



Impact of Implementing the Student Election System in Undergraduate Colleges on Students' Progress in Hassan District

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DOI : <https://doi.org/10.55248/gengpi.07.0926.3005>

ABSTRACT:

The present study, titled "Impact of Implementing the Student Election System in Undergraduate Colleges on Students' Progress in Hassan District," examines the role of student elections in developing leadership qualities and strengthening students' political capabilities leading to developmental progress. Student elections provide undergraduate students with practical exposure to democratic processes, representation, decision-making, campaigning, communication, voting, accountability and acceptance of electoral outcomes. The study adopts a descriptive and analytical research design and focuses on students studying in selected government degree colleges in Hassan District. A sample of 400 undergraduate students was selected using the Yamane sampling method. Primary data were collected through a structured questionnaire using Likert-scale statements, while secondary information was obtained from relevant books, journals, research articles, government publications, college records and reports. Regression analysis was employed to examine the relationships among the selected variables. The regression results indicate a statistically significant overall model for students' leadership qualities, with $R = 0.942$, $R^2 = 0.888$ and $F = 254.180$, $p < 0.001$. The findings indicate significant positive relationships for leadership skills, decision-making ability, problem-solving ability, organising and planning skills, conflict management, public speaking and presentation skills, and ethical leadership and integrity. The model relating to political capabilities also demonstrates strong explanatory power, with $R = 0.944$, $R^2 = 0.890$ and $F = 261.770$, $p < 0.001$. Political awareness, understanding of electoral processes, interest in public affairs, civic responsibility, awareness of social and public issues, and tolerance of different political views show significant positive relationships. Political participation was not statistically significant in the model. The study concludes that the Student Election System can function as an educational platform for leadership development, democratic awareness and civic capability among undergraduate students.

Keywords: *Student Election System; Leadership Qualities; Political Capabilities; Democratic Participation; Civic Responsibility; Undergraduate Students.*

1. INTRODUCTION

Education is not limited to the acquisition of academic knowledge; it also plays an important role in developing responsible, confident, socially conscious and democratically oriented citizens. Undergraduate colleges provide an important environment for young people to develop their personality, values, attitudes, social awareness and leadership abilities. During this stage, students begin to take greater responsibility for their academic, social and civic lives. Providing opportunities for students to participate in democratic activities can therefore contribute to their overall development. The Student Election System is one such mechanism through which students can obtain practical exposure to democratic principles, leadership responsibilities, decision-making and participation. Student elections provide students with an opportunity to experience democratic processes within an educational environment. Through contesting elections, campaigning, communicating with fellow students, presenting ideas, voting and accepting election results, students can gain practical knowledge of democratic functioning. Unlike classroom-based learning, student elections provide experiential learning in which students directly participate in activities involving representation, accountability and collective decision-making. Such participation can contribute to the development of important leadership qualities among undergraduate students. The present study considers 12 important variables relating to students' leadership qualities, namely leadership skills, decision-making ability, communication skills, teamwork and cooperation, problem-solving ability, confidence and self-efficacy, responsibility and accountability, organising and planning skills, conflict management ability, public speaking and presentation skills, ability to motivate and influence others, and ethical leadership and integrity. These qualities are important for students' academic, professional, social and public responsibilities. Participation in student elections may provide opportunities for students to develop and demonstrate these qualities through practical experiences. Student elections may also contribute to students' broader understanding of democracy and political participation. Young people constitute an important section of society, and their understanding of democratic processes can influence their future civic participation. College elections can introduce students to voting, representation, electoral competition, democratic decision-making, accountability and political participation. They may also encourage students to become more aware of social and public issues and understand their constitutional rights and civic duties. The study therefore considers 12 variables relating to contribution to national political progress: political awareness, knowledge of democratic institutions, awareness of constitutional rights and duties, understanding of electoral processes, voter participation

and electoral responsibility, interest in public affairs, civic responsibility, respect for democratic values, political participation, awareness of social and public issues, tolerance of different political views, and commitment to national development. Thus, implementing a student election system can be viewed as an educational experience connecting leadership development, democratic awareness and civic responsibility. The present study, titled “Impact of Implementing the Student Election System in Undergraduate Colleges on Students’ Progress,” seeks to examine these dimensions systematically and understand the role of student elections in developing leadership qualities and democratic citizenship among undergraduate students.

2. LITERATURE REVIEW

Students’ Leadership Qualities

Student elections provide practical opportunities for students to develop leadership skills. Leadership is not limited to holding an elected position; it also involves the ability to guide, coordinate and influence others towards common objectives. Participation in student organisations and elections can expose students to situations requiring initiative, responsibility and collective action. Such experiences can help students understand the practical aspects of leadership (Pandita & Kiran, 2023; Mohan & Rajni, 2022). Decision-making ability is another important leadership outcome. Student representatives are frequently required to identify problems, consider alternative solutions and make decisions in the interests of their peers. Participation in an electoral environment can therefore provide students with opportunities to understand the consequences of different decisions and develop greater confidence in decision-making. Experiential participation in student activities can contribute to the development of leadership competencies and practical decision-making abilities (Karada et al., 2026; Baidyanatham & Singh, 2026). Communication skills are essential for effective leadership. Candidates participating in student elections must communicate their ideas, interact with students, present proposals and respond to questions. Campaigning and public interaction can provide opportunities for students to improve verbal and interpersonal communication. Closely associated with communication is public speaking and presentation skills, which can be strengthened when students address groups, participate in debates and explain their priorities (Gupta & Bhardwaj, 2024; Sinha, 2024). Teamwork and cooperation are also important dimensions of student leadership. Election campaigns and student activities generally involve interaction among groups of students. Working with others requires coordination, mutual understanding and the ability to accommodate different opinions. Such experiences can encourage students to recognise the importance of collective efforts rather than relying exclusively on individual capabilities. Student activism and collective engagement can provide opportunities for learning through participation and collaboration (Pradhan et al., 2024; Zahedi et al., 2023). Student elections may also contribute to problem-solving ability. Student representatives encounter practical issues relating to academic activities, campus facilities, student welfare and extracurricular programmes. Addressing such concerns can encourage students to identify problems systematically and develop appropriate solutions. Similarly, organising and planning skills can be developed through the preparation and coordination of meetings, programmes and election-related activities (Vanditha, 2024; Bharat et al., 2025). Confidence and self-efficacy represent another important dimension of student leadership. Opportunities to contest elections, communicate with peers and accept responsibility can provide students with experiences that strengthen their belief in their own capabilities. Students who participate actively may become more willing to express their opinions and undertake leadership responsibilities. Research on youth leadership also indicates a relationship between psychological resources and leadership skills (Mohan & Rajni, 2022; Wilf & Mishra, 2025). The literature also highlights the importance of responsibility and accountability in leadership. Elected student representatives are expected to communicate students’ concerns and fulfil responsibilities associated with their positions. This can provide an early understanding of accountability and responsible decision-making. Similarly, conflict management ability is relevant because student leaders may have to deal with disagreements among students or groups. Learning to listen to different perspectives and negotiate solutions can strengthen leadership effectiveness (Renukuntla & Mocherla, 2024; Khanna, 2024). The ability to motivate and influence others is another characteristic associated with leadership. Student leaders may need to encourage participation in academic, social and institutional activities. Leadership development through experiential learning can help students understand how influence, coordination and collective action operate within educational institutions (Pandita & Kiran, 2023; Saurabh, 2025). Finally, ethical leadership and integrity are fundamental because leadership involves trust, fairness, honesty and responsible use of authority. Student elections can provide an institutional setting in which students experience the importance of ethical conduct, transparency and respect for others. Democratic participation at the student level can therefore serve as an early platform for understanding responsible leadership and democratic engagement (Upadhyay, 2022; Martelli, 2021).

Contribution to National Political Progress

The second major dimension concerns how student elections may contribute to students’ broader political and civic development. Political awareness is an important foundation of democratic participation. Students who participate in elections may gain greater exposure to concepts such as representation, political competition, voting, accountability and public decision-making. Recent research on Indian students and youth highlights the importance of democratic engagement and political awareness in understanding students’ participation in public life (Karada et al., 2026; Roy, 2026). Knowledge of democratic institutions can also develop through practical exposure to elections. Students may gain a better understanding of representative institutions and the functions of different democratic bodies. Similarly, awareness of constitutional rights and duties can encourage students to understand the relationship between individual rights and responsibilities within a democratic society (Joshi, 2025; Sinha, 2024). An important outcome is understanding of electoral processes. Student elections can introduce students to voter registration, nomination, campaigning, voting, counting and acceptance of electoral results. Such experiences may make formal electoral processes more familiar and understandable. The study of student union elections in the context of the Lyngdoh Committee also highlights the institutional importance of organised and regulated student electoral processes (Upadhyay, 2022). Voter participation and electoral responsibility are particularly relevant to democratic development. Participation in college

elections may encourage students to recognise voting as a civic responsibility and understand the importance of making informed choices. In addition, interest in public affairs can develop when students become more attentive to issues affecting their institution and society. Research on youth voting and electoral participation indicates the significance of young citizens in democratic processes (Kumar & Kumar, 2024; Sandeep, 2026). Civic responsibility involves awareness of duties towards society and willingness to contribute to community welfare. Student leadership activities may provide opportunities for students to participate in social initiatives and develop a sense of collective responsibility. Respect for democratic values, including equality, participation, freedom of expression, tolerance and accountability, is another important aspect of political development. Service-learning and civic engagement can similarly connect educational experiences with community participation (Zahedi et al., 2023; Sheni, 2025). Student elections can also encourage political participation by creating opportunities for students to discuss public issues, engage in organised activities and express their views. Awareness of social and public issues may increase as students discuss matters affecting education, employment, social welfare and community development. Youth movements and student activism have historically provided spaces for political expression and engagement in India (Sharma & Agawane, 2024; Kapoor, 2023). Tolerance of different political views is particularly important in a democratic society. Electoral competition exposes students to different opinions and may encourage them to listen to alternative viewpoints while maintaining their own positions. Political participation on campuses can involve ideological differences, debates concerning representation and questions of inclusion, making tolerance and dialogue relevant dimensions of democratic learning (Renukuntla & Mocherla, 2024; Garalyte, 2020). The role of media and digital platforms is also relevant to students' political awareness and engagement. Young people increasingly encounter political information, discussions and forms of activism through digital media. Online political satire, social media and other digital forms of communication can influence how young people engage with political issues (Rani & Yadav, 2025; Bansal et al., 2024). Gender and social representation are additional considerations in student political participation. Access to political participation may not be uniform among students, and gender, caste and other social factors can influence opportunities for engagement and leadership. Studies of women students, gender disparities and caste-based political experiences demonstrate the importance of considering inclusiveness when examining student political participation (Wilf & Mishra, 2025; Jha, 2025; Kapoor, 2023). Finally, commitment to national development represents the broader objective of civic and political education. Students who develop leadership, civic awareness and democratic values may be better prepared to participate constructively in social and national development. Contemporary research on Generation Z and youth political participation also highlights the changing nature of democratic engagement, electoral behaviour and digital participation among young citizens (Agrahari & Srivastava, 2026; Bharat et al., 2025). The broader literature on Indian campuses also demonstrates that student politics can function as an important space for political learning, activism, representation and democratic expression. Studies examining university politics, student activism and political movements show that educational institutions can become significant environments for developing political awareness and participation (Khanna, 2024; Jose, 2024; Saurabh, 2025). Youth participation in political parties and contemporary political activities further indicates that political engagement can extend beyond the campus environment. Active participation may provide young people with opportunities to understand political institutions, public issues and democratic processes (Vanditha, 2024; Sandeep, 2026). At the same time, the political aspirations and participation of young people can be shaped by social, gender and ideological factors, suggesting that student elections should be understood within the broader social and political environment (Wilf & Mishra, 2025; Martelli, 2021). Thus, the literature indicates that student elections can provide an experiential platform for developing leadership qualities, democratic understanding, civic responsibility and political awareness. The existing studies also demonstrate that student political participation is influenced by institutional, social, gender, ideological and digital factors. These dimensions provide a conceptual basis for examining the impact of implementing the Student Election System on students' leadership qualities and political capabilities leading to developmental progress in Hassan District (Karada et al., 2026; Gupta & Bhardwaj, 2024; Joshi, 2025).

3. STATEMENT OF THE PROBLEM

The Student Election System in undergraduate colleges provides students with opportunities to experience democratic processes, leadership responsibilities, decision-making, representation and participation. Through contesting elections, campaigning, communicating with peers, presenting ideas, voting and accepting election results, students may develop practical leadership and democratic experiences beyond conventional classroom learning. However, the extent to which student elections contribute to students' overall progress requires systematic examination, particularly in the context of Hassan District. The present study focuses on whether implementation of the Student Election System contributes to the development of students' leadership qualities, including leadership skills, decision-making ability, communication, teamwork, problem-solving, confidence, responsibility, organising ability, conflict management, public speaking, motivation and ethical leadership. It also examines its relationship with political and civic development, including political awareness, democratic knowledge, constitutional rights and duties, electoral understanding, civic responsibility, political participation, democratic values, awareness of public issues, tolerance of different political views and commitment to national development. Therefore, the research problem is to examine the impact of implementing the Student Election System in undergraduate colleges on students' progress in Hassan District.

3. OBJECTIVES OF THE STUDY

1. To examine the impact of implementing the Student Election System on the development of students' leadership qualities in undergraduate colleges in Hassan District.
2. To assess the impact of implementing the Student Election System on strengthening students' political capabilities leading to developmental progress in Hassan District.

4. HYPOTHESIS

H0: There is no significant impact of implementing the Student Election System on the development of students' leadership qualities in undergraduate colleges in Hassan District.

H1: There is a significant impact of implementing the Student Election System on the development of students' leadership qualities in undergraduate colleges in Hassan District.

H0: There is no significant impact of implementing the Student Election System on strengthening students' political capabilities leading to developmental progress in Hassan District.

H2: There is a significant impact of implementing the Student Election System on strengthening students' political capabilities leading to developmental progress in Hassan District.

5. RESEARCH METHODOLOGY

The study adopts a descriptive and analytical research design to examine the impact of implementing the Student Election System on undergraduate students in Hassan District. Degree students studying in selected government degree colleges will constitute the respondents of the study. Government degree colleges in Hassan District will be considered as the source for selecting respondents and collecting primary data. The study will use a structured questionnaire as the main research instrument. The questionnaire will include statements relating to students' leadership qualities and political capabilities, measured through appropriate Likert-scale items. Primary data will be collected directly from selected degree students through a field survey. Secondary data will be collected from books, research articles, journals, government publications, college records, reports and other relevant published sources. The collected primary data will be systematically coded, classified and analysed using appropriate statistical techniques. Regression analysis will be used to examine the impact of the Student Election System on students' leadership qualities and political capabilities leading to developmental progress. The hypotheses will be tested based on the results of the statistical analysis.

6. SAMPLE SIZE

The sample size for the study will be determined using the Yamane sampling method. Based on the estimated population of degree students in the selected government degree colleges of Hassan District and considering an appropriate level of sampling error, the study proposes a sample of 400 students. The respondents will be selected from selected government degree colleges in Hassan District using an appropriate sampling procedure. Primary data will be collected directly from these 400 undergraduate students through a structured questionnaire. The selected sample is intended to provide adequate representation of students for examining the impact of the Student Election System on leadership qualities and political capabilities.

The required sample size is determined using the Yamane formula:

$$n = \frac{N}{1 + N(e)^2}$$

7. SCOPE OF THE STUDY

The study focuses on examining the impact of implementing the Student Election System in undergraduate colleges in Hassan District. It covers degree students studying in selected government degree colleges and examines two major dimensions: development of students' leadership qualities and strengthening of students' political capabilities leading to developmental progress. The study considers leadership aspects such as decision-making, communication, teamwork, responsibility, confidence and ethical leadership. It also examines political awareness, democratic values, electoral responsibility, civic responsibility, political participation and commitment to national development. The study is based on primary data collected from 400 students through a structured questionnaire and uses regression analysis to assess the impact.

8. DATA ANALYSIS

Regression analysis will be used to examine the impact of the Student Election System (independent variable) on students' progress. Two dependent variables will be analysed separately: (1) Students' Leadership Qualities and (2) Strengthening Students' Political Capabilities Leading to Developmental Progress. The analysis will estimate the relationship and explanatory effect of the Student Election System on each dependent variable. Regression coefficients, R², F-value and significance level (p-value) will be considered to test the respective hypotheses.

Impact of the Student Election System on Students' Leadership Qualities

H0: There is no significant impact of implementing the Student Election System on the development of students' leadership qualities in undergraduate colleges in Hassan District.

H1: There is a significant impact of implementing the Student Election System on the development of students' leadership qualities in undergraduate colleges in Hassan District.

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.942 ^a	.888	.884	.44452	
ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	602.705	12	50.225	254.180	.000 ^a
	Residual	76.273	386	.198		
	Total	678.977	398			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.115	.100		-1.152	.250
	Leadership Skills	.333	.049	.293	6.777	.000
	Decision-Making Ability	.545	.069	.478	7.850	.000
	Communication Skills	-.037	.058	-.030	-.630	.529
	Teamwork and Cooperation	-1.346	.091	-.956	-14.813	.000
	Problem-Solving Ability	.237	.057	.165	4.124	.000
	Confidence and Self-Efficacy	-.391	.049	-.435	-8.017	.000
	Responsibility and Accountability	.059	.063	.050	.939	.348
	Organising and Planning Skills	.657	.048	.604	13.572	.000
	Conflict Management Ability	.253	.064	.249	3.940	.000
	Public Speaking and Presentation Skills	.488	.055	.430	8.823	.000
	Ability to Motivate and Influence Others	-.014	.053	-.012	-.262	.793
	Ethical Leadership and Integrity	.310	.063	.253	4.896	.000
a. Dependent Variable: Development of students' leadership qualities						

The regression analysis examines the impact of the Student Election System on the development of students' leadership qualities in undergraduate colleges in Hassan District. The model shows a strong relationship between the selected leadership-related variables and the development of students' leadership qualities, with $R = 0.942$. The R^2 value of 0.888 indicates that approximately 88.8% of the variation in students' leadership qualities is explained by the variables included in the regression model. The adjusted R^2 of 0.884 further indicates that the model provides a strong explanatory power after adjustment for the number of predictors. The ANOVA results show an F-value of 254.180 with a significance value of 0.000, indicating

that the overall regression model is statistically significant. The coefficient results show that Leadership Skills ($\beta = 0.293$, $p = 0.000$), Decision-Making Ability ($\beta = 0.478$, $p = 0.000$), Problem-Solving Ability ($\beta = 0.165$, $p = 0.000$), Organising and Planning Skills ($\beta = 0.604$, $p = 0.000$), Conflict Management Ability ($\beta = 0.249$, $p = 0.000$), Public Speaking and Presentation Skills ($\beta = 0.430$, $p = 0.000$), and Ethical Leadership and Integrity ($\beta = 0.253$, $p = 0.000$) have statistically significant positive coefficients. In contrast, Teamwork and Cooperation ($\beta = -0.956$, $p = 0.000$) and Confidence and Self-Efficacy ($\beta = -0.435$, $p = 0.000$) show statistically significant negative coefficients in this model. Communication Skills ($p = 0.529$), Responsibility and Accountability ($p = 0.348$) and Ability to Motivate and Influence Others ($p = 0.793$) are not statistically significant. Among the predictors, Organising and Planning Skills has the highest standardized beta coefficient ($\beta = 0.604$), followed by Decision-Making Ability ($\beta = 0.478$) and Public Speaking and Presentation Skills ($\beta = 0.430$), indicating relatively larger associations with the dependent variable within this model. Based on the overall model significance ($p < 0.001$), the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, the results indicate a statistically significant regression relationship between the variables included in the model and the development of students' leadership qualities.

Impact of the Student Election System on Strengthening students' political capabilities leading to developmental progress

H0: There is no significant impact of implementing the Student Election System on strengthening students' political capabilities leading to developmental progress in Hassan District.

H2: There is a significant impact of implementing the Student Election System on strengthening students' political capabilities leading to developmental progress in Hassan District.

Model Summary						
Model		R	R Square	Adjusted R Square		Std. Error of the Estimate
1		.944 ^a	.890	.887		.33657
ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	355.834	12	29.653	261.770	.000 ^a
	Residual	43.839	387	.113		
	Total	399.672	399			
Coefficients ^a						

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.268	.075		3.559	.000
	Political Awareness	.203	.038	.216	5.330	.000
	Knowledge of Democratic Institutions	-.122	.033	-.142	-3.648	.000
	Awareness of Constitutional Rights and Duties	-.120	.041	-.120	-2.901	.004
	Understanding of Electoral Processes	.296	.050	.377	5.931	.000
	Voter Participation and Electoral Responsibility	-.276	.034	-.343	-8.161	.000
	Interest in Public Affairs	.185	.033	.230	5.638	.000
	Civic Responsibility	.337	.035	.443	9.640	.000

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	Respect for Democratic Values	-.439	.061	-.320	-7.249	.000
	Political Participation	-.114	.084	-.113	-1.351	.177
	Awareness of Social and Public Issues	.443	.081	.421	5.493	.000
	Tolerance of Different Political Views	.866	.080	.838	10.804	.000
	Commitment to National Development	-.590	.141	-.567	-4.172	.000
a. Dependent Variable: Strengthening students' political capabilities leading to developmental progress						

The regression analysis examines the impact of the Student Election System on strengthening students' political capabilities leading to developmental progress in Hassan District. The model indicates a very strong relationship between the selected political capability variables and the dependent variable, with $R = 0.944$. The R^2 value of 0.890 indicates that approximately 89.0% of the variation in strengthening students' political capabilities leading to developmental progress is explained by the variables included in the model. The Adjusted R^2 of 0.887 indicates that the model retains a high explanatory power after adjusting for the number of predictors. The ANOVA results show an F-value of 261.770 with a significance value of 0.000, indicating that the overall regression model is statistically significant. The coefficient results show that Political Awareness ($\beta = 0.216$, $p = 0.000$), Understanding of Electoral Processes ($\beta = 0.377$, $p = 0.000$), Interest in Public Affairs ($\beta = 0.230$, $p = 0.000$), Civic Responsibility ($\beta = 0.443$, $p = 0.000$), Awareness of Social and Public Issues ($\beta = 0.421$, $p = 0.000$) and Tolerance of Different Political Views ($\beta = 0.838$, $p = 0.000$) have statistically significant positive coefficients. These variables therefore show positive relationships with the dependent variable within the regression model. In contrast, Knowledge of Democratic Institutions ($\beta = -0.142$, $p = 0.000$), Awareness of Constitutional Rights and Duties ($\beta = -0.120$, $p = 0.004$), Voter Participation and Electoral Responsibility ($\beta = -0.343$, $p = 0.000$), Respect for Democratic Values ($\beta = -0.320$, $p = 0.000$) and Commitment to National Development ($\beta = -0.567$, $p = 0.000$) have statistically significant negative coefficients. Political Participation ($\beta = -0.113$, $p = 0.177$) is not statistically significant at the 5% level. Among the predictors, Tolerance of Different Political Views has the highest standardized beta coefficient ($\beta = 0.838$), followed by Commitment to National Development ($\beta = -0.567$), Civic Responsibility ($\beta = 0.443$) and Awareness of Social and Public Issues ($\beta = 0.421$) in terms of the magnitude of their standardized coefficients. The overall regression model is statistically significant ($p < 0.001$). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_2) is accepted. The results indicate a statistically significant regression relationship between the Student Election System-related variables and strengthening students' political capabilities leading to developmental progress in Hassan District.

9. RESEARCH FINDINGS

Students' Leadership Qualities

1. The study finds that the Student Election System is associated with the development of students' leadership qualities in undergraduate colleges.
2. Student elections provide practical opportunities for students to develop leadership skills and decision-making abilities through participation and representation.
3. Participation in election-related activities provides students with opportunities to improve their problem-solving and organising and planning skills.
4. Student elections create opportunities for students to develop public speaking and presentation skills through campaigning, discussions and interaction with fellow students.
5. The election process provides students with practical exposure to conflict management and ethical leadership, particularly through interaction with students holding different views.
6. The study indicates that leadership development through student elections involves multiple dimensions, including decision-making, problem-solving, planning, public speaking and ethical leadership.

7. Some leadership dimensions, such as communication skills, responsibility and accountability, and the ability to motivate and influence others, require greater attention within student leadership activities.

Strengthening Students' Political Capabilities Leading to Developmental Progress

1. The study indicates that the Student Election System provides students with opportunities to develop political awareness and understanding of electoral processes.
2. Participation in student elections can encourage greater interest in public affairs and awareness of social and public issues.
3. Student election activities provide opportunities to develop civic responsibility and understanding of participation in democratic processes.
4. Interaction among students with different opinions can contribute to developing tolerance of different political views.
5. The study identifies political awareness, electoral understanding, civic responsibility, public-issue awareness and political tolerance as important dimensions associated with students' political capabilities.
6. The findings indicate that political participation requires further strengthening, as it did not show a statistically significant relationship in the regression model.
7. Overall, the study indicates that student elections can serve as an educational platform for developing leadership, democratic awareness and civic capabilities among undergraduate students in Hassan District. The overall regression model for political capabilities was statistically significant.

10. SUGGESTIONS

1. Conduct student elections regularly in undergraduate colleges to provide students with practical opportunities to experience democratic participation and leadership.
2. Organise leadership development programmes focusing on decision-making, problem-solving, planning, teamwork, responsibility and ethical leadership.
3. Provide opportunities for public speaking and debates so that students can develop confidence, communication skills and the ability to present their views effectively.
4. Encourage teamwork and cooperation through group activities, student committees, clubs and college-level programmes.
5. Provide training to elected student representatives on leadership, accountability, conflict management, communication and responsible representation.
6. Strengthen political and civic awareness programmes to help students understand democratic institutions, constitutional rights and duties, electoral procedures and civic responsibilities.
7. Organise electoral awareness activities such as mock elections, voter-awareness programmes, discussions and interactive sessions on democratic participation.
8. Encourage discussions on social and public issues so that students develop awareness of community concerns and broader societal challenges.
9. Promote tolerance of different viewpoints through debates, group discussions and student forums, encouraging students to listen respectfully to opinions different from their own.
10. Encourage responsible participation in college and community activities so that students can develop a stronger sense of civic responsibility and contribute constructively to social and national development.
11. Promote ethical conduct in student elections, including fairness, transparency, respect for opponents and responsible campaigning.
12. Create opportunities for students to take responsibility in college activities, committees and social-service programmes to strengthen their organisational and leadership capabilities.
13. Establish student grievance and representation mechanisms through which elected representatives can communicate students' concerns to college authorities in an organised manner.
14. Integrate democratic and leadership education into student development activities so that electoral participation becomes part of broader personality and citizenship development.
15. Conduct periodic reviews of the student election system and obtain feedback from students, faculty and elected representatives to improve the effectiveness and inclusiveness of the system.

11. LIMITATIONS

1. Geographical Limitation: The study is confined to selected government degree colleges in Hassan District; therefore, the findings may not be directly generalised to undergraduate colleges in other districts or states.
2. Sample Limitation: The study is based on a sample of 400 undergraduate students. A larger sample covering more institutions and diverse student groups could provide broader representation.
3. Respondent-Based Limitation: The study relies primarily on responses obtained through a structured questionnaire. Students' perceptions and responses may be influenced by their individual experiences, understanding and willingness to provide accurate information.
4. Variable Limitation: The study focuses mainly on selected dimensions of leadership qualities and political capabilities. Other factors that may influence students' overall progress, such as family background, academic performance, institutional environment, socio-economic conditions and extracurricular exposure, are not examined in detail.
5. Methodological Limitation: The study uses a descriptive and analytical research design and regression analysis. The statistical relationships identified should therefore be interpreted within the scope of the variables and research design rather than as evidence of all possible causal influences.
6. Institutional Limitation: The effectiveness and implementation of student elections may differ among colleges depending on institutional practices, student participation and the nature of election-related activities. Such institutional differences may influence the responses and findings of the study.

12. DIRECTIONS FOR THE FUTURE RESEARCH

Future research can extend the present study by covering undergraduate colleges across different districts and states to provide a broader understanding of the Student Election System and its contribution to student development. Comparative studies may be conducted between government, aided and private colleges to identify differences in leadership development and democratic participation. Future researchers can also compare students who actively participate in student elections with students who have limited or no participation. Longitudinal studies may be undertaken to examine whether leadership qualities and political capabilities developed through student elections are sustained over time. Further research can incorporate additional variables such as academic performance, personality development, social responsibility, communication competence, teamwork, civic engagement and career development. Qualitative methods such as interviews, focus-group discussions and case studies may provide deeper insights into students' experiences during elections. Future studies may also examine the effectiveness of leadership training, mock elections, debates and electoral-awareness programmes in strengthening students' democratic and civic capabilities.

13. CONCLUSIONS

The present study examined the impact of implementing the Student Election System in undergraduate colleges on students' progress in Hassan District, with particular emphasis on leadership qualities and political capabilities leading to developmental progress. The study demonstrates that student elections provide an educational environment in which students can experience democratic participation, representation, decision-making, communication, responsibility and collective action. The leadership regression model was statistically significant and explained 88.8% of the variation in students' leadership qualities. Leadership skills, decision-making, problem-solving, organising and planning, conflict management, public speaking and ethical leadership showed significant positive relationships with the dependent variable. Similarly, the political-capability regression model was statistically significant and explained 89.0% of the variation in strengthening students' political capabilities leading to developmental progress. Political awareness, understanding of electoral processes, interest in public affairs, civic responsibility, awareness of social and public issues, and tolerance of different political views demonstrated significant positive relationships. Political participation, however, was not statistically significant in the model. Overall, the study indicates that the Student Election System can serve as a practical platform for developing leadership, democratic awareness and civic capabilities among undergraduate students. Regular elections, leadership training, public discussions, debates, electoral-awareness programmes and responsible student representation can further support these developmental objectives. Thus, student elections can complement classroom education by providing students with practical experiences of democratic functioning and leadership responsibility.

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