

**A Study on the Political Attitudes of Vocational and Senior High
School Students in Pingtung**

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Wenzao Ursuline University of Languages, 2024

ABSTRACT

Understanding the political attitudes of young people is critical to fostering their political engagement and civic participation, both locally and globally. This study focuses on vocational and senior high school students in Pingtung, a significant portion of the youth generation of eligible voters who will bear the consequences of current political decisions. This study explores students' political attitudes based on gender, grade, school region, and school type, also explores the relationship between students' political attitudes and the school education implementation, including four learning environment factors: teachers' teaching styles, class meeting activities, the atmosphere of class, and the atmosphere of school organization. The political attitudes assessed include national identity, political efficacy, political trust, and citizen duty. The study collected 402 valid questionnaire responses. The results of this study showed that:

- (1) The political attitudes of vocational and senior high school students in Pingtung are moderately high, with "national identity" being the highest among them.
- (2) The tenth-grade vocational and senior high school students in Pingtung have a higher awareness of political attitudes.
- (3) There was a significant correlation between the implementation of school education and the political attitudes of vocational and senior high school students in Pingtung.
- (4) The two variables that significantly predict students' political attitudes are "the atmosphere of school organization" and "school region."

Keywords: political attitudes, political socialization, vocational and senior high school students

TABLE OF CONTENTS

INTRODUCTION	1
Background.....	1
Motivation.....	3
Research Purpose	3
Research Question	4
Contribution	4
Limits	4
Delimits.....	5
LITERATURE REVIEW	6
Political Attitudes.....	6
Theoretical Foundations of Political Attitudes	6
Theoretical Debates in Defining Political Attitudes	7
Formation of Political Attitudes.....	7
Connotation of Political Attitudes.....	10
School Learning Environment Factors Affecting Political Socialization	16
Summary.....	21
Research Framework	22
Hypotheses.....	22
H1: There were significant differences in political attitudes among students with each individual background variable.	22
H2: There was a significant correlation between the implementation of school education and students' political attitudes.....	23
H3: Individual background variables and learning environment factors have significant predictive power on students' political attitudes.	23
METHODOLOGY	24
Research Design.....	24
Sources of Data	25
Questionnaire Design.....	25
Data Collection	26
DATA ANALYSIS	27
Reliability Analysis.....	27
Descriptive Statistics.....	27

Analysis of the Current Situation of Political Attitudes among Vocational and Senior High School Students in Pingtung	28
Comparative Analysis of Political Attitudes among Vocational and Senior High School Students in Pingtung with Different Individual Background Variables.....	33
Comparative Analysis of Political Attitudes among Students of Different Grades .	34
Comparative Analysis of Political Attitudes among Students in Different School Regions	36
Comparative Analysis of Political Attitudes among Students between Different School Types	37
Correlation Analysis of Political Attitudes and Learning Environment Factors among Vocational and Senior High School Students in Pingtung.....	39
The Current Status of School Democratic Education Implementation.....	39
Correlation Analysis of Teachers’ Teaching Styles and Students’ Political Attitudes	41
Correlation Analysis of Class Meeting Activities and Students’ Political Attitudes	43
Correlation Analysis of the Atmosphere of Class and Students’ Political Attitudes	44
Correlation Analysis of the Atmosphere of School Organization and Students’ Political Attitudes.....	46
Comparing Various Factors Affecting the Political Attitudes of Vocational and Senior High School Students in Pingtung	47
Discussion.....	50
CONCLUSION AND SUGGESTION	58
Conclusion	58
Suggestion.....	60
Educational Applications	60
For Future Research.....	62
APPENDIX A	65
BIBLIOGRAPHY.....	69

LIST OF TABLES

Table 1: Operational Definition of Political Attitudes.....	10
Table 2: Statistical of the Connotation of Political Attitudes in Domestic Research	11
Table 3: Frequency Distributions of Students' Individual Background Variables from the Questionnaire	28
Table 4: Summary of the Analysis of the Current Situation of Political Attitudes among Vocational and Senior High School Students in Pingtung	30
Table 5: Summary of Mean and Standard Deviation of Each Question in the Political Attitudes Scale for Vocational and Senior High School Students in Pingtung.....	31
Table 6: T-test on Political Attitudes Among Vocational and Senior High School Students with Different Genders in Pingtung	33
Table 7: A One-Way ANOVA for Political Attitudes Among Vocational and Senior High School Students of Different Grades in Pingtung.....	35
Table 8: T-test on Political Attitudes among Vocational and Senior High School Students in Different School Regions in Pingtung	36
Table 9: T-test on Political Attitudes between Vocational School and Senior High School Students in Pingtung	38
Table 10: Summary Table of the Current Status of School Democratic Education Implementation	40
Table 11: Factor Correlation Matrix of the School Education Implementation Scale	40
Table 12: Correlation Coefficients Table between Teachers' Teaching Styles and Students' Political Attitudes.....	42
Table 13: Correlation Coefficients Table between Class Meeting Activities and Students' Political Attitudes.....	43

Table 14: Correlation Coefficients Table between the Atmosphere of Class and Students' Political Attitudes.....	45
Table 15: Correlation Coefficients Table between the Atmosphere of School Organization and Students' Political Attitudes	46
Table 16: Summary of Stepwise Regression Analysis with Political Attitude as the Criterion Variable.....	48
Table 17: Summary of the Political Attitudes Scale for Vocational and Senior High School Students in Pingtung	50
Table 18: Comprehensive Summary Table of Differences in Political Attitudes among Vocational and Senior High School Students in Pingtung Based on Different Individual Background Variables.....	52
Table 19: Summary Table of Correlation between the Learning Environment Factors and Students' Political Attitudes	56

LIST OF FIGURES

Figure 1: Research Process	24
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INTRODUCTION

Background

Looking back at the social movement initiated by students in Taiwan, in 2014, Taiwanese university students launched the "Sunflower Movement," which received nationwide attention. It was due to their dissatisfaction with the content and procedural legitimacy of the Cross-Strait Service Trade Agreement signed by the government then. During this period of social movement, high school students have also participated in sit-in protests outside the Legislative Yuan, according to a survey conducted by Wan-Chi Chen and Su-Jen Huang, high school students accounted for 6.2% of the total students.¹ Although the proportion is not high, it has already highlighted the tendency of high school students to care about public affairs and even have the ability to act. In 2015, another student-led movement emerged. Some high school students across Taiwan launched a movement called the "Anti-High School Curriculum Adjustment Movement" due to their dissatisfaction with the content and procedures of the government's adjustments to the high school curriculum. Both movements represented the growing civic engagement and political consciousness among Taiwanese students. They showed that young people have a voice and the power to mobilize and effect change.

However, individual political attitudes are not innate but formed through learning. Political scholars refer to this learning process as political socialization, which is the process by which members of a political system develop values, emotions, attitudes, and opinions toward politics, enabling them to establish a

¹ 陳婉琪 and 黃樹仁, "立法院外的春吶：太陽花運動靜坐者之人口及參與圖象," [Outcry Outside the Legislature: A Portrait of Sunflower Movement Sit-In Demonstrators.] *台灣社會學*, no. 30 (2015), <https://doi.org/10.6676/ts.2015.30.141>.

relationship with politics. The stages of learning cover an individual's whole life from childhood to the elderly and involve learning through various mediums such as family, school, peer groups, and mass media. Past research has shown that the family has the most significant impact on children's political socialization. However, recent research indicates that school has surpassed the family in shaping political orientation. Students can easily learn political attitudes and opinions through various rituals, symbols, curriculum arrangements, activity designs, and school teachers' teaching. The development of children's political cognition is mainly through the channels of the school. Hence, the school is a socializing institution that intensely trains individuals in all psychological and behavioral pattern processes for political affairs. Therefore, schools play a significant role as a medium in political socialization. The author thinks exploring the relationship between schools and students' political attitudes is necessary.

On the other hand, according to Yang-Chi Hsiao's research, he pointed out that high school students will be citizens soon. They are so-called "citizens of tomorrow." The knowledge, attitudes, and civic engagement they learn during high school will decisively influence their future citizen life.² Based on this, under Taiwan's democratic political system, there is a need to further explore the political attitudes of high school and vocational school students.

² 蕭揚基, "台灣中部地區高中生公民意識及相關因素之研究" (2002).

Motivation

Vocational and senior high school students are about to enter the age of citizenship. They are at a critical stage in their lives where they are developing their political attitudes and values and may be starting to engage with the political process or activities. Therefore, the tendency of political attitudes of vocational and senior high school students deserves our attention. This is the main motivation for the author to conduct this research.

Pingtung is the southernmost administrative district in Taiwan. Being far from the political core, Pingtung faces various social issues such as limited employment opportunities, population outflow, and a widening wealth gap. The motivation for the author to choose vocational and senior high school students in Pingtung as the study object was because I am a native of Pingtung. Therefore, there is a greater desire to understand students' political attitudes in my hometown.

Research Purpose

The purpose of this study is to analyze the differences in political attitudes among vocational and senior high school students in Pingtung with different individual background variables. The study aimed to explore the relationship between the implementation of school education and students' political attitudes and investigated the predictive power of individual background variables and learning environment factors on students' political attitudes. Finally, specific suggestions were made based on the research results.

Research Question

Q1: How do different individual backgrounds differ in the political attitudes among vocational and senior high school students in Pingtung?

Q2: How does the implementation of school education influence students' political attitudes?

Q3: What specific factors related to students' backgrounds and school environments correlate with their political attitudes?

Contribution

The study can provide a deeper understanding of the political attitudes among vocational and senior high school students in Pingtung. This information can inform policies and programs that aim to engage students in politics and promote civic engagement. Additionally, the study can fill a research gap on the political attitudes among vocational and senior high school students in Pingtung and contribute to the body of knowledge on youth political participation.

Limits

The study only focused on vocational and senior high school students in Pingtung, so the findings may not be generalizable to other regions or populations.

The study adopted the questionnaire survey method for data collection. It is still inevitable that some respondents may hide their true inner thoughts to filling in the questionnaire, so whether the results of the questionnaire analysis fully reflect the true thoughts of the respondents may have its limitations.

Delimits

By limiting the scope of the study to vocational and senior high school students in Pingtung, the study can obtain more specific information about the political attitudes of these students.

After reviewing relevant literature, the study evaluated students' political attitudes from four specific aspects: national identity, sense of political efficacy, sense of political trust, and sense of citizen duty.

LITERATURE REVIEW

This chapter consisted of two sections. The first section discussed political attitudes, while the second section explored the school learning environment factors that affect political socialization.

Political Attitudes

Theoretical Foundations of Political Attitudes

Political attitudes draw heavily from social psychology, where the concept of "attitude" is defined as an individual's beliefs, feelings, and behavioral tendencies towards people, things, or environmental aspects. Attitudes encompass three components: beliefs, representing factual, opinion, and value-based judgments; feelings, reflecting emotional reactions such as love, hate, joy, or dislike; and behavioral tendencies, signifying the inclination to approach, avoid, or remain indifferent to various subjects.³

The term "political attitude" was first coined by psychologist Allport, who posited that it consists of political cognition, political affection, and a tendency to behave politically.⁴ Subsequently, scholars like Almond and Verba, and Hennessy provide diverse definitions, emphasizing cognitive, affective, and behavioral aspects concerning the political system, political roles, and the overall political context.⁵

⁶Domestic scholar Wen-Chun Chen extends the definition, viewing political attitudes

³ 溫世頌, *心理學* (三民書局, 2000). <https://books.google.com.tw/books?id=GfRMQwAACAAJ>.

⁴ 林嘉誠, *政治心理形成與政治參與行為* (臺灣商務印書館, 1989).

⁵ Gabriel Abraham Almond and Sidney Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*. (Princeton: Princeton University Press, 1963), 11-20. <https://doi.org/10.1515/9781400874569>.

⁶ 林嘉誠, *政治心理形成與政治參與行為*, 165.

as prepared responses rooted in an individual's internal psychological state, shaped by experiences and forming an organized structure.⁷

Theoretical Debates in Defining Political Attitudes

Theoretical debates surround the definition and scope of political attitudes. Allport emphasizes psychological organization, while Almond and Verba focus on the political system and roles. These differing viewpoints prompt questions about the balance between personal disposition and external influences in shaping political attitudes, highlighting the interplay between individual psychology and broader political structures. This debate questions the relative significance of each element.

Formation of Political Attitudes

Political attitudes are formed through learning, which generates cognition, affection, and a tendency to behave according to political goals or situations. Individuals receive information from family, school, peers, and various parties, and then sense the surrounding political phenomena and form their political attitudes. This formation process of political attitudes is called political socialization in political science.

Scholars have debated the intricate relationship between political socialization and the development of political attitudes. As Jaros points out, the study of political socialization is the study of political learning, emphasizing the ongoing nature of this process throughout an individual's lifetime.⁸ Almond and Powell underscore that

⁷ 陳文俊, *政治社會化與台灣的政治民主化: 大(專)學生的政治態度與價值之研究* (國立中山大學政治學研究所出版, 1997), 75. <https://books.google.com.tw/books?id=2Sp4MwEACAAJ>.

⁸ 羅瑞玉, "國民中小學生政治社會化態度傾向之研究" (碩士 國立高雄師範大學, 1989), <https://hdl.handle.net/11296/7j fz99>.

political socialization is not an innate quality but rather a long-term developmental journey.⁹ It's through various socialization mediums within a nation's political system that individuals continuously acquire political knowledge, attitudes, values, and behavioral patterns.¹⁰ In this study, the author focuses on the role of schools as a prominent medium in the political socialization process.

Personal political attitudes are formed from individuals' political and non-political experiences since childhood. Hess and Torney use four political learning models to explain the acquisition, stability, and change of political attitudes. Dawson and Prewitt divide political socialization into two types, indirect and direct, to cover the formation process of political behavior.

Hess & Torney's Political Learning Model

Hess and Torney's model delves into four distinct pathways for the acquisition of political attitudes. The accumulation model underscores the role of direct instruction from adults, while the interpersonal transfer model focuses on the influence of interpersonal relationships developed in early life. The identification model places importance on the imitation of significant figures like parents and teachers, often explaining the continuity of political party affiliations across generations. The cognitive-development model posits that children's evolving cognitive structures shape their political attitudes, which may remain fluid if their understanding of political concepts is not fully developed.¹¹

⁹ G.A. Almond and G.B. Powell, *Comparative Politics Today: A World View* (Boston: Little, Brown & Company, 1988), 34. <https://books.google.com.tw/books?id=fxW4AAAAIAAJ>.

¹⁰ 彭瀧森, "國中生政治社會化之研究" (碩士 國立臺灣師範大學), <https://hdl.handle.net/11296/75mt6a>.

¹¹ R.D. Hess and J.V. Torney, *The Development of Political Attitudes in Children* (Aldine Publishing Company, 1967). <https://books.google.com.tw/books?id=6AGSAAAAIAAJ>.

Dawson & Prewitt's Direct and Indirect Political Socialization Model

Dawson and Prewitt's model classifies political socialization into direct and indirect forms, each influencing an individual's political orientation. Direct forms involve the transmission of explicit political content, such as civic education in schools, through modes like imitation, anticipatory socialization, political education, and political experiences. Indirect forms, however, emphasize the role of an individual's general apolitical orientation in shaping specific political attitudes. This stage can involve interpersonal transference, apprenticeship, and generalization.¹²

Implications for School Education

Considering these theoretical debates, the role of schools in shaping political attitudes becomes even more evident. Hess & Torney's political learning model and Dawson & Prewitt's direct and indirect political socialization model provide some insights from the school education perspective for this study. They are as follows: (Quoted from Chia-Wen Yeh, 2001:34 and Hsiu-Hsiung Chang, 1993:33)

1. Various student activities in the school, such as club activities, class meetings, competitions, cadre elections, etc., should be appropriately designed to encourage students to participate and provide students with an environment and opportunities for "apprenticeship." By imitating students' role-playing, they can predict the value and behavior of future roles and further help students develop their political orientation in the future.
2. Teachers, especially advisors and administrative staff in schools, not only play important roles in students' process of political socialization in the school but

¹² Richard E. Dawson and Kenneth Prewitt, *Political Socialization: An Analytic Study*, The Little, Brown series in comparative politics, (Boston: Little, Brown, 1969), 64.

also serve as individuals whom students imitate, identify with, and interact with in terms of interpersonal relationships. They significantly influence students' acquisition of political knowledge and the orientation of their political attitudes.

3. Schools should create a democratic class and campus environment to provide students with opportunities to apprentice and practice democratic life, provide students with more democratic life experience, and help them understand the democratic political system and democratic way of life.
4. In the classroom, various political learning activities, as well as teachers' adoption of democratic interactive approaches and attitudes in class leadership, may affect the development of students' future democratic political attitudes.

Connotation of Political Attitudes

Scholar Rosenbaum has constructed a more specific, empirically researchable, and quantifiable definition of political attitudes, as shown in Table 1.

Table 1: Operational Definition of Political Attitudes

Item	Definition
political identity	nationality identity; another national identity. affection and involvement in other political units
political trust	participation in civil liberty groups. degree of willingness to cooperate with various groups; evaluation of different groups
regime orientation	belief in the legitimacy of the government. feelings and evaluations of major political positions and symbols of the regime
system rules	how political opinions should be expressed. the concept and definition of political rights and obligations. how the government should make decisions. attitude towards divergent political opinions
political efficacy	whether one believes that the government pays attention to and reflects public opinion.

	whether one believes that the government genuinely values people's voting and participation.
	Whether one believes in the possibility of political reform
political participation	frequency of voting and other political activities; awareness of political events and their impact on individuals. interest in political matters in general
input and output orientation	satisfaction with government policies. know how to make political demands on the government; belief in the efficacy of policy input and output

Source: Rosenbaum (1975), *Political Culture* (p.9)

The scope and level of research on political attitudes are quite extensive, and scholars define the connotations of political attitudes in different ways. This study aimed to understand the political attitudes of vocational and senior high school students, so domestic scholars' research on the connotation of political attitudes in the past is compiled for reference, as shown in Table 2.

Table 2: Statistical of the Connotation of Political Attitudes in Domestic Research

scholar (era)	national identity	political participation	sense of citizen duty	political alienation	sense of political trust	senses of political efficacy	political party affiliation	democratic attitude	national consciousness	ethnic group consciousness	tendency	reunification/independence
Chen (1978)	✓		✓		✓							
Tseng (2000)	✓		✓	✓	✓	✓						
Chen (2002)		✓			✓	✓						

Fu (2002)	✓						✓		✓	✓	✓
Chen (2003)			✓	✓	✓	✓			✓		
Su (2004)			✓		✓	✓					
Huang (2008)	✓			✓	✓	✓			✓		
Chen (2010)	✓				✓	✓	✓				✓
Hsu (2011)	✓		✓		✓	✓			✓		
Cheng (2012)	✓		✓		✓	✓					
Tsai (2013)	✓		✓		✓	✓					
Chang (2015)	✓		✓		✓	✓					
Total	9	1	8	3	11	10	2	3	1	1	2

Source: sorted by the author

Within the connotation of political attitudes, theoretical debates persist regarding the selection and importance of aspects such as democratic attitudes, political efficacy, civic responsibility, political trust, and political alienation. Some scholars prioritize national identity, trust, and efficacy, while others focus on political participation and party affiliation. These aspects serve as lenses through which political attitudes are analyzed, and their selection is a matter of scholarly interpretation. By exploring these debates, we gain insights into the complexities of political attitudes' multifaceted nature.

Based on the studies reviewed in Table 2, only 1-2 scholars included political participation, political party affiliation, national consciousness, ethnic group consciousness, and reunification/independence tendency as research variables. However, 3 scholars included political alienation and democratic attitude as variables. In contrast, 8-11 scholars included national identity, sense of citizen duty, sense of political trust, and sense of political efficacy as research variables. Based on the needs of research motivation and research purpose, and considering the research object of this study, the connotation of political attitude is defined as four items of national identity, sense of political efficacy, sense of political trust, and sense of citizen duty. The following are the meanings of the four variables:

National Identity

Jung Liu points out that national identity refers to a sense of belonging among the constituents of a nation —individuals, people, or ethnic groups—leading to loyalty and dedication to the country.¹³ Scholar Ranny mentions that most political science scholars agree that the most influential factor for a country's political stability and government efficiency is the political loyalty of its citizens to the country.¹⁴

This study defined the concept of national identity as "a psychological state that refers to the basic beliefs of members of a country in the country's territory, people, sovereignty, and government."

¹³ 劉阿榮, *社會學與現代社會* (威仕曼文化事業股份有限公司, 2006). <https://books.google.com.tw/books?id=GnsvAAAACAAJ>.

¹⁴ Austin Ranny, *政治學* (雙葉書廊, 1995). <https://hylibapi.nipi.edu.tw/bookDetail.do?id=589475>.

Sense of Political Efficacy

Weissberg defines political efficacy as "the individual's belief that politics and society are possible to change and that they can bring about these changes, or, in a given political environment, an individual's belief that they can change the political or social environment either through their actions or through collaboration with others."¹⁵

Lane believes that people with a strong sense of political efficacy not only actively change the political environment, but they are also more willing to spread their views on political affairs and tend to take positive actions in the political process.¹⁶ Almond and Verba's research points out that if people think they are politically capable, they will be more active in politics, which means they will be more willing to participate in politics.¹⁷

This study adopted the operational definition of sense of political efficacy as "the individual's belief that politics and society are possible to change and that they can bring about these changes, or, in a given political environment, an individual's belief that they can change the political or social environment either through their actions or through collaboration with others."

Sense of Political Trust

Rosenbaum argues that sense of political trust is a psychological tendency of trust or doubt toward the government authorities after evaluating the quality of

¹⁵ R. Weissberg, *Political Learning, Political Choice, and Democratic Citizenship* (Prentice-Hall, 1974). <https://books.google.com.tw/books?id=PeWFAAAAMAAJ>.

¹⁶ R.E. Lane, *Political Life: Why People Get Involved in Politics* (Free Press, 1959). <https://books.google.com.tw/books?id=VdE1AAAIAAJ>.

¹⁷ Almond and Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*.

government officials and the overall functioning of the government.¹⁸ Specifically, the sense of political trust refers to the attitude of individuals towards political officials, government decisions, and even the trust in the political structure and norms.¹⁹

According to Lu-Huei Chen's research, it was found that when the political trust of the public is low, their evaluation or outlook regarding the implementation of democratic politics tends to be more pessimistic.²⁰

This study adopted the operational definition of sense of political trust as "the attitude of individuals towards political officials, government decisions, and even the trust in the political structure and norms."

Sense of Citizen Duty

Campbell, Gerald, and Miller define sense of citizen duty as the belief of political members that they or others should engage in the political process, regardless of whether these political activities are deemed worthwhile or effective.²¹ Almond and Verba point out that citizens are active participants in the process of political input and have the obligation to participate in politics.²² Chia-Cheng Lin divides the sense of citizen duty into "participatory sense of citizen duty" and "obedience sense of citizen duty". The former refers to the actual act of voting, while the latter refers to

¹⁸ Walter A Rosenbaum, *政治文化* (桂冠, 1991).

<https://lib.utaipei.edu.tw/webpac/bookDetail.do?id=61114>.

¹⁹ 林嘉誠, *政治心理形成與政治參與行為*.

²⁰ 陳陸輝, "政治信任、施政表現與民眾對台灣民主的展望," [Political Trust, Government Performance, and the Perspective of Deepening Democracy among the Electorate in Taiwan.] *台灣政治學刊* 7, no. 2 (2003), [https://doi.org/10.6683/tpsr.200312.7\(2\).149-188](https://doi.org/10.6683/tpsr.200312.7(2).149-188).

²¹ Angus Campbell, Gerald Gurin, and W. E. Miller, *The voter decides* (Oxford, England: Row, Peterson, and Co., 1954), 194.

²² Almond and Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*.

citizens' duty not only to participate in political affairs but also to fulfill their national obligations, such as military service and taxation.²³

Although high school students currently do not possess citizenship rights, school education has consistently instilled in students the concept of rights and obligations are two sides of one body. This study adopted the operational definition of sense of citizen duty as "the belief of political members that they or others should engage in the political process, regardless of whether these political activities are deemed worthwhile or effective".

School Learning Environment Factors Affecting Political Socialization

Among all the political education frameworks, school education can be seen as the most evident "conscious social reconstruction." School education systematically cultivates students' political knowledge, attitudes, and skills through formal, informal, and hidden curricula. School education encompasses three dimensions. First is the formal curriculum, which refers to the learning subjects planned by the school and listed on the schedule. Second, informal curriculum refers to the learning activities organized by the school outside of the formal curriculum, such as ceremonies, class meetings, club activities, etc. Both formal and informal curricula are intentionally planned and designed. The third one is the hidden curriculum, which refers to "students' learning process or results, which the curriculum developer does not plan or intend. Hidden curriculum includes the process and results we want and do not want students to learn."²⁴

²³ 林嘉誠, *政治心理形成與政治參與行為*.

²⁴ 黃政傑, "課程概念剖析," [The Conceptions of the Curriculum.] *國立臺灣師範大學教育研究所集刊*, no. 25 輯 (1983): 159, [https://doi.org/10.6910/bgientnu.198306_\(25\).0004](https://doi.org/10.6910/bgientnu.198306_(25).0004).

In school political socialization, school education can impart political knowledge and attitudes to students through formal or direct and planned educational programs, such as school civic courses. However, besides direct and planned teaching materials, schools also have many informal, unplanned, indirect, and unconscious mediums that subtly influence students' acquisition of political attitudes, such as the democratic and open classroom atmosphere, school organizational atmosphere, rituals, club activities, etc. Dawson and Prewitt point out that the impact of school education on political socialization has three categories. The first one is the impact of classrooms, such as curriculum, ritual activities, and teachers. The second is other activities outside the classroom, such as extracurricular activities and the third is the impact of education on the political self.²⁵

Schools generally use formal school curricula and direct teaching to carry out democratic education, but informal learning experiences may have a deeper impact on the development of students' political attitudes. As scholar Hargreaves believed, "The hidden curriculum, like the formal curriculum, has its unique materials and teaching methods, and it is the hidden curriculum rather than the formal curriculum that has the greatest impact on children."²⁶ This study focused on informal, unplanned, indirect, and unconscious channels of education in schools and explored their relationship to students' political attitudes. Based on the connotations of school education claimed by the scholars mentioned above, the following briefly described the channels of democratic education for political socialization in schools related to this study.

²⁵ Dawson and Prewitt, *Political Socialization: An Analytic Study*.

²⁶ 歐用生, *課程發展的基本原理* (復文圖書出版社, 1985), 9.
<https://books.google.com.tw/books?id=IfwxHQAACAAJ>.

Teachers' Teaching Styles

Teachers are authoritative representatives in society and often the first political authorities students encounter.²⁷

Whether the classroom is a democratic or authoritative atmosphere primarily depends on how teachers exercise their authoritative role. Teachers can emphasize that students study the teaching materials they provide regularly, strictly abide by school rules, respect teachers as authority figures, and are less willing to allow students to have the opportunity to express their opinions. However, teachers may also encourage students to participate in various school decisions and not demand reverence from students. The former is authoritative teaching, while the latter is democratic teaching. Both different atmospheres can impact students' political perspectives. Teachers teach democratically, encourage students to speak, and adopt democratic and interactive teaching methods, which can cultivate students' attitudes and skills consistent with democratic values. On the other hand, authoritative teachers who focus solely on delivering lectures, restrict student participation, emphasize strict discipline, and have limited teacher-student interaction may guide students toward attitudes and skills aligned with authoritarianism. This can result in significant apathy and alienation towards public affairs.²⁸

Class Meeting Activities

Class meeting activities are the best way to cultivate students' initiative and spontaneity, from which they can learn democratic experiences such as leadership and

²⁷ Dawson and Prewitt, *Political Socialization: An Analytic Study*, 158.

²⁸ 蘇澄鈺, "我國高中職學生政治態度之研究----以台中地區為例" (碩士 國立臺灣師範大學, 2004), 29-30, <https://hdl.handle.net/11296/c2etsf>.

being led, legislation and law-abiding, election, and competition.²⁹ From the implementation of class meeting activities, students can be taught to understand the value of self-government and cultivate students' community care, self-government, and self-discipline, and the methods of formulating codes of conduct.³⁰

Class meetings are an important part of student self-governance activities. Schools usually have a class meeting activity course every week. It is hoped that through the class meeting activities, students can develop the skills of meeting in democratic politics. At the same time, the class meeting activities can enhance students' participation and concern for class affairs.

The Atmosphere of Class

According to psychologists, the atmosphere of class generally refers to the psychological traits or tendencies common to each class member.³¹ Chun-Hsing Chang and Ching-Shan Lin point out that the atmosphere of the class has a broad term and a narrow term. Narrowly defined, classroom atmosphere refers to the emotional atmosphere caused by different teaching leadership styles. Broadly defined, classroom atmosphere encompasses the interaction between teachers and students and the emotional atmosphere formed by peer relationships within the class.³²

In the class, the homeroom teacher has a higher influence on the students in all aspects than the general teacher. Homeroom teachers should regard class life as equal to democracy and the rule of law, regard the election of class cadres as the election of civil society, and train students to promote group harmony with the spirit of self-

²⁹ 張懷甫, "我國高級中學民主教育實施之研究" (碩士 國立臺灣師範大學, 1996), <https://hdl.handle.net/11296/mwr6m6>.

³⁰ 張清濱, "民主素養: 民主法治教育的省思," (1997): 5.

³¹ 蔡璧煌, *班級氣氛與學生政治社會化* (台北: 師大書苑, 1995), 22. <https://books.google.com.tw/books?id=1JtzMwEACAAJ>.

³² 張春興 and 林清山, *教育心理學* (台北: 東華, 1993), 345.

government.³³ This study investigated the correlation between students' perceived classroom atmosphere and the formation of their political attitudes, specifically focusing on the classroom atmosphere formed by homeroom teachers.

The Atmosphere of School Organization

School authority structures are divided into democratic (or open, human) and authoritative (or closed, supervisory), and in open schools, students have a lower sense of political alienation.³⁴ In authoritative schools, activist students confront the school to change policy, while in democratic schools, activist students use negotiation to achieve their demands.³⁵

Suppose students have the right to discuss, give suggestions, and express their opinions on various activities held by the school. In that case, students become the leaders of the activities, and they will increase their willingness to participate in the activities. For example, students can discuss unreasonable clauses in school regulations and participate in organizing events such as school celebrations, garden parties, and various competitions.

According to Levinson's book, the atmosphere of school organization is related to students' political efficacy, sense of trust, tolerance, and orientation toward participation.³⁶ Therefore, the atmosphere of school organization not only contributes to shaping students' political behavior but also influences their political attitudes.

³³ 鄧俐俐, "國民中學公民教育教材與活動中的民主價值觀—「公民與道德」教材八十七年版之分析" (碩士 國立政治大學, 2000), 57, <https://hdl.handle.net/11296/wfjea6>.

³⁴ 余霖, "影響國中生政治社會化的學校因素" (碩士 國立臺灣師範大學, 1985), 27, <https://hdl.handle.net/11296/t8255v>.

³⁵ 張秀雄, *民主法治教育之研究* (台北: 師大書苑, 1993), 50. <https://webpac.lib.pu.edu.tw/webpac/bookDetail.do?id=100182>.

³⁶ 王錦雀, "臺灣地區國中學生班級氣氛與政治態度之相關研究," [A Study of Relations between Classroom Climate and Political Attitude of the Junior High School Students in Taiwan.] *公民訓育學報*, no. 6 (1997): 76, [https://doi.org/10.6231/cme.1997\(6\)13](https://doi.org/10.6231/cme.1997(6)13).

Summary

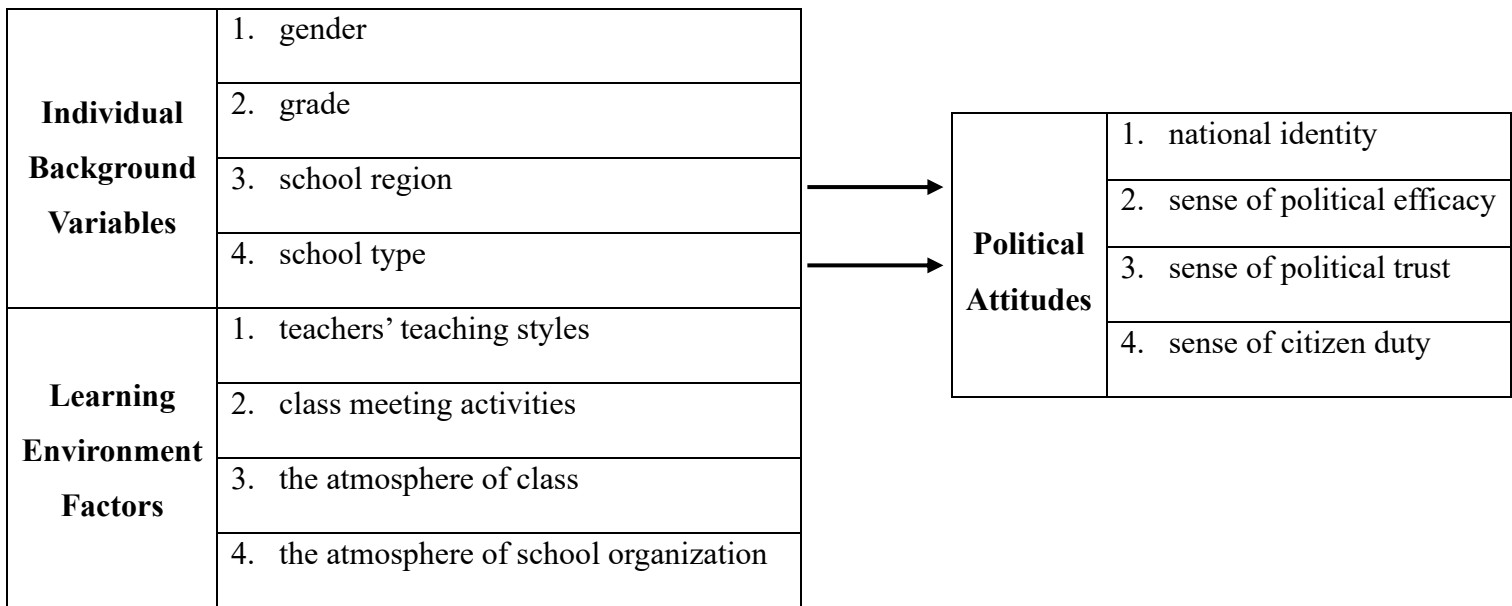
This chapter delved into the concept of political attitudes, its theoretical foundations, and how they are shaped, primarily focusing on the role of school education. Political attitudes are comprised of beliefs, emotions, and behavioral tendencies towards political matters. They are defined through the lenses of various scholars, leading to debates on the balance between individual disposition and external influences in shaping these attitudes.

A significant focus of this chapter is on the essential role of political socialization in shaping these attitudes. Political socialization is how individuals acquire political knowledge, attitudes, values, and behavioral patterns. Notably, the school environment plays a central role in this process, influencing the political perspectives of students.

This chapter also outlined various models of political socialization, shedding light on both indirect and direct forms of influence. For instance, Hess and Torney's models emphasize accumulation, interpersonal transfer, identification, and cognitive development, while Dawson & Prewitt distinguish between direct and indirect modes of socialization.

This study underscored the significance of schools in political socialization, emphasizing the impact of teachers, class meetings, classroom atmosphere, and the school's organizational atmosphere. Both formal and informal factors within the school contribute to students' political attitudes. Consequently, it is essential to recognize the profound connection between school education and the development of political attitudes, acknowledging the role of both planned and unplanned educational experiences in shaping students' political perspectives.

Research Framework



Hypotheses

H1: There were significant differences in political attitudes among students with each individual background variable.

H1-1: There was a significant difference in the political attitudes among vocational and senior high school students in Pingtung with different genders.

H1-2: There was a significant difference in the political attitudes among vocational and senior high school students in Pingtung of different grades.

H1-3: There was a significant difference in the political attitudes among vocational and senior high school students in Pingtung in different school regions.

H1-4: There was a significant difference in the political attitudes among vocational and senior high school students in Pingtung between different school types.

H2: There was a significant correlation between the implementation of school education and students' political attitudes.

H2-1: There was a significant correlation between teachers' teaching styles and students' political attitudes.

H2-2: There was a significant correlation between class meeting activities and students' political attitudes.

H2-3: There was a significant correlation between the atmosphere of the class and students' political attitudes.

H2-4: There was a significant correlation between the atmosphere of the school organization and students' political attitudes.

H3: Individual background variables and learning environment factors have significant predictive power on students' political attitudes.

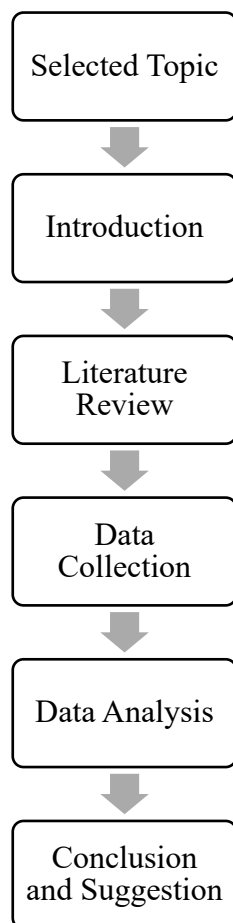
METHODOLOGY

Research Design

This study employed a quantitative approach to explore the political attitudes among vocational and senior high school students in Pingtung. Quantitative research is suitable for examining relationships between variables and allows for statistical analysis to answer my research questions. The design involved administering questionnaires to gather data on various aspects of political attitudes, school education, and students' backgrounds.

The overall research process is illustrated in Figure 1.

Figure 1: Research Process



Sources of Data

First, this study began by reviewing the literature on political attitudes, school environment learning factors affecting political socialization, and previous research related to this study. By doing so, the foundation for this research can be established. The literature sources including books, journal articles, papers, etc., are obtained from libraries and internet databanks.

Furthermore, the primary data source for this study is collected through the online questionnaire via SurveyCake. The online questionnaire is the best option for data collection as it addresses various problems such as location, time, accessibility, and convenience for responders.

Questionnaire Design

Based on this study's purpose and research questions, the author referred to question items used in other relevant studies on political attitudes conducted in Taiwan. Suitable items were selected, and certain descriptions were modified to create a questionnaire for exploring the political attitudes of vocational and senior high school students in Pingtung. This questionnaire served as the instrument of this study. Meanwhile, this questionnaire utilized a closed-ended questions design to ensure clarity of scope, ease of response, and convenience for statistical analysis.

The questionnaire has been divided into three parts. The first part mainly collected the students' background information, such as gender, grade, school type, and school region. The second part was the "School Education Implementation Scale". This scale included four learning environment factors: teachers' teaching styles, class meeting activities, the atmosphere of the class, and the atmosphere of school organization. The purpose is to understand the degree of democratization in

four aspects of students' perceptions and further explore the relationship between each variable and students' political attitudes. The "Likert Scale" is applied to the items in this scale with options including "always," "often," "sometimes," "rarely," and "never." The third part was the "Students' Political Attitudes Scale." This scale included items about national identity, sense of political efficacy, sense of political trust, and sense of citizen duty. This scale also utilized the "Likert Scale" with options including "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." When conducting the analysis in SPSS, for positively worded items in both scales, the scoring is 5, 4, 3, 2, 1. For negatively worded items, the scoring is 1, 2, 3, 4, 5.

Data Collection

This study involved a two-month data collection period during which 402 valid responses were collected. Initially, I shared the survey link with my younger sister, who is currently a high school student, and she assisted in sharing the link with her classmates and other vocational and senior high school students. Additionally, I distributed the survey link to school instructors, significantly increasing the responses received. Following the data collection, I used the SPSS statistical software to analyze the data.

DATA ANALYSIS

This chapter consisted of five sections. The first section analyzed the current situation of political attitudes among vocational and senior high school students in Pingtung. The second section examined the differences in political attitudes among vocational and senior high school students in Pingtung based on different background variables. The third section explored the correlation between the political attitudes of vocational and senior high school students in Pingtung and learning environment factors. The fourth section delved into the factors that influence the political attitudes of vocational and senior high school students in Pingtung." The last section was a comprehensive discussion.

Reliability Analysis

Before doing data analysis, the author checks whether the data is reliable. According to the scholar Devellis, the acceptable number of reliabilities should obtain 0.7 or above, and this research achieves the standard in this thesis. The Cronbach's Alpha of the "School Education Implementation Scale" is 0.857, and the Cronbach's Alpha of the "Students' Political Attitudes Scale" is 0.939. Both are higher than 0.7 which explains that the questionnaire is credible.

Descriptive Statistics

In Table 3, we can know the frequency distributions of students' individual background variables based on responses from a total of 402 questionnaire responses. It revealed that 61.7% of the students are male (248 students), while 38.3% are female (154 students). Grade-wise, 25.4% are in the tenth grade (102 students), 25.1% in the eleventh grade (101 students), and 49.5% in the twelfth grade (199 students). In terms of school region, the majority, 80.3%, attend schools in Pingtung City (323 students),

with 19.7% in other townships in Pingtung (79 students). Furthermore, when it comes to school type, 15.9% of students are in senior high schools (64 students), while the remaining 84.1% attend vocational high schools (338 students).

Table 3: Frequency Distributions of Students' Individual Background Variables from the Questionnaire

Individual background variables	Amount	
Gender	Male	248 (61.7%)
	Female	154 (38.3%)
Grade	Tenth grade	102 (25.4%)
	Eleventh grade	101 (25.1%)
	Twelfth grade	199 (49.5%)
School Region	Pingtung City	323 (80.3%)
	Other townships in Pingtung	79 (19.7%)
School Type	Senior high school	64 (15.9%)
	Vocational high school	338 (84.1%)

Source: sorted by the author

Analysis of the Current Situation of Political Attitudes among Vocational and Senior High School Students in Pingtung

In this study, the political attitudes among vocational and senior high school students in Pingtung were comprehensively examined by measuring four aspects. Firstly, the students' national identity was assessed to understand the extent of their connection and pride in the country. Secondly, their sense of political efficacy was gauged, evaluating their belief in their ability to influence political processes and

decisions. Thirdly, the study measured their sense of political trust, focusing on their confidence in governmental institutions and elected representatives. Lastly, their sense of citizen duty was analyzed, exploring their awareness of civic responsibilities such as voting and staying informed about political issues.

Test Results of the Political Attitudes Scale for Vocational and Senior High School Students in Pingtung

From Table 4, it can be observed that among senior high students in Pingtung, as evaluated by the "Scale of Students' Political Attitudes," they scored an average of 4.14 per question in the "national identity" aspect, 3.78 per question in the "political efficacy" aspect, 3.38 per question in the "political trust" aspect, and 3.65 per question in the "sense of citizen duty" aspect. Their overall average score on the Scale of Students' Political Attitudes was 3.73 per question.

On the other hand, vocational high school students in Pingtung scored an average of 3.94 per question in the "national identity" aspect, 3.65 per question in the "political efficacy" aspect, 3.40 per question in the "political trust" aspect, and 3.62 per question in the "sense of citizen duty" aspect. Their overall average score on the Scale of Students' Political Attitudes was 3.65 per question.

In this study, a five-point Likert scale was employed, where an average score of 3 points per question indicates a neutral position. Both senior high school and vocational high school students scored above this average on all four aspects of their political attitudes, showcasing their generally positive disposition towards these aspects. Furthermore, both senior high school and vocational high school students scored the highest in "national identity" aspect, with scores of 4.14 and 3.94 respectively, while they also scored the lowest in "sense of political trust" aspect, with

scores of 3.38 and 3.40 respectively. Overall, the average scores of senior high school and vocational high school students on the "Students' Political Attitudes Scale" were 3.73 and 3.65 respectively, ranging between "somewhat agree" and "agree." In other words, the current situation leans towards a "moderately positive" level.

Table 4: Summary of the Analysis of the Current Situation of Political Attitudes among Vocational and Senior High School Students in Pingtung

Aspect	Number of Questions	School Type	M	SD	M/ Number of Questions	Rank
National identity	6	Senior high school	24.89	3.338	4.14	1
		Vocational high school	23.69	4.244	3.94	
Sense of political efficacy	7	Senior high school	26.46	4.090	3.78	2
		Vocational high school	25.60	4.803	3.65	
Sense of political trust	6	Senior high school	20.32	4.272	3.38	4
		Vocational high school	20.42	4.929	3.40	
Sense of citizen duty	8	Senior high school	29.20	5.149	3.65	3
		Vocational high school	28.96	5.257	3.62	
Whole	27	Senior high school	100.89	13.436	3.73	
		Vocational high school	98.68	16.224	3.65	

Source: sorted by the author

Table 5: Summary of Mean and Standard Deviation of Each Question in the Political Attitudes Scale for Vocational and Senior High School Students in

Pingtung

	Question	M	SD
National identity	1. I feel proud to be a part of the Republic of China.	4.08	0.912
	2. I believe that the Republic of China is a sovereign and independent nation.	4.17	0.888
	3. I feel proud when the Chinese Taipei team achieves good results in competitions.	4.20	0.868
	4. When the nation faces difficulties, I am willing to donate money to support it to the best of my ability.	3.54	0.971
	5. I believe that learning about Taiwan's geography and history is important.	3.90	0.916
	6. I believe that the various pressures exerted on the Republic of China by the international community are unfair.	4.00	0.874
Sense of political efficacy	7. I look forward to having the right to vote.	3.83	0.935
	8. I support lowering the voting age.	3.32	1.160
	9. I believe that people can influence government policies through "voting."	3.89	0.962
	10. I believe that actively participating in the voting process is beneficial for oneself.	3.82	0.906
	11. Apart from voting, I believe I can bring about political change through other means.	3.67	0.928
	12. I believe that voting is an effective way to express public opinion.	3.97	0.895
Sense of political trust	13. I believe that individuals can influence government decision-making.	3.24	0.999
	14. I trust that the government takes public opinion seriously and establishes channels for communication with the people.	3.56	1.039
	15. I believe the government will safeguard the basic rights of the people.	3.75	0.922
	16. I believe that news reports related to politics are objective and fair.	3.08	1.107

	17. I believe the government considers public opinion when formulating policies.	3.47	0.926
	18. I believe each candidate's political platform can contribute to the country's development.	3.26	1.000
	19. I trust that the government prioritizes the interests of the people.	3.28	0.998
	20. If I have the right to vote, I will definitely exercise it.	3.76	0.902
	21. I will participate in social movements that I care about.	3.67	0.909
	22. I will keep an eye on matters in my daily life that are related to politics.	3.55	0.876
Sense of citizen duty	23. I believe that a negative political situation is caused by the people themselves.	3.14	0.965
	24. I believe that cultivating a sense of citizen duty is important.	4.05	0.832
	25. I believe that actively participating in the political process is important.	3.70	0.868
	26. I will actively seek diverse perspectives and opinions on political matters.	3.62	0.895
	27. I believe that citizens have a responsibility to participate in community service or volunteer activities.	3.51	0.883

Source: sorted by the author

From Table 5, it can be observed that the mean scores for each item on the "Scale of Students' Political Attitudes" range from 3.08 to 4.20, with standard deviations falling between 0.832 and 1.160. Among these items, the highest score is obtained in the third item, "I feel proud when the Chinese Taipei team achieves good results in competitions," with a score of 4.20, indicating strong positive sentiments among respondents regarding their national achievements. Conversely, the lowest score is recorded for the 16th item, "I believe that news reports related to politics are objective and fair," with a score of 3.08, suggesting a more skeptical or critical view of the objectivity and fairness of political news reporting among the respondents.

Comparative Analysis of Political Attitudes among Vocational and Senior High School Students in Pingtung with Different Individual Background Variables

In this study, the individual background variables of the respondents, including "gender," "grade," "school region," and "school type," were examined as research variables to explore whether students with different backgrounds differ in their political attitudes. This section aimed to validate research hypothesis 1: "There were significant differences in political attitudes among students with each individual background variable."

Comparative Analysis of Political Attitudes among Students with Different Genders

This section used t-test to examine the differences in political attitudes among vocational and senior high school students in Pingtung with different genders, across various aspects and as a whole. The results are shown in Table 6 below.

Table 6: T-test on Political Attitudes Among Vocational and Senior High School Students with Different Genders in Pingtung

Aspect	Gender	Number of people	M	SD	T value	P value
National identity	Male	248	23.59	4.319	-1.881	.061
	Female	154	24.36	3.779		
Sense of political efficacy	Male	248	25.64	5.003	-0.519	.604
	Female	154	25.88	4.186		
Sense of political trust	Male	248	19.87	5.159	-2.813**	.005
	Female	154	21.25	4.109		
Sense of citizen duty	Male	248	29.10	5.318	0.521	.602
	Female	154	28.83	5.110		

Whole	Male	248	98.22	16.409	-1.336	.182
	Female	154	100.34	14.777		

N=402 **p<.01

Source: sorted by the author

Based on Table 6, it can be observed that there was no significant difference in the overall test scores of political attitudes among vocational and senior high school students in Pingtung with different genders.

Further analysis of the differences in political attitudes among students with different genders across various aspects revealed that in the "sense of political trust" aspect, a statistically significant difference existed between male and female students, with a p-value of 0.005 ($t = -2.813$, $p = .005$). This suggested that female students exhibit a more positive attitude in this aspect than male students. However, in other aspects, there were no significant differences between male and female students.

Comparative Analysis of Political Attitudes among Students of Different Grades

This section used a one-way ANOVA to examine the differences in political attitudes among vocational and senior high school students of different grades in Pingtung, across various aspects and as a whole. The results are shown in Table 7 below.

Table 7: A One-Way ANOVA for Political Attitudes Among Vocational and Senior High School Students of Different Grades in Pingtung

Aspect	Grade	N	M	SD		df	MS	F	P	Post Hoc
National identity	(1) Tenth grade	102	24.33	4.201	Between group	2	57.115	3.383	0.305	
	(2) Eleventh grade	101	22.98	4.009						
	(3) Twelfth grade	199	24.12	4.110	Within group	399	16.882			
Sense of political efficacy	(1) Tenth grade	102	26.34	4.768	Between group	2	25.865	1.170	0.311	
	(2) Eleventh grade	101	25.41	4.765						
	(3) Twelfth grade	199	25.59	4.634	Within group	399	22.104			
Sense of political trust	(1) Tenth grade	102	21.93	4.499	Between group	2	180.276	8.011***	0.000	1>2
	(2) Eleventh grade	101	19.35	5.102						
	(3) Twelfth grade	199	20.16	4.676	Within group	399	22.503	1>3		
Sense of citizen duty	(1) Tenth grade	102	29.79	5.351	Between group	2	43.102	1.577	0.208	
	(2) Eleventh grade	101	28.67	5.103						
	(3) Twelfth grade	199	28.76	5.225	Within group	399	27.325			
Whole	(1) Tenth grade	102	102.40	16.382	Between group	2	937.241	3.798*	0.023	1>2
	(2) Eleventh grade	101	96.42	15.215						
	(3) Twelfth grade	199	98.64	16.605	Within group	399	246.804			

N=402 *p<.05 ***p<.001
Source: sorted by the author

Based on Table 7, it can be observed that there is a significant difference in the overall scores of political attitudes among vocational and senior high school students in Pingtung of different grades ($F(2,399) = 3.798, p = 0.023$). Using Turkey's HSD for post hoc comparisons, it was found that the mean score of "tenth-grade students" ($M = 102.40$) is significantly higher than that of "eleventh-grade students" ($M = 96.42, p = 0.019, 95\%C.I. = [78.83, 111.1641]$).

In various aspects, it can be observed that students of different grades exhibit significant differences in their performance regarding the "sense of political trust" aspect. Using Turkey's HSD for post hoc comparisons, it was found that, in terms of the sense of political trust, the mean score of "tenth-grade" students ($M = 21.93$) is significantly higher than that of "eleventh-grade" students ($M = 19.35$, $p = 0.000$, $95\%C.I. = [1.0084, 4.1414]$), and concurrently, the mean score of "tenth-grade" students ($M = 21.93$) is also significantly higher than that of "twelfth-grade" students ($M = 20.16$, $p = 0.007$, $95\%C.I. = [.4116, 3.1295]$). This indicated that, in terms of the sense of political trust aspect, tenth-grade students showed a higher level of political attitude perception compared to eleventh grade and twelfth-grade students.

Comparative Analysis of Political Attitudes among Students in Different School Regions

This section used a t-test to examine the differences in political attitudes among vocational and senior high school students in Pingtung in different school regions across various aspects and as a whole. The results are shown in Table 8 below.

Table 8: T-test on Political Attitudes among Vocational and Senior High School Students in Different School Regions in Pingtung

Aspect	School Region	Number of people	M	SD	T value	P value
National identity	Pingtung City	323	23.74	4.220	-1.424	.155
	Other townships in Pingtung	79	24.48	3.720		
Sense of political efficacy	Pingtung City	323	25.44	4.620	-2.592*	.010
	Other townships in Pingtung	79	26.96	4.868		

Sense of political trust	Pingtung City	323	20.35	4.822	-0.462	.645
	Other townships in Pingtung	79	20.63	4.862		
Sense of citizen duty	Pingtung City	323	28.77	5.266	-1.799	.073
	Other townships in Pingtung	79	29.94	5.025		
Whole	Pingtung City	323	98.30	16.050	-1.877	.061
	Other townships in Pingtung	79	102.02	14.551		

N=402 *p<.05

Source: sorted by the author

Based on Table 8, it can be observed that there is no significant difference in the overall test scores of political attitudes among vocational and senior high school students in Pingtung in different school regions.

Further analysis of the differences in political attitudes among students in different school regions across various aspects revealed that in the "sense of political efficacy" aspect, a statistically significant difference existed between students from Pingtung City and students from other townships in Pingtung County, with a p-value of 0.010 ($t = -2.592$, $p = .010$). This suggested that students from other townships in Pingtung County showed a more positive attitude in this aspect compared to students from Pingtung City. However, in all other aspects, students from Pingtung City and students from other townships in Pingtung County showed no statistically significant differences.

Comparative Analysis of Political Attitudes among Students between Different School Types

This section used a t-test to examine the differences in political attitudes among vocational and senior high school students in Pingtung between different

school types across various aspects and as a whole. The results are shown in Table 9 below.

Table 9: T-test on Political Attitudes between Vocational School and Senior High School Students in Pingtung

Aspect	School Type	Number of people	M	SD	T value	P value
National identity	Senior high school	64	24.89	3.338	2.500*	.014
	Vocational high school	338	23.69	4.244		
Sense of political efficacy	Senior high school	64	26.46	4.090	1.507	.135
	Vocational high school	338	25.60	4.803		
Sense of political trust	Senior high school	64	20.32	4.272	-0.144	.885
	Vocational high school	338	20.42	4.929		
Sense of citizen duty	Senior high school	64	29.20	5.149	0.334	.739
	Vocational high school	338	28.96	5.257		
Whole	Senior high school	64	100.89	13.436	1.160	.249
	Vocational high school	338	98.68	16.224		

N=402 *p<.05

Source: sorted by the author

Based on Table 9, there was no significant difference in the overall test scores of the political attitudes between high school students and vocational high school students in Pingtung.

Further analysis of the differences in political attitudes among students between different school types across various aspects revealed a statistically significant difference in the "national identity" aspect. This difference was observed between high school students and vocational high school students, with a p-value of 0.014 ($t = 2.500, p = .014$). This suggested that senior high school students in Pingtung exhibit a more positive attitude in this aspect compared to vocational high

school students in Pingtung. However, these two groups of students showed no statistically significant differences in other aspects.

Correlation Analysis of Political Attitudes and Learning Environment Factors among Vocational and Senior High School Students in Pingtung

This study examined the learning environment factors of "teachers' teaching styles," "class meeting activities," "the atmosphere of class," and "the atmosphere of school organization" as research variables to explore the correlation between the implementation of school education and political attitudes among vocational and senior high school students in Pingtung. This section aimed to validate Research Hypothesis 2: "There was a significant correlation between the implementation of school education and students' political attitudes."

The Current Status of School Democratic Education Implementation

Table 10 shows that among the 402 students surveyed, the mean score for their perception of the overall implementation of school democratic education is 72.47, with a standard deviation of 11.098. The average score per question is 3.62, indicating that currently, vocational and senior high school students in Pingtung perceive the implementation of school education as democratic and positive.

Regarding the average score per question for each aspect, students scored the highest in their perception of "the atmosphere of class" ($M = 3.84$). This indicated that students perceive the homeroom teacher's leadership style as democratic and capable of respecting students, which is why they feel that the class atmosphere is democratic. On the other hand, students scored the lowest in their perception of "class meeting activities" ($M = 3.52$). This suggested that students may perceive room for

improvement in implementing class meeting activities to align them more closely with democratic principles and student engagement.

Table 10: Summary Table of the Current Status of School Democratic Education Implementation

	Number of Questions	M	SD	M/ Number of Questions	Rank
teachers' teaching styles	4	14.16	2.369	3.54	3
class meeting activities	6	21.13	3.659	3.52	4
the atmosphere of classroom	4	15.39	2.961	3.84	1
the atmosphere of school organization	6	21.77	4.940	3.62	2
whole	20	72.47	11.098	3.62	

Source: sorted by the author

Table 11: Factor Correlation Matrix of the School Education Implementation

Scale

	Teachers 'teaching styles	Class meeting activities	The atmosphere of classroom	The atmosphere of school organization
Class meeting activities	.301***			
The atmosphere of classroom	.437***	.625***		
The atmosphere of school organization	.467***	.536***	.538***	
Whole	.638***	.800***	.806***	.865***

*p<.05 **p<.01 ***p<.001

Source: sorted by the author

Table 11 shows that all learning environment factors of school education showed a significant positive correlation with the overall scale ($p < .001$). The correlation coefficients range from 0.638 to 0.865. In other words, when class meetings are conducted democratically, homeroom teachers democratically manage their classrooms, school administrators create a democratic atmosphere in the school, and teachers employ democratic methods in their teaching, it is beneficial for the overall development of democratic education in the school.

Furthermore, there were significant positive correlations ($p < .001$) among the various factors of school education implementation with correlation coefficients ranging from 0.301 to 0.625. The degree of correlation among these factors is moderately positive. This implied that when one aspect of democratic education in a school is strengthened, it tends to influence other aspects as well positively.

Correlation Analysis of Teachers' Teaching Styles and Students' Political Attitudes

This section explored the correlation analysis between teachers' teaching styles and students' political attitudes. This section aimed to investigate Hypothesis 2-1, which posited a significant correlation between teachers' teaching styles and students' political attitudes.

Table 12: Correlation Coefficients Table between Teachers' Teaching Styles and

Students' Political Attitudes

	Teachers' teaching styles
Political attitudes	.218***
National identity	.230***
Sense of political efficacy	.217***
Sense of political trust	.096
Sense of citizen duty	.194***

*p<.05 **p<.01 ***p<.001

Source: sorted by the author

Based on Table 12, the Pearson product-moment correlation coefficient between teachers' teaching styles and students' political attitudes was 0.218, with a significance of 0.000 ($p = .000$). This indicated a significant positive correlation between the two. Specifically, as teachers employ more democratic teaching methods, students exhibit more positive overall political attitudes.

This hypothesis received support, indicating a significant correlation between teachers' teaching styles and students' political attitudes. Based on the result and literature review, training more teachers with a deep understanding of democratic principles, facilitating democratic teaching methods for vocational and senior high school students, actively encouraging students to ask questions, and providing opportunities for student participation can collectively contribute to the cultivation of positive political attitudes among vocational and senior high school students.

Further analysis revealed that the teachers' teaching styles showed significant positive correlation with "national identity," "sense of political efficacy," and "sense

of citizen duty," except for "sense of political trust," which did not reach a significant correlation level. This suggested that as teachers adopt more democratic teaching styles, students exhibit more positive attitudes in these three aspects.

Correlation Analysis of Class Meeting Activities and Students' Political Attitudes

This section explored the correlation analysis between class meeting activities and students' political attitudes. It aimed to investigate Hypothesis 2-2, which posited a significant correlation between class meeting activities and students' political attitudes.

Table 13: Correlation Coefficients Table between Class Meeting Activities and Students' Political Attitudes

	Class meeting activities
Political attitudes	.225***
National identity	.204***
Sense of political efficacy	.171***
Sense of political trust	.193***
Sense of citizen duty	.185***

*p<.05 **p<.01 ***p<.001

Source: sorted by the author

Based on Table 13, the Pearson product-moment correlation coefficient between class meeting activities and students' political attitudes was 0.225, with a significance of 0.000 ($p = .000$). This indicated a significant positive correlation

between the two. Specifically, as class meetings are conducted more democratically, students tend to exhibit more positive overall political attitudes.

This hypothesis received support, indicating a significant correlation between class meeting activities and students' political attitudes. Based on the result and literature review, if class meetings can be used to train students in meeting skills, cultivate democratic attitudes, instill democratic ideals and values, and simultaneously enhance student participation and concern in class affairs through these meetings, it will contribute to the cultivation of positive political attitudes among vocational and senior high school students.

Further analysis revealed significant positive correlations between class meeting activities and all aspects of political attitudes. This suggested that as class meetings are conducted more democratically, students tend to exhibit more proactive attitudes in these aspects.

Correlation Analysis of the Atmosphere of Class and Students' Political Attitudes

This section explored the correlation analysis between the atmosphere of class and students' political attitudes. It aimed to investigate Hypothesis 2-3, which posited a significant correlation between the atmosphere of class and students' political attitudes.

Table 14: Correlation Coefficients Table between the Atmosphere of Class and Students' Political Attitudes

	The atmosphere of class
Political attitudes	.193***
National identity	.187***
Sense of political efficacy	.173***
Sense of political trust	.142**
Sense of citizen duty	.150**

*p<.05 **p<.01 ***p<.001

Source: sorted by the author

Based on Table 14, the Pearson product-moment correlation coefficient between the atmosphere of class and students' political attitudes was 0.193, with a significance of 0.000 ($p = .000$). This indicated a significant positive correlation between the two. Specifically, as the atmosphere of class fostered by homeroom teachers becomes more democratic, students tend to exhibit more positive overall political attitudes.

This hypothesis received support, indicating a significant correlation between the atmosphere of class and students' political attitudes. Based on the result and literature review, if homeroom teachers can demonstrate respect for students' personalities and their right to autonomous learning in classroom management while establishing teacher-student relationships based on democratic equality, it will contribute to cultivating students' positive political attitudes.

Further analysis revealed significant positive correlations between the atmosphere of class and all aspects of political attitudes. This suggested that as the

atmosphere of class fostered by homeroom teachers becomes more democratic, students tend to exhibit more proactive attitudes in these aspects.

Correlation Analysis of the Atmosphere of School Organization and Students'

Political Attitudes

This section explored the correlation analysis between the atmosphere of school organization and students' political attitudes. It aimed to investigate Hypothesis 2-4, which posited a significant correlation between the atmosphere of school organization and students' political attitudes.

Table 15: Correlation Coefficients Table between the Atmosphere of School

Organization and Students' Political Attitudes

The atmosphere of school organization	
Political attitudes	.353***
National identity	.276***
Sense of political efficacy	.295***
Sense of political trust	.330***
Sense of citizen duty	.279***

*p<.05 **p<.01 ***p<.001

Source: sorted by the author

Based on Table 15, the Pearson product-moment correlation coefficient between the atmosphere of school organization and students' political attitudes was 0.353, with a significance of 0.000 ($p = .000$). This indicated a significant positive correlation between the two. Specifically, as the operation of the school organization

becomes more democratic, students tend to exhibit more positive overall political attitudes.

This hypothesis received support, indicating a significant correlation between the atmosphere of school organization and students' political attitudes. Based on the result and literature review, if schools can create a democratic and open atmosphere where administrators manage students in a democratic manner and provide opportunities for students to participate in discussions about school affairs, express their thoughts, and offer suggestions, this will contribute to the cultivation of students' positive political attitudes.

Further analysis revealed significant positive correlations between the atmosphere of school organization and all aspects of political attitudes. This suggested that as the operation of the school organization becomes more democratic, students tend to exhibit more proactive attitudes in these aspects.

Comparing Various Factors Affecting the Political Attitudes of Vocational and Senior High School Students in Pingtung

This section aimed to analyze the predictive power of various variables under investigation in this study on political attitudes. These variables include gender, grade, school region, school type, teachers' teaching styles, class meeting activities, the atmosphere of class, and the atmosphere of school organization. The goal was to determine which of these eight variables are the significant factors affecting the political attitudes among vocational and senior high school students in Pingtung.

This section used stepwise multiple regression analysis for the examination. Before conducting the regression analysis, four categorical variables, namely gender, grade, school region, and school type, are transformed into dummy variables to

mitigate potential bias. Meanwhile, teachers' teaching styles, class meeting activities, the atmosphere of class, and the atmosphere of school organization are considered continuous variables and can be directly included in the regression equation.

- Gender: Male = 1, Female = 0
- School region: Pingtung City = 1, Other townships in Pingtung = 0
- School type: senior high school = 1, vocational high school = 0
- Grade:

Original variables	Dummy variables	grade_d1	grade_d2	Explanation: 1 indicates "yes," and 0 indicates "no."
Tenth grade		1	0	The student is in the tenth grade, not eleventh grade.
Eleventh grade		0	1	The student is not in the tenth grade, but rather in the eleventh grade.
Twelfth grade		0	0	The student is neither in the tenth grade nor in eleventh grade but is in the twelfth grade.

Table 16: Summary of Stepwise Regression Analysis with Political Attitude as the Criterion Variable

The selected variable order	R	R ²	ΔR ²	Adjusted R ²	F	ΔF	β
1. The atmosphere of school organization	.353	.125	.125	.122	56.899***	56.899	.353
2. School region	.372	.139	.014	.134	32.129***	6.566	-.119

*p<.05 **p<.01 ***p<.001

Source: sorted by the author

Table 16 shows that among the eight predictor variables entered, two significant variables enter the regression equation, in the following order: the atmosphere of school organization and school region.

The first variable entered the regression is "the atmosphere of school organization, " with an R-value of 0.353, R-squared of 0.125, and $F = 56.899$ ($p = 0.000$), reaching a statistically significant level. This indicated that the atmosphere of school organization has predictive power for political attitudes, and this variable can explain 12.5% of the variance in the political attitudes of vocational and senior high school students in Pingtung.

The second variable entered the regression is "school region" with an R-value of 0.372, R-squared of 0.139, ΔR^2 value of 0.014, and $F = 32.129$ ($p = 0.000$), reaching a statistically significant level. This indicated that school region has predictive power for political attitudes, and this variable can account for 1.4% of the variance in the political attitudes of vocational and senior high school students in Pingtung. Therefore, the two variables of the atmosphere of school organization and school region can jointly explain and predict 13.9% of the total variation in the political attitudes of vocational and senior high school students in Pingtung. In other words, 13.9% of students' political attitudes are influenced by these two variables, while 86.1% are determined by factors outside the scope of this research design.

From the perspective of Standardized Coefficients (β), the β coefficient for the atmosphere of school organization is positive ($\beta = 0.353$), indicating a positive predictive power for students' political attitudes. This suggested that as the democratic or positive aspects of the atmosphere of school organization increase, students are more likely to have a favorable or positive influence on their political attitudes. On the other hand, the β coefficient for school region is negative ($\beta = -0.119$). This

suggested that students from other townships in Pingtung (compared to those from Pingtung City) are more likely to have less favorable or negative political attitudes. This could imply that there might be differences in political attitudes between students from different areas within Pingtung.

Discussion

This section aimed to provide a comprehensive discussion based on the analysis results from the first to the fourth sections of this chapter. The discussions of the statistical results from each section are described separately as follows.

Discussion on Current Situation of Political Attitudes among Vocational and Senior High School Students in Pingtung

Based on the analysis of the current situation of political attitudes among vocational and senior high school students in Pingtung, the research results are shown in Table 17 and discussed as follows:

Table 17: Summary of the Political Attitudes Scale for Vocational and Senior High School Students in Pingtung

Aspect	Number of Questions	M	SD	M/ Number of Questions	Rank
National identity	6	23.88	4.133	3.98	1
Sense of political efficacy	7	25.74	4.703	3.67	2
Sense of political trust	6	20.40	4.825	3.40	4
Sense of citizen duty	8	29.00	5.234	3.62	3
Whole	27	99.03	15.819	3.66	

Source: sorted by the author

The overall political attitudes of vocational and senior high school students in Pingtung tend to be moderately high.

The overall score on the students' political attitude scale was 3.66, falling between "somewhat agree" and "agree" on a five-point scale. This suggests a moderately high level of political attitudes, indicating that vocational and senior high school students in Pingtung currently have a moderate to high level of awareness of political attitudes.

The awareness of various aspects of political attitudes of high school students was moderately high.

Regarding various aspects of students' political attitudes, the average scores for each aspect ranged from 3.40 to 3.98. This indicated that the current awareness of high school students regarding their political attitudes in various aspects was moderately high. The ranking of scores for each aspect, from highest to lowest, is as follows: national identity, sense of political efficacy, sense of citizen duty, and sense of political trust.

The possible reason for this could be that our country is difficult to interact with other nations under the name of the Republic of China (ROC) in the international community. Additionally, experiences of supporting the national representative teams in international events may contribute to students having a strong sense of national identity, leading to a higher level of awareness in the "national identity" aspect. On the other hand, political figures and political decisions in our country have not received widespread approval, resulting in a lower level of awareness of the "sense of political trust" aspect among vocational and senior high school students in Pingtung.

However, all four aspects are generally relatively good, with scores surpassing the average.

Discussion on Differences in Political Attitudes among Vocational and Senior High School Students in Pingtung Based on Different Individual Background Variables

This study employed t-tests and one-way ANOVA to examine the differences in political attitudes among vocational and senior high school students in Pingtung based on different individual background variables. The summarized results of the analysis are presented in Table 18.

Table 18: Comprehensive Summary Table of Differences in Political Attitudes among Vocational and Senior High School Students in Pingtung Based on Different Individual Background Variables

Individual background variables		Political attitudes				Whole
		National identity	Sense of political efficacy	Sense of political trust	Sense of citizen duty	
Gender	(1) Male					
	(2) Female	n.s.	n.s.	2>1	n.s.	n.s.
Grade	(1) Tenth grade					
	(2) Eleventh grade	n.s.	n.s.	1>2	n.s.	1>2
	(3) Twelfth grade			1>3		
School region	(1) Pingtung City					
	(2) Other townships in Pingtung	n.s.	2>1	n.s.	n.s.	n.s.
School type	(1) Senior high school					
	(2) Vocational high school	1>2	n.s.	n.s.	n.s.	n.s.

n.s. : Not statistically significant
Source: sorted by the author

Gender Differences

The research results revealed no significant difference in the overall performance of political attitudes among vocational and senior high school students in Pingtung with different genders. In other words, vocational and senior high school students in Pingtung with different genders do not show significant differences in their perception of political attitudes.

Based on Table 18, it can be observed that in the "sense of political trust" aspect, there was a statistically significant difference between male and female students. Specifically, female students exhibit a more positive attitude in this aspect compared to male students. The reason for this difference may be the increasing representation of women in politics. When women see themselves represented in political leadership positions, it can lead to higher levels of trust among female students, as they may feel more empowered and trusting of the political system.

As a result, *Research Hypothesis 1-1: There was a significant difference in the political attitudes among vocational and senior high school students in Pingtung with different genders* received partial support.

Grade Level Differences

The research results revealed a significant difference in the overall performance of political attitudes among vocational and senior high school students in Pingtung of different grades. In other words, vocational and senior high school students in Pingtung with different grades show significant differences in their perception of political attitudes.

Based on Table 18, it can be observed that students of different grades exhibit significant differences in their performance regarding the "sense of political trust"

aspect. Specifically, tenth-grade students exhibit a more positive attitude than eleventh grade and twelfth-grade students. The reason may be that lower-grade students have less exposure to political socialization and are less sensitive to negative political news and antagonistic political environments than higher-grade students with deeper political socialization. Therefore, there is a phenomenon in this aspect: the lower the grades, the higher the level of awareness.

As a result, *Research Hypothesis 1-2: "There was a significant difference in the political attitudes among vocational and senior high school students in Pingtung of different grades"* received support.

School Region Differences

The research results revealed no significant difference in the overall performance of political attitudes among vocational and senior high school students in Pingtung in different school regions. In other words, vocational and senior high school students in Pingtung in different school regions do not show significant differences in their perception of political attitudes.

Table 18 shows that in the "sense of political efficacy" aspect, there is a statistically significant difference between students from Pingtung City and students from other townships in Pingtung County. Specifically, students from other townships in Pingtung County exhibit a more positive attitude in this aspect compared to students from Pingtung City. This difference may be attributed to townships in rural or suburban areas offering more opportunities for students to engage in local civic activities and community organizations. This hands-on experience could contribute to a greater sense of political efficacy.

As a result, *Research Hypothesis 1-3: "There was a significant difference in the political attitudes among vocational and senior high school students in Pingtung in different school regions"* received partial support.

School Type Differences

The research results revealed no significant difference in the overall performance of political attitudes among vocational and senior high school students in Pingtung between different school types. In other words, vocational and senior high school students in Pingtung with different school types do not show significant differences in their perception of political attitudes.

Table 18 shows that in the "national identity" aspect, there was a statistically significant difference between high school students and vocational high school students. Specifically, senior high school students in Pingtung exhibit a more positive attitude in this aspect than vocational high school students in Pingtung. This difference may be attributed to senior high schools often prioritizing comprehensive education and having more in-depth curricula covering national identity topics.

As a result, *Research Hypothesis 1-4: "There was a significant difference in the political attitudes among vocational and senior high school students in Pingtung between different school types"* received partial support.

Discussion on the Correlation between Learning Environment Factors and Political Attitudes among Vocational and Senior High School Students in Pingtung

The following is an analysis and discussion of the Pearson product-moment correlation coefficient between the learning environment factors and the political attitudes among vocational and senior high school students in Pingtung.

Table 19: Summary Table of Correlation between the Learning Environment Factors and Students' Political Attitudes

	Political attitudes	National identity	Sense of political efficacy	Sense of political trust	Sense of citizen duty
Teachers' teaching styles	***	***	***	n.s.	***
Class meeting activities	***	***	***	***	***
The atmosphere of class	***	***	***	**	**
The atmosphere of school organization	***	***	***	***	***

*p<.05 **p<.01 ***p<.001 n.s. : Not statistically significant
Source: sorted by the author

Based on Table 19, it can be observed that there was a significant positive correlation ($p < .001$) between learning environment factors and the overall political attitudes of vocational and senior high school students in Pingtung. In other words, when teachers employ democratic teaching styles, class meetings are conducted more democratically, class atmospheres fostered by homeroom teachers are more democratic, and school organizational operations are more democratic, and students tend to have more positive political attitudes.

As a result, all the following research hypotheses received support:

- *Research Hypothesis 2-1: There was a significant correlation between teachers' teaching styles and students' political attitudes.*
- *Research Hypothesis 2-2: There was a significant correlation between class meeting activities and students' political attitudes.*
- *Research Hypothesis 2-3: There was a significant correlation between the atmosphere of the class and students' political attitudes.*
- *Research Hypothesis 2-4: There was a significant correlation between the atmosphere of the school organization and students' political attitudes.*

Regarding the correlation between learning environment factors and students' political attitudes, there were significant positive correlations among all factors, except for the lack of a significant correlation between teachers' teaching styles and students' "sense of political trust."

The absence of a significant correlation between teachers' teaching styles and students' sense of political trust may be attributed to several potential factors or reasons. One possibility could be that teachers' teaching styles primarily focus on pedagogical methods and content delivery, which may not directly influence or address students' feelings of sense of political trust in the educational context. Additionally, sense of political trust may be shaped by a broader range of factors beyond the classroom environment, such as family influences, media exposure, and personal experience.

CONCLUSION AND SUGGESTION

The main purpose of this study was to understand the current situation of political attitudes among vocational and senior high school students in Pingtung and explore the differences in political attitudes among students with different background variables. Additionally, the study analyzed the correlation between school education implementation and students' political attitudes. Finally, the study explored the factors affecting students' political attitudes.

To achieve these research purposes, the author employed a questionnaire survey method. After analyzing the data, conclusions were drawn regarding the research questions. This chapter consists of two sections: the first section presents the conclusion, and the second section provides specific suggestions based on the research findings.

Conclusion

The political attitudes of vocational and senior high school students in Pingtung are moderately high, with "national identity" being the highest among them.

Based on the findings of this study, overall, vocational and senior high school students in Pingtung have a moderately high level of awareness in their political attitudes, with an average score of 3.66 per question, close to the degree of "agree." Regarding various aspects of political attitudes, the average scores per question are close to the range between "somewhat agree" and "agree." The highest among these aspects is "national identity," followed by "sense of political efficacy," "sense of citizen duty," and "sense of political trust," in that order. From this, it can be inferred that the current political attitudes of vocational and senior high school students in Pingtung are moderately high-level and positive.

The tenth-grade vocational and senior high school students in Pingtung have a higher awareness of political attitudes.

Based on the findings of this study, it is evident that tenth-grade vocational and senior high school students in Pingtung showed a higher level of awareness regarding their political attitudes. This could be attributed to the fact that, compared to students in the eleventh twelfth grade, tenth-grade students have a lower degree of political socialization. As a result, they still hold a more innocent and optimistic perception and expectation of the political society. Their perception of negative and confrontational political phenomena is relatively mild, leading to higher political attitudes.

There was a significant correlation between the implementation of school education and the political attitudes of vocational and senior high school students in Pingtung.

Based on the findings of this study, there was a significant correlation between the implementation of school education and students' political attitudes. The variables of the implementation of school education include teachers' teaching styles, class meeting activities, the atmosphere of class, and the atmosphere of school organization. All four learning environment factors positively correlated with the political attitudes of vocational and senior high school students in Pingtung. This means that when teachers adopt more democratic teaching styles, class meetings are conducted more democratically, the atmosphere of class forested by homeroom teachers is more democratic, school organizational operations are more democratic, and students' political attitudes are more positive.

The two variables that significantly predict students' political attitudes are "the atmosphere of school organization" and "school region".

Based on the findings of this study, when using the political attitudes scale as the criterion variable, among the ten predictor variables investigated, the variables that showed significant predictive power on students' political attitudes are "the atmosphere of school organization" and "school region." These two variables, in combination, can explain and predict 13.9% of the total variation in the political attitudes of vocational and senior high school students in Pingtung. Notably, 86.1% of the variation is determined by factors not considered in this study. Therefore, further research is needed to explore other factors that impact the political attitudes among vocational and senior high school students in Pingtung.

Suggestion

Based on the findings and conclusions of the study, the following recommendations are proposed for use as references in school democratic education and future research.

Educational Applications

Encourage students to express their opinions and create a democratic school atmosphere.

The Pearson product-moment correlation and multiple regression analysis in this study both indicated that the more democratic the school's organizational operation, the more positive the overall political attitudes of students. Therefore, it is recommended that schools adopt a democratic leadership style and establish communicative, interactive relationships with students, allowing them opportunities to

express their opinions on various aspects of the school. Student opinions can be reflected in school decision-making processes, such as revising school regulations, establishing codes of conduct, and providing feedback to the principal and administrative officials. It is essential to permit student criticism of school administrative measures and to accept and consider student suggestions. Even if students' opinions are not fully developed, patiently explaining the reasons for non-adoption is crucial. Schools should encourage students to be willing and courageous in expressing themselves, aiming to enhance their sense of citizen duty and sense of political efficacy.

Strengthening the democratic function of class meetings and implementing student self-governance activities.

The findings of this study indicated a positive correlation between the democratic nature of class meeting activities and the political attitudes of vocational and senior high school students in Pingtung. Engaging in class meetings, electing autonomous leaders, and holding positions not only fosters an understanding of and respect for democratic procedures but also instills the importance of adhering to majority opinions while respecting minority viewpoints. Additionally, students can develop crucial leadership, communication, and interpersonal skills through their roles as autonomous leaders. To further enhance the democratic function of class meetings, students should grasp the concept of meeting norms, which can be reinforced through dedicated citizenship courses. Collaborative planning between the school's student affairs division and homeroom teachers should dictate the content of class meeting activities, ensuring they remain purposeful. During these meetings, homeroom teachers should provide timely guidance to establish democratic

procedures aligned with meeting norms and encourage thoughtful discussion and voting on resolutions. By actively participating in class affairs, students can cultivate a genuine interest in and the ability to engage in public affairs.

Use diverse teaching styles to guide students in critical thinking.

The findings of this study indicated that the more democratic the teaching styles of teachers are, the more positive the political attitudes of vocational and senior high school students in Pingtung become. Teachers should diversify their teaching styles, incorporating traditional lecture-based teaching and methods like group discussions, cooperative learning, etc. Teaching should emphasize dynamism, variety, and interaction with students to create a democratic classroom atmosphere. On the one hand, this allows students to develop awareness and critical ability about external affairs after thinking and making judgments.

On the other hand, teachers can use this approach to guide students in enhancing their sense of political trust and sense of political efficacy. Teachers should maintain an objective and neutral attitude during the teaching process, avoiding overly subjective value judgments. They should respect students' rights to express their opinions and encourage them to adopt learning methods involving thinking, free discussion, public speaking, and criticism, thereby fostering their independence and autonomy.

For Future Research

Research subject and scope

The scope of this study was limited to vocational and senior high school students in Pingtung due to considerations such as the author's residential location and

time constraints. Therefore, there are regional limitations in the research results and inferences. It is recommended that future researchers broaden the scope of the study by expanding the sample size to enhance the diversity of the sample, thereby increasing the scope of the inferences. Additionally, this study only presents the current situation of political attitudes and does not delve into the developmental aspects of students' political attitudes. It is suggested that a follow-up study be conducted after a certain period to explore in-depth changes in students' political attitudes.

Research variables

The independent variables designed in this research include gender, grade, school region, school type, teachers' teaching styles, class meeting activities, the atmosphere of class, and the atmosphere of school organization, totaling eight background variables and school-related factors. However, their explanatory power for the dependent variable, political attitudes, is only 13.9%. This suggests that other factors influencing political attitudes may require further investigation. Therefore, future research could delve deeper into individual and school-related variables, such as adding variables like political party preferences, political curriculum, peer groups, etc. Additionally, family and media factors could be considered, such as family communication methods, the extent of political discussions within the family, types of media exposure, and sources of information, to identify more influential factors on students' political attitudes.

Research methods

This study is quantitative research conducted using a questionnaire survey method, which allows for obtaining many responses for statistical analysis in a short period. While this method offers convenience and structure, it inevitably faces certain limitations during the research process, such as issues related to the respondents, their attitudes, and the psychological factors influencing students' societal expectations. Additionally, students' interpretation of questionnaire statements may be subjectively influenced, making it challenging for researchers to fully grasp the respondents' thoughts and perspectives when filling out the questionnaire. Therefore, to gain a deeper understanding of the genuine feelings of the research subjects, it is recommended that future studies adopt a mixed-methods approach, complementing quantitative research with qualitative methods such as interviews, case studies, and observations. This approach can help compensate for the limitations of questionnaire surveys, making data collection more diverse and resulting in research results that better reflect real-life situations and are more valuable as references.

APPENDIX A

屏東縣高中職學生政治態度之問卷調查

親愛的同學：

這是一份學術研究問卷,主要目的是探討「屏東縣高中職學生的政治態度」。在此希望能耽誤您幾分鐘的時間填寫，懇請您提供寶貴意見。

本問卷以不記名方式作答，且不對外公開，您的回答僅供學術研究使用，請放心填寫。您的協助將使本研究更具貢獻,在此獻上最誠摯的謝意！

敬祝 事事順心，學業順利！

文藻外語大學國際事務系

指導老師：焦源鳴 教授

學生：許馨方

第一部分：基本資料

※說明:請填寫符合您的個人選項。

1. 性別：男性 女性
2. 年級：一年級 二年級 三年級
3. 學校所在地：屏東市 屏東縣之其他鄉鎮
4. 學校屬性：高中 高職

第二部分：學校教育實施現況

【班會活動、班級氣氛、學校組織氣氛、教師教學方式】

※說明:請依您現階段學習狀況，勾選一個您認為較符合實際情況的選項。

	總是如此	經常如此	有時如此	很少如此	從未如此
1. 開班會時，如果同學要發言，會先舉手經過主席的同意後才發言	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 在表決提案之前，同學們之間會有充分的討論	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	總是如此	經常如此	有時如此	很少如此	從未如此
3. 如果有人提出與多數同學意見相反的言論，大家就開始制止	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 開班會時，很少同學會發表意見	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 班上同學都會服從班會表決通過的事項	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 班上同學對班會的規範內容都很清楚認知	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 導師鼓勵同學們在班會上發表個人想法	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 班級事務的決定，都是服從多數、尊重少數	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 如果同學們和導師有不同想法時，會跟導師進行討論	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 導師會否決全班同學通過的決議	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 如果學校宣布任何規定事項，會說明理由	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 學生可以向學校提出建議	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 如果學校有不合理的規定，學生會向學校要求更改	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 學校允許學生參與學校行政事務的討論	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 多數的學校行政人員對學生的態度是友善的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. 學校的行政主管會尊重學生的意見	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. 多數老師在上課時允許學生自由發問及討論	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. 多數老師在上課時會讓學生討論有爭議性的議題	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. 如果學生跟老師的意見不同，老師會生氣	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. 多數老師會用命令的語氣來講課	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

《尚有第三部分，請繼續作答！》

第三部分：政治態度量表

※說明:請依您個人實際看法，圈選一個您認為最符合的選項。

	非常同意	同意	無意見	不同意	非常不同意
1. 我以身為中華民國的一份子感到光榮	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 我認為中華民國是個主權獨立的國家	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我對於中華隊在競賽中獲得好成績而感到驕傲	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 當國家有難時，我願意盡我所能捐錢給國家	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我認為學習並了解台灣的地理與歷史是重要的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我認為國際對中華民國的各種打壓是不公平的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 我會期待能擁有投票權	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 我支持投票年齡下修	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 人民能透過「投票」影響政府政策	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我相信積極參與投票的過程對自己有好處	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 除了投票，我相信我能透過其他管道改變政治	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 我相信投票是一種有效表達民意的方式	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 我認為個人有能力影響政府的決策	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 我相信政府會重視民意並建立與人民溝通的管道	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 我相信政府會保障人民的基本權利	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. 我相信與政治相關的新聞報導是客觀且公正的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. 我相信政府在制定政策時會將民意納入考量	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. 我相信每個候選人的政見能促進國家發展	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. 我相信政府會以人民的利益為最優先考量	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. 只要我擁有投票權，我一定會去投票	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. 我會參與我關心的社會運動	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. 我會隨時注意生活中與政治有關的事務	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. 我認為不好的政治狀態是人民自己造成的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	非常同意	同意	無意見	不同意	非常不同意
24. 我認為公民責任感的養成是重要的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. 我認為個人積極地參與政治過程是重要的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. 我會積極尋求多元觀點和意見的政治事務	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. 我認為公民有責任要參與社區服務或志願活動	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

《問卷到此結束,再次感謝您的協助!》

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