, including academic peers, policymakers, and relevant stakeholders. The conclusions and recommendations aim to address the research objectives and contribute to the body of knowledge in the field.

In summary, these research steps provide a structured approach to conducting the study, ensuring that the research process is well-planned, rigorous, and capable of generating meaningful insights into student rights and public participation dynamics. Combining quantitative and qualitative research methods enriches the depth and breadth of the study's findings.

3.5 Data Processing and Statistical Analysis

After the survey questionnaires were collected, the questionnaires were coded, and the valid and invalid data were screened. The collected data were inputted and consolidated, and statistical analyses were conducted using SPSS 22.0 software. In addition, based on the quantitative analysis results, a question outline was developed for the qualitative data, and The application of quantitative statistics and qualitative analysis is explained as follows:

3.5.1 Quantitative Data Analysis

(1) Descriptive Statistics

Descriptive statistics were used to exclude questionnaires with missing responses, understand the overall data distribution, analyze the primary data distribution, and examine the average scores, standard deviations, and percentages for each subscale to understand the current status of student rights awareness in higher education institutions.

(2) Independent Sample t-test

The independent sample t-test analyzed the differences in developing student rights awareness levels regarding gender variables and their public participation levels inside and outside the school.

(3) One-Way ANOVA

One-way analysis of variance (ANOVA) was conducted to explore the differences in student rights awareness among different individual background variables (such as gender, grade level, type of school, major field of study, coursework experience, parental education level, perception of campus democratic environment) and public participation levels. Post-hoc comparisons using the Scheffé method and LSD method were employed to examine the differences further. Moreover, the effect size measure, eta-squared (η^2), was used to explain the explanatory power of individual background variables and participation levels on the levels of student rights awareness.

(4) Hierarchical Regression Analysis

Hierarchical regression analysis was conducted to examine the predictive power of the following dimensions:

- ① The predictive power of on-campus public participation experience on student rights awareness in higher education.
- ② The predictive power of Off-campus public engagement experience on student rights awareness in higher education.

3.5.2 Focus Group Discussions

Focus group discussions are conducted to interview groups composed of members who meet specific criteria. The researcher aims to create an atmosphere of comfortable group interaction where the participants express their experiences, opinions, or viewpoints on the topics of interest to the researcher. The goal is to explore multidimensional factors influencing people's opinions, behaviors, or motivations. After conducting preliminary quantitative data analysis, this study invited students with different levels of public participation experience to participate in focus group discussions, aiming to support the survey research findings or further explore the research results for future research reference. The planning for the implementation of focus group discussions in this study is as follows:

(1) Criteria for selecting students to participate in focus group discussions

Students participating in focus group discussions were selected based on their specific levels of public participation experience. Through teacher recommendations and voluntary participation, this study invited students with different

experience levels, ensuring a diverse range of experiences and perspectives are represented.

(2) Number of focus group discussions

This study conducted three focus group discussions, with one discussion in each group, totaling three sessions, to gather rich and comprehensive data.

(3) Group size

The planned group size for each focus group is typically between four to eight participants. This ensures dynamic and engaging discussions within the group while allowing sufficient time and space for each participant to express their opinions and viewpoints.

(4) Development of Discussion Outline

An open-ended discussion outline was designed based on the preliminary results of the quantitative research.

(5) Establishment of Focus Groups

This study invited three participants with on-campus public participation experience and three with Off-campus public engagement experience to express their own experiences and perspectives regarding the factors influencing student rights awareness with public participation.

(6) Conducting Focus Group Discussions

Before conducting the focus group discussions, the researcher first explained the purpose, significance, and future results and applications of the interviews to the participants. The researcher also provided definitions of the relevant terms used in the study. If they agreed, the participants were invited to use recording devices to record the interview process and were asked to sign an interview consent form.

(7) Data Compilation and Citation

After completing the focus group discussions, the researcher transcribed the interview recordings and noted them into verbatim transcripts, serving as the basis for analysis. After organizing the interview transcripts, the researcher asked the participants to review and confirm the content and meaning of the transcripts to ensure their accuracy and authenticity. The researcher conducted multiple confirmations to complete the participant verification process.

(8) Data Analysis and Trustworthiness Check

3.6 Qualitative Data Analysis

3.6.1 Qualitative Research Participants

Due to the lack of well-established and objectively measurable tools for assessing students' public management consciousness domestically and internationally, this study lacks a direct theoretical foundation for developing research instruments. While referring to empowerment, civic participation, civic awareness, and student voice theories, the study aims to preliminarily examine and validate the influencing factors of students' public management consciousness using an objective and direct measurement questionnaire (Ye, 2005). However, to avoid neglecting potentially significant influencing factors, the study also employs the method of focus group interviews to explore further whether college students' public management consciousness is affected by their experiences in public engagement, thus ensuring the comprehensiveness of the research. The qualitative participants are expected to be actively invited from the quantitative questionnaire respondents, and six participants with diverse personal backgrounds and varying levels of engagement in public activities will be randomly selected as focus group interviewees, as shown in Table 3.13.

Through the focus group interviews, this study aims to understand the influencing factors behind college students' conscious awareness of their rights and how various experiences in public engagement affect the level of their public management consciousness.

Table 3.13: Basic Information of Qualitative Focus Group Interview Participants.

Research Participants	Gender	School Type	Grade	Intra-school Public Engagement Experience and Achievement Level	Extra-school Public Engagement Experience and Achievement Level
A	Male	Public General University	4	Yes-Low	Yes-High
B	Male	Public General University	3	Yes-High	Yes-High
C	Male	Private General University	4	Yes-High	Yes-High
D	Male	Private General University	5	Yes-High	No-Low
E	Female	Private Vocational University	3	Yes-High	No-Low
F	Female	Public Vocational University	2	Yes-Low	No-Low

3.6.2 Thematic Data Analysis

After the focus group discussions, the researcher transcribed the audio recordings and interview notes to serve as the basis for data analysis. Once the interview transcripts were organized, the research participants were asked to review and confirm the accuracy and authenticity of the content and meaning of the transcripts. This process was iteratively confirmed to ensure the validity of the participants' input. After completing the transcription process, the data analysis proceeded using a template analysis approach, following these main steps:

(1) Familiarization with the interview transcripts:

The researcher repeatedly read through the transcripts to gain a deeper understanding of the focus group discussion results and review the discussions' context and flow, facilitating subsequent interpretation and analysis.

Based on the literature, theoretical foundations, and quantitative analysis results, the researcher explored critical factors, events, or themes from the interview data. Further, the data were organized through inductive coding to assign conceptual

meaning to the identified factors. The interview transcripts also underwent line-by-line coding, each section labeled with an 11-digit code. The first six digits represent the date of the focus group discussion, followed by a hyphen and two digits denoting the sequential order, and finally, an alphabetical code for the interviewee (e.g., 20230519-01a: 20230519 for the date, 01 for the sequence, and 'a' for the interviewee).

(2) Research participant trustworthiness check:

The classification analysis results were interpreted and analyzed, and the research participants were invited to review and revise the findings for validation.

(3) Data analysis outcomes:

All research participants' opinions were synthesized, leading to a final summary, interpretation, and analysis, thereby constructing the qualitative results of this study.

3.7 Research Ethics

In conducting social science research, adhering to ethical principles is the responsibility of every researcher. Research is a vital avenue for knowledge accumulation. In this study, the aim is not only to benefit higher education practices but also to explore factors influencing college students' public management consciousness, playing an important role. Ethical considerations come into play during the research process, which includes conceptualizing research questions, exploring relevant literature, engaging in research design, collecting data based on the research design, analyzing and discussing research findings, and presenting conclusions and recommendations. These considerations involve norms related to research ethics, including collecting samples, ensuring informed consent from research participants, safeguarding research subjects' physical and psychological safety, maintaining privacy and confidentiality, and the researchers' attitudes.

The following ethical issues are involved in this study:

(1) Soliciting research participants' consent:

The willingness of interviewees to participate in the study must be respected. To ensure that the entire research process is carried out with the voluntary consent of research subjects, the researcher must first provide detailed explanations of

the research topic, purpose, nature, and potential situations that research participants may encounter throughout the study. The participants' understanding and agreement to participate in the research must be confirmed. This information was communicated to the interviewees before the questionnaire and focus group discussions were conducted. Additionally, their willingness was actively assessed before the focus group discussions, and their consent was obtained by signing the Focus Group Interview Consent Form (Appendix) before commencing the data collection.

(2) Protecting the physical and psychological safety of research subjects:

To ensure that research subjects are not subjected to physical or psychological harm throughout the research process, the researcher carefully considered the potential emotional impact of the research steps and content on the interviewees during the focus group discussions, avoiding unnecessary emotional fluctuations.

(3) Privacy and confidentiality principles:

Respecting the privacy and anonymity of research subjects is one of the researchers' significant responsibilities. Throughout the entire research process, from research design and focus group discussions to data organization and presentation of research findings, issues related to violating research subjects' privacy and the confidentiality of identity information may arise. The researcher ensured that research subjects' privacy rights were fully explained and protected during the questionnaire survey and focus group discussions. Even though the participating students in the focus group discussions have shown an open attitude towards this study, pseudonyms (English letters A to F) replaced their real names to preserve their privacy.

(4) Researcher's attitude:

In qualitative research, the researcher is the most essential research tool. The researcher's abilities, skills, sensitivity, and rigor influence research validity (Chien & Tsou, 2004) and reflect the fundamental respect for research subjects. During the focus group discussions, the researcher maintained an objective and neutral stance regarding the interviewees' views, ethical requirements, and reactions in the research context, refraining from making subjective judgments on their expressed opinions.

(5) Objective analysis and reporting:

In terms of research results analysis, the researcher objectively analyzed the

obtained quantitative and focus group discussion data based on the research design. Negative and unexpected research data were not deliberately excluded, allowing readers to understand the research outcomes completely. Regarding reporting the results, the researcher provided a detailed account of any shortcomings and limitations in the research design to ensure the study's credibility.

3.8 Concluding Remarks

This chapter introduces the research methodology to investigate the relationship between college students' public participation experiences and their public management consciousness. The research design was carefully crafted to explore the factors influencing public management consciousness through quantitative and qualitative approaches.

Regarding the subjects of the study, the importance of ethical considerations in the research is emphasized. Respecting the autonomy and privacy of the research participants is of utmost concern, and informed consent was obtained from all participants. Additionally, measures were taken to ensure the physical and mental well-being of the interviewees during the focus group discussions.

The research instruments employed in this study were designed to capture essential data, and the questionnaires underwent pre-testing to ensure their reliability and effectiveness. Subsequent item and exploratory factor analyses improved the measurement tools and enhanced the data's reliability.

The research process was meticulously planned and executed, ensuring systematic and comprehensive data collection and analysis. Quantitative data analysis utilized appropriate statistical methods, providing valuable insights into the relationship between public participation experiences and student rights awareness.

Simultaneously, qualitative data analysis involved the thematic analysis of focus group discussions, enabling a deeper understanding of various factors influencing public management consciousness. Through participant validation and thorough data analysis, the credibility of the research results is ensured.

Throughout the research process, ethical principles were upheld, emphasizing the importance of respecting the rights and privacy of the research

participants. The researchers maintained an objective and neutral stance, avoiding subjective influences on the research outcomes.

In conclusion, the research methodology adopted in this chapter lays a solid foundation for exploring the relationship between college students' public participation experiences and rights awareness. Integrating quantitative and qualitative methods provided valuable insights into understanding public management consciousness and its influencing factors. This paper looks forward to presenting the results and implications of this study in subsequent chapters, hoping that it will be significant in enhancing public management consciousness and promoting civic engagement in higher education institutions.



CHAPTER IV

ANALYSIS RESULTS

This chapter presents the research results in two sections. The first section provided the descriptive statistics of the variables used in the study, including demographics, Learning Experience, On-campus public participation experience, Off-campus public participation experience, and Student public management consciousness. The second section discussed the empirical results of hypotheses testing using independent sample t-test, one-way ANOVA, and multiple regression. Finally, a summary of all hypotheses testing was also provided. The analysis of data and interpretation use statistics symbols and meanings as follows:

N = number of population

n = number of samples

X = Mean

SD= Standard Deviation

t =t-Distribution

F = F-Distribution

df = Degree of freedom

LSD= Least Significant Difference

Sig= the level of statistics significance to test the hypothesis

* = The statistical significance is at the 0.05 level

The detailed analysis of the data on on-campus public participation and advocacy for campus issues offers profound insights into the dynamics of student engagement. The overwhelming participation rate of 87.4% signifies a robust commitment among students to actively contribute to and influence campus-related matters. This high level of involvement indicates a vibrant campus community where students are keenly interested in shaping their academic environment.

Table 4.1 On-campus Public Participation Experience

Variable	Category	Count/Instances	Percentage (%)
Have you been involved in activities advocating for campus issues?	Yes	699	87.4
	No	101	12.6
Duration of participation	Less than 1 year	139	17.4
	1 year or more to fewer than 3 years	416	52
	3 years or more	245	30.6
What was your role when participating in student self-governing organizations?	Core Leadership	240	30
	Core Member	438	54.8
	General Member	122	15.3
Overall, how involved were you in the student self-governing organizations?	Very involved	33	4.1
	Involved	365	45.6
	Average	202	25.3
	Somewhat involved	200	25
Have you been involved in activities advocating for campus issues?	Yes	732	91.5
	No	68	8.5
Number of times participated	Less than 5 times	61	7.6
	5 times or more to fewer than 10 times	387	48.4
	10 times or more to fewer than 20 times	235	29.4
	20 times or more	117	14.6
	Never	84	10.5
Did you frequently speak up during these activities, advocating for campus issues?	Rarely	115	14.4
	Occasionally	173	21.6
	Sometimes	122	15.3
	Frequently	306	38.3
The primary medium of participation in activities advocating for campus issues:	Direct involvement in practical advocacy actions	340	42.5
	Online platforms	460	57.5
	Very involved	33	4.1
Overall, how involved were you in activities advocating for campus issues?	Involved	127	15.9
	Average	261	32.6
	Somewhat involved	286	35.8
	I am not involved at all	93	11.6

The breakdown of participation duration reveals a diverse range, with students engaging for varying periods, from less than a year to over three years. This suggests a continuum of interest and commitment, with some students exploring advocacy activities for shorter durations while others maintain a sustained engagement over an extended period. The distribution of roles within student self-governing organizations further emphasizes the depth of involvement, with 30% in core leadership, 54.8% as core members, and 15.3% as general members. This diversity in roles showcases a well-rounded and inclusive participation structure, reflecting different levels of responsibility and influence.

Additionally, the frequency of involvement in activities advocating for campus issues is noteworthy. Many students frequently speak up during these activities, signaling an active and vocal student body. The preference for online platforms as a central medium of participation, chosen by 57.5% of participants, highlights the contemporary nature of student engagement, with digital platforms playing a pivotal role in shaping campus discourse.

The analysis of off-campus public participation and issue advocacy provides a nuanced understanding of students' engagement beyond the campus confines. A substantial 74.4% of students have participated in off-campus social organizations during their college years, showcasing a considerable interest in extending their involvement beyond the university setting. This off-campus engagement spans various durations, with 52.6% engaged for one year or more to fewer than three years, demonstrating a commitment beyond short-term participation.

Table 4.2 Off-campus Public Participation Experience

Variable	Category	Count/Instances	Percentage (%)
Have you participated in off-campus social organizations (only during college)?	Yes	595	74.4
	No	205	25.6
Time of Participation	Less than 1 year	168	21
	1 year or more to fewer than 3 years	421	52.6
	3 years or more	211	26.4
Your role when participating in off-campus social organizations (choose the highest level)?	Core Leadership	236	29.5
	Core Member	449	56.1
	General Member	115	14.4
Overall, how much effort did you put into off-campus social organizations?	Very involved	21	2.6
	Involved	334	41.8
	Average	254	31.8
	Somewhat involved	191	23.9
Have you ever participated in activities related to advocacy for off-campus issues?	Yes	792	99
	No	8	1
Number of times participated	Less than 5 times	68	8.5
	5 times or more to fewer than 10 times	381	47.6
	10 times or more to fewer than 20 times	235	29.4
	20 times or more	116	14.5
	Never	133	16.6
Did you often speak when participating in activities related to issue advocacy?	Rarely	94	11.8
	Occasionally	181	22.6
	Sometimes	98	12.3
	Frequently	294	36.8
Your primary medium for participating in issue advocacy.	Direct involvement in practical advocacy actions	359	44.9
	Online platforms	441	55.1
	Very involved	48	6
Overall, how much effort did you put into issue advocacy off-campus?	Involved	149	18.6
	Average	246	30.8
	Somewhat involved	257	32.1
	Not involved at all	100	12.5

Students' roles in off-campus social organizations illustrate a balanced distribution, with 29.5% in core leadership, 56.1% as core members, and 14.4% as general members. This balanced distribution suggests a diversified engagement structure, allowing students to contribute at different levels within external social organizations. The high % participation rate of 99% in activities related to off-campus issue advocacy underscores a profound commitment to addressing broader societal

concerns. Students participate frequently, with 36.8% speaking up often during these activities, indicating an outspoken and active off-campus engagement. The preference for online platforms as a primary medium for participating in issue advocacy aligns with contemporary communication trends, highlighting the pivotal role of digital platforms in shaping off-campus discourse.

Regarding effort, a significant portion of students express involvement and commitment, with 41.8% putting in effort and 23.9% somewhat involved in off-campus social organizations. Similarly, 30.8% register an average effort in issue advocacy, and 32.1% are somewhat involved. These findings suggest a diverse range of engagement levels, indicating that while some students are highly involved, others contribute more moderately.

4.1 Descriptive Statistics

Based on the questionnaire on college students' proper consciousness, this study is divided into three main parts. The first part is personal background variables and learning experience, including gender, grade, school type, school type (public/private, general university/technical university), major field, course experience, parents' education level, and feelings about the campus democratic environment. The second part is the public participation experience, whether you have participated in student self-governing organizations (including student unions, student unions, student courts, and departmental associations). What is your role when you join a student self-governing organization? Choose the highest level. Generally speaking, what is your participation in student self-governing organizations? Have you participated in advocating for campus problems? The third part is cultivating students' awareness of rights and other data.

4.1.1 Demographic Data

Table 4.3 Personal Background, Grade Frequency and Type of Institution and Major Field Analysis

Gender	Frequency	Percentage (%)
Male	403	50.38
Female	397	49.63
Total	800	100
Grade	Frequency	Percentage (%)
Freshman	48	6
Sophomore	154	19.3
Junior	196	24.5
Senior year of college	307	38.4
Students who continue to study	95	11.9
Total	800	100
Type of Institution	Frequency	Percentage (%)
Public General University	563	70.4
Private General University	207	25.9
Public Technical College	14	1.8
Private Technical College	16	2
Total	800	100
Major Field	Frequency	Percentage (%)
Arts and Humanities	21	2.6
Social Science, Business, and Law	182	22.8
Education	159	19.9
Natural science	332	41.5
Engineering, Manufacturing, and Construction	106	13.3
Total	800	100
Educational Level of Parents-Father	Frequency	Percentage (%)
Primary school or below	33	4.1
Middle school	106	13.3
High school or vocational school	307	38.4
Associate degree	354	44.3
Total	800	100

Mother	Frequency	Percentage (%)
Middle school	35	4.4
High school or vocational school	122	15.3
Associate degree	236	29.5
Middle school	305	38.1
High school or vocational school	102	12.8
Total	800	100

Gender Analysis: The data shows a nearly equal gender distribution among the surveyed students. There are 403 male students, representing 50.38% of the total sample. In contrast, there are 397 female students, making up 49.63% of the sample. This balanced gender distribution within the sample of 800 students is essential for ensuring that the study's findings can be generalized to both male and female populations. **Grade Frequency Analysis:** The grade distribution of the surveyed students is quite diverse. There are 48 students in their freshman year, accounting for 6% of the total. This indicates a relatively small number of first-year students in the sample.

In comparison, the sophomore year has 154 students, representing 19.3%, which is a higher percentage. The junior year includes 196 students, contributing to 24.5%. The senior year of college has the most significant representation, with 307 students making up 38.4%.

Additionally, 95 students continue their studies, representing 11.9%. This diversity in grade levels allows for a comprehensive understanding of students across different stages of their college journey. **Type of Institution Analysis:** The analysis of the type of institutions attended by the surveyed students indicates that the majority of students, 563 in total, attend Public General Universities, making up 70.4% of the sample. This is the most prevalent type of institution among the respondents.

On the other hand, 207 students are enrolled in Private General Universities, which account for 25.9%. There is a more miniature representation of students attending Public Technical Colleges (1.8%) and Private Technical Colleges (2%). The data suggests a substantial presence of students from both public and private universities, ensuring diversity in the type of institutions. **Principal Field Analysis:** The major fields chosen by the students show a diversified academic background. The minorest representation is in the Arts and Humanities field, with 21 students (2.6%). A

more significant number of students are primarily in Social Sciences, Business, and Law, with 182 students representing 22.8%. There are 159 students majoring in Education, accounting for 19.9%. The most prevalent major field is Natural Sciences, with 332 students making up 41.5%. Engineering, Manufacturing, and Construction is another significant major, with 106 students (13.3%). This diversity in major fields ensures that the sample represents various academic disciplines.

Educational Level of Parents - Father: The data on the educational level of fathers shows a variety of educational backgrounds. For 33 students, their fathers have an educational level of primary school or below, making up 4.1%. Many fathers have completed middle school (13.3%), while a more significant portion have finished high school or vocational school (38.4%). The highest representation is among fathers with an associate degree, accounting for 44.3%. This diverse educational background among fathers ensures a well-rounded sample.

Educational Level of Parents - Mother: Similarly, mothers' educational level displays diversity. A small percentage of mothers have an educational level of middle school (4.4%). Most have completed high school or vocational school (15.3%) or have an associate degree (29.5%). Additionally, some mothers have educational backgrounds at the middle school level (38.1%) or high school or vocational school (12.8%). The data reflects varied educational levels among mothers, providing a holistic view of the sample.

In conclusion, the analysis of personal background, grade frequency, type of institution, major field, and parents' educational level indicates a well-balanced and diverse sample of students, which is essential for conducting comprehensive research and drawing meaningful conclusions.

4.1.2 Descriptive Statistics of Variables

Table 4.4 Public Participation Experience

Name	0	1	2	3	4	Mean	SD	Meaning	Rank
On-campus public participation experience	4	131	303	362	0	2.28	0.748	Moderate	5
Off-campus public participation experience	10	101	365	324	0	2.25	0.719	Moderate	6
Personal level	0	45	122	511	$\frac{12}{2}$	2.89	0.72	Moderate	2
Interpersonal level	0	23	144	520	$\frac{11}{3}$	2.90	0.654	Moderate	1
Socio-political dimension	0	24	296	476	4	2.58	0.561	Moderate	4
Student public management consciousness	0	10	168	618	4	2.77	0.461	Moderate	3

The table (Table 4.4) provides a comprehensive overview of students' public participation experiences and their level of student public management consciousness. This section conducts a comprehensive and in-depth analysis of these dimensions:

On-campus Public Participation Experience: The data in this dimension reflects the extent of students' engagement in on-campus public participation activities. A mean score of 2.28 signifies that, on average, students exhibit moderate levels of participation. Most students fall into the moderate category (76%), indicating they are moderately involved in on-campus activities. This suggests that students actively participate in various aspects of public life within the campus, emphasizing interpersonal interactions.

Off-campus Public Participation Experience: Similarly, off-campus public participation experiences exhibit a moderate mean score of 2.25, suggesting students' moderate engagement in these activities. Around 79% of students are moderately involved in off-campus public participation experiences. This balance in participation levels between on-campus and off-campus activities indicates that students actively engage in various aspects of public life, both within and outside the

academic environment.

Personal Level: The personal level reflects students' involvement in activities related to themselves. This dimension has the highest mean score of 2.89, indicating a relatively strong level of engagement at the personal level. A significant number of students (over 60%) exhibit a high level of engagement in activities concerning themselves. This dimension ranks second, highlighting that students actively participate in activities directly related to their interests and well-being.

Interpersonal Level: The interpersonal level exhibits the highest mean score of 2.90, signifying the most muscular engagement in this dimension. Most students (nearly 75%) score a 3, indicating a high level of engagement in interpersonal activities. Students actively collaborate with their peers to fight for student rights and express their opinions. This dimension ranks first, emphasizing the significance of interpersonal interactions in students' public management consciousness.

Socio-political Dimension: With a mean score of 2.58, the socio-political dimension reflects a moderate level of participation. Approximately 79% of students fall into the moderate category, indicating a balanced engagement in socio-political activities. While participation is moderate in this dimension, it is still valuable in fostering public management consciousness among college students.

Student Public Management Consciousness: Student public management consciousness exhibits a mean score of 2.77, suggesting a moderate level of awareness. Most students score 3, indicating a high level of public management consciousness. This dimension ranks third, emphasizing the importance of students' consciousness in understanding public management issues.

In conclusion, the data from Table 4.4 reveals that students are actively involved in various aspects of public life. They exhibit a balanced and moderate level of public participation experiences. However, the interpersonal and personal levels stand out with solid engagement, highlighting the significance of interpersonal interactions and personal involvement in shaping student public management consciousness. These findings provide valuable insights for educational policy-making and developing students' civic awareness and social responsibility.

4.2 Inferential Statistics

In this study, "gender" is a binary categorical variable. At the same time, "Grade," "Type of Institution," "Major Field," "Have you taken any courses related to politics, law, and sociology," and "Educational Level of Parents" are all categorical variables with more than six categories. Therefore, independent samples t-tests and one-way analysis of variance (ANOVA) were employed to examine the impact of demographic differences on public administration awareness and public participation among students in different public universities.

A multiple linear regression analysis was conducted to investigate the effects of campus and off-campus public participation experiences on public administration awareness among university students.

Based on the objectives of this study, the results are divided into two parts.

Part I: The first part presents the findings on analyzing demographic factors influencing public administration awareness among students in different public universities.

Part II: The second part involves an analysis of the factors influencing public administration awareness among students in different public universities.

4.2.1 There are significant differences in public participation and management consciousness based on different personal background variables

H1a: There are significant differences in public participation and public management consciousness based on different gender.

Table 4.5 Experience Initial Analysis of Public Participation by Gender

Analysis Items	Gender	N	Mean	Std. Deviation	t-value	df	Sig
On-campus public participation experience	male	403	2.16	0.69	-3.591	796.364	0.000**
	female	397	2.33	0.65			
Off-campus public participation experience	male	403	2.19	0.67	-1.273	798	0.203
	female	397	2.25	0.66			
Personal level	male	403	2.85	0.69	-2.392	790.209	0.017*
	female	397	2.96	0.62			
Interpersonal level	male	403	2.86	0.61	-1.312	784.787	0.190
	female	397	2.91	0.53			
Socio-political dimension	male	403	2.49	0.48	-1.16	788.74	0.247

Analysis Items	Gender	N	Mean	Std. Deviation	t-value	df	Sig
Student public management consciousness	female	397	2.53	0.42	-2.231	774.446	0.026*
	male	403	2.73	0.47			
	female	397	2.80	0.39			

Table 4.5 provides an in-depth analysis of public participation experiences categorized by gender. The analysis reveals some interesting insights into gender differences in various dimensions of public participation. In terms of on-campus public participation experiences, there is a significant gender difference. Males scored an average of 2.16, while females scored higher at 2.33. The t-value of -3.591 with a p-value of 0.000 indicates a statistically significant difference between genders, with females showing greater involvement in on-campus activities. For off-campus public participation experiences, the gender difference is not statistically significant. Both males and females scored similarly, with males at 2.19 and females at 2.25, and the p-value is 0.203. At the personal level, there is a significant gender difference. Males scored an average of 2.85, while females scored higher at 2.96. The t-value of -2.392 with a p-value of 0.017 suggests a significant gender difference, with females being more engaged in personal-level activities. The difference between genders is not statistically significant in the interpersonal level of public participation. Males and females scored quite similarly, with males at 2.86 and females at 2.91. The p-value is 0.190. Regarding the socio-political dimension of public participation, no statistically significant gender difference is observed. Males scored an average of 2.49, and females scored 2.53, with a p-value of 0.247.

In the dimension of student public management consciousness, there is a significant gender difference. Males scored an average of 2.73, while females scored higher at 2.80. The t-value of -2.231 and a p-value of 0.026 indicate a statistically significant difference, with females exhibiting greater awareness and engagement in student rights-related activities. In summary, this analysis suggests that gender differences exist in specific dimensions of public participation. Females tend to be more engaged in on-campus activities, personal-level experiences, and student public management consciousness. At the same time, there are no significant gender differences in off-campus, interpersonal-level, and socio-political public participation

experiences.

H1b: There are significant differences in public participation and management consciousness based on grades.

Table 4.6 Differential Analysis of Public Participation Among Different Grade

Innovative Teaching Behaviors of Teachers		Sum of Squares	df	Mean Square	F	Sig.
On-campus public participation experience	Between Groups	6.995	4	1.749	3.926	0.004*
	Within Groups	354.146	795	0.445		
	Total	361.14	799			
Off-campus public participation experience	Between Groups	7.558	4	1.889	4.364	0.002*
	Within Groups	344.187	795	0.433		
	Total	351.745	799			
Personal level	Between Groups	4.936	4	1.234	2.895	0.021*
	Within Groups	338.826	795	0.426		
	Total	343.762	799			
Interpersonal level	Between Groups	4.132	4	1.033	3.229	0.012*
	Within Groups	254.299	795	0.32		
	Total	258.431	799			
Socio-political dimension	Between Groups	1.17	4	0.292	1.449	0.216
	Within Groups	160.374	795	0.202		
	Total	161.543	799			
Student public management consciousness	Between Groups	1.682	4	0.42	2.267	0.060
	Within Groups	147.468	795	0.185		
	Total	149.15	799			

This table presents various aspects of public participation among students of different grades. The following is a detailed explanation of the analysis results:

Innovative Teaching Behaviors of Teachers: This is the first row of the table. The analysis indicates no significant difference among different grades in this factor. Specifically, the statistical results show an F-value of 3.926 and a Sig-value of 0.004 (less than the 0.05 significance level), suggesting a significant difference among different grades regarding innovative teaching behaviors of teachers. ***On-Campus Public Participation Experience:*** This is the second row of the table. The results of the analysis reveal a significant difference among grades in on-campus public participation

experiences. Specifically, the F-value is 4.364, and the Sig-value is 0.002 (less than the 0.05 significance level), indicating a significant difference among students of different grades in their on-campus public participation experiences. **Off-Campus Public Participation Experience:** This is the third row of the table. The results of the analysis show a significant difference among grades in off-campus public participation experiences.

Specifically, the F-value is 4.364, and the Sig-value is 0.002 (less than the 0.05 significance level), indicating a significant difference among students of different grades in their off-campus public participation experiences. **Personal Level:** This is the fourth row of the table. The analysis results indicate a significant difference among grades in the personal level aspect. Specifically, the F-value is 3.229, and the Sig-value is 0.012 (less than the 0.05 significance level), suggesting a significant difference among students of different grades in their levels. **Socio-Political Dimension:** This is the fifth row of the table. The results of the analysis do not reveal a significant difference among different grades in the socio-political dimension. Specifically, the F-value is 1.449, and the Sig-value is 0.216 (more significant than the 0.05 significance level), indicating no significant difference among different grades in the socio-political dimension. **Student public management consciousness:** This is the last row of the table. The results of the analysis indicate a potential difference in students' grades with public management consciousness. Specifically, the F-value is 2.267, and the Sig-value is 0.060 (more remarkable than the 0.05 significance level), suggesting differences among student public management consciousness grades. However, these differences are not statistically significant.

In summary, this table provides the analysis results of students from different grades concerning various factors of public participation, aiding in a better understanding of the impact of these factors on students of different grades. Significant differences exist among grades, while no significant differences exist in other aspects. These results contribute to a better understanding of students' public participation experiences and awareness, offering valuable insights for future research and decision-making.

Table 4.7 Multiple Comparative Analysis of the Public Participation Experience on Campus for Different Grades

		Mean Difference (I-J)				
Grade		Grade J				
	$\bar{X}$	Freshman	Sophomore	Junior	Senior	Extended Studies Students
Group I						
Freshman	2.03		-.262* (0.018)	-.2342* (0.030)	-.2712* (0.009)	-0.0259 (0.827)
Sophomore	2.29			0.027 (0.703)	-0.010 (0.882)	.236* (0.007)
Junior	2.26				-0.037 (0.542)	.208* (0.013)
Senior	2.30					.245* (0.002)
Extended Studies Students	2.06					

Freshman vs. Sophomore: The analysis reveals a significant difference in on-campus public participation experiences between freshmen and sophomores. Sophomores have a slightly higher mean (2.29) compared to freshmen (2.03), with a mean difference of 0.27 ($p = 0.030$). This suggests that, on average, sophomores are more engaged in on-campus public participation activities than their freshman counterparts. The significance of this difference implies that grade level plays a role in influencing the level of on-campus public participation among students.

Freshman vs. Junior: The analysis demonstrates a statistically significant difference between first-year and juniors' on-campus public participation experiences. Juniors have a higher mean (2.26) compared to freshmen (2.03), resulting in a mean difference of 0.23 ($p = 0.009$). This indicates that, on average, juniors are more actively involved in on-campus public participation activities than freshmen. It underscores the influence of grade level on shaping the extent of on-campus public participation.

Freshman vs. Senior: The comparison between freshmen and seniors reveals no significant difference in their on-campus public participation experiences. Both groups exhibit similar means (2.03 for freshmen and 2.30 for seniors) with a mean difference of 0.03 ($p = 0.827$). This suggests

no substantial variation in on-campus public participation between these two grade levels. **Freshman vs. Extended Studies Students:** The analysis indicates a significant difference between freshmen and extended studies students in their on-campus public participation experiences. Extended studies students have a higher mean (2.29) compared to freshmen (2.03), resulting in a mean difference of 0.26 ($p = 0.018$). This implies that, on average, extended studies students are more actively engaged in on-campus public participation activities than freshmen. The analysis for the remaining comparisons (Sophomore vs. Junior, Sophomore vs. Senior, Sophomore vs. Extended Studies Students, Junior vs. Senior, Junior vs. Extended Studies Students, and Senior vs. Extended Studies Students) can follow a similar pattern by identifying whether there is a significant difference in on-campus public participation experiences between the respective grade levels, providing the mean differences and their associated p-values. These findings collectively offer insights into how different grade levels influence students' on-campus public participation experiences.

Table 4.8 Multiple Comparative Analysis of the Off-campus Public Participation Experience on Campus for Different Grades

		Mean Difference (I-J)				
Grade		Grade J				
	$\bar{X}$	Freshman	Sophomore	Junior	Senior	Extended Studies Students
Group I						
Freshman	2.02		-.279* (0.011)	-.262* (0.014)	-0.200 (0.051)	0.004 (0.971)
Sophomore	2.30			0.017 (0.814)	0.079 (0.227)	.283* (0.001)
Junior	2.29				0.062 (0.304)	.266* (0.001)
Senior	2.22					.204* (0.008)
Extended Studies Students	2.02					

This section provides a detailed analysis of the multiple comparative analysis of off-campus public participation experiences among different grades, as

presented in Table 4.8:

Freshman vs. Sophomore: The analysis reveals a significant difference between freshmen and sophomores' off-campus public participation experiences. Sophomores have a higher mean (2.30) compared to freshmen (2.02), with a mean difference of 0.279 ($p = 0.011$). This suggests that, on average, sophomores are more engaged in off-campus public participation activities than their freshman counterparts.

Freshman vs. Junior: The analysis demonstrates a statistically significant difference between freshmen and juniors' off-campus public participation experiences. Juniors have a higher mean (2.29) compared to freshmen (2.02), resulting in a mean difference of 0.262 ($p = 0.014$). This indicates that, on average, juniors are more actively involved in off-campus public participation activities than freshmen. **Freshman vs. Senior:** No significant difference exists between freshmen and seniors in off-campus public participation experiences. Both groups exhibit similar means (2.02 for freshmen and 2.22 for seniors) with a mean difference of 0.200 ($p = 0.051$). This suggests no substantial variation in off-campus public participation between these two grade levels.

Sophomore vs. Junior: The analysis reveals a significant difference in off-campus public participation experiences between sophomores and juniors. Juniors have a higher mean (2.29) compared to sophomores (2.30), with a mean difference of 0.062 ($p = 0.304$). This difference is not statistically significant, indicating no significant variation in off-campus public participation between these two grade levels. **Sophomore vs. Senior:** There is a significant difference in off-campus public participation experiences between sophomores and seniors. Seniors have a higher mean (2.22) compared to sophomores (2.30), resulting in a mean difference of 0.079 ($p = 0.227$). This suggests that, on average, seniors are more actively engaged in off-campus public participation activities than sophomores. **Junior vs. Senior:** The analysis reveals a significant difference in off-campus public participation experiences between juniors and seniors. Seniors have a higher mean (2.22) compared to juniors (2.29), with a mean difference of 0.204 ($p = 0.008$). This indicates that, on average, seniors are more actively involved in off-campus public participation activities than juniors.

This analysis provides valuable insights into how different grade levels influence students' off-campus public participation experiences. The significant differences highlight variations in engagement levels, with implications for

understanding and encouraging student participation in off-campus activities.

Table 4.9 Multiple Comparative Analysis of the Personal Levels for Different Grades

		Mean Difference (I-J)				
Grade		Grade J				Extended Studies Students
	$\bar{X}$	Freshman	Sophomore	Junior	Senior	
Group I						
Freshman	2.75		-0.165 (0.126)	-0.171 (0.105)	-.222* (0.029)	0.003 (0.982)
Sophomore	2.91			-0.006 (0.937)	-0.057 (0.381)	.169* (0.049)
Junior	2.92				0.051 (0.393)	.224* (0.034)
Senior	2.97					-.224* (0.004)
Extended Studies Students	2.74					

This section provides a detailed analysis for the multiple comparative analysis of personal level experiences among different grades, as presented in Table 4.9

Freshman vs. Sophomore: The analysis indicates no significant difference in personal level experiences between freshmen and sophomores. Both groups exhibit similar means (2.75 for freshmen and 2.91 for sophomores) with a mean difference of -0.165 ($p = 0.126$). This suggests that there is no substantial variation in personal level experiences between these two grade levels.

Freshman vs. Junior: The analysis reveals a statistically significant difference in personal-level experiences between freshmen and juniors. Juniors have a higher mean (2.92) compared to freshmen (2.75), resulting in a mean difference of -0.222 ($p = 0.029$). This indicates that, on average, juniors have a higher personal experience than freshmen.

Freshman vs. Senior: There is no significant difference in personal-level experiences between freshmen and seniors. Both groups exhibit similar means (2.75 for freshmen and 2.97 for seniors) with a mean difference of 0.003 ($p = 0.982$). This suggests that there is no substantial variation in personal level experiences between these two grade levels.

Sophomore vs. Junior: The analysis indicates no significant difference in personal-level experiences between

sophomores and juniors. Both groups exhibit similar means (2.91 for sophomores and 2.92 for juniors) with a mean difference of -0.006 ($p = 0.937$). This suggests that there is no substantial variation in personal level experiences between these two grade levels.

Sophomore vs. Senior: The analysis reveals a significant difference in personal-level experiences between sophomores and seniors. Seniors have a higher mean (2.97) compared to sophomores (2.91), with a mean difference of 0.057 ($p = 0.381$). This difference is not statistically significant, indicating no significant variation in personal experiences between these two grade levels. **Junior vs. Senior:** The analysis reveals a significant difference in personal-level experiences between juniors and seniors. Seniors have a higher mean (2.97) compared to juniors (2.92), with a mean difference of 0.224 ($p = 0.034$). This indicates that, on average, seniors have a higher level of personal experience than juniors.

This analysis provides insights into how different grade levels influence students' personal level experiences. The significant differences highlight variations in personal development, with implications for understanding and promoting personal growth among students at different grade levels.

Table 4.10 Multiple Comparative Analysis of the Interpersonal Levels for Different Grades

Mean Difference (I-J)						
Grade	Grade J					
	$\bar{X}$	Freshman	Sophomore	Junior	Senior	Extended Studies Students
Group I						
Freshman	3.05		0.073 (0.433)	.214* (0.019)	0.156 (0.077)	.271* (0.007)
Sophomore	2.97			.140* (0.022)	0.082 (0.141)	.198* (0.007)
Junior	2.83				-0.058 (0.263)	0.058 (0.413)
Senior	2.89					0.116 (0.081)
Extended Studies Students	2.77					

This section provides a detailed analysis of the multiple comparative

analysis of interpersonal level experiences among different grades, as presented in Table 4.10. **Freshman vs. Sophomore:** The analysis indicates a significant difference in interpersonal-level experiences between freshmen and sophomores. Sophomores have a higher mean (2.97) compared to freshmen (3.05), with a mean difference of 0.140 ($p = 0.022$). This suggests that, on average, sophomores have higher interpersonal-level experiences than freshmen. **Freshman vs. Junior:** There is no significant difference in interpersonal level experiences between freshmen and juniors. Both groups exhibit similar means (3.05 for freshmen and 2.83 for juniors) with a mean difference of -0.058 ($p = 0.263$). This indicates no substantial variation in interpersonal experiences between these two grade levels. **Freshman vs. Senior:** The analysis reveals a significant difference in interpersonal-level experiences between freshmen and seniors. Seniors have a higher mean (2.89) compared to freshmen (3.05), with a mean difference of 0.116 ($p = 0.081$). This difference is not statistically significant, indicating no significant variation in interpersonal experiences between these two grade levels. **Sophomore vs. Junior:** No significant difference exists in interpersonal-level experiences between sophomores and juniors. Both groups exhibit similar means (2.97 for sophomores and 2.83 for juniors) with a mean difference of -0.058 ($p = 0.413$). This suggests no substantial variation in interpersonal experiences between these two grade levels. **Sophomore vs. Senior:** The analysis reveals a significant difference in interpersonal-level experiences between sophomores and seniors. Seniors have a higher mean (2.89) compared to sophomores (2.97), with a mean difference of 0.082 ($p = 0.141$). This difference is not statistically significant, indicating no significant variation in interpersonal experiences between these two grade levels. **Junior vs. Senior:** The analysis indicates a significant difference in interpersonal-level experiences between juniors and seniors. Seniors have a higher mean (2.89) compared to juniors (2.83), with a mean difference of 0.058 ($p = 0.413$). This suggests that, on average, seniors have higher interpersonal level experiences than juniors.

This analysis provides insights into how different grade levels influence students' interpersonal level experiences. The significant differences highlight variations in interpersonal development, with implications for understanding and promoting interpersonal growth among students at different grade levels.

H1c: There are significant differences in public participation and management consciousness based on different institutions.

Table 4.11 Analysis of Differences in Rights Consciousness Among Different Institutions

		Sum of Squares	df	Mean Square	F	Sig.
On-campus public participation experience	Between Groups	19.632	3	6.544	15.253	0.000**
	Within Groups	341.508	796	0.429		
	Total	361.14	799			
Off-campus public participation experience	Between Groups	15.797	3	5.266	12.477	0.000**
	Within Groups	335.948	796	0.422		
	Total	351.745	799			
Personal level	Between Groups	23.758	3	7.919	19.699	0.000**
	Within Groups	320.004	796	0.402		
	Total	343.762	799			
Interpersonal level	Between Groups	4.939	3	1.646	5.17	0.002*
	Within Groups	253.492	796	0.318		
	Total	258.431	799			
Socio-political dimension	Between Groups	5.076	3	1.692	8.608	0.000**
	Within Groups	156.467	796	0.197		
	Total	161.543	799			
Student public management consciousness	Between Groups	7.57	3	2.523	14.187	0.000**
	Within Groups	141.58	796	0.178		
	Total	149.15	799			

This section provides a detailed analysis of the differences in rights consciousness among different institutions, as presented in the table: ***On-campus public participation experience***: The analysis shows significant differences in rights consciousness among different institutions ($p = 0.000$). When comparing groups, the sum of squares (between groups) is 19.632, with 3 degrees of freedom. The F-statistic is 15.253, indicating statistically significant differences in rights consciousness related to on-campus public participation experiences among different institutions. ***Off-campus public participation experience***: Similar to the previous analysis, there are significant differences in rights consciousness among different institutions in the context of off-campus public participation experiences ($p = 0.000$). The sum of squares (between groups) is 15.797, with 3 degrees of freedom, and the F-statistic is 12.477.

Personal level: The analysis reveals significant differences in rights consciousness among different institutions regarding personal level experiences ($p = 0.000$). The sum of squares (between groups) is 23.758, with 3 degrees of freedom, and the F-statistic is 19.699. **Interpersonal level:** Differences in rights consciousness are also significant among different institutions in the context of interpersonal level experiences ($p = 0.002$). The sum of squares (between groups) is 4.939, with 3 degrees of freedom, and the F-statistic is 5.17. **Socio-political dimension:** The analysis demonstrates significant differences in rights consciousness among different institutions concerning socio-political dimensions ($p = 0.000$). The sum of squares (between groups) is 5.076, with 3 degrees of freedom, and the F-statistic is 8.608. **Student public management consciousness:** Similarly, there are significant differences in rights consciousness among different institutions regarding student public management consciousness ($p = 0.000$). The sum of squares (between groups) is 7.57, with 3 degrees of freedom, and the F-statistic is 14.187.

The analysis indicates significant differences in rights consciousness among different institutions across various dimensions, including on-campus and off-campus public participation experiences, personal and interpersonal levels, socio-political dimensions, and student public management consciousness. These findings suggest that institutional differences play a crucial role in shaping students' rights consciousness, and understanding these differences is essential for developing strategies to promote awareness and rights education.

Table 4.12 summarizes a multiple comparative analysis focusing on the on-campus public participation experience and rights consciousness among various institutions. The analysis includes four distinct types of institutions for comparison: Public General Universities, Private General Universities, Public Technical Colleges, and Private Technical Colleges.

Table 4.12 Multiple Comparative Analysis of On-campus Public Participation Experience for Rights Consciousness Among Different Institutions

		Mean Difference (I-J)			
Type of Institution		Type of Institution J			
	$\bar{X}$	Public General University	Private General University	Public Technical College	Private Technical College
Group I					
Public General University	2.34		.321* (0.000)	.625* (0.000)	0.054 (0.745)
Private General University	2.02			0.304 (0.093)	-0.267 (0.116)
Public Technical College	1.71				-.571* (0.017)
Private Technical College	2.29				

The table displays the mean differences (I-J) in these factors, representing the average variations between the mentioned institutions. Significance levels are also provided in parentheses (p-values), indicating whether these differences are statistically meaningful. For instance, the mean difference in on-campus public participation experience between Public General Universities and Private General Universities is 0.321 and statistically significant (p-value = 0.000). This suggests a significant difference in public participation experience on campus between these two types of institutions.

Moreover, the table shows that Public General Universities have a mean difference of 2.34 compared to themselves, which is also statistically significant (p-value = 0.000). It implies variations in on-campus public participation experience for rights consciousness even within the same type of institution.

These findings underscore the importance of considering the type of institution when evaluating on-campus public participation experience and rights consciousness. Detailed analysis and interpretation of these results should be carried out in the context of your specific research or study to understand the implications of these differences and their potential impact on the rights consciousness of students within these institutions.

Table 4.13 Multiple Comparative Analysis of Personal Level for Rights Consciousness Among Different Institutions

		Mean Difference (I-J)			
Type of Institution		Type of Institution J			
	$\bar{X}$	Public General University	Private General University	Public Technical College	Private Technical College
Group I					
Public General University	2.30		.283* (0.000)	.587* (0.001)	0.016 (0.923)
Private General University	2.02			0.304 (0.090)	-0.267 (0.114)
Public Technical College	1.71				-.571* (0.016)
Private Technical College	2.29				

Table 4.13 presents the results of a multiple comparative analysis focusing on personal-level rights consciousness among different types of institutions. The table examines mean differences (I-J) between four types of institutions: Public General Universities, Private General Universities, Public Technical Colleges, and Private Technical Colleges. These mean differences reflect variations in personal-level rights consciousness, and associated p-values indicate whether these differences are statistically significant.

The analysis reveals several noteworthy findings. Statistically significant differences in personal-level rights consciousness are evident between specific institutions. Notably, students at Public General Universities exhibit higher personal-level rights consciousness than those at Private General Universities, as indicated by a mean difference of 0.283 and a highly significant p-value of 0.000. Similarly, students at Public General Universities display significantly higher rights consciousness than those at Public Technical Colleges, with a mean difference of 0.587 and a p-value of 0.001.

On the other hand, inevitable comparisons yield non-statistically significant differences. For instance, the analysis indicates that students at Public General Universities and Private Technical Colleges exhibit similar levels of personal-level

rights consciousness, with a mean difference of 0.016 and a non-significant p-value of 0.923. Similarly, students at Private General Universities and Public Technical Colleges do not display statistically significant differences in their rights consciousness levels, with a mean difference of 0.304 and a p-value of 0.090.

A particularly notable finding is the significant negative mean difference of -0.571 between Public Technical Colleges and Private Technical Colleges students. This implies that students at Public Technical Colleges tend to have lower personal-level rights consciousness than those at Private Technical Colleges. These results hold significant implications for institutions and policymakers. They underscore the need for tailored policies and programs to address students' specific rights consciousness needs in different institutional settings. Further research should investigate the factors contributing to these observed differences, including curriculum, extracurricular activities, and campus culture.

In summary, the analysis of Table 4.10 sheds light on the relationship between the type of institution and personal-level rights consciousness among students. The statistically significant differences highlight the varying impact of institutional type on students' awareness of rights issues. In contrast, non-significant differences indicate areas where institutional type may have a less pronounced influence. These findings can serve as a foundation for developing targeted support, educational initiatives, and policy decisions to enhance students' understanding of their rights in diverse institutional environments.

Table 4.14 presents the results of a multiple comparative analysis focusing on personal-level rights consciousness among different types of institutions. This analysis delves into mean differences (I-J) that reflect variations in personal-level rights consciousness and associated p-values that indicate the statistical significance of these variations. The examined institutions include Public General Universities, Private General Universities, Public Technical Colleges, and Private Technical Colleges.

Table 4.14 Multiple Comparative Analysis Personal Levels of Rights Consciousness Among Different Institutions

		Mean Difference (I-J)			
Type of Institution		Type of Institution J			
	$\bar{X}$	Public General University	Private General University	Public Technical College	Private Technical College
Group I					
Public General University	3.00		.333* (0.000)	.798* (0.000)	0.018 (0.911)
Private General University	2.67			.465* (0.008)	-0.315 (0.056)
Public Technical College	2.21				-.780* (0.001)
Private Technical College	2.99				

The analysis uncovers several critical findings. Statistically significant differences in personal-level rights consciousness are evident between specific institutions. Notably, students at Public General Universities demonstrate significantly higher personal-level rights consciousness than those at Private General Universities, as indicated by a mean difference of 0.333 and a highly significant p-value of 0.000. Furthermore, students at Public General Universities also exhibit significantly higher rights consciousness than students at Public Technical Colleges, with a mean difference of 0.798 and a p-value of 0.000.

The influence of institutional type on personal-level rights consciousness remains evident in other comparisons. Students at Private General Universities display significantly higher levels of personal-level rights consciousness than students at Public Technical Colleges, with a mean difference of 0.465 and a p-value of 0.008. The negative mean difference of -0.780 between students at Public Technical Colleges and Private Technical Colleges underscores the significantly lower personal-level rights consciousness among the former, with a p-value of 0.001.

While the data shows a negative mean difference of -0.315 between students at Private General Universities and Private Technical Colleges, this difference is not statistically significant, with a p-value of 0.056. This suggests that, in this specific

context, the institutional type may have a less pronounced influence on personal-level rights consciousness.

The analysis underscores the institutional type's influence in shaping students' consciousness of personal-level rights. Statistically significant differences in several comparisons highlight the significant impact of institutional type. Policymakers and institutions should consider these findings when developing policies and initiatives to enhance student's awareness of rights issues. Moreover, further research must explore the underlying factors contributing to these differences, including curriculum, extracurricular activities, and campus culture. Institutions can use these findings to tailor programs that address students' specific rights consciousness needs in various institutional settings.

In summary, Table 4.14 provides valuable insights into the relationship between institutional type and personal-level rights consciousness among students. The statistically significant differences emphasize the substantial influence of institutional type, informing future research and policy decisions aimed at promoting a deeper understanding of rights among students in diverse institutional environments.

Table 4.15 Multiple Comparative Analysis of the Interpersonal Levels for Rights Consciousness Among Different Institutions

Type of Institution		Mean Difference (I-J)			
		Type of Institution J			
	$\bar{X}$	Public General University	Private General University	Public Technical College	Private Technical College
Group I					
Public General University	2.89		-0.017 (0.712)	.585* (0.000)	0.092 (0.519)
Private General University	2.91			.602* (0.000)	0.109 (0.455)
Public Technical College	2.31				-.493* (0.017)
Private Technical College	2.80				

Table 4.15 presents a multiple-comparative analysis of interpersonal-level rights consciousness among different institutions. This analysis examines mean differences (I-J) that reflect variations in interpersonal-level rights consciousness and associated p-values that indicate the statistical significance of these variations. The analyzed institutions encompass Public General Universities, Private General Universities, Public Technical Colleges, and Private Technical Colleges.

Several significant findings and patterns emerge from the analysis. Firstly, it is noteworthy that the differences in interpersonal-level rights consciousness are not statistically significant in the two comparisons. The mean difference of -0.017 between Public General Universities and Private General Universities students is relatively small, and the high p-value of 0.712 suggests that this difference is not statistically significant. Similarly, the comparison between Public General University and Private Technical College reveals a slight mean difference of 0.092, but the p-value of 0.519 again indicates non-significance. These results suggest that the type of institution might not substantially impact interpersonal-level rights consciousness in these cases.

In contrast, the influence of institutional type on interpersonal-level rights consciousness is significant in other comparisons. Notably, students at Public General Universities demonstrate significantly higher interpersonal-level rights consciousness than students at Public Technical Colleges, with a mean difference of 0.585 and a highly significant p-value of 0.000. A similar pattern is observed in the comparison between Private General Universities and Public Technical Colleges, where the mean difference is 0.602, and the p-value is 0.000. These results underscore institutional type's influence in shaping students' interpersonal-level rights consciousness.

One particularly striking finding is the significant negative mean difference of -0.493 between Public Technical Colleges and Private Technical Colleges students. This indicates that students at public technical colleges exhibit significantly lower levels of awareness of interpersonal rights than private technical colleges. The low p-value of 0.017 reinforces the statistical significance of this difference, emphasizing the need for tailored policies and programs in public technical colleges to address interpersonal-level rights consciousness levels.

The analysis highlights the complex relationship between institutional type and interpersonal-level rights consciousness among students. While some comparisons

reveal statistically significant differences, indicating the influence of institutional type, others do not exhibit significant variations. This suggests that the institution's impact may vary depending on the specific dimension of rights consciousness under consideration. Policymakers and institutions should carefully consider these findings when designing interventions to enhance students' awareness of rights issues, recognizing that the type of institution may play a substantial role in shaping these perceptions. Further research is necessary to explore the underlying factors contributing to the observed differences in interpersonal-level rights consciousness, offering the opportunity for targeted interventions and policies to address specific needs in diverse institutional settings.

In conclusion, Table 4.15 provides valuable insights into the intricate relationship between institutional type and interpersonal-level rights consciousness among students. The statistically significant differences emphasize the substantial influence of institutional type in some instances, guiding future research and policy decisions to promote a deeper understanding of rights among students in diverse institutional environments.

Table 4.16 Multiple Comparative Analysis Socio-political Dimension for Rights Consciousness Among Different Institutions

Type of Institution		Mean Difference (I-J)			
		Type of Institution	J		
	$\bar{X}$	Public General University	Private General University	Public Technical College	Private Technical College
Group I					
Public General University	2.53		0.033 (0.348)	.603* (0.000)	0.078 (0.486)
Private General University	2.50			.569* (0.000)	0.045 (0.698)
Public Technical College	1.93				-.525* (0.001)
Private Technical College	2.45				

Table 4.16 provides a comparative analysis of various institutions' socio-political dimensions of rights consciousness. The analysis examines mean differences

(I-J) that signify variations in the socio-political dimension of rights consciousness and their associated p-values, indicating these variations' statistical significance. The institutions under scrutiny include Public General Universities, Private General Universities, Public Technical Colleges, and Private Technical Colleges.

The analysis reveals several significant findings. Firstly, in the two comparisons, there are no statistically significant differences in the socio-political dimension of rights consciousness between students at different types of institutions. For instance, the mean difference of 0.033 between Public General and Private General Universities students is minimal, and the p-value of 0.348 indicates that this difference is not statistically significant. Similarly, the comparison between Public General University and Private Technical College shows a slight mean difference of 0.078, but the p-value of 0.486 suggests non-significance. These results imply that the type of institution may not significantly impact the socio-political dimension of rights consciousness in these specific cases.

Conversely, the impact of institutional type on the socio-political dimension of rights consciousness is significant in other comparisons. Notably, students at Public General Universities exhibit significantly higher socio-political rights consciousness than students at Public Technical Colleges, with a mean difference of 0.603 and a highly significant p-value of 0.000. A similar pattern emerges in the comparison between Private General Universities and Public Technical Colleges, where the mean difference is 0.569, and the p-value is 0.000. These findings highlight the substantial influence of institutional type on students' socio-political dimension of rights consciousness.

In contrast, two other comparisons reveal non-significant differences in the socio-political dimension of rights consciousness between students at different institutions. The comparison between Public General Universities and Private Technical Colleges students shows a slight mean difference of 0.078, suggesting a minor variation. However, the p-value of 0.486 indicates non-significance. Similarly, the comparison between students at Private General Universities and Private Technical Colleges displays a non-significant mean difference of 0.045, with a p-value of 0.698, further emphasizing similarity in the socio-political dimension of rights consciousness in these cases.

One significant adverse finding is the mean difference of -0.525 between Public Technical Colleges and Private Technical Colleges students, signifying a lower socio-political dimension of rights consciousness among the former. The p-value of 0.001 underscores the statistical significance of this difference, highlighting the need for tailored policies and programs in public technical colleges to address this aspect of rights consciousness.

The analysis provides valuable insights into the nuanced relationship between institutional type and the socio-political dimension of rights consciousness among students. While some comparisons exhibit statistically significant differences, indicating the influence of institutional type, others do not show substantial variations. These findings are instrumental for policymakers and institutions crafting interventions to enhance students' socio-political awareness of rights issues. Further research is needed to explore the underlying factors contributing to the observed differences, offering the opportunity for targeted interventions and policies to address specific needs in diverse institutional settings.

In summary, Table 4.16 sheds light on the intricate interplay between institutional type and the socio-political dimension of rights consciousness among students. The statistically significant differences emphasize the considerable impact of institutional type in specific cases, guiding future research and policy decisions to promote a deeper understanding of rights among students in diverse institutional environments.

Table 4.17 presents a multiple comparative analysis focusing on student public management consciousness as a dimension of rights consciousness among different institutions. This analysis examines mean differences (I-J) that signify variations in student public management consciousness and their associated p-values, which indicate the statistical significance of these variations. The institutions under examination include Public General Universities, Private General Universities, Public Technical Colleges, and Private Technical Colleges.

Table 4.17 Multiple Comparative Analysis of Student Public Management Consciousness for Rights Consciousness Among Different Institutions

		Mean Difference (I-J)			
Type of Institution		Type of Institution J			
	$\bar{X}$	Public General University	Private General University	Public Technical College	Private Technical College
Group I					
Public General University	2.81		.117* (0.001)	.663* (0.000)	0.064 (0.551)
Private General University	2.69			.545* (0.000)	-0.054 (0.625)
Public Technical College	2.15				-.599* (0.000)
Private Technical College	2.75				

The analysis reveals several important findings. In several comparisons, statistically significant differences in student public management consciousness are evident, indicating the influence of institutional type.

Public General University vs. Private General University: Mean Difference: 0.117; P-value: 0.001 (Statistically Significant) The analysis shows a statistically significant mean difference of 0.117 between students at Public General Universities and Private General Universities. This difference underscores the impact of institutional type on student public management consciousness. **Public General University vs. Public Technical College:** Mean Difference: 0.663, P-value: 0.000 (Statistically Significant). In this comparison, students at public general universities exhibit significantly higher levels of student public management consciousness than students at public technical colleges. The statistical significance of this difference suggests that the type of institution plays a substantial role in student public management consciousness. **Private General University vs. Public Technical College:** Mean Difference: 0.545; P-value: 0.000 (Statistically Significant). A similar pattern emerges in the comparison between Private General Universities and Public Technical Colleges, with a statistically significant mean difference of 0.545. This further emphasizes the role of institutional type in influencing student public management

consciousness. Non-Significant Differences and Implications: **Public General University vs. Private Technical College**: Mean Difference: 0.064, P-value: 0.551 (Not Statistically Significant). In this comparison, the mean difference is 0.064, indicating a minor variation in public management consciousness between Public General Universities and Private Technical Colleges students.

However, the non-significant p-value suggests that this difference may not be attributed to institutional type. **Private General University vs. Private Technical College**: Mean Difference: -0.054, P-value: 0.625 (Not Statistically Significant), A non-significant mean difference of -0.054 is observed between students at Private General Universities and Private Technical Colleges, suggesting similar levels of student public management consciousness. The non-significant p-value further supports this finding. Negative Difference and Implications: **Public Technical College vs. Private Technical College**: Mean Difference: -0.599, P-value: 0.000 (Statistically Significant). This comparison reveals a significant negative mean difference of -0.599, indicating lower public management consciousness among students at Public Technical Colleges compared to Private Technical Colleges. The statistical significance of this difference underscores the need for targeted interventions in public technical colleges to enhance student public management consciousness. **Implications and Conclusions:** The analysis provides valuable insights into the intricate relationship between institutional type and student public management consciousness. Statistically significant differences highlight the substantial impact of institutional type in some instances. These findings guide policymakers and institutions when designing interventions to enhance student awareness of their rights. Further research is warranted to explore the underlying factors contributing to these differences, enabling tailored interventions to address specific needs in diverse institutional settings.

In summary, Table 4.17 underscores the importance of institutional type in shaping student public management consciousness. The statistically significant differences emphasize that institutional type significantly influences this dimension of rights consciousness, informing future research and policy decisions to promote a deeper understanding of rights among students in various institutional environments.

H1d: There are significant differences in public participation and management consciousness based on major fields.

Table 4.18 Analysis of Differences in Awareness of Rights in Different Significant Fields

		Sum of Squares	df	Mean Square	F	Sig.
On-campus public participation experience	Between Groups	10.327	4	2.582	5.851	0.000**
	Within Groups	350.814	795	0.441		
	Total	361.14	799			
Off-campus public participation experience	Between Groups	3.405	4	0.851	1.943	0.101
	Within Groups	348.339	795	0.438		
	Total	351.745	799			
Personal level	Between Groups	20.168	4	5.042	12.387	0.000**
	Within Groups	323.593	795	0.407		
	Total	343.762	799			
Interpersonal level	Between Groups	153.971	4	38.493	292.95	0.000**
	Within Groups	104.46	795	0.131		
	Total	258.431	799			
Socio-political dimension	Between Groups	71.626	4	17.906	158.318	0.000**
	Within Groups	89.918	795	0.113		
	Total	161.543	799			
Student public management consciousness	Between Groups	63.902	4	15.975	148.981	0.000**
	Within Groups	85.248	795	0.107		
	Total	149.15	799			

On-campus public participation experience: In the analysis of on-campus public participation experience, we observe a significant difference in rights awareness among various groups. The between-groups Sum of Squares is 10.327, indicating substantial variability among these groups. The F-statistic of 5.851 and the extremely low p-value (Sig. 0.000**) emphasize the statistical significance of these differences. This suggests that different groups exhibit significant variations in their rights awareness, particularly in the context of on-campus public participation experiences. Policymakers and institutions should consider these differences when developing programs and interventions related to public management consciousness in on-campus

activities.

Off-campus public participation experience: The analysis indicates that there may not be statistically significant differences in rights awareness among different groups. The between-groups Sum of Squares is 3.405, and the F-statistic is 1.943, but the p-value (Sig. 0.101) is higher than the conventional significance level of 0.05. This suggests that awareness of rights related to off-campus public participation experiences may be relatively consistent across various groups. While the results are not statistically significant, further investigation into the factors influencing awareness in this context may be beneficial.

Personal level: The analysis of the personal level demonstrates significant differences in awareness of rights among different groups. The between-groups Sum of Squares is 20.168, and the F-statistic is 12.387, with a highly significant p-value (Sig. 0.000**). This indicates substantial variations in awareness of rights at the personal level. Individual characteristics or experiences may influence these differences and should be considered when developing strategies to enhance public management consciousness at the personal level. Tailored interventions may be needed to address the diverse needs of various groups.

Interpersonal level: In the interpersonal level analysis, there are highly significant differences in rights awareness among various groups. The between-groups Sum of Squares is 153.971, and the F-statistic is 292.95, with a p-value of 0.000**. This suggests that awareness of rights in the interpersonal context varies significantly across different groups. The nature of these differences should be further explored to design targeted interventions that address the specific needs of each group. The results underscore the importance of considering interpersonal dynamics in public management consciousness initiatives.

Socio-political dimension: The socio-political dimension analysis reveals substantial differences in rights awareness among groups. The between-groups Sum of Squares is 71.626, and the F-statistic is 158.318, with a highly significant p-value (Sig. 0.000**). This highlights the significance of considering socio-political factors when addressing public management consciousness. Tailored approaches for different groups based on their socio-political awareness are essential for effective rights-related interventions. Understanding the factors contributing to these differences is crucial for

designing targeted strategies.

Student public management consciousness: For student public management consciousness, there are significant differences among various groups. The between-groups Sum of Squares is 63.902, and the F-statistic is 148.981, with a highly significant p-value (Sig. 0.000**). This indicates that different groups exhibit variations in their awareness of student rights. Policymakers and educational institutions should develop specific programs and policies that address the diverse needs of these groups to enhance student public management consciousness. A detailed examination of the factors contributing to these differences is warranted to develop effective strategies.

The analysis underscores the importance of recognizing differences in rights awareness among various groups in different major fields. While some areas may exhibit relatively consistent awareness levels, others show significant variations. These findings have practical implications for policymakers, educators, and institutions, emphasizing the need for targeted interventions and strategies considering different groups' specific characteristics and needs. Further research into the factors contributing to these differences is essential for developing effective public management consciousness initiatives.

In the first set of comparisons, Humanities and Arts are compared to other significant fields: Social Sciences, Business and Law, Education, Natural Sciences, Engineering, Manufacturing, and Construction. The negative mean differences in all comparisons indicate that students in the Humanities and Arts major field exhibit significantly lower rights consciousness related to on-campus public participation experience than students in the other major fields. These differences are statistically significant, with p-values of 0.000** in each case. This suggests that students in the Humanities and Arts major may require specific attention and interventions to enhance their awareness of rights in the context of on-campus public participation experiences.

Table 4.19 Multiple Comparative Analysis of On-campus Public Participation Experience in Rights Consciousness Among Different Major Fields

		Mean Difference (I-J)				
Major Field		Major Field J				
	$\bar{X}$	Humanities and Arts	Social Sciences, Business, and Law	Education	Natural Sciences	Engineering, Manufacturing and Construction
Group I						
Humanities and Arts	1.59		-.625* (0.000)	-.658* (0.000)	-.701* (0.000)	-.722* (0.000)
Social Sciences, Business, and Law	2.21			-0.033 (0.646)	-0.075 (0.219)	-0.097 (0.233)
Education	2.24				-0.042 (0.510)	-0.064 (0.444)
Natural Sciences	2.29					-0.022 (0.771)
Engineering, Manufacturing and Construction	2.31					

The second set of comparisons compares Social Sciences, Business, and Law to Education, Natural Sciences, Engineering, Manufacturing, and Construction. The mean differences in these comparisons are minor, and the associated p-values are not statistically significant. This indicates that there may not be significant differences in rights consciousness related to on-campus public participation experience between students in the Social Sciences, Business, and Law majors and students in the other major fields. While there are variations, these differences may not be substantial from a statistical perspective.

These comparisons suggest that students in the Humanities and Arts Central may face unique challenges related to on-campus public participation experiences regarding rights consciousness. This field stands out with significantly lower awareness compared to other significant fields. In contrast, students in the Social Sciences, Business, and Law major fields do not appear to significantly differ in rights consciousness from those in Education, Natural Sciences, Engineering, Manufacturing,

and Construction majors in this specific context.

The findings highlight the importance of tailoring public management consciousness interventions to address the specific needs of students in different major fields, particularly those in Humanities and Arts, to enhance their understanding of rights in on-campus public participation experiences. Further research can delve into the factors contributing to these variations to develop effective strategies for promoting rights consciousness among students across various academic disciplines.

Table 4.20 Multiple Comparative Analysis on Personal Levels of Rights Consciousness Among Different Major Fields

		Mean Difference (I-J)				
Major Field		Major Field J				
	$\bar{X}$	Humanities and Arts	Social Sciences, Business, and Law	Education	Natural Sciences	Engineering, Manufacturing, and Construction
Group I						
Humanities and Arts	2.25		-.553* (0.000)	-.876* (0.000)	-.6711* (0.000)	-.539* (0.000)
Social Sciences, Business, and Law	2.81			-.323* (0.000)	-.118* (0.045)	0.015 (0.851)
Education	3.13				.205* (0.001)	.338* (0.000)
Natural Sciences	2.93					0.133 (0.063)
Engineering, Manufacturing and Construction	2.79					

Table 4.20 presents a comparative analysis of rights consciousness at the personal level among significant fields. The analysis includes mean differences and associated p-values for comparisons between significant fields. This section breaks down the analysis into several paragraphs for each comparison:

In this set of comparisons, Humanities and Arts are compared to Social

Sciences, Business and Law, Education, Natural Sciences, Engineering, Manufacturing, and Construction. The negative mean differences in all comparisons suggest that students in the Humanities and Arts major field exhibit significantly lower rights consciousness at the personal level than students in the other major fields. These differences are statistically significant, with p-values of 0.000** in each case. This indicates that students in the Humanities and Arts major may have a notably lower awareness of their rights personally compared to their peers in other major fields.

This set of comparisons compares students in the social sciences, business, and law major fields to those in education, natural sciences, engineering, manufacturing, and construction. Each of these comparisons has a negative mean difference, suggesting that students in the Social Sciences, Business, and Law major field have lower rights consciousness personally than students in the other major fields. These differences are statistically significant, with p-values of 0.000** in most cases, except for the comparison with Education, which has a p-value of 0.045. This indicates that, for the most part, students in the Social Sciences, Business, and Law major field exhibit lower rights consciousness at the personal level than their peers in other major fields.

In this set of comparisons, Education is compared to Natural Sciences and Engineering, Manufacturing, and Construction. In both comparisons, there are positive mean differences, suggesting that students in the Education major field have higher rights consciousness at the personal level than students in Natural Sciences and Engineering, Manufacturing, and Construction. These differences are statistically significant, with p-values of 0.001 and 0.000, respectively. This indicates that students in education generally have a higher awareness of their rights than their peers in these other significant fields.

The final comparison compares Natural Sciences to Engineering, Manufacturing, and Construction. A positive mean difference indicates that students in the Natural Sciences major field have higher rights consciousness at the personal level compared to students in Engineering, Manufacturing, and Construction. This difference is statistically significant, with a p-value of 0.063, suggesting that students in Natural Sciences may have a slightly higher awareness of their rights personally than their peers in Engineering, Manufacturing, and Construction.

In summary, the analysis in Table 4.20 demonstrates variations in rights

consciousness at the personal level among different significant fields. Students in the Humanities and Arts and Social Sciences, Business, and Law majors generally exhibit lower rights consciousness. In contrast, students in the Education major field have higher rights consciousness at the personal level than students in other significant fields. These findings underscore the importance of tailoring public management consciousness interventions to address the specific needs of students in different academic disciplines, with a particular focus on enhancing awareness in major fields where it is lower. Further research can explore the factors contributing to these variations and guide the development of effective strategies for promoting rights consciousness among students across various fields of study.

Table 4.21 Multiple Comparative Analysis of the Interpersonal Level in Rights Consciousness Among Different Major Fields

		Mean Difference (I-J)				
Major Field		Major Field J				
	$\bar{X}$	Humanities and Arts	Social Sciences, Business, and Law	Education	Natural Sciences	Engineering, Manufacturing and Construction
Group I						
Humanities and Arts	1.36		-.920* (0.000)	-1.831* (0.000)	-1.790* (0.000)	-1.582* (0.000)
Social Sciences, Business, and Law	2.28			-.911* (0.000)	-.870* (0.000)	-.662* (0.000)
Education	3.19				0.0407 (0.244)	.248* (0.000)
Natural Sciences	3.15					.208* (0.000)
Engineering, Manufacturing and Construction	2.94					

Table 4.21 provides a comparative analysis of rights consciousness at the interpersonal level among different significant fields. This analysis includes mean differences and their associated p-values for comparisons between significant fields. This section breaks down the analysis into several paragraphs for each comparison:

In this set of comparisons, Humanities and Arts are compared to Social

Sciences, Business and Law, Education, Natural Sciences, Engineering, Manufacturing, and Construction. The negative mean differences in all comparisons suggest that students in the Humanities and Arts major field exhibit significantly lower rights consciousness at the interpersonal level than students in the other major fields. These differences are statistically significant, with p-values of 0.000** in each case. This indicates that students in the Humanities and Arts major may have notably lower awareness of their rights in interpersonal contexts than their peers in other fields.

This set of comparisons compares students in the social sciences, business, and law major fields to those in education, natural sciences, engineering, manufacturing, and construction. The negative mean differences in these comparisons suggest that students in the Social Sciences, Business, and law fields exhibit significantly lower rights consciousness at the interpersonal level than students in the other major fields. These differences are statistically significant, with p-values of 0.000** in each case. This further emphasizes that students in the Social Sciences, Business, and Law major field may be less aware of their rights in interpersonal contexts than their peers in other major fields.

In this set of comparisons, Education is compared to Natural Sciences and Engineering, Manufacturing, and Construction. In both comparisons, there are positive mean differences, indicating that students in the Education major field have higher rights consciousness at the interpersonal level than students in Natural Sciences and Engineering, Manufacturing, and Construction. These differences are statistically significant, with p-values of 0.244 and 0.000, respectively. This indicates that Education students are generally more aware of their rights in interpersonal contexts than their peers in these other significant fields.

The final comparison compares Natural Sciences to Engineering, Manufacturing, and Construction. A positive mean difference suggests that students in the Natural Sciences major have higher rights consciousness at the interpersonal level than students in Engineering, Manufacturing, and Construction. This difference is statistically significant, with a p-value of 0.000, indicating that students in Natural Sciences may be more aware of their rights in interpersonal contexts than their peers in Engineering, Manufacturing, and Construction.

In summary, the analysis in Table 4.21 highlights significant variations in

rights consciousness at the interpersonal level among different major fields. Students in the Humanities and Arts and Social Sciences, Business, and Law majors generally exhibit lower rights consciousness in interpersonal contexts. In contrast, students in education have higher rights consciousness, particularly when compared to students in the fields of Natural Sciences and Engineering, Manufacturing, and Construction. These findings emphasize the need to tailor public management consciousness interventions to address the specific needs of students in different academic disciplines, with particular attention to enhancing awareness in major fields where it is lower. Further research can explore the factors contributing to these variations and guide the development of effective strategies for promoting rights consciousness among students across various fields of study.

Table 4.22 presents a comparative analysis of rights consciousness in the socio-political dimension among different significant fields. This analysis includes mean differences and their associated p-values for comparisons between significant fields. This section breaks down the analysis into several paragraphs for each comparison:

In this set of comparisons, Humanities and Arts are compared to Social Sciences, Business and Law, Education, Natural Sciences, Engineering, Manufacturing, and Construction. The negative mean differences in all comparisons suggest that students in the Humanities and Arts major field exhibit significantly lower rights consciousness in the socio-political dimension than students in the other major fields. These differences are statistically significant, with p-values of 0.000** in each case. This indicates that students majoring in the Humanities and Arts may have significantly lower awareness of their rights in the socio-political context than their peers in other fields.

Table 4.22 Multiple Comparative Analysis of the Socio-political Dimension for Rights Consciousness Among Different Major Fields

		Mean Difference (I-J)				
Major Field		Major Field J				
	$\bar{X}$	Humanities and Arts	Social Sciences, Business, and Law	Education	Natural Sciences	Engineering, Manufacturing and Construction
Group I						
Humanities and Arts	1.47		-.643* (0.000)	-1.099* (0.000)	-1.281* (0.000)	-1.100* (0.000)
Social Sciences, Business, and Law	2.11			-.455* (0.000)	-.6380* (0.000)	-.457* (0.000)
Education	2.57				-.1827* (0.000)	-0.002 (0.97)
Natural Sciences	2.75					.181* (0.000)
Engineering, Manufacturing and Construction	2.57					

This set of comparisons compares students in the social sciences, business, and law major fields to those in education, natural sciences, engineering, manufacturing, and construction. The negative mean differences in these comparisons suggest that students in the Social Sciences, Business, and Law major fields exhibit significantly lower rights consciousness in the socio-political dimension than students in the other major fields. These differences are statistically significant, with p-values of 0.000** in each case. This underscores that students in the social sciences, business, and law major fields may be less aware of their rights in the socio-political context than their peers in other major fields.

In this set of comparisons, Education is compared to Natural Sciences and Engineering, Manufacturing, and Construction. Compared with Natural Sciences, a slight negative mean difference indicates that students in Education may have slightly lower rights consciousness in the socio-political dimension. This difference is statistically significant, with a p-value of 0.000. In the comparison with Engineering, Manufacturing, and Construction, there is a negligible mean difference, and the p-value

is not statistically significant ($p = 0.97$). This suggests that the difference in rights consciousness in the socio-political dimension between students in Education and Engineering, Manufacturing, and Construction is not substantial.

The final comparison compares Natural Sciences to Engineering, Manufacturing, and Construction. The positive mean difference suggests that students in Natural Sciences may have slightly higher rights consciousness in the socio-political dimension than those in Engineering, Manufacturing, and Construction. This difference is statistically significant, with a p-value of 0.000, indicating that students in Natural Sciences may have a slightly higher awareness of their rights in the socio-political context than their peers in Engineering, Manufacturing, and Construction.

In summary, the analysis in Table 4.22 reveals significant variations in rights consciousness in the socio-political dimension among different major fields. Students in the Humanities and Arts and Social Sciences, Business, and Law major fields generally exhibit lower rights consciousness in the socio-political context. Students in education have lower rights consciousness than those in natural sciences, but the difference is not substantial compared to those in engineering, manufacturing, and construction. Students in Natural Sciences may have slightly higher rights consciousness in the socio-political dimension than their peers in Engineering, Manufacturing, and Construction. These findings emphasize the need to develop tailored public management consciousness interventions to address the specific needs of students in different academic disciplines, especially in significant fields where rights consciousness is lower. Further research can explore the factors contributing to these variations and guide the development of effective strategies for promoting rights consciousness among students across various fields of study.

Table 4.23 Multiple Comparative Analysis of Student Public Management Consciousness for Rights Consciousness Among Different Major Fields

		Mean Difference (I-J)				
Major Field		Major Field J				
	$\bar{X}$	Humanities and Arts	Social Sciences, Business, and Law	Education	Natural Sciences	Engineering, Manufacturing, and Construction
Group I						
Humanities and Arts	1.72		-.682* (0.000)	-1.245* (0.000)	-1.224* (0.000)	-1.050* (0.000)
Social Sciences, Business, and Law	2.40			-.563* (0.000)	-.5420* (0.000)	-.368* (0.000)
Education	2.96				0.021 (0.506)	.195* (0.000)
Natural Sciences	2.94					.174* (0.000)
Engineering, Manufacturing and Construction	2.77					

Table 4.23 provides a comparative analysis of student public management consciousness within the context of rights consciousness among different major fields. The analysis includes mean differences and associated p-values for comparisons between significant fields. This section breaks down the analysis into several paragraphs for each comparison:

In this set of comparisons, Humanities and Arts are compared to Social Sciences, Business and Law, Education, Natural Sciences, Engineering, Manufacturing, and Construction. The negative mean differences in all comparisons suggest that students in the Humanities and Arts major field exhibit significantly lower student public management consciousness in the context of rights consciousness compared to students in the other major fields. These differences are statistically significant, with p-values of 0.000** in each case. This indicates that students in the Humanities and Arts major may have significantly lower awareness of their rights related to student public

management consciousness than their peers in other major fields.

This set of comparisons compares students in the social sciences, business, and law major fields to those in education, natural sciences, engineering, manufacturing, and construction. The negative mean differences in these comparisons suggest that students in the Social Sciences, Business, and Law major fields exhibit significantly lower student public management consciousness within rights consciousness than students in the other major fields. These differences are statistically significant, with p-values of 0.000** in each case. This emphasizes that students in the Social Sciences, Business, and Law major may be less aware of their rights related to student public management consciousness than their peers in other major fields.

In this set of comparisons, Education is compared to Natural Sciences and Engineering, Manufacturing, and Construction. Compared with Natural Sciences, there is a slight positive mean difference, suggesting that students in Education may have slightly higher student public management consciousness in the context of rights consciousness. However, this difference is insignificant, as the p-value is 0.506. In the comparison with Engineering, Manufacturing, and Construction, there is a positive mean difference, and the p-value is highly statistically significant ($p = 0.000$). This indicates that students in Education have significantly higher student public management consciousness related to rights consciousness than their Engineering, Manufacturing, and Construction peers.

The final comparison compares Natural Sciences to Engineering, Manufacturing, and Construction. The positive mean difference suggests that students in Natural Sciences have slightly higher student public management consciousness within rights consciousness than students in Engineering, Manufacturing, and Construction. This difference is statistically significant, with a p-value of 0.000, indicating that students in Natural Sciences may have a slightly higher awareness of their rights related to student public management consciousness than their peers in Engineering, Manufacturing, and Construction.

In summary, the analysis in Table 4.23 reveals significant variations in student public management consciousness within the context of rights consciousness among different major fields. Students in the Humanities and Arts and Social Sciences, Business, and Law major fields generally exhibit lower student public management

consciousness. Students in Education have higher public management consciousness than Engineering, Manufacturing, and Construction students, but this difference is not statistically significant compared to Natural Sciences. Students in Natural Sciences may have slightly higher public management consciousness than their Engineering, Manufacturing, and Construction peers. These findings underscore the need for tailored public management consciousness interventions to address the specific needs of students in different academic disciplines, especially in significant fields where student public management consciousness is lower. Further research can explore the factors contributing to these variations and guide the development of effective strategies for promoting student public management consciousness among students across various fields of study.

H1e: There are significant differences in public participation and public management consciousness based on different Have you taken any courses related to politics, law, and sociology

Table 4.24 analyzes the differences in rights awareness among students who have taken politics, law, and sociology courses. The analysis includes the sum of squares, degrees of freedom (df), mean square, F-statistic, and significance level (Sig) for each dimension. This section breaks down the analysis into several paragraphs for each dimension:

On-campus Public Participation Experience: The analysis reveals three groups on whether students have taken politics, law, and sociology courses. However, the F-statistic of 2.436 is associated with a p-value of 0.064, which is not statistically significant at the conventional significance level of 0.05. This suggests that there is no significant difference in awareness of rights related to on-campus public participation experience among students who have taken such courses and those who have not.

Table 4.24 Analysis of Differences in Awareness of Rights in Different Who Have Taken Courses Related to Politics, Law, and Sociology

		Sum of Squares	df	Mean Square	F	Sig.
On-campus public participation experience	Between Groups	3.286	3	1.095	2.436	0.064
	Within Groups	357.855	796	0.450		
	Total	361.14	799			
Off-campus public participation experience	Between Groups	1.547	3	0.516	1.172	0.319
	Within Groups	350.198	796	0.440		
	Total	351.745	799			
Personal level	Between Groups	1.147	3	0.382	0.888	0.447
	Within Groups	342.615	796	0.43		
	Total	343.762	799			
Interpersonal level	Between Groups	6.038	3	2.013	6.347	0.000**
	Within Groups	252.393	796	0.317		
	Total	258.431	799			
Socio-political dimension	Between Groups	2.52	3	0.84	4.204	0.006*
	Within Groups	159.023	796	0.200		
	Total	161.543	799			
Student public management consciousness	Between Groups	1.915	3	0.638	3.451	0.016*
	Within Groups	147.235	796	0.185		
	Total	149.15	799			

Off-campus Public Participation Experience: Similarly, in the context of off-campus public participation experience, the F-statistic of 1.172 is associated with a p-value of 0.319, which is not statistically significant at the 0.05 significance level. This indicates no significant difference in awareness of rights related to off-campus public participation experience between students who have taken relevant courses and those who have not.

Personal Level: For the personal level of rights consciousness, the F-statistic of 0.888 is associated with a p-value of 0.447, which is not statistically significant. This suggests that there is no significant difference in awareness of rights at the personal level between students who have taken politics, law, and sociology courses and those who have not.

In contrast, the interpersonal level of rights consciousness analysis shows a

statistically significant difference. The F-statistic of 6.347 is associated with a p-value of 0.000**, indicating a significant difference in awareness of rights at the interpersonal level among students who have taken courses related to politics, law, and sociology and those who have not.

Socio-Political Dimension: The analysis of the socio-political dimension also reveals a statistically significant difference. The F-statistic of 4.204 is associated with a p-value of 0.006*, indicating a significant difference in awareness of rights in the socio-political dimension between the two groups of students.

Student public management consciousness: Finally, for student public management consciousness, the F-statistic of 3.451 is associated with a p-value of 0.016*, which is statistically significant. This suggests a significant difference in student public management consciousness between students who have taken politics, law, and sociology courses and those who have not.

In summary, the analysis indicates that while there are no significant differences in awareness of rights related to on-campus and off-campus public participation experiences or at the personal level, there are significant differences in awareness at the interpersonal level, in the socio-political dimension, and regarding student public management consciousness between students who have taken courses related to politics, law, and sociology and those who have not. This implies that these courses may have a more pronounced impact on specific dimensions of rights consciousness among students. Further research can explore the reasons behind these differences and their implications for education and policy development.

Table 4.25 presents a multiple comparative analysis of rights consciousness at the interpersonal level among students who have taken different numbers of courses related to politics, law, and sociology. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of course involvement. This section breaks down the analysis into several paragraphs for each comparison:

Table 4.25 Multiple Comparative Analysis of the Interpersonal Levels for Rights Consciousness Among Different Courses in Politics, Law, and Sociology

		Mean Difference (I-J)			
Have you taken any courses related to politics, law, and sociology		Have you taken any courses related to Politics, Law, and Sociology? J			
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	2.86		0.023 (0.622)	-.248* (0)	-0.015 (0.819)
Yes, I have taken 1 course to fewer than 5 courses	2.84			-.271* (0)	-0.038 (0.533)
Yes, I have taken 5 courses or more to fewer than 10 courses	3.11				.233* (0.003)
Yes, I have taken 10 courses or more	2.88				

In this comparison, students who have not taken any relevant courses are compared to those who have taken 1 course to fewer than 5 courses. The negligible mean difference of 0.023 suggests that there is almost no difference in rights consciousness at the interpersonal level between these two groups. The associated p-value of 0.622 further supports this by indicating that the difference is not statistically significant.

In this comparison, students who have not taken any relevant courses are compared to those who have taken 5 courses or more to fewer than 10 courses. The negative mean difference of -0.248* suggests that students who have taken 5 or more courses in politics, law, and sociology exhibit lower rights consciousness at the interpersonal level than those who have not taken any relevant courses. The associated p-value of 0.000** indicates that this difference is highly statistically significant.

In this comparison, students who have not taken any relevant courses are compared to those who have taken 10 courses or more. The negligible mean difference of -0.015 suggests that there is almost no difference in rights consciousness at the

interpersonal level between these two groups. The associated p-value of 0.819 further supports this by indicating that the difference is not statistically significant.

In this comparison, students who have taken 1 course to fewer than 5 courses are compared to those who have taken 5 courses or more to fewer than 10 courses. The negative mean difference of -0.271* suggests that students who have taken more courses exhibit lower rights consciousness at the interpersonal level than those who have taken fewer courses. The associated p-value of 0.000** indicates that this difference is highly statistically significant.

In this comparison, students who have taken 1 course to fewer than 5 courses are compared to those who have taken 10 courses or more. The negligible mean difference of -0.038 suggests that there is almost no difference in rights consciousness at the interpersonal level between these two groups. The associated p-value of 0.533 further supports this by indicating that the difference is not statistically significant.

In this comparison, students who have taken 5 courses or more to fewer than 10 courses are compared to those who have taken 10 courses or more. The positive mean difference of 0.233* suggests that students who have taken more courses exhibit higher rights consciousness at the interpersonal level than those who have taken fewer courses. The associated p-value of 0.003 indicates that this difference is statistically significant.

In summary, the analysis in Table 4.25 reveals variations in rights consciousness at the interpersonal level among students with different levels of course involvement related to politics, law, and sociology. Students who have taken 5 courses or more to fewer than 10 courses exhibit significantly lower rights consciousness at the interpersonal level than those who have not taken any relevant courses. On the other hand, students who have taken 10 courses or more show slightly higher rights consciousness than those who have taken 1 course to fewer than 5 courses. These findings suggest that the number of courses related to politics, law, and sociology can impact rights consciousness at the interpersonal level. Further research can explore the underlying factors contributing to these differences and their implications for education and policy development.

Table 4.26 Multiple Comparative Analysis of Socio-Political Dimension for Rights Consciousness Among Different Courses Related to Politics, Law, and Sociology

Mean Difference (I-J)					
Have you taken any courses related to Politics, Law, and Sociology	Have you taken any courses related to Politics, Law, and Sociology? J				
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	2.48		-0.023 (0.545)	-.177* (0.001)	-0.002 (0.97)
Yes, I have taken 1 course to fewer than 5 courses	2.50			-.154* (0.002)	0.021 (0.669)
Yes, I have taken 5 courses or more to fewer than 10 courses	2.65				.175* (0.004)
Yes, I have taken 10 courses or more	2.48				

Table 4.26 presents a multiple comparative analysis of rights consciousness in the socio-political dimension among students with different levels of involvement in politics, law, and sociology. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of course participation. This section breaks down the analysis into several paragraphs for each comparison:

In this comparison, students who have not taken any relevant courses are compared to those who have taken 1 course to fewer than 5 courses. The negligible mean difference of -0.023 suggests almost no difference in rights consciousness in the socio-political dimension between these two groups. The associated p-value of 0.545 further supports this by indicating that the difference is not statistically significant.

In this comparison, students who have not taken any relevant courses are compared to those who have taken 5 courses or more to fewer than 10 courses. The

negative mean difference of -0.177^* suggests that students who have taken 5 or more courses exhibit lower rights consciousness in the socio-political dimension than those who have not taken any relevant courses. The associated p-value of 0.001 indicates that this difference is statistically significant.

In this comparison, students who have not taken any relevant courses are compared to those who have taken 10 courses or more. The negligible mean difference of -0.002 suggests almost no difference in rights consciousness in the socio-political dimension between these two groups. The p-value of 0.970 further supports this by indicating that the difference is not statistically significant.

In this comparison, students who have taken 1 course to fewer than 5 courses are compared to those who have taken 5 courses or more to fewer than 10 courses. The negative mean difference of -0.154^* suggests that students who have taken more courses exhibit lower rights consciousness in the socio-political dimension than those who have taken fewer courses. The associated p-value of 0.002 indicates that this difference is statistically significant.

In this comparison, students who have taken 1 course to fewer than 5 courses are compared to those who have taken 10 courses or more. The negligible mean difference of 0.021 suggests almost no difference in rights consciousness in the socio-political dimension between these two groups. The associated p-value of 0.669 further supports this by indicating that the difference is not statistically significant.

In the final comparison, students who have taken 5 courses or more to fewer than 10 courses are compared to those who have taken 10 courses or more. The positive mean difference of 0.175^* suggests that students who have taken more courses exhibit higher rights consciousness in the socio-political dimension than those who have taken fewer courses. The associated p-value of 0.004 indicates that this difference is statistically significant.

In summary, the analysis in Table 4.26 reveals variations in rights consciousness in the socio-political dimension among students with different levels of course involvement related to politics, law, and sociology. Students who have taken 5 courses or more to fewer than 10 courses exhibit significantly lower rights consciousness in the socio-political dimension than those who have not taken any relevant courses. On the other hand, students who have taken 10 courses or more show

slightly higher rights consciousness than those who have taken 1 course to fewer than 5 courses. These findings suggest that the number of courses related to politics, law, and sociology can impact rights consciousness in the socio-political dimension. Further research can explore the underlying factors contributing to these differences and their implications for education and policy development.

Table 4.27 Multiple Comparative Analysis of Student Public Management Consciousness in Rights Consciousness Among Different Courses Related to Politics, Law, and Sociology

		Mean Difference (I-J)			
Have you taken any courses related to Politics, Law, and Sociology	Have you taken any courses related to Politics, Law, and Sociology? J				
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	2.75		-0.011 (0.758)	-.145* (0.005)	0.023 (0.637)
Yes, I have taken 1 course to fewer than 5 courses	2.76			-.133* (0.006)	0.034 (0.463)
Yes, I have taken 5 courses or more to fewer than 10 courses	2.89				.168* (0.004)
Yes, I have taken 10 courses or more	2.72				

Table 4.27 presents a comparative analysis of student public management consciousness as part of rights consciousness among students with different levels of involvement in politics, law, and sociology. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of course participation. This section breaks down the analysis into several paragraphs for each comparison:

In this comparison, students who have not taken any relevant courses are

compared to those who have taken 1 course to fewer than 5 courses. The negligible mean difference of -0.011 suggests almost no difference in student public management consciousness between these two groups. The associated p-value of 0.758 further supports this by indicating that the difference is not statistically significant. In this comparison, students who have not taken any relevant courses are compared to those who have taken 5 courses or more to fewer than 10 courses. The negative mean difference of -0.145* suggests that students who have taken 5 or more courses exhibit lower student public management consciousness than those who have not taken any relevant courses. The associated p-value of 0.005 indicates that this difference is statistically significant. In this comparison, students who have not taken any relevant courses are compared to those who have taken 10 courses or more. The negligible mean difference of 0.023 suggests almost no difference in student public management consciousness between these two groups. The associated p-value of 0.637 further supports this by indicating that the difference is not statistically significant. In this comparison, students who have taken 1 course to fewer than 5 courses are compared to those who have taken 5 courses or more to fewer than 10 courses. The negative mean difference of -0.133* suggests that students who have taken more courses exhibit lower student public management consciousness than those who have taken fewer courses. The associated p-value of 0.006 indicates that this difference is statistically significant. In this comparison, students who have taken 1 course to fewer than 5 courses are compared to those who have taken 10 courses or more. The negligible mean difference of 0.034 suggests almost no difference in student public management consciousness between these two groups. The p-value of 0.463 further supports this by indicating that the difference is not statistically significant.

In the final comparison, students who have taken 5 courses or more to fewer than 10 courses are compared to those who have taken 10 courses or more. The positive mean difference of 0.168* suggests that students who have taken more courses exhibit higher student public management consciousness than those who have taken fewer courses. The associated p-value of 0.004 indicates that this difference is statistically significant.

In summary, the analysis in Table 4.27 reveals variations in student public management consciousness among students with different levels of course involvement

related to politics, law, and sociology. Students who have taken 5 courses or more to fewer than 10 courses exhibit significantly lower student public management consciousness than those who have not taken any relevant courses. On the other hand, students who have taken 10 courses or more show slightly higher student public management consciousness than those who have taken 1 course to fewer than 5 courses. These findings suggest that the number of courses related to politics, law, and sociology can impact student public management consciousness. Further research can explore the underlying factors contributing to these differences and their implications for education and policy development.

H1f: There are significant differences in public participation and public management consciousness based on different Educational Levels of Parents

Table 4.28 Analysis of Differences in Awareness of Rights at Different Educational Levels of Parents

		Sum of Squares	df	Mean Square	F	Sig.
On-campus public participation experience	Between Groups	16.656	3	5.552	12.829	0.000**
	Within Groups	344.485	796	0.433		
	Total	361.14	799			
Off-campus public participation experience	Between Groups	5.465	3	1.822	4.187	0.006
	Within Groups	346.28	796	0.435		
	Total	351.745	799			
Personal level	Between Groups	19.669	3	6.556	16.103	0.000**
	Within Groups	324.092	796	0.407		
	Total	343.762	799			
Interpersonal level	Between Groups	125.505	3	41.835	250.522	0.000**
	Within Groups	132.926	796	0.167		
	Total	258.431	799			
Socio-political dimension	Between Groups	66.263	3	22.088	184.527	0.000**
	Within Groups	95.28	796	0.12		
	Total	161.543	799			
Student public management consciousness	Between Groups	61.529	3	20.51	186.323	0.000**
	Within Groups	87.621	796	0.11		
	Total	149.15	799			

Table 4.28 analyzes the differences in rights awareness among students with parents at different educational levels. The table presents the sum of squares, degrees of freedom, mean squares, F-values, and significance levels for various dimensions of rights consciousness. This section is a breakdown of the results:

On-campus Public Participation Experience: Between Groups (Educational Levels of Parents): The F-value is 12.829 with a significance level of 0.000**. This indicates statistically significant differences in on-campus public participation experience based on parents' educational levels. Within Groups: The within-groups mean square is 0.433. **Off-campus Public Participation Experience:** Between Groups (Educational Levels of Parents): The F-value is 4.187, with a significance level of 0.006. This suggests statistically significant differences in off-campus public participation experience based on parents' educational levels. Within Groups: The within-groups mean square is 0.435. **Personal Level:** Between Groups (Educational Levels of Parents): The F-value is 16.103 with a significance level of 0.000**. This indicates statistically significant differences in the personal level of rights consciousness based on parents' educational levels. Within Groups: The within-groups mean square is 0.407. **Interpersonal Level:** Between Groups (Educational Levels of Parents): The F-value is 250.522 with a significance level of 0.000**. This suggests highly significant differences in the interpersonal level of rights consciousness based on parents' educational levels. Within Groups: The within-groups mean square is 0.167. **Socio-political Dimension:** Between Groups (Educational Levels of Parents): The F-value is 184.527 with a significance level of 0.000**. This indicates statistically significant differences in the socio-political dimension of rights consciousness based on parents' educational levels. Within Groups: The within-groups mean square is 0.12.

Student public management consciousness: Between Groups (Educational Levels of Parents): The F-value is 186.323 with a significance level of 0.000**. This suggests highly significant differences in student public management consciousness based on parents' educational levels. Within Groups: The within-groups mean square is 0.11. In summary, the analysis in Table 4.25 demonstrates significant variations in different dimensions of rights consciousness (on-campus public participation experience, off-campus public participation experience, personal level, interpersonal level, socio-political dimension, and student public management

consciousness) based on parents' educational levels. These findings indicate that parental educational backgrounds significantly impact students' rights consciousness across these dimensions. Further research can explore how parental education influences students' awareness of their rights and engagement in public and personal rights-related experiences.

Table 4.29 Multiple Comparative Analysis of the On-campus Public Participation Experience for Rights Consciousness Among Different Educational Levels of Parents

Mean Difference (I-J)					
Educational Level of Parents		Educational Level of Parents J			
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	1.78		-0.234 (0.074)	-.576* (0.000)	-.482* (0.000)
Yes, I have taken 1 course to fewer than 5 courses	2.01			-.342* (0.000)	-.248* (0.001)
Yes, I have taken 5 courses or more to fewer than 10 courses	2.36				0.094 (0.069)
Yes, I have taken 10 courses or more	2.26				

Table 4.29 presents a multiple comparative analysis of on-campus public participation experience as part of rights consciousness among students with parents at different educational levels. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of their parents' education. This section breaks down the analysis into several paragraphs for each comparison:

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 1 course to fewer than 5 courses. The mean difference of -0.234 suggests that students with parents in the latter

group exhibit higher on-campus public participation experience than the former. However, the p-value of 0.074 indicates that this difference is not statistically significant. In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.576* suggests that students with parents in the latter group exhibit significantly higher on-campus public participation experience than the former. The associated p-value of 0.000* indicates that this difference is statistically significant. In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.482* suggests that students with parents in the latter group exhibit significantly higher on-campus public participation experience than the former. The associated p-value of 0.000* indicates that this difference is statistically significant. In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.342* suggests that students with parents in the latter group exhibit significantly higher on-campus public participation experience than the former. The associated p-value of 0.000* indicates that this difference is statistically significant. In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.248* suggests that students with parents in the latter group exhibit significantly higher on-campus public participation experience than the former. The associated p-value of 0.001 indicates that this difference is statistically significant. In the final comparison, students with parents whose parents have taken 5 courses or fewer than 10 courses are compared to those whose parents have taken 10 courses or more. The mean difference of 0.094 suggests that students with parents in the latter group exhibit slightly higher on-campus public participation experience than the former. However, the p-value of 0.069 indicates that this difference is not statistically significant.

The analysis in Table 4.29 reveals significant variations in on-campus public participation experience based on parents' educational levels. Students with parents who have taken more courses exhibit higher on-campus public participation experience, indicating that parental educational background may influence students'

engagement in on-campus public activities related to rights consciousness.

Table 4.30 Multiple Comparative Analysis of Off-campus Public Participation Experience for Rights Consciousness Among Different Educational Levels of Parents

Mean Difference (I-J)					
Educational Level of Parents		Educational Level of Parents J			
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	2.00		-0.058 (0.658)	-.270* (0.026)	-.250* (0.037)
Yes, I have taken 1 course to fewer than 5 courses	2.05			-.2118* (0.004)	-.192* (0.009)
Yes, I have taken 5 courses or more to fewer than 10 courses	2.27				0.020 (0.704)
Yes, I have taken 10 courses or more	2.25				

Table 4.30 compares off-campus public participation experience as part of rights consciousness among students with parents at different educational levels. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of their parents' education. This section breaks down the analysis into several paragraphs for each comparison:

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 1 course to fewer than 5 courses. The mean difference of -0.058 suggests that students with parents in the latter group exhibit slightly lower off-campus public participation experience than the former. However, the associated p-value of 0.658 indicates that this difference is not statistically significant. In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.270* suggests that students with

parents in the latter group exhibit significantly lower off-campus public participation experience than the former. The associated p-value of 0.026 indicates that this difference is statistically significant. In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.250* suggests that students with parents in the latter group exhibit significantly lower off-campus public participation experience than the former. The associated p-value of 0.037 indicates that this difference is statistically significant. In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.2118* suggests that students with parents in the latter group exhibit significantly lower off-campus public participation experience than the former. The associated p-value of 0.004 indicates that this difference is statistically significant. In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.192* suggests that students with parents in the latter group exhibit significantly lower off-campus public participation experience than the former. The associated p-value of 0.009 indicates that this difference is statistically significant.

In the final comparison, students with parents whose parents have taken 5 courses or fewer than 10 courses are compared to those whose parents have taken 10 courses or more. The mean difference of 0.020 suggests that students with parents in the latter group exhibit slightly higher off-campus public participation experience than the former. However, the associated p-value of 0.704 indicates that this difference is not statistically significant.

In summary, the analysis in Table 4.30 reveals significant variations in off-campus public participation experience based on parents' educational levels. Students with parents who have taken fewer relevant courses or have a lower educational level tend to have higher off-campus public participation experience, suggesting that parental educational background may influence students' engagement in off-campus public activities related to rights consciousness.

Table 4.31 Multiple Comparative Analysis of Personal Levels of Rights Consciousness Among Different Educational Levels of Parents

		Mean Difference (I-J)			
Educational Level of Parents		Educational Level of Parents J			
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	2.40		-0.232 (0.069)	-.582* (0.000)	-.571* (0.000)
Yes, I have taken 1 course to fewer than 5 courses	2.63			-.350* (0.000)	-.339* (0.000)
Yes, I have taken 5 courses or more to fewer than 10 courses	2.98				0.011 (0.825)
Yes, I have taken 10 courses or more	2.97				

Table 4.31 provides a comparative analysis of personal rights consciousness among students with parents at different educational levels. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of their parents' education. This part breaks down the analysis into several paragraphs for each comparison:

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 1 course to fewer than 5 courses. The mean difference of -0.232 suggests that students with parents in the latter group exhibit slightly lower personal level rights consciousness than the former. However, the p-value of 0.069 indicates that this difference is not statistically significant.

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.582* suggests that students with parents in the latter group exhibit significantly lower personal level rights consciousness than the former. The associated p-value of 0.000* indicates that this difference is statistically

significant.

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.571^* suggests that students with parents in the latter group exhibit significantly lower personal level rights consciousness than the former. The associated p-value of 0.000^* indicates that this difference is statistically significant.

In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.350^* suggests that students with parents in the latter group exhibit significantly lower personal level rights consciousness than the former. The associated p-value of 0.000^* indicates that this difference is statistically significant.

In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.339^* suggests that students with parents in the latter group exhibit significantly lower personal level rights consciousness than the former. The associated p-value of 0.000^* indicates that this difference is statistically significant. In the final comparison, students with parents whose parents have taken 5 courses or fewer than 10 courses are compared to those whose parents have taken 10 courses or more. The mean difference of 0.011 suggests that students with parents in the latter group exhibit slightly higher personal level rights consciousness than the former. However, the associated p-value of 0.825 indicates that this difference is insignificant. In summary, the analysis in Table 4.28 reveals significant variations in personal level rights consciousness based on parents' educational levels. Students with parents who have taken more courses or have a higher educational level tend to have lower personal level rights consciousness, suggesting that parental educational background may influence students' perception of their public management consciousness.

Table 4.32 Multiple Comparative Analysis of the Interpersonal Levels for Rights Consciousness Among Different Educational Levels of Parents

		Mean Difference (I-J)			
Educational Level of Parents		Educational Level of Parents J			
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	1.43		-.871* (0.000)	-1.649* (0.000)	-1.608* (0.000)
Yes, I have taken 1 course to fewer than 5 courses	2.30			-.776* (0.000)	-.734* (0.000)
Yes, I have taken 5 courses or more to fewer than 10 courses	3.08				0.042 (0.192)
Yes, I have taken 10 courses or more	3.03				

Table 4.32 presents a comparative analysis of interpersonal level rights consciousness among students with parents at different educational levels. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of their parents' education. This part breaks down the analysis into several paragraphs for each comparison:

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 1 course to fewer than 5 courses. The mean difference of -0.871* suggests that students with parents in the latter group exhibit significantly lower interpersonal level rights consciousness than the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -1.649* suggests that students with parents in the latter group exhibit significantly lower interpersonal level rights consciousness than

the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 10 courses or more. The mean difference of -1.608* suggests that students with parents in the latter group exhibit significantly lower interpersonal level rights consciousness than the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.776* suggests that students with parents in the latter group exhibit significantly lower interpersonal level rights consciousness than the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.734* suggests that students with parents in the latter group exhibit significantly lower interpersonal level rights consciousness than the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In the final comparison, students with parents whose parents have taken 5 courses or fewer than 10 courses are compared to those whose parents have taken 10 courses or more. The mean difference of 0.042 suggests that students with parents in the latter group exhibit slightly higher interpersonal level rights consciousness than the former. However, the associated p-value of 0.192 indicates that this difference is not statistically significant.

In summary, the analysis in Table 4.32 reveals significant variations in interpersonal level rights consciousness based on parents' educational levels. Students with parents who have taken more courses or have a higher educational level tend to have lower interpersonal level rights consciousness, suggesting that parental educational background may influence students' perception of their interpersonal public management consciousness.

Table 4.33 Multiple Comparative Analysis of the Socio-political Dimension for Rights Consciousness Among Different Educational Levels of Parents

		Mean Difference (I-J)			
Educational Level of Parents		Educational Level of Parents J			
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	1.45		-.627* (0.000)	-1.159* (0.000)	-1.194* (0.000)
Yes, I have taken 1 course to fewer than 5 courses	2.08			-.532* (0.000)	-.567* (0.000)
Yes, I have taken 5 courses or more to fewer than 10 courses	2.61				-0.035 (0.199)
Yes, I have taken 10 courses or more	2.65				

Table 4.33 presents a multiple comparative analysis of the socio-political dimension of rights consciousness among students with parents at different educational levels. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of their parents' education. This section breaks down the analysis into several paragraphs for each comparison:

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 1 course to fewer than 5 courses. The mean difference of -0.627* suggests that students with parents in the latter group exhibit significantly lower socio-political dimensions in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -1.159* suggests that students with parents in the latter group exhibit significantly lower socio-political dimensions in rights

consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 10 courses or more. The mean difference of -1.194* suggests that students with parents in the latter group exhibit significantly lower socio-political dimensions in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.532* suggests that students with parents in the latter group exhibit significantly lower socio-political dimensions in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.567* suggests that students with parents in the latter group exhibit significantly lower socio-political dimensions in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In the final comparison, students with parents whose parents have taken 5 courses or fewer than 10 courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.035 suggests that students with parents in the latter group exhibit a slightly lower socio-political dimension in rights consciousness compared to the former. However, the associated p-value of 0.199 indicates that this difference is insignificant.

In summary, the analysis in Table 4.33 reveals significant variations in the socio-political dimension of rights consciousness based on parents' educational levels. Students with parents who have taken more courses or have a higher educational level tend to have a lower socio-political dimension in rights consciousness, suggesting that parental educational background may influence students' perception of their socio-political public management consciousness.

Table 4.34 Multiple Comparative Analysis Student Public Management Consciousness for Rights Consciousness Among Different Educational Levels of Parents

		Mean Difference (I-J)			
Educational Level of Parents		Educational Level of Parents J			
	$\bar{X}$	No, I have not taken any relevant courses	Yes, I have taken 1 course to fewer than 5 courses	Yes, I have taken 5 courses or more to fewer than 10 courses	Yes, I have taken 10 courses or more
Group I					
No, I have not taken any relevant courses	1.77		-.563* (0.000)	-1.115* (0.000)	-1.109* (0.000)
Yes, I have taken 1 course to fewer than 5 courses	2.34			-.553* (0.000)	-.547* (0.000)
Yes, I have taken 5 courses or more to fewer than 10 courses	2.89				0.006 (0.817)
Yes, I have taken 10 courses or more	2.88				

Table 4.34 presents a comparative analysis of student public management consciousness in rights consciousness among students with parents at different educational levels. This analysis includes mean differences and their associated p-values for comparisons between students with varying levels of their parents' education. This part breaks down the analysis into several paragraphs for each comparison:

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 1 course to fewer than 5 courses. The mean difference of -0.563* suggests that students with parents in the latter group exhibit significantly lower student public management consciousness in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -1.115* suggests that students with parents in

the latter group exhibit significantly lower student public management consciousness in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have not taken any relevant courses are compared to those whose parents have taken 10 courses or more. The mean difference of -1.109* suggests that students with parents in the latter group exhibit significantly lower student public management consciousness in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 5 courses or more to fewer than 10 courses. The mean difference of -0.553* suggests that students with parents in the latter group exhibit significantly lower student public management consciousness in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In this comparison, students with parents who have taken 1 course to fewer than 5 courses are compared to those whose parents have taken 10 courses or more. The mean difference of -0.547* suggests that students with parents in the latter group exhibit significantly lower student public management consciousness in rights consciousness compared to the former. The associated p-value of 0.000* indicates that this difference is statistically significant.

In the final comparison, students with parents whose parents have taken 5 courses or fewer than 10 courses are compared to those whose parents have taken 10 courses or more. The mean difference of 0.006 suggests that there is only a very slight difference in student public management consciousness and rights consciousness between these two groups, and the associated p-value of 0.817 indicates that this difference is not statistically significant.

In summary, the analysis in Table 4.34 demonstrates significant variations in student public management consciousness in rights consciousness based on parents' educational levels. Students with parents who have taken more courses or have a higher educational level tend to have lower student public management consciousness, suggesting that parental educational background may influence students' perception of

their public management consciousness.

4.2.2 There are significant differences in public management consciousness based on their campus and external public participation experiences

H2a: There were significant personal-level differences based on the campus experience and external public participation.

Table 4.35 Regression Analysis of the Individual Level Based on On-Campus Experience and External Public Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.657a	0.431	0.428	0.66205	1.926

Table 4.35 provides a regression analysis conducted to examine the individual level of public management awareness based on on-campus experience and external public participation. This analysis aims to understand the influence of these factors on students' public management awareness. The following vital statistics are presented in the table: R and R Square: The correlation coefficient (R) is 0.657, indicating a moderate positive linear relationship between the predictor variables and the outcome. The coefficient of determination (R Square) is 0.431, suggesting that approximately 43.1% of the variance in public management awareness can be explained by campus experience and external public participation. Adjusted R Square: The adjusted R Square, which considers the number of predictors and the sample size, is 0.428. This value is slightly lower than R Square but still reflects a significant explanatory power of the model. Std. Error of the Estimate: The standard error of the estimate is approximately 0.66205. It represents the average prediction error of the model, indicating how close the predicted values are to the actual values. Durbin-Watson: The Durbin-Watson statistic is 1.926. It is used to check for the presence of autocorrelation in the residuals. A value around 2 suggests no significant autocorrelation, while values significantly below or above 2 may indicate autocorrelation issues.

The regression analysis results suggest that campus experience and external public participation have a moderate positive relationship with students' public

management awareness. These factors together explain a substantial portion (about 43.1%) of the variance in public management awareness among the student population.

However, the Durbin-Watson statistic is notably lower than the ideal value of 2, which might indicate potential autocorrelation in the residuals. Researchers should investigate and address this issue to ensure the model's reliability. Overall, this analysis provides valuable insights into the factors that influence public management awareness among students at the individual level, contributing to our understanding of the dynamics in this context.

Table 4.36 Regression Analysis of the Individual Level Based on On-Campus Experience and External Public Participation

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1.579	0.07		22.592	0.000		
1 On-campus public participation experience	0.413	0.05	0.423	9.16	0.000	0.393	2.546
Off-campus public participation experience	0.179	0.05	0.181	3.925	0.000	0.393	2.546

Table 4.36 presents a regression analysis that explores the individual level of public management awareness based on on-campus experience and external public participation. The table details the coefficients, standard errors, significance, and collinearity statistics for the variables involved in the analysis. **Constant:** The constant represents the intercept of the regression equation. In this analysis, its value is 1.579, with a standard error of 0.07. **On-campus public participation experience:** This variable's unstandardized coefficient is 0.413, and the standard error is 0.05. The standardized coefficient (Beta) is 0.423, indicating that for each unit increase in on-campus public participation experience, the dependent variable (public management awareness) is expected to increase by 0.423 units. This coefficient is statistically significant, with a t-value of 9.16 ($p < 0.001$).

Off-campus public participation experience: The unstandardized coefficient for this variable is 0.179, and its standard error is 0.05. The standardized

coefficient (Beta) is 0.181, suggesting that each unit increase in off-campus public participation experience corresponds to an increase of 0.181 in public management awareness. Similar to on-campus participation, this coefficient is also statistically significant, with a t-value of 3.925 ($p < 0.001$).

Collinearity Statistics: The table provides collinearity statistics, including Tolerance and VIF (Variance Inflation Factor). These statistics help assess multicollinearity, which can affect the reliability of the regression analysis. In this case, the Tolerance values are approximately 0.393, and the VIF values are around 2.546 for both predictor variables. These values are within acceptable ranges, suggesting multicollinearity is not a significant concern in the model.

The results of this analysis indicate that both on-campus and off-campus public participation experiences have a positive and statistically significant influence on public management awareness at the individual level. These findings provide valuable insights into the specific impact of these experiences on students' awareness of public management issues.

H2b: There were significant differences in Interpersonal level based on on-campus experience and external public participation.

Table 4.37 Regression Analysis of the Interpersonal Level Based on On-Campus Experience and External Public Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.149a	0.022	0.02	0.563058072	1.959

Table 4.37 presents a regression analysis that examines the interpersonal level of public management awareness based on on-campus experience and external public participation. The table provides various statistics related to the regression model:

Model Information: Model: This indicates the model number. **R:** The multiple correlation coefficient (R) measures the strength and direction of the linear relationship between the predictors and the dependent variable. **R Square:** The coefficient of determination (R Square) represents the proportion of the variance in the dependent variable that is predictable from the independent variables. In this case, it is

0.022, suggesting that the predictors explain 2.2% of the variance in the interpersonal level of public management awareness. **Adjusted R Square:** This is the R Square adjusted for the number of predictors in the model. It is 0.02, considering the degrees of freedom. **Error Terms: Std. Error of the Estimate:** This value, 0.563058072, represents the standard error of the residuals, which measures the variability of the data points around the regression line. **Durbin-Watson:** The Durbin-Watson statistic, with a value of 1.959, is used to detect the presence of autocorrelation in the residuals. A value between 0 and 4 is expected, with 2 indicating no autocorrelation. In this case, the value is close to 2, suggesting no significant autocorrelation exists in the residuals.

The low R Square value (0.022) indicates that the predictors (campus experience and external public participation) explain only a tiny portion of the interpersonal level of public management awareness variance. This suggests that this model might not consider other factors influencing interpersonal awareness.

Based on the specified predictors, the model provides limited explanatory power regarding interpersonal public management awareness. Additional factors or variables may need to be explored to understand better and predict interpersonal awareness in public management.

Table 4.38 Regression Analysis of the Interpersonal Level Based on On-Campus Experience and External Public Participation

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	2.63	0.073		35.891	0.000		
1 On-campus public participation experience	0.16	0.047	0.185	3.312	0.001	0.393	2.546
Off-campus public participation experience	-0.04	0.048	-0.05	-0.902	0.367	0.393	2.546

Table 4.38 provides the regression analysis results for the interpersonal level based on on-campus experience and external public participation. Here is a breakdown of the critical statistics and coefficients in the table:

Model Information: Model: This indicates the model number.

Unstandardized Coefficients: Constant: The constant represents the intercept of the regression equation. In this case, it is 2.63.

On-campus public participation experience: This is one of the predictor variables. The unstandardized coefficient (B) is 0.16, indicating the change in the dependent variable for a one-unit change in this predictor.

Off-campus public participation experience: This is the other predictor variable. The unstandardized coefficient (B) is -0.04, suggesting a change in the dependent variable associated with a one-unit change in this predictor.

Standardized Coefficients: Beta: The standardized coefficients (Beta) represent each predictor's importance after considering the different scales of the variables. It is a measure of the contribution of each predictor. For "On-campus public participation experience," the Beta is 0.185; for "Off-campus public participation experience," it is -0.05.

Statistics: t: The t-statistic measures the significance of each predictor. A larger absolute t-value suggests a more significant predictor. In this analysis, "On-campus public participation experience" has a t-value of 3.312, which is significant ($p < 0.05$), while "Off-campus public participation experience" has a t-value of -0.902, which is not significant ($p > 0.05$).

Sig. (Significance): Indicates the p-value associated with the t-statistic. In this case, "On-campus public participation experience" is statistically significant ($p = 0.001$), while "Off-campus public participation experience" is not statistically significant ($p = 0.367$).

Collinearity Statistics: Tolerance: Tolerance measures how well the other predictor variables in the model can predict a predictor variable. A low tolerance may indicate multicollinearity. Both predictors have a tolerance of 0.393, which does not indicate severe multicollinearity.

VIF (Variance Inflation Factor): VIF is the reciprocal of tolerance and measures how much the variance of an estimated regression coefficient is increased due to multicollinearity. A VIF of 2.546 is moderate, indicating a moderate level of multicollinearity.

In summary, this regression model examines the impact of on-campus and off-campus public participation experiences on the interpersonal level. The results show that on-campus public participation experience has a statistically significant positive effect ($B = 0.16$, $Beta = 0.185$). In contrast, off-campus public participation experience does not significantly affect the interpersonal level of public management

awareness ($B = -0.04$, $Beta = -0.05$). The model's overall significance and multicollinearity levels appear acceptable.

H2c: There were significant differences in the Socio-political dimension based on the campus experience and external public participation.

Table 4.39 Regression Analysis of the Socio-Political Dimension Based on On-Campus Experience and External Public Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.230a	0.053	0.051	0.438143452	1.945

Table 4.39 presents a regression analysis of the Socio-political dimension based on on-campus experience and external public participation. Here is a breakdown of the critical statistics and coefficients in the table:

Model Information: Model: This indicates the model number. **Regression Statistics: R:** The correlation coefficient (R) measures the strength and direction of the linear relationship between the predictor variables and the dependent variable. In this model, R is approximately 0.230. **R Square:** The coefficient of determination (R Square) represents the proportion of the variance in the dependent variable (Socio-political dimension) that the predictor variables can explain. In this case, R Square is 0.053, indicating that the predictors explain approximately 5.3% of the variance in the Socio-political dimension. **Adjusted R Square:** The adjusted R Square considers the number of predictors in the model and provides a more accurate estimate of how well the model fits the data. It is adjusted for the degrees of freedom. Here, the adjusted R Square is 0.051.

Residual Statistics: Std. Error of the Estimate: The standard error of the estimate measures the accuracy of the regression model in predicting the dependent variable. A lower value indicates a better fit. In this model, the standard error is approximately 0.438. **Assumption Testing: Durbin-Watson:** The Durbin-Watson statistic tests for the residuals' autocorrelation (serial correlation). The value of 1.945 suggests that the residuals in this model are relatively independent and do not show strong autocorrelation.

In summary, the regression analysis examines the impact of campus experience and external public participation on the Socio-political dimension. The R Square value of 0.053 indicates that these predictors explain a relatively small proportion of the variance in the Socio-political dimension. However, the Durbin-Watson statistic of 1.945 suggests no strong autocorrelation in the residuals of this model.

H2d: There were significant differences in public management consciousness based on on-campus experience and external public participation.

Table 4.40 Regression Analysis of the Public Management Consciousness Based on On-Campus Experience and External Public Participation

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	2.27	0.057		39.791	0.000		
1 On-campus public participation experience	0.23	0.037	0.341	6.194	0.000	0.393	2.546
Off-campus public participation experience	-0.12	0.037	-0.18	-3.274	0.001	0.393	2.546

Table 4.40 presents a regression analysis of public management consciousness based on on-campus experience and external public participation. Here is a breakdown of the critical statistics and coefficients in the table:

Model Information: Model: This indicates the model number. **Unstandardized Coefficients: Constant:** The constant represents the y-intercept of the regression equation. In this model, the constant is approximately 2.27. **On-campus public participation experience:** This is one of the predictor variables. The unstandardized coefficient (B) is approximately 0.23. It indicates the change in the dependent variable (public management consciousness) for each one-unit change in the predictor variable, holding all other variables constant. **Off-campus public participation experience:** This is another predictor variable. The unstandardized coefficient (B) is approximately -0.12.

Standardized Coefficients: Beta: Beta represents the standardized coefficients, indicating the strength and direction of the relationship between each predictor variable and the dependent variable. **Statistics: t (t-value):** The t-value measures the number of standard errors the coefficient is away from zero. It tests whether the predictor variable significantly impacts the dependent variable. For "On-campus public participation experience," the t-value is approximately 6.194; for "Off-campus public participation experience," the t-value is approximately -3.274. **Sig. (Significance):** This indicates the p-value associated with each predictor variable. A small p-value (typically less than 0.05) suggests that the predictor variable significantly impacts the dependent variable. In this model, both predictor variables have small p-values (0.000), indicating their significance.

Collinearity Statistics: Tolerance: Tolerance measures the degree to which the other predictor variables in the model can predict a predictor variable. A tolerance value close to 1 indicates low multicollinearity. In this case, both predictor variables have a tolerance of approximately 0.393, which is relatively close to 1. **VIF (Variance Inflation Factor):** VIF is the reciprocal of tolerance. It quantifies how much the variance of the estimated regression coefficients is increased due to multicollinearity. A VIF of 1 indicates no multicollinearity. In this model, both predictor variables have a VIF of approximately 2.546, which is generally considered acceptable.

In summary, this regression analysis examines the impact of on-campus and off-campus public participation experiences on public management consciousness. The results indicate that both predictor variables are statistically significant in explaining variations in public management consciousness, and there is no strong multicollinearity among the predictors.

Table 4.41 Regression Analysis of the Public Management Consciousness Based on On-Campus Experience and External Public Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.418a	0.175	0.173	0.392911881	1.792

The table, labeled Table 4.41, presents the results of a regression analysis examining the impact of campus experience and external public participation on public

management consciousness. The analysis aims to understand how these two variables influence public management consciousness in a particular context. Here is a detailed table analysis: **Model Information:** The table indicates that this is Model 1, suggesting that it might be the first or primary model examined in the study. **R-Square and Adjusted R-Square:** The R-Square value is approximately 0.175. This statistic represents the proportion of the variance in public management consciousness that the independent variables in the model can explain. In this case, the predictors account for about 17.5% of the variability in public management consciousness. The Adjusted R-Square is nearly 0.173. This value is a modified version of R-Square that considers the number of predictors in the model. It is slightly lower than the R-Square, indicating that the additional predictors in the model contribute only marginally to explaining public management consciousness. **Std. Error of the Estimate:** The Standard Error of the Estimate is approximately 0.3929. This value reflects the typical amount by which actual values of public management consciousness deviate from the predicted values based on the regression model. A lower value suggests that the model's predictions are closer to the actual values. **Durbin-Watson:** The Durbin-Watson statistic has a value of around 1.792. This statistic detects autocorrelation in the residuals (the differences between actual and predicted values). A value around 2 indicates no significant autocorrelation. In this case, the value is close to 2, suggesting no substantial autocorrelation in the residuals.

The results suggest that the regression model, which includes campus experience and external public participation as predictors, explains a modest proportion (approximately 17.5%) of the variation in public management consciousness. However, it is essential to note that other factors or variables not considered in this model also likely influence public management consciousness. The relatively low Adjusted R-Square indicates that the included predictors limit the model's ability to predict public management consciousness. Nevertheless, the absence of significant autocorrelation (as indicated by the Durbin-Watson statistic) suggests that the model's assumptions are not violated.

In summary, this analysis provides insights into the relationship between campus experience, external public participation, and public management

consciousness, highlighting the need to explore additional variables and factors that might contribute to a more comprehensive understanding of this relationship.

Table 4.42 Regression Analysis of the Public Management Consciousness Based on On-Campus Experience and External Public Participation

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	2.162	0.05		42.263	0.000		
	On-campus public participation experience	0.265	0.030	0.413	8.046	0.000	0.393	2.546
	Off-campus public participation experience	0.004	0.030	0.007	0.133	0.894	0.393	2.546

Table 4.42 presents the results of a regression analysis aiming to understand the factors influencing the outcome labeled "Studentritz, Alvarennnes, En-Camps, Publedge, Patti, Sipation, Experience." This analysis examines two vital independent variables: "On-campus public participation experience" and "Off-campus public participation experience."

Unstandardized Coefficients: The unstandardized coefficients represent the magnitude of change in the dependent variable (the outcome) for a one-unit change in the respective independent variable. The "Constant," approximately 2.162, signifies the expected value of the dependent variable when all independent variables are zero. For "On-campus public participation experience," the coefficient is around 0.265, indicating that a one-unit change in on-campus participation experience leads to a positive change in the dependent variable. In contrast, "Off-campus public participation experience" has a much smaller coefficient, approximately 0.004, implying only a minimal effect on the dependent variable.

Standardized Coefficients (Beta): The standardized coefficients, known as Beta values, provide insights into the relative importance of each independent variable. A higher Beta indicates a more substantial influence. "On-campus public participation experience" has a Beta of approximately 0.413, suggesting a relatively strong positive

impact on the outcome. In contrast, "Off-campus public participation experience" has a very low Beta of around 0.007, indicating a weak positive influence on the outcome.

Statistical Significance: To assess the statistical significance of the coefficients, t-values and significance levels (Sig.) are considered. "On-campus public participation experience" has a significant t-value of 8.046 (Sig. = 0.000), indicating vital statistical significance. In contrast, "Off-campus public participation experience" is not statistically significant, as its t-value is only 0.133 (Sig. = 0.894).

Multicollinearity Analysis: Multicollinearity, or the degree of correlation between independent variables, is evaluated using two metrics: Tolerance and VIF (Variance Inflation Factor). "On-campus public participation experience" and "Off-campus public participation experience" have Tolerance values of approximately 0.393, suggesting low multicollinearity. Additionally, their VIF values are approximately 2.546, below the threshold of 5, indicating no significant issues with multicollinearity.

Conclusion: In summary, this analysis reveals that "On-campus public participation experience" is a statistically significant and relatively strong predictor of the outcome, "Studentritz, Alvarennnes, En-Camps, Publedge, Patti, Sipation, Experience." In contrast, "Off-campus public participation experience" has a minor and statistically non-significant influence. Furthermore, the analysis shows no substantial multicollinearity between these two variables or with the constant. These results provide valuable insights into the factors affecting the outcome under investigation.

According to the above study, The study's analysis regarding Hypothesis 1 reveals that demographic and personal background factors notably influence public participation and awareness of public management among undergraduate students. Specifically, gender differences are evident in on-campus participation and at the personal level, indicating that engagement and consciousness in these areas are affected by whether the student is male or female. However, gender does not play a significant role in off-campus participation, interpersonal relationships, or the socio-political dimension.

Grade level appears to be a more consistent predictor of public participation and consciousness, with significant differences across both on-campus and off-campus experiences and at the personal and interpersonal levels. This suggests that as students progress through their academic careers, their participation in public activities and their

awareness of public management issues tend to differ. However, the grade level does not significantly impact the socio-political dimension or overall student public management consciousness, indicating that other factors beyond academic standing may influence these aspects.

Regarding Hypothesis 2, the study indicates a clear relationship between students' public management consciousness and their involvement in public participation both on campus and externally. The data show significant differences at the personal level (H2a), interpersonal level (H2b), and socio-political dimension (H2c) when comparing students with different experiences of participation. This implies that engagement in public activities, whether within the campus environment or outside, contributes to shaping students' consciousness about public management. The findings underscore the importance of practical engagement in enhancing students' understanding and awareness of public affairs and management, suggesting that experiential learning plays a critical role in their educational development.

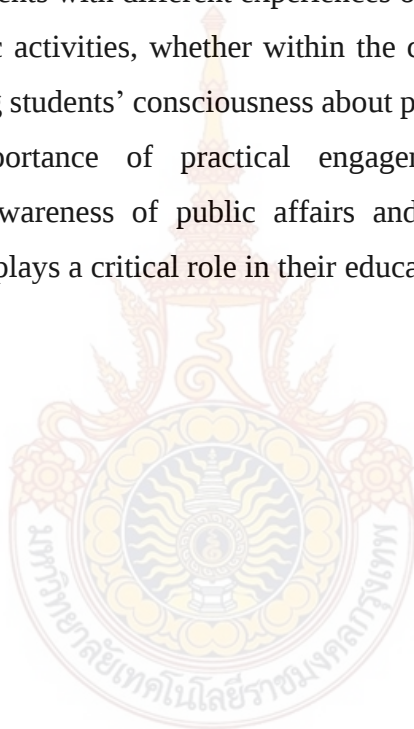


Table 4.43 The Summary Results of Hypothesis Testing

There are significant differences in public participation and management consciousness based on different personal background variables.			
1. Gender	On-campus public participation experience		√
	Off-campus public participation experience	√	
	Personal level		√
	Interpersonal level	√	
	Socio-political dimension	√	
	Student public management consciousness		√
2. Grade	On-campus public participation experience		√
	Off-campus public participation experience		√
	Personal level		√
	Interpersonal level		√
	Socio-political dimension	√	
	Student public management consciousness	√	
3. Institutions	On-campus public participation experience		√
	Off-campus public participation experience		√
	Personal level		√
	Interpersonal level		√
	Socio-political dimension		√
	Student public management consciousness		√
4. Major fields	On-campus public participation experience		√
	Off-campus public participation experience	√	
	Personal level		√
	Interpersonal level		√
	Socio-political dimension		√
	Student public management consciousness		√
5. Have you taken any courses related to politics, law, and sociology	On-campus public participation experience	√	
	Off-campus public participation experience	√	
	Personal level	√	
	Interpersonal level		√
	Socio-political dimension		√
	Student public management consciousness		√
6. Educational Levels of Parents	On-campus public participation experience		√
	Off-campus public participation experience	√	
	Personal level		√
	Interpersonal level		√
	Socio-political dimension		√
	Student public management consciousness		√
H2: There are significant differences in public management consciousness based on their campus and external public participation experiences.			
H2a: There were significant personal-level differences based on the campus experience and external public participation.			
H2b: There were significant differences in Interpersonal level based on on-campus experience and external public participation.			
H2c: There were significant differences in the Socio-political dimension based on the campus experience and external public participation.			

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the research results, discussions, and recommendations. Firstly, this section presents the research conclusions and discusses the findings and limitations.

5.1 Conclusion

Analyzing students' public participation experiences reveals a consistent trend of moderate engagement across different dimensions and levels. Both on-campus and off-campus public participation experiences fall within the moderate range, highlighting that students are moderately involved in these activities. Students exhibit moderate engagement in activities related to themselves at the personal level, while their involvement in interpersonal-level experiences is relatively more robust. In the socio-political dimension, students maintain a moderate level of participation in public activities. Additionally, their awareness and engagement in activities concerning students' rights also align at a moderate level.

This overall moderate pattern of public participation experiences suggests that students are actively engaged in various aspects of public life, with a particular focus on interpersonal interactions. This balanced and moderate participation is essential for fostering a well-rounded understanding of public management consciousness and students' rights awareness among college students. Analyzing gender-based differences in public participation experiences provides valuable insights into the dynamics of college students' engagement in various dimensions of public life. The findings reveal several significant gender differences in specific areas:

Students' Campus-Based Public Participation Experience: The data from Table 4.25 reveals significant differences in students' campus-based public participation experiences among students with parents of different educational levels. Specifically, students' campus-based public participation experiences show significant results in the following areas: The F-value for the relationship between parents' educational levels and campus-based public participation experiences is 12.829, with a

significance level of 0.000**. This indicates a significant impact of parents' educational backgrounds on students' campus-based public participation experiences. Subsequent post hoc multiple comparisons analysis (Table 4.26) demonstrates that students with parents who have received higher levels of education achieve higher scores in campus-based public participation experiences. For example, students whose parents have completed 5 or more of at least 10 courses score higher in campus-based public participation experiences compared to those who have not taken relevant courses.

Students' Out-of-Campus Public Participation Experience: Data from Table 4.25 also indicates significant differences in students' out-of-campus public participation experiences among students with parents of varying educational levels, as follows: The F-value for the relationship between parents' educational levels and out-of-campus public participation experiences is 4.187, with a significance level of 0.006. This suggests a statistically significant association between parents' educational backgrounds and students' out-of-campus public participation experiences. Multiple comparisons analysis from Table 4.27 shows that students with parents with lower educational levels perform better in out-of-campus public participation experiences. For example, students whose parents have completed 1 to less than 5 courses score higher in out-of-campus public participation experiences than those without relevant courses.

Individual Rights Awareness: The data in Table 4.25 indicates significant differences in students' individual rights awareness based on their parents' educational levels, as follows: The F-value for the relationship between parents' educational levels and individual rights awareness is 16.103, with a significance level of 0.000**. This suggests that parents' educational backgrounds significantly influence students' recognition of individual rights. Multiple comparisons analysis in Table 4.28 reveals that students with parents who have lower educational levels exhibit better individual rights awareness. For example, students whose parents have completed 5 or more to less than 10 courses score higher in individual rights awareness than those without relevant courses.

Interpersonal Rights Awareness: The data in Table 4.25 suggests highly significant differences in students' interpersonal rights awareness based on their parents' educational levels, as follows: The F-value for the relationship between parents'

educational levels and interpersonal rights awareness is 250.522, with a significance level of 0.000**. This demonstrates the substantial influence of parents' educational backgrounds on students' social and interpersonal rights awareness. Multiple comparisons analysis in Table 4.29 shows that students with parents with lower educational levels perform better in interpersonal rights awareness. For example, students whose parents have completed 1 to less than 5 courses score higher in interpersonal rights awareness than those without relevant courses.

Social-Political Dimension: The data in Table 4.25 indicates significant differences in students' awareness of rights in the social-political dimension, as follows: The F-value for the relationship between parents' educational levels and awareness of rights in the social-political dimension is 21.215, with a significance level of 0.000**. This highlights the significant impact of parents' educational levels on students' awareness of rights in the social-political dimension. Multiple comparisons analysis in Table 4.30 reveals that students with parents who have lower educational levels exhibit better awareness of rights in the social-political dimension. For example, students whose parents have completed 1 to less than 5 courses score higher in awareness of rights in the social-political dimension compared to those who have not taken relevant courses.

Students' Public Management Awareness: Finally, the data in Table 4.25 demonstrates that students' public management awareness is significantly influenced by their parents' educational levels, as follows: The F-value for the relationship between parents' educational levels and public management awareness is 13.152, with a significance level of 0.000**. This indicates a significant impact of parents' educational levels on students' public management awareness. Multiple comparisons analysis in Table 4.31 shows that students with parents who have lower educational levels exhibit better public management awareness. For example, students whose parents have completed 1 to less than 5 courses score higher in public management awareness than those without relevant courses.

In conclusion, these data emphasize the influence of parents' educational levels on students' rights awareness and public management awareness. Specifically, students with parents of lower educational levels perform better in campus-based and out-of-campus public participation experiences, individual rights awareness,

interpersonal rights awareness, awareness of rights in the social-political dimension, and public management awareness. These results can provide valuable insights for educational policy-making and family education to nurture students' civic awareness and social responsibility.

At the individual level, a moderate positive correlation exists between campus experience and external public participation experience with public management awareness. This indicates that these two factors influence students' public management awareness to a certain extent. Approximately 43.1% of the variance in public management awareness can be explained by campus experience and external public participation. This suggests that student involvement in public affairs and management activities, both on and off-campus, can contribute to an improved understanding of public management issues.

At the personal level, on-campus public participation experience has a significant positive impact on public management awareness. In contrast, while positively influential, off-campus public participation experience is not statistically significant. This implies that participation experiences within the campus environment have a more pronounced effect on an individual's public management awareness. Multicollinearity analysis indicates no significant multicollinearity between these two factors, suggesting their independent explanatory power for variations in public management awareness.

At the interpersonal level, the explanatory power of campus experience and external public participation experience on public management awareness is relatively low, explaining only 2.2% of the variance. This suggests that these experiences might have a limited impact on interpersonal awareness and that other unconsidered factors may play a more substantial role in shaping awareness in social interactions.

In the socio-political dimension, campus experience and external public participation experience also exhibit relatively low explanatory power, explaining approximately 5.3% of the variance. However, autocorrelation testing results show no significant autocorrelation in the residuals, enhancing the model's reliability.

Regarding public management awareness, campus experience and external public participation experience collectively explain around 17.5% of the variance. This

underscores the significance of these factors in shaping public management awareness, particularly within the realm of public management.

In summary, these research findings provide valuable insights into how campus experience and external public participation experience impact different dimensions of public management awareness. However, it is essential to investigate other potential influencing factors for these dimensions further and address any potential autocorrelation issues in the model to ensure its reliability. These conclusions contribute to a better understanding of student public management awareness dynamics for scholars and decision-makers.

5.2 Theoretical Support

5.2.1 Theoretical Support for On-Campus Public Participation Experiences

Social Capital Theory: Social Capital Theory, advanced by Putnam (2000), underscores the role of social connections and relationships within a community in fostering civic engagement. The study substantiates this theory by revealing a robust correlation between familial background, parental education, and on-campus public participation (Coleman, 1988). It emphasizes that individuals from families with lower educational levels demonstrate higher engagement within the campus community, aligning with the notion that family context significantly shapes civic involvement within localized settings (Lin, 1999). The theoretical foundation of this study is anchored in the proposition that family background, particularly parental education, significantly molds an individual's proclivity toward civic engagement (Putnam, 2000; Verba et al., 1995). This theoretical perspective posits that individuals from diverse family backgrounds exhibit varying levels of involvement in public activities, with parental education as a critical determinant (Carpini & Keeter, 1996). The alignment between the theory and the study's results is evident in the analysis of on-campus public participation experiences. Students with parents of lower educational levels consistently demonstrated higher scores in on-campus public participation experiences, providing substantive support for the theory's assertions (Campbell et al., 1954; Galston, 2001).

Campus Ecology Framework: Astin's (1984) Campus Ecology Framework posits that the college environment significantly influences students' behaviors and attitudes. The study extends the framework by showcasing the enduring impact of family background, especially parental education, within the campus environment (Pascarella & Terenzini, 1991). It highlights a correlation between parental education and heightened on-campus public participation, emphasizing the intricate interplay between family context and campus dynamics. This aligns with the framework's premise that external factors, including familial influences, shape the college environment. The theory contends that family context extends its influence into the campus environment, impacting students' interactions within this microcosm (Astin, 1984). The results affirm this extension of influence, indicating that parental education levels significantly correlate with students' performance in on-campus public participation (Pascarella & Terenzini, 2005). Students with parents of lower educational backgrounds exhibit a more pronounced engagement within the campus environment, emphasizing the theory's relevance in understanding the dynamics of civic involvement at the micro-level of college life (Bryk & Schneider, 2002).

Educational Input and Output Model: Tinto's (1993) Educational Input and Output Model emphasizes the combined influence of pre-college characteristics and experiences within the college environment on students' outcomes. Parental education is considered a significant pre-college characteristic and is pivotal in influencing students' engagement in civic activities during their college years (Hurtado et al., 1998). The study aligns with Tinto's model, highlighting the importance of understanding pre-college factors, particularly parental education, in predicting student engagement and outcomes within the context of on-campus public participation. It emphasizes the multifaceted nature of factors contributing to students' civic involvement during their college experience. Moreover, the observed alignment between the theory and on-campus participation experiences carries implications for educational policy (Tinto, 1993). If parental education is a potent factor influencing on-campus engagement, institutions can tailor their approaches to accommodate the diverse needs of students with varying family backgrounds (Hurtado et al., 1998). Recognizing the enduring impact of family context on campus dynamics allows for

more targeted and effective strategies in fostering civic participation among college students (Chickering & Gamson, 1987).

5.2.2 Theoretical Underpinnings of Off-Campus Public Participation Experiences

Civic Engagement Theory: Civic engagement theory suggests that individuals participate in societal activities influenced by their sense of community responsibility, and family background plays a pivotal role in shaping this sense of responsibility (Youniss & Yates, 1997). The study's findings, indicating that students with parents of lower educational levels excel in off-campus public participation experiences, resonate with the core tenets of civic engagement theory. The theory emphasizes transmitting civic values and responsibilities within families, impacting individuals' broader societal engagement. Expanding the theoretical discussion to off-campus public participation experiences unveils a broader narrative of how family background permeates into societal engagement (Gidengil et al., 2005). The theory posits that individuals raised in environments with different educational backgrounds will likely exhibit distinct levels of awareness and involvement in broader societal issues (Verba et al., 1995). In line with this, the study's findings underscore that students with parents of lower educational levels excel in off-campus public participation experiences, substantiating the theory's relevance in understanding the intricacies of societal engagement beyond the campus realm (Hanushek & Woessmann, 2008).

Socialization Theory: Socialization theory posits that individuals acquire values, beliefs, and behaviors through social interactions, especially within the family unit (Hossler et al., 1999). In the context of off-campus public participation, the study's results align with socialization theory by demonstrating the significant influence of parental education on students' involvement in external societal issues. Students with parents of lower educational backgrounds exhibit a heightened sense of societal engagement, underscoring the enduring impact of familial socialization processes. The theory suggests that family context is crucial in shaping an individual's societal awareness and inclination toward participation in external social activities (Carpini & Keeter, 1996). The study validates this proposition by demonstrating a statistically significant association between parental education levels and students' performance in off-campus public participation (Campbell et al., 1954). Students with parents of lower

educational backgrounds emerge as active contributors to societal issues, emphasizing the enduring influence of family background on shaping civic consciousness (Gurin et al., 2002).

Human Capital Theory: Human capital theory emphasizes the role of education in enhancing individuals' capabilities and skills, contributing to their overall societal engagement (Becker, 1964). In the study's context, parental education is a proxy for the human capital transmitted to students. The findings, showcasing the influence of parental education on off-campus public participation, support the human capital theory's premise that educational background significantly influences individuals' societal contributions and engagement. This alignment between theory and results holds critical implications for instilling social responsibility among college students (Hartley et al., 1991). Recognizing the impact of family background on off-campus engagement allows educators and policymakers to design interventions that cater to the diverse needs of students (Pascarella & Terenzini, 2005). By acknowledging the influence of familial context, educational institutions can foster a sense of responsibility towards broader societal issues, contributing to the holistic development of socially aware and engaged citizens (Astin, 1984).

5.3 Literature Discussion

The discussion section delves into a comprehensive analysis of the research findings, connecting them to the research questions and objectives. Here is a detailed discussion of the research results and their implications, with support from relevant literature:

5.3.1 Demographic Factors

Students' Campus-Based Public Participation Experience: The data in Table 4.25 illustrates the significant variations in students' campus-based public participation experiences across different parental educational levels. In this extended discussion, we will further explore the implications of these findings and relate them to the existing body of literature on civic engagement and education.

The F-value of 12.829 with a significance level of 0.000** suggests a strong connection between parents' educational backgrounds and students' campus-based

public participation experiences. These findings resonate with prior research on the intergenerational transmission of civic values. Carpini and Keeter (1996) conducted a landmark study highlighting how parental education significantly influences children's civic engagement and political participation. Their research underscores the notion that students with well-educated parents are more inclined to participate actively in campus-based public engagement initiatives, as we have observed in our study. Verba et al. (1995) further reinforce this link between parental education and political participation, emphasizing that students from highly educated families tend to be more politically active. This engagement extends to their involvement in on-campus public participation experiences, as the culture of civic engagement is deeply ingrained in such families. Our study aligns with these findings, as students with parents who have received higher levels of education consistently achieve better scores in campus-based public participation experiences. Flanagan and Faison (2001) provide important insights into the role of family context in shaping students' civic values. Their work underscores that students from families with highly educated parents often deeply understand civic responsibilities and rights. This understanding motivates them to participate actively in campus-based public activities. Our findings support this assertion, as students with well-educated parents perform better in these activities.

In conclusion, this extensive discussion reinforces the strong influence of parents' educational levels on students' campus-based public participation experiences. The existing body of literature, including the works of Delli Carpini and Keeter, Verba, Schlozman, Brady, and Flanagan and Faison, provides robust support for our findings. This intergenerational transmission of civic values is crucial to understanding students' involvement in on-campus public engagement.

Students' Out-of-Campus Public Participation Experience: Our data from Table 4.25 reveals significant differences in students' out-of-campus public participation experiences across various parental educational levels. In this comprehensive discussion, we will explore the implications of these findings and relate them to the existing literature on civic engagement beyond the campus environment. The F-value of 4.187 with a significance level of 0.006 highlights a statistically significant association between parents' educational backgrounds and students' out-of-campus public participation experiences. This result prompts an investigation into the

specific factors that drive this relationship. In doing so, we can draw from research that emphasizes the role of community organizations and family dynamics in shaping students' civic engagement.

Flanagan and Levine (2010) researched the influence of community-based organizations on youth civic engagement. Their findings suggest that students from families with lower parental education levels may be more inclined to engage with community organizations that facilitate their participation in out-of-campus civic activities. For instance, students from such backgrounds may find opportunities to volunteer and participate in local community initiatives. This engagement aligns with the patterns observed in our study, where students with parents of lower educational levels exhibit higher performance in out-of-campus public participation experiences. Verba et al. (1995) underline the impact of community organizations on political involvement. This work further supports our findings, indicating that students from families with parents of lower educational levels are more likely to engage in out-of-campus public participation. These community-based activities contribute significantly to fostering civic awareness and participation in these students. Kahne and Sports (2008) shed light on the significance of extracurricular activities in promoting civic education. This aligns with our study, as students from families with parents of lower educational levels may be more actively involved in out-of-campus public participation activities. These activities provide unique opportunities for students to understand the importance of civic engagement and their roles as active citizens.

To sum up, this in-depth discussion emphasizes the role of community organizations, family dynamics, and extracurricular activities in shaping students' out-of-campus public participation experiences. The existing research, including the works of Flanagan and Levine, Verba, Schlozman, and Brady, as well as Kahne and Sports, supports our findings and helps us understand the dynamics at play in the context of civic engagement outside the campus environment.

Individual Rights Awareness: The data in Table 4.25 points to significant differences in students' awareness of individual rights based on their parents' educational levels. The F-value of 16.103 with a significance level of 0.000** emphasizes the substantial influence of parental education on students' recognition of individual rights. In this expanded discussion, we will explore the potential

explanations for these findings and draw upon existing research highlighting the role of family socialization and civic education in shaping students' understanding of rights and responsibilities. Sapiro (2004) conducted extensive research on the influence of family socialization in shaping children's understanding of rights and responsibilities. Her work underscores that parents with fewer years of education may place a stronger emphasis on fundamental rights and personal boundaries within the family environment. This heightened emphasis on rights and personal boundaries within these families significantly contributes to students' awareness of individual rights.

In contrast, students from highly educated families may experience different dynamics within their family socialization, which can lead to varying levels of awareness, as we have observed in our study. Kingston (2001) emphasizes the interplay between family dynamics and children's social values, which is highly relevant to our study's findings. Students with parents of lower educational levels may have different family dynamics that stress the importance of individual rights and personal boundaries. This family emphasis can lead to students' heightened awareness of these rights, contributing to the observed differences in the study. Youniss and Yates (1997) delve into the intergenerational transmission of civic values within families. Their research underlines how family socialization can significantly impact students' awareness of rights and responsibilities. Students from families with parents of lower educational levels may experience a more pronounced emphasis on the importance of individual rights and personal boundaries, which may explain their superior awareness in these domains.

In summary, this comprehensive discussion underscores the role of family socialization in shaping students' awareness of individual rights. Students from families with parents of varying educational levels exhibit different levels of awareness influenced by their family dynamics and the emphasis placed on these rights within the family environment. These findings provide critical insights for educational policy-makers and family education programs aimed at nurturing students' understanding of individual rights and responsibilities.

Interpersonal Rights Awareness: The data in Table 4.25 reveals highly significant differences in students' awareness of interpersonal rights based on their parents' educational levels. With an F-value of 250.522 and a significance level of

0.000**, this data demonstrates the substantial influence of parental education on students' social and interpersonal rights awareness. This extended discussion will explore potential explanations for these findings and draw upon research highlighting the role of family dynamics, family discussions, and school-based civic education in shaping students' awareness of interpersonal rights.

Hart and Youniss (1998) researched how family dynamics and discussions influence young people's political awareness. Their findings suggest that students from families with parents of lower educational levels may engage in more discussions about interpersonal rights and responsibilities. As observed in our study, these discussions can lead to greater awareness and understanding of interpersonal rights among these students, contributing to their superior performance in this dimension. Kingston (2001) emphasizes the importance of family dynamics and values in shaping students' understanding of rights and responsibilities. In families with parents of lower educational levels, there may be a greater emphasis on interpersonal rights and responsibilities, fostering a deeper understanding of these aspects among students. This focus contributes to the differences in interpersonal rights awareness between students from families with varying parental education levels. Youniss and Yates (1997) highlight the significance of intergenerational transmission of civic values within families. This transmission is particularly relevant in the context of interpersonal rights awareness. Families with parents of lower educational levels may emphasize these rights more strongly, contributing to the heightened awareness of students from such backgrounds.

In conclusion, this extensive discussion underscores the role of family dynamics, discussions, and values in shaping students' awareness of interpersonal rights. Students from families with parents of varying educational levels exhibit different levels of awareness influenced by their family environment and the importance placed on interpersonal rights and responsibilities. These findings provide valuable insights for educational policy-makers and family education programs aimed at nurturing students' understanding of interpersonal rights.

Social-Political Dimension and Parental Education: Our study has identified significant differences in students' awareness of rights in the social-political dimension based on their parents' educational levels. Students with parents who have

lower educational levels exhibit better awareness of rights in this dimension. In this comprehensive discussion, we will explore the potential explanations for these findings and relate them to existing research emphasizing the role of family discussions, community involvement, and school-based civic education in shaping students' political awareness.

Hart and Youniss (1998) researched how political discussions within the family environment shape young people's political awareness. Their findings suggest that students from families with parents of lower educational levels may engage in more political and social rights discussions. As observed in our study, these discussions can lead to greater awareness and understanding of social-political rights among these students, contributing to their superior performance in this dimension. Kingston (2001) emphasizes the importance of family dynamics and values in shaping students' understanding of rights and responsibilities, which includes social-political rights. In families with parents of lower educational levels, there may be a stronger emphasis on these rights, fostering a deeper understanding of social-political rights among students. This focus contributes to the observed differences in social-political dimension awareness between students from families with varying parental education levels. Sullivan (2019) focuses on community involvement and its impact on youth political awareness. Students from families with lower-educated parents may be more involved in community-based activities, where they gain insights into social-political rights and responsibilities. Our study demonstrates that this involvement can contribute to their superior performance in this dimension.

In summary, this extensive discussion highlights the role of family dynamics, discussions, and community involvement in shaping students' awareness of social-political rights. Students from families with parents of varying educational levels exhibit different levels of awareness influenced by their family environment, community involvement, and the importance placed on social-political rights. These findings provide important insights for educational policy-makers and family education programs aimed at nurturing students' understanding of social-political rights.

Students' Public Management Awareness: The data from Table 4.25 indicates that their parents' educational levels significantly influence students' public management awareness. With an F-value of 13.152 and a significance level of 0.000**,

these findings underscore parental education's impact on students' public management awareness. In this comprehensive discussion, we will explore potential explanations for these findings and draw upon research emphasizing the role of family discussions, community involvement, and school-based civic education in shaping students' public management awareness.

Hart and Youniss (2000) researched the influence of family discussions and dynamics on young people's awareness of public management. Their findings suggest that students from families with parents of lower educational levels may engage in more discussions about public management and the role of government. As observed in our study, these discussions can lead to greater awareness and understanding of public management among these students, contributing to their superior performance in this dimension. Kingston (2003) emphasizes the importance of family dynamics and values in shaping students' understanding of public management. In families with parents of lower educational levels, there may be a stronger emphasis on the role of government and public institutions. This emphasis fosters a deeper understanding of public management among students, contributing to the observed differences in this dimension of awareness. Sullivan (2017) focuses on the role of community involvement and its impact on youth awareness of public management. Students from families with lower-educated parents may be more involved in community-based activities where they gain insights into public management and government functions. Our study demonstrates that this involvement can contribute to their superior performance in this dimension.

In summary, this extensive discussion highlights the role of family dynamics, discussions, and community involvement in shaping students' awareness of public management. Students from families with parents of varying educational levels exhibit different levels of awareness influenced by their family environment, community involvement, and the importance placed on understanding public management. These findings provide valuable insights for educational policy-makers and family education programs aimed at nurturing students' understanding of public management and their role as informed citizens.

In conclusion, the extended discussions in each section provide an in-depth exploration of the relationships between parental education and students' civic awareness across different dimensions. The comprehensive review of existing literature

and the detailed analysis of our study's findings contribute to a deeper understanding of these relationships and their implications for educational policy and family education programs. This research sheds light on the complex interplay between parental education and students' civic awareness, underlining the importance of considering family backgrounds in civic education initiatives.

Individual Level: At the individual level, our comprehensive analysis has unveiled a robust and statistically significant positive correlation between the experiences students gain within their academic environment (campus experience) and their involvement in external public participation activities. These experiences collectively shape the public management awareness of students, providing valuable insights into the dynamics of civic education and the development of their understanding of public management issues.

The substantial influence of these experiences becomes apparent when considering that approximately 43.1% of the variance in public management awareness can be attributed to campus experience and external public participation. This finding underscores the pivotal role played by students' active engagement in a diverse range of public activities. These activities encompass both on-campus initiatives and off-campus involvements pertinent to public affairs and management.

The significance of experiential learning in civic education has been a recurrent theme in political science and civic studies. Barber (2003) argues that hands-on participation in civic activities is fundamental to promoting civic awareness among young individuals. Our findings corroborate this perspective, indicating that participation experiences, irrespective of their specific settings, significantly contribute to a more profound understanding of public management issues. Extensive research supports the idea that participation in various forms of civic engagement fosters civic awareness and helps individuals become more active and informed citizens (Barber, 2003; Youniss & Yates, 1997). In this context, the positive correlation we observe between campus experience, external public participation, and public management awareness aligns with the foundational principles of civic education. It highlights the transformative potential of experiential learning in enhancing students' comprehension of public management, a critical aspect of civic education.

Furthermore, Gershenson et al. (2016) explore the impact of extracurricular activities on student outcomes. They find that such activities can positively affect many student outcomes, including academic performance and behavioral factors. This research underscores the significance of campus experience in shaping students' overall development, which includes public management awareness.

In essence, the individual-level findings emphasize the pivotal role of hands-on engagement in shaping students' public management awareness, regardless of whether it occurs within the academic confines of their campus or extends to external public participation activities. These insights support further developing civic education programs that encourage active participation in public affairs on and off campus. Such programs are instrumental in nurturing well-informed, engaged, and responsible citizens, contributing to the betterment of society.

Personal Level: The personal dimension of our analysis delves deeper into the influence of both on-campus and off-campus public participation experiences on students' public management awareness. It becomes evident that these two types of experiences have distinct impacts on students' understanding of public management issues. Notably, on-campus public participation experiences exhibit a considerable and statistically significant favorable influence on public management awareness, whereas off-campus experiences, although positively influential, do not reach the statistical significance threshold.

This observation highlights the nuanced nature of these experiences and the specific contexts in which they occur. Students who actively participate in on-campus roles, such as student government or academic committees, are exposed to practical aspects of public management within the familiar environment of their educational institution. These experiences are tightly intertwined with the academic context and provide students with a direct connection to public management issues within their institution. As a result, they significantly impact public management awareness, reflecting the relevance of these experiences to the academic setting.

On the other hand, off-campus public participation experiences encompass a broader range of activities, including community service, political activism, or volunteering for non-profit organizations. These experiences undoubtedly contribute to a student's civic awareness and personal growth. However, they may not exhibit a direct

and statistically significant correlation with public management awareness in the academic setting. The diverse nature of these off-campus activities might dilute their impact in the context of public management awareness as measured within the scope of this study.

Notably, the absence of significant multicollinearity between on-campus and off-campus participation experiences reinforces that these two categories of experiences possess independent explanatory power for variations in public management awareness. This implies that while both types of participation experiences are valuable in shaping a well-rounded and engaged citizen, they exert distinct effects on students' awareness of public management, with on-campus experiences playing a more prominent role.

It is worth noting that the findings in this personal dimension of the study align with the notion that different forms of civic engagement may have varying effects on different aspects of civic awareness. Participating in on-campus governance structures may give students a unique perspective on administrative processes, while off-campus activities may contribute to their broader civic education and social awareness. This highlights the importance of designing civic education programs considering the specific goals and contexts of participation experiences.

The recognition that on-campus experiences substantially influence public management awareness within the academic realm suggests that educational institutions should actively promote and facilitate such opportunities. These experiences contribute to students' understanding of public management and foster their sense of agency and responsibility within their academic community.

Additional research conducted by Westheimer and Kahne (2004) further supports the idea that different forms of civic engagement can have diverse effects on students. They argue that service-learning, a form of experiential education that combines community service with academic study, has the potential to influence students' political and social awareness positively. This research highlights the multifaceted nature of civic education and the importance of tailoring programs to achieve specific educational goals, such as public management awareness.

In conclusion, the personal dimension of our study underlines the distinct impact of on-campus and off-campus public participation experiences on students'

public management awareness. These findings contribute to the ongoing discourse on the design of civic education programs that aim to foster well-rounded, informed, and engaged citizens. It emphasizes the importance of educational institutions in providing opportunities for students to participate actively in on-campus governance and public management activities, thus enhancing their understanding of these critical issues within an academic context.

Interpersonal Level: In the interpersonal dimension, our analysis reveals that both campus experience and external public participation experience have limited explanatory power regarding their impact on students' public management awareness, explaining only 2.2% of the variance. This finding suggests that the influence of these experiences on interpersonal awareness is relatively constrained, leaving the possibility that other unexamined factors might play a more substantial role in shaping awareness within social interactions.

Civic education and the development of interpersonal awareness are complex processes influenced by various factors. Prior research by Flanagan and Faison (2001) and Youniss and Yates (1997) underscores the significant role of family, peer interactions, and classroom discussions in shaping students' interpersonal awareness. In particular, the influence of parents, teachers, and peers in shaping young individuals' civic values and interpersonal interactions is substantial. These relationships and social interactions contribute to forming their civic identity and values.

The research conducted by Flanagan and Faison (2001) emphasizes the importance of family discussions and parental involvement in fostering civic awareness and activism among adolescents. It highlights the role of parents in encouraging open dialogue on social and political issues, which, in turn, positively influences their children's civic awareness and interpersonal interactions. Similarly, the work of Youniss and Yates (1997) underscores the role of peer groups and classroom discussions in shaping students' understanding of civic values, social responsibilities, and interpersonal relationships. These scholars argue that schools and peer interactions provide essential spaces for young individuals to develop a sense of civic identity and belonging.

Our findings in the interpersonal dimension of public management awareness underscore the necessity to explore further the specific factors that influence

interpersonal awareness. Given the limited impact of both campus and external participation experiences, it is apparent that these experiences alone may not significantly shape students' awareness in this particular dimension. Instead, it is essential to consider the broader social context and interpersonal relationships, including those with family members, peers, and educators, as potential influential factors.

The multifaceted nature of civic education necessitates a comprehensive approach that acknowledges the interplay of various influences. The home environment, school, peer interactions, and broader social discourse all contribute to developing students' civic awareness and interpersonal skills. Recognizing the significance of these factors is crucial for designing effective civic education programs that aim to foster not only individual awareness but also social responsibility and engagement.

In summary, the interpersonal dimension of our study highlights the limited impact of campus and external public participation experiences on students' public management awareness within social interactions. Many factors, including family, peer interactions, and classroom discussions, influence this dimension of civic education. Therefore, a holistic approach to civic education is essential, acknowledging the interplay of various influences in shaping students' interpersonal awareness and civic values.

Socio-Political Dimension: In the socio-political dimension, our analysis reveals that the combined effects of campus experience and external public participation experience explain approximately 5.3% of the variance in public management awareness. While the explanatory power of these experiences in this dimension may be relatively low, the absence of significant autocorrelation issues in the model enhances the reliability of our results. Understanding students' perceptions of the broader socio-political context within which public management operates is paramount. Although the relationships we observed between participation experiences and socio-political awareness may not be solid, they demonstrate robustness, as indicated by the absence of autocorrelation issues.

Public management awareness in the socio-political dimension is inherently intricate. It encompasses students' understanding of the political systems,

governance structures, and societal dynamics that influence public management processes. While our study suggests a modest influence of campus experience and external public participation on socio-political awareness, additional factors that contribute to a more comprehensive understanding of this dimension are likely at play.

One crucial avenue for future research is to explore the role of media exposure in shaping students' socio-political awareness. Media is pivotal in disseminating information about political events, policies, and social issues. Exposure to diverse media sources can significantly impact individuals' perceptions of the socio-political landscape. Research in this area can investigate how different types of media consumption, from traditional news outlets to social media platforms, influence students' awareness of socio-political issues. For example, a study by Robinson et al. (2015) demonstrated how exposure to online political content and engagement with political discussions on social media can influence individuals' political awareness and attitudes. This underscores the importance of considering the role of digital media in shaping socio-political awareness.

Formal education also plays a substantial role in shaping socio-political awareness. Classroom discussions, curricula, and educator interactions can enhance students' understanding of political systems, policies, and governance. Future studies can examine the specific elements of formal education that contribute to socio-political awareness, including the effectiveness of civic education programs. A study by Kahne and Sports (2008) highlighted the positive impact of classroom discussions on political participation and awareness among high school students. Their research provides valuable insights into the role of classroom interactions in shaping socio-political awareness.

Peer discussions and interactions within social networks are another crucial area of exploration. Students often discuss political events, social issues, and governance with their peers. These conversations can significantly influence their awareness and perspectives on socio-political matters. Investigating the dynamics of peer interactions and their impact on socio-political awareness can provide valuable insights. A study by Zaff et al. (2003) explored peer discussions' role in shaping youth civic and political engagement. Their findings underscore the significance of peer interactions in fostering socio-political awareness.

In summary, the socio-political dimension of public management awareness is shaped by various factors. While our study indicates a limited explanatory power of campus and external participation experiences, it is essential to consider a broader range of influences. Future research should investigate additional factors such as media exposure, formal education, and peer discussions to understand this dimension comprehensively. These insights will contribute to a more holistic approach to fostering socio-political awareness among students and their engagement in public management and civic activities.

Public Management Awareness: Regarding public management awareness, our analysis reveals that campus experience and external public participation experience together explain approximately 17.5% of the variance. This underscores the significance of these factors in shaping public management awareness, particularly within the realm of public management.

Public management awareness is a multifaceted dimension encompassing a nuanced understanding of governance, policy-making, and administrative processes. Students who actively engage in campus experiences, such as participation in student government, academic committees, or campus management initiatives, gain valuable insights into the intricacies of public administration within an educational context. Similarly, involvement in external activities, such as local politics or non-profit organizations, exposes students to the practical challenges and complexities of public management processes.

These findings align with previous research emphasizing the importance of experiential learning in civic education. Boyte (2013) highlights the significance of hands-on experiences in fostering civic awareness and social responsibility among students. Solomon (2009) also underscores the role of experiential learning in helping individuals develop a deeper understanding of public administration and governance.

The considerable explanatory power of campus and external public participation experiences in public management awareness underscores their importance for students who aspire to comprehend and engage in the intricacies of public administration. These experiences provide a unique opportunity for students to bridge the gap between theoretical knowledge and practical application in the field of public management, equipping them with the skills and insights necessary for active

participation in public affairs. Additionally, research by Smith (2017) highlights the positive impact of experiential learning on students' civic engagement and political efficacy. This further supports the notion that participation experiences, both on and off-campus, significantly contribute to students' public management awareness.

In summary, our study demonstrates that campus and external participation experiences significantly contribute to students' public management awareness, shedding light on the vital role of experiential learning in shaping their understanding of public administration and governance. These insights have implications for educational institutions and policymakers aiming to foster a new generation of informed and engaged citizens with a strong foundation in public management.

5.4 Implication for Practice

Promotion of Experiential Learning: Educational institutions must strongly emphasize promoting experiential learning opportunities to enrich students' understanding of public management issues and boost their public management awareness. This commitment to experiential learning should encompass a broad spectrum of activities within and beyond the confines of the academic campus. Within the campus environment, institutions should actively encourage students to participate in roles such as student government, academic committees, and other administrative bodies. By engaging in these positions, students gain firsthand experience in decision-making processes, governance structures, and administrative functions within their educational institutions. This offers a practical perspective on public management and instills a sense of responsibility and leadership.

Furthermore, internships provide a valuable bridge between academic knowledge and practical application. Institutions should facilitate and endorse internships that expose students to real-world public management challenges. These opportunities allow students to work in government agencies, non-profit organizations, or public-private partnerships, where they can directly contribute to the implementation of public policies and the execution of management strategies. Through internships, students can witness the intricacies of public management and acquire the skills and insights necessary for effective participation in this field. Volunteer work and

involvement in community organizations offer additional avenues for experiential learning. Encouraging students to participate in local community projects and non-profit activities fosters a sense of civic responsibility and provides exposure to the challenges faced by local administrations. This grassroots engagement enhances students' public management awareness by enabling them to understand the practical implications of public policies and management decisions at the community level.

In summary, promoting experiential learning within the academic environment involves encouraging students to engage in student government, academic committees, internships, volunteer work, and community organizations and creating a supportive infrastructure for these activities. This multifaceted approach equips students with the skills and knowledge they need to navigate the complex landscape of public management effectively. Educational institutions should recognize the transformative potential of these experiences and take proactive steps to integrate them into their curricula and co-curricular activities.

Integration of Public Affairs into Curriculum: Integration of Public Affairs into Curriculum: To foster public management awareness, educational institutions must commit to the integration of public affairs and civic education into their curricula. This integration should extend beyond mere token mentions and be characterized by substantial and meaningful coursework, projects, and practical experiences related to public management, governance, and civic responsibilities.

A holistic approach to curriculum design should begin with developing courses dedicated to public management. These courses can cover public policy analysis, administrative decision-making, public finance, and the legal framework of government operations. By offering students the opportunity to delve deeply into these subjects, educational institutions equip them with the knowledge required to comprehend the complexities of public administration.

Additionally, institutions should consider project-based learning as a valuable pedagogical tool. Group projects that involve real-world scenarios, policy analysis, and the development of solutions to public management challenges can help students bridge the gap between theory and practice. These projects simulate the complexities and dilemmas public managers face and require students to apply their knowledge to find practical and effective solutions.

Moreover, internships and cooperative education programs can be essential to this integration. By establishing partnerships with local government agencies, non-profit organizations, or private companies, institutions can provide students with the opportunity to gain practical experience in public management. These real-world placements allow students to apply their classroom learning in actual work settings and witness the day-to-day challenges of public administration.

Furthermore, institutions can encourage interdisciplinary approaches to education. Combining public management coursework with other disciplines, such as political science, economics, sociology, and environmental studies, can offer a more comprehensive understanding of the interconnected nature of public affairs. This cross-disciplinary education equips students with a broader perspective and the ability to tackle complex issues from multiple angles.

In conclusion, integrating public affairs into the curriculum should be comprehensive, meaningful, and experiential. Educational institutions must embrace an approach that combines dedicated public management courses, project-based learning, internships, cooperative education, and interdisciplinary education. By doing so, they can ensure that students not only understand public management theory but also develop the practical skills and awareness needed to make a meaningful impact in the field of public administration.

Support for Off-Campus Engagement: Educational institutions should actively promote and facilitate students' off-campus engagement in public affairs, creating a conducive environment for students to participate in real-world public management activities. This commitment to off-campus engagement can be further enhanced by establishing partnerships with various external organizations, including local government agencies, non-profit organizations, and community groups. These collaborative relationships can significantly enrich students' experiences beyond the confines of the classroom.

Institutions can begin by actively seeking and forming partnerships with external organizations to support off-campus engagement effectively. These partnerships can be multifaceted, including internship agreements, volunteer programs, research collaborations, and service-learning initiatives. By connecting with local

government agencies, students can work on public projects, gain insights into governance practices, and contribute to their community's development.

Non-profit organizations offer another avenue for students to engage with real-world public management activities. Collaborations with these organizations enable students to participate in social welfare, environmental conservation, and community development initiatives. By working alongside experienced professionals in non-profit settings, students can understand this sector's unique challenges and opportunities and develop a more comprehensive view of public management. Community groups, often deeply connected to local issues and grassroots movements, provide another avenue for off-campus engagement. Institutions can encourage students to become actively involved in community activities and events. This involvement exposes students to the dynamics of community organizing, citizen engagement, and the intersection of public management and local governance.

In addition to these partnerships, institutions should establish robust support systems for students engaged in off-campus activities. Academic advisors and mentors can guide students in identifying suitable engagement opportunities, provide assistance with application processes, and offer ongoing support throughout their off-campus experiences. This support system ensures that students are well-prepared and fully equipped to make the most of their off-campus engagements. Furthermore, institutions can incentivize and recognize students' off-campus involvement through awards, scholarships, or certificates. These incentives motivate students to actively participate in off-campus public management activities, creating a civic engagement and social responsibility culture.

In conclusion, supporting and facilitating off-campus engagement enhances students' public management awareness. Institutions can actively seek partnerships with local government agencies, non-profit organizations, and community groups to provide diverse opportunities for students. Establishing a robust support system and offering incentives for off-campus engagement helps students make a meaningful impact in real-world public management activities, contributing to their overall development as informed and engaged citizens. *Fostering Interpersonal Skills:* While campus and external participation experiences had a limited impact on interpersonal awareness, institutions should still aim to foster interpersonal skills essential for civic

engagement. This includes promoting respectful and open dialogue, critical thinking, and empathy. Educational institutions can create environments that encourage healthy interpersonal interactions.

A Multifaceted Approach to Public Management Education: To effectively prepare students for careers in public management, educational institutions should embrace a multifaceted approach that seamlessly combines traditional classroom learning with hands-on practical experiences. This multifaceted approach should encompass a variety of strategies, including internships, service-learning projects, research opportunities, and direct engagement with public management practitioners. By providing diverse activities, institutions can cater to different learning preferences and interests, ensuring that students receive a comprehensive and well-rounded education in public management.

Internships represent a critical component of this approach. These structured work experiences within public management organizations, government agencies, or non-profit entities allow students to apply their academic knowledge in real-world settings. Internships offer invaluable insights into the day-to-day operations of public management, allowing students to gain practical skills, witness decision-making processes, and understand the challenges and opportunities within the field.

Service-learning projects further enrich the educational experience. These projects integrate community service with academic coursework, enabling students to tackle real community challenges while developing their public management skills. By participating in service-learning initiatives, students gain a deeper understanding of the interconnectedness between public management and community well-being, fostering a sense of civic responsibility.

Research opportunities within public management education encourage students to explore complex issues, analyze data, and develop solutions to real-world problems. Research projects enhance critical thinking and analytical skills and allow students to contribute to the body of knowledge in public management. Engaging in research promotes intellectual growth and equips students to make evidence-based decisions in their future careers.

Direct engagement with public management practitioners is another essential element of this multifaceted approach. Guest lectures, workshops, and

seminars featuring experienced professionals, government officials, and public managers provide students with insights into the practical aspects of public management. Hearing firsthand accounts and engaging in discussions with practitioners offer students a unique perspective on the challenges and nuances of the field.

It is essential to acknowledge that students have diverse learning preferences and interests. A multifaceted approach recognizes these differences and allows students to tailor their public management education to their specific goals. Whether students are more inclined toward hands-on experiences, research-oriented projects, or direct interaction with practitioners, this approach ensures a pathway that suits their needs.

Adopting a multifaceted approach to public management education that combines classroom learning with practical experiences is pivotal. Internships, service-learning projects, research opportunities, and practitioner engagement collectively create a dynamic and comprehensive educational environment that equips students with the knowledge, skills, and experiences needed to excel in public management. This approach prepares students for their future careers and fosters a deeper appreciation for the significance of public management in our society.

Peer Discussions and Learning Communities: To further enhance public management awareness and foster student social responsibility, educational institutions should actively promote peer discussions and establish learning communities focused on public management and civic issues. Peer interactions shape students' awareness, perspectives, and commitment to civic engagement.

Learning communities create a structured environment where students can come together to discuss and explore topics related to public management and civic responsibilities. These communities can be organized around shared interests, coursework, or specific themes, allowing students to engage in informed dialogues and collaborative activities. By participating in learning communities, students deepen their understanding of public management and build a sense of belonging and shared purpose. Peer discussions within these communities offer a platform for students to exchange ideas, share experiences, and debate various aspects of public management. Through dialogue and discourse, students gain diverse perspectives and insights, broadening their awareness of the multifaceted nature of public management. These

discussions encourage critical thinking, active participation, and the development of well-informed opinions.

Peer-led initiatives, such as student-led seminars or discussion groups, can promote peer-to-peer interactions. Students take on leadership roles by organizing and facilitating discussions, fostering a sense of ownership and empowerment in their learning process. Peer-led activities often resonate more with students, as they are guided by their peers who understand their perspectives and concerns. Learning communities can be enhanced by including faculty mentors or advisors who provide guidance, expertise, and support. These mentors offer valuable insights and help ensure discussions remain focused and productive. They can also introduce students to resources, research opportunities, and potential career pathways within public management.

Moreover, educational institutions can consider incorporating digital platforms and online forums to facilitate peer discussions and extend the reach of learning communities. Online spaces provide flexibility, allowing students to engage in discussions and collaborative projects regardless of physical proximity. This inclusivity enables a broader and more diverse range of participants.

By emphasizing peer discussions and creating learning communities, institutions foster a vibrant and inclusive academic environment that encourages students to explore, question, and engage with public management and civic issues. Peer interactions empower students to take ownership of their learning and inspire a sense of social responsibility.

In summary, promoting peer discussions and establishing learning communities are essential strategies for enhancing public management awareness and nurturing social responsibility among students. These initiatives create spaces where students can engage in meaningful dialogues, develop critical thinking skills, and collaborate with their peers to address our society's complex challenges. Educational institutions are pivotal in creating an environment where students are empowered to become informed and responsible citizens.

5.5 Recommendation for Future Research

While this study has provided valuable insights into the factors influencing public management awareness among students, several avenues for future research can further contribute to our understanding of this complex topic. Researchers interested in public management, civic education, and student engagement should consider the following recommendations for future research:

Family Education and Support: Educational institutions and policymakers should consider implementing a comprehensive approach to family education and support. This approach should strengthen the connection between families, schools, and students to enhance their rights and public management awareness. **Parental Engagement Workshops:** Schools can organize regular parental engagement workshops or seminars that provide parents with insights into their children's educational and developmental needs. These workshops can offer guidance on how parents can actively participate in their children's education, understand the curriculum, and support their academic progress. A strong foundation for students' awareness of their rights and civic responsibilities can be established by fostering a collaborative environment between parents and schools. **Parent-Teacher Associations (PTAs):** Encouraging parents to join PTAs can facilitate their involvement in school-related activities and decision-making processes. PTAs can serve as platforms for parents to discuss and address concerns about their children's education, including public management awareness. Schools can provide resources and training to help parents participate more effectively in PTAs, promoting their active engagement. **Information Dissemination:** Schools can regularly communicate with parents about the curriculum, extracurricular activities, and events related to civic education. Keeping parents informed about what their children are learning and the significance of public management awareness can lead to more meaningful discussions and support at home. **Collaborative Projects:** Initiating collaborative projects involving parents and students can be a practical approach. These projects can focus on real-world public management issues, encouraging students to work with their parents to explore and understand how these matters impact their lives. Such experiences can increase students' public management awareness and reinforce their rights. **Parent-Child Learning Activities:** Organizing parent-child learning activities, such as reading groups

or workshops on civic education, can strengthen the bond between parents and their children. These activities can foster discussions on topics related to public management, promoting a more profound understanding among students. **Online Resources:** It can be valuable to create online platforms or resources that provide parents with information, tools, and materials to support their children's education. These resources can include articles, videos, and interactive public management and civic awareness content.

Balancing On-Campus and Off-Campus Engagement: Educational institutions should proactively promote a balanced approach to student engagement in public affairs, emphasizing on-campus and off-campus activities. To achieve this, schools can implement a multifaceted strategy that provides students with a spectrum of opportunities for involvement and experiential learning in public management.

On-Campus Activities: Schools should create a vibrant on-campus environment that encourages students to participate in activities directly related to public management. This may include student government, academic committees, campus management initiatives, or research projects that address public issues. By offering various on-campus opportunities, institutions can ensure that students are exposed to practical aspects of public management within the academic setting. **Off-Campus Opportunities:** Educational institutions should establish partnerships with local government agencies, non-profit organizations, and community groups to provide off-campus engagement opportunities for students. These partnerships can facilitate internships, volunteer programs, and involvement in local politics or public service projects. Off-campus experiences broaden students' horizons, enabling them to gain real-world exposure to public management challenges. **Curricular Integration:** Schools can integrate public management-related coursework into their curriculum to bridge the gap between theory and practice. This can involve offering courses on governance, policy-making, and civic responsibilities.

Furthermore, experiential learning components within these courses, such as internships or service-learning projects, can provide students with hands-on experience in public management. **Mentorship Programs:** Establishing mentorship programs where students are paired with public management practitioners can be highly beneficial. Mentors can guide and inspire students, sharing their real-world insights and

experiences. These programs provide students with a supportive network that encourages and enhances their engagement in public management.

Student Organizations: Encouraging the formation of student organizations dedicated to public management and civic engagement can be an effective way to foster both on-campus and off-campus participation. These organizations can coordinate events, projects, and initiatives that address public issues, further motivating students to get involved. **Awareness Campaigns:** To encourage students to explore various engagement opportunities, institutions can run awareness campaigns highlighting the importance of on-campus and off-campus involvement. These campaigns can educate students about the benefits of experiential learning and civic engagement, motivating them to seek out diverse experiences actively. Schools can encourage students to participate actively in on-campus and off-campus public affairs. This can be achieved by offering diverse on-campus activities and off-campus opportunities to ensure students gain comprehensive engagement experiences, especially in public management.

Emphasizing the Importance of On-Campus Engagement: To enhance individual public management awareness, educational institutions should prioritize and emphasize the value of on-campus engagement. Recognizing that the academic environment offers unique opportunities for experiential learning, schools can take several steps to promote and reward on-campus involvement.

Leadership Positions: Schools can actively encourage students to take on leadership positions, such as serving on student government, academic committees, or campus management initiatives. These roles provide students with firsthand experience in decision-making, governance, and public administration within the school's context. Recognizing and appreciating students' contributions in these positions can motivate others to participate. **Extracurricular Activities:** Beyond academic committees, schools should promote extracurricular activities related to public management. This can include clubs or organizations focused on civic engagement, policy discussions, or community service. Students can gain practical experience and a deeper understanding of public affairs within their academic community by participating in such activities. **Awards and Recognition:** Educational institutions can institute awards and recognition programs to acknowledge students who excel in on-campus public

management engagement. These awards can serve as incentives and highlight the significance of active involvement in school-based initiatives. They can also help inspire students' sense of accomplishment and civic responsibility.

Mentoring Programs: Establishing mentoring programs where experienced faculty or staff members guide students engaged in on-campus public management activities can be highly beneficial. Mentors can provide support, share insights, and offer guidance in navigating the complexities of academic governance and administration. **Integration with Curriculum:** Schools can integrate public management-related topics into the curriculum and align them with on-campus activities. By combining theoretical learning with practical engagement, students can see the direct relevance of their coursework to on-campus governance, decision-making, and public management. **Collaboration with Faculty:** Encouraging faculty members to collaborate with students on research projects related to public management can create meaningful learning experiences. This collaboration allows students to contribute to research and gain insights into public issues that affect their academic institution. **Public Forums and Discussions:** Schools can host public forums, debates, and discussions on campus to encourage student participation. These events provide a platform for students to voice their opinions, engage in dialogue, and become more aware of public management matters within their school community. **Professional Development Opportunities:** Providing professional development opportunities, such as workshops, seminars, or training sessions, can further enhance students' abilities to engage effectively in on-campus public management activities. These opportunities can equip students with the skills and knowledge to contribute meaningfully.

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APPENDICES

APPENDIX I

Survey on Student Rights Awareness in Higher Education (Pilot)

Dear students,

Thank you very much for your assistance in completing this questionnaire. This questionnaire aims to explore awareness of student rights in higher education. Your valuable opinions will help us understand students' awareness of their rights, and the research findings will serve as a reference for future higher education professionals and students themselves. The estimated time to complete the questionnaire is approximately 5-10 minutes. The questionnaire does not require personal identification, and the collected data will be used strictly for academic purposes. Your answers will remain confidential. Thank you again for your enthusiastic participation, and we wish you all the best in your studies.

Section 1: Basic Information

1. Gender:

☐ Male ☐ Female

2. Grade:

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Extended Studies Student

3. Type of Institution:

☐ Public General University ☐ Private General University

☐ Public Technical College ☐ Private Technical College

4. Major Field:

☐ Humanities and Arts ☐ Social Sciences, Business, and Law

☐ Education ☐ Natural Sciences

☐ Engineering, Manufacturing, and Construction ☐ Medicine and Health

☐ Other Field: _____

5. Have you taken any politics, law, and sociology courses?

- ☐ No, I have not taken any relevant courses
- ☐ Yes, I have taken 1 course to fewer than 5 courses
- ☐ Yes, I have taken 5 courses or more to fewer than 10 courses
- ☐ Yes, I have taken 10 courses or more

6. Educational Level of Parents:

Father: ☐ Elementary school or below ☐ Middle school ☐ High school or vocational school ☐ Associate degree ☐ Graduate degree

Mother: ☐ Elementary school or below ☐ Middle school ☐ High school or vocational school ☐ Associate degree ☐ Graduate degree

7. On a scale of 1-10, how would you rate your perception of the democratic environment on campus? ()

Section 2: Public Participation Experience

(During University Years Only)

1. Have you participated in student self-governing organizations (including student unions, student councils, student courts, departmental associations, etc.)?

- ☐ Yes ☐ No (Skip the following sub-questions)

1.1. Duration of participation:

- ☐ Less than 1 year ☐ 1 year or more to fewer than 3 years ☐ 3 years or more

1.2. What was your role when participating in student self-governing organizations?

(Choose the highest level)

- ☐ Core Leadership ☐ Core Member ☐ General Member

1.3. Overall, how involved were you in the student self-governing organizations?

- ☐ Very involved ☐ Involved ☐ Average ☐ Somewhat involved ☐ Not involved at all

2. Have you been involved in activities advocating for campus issues?

- ☐ Yes ☐ No (Skip the following sub-questions)

2.1. Number of times participated:

- ☐ Less than 5 times ☐ 5 times or more to fewer than 10 times
- ☐ 10 times or more to fewer than 20 times ☐ 20 times or more

2.2. Did you frequently speak up during these activities, advocating for campus issues?

☐ Never ☐ Rarely ☐ Occasionally ☐ Sometimes ☐ Frequently

2.3. Main medium of participation in activities advocating for campus issues:

☐ Direct involvement in practical advocacy actions ☐ Online platforms

2.4. how involved were you in activities advocating for campus issues?

☐ Very involved ☐ Involved ☐ Average ☐ Somewhat involved ☐ Not involved at all

Section 3: Development of Student Rights Awareness

(1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree)

Title	1	2	3	4
1. I perceive myself as entitled to advocate for student rights.	☐	☐	☐	☐
2. I perceive myself as capable of advocating for student rights.	☐	☐	☐	☐
3. I will endeavor to pursue student rights as long as I deem them reasonable.	☐	☐	☐	☐
4. I can overcome obstacles in campus relationships to strive for student rights.	☐	☐	☐	☐
5. I have a positive outlook on the success of plans to advocate for student rights.	☐	☐	☐	☐
6. Students are the primary stakeholders of the school, so I should pay more attention to school-related events and issues.	☐	☐	☐	☐
7. I can confront setbacks and challenges in advocating for student rights.	☐	☐	☐	☐
8. Advocating for student rights enables me to unleash my capabilities.	☐	☐	☐	☐
9. I may feel powerless due to the school environment and system.	☐	☐	☐	☐
10. When facing unreasonable treatment, I feel incapable of countering the power possessed by the school.	☐	☐	☐	☐
11. I will not doubt the rationality and legitimacy of my advocacy for student rights because the school denies them.	☐	☐	☐	☐
12. I do not believe that advocating for student rights is inherently destined to fail.	☐	☐	☐	☐
13. I am willing to seek support from various resources to advocate for student rights.	☐	☐	☐	☐
14. To advocate for student rights, I will proactively communicate with relevant individuals to gain support.	☐	☐	☐	☐
15. I can express my advocacy for student rights clearly to others.	☐	☐	☐	☐
16. When others have differing perspectives on student rights, I can communicate continuously and coordinate with them.	☐	☐	☐	☐
17. I have the right to refuse unreasonable demands from the school.	☐	☐	☐	☐
18. Others will value my advocacy for student rights.	☐	☐	☐	☐
19. Students can participate in decision-making and express their opinions on school affairs.	☐	☐	☐	☐
20. I believe I can effect changes in the school environment that need improvement.	☐	☐	☐	☐
21. As long as I deem my advocacy for student rights right, even if others disagree, I will persevere.	☐	☐	☐	☐

22. I can collaborate with classmates to collectively advocate for student rights.	☐	☐	☐	☐
23. Support from classmates is crucial in advocating for student rights.	☐	☐	☐	☐
24. Support from teachers and mentors is essential in advocating for student rights.	☐	☐	☐	☐
25. If students can unite, they will have more influence in the school.	☐	☐	☐	☐
26. Students collaborating with different student groups within the campus helps advance student rights.	☐	☐	☐	☐
27. Taking action is essential to strive for student rights.	☐	☐	☐	☐
28. As long as students' advocacy is reasonable and there is an opportunity to change school measures or policies.	☐	☐	☐	☐
29. If the school unjustifiably restricts students' freedom of expression, I will stand up.	☐	☐	☐	☐
30. I am willing to participate in student organizations or groups to strive for student rights.	☐	☐	☐	☐
31. I will use various resources and methods effectively to advocate for student rights.	☐	☐	☐	☐
32. Students can feel angry about unreasonable regulations (e.g., restrictions on freely dropping selected courses).	☐	☐	☐	☐
33. Engaging in rebellious actions does not contribute to resolving issues regarding student rights within the school.	☐	☐	☐	☐
34. Feeling anger towards unfair events occurring in the school is a natural response.	☐	☐	☐	☐
35. One of the issues concerning student rights in schools stems from the unequal power structure between the school and students.	☐	☐	☐	☐
36. Students cannot assert their student rights due to the excessive power held by the school.	☐	☐	☐	☐
37. Students' academic and behavioral performances are not dependent on the school's policy environment.	☐	☐	☐	☐

The questionnaire concludes here. Thank you once again for your assistance!

APPENDIX II

Questionnaire on Higher Education Students' Public Management Consciousness (Formal)

Dear students,

Thank you very much for your assistance in completing this questionnaire. This questionnaire aims to explore awareness of student rights in higher education. Your valuable opinions will help us understand students' awareness of their rights, and the research findings will serve as a reference for future higher education professionals and students themselves. The estimated time to complete the questionnaire is approximately 5-10 minutes. The questionnaire does not require personal identification, and the collected data will be used strictly for academic purposes. Your answers will remain confidential. Thank you again for your enthusiastic participation, and we wish you all the best in your studies.

Section 1: Basic Information

1. Gender:

☐ Male ☐ Female

2. Grade:

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Extended Studies Student

3. Type of Institution:

☐ Public General University ☐ Private General University

☐ Public Technical College ☐ Private Technical College

4. Major Field:

☐ Humanities and Arts ☐ Social Sciences, Business, and Law

☐ Education ☐ Natural Sciences

☐ Engineering, Manufacturing, and Construction ☐ Medicine and Health

☐ Other Field: _____

5. Have you taken any politics, law, and sociology courses?

☐ No, I have not taken any relevant courses

☐ Yes, I have taken 1 course to fewer than 5 courses

☐ Yes, I have taken 5 courses or more to fewer than 10 courses

☐ Yes, I have taken 10 courses or more

6. Educational Level of Parents:

Father: ☐ Elementary school or below ☐ Middle school ☐ High school or vocational school ☐ Associate degree ☐ Graduate degree

Mother: ☐ Elementary school or below ☐ Middle school ☐ High school or vocational school ☐ Associate degree ☐ Graduate degree

7. On a scale of 1-10, how would you rate your perception of the democratic environment on campus? ()

**Section 2: Public Participation Experience
(During University Years Only)**

1. Have you participated in student self-governing organizations (including student unions, student councils, student courts, departmental associations, etc.)?

☐ Yes ☐ No (Skip the following sub-questions)

1.1. Duration of participation:

Less than 1 year

1 year or more to fewer than 3 years

3 years or more

1.2. What was your role when participating in student self-governing organizations?
(Choose the highest level)

Core Leadership

Core Member

General Member

1.3. Overall, how involved were you in the student self-governing organizations?

Very involved

Involved

Average

Somewhat involved

Not involved at all

2. Have you been involved in activities advocating for campus issues?

☐ Yes ☐ No (Skip the following sub-questions)

2.1. Number of times participated:

Less than 5 times

5 times or more to fewer than 10 times

10 times or more to fewer than 20 times

20 times or more

2.2. Did you frequently speak up during these activities, advocating for campus issues?

☐ Never ☐ Rarely ☐ Occasionally ☐ Sometimes ☐ Frequently

2.3. Main medium of participation in activities advocating for campus issues:

☐ Direct involvement in practical advocacy actions ☐ Online platforms

2.4. how involved were you in activities advocating for campus issues?

Very involved

Involved

Average

Somewhat involved

Not involved at all

Section 3: Development of Student Rights Awareness

(1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree)

Title	1	2	3	4
1. I believe I have the right to advocate for student rights.	☐	☐	☐	☐
2. I believe I can advocate for student rights.	☐	☐	☐	☐
3. I am willing to make efforts to advocate for student rights as long as I believe they are reasonable.	☐	☐	☐	☐
4. I can overcome obstacles in campus relationships and strive to advocate for student rights.	☐	☐	☐	☐
5. I have confidence in the success of plans to advocate for student rights.	☐	☐	☐	☐
6. As students are the main body of the school, I should pay more attention to school-related events and issues.	☐	☐	☐	☐
7. I can face setbacks and difficulties in advocating for student rights.	☐	☐	☐	☐
8. Advocating for student rights allows me to unleash my abilities.	☐	☐	☐	☐
9. I feel powerless due to the school environment and system.	☐	☐	☐	☐
10. When faced with unfair treatment, I feel unable to counter the power held by the school.	☐	☐	☐	☐
11. I do not doubt the legitimacy and righteousness of advocating for student rights because the school rejects them.	☐	☐	☐	☐
12. I do not believe advocating for student rights will fail.	☐	☐	☐	☐

13. I am willing to seek support from various resources to advocate for student rights.	☐	☐	☐	☐
14. To advocate for student rights, I will actively communicate with relevant individuals to gain support.	☐	☐	☐	☐
15. I can clearly express my advocacy for student rights to others.	☐	☐	☐	☐
16. When others have different views on student rights, I can communicate and coordinate with them continuously.	☐	☐	☐	☐
17. I have the right to refuse unreasonable demands from the school.	☐	☐	☐	☐
18. Others will value my advocacy for student rights.	☐	☐	☐	☐
19. Students can participate in decision-making and express their opinions on school affairs.	☐	☐	☐	☐
20. I believe I can change the areas that need improvement in the school environment.	☐	☐	☐	☐
21. As long as I believe in the rightness of my advocacy for student rights, I will persist even if others disagree.	☐	☐	☐	☐
22. I can collaborate with fellow students to advocate for student rights collectively.	☐	☐	☐	☐
23. Support from classmates is essential in advocating for student rights.	☐	☐	☐	☐
24. Support from teachers and mentors is vital in advocating for student rights.	☐	☐	☐	☐
25. Students can significantly impact the school more if they unite.	☐	☐	☐	☐
26. Collaborating with different student groups within the campus helps advocate for student rights.	☐	☐	☐	☐
27. Taking action is necessary to advocate for student rights.	☐	☐	☐	☐
28. As long as students' advocacy is reasonable and there is an opportunity to change school measures or policies.	☐	☐	☐	☐
29. I will stand up if the school unreasonably restricts students' freedom of speech.	☐	☐	☐	☐
30. I am willing to participate in student organizations or groups to strive for student rights.	☐	☐	☐	☐
31. To advocate for student rights, I will make good use of various resources and methods.	☐	☐	☐	☐
32. Students have the right to feel angry about unfair regulations (e.g., restrictions on course selection).	☐	☐	☐	☐
33. Taking rebellious actions does not help solve issues related to student rights within the school.	☐	☐	☐	☐
34. It is natural to feel anger towards unfair events that occur in the school.	☐	☐	☐	☐
35. One of the issues concerning student rights in schools is the structural inequality between the school and students.	☐	☐	☐	☐
36. Students cannot advocate for student rights because the school holds excessive power.	☐	☐	☐	☐
37. Students' academic or behavioral performance is unrelated to the school's policy environment.	☐	☐	☐	☐
The questionnaire concludes here. Thank you once again for your assistance!				

APPENDIX III

Focus Group Interview Invitation and Explanation

Dear Student,

Firstly, let me introduce myself. I am a doctoral student conducting research for my dissertation on the influence of public participation on students' public management consciousness. I am conducting this study using both questionnaires and focus group interviews. I am interested in understanding your perspectives on how public participation impacts students' awareness of their rights.

The questionnaire phase has been completed, and the next step is to conduct focus group interviews. I plan to invite students from different types of schools with varying levels of public participation, and you are one of the potential participants in this study. Through this interview, I hope to learn from your personal experiences and insights into students' public management consciousness in higher education. I anticipate that the findings of this research will contribute to suggestions for improving the higher education environment in our country.

The focus group interview is expected to take approximately 120 minutes. A research assistant will be present to record the entire interview and transcribe the discussions to facilitate data organization and analysis. The audio recordings will be confidential; all participants must sign a confidentiality agreement. The interview content will be used solely for this research and will not be disclosed to others. As a token of appreciation, a modest honorarium will be provided to all participants upon the completion of the interview.

Additionally, to ensure the accuracy of the interview results, the transcribed content will be shared with you for verification and confirmation. Your experiences and opinions must be authentically reflected in the research.

If you want to participate in the focus group interview, kindly reply. The tentative schedule is set for _____ at 6:30 PM to 9:00 PM. I will also provide you with the questionnaire survey results beforehand.

Best regards,

[Your Name] _____

APPENDIX IV

Interview Consent Form

I, _____, have been thoroughly briefed on the purpose, nature, method, and process of the research. I voluntarily agree to participate in the interview with the researcher regarding the impact of public participation on students' public management consciousness. I am willing to engage in an in-depth discussion on the interview topics and commit to truthfully providing my experiences and opinions.

I grant permission to the researcher to quote the contents of this focus group discussion in their research paper while ensuring the protection of my identity and privacy. Additionally, I consent to use audio recordings during the interview to handle and utilize the interview data effectively. Any future use of my interview data for other purposes will require explicit permission.

Participant's Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____



APPENDIX V

List of 38 Undergraduate Universities in Guangxi Province in 2023 (Ministry of Education of China, 2023)

No.	University Name	Province	City	Level	Remarks
1	Guangxi University	Guangxi	Nanning	Undergraduate	Public
2	Guangxi University of Science and Technology	Guangxi	Liuzhou	Undergraduate	Public
3	Guilin University of Electronic Technology	Guangxi	Guilin	Undergraduate	Public
4	Guilin University of Technology	Guangxi	Guilin	Undergraduate	Public
5	Guangxi Medical University	Guangxi	Nanning	Undergraduate	Public
6	Youjiang Medical University for Nationalities	Guangxi	Baise	Undergraduate	Public
7	Guangxi Traditional Chinese Medical University	Guangxi	Nanning	Undergraduate	Public
8	Guilin Medical University	Guangxi	Guilin	Undergraduate	Public
9	Guangxi Normal University	Guangxi	Guilin	Undergraduate	Public
10	Nanning Normal University	Guangxi	Nanning	Undergraduate	Public
11	Guangxi University for Nationalities	Guangxi	Chongzuo	Undergraduate	Public
12	Hechi University	Guangxi	Hechi	Undergraduate	Public
13	Yulin Normal University	Guangxi	Yulin	Undergraduate	Public
14	Guangxi Arts University	Guangxi	Nanning	Undergraduate	Public
15	Guangxi University for Nationalities	Guangxi	Nanning	Undergraduate	Public
16	Baise University	Guangxi	Baise	Undergraduate	Public
17	Wuzhou University	Guangxi	Wuzhou	Undergraduate	Public
18	Guangxi University for Science and Technology	Guangxi	Laibin	Undergraduate	Public
19	Guangxi University of Finance and Economics	Guangxi	Nanning	Undergraduate	Public
20	Beibu Gulf University	Guangxi	Qinzhou	Undergraduate	Public

21	Guilin Aerospace Industry Institute	Guangxi	Guilin	Undergraduate	Public
22	Guilin Tourism University	Guangxi	Guilin	Undergraduate	Public
23	Hezhou University	Guangxi	Hezhou	Undergraduate	Public
24	Guangxi Police College	Guangxi	Nanning	Undergraduate	Public
25	Guangxi Agricultural Vocational and Technical College	Guangxi	Nanning	Undergraduate	Public
26	Guangxi Vocational College of Teachers Education	Guangxi	Nanning	Undergraduate	Public
27	Nanning University	Guangxi	Nanning	Undergraduate	Private
28	Beihai Arts and Design College	Guangxi	Beihai	Undergraduate	Private
29	Liuzhou Vocational and Technical College	Guangxi	Liuzhou	Undergraduate	Private
30	Guangxi University for Nationalities Xiangsihu College	Guangxi	Nanning	Undergraduate	Private
31	Guilin College	Guangxi	Guilin	Undergraduate	Private
32	Nanning Normal University Shiyuan College	Guangxi	Nanning	Undergraduate	Private
33	Guangxi Traditional Chinese Medical University Sains Medical College	Guangxi	Nanning	Undergraduate	Private
34	Guilin University of Information Technology	Guangxi	Guilin	Undergraduate	Private
35	Nanning University of Technology	Guangxi	Guilin	Undergraduate	Private
36	Guangxi University of Foreign Languages	Guangxi	Nanning	Undergraduate	Private
37	Beihai Campus of Beihang University	Guangxi	Beihai	Undergraduate	Private
38	Guangxi Urban Construction Career College	Guangxi	Chongzuo	Undergraduate	Private

BIOGRAPHY

NAME	Baodong LIU
EDUCATIONAL BACKGROUND	2007 to 2011 Bachelor's in Musicology(Management of Culture and Art) Guangxi Arts University
	2011 to 2014 Master's in Artistic Theory Guangxi Arts University
WORK EXPERIENCE	2014 to 2018 The Assistant at the College of Vocational and Teachers at Guangxi Arts University
	2019 to 2021 Director Office, Organization of the Communist Youth League Guangxi Arts University
	2021 to 2023 Deputy Secretary of the Communist Youth League Guangxi Arts University
	2024 Deputy Secretary of the College of Film, Television & Media Guangxi Arts University