

**INFLUENCE OF CIVIC EDUCATION PROGRAMME ON
VOTER TURNOUT DURING GENERAL ELECTIONS A
CASE OF ENDEBESS CONSTITUENCY, TRANS NZOIA
COUNTY, KENYA**

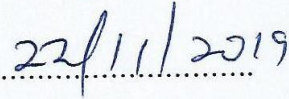
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**A Research Project Report submitted in Partial fulfilment of the requirement for the
Award of the Degree of Master of Arts in Project Planning and Management at
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DECLARATION

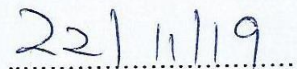

This Research Project Report is my original work and has not been presented for an award of a degree in any other University.



Date

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L50/10115/2018

This Research Project Report has been submitted with my approval as the University Supervisor.



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DEDICATION

I dedicate this Research Project Report to my beloved Wife Carolyne, sons Morgan, Melvin and Marsden and my mother Ann for their unwavering moral and fervent prayers, may God Almighty bless them all.

ACKNOWLEDGEMENT

I thank the Almighty God for spiritual nourishment during the preparation and writing of this research project. Secondly, I acknowledge my sincere gratitude to my family and all family members for their moral, financial and spiritual support during the preparation of the proposal. I further appreciate my supervisor Dr. Joash Migosi for his valuable guidance and tireless work during my course. I also thank lecturers of University of Nairobi, who include; Dr. Cheben P., Dr. Kikechi, Dr. Wasike, Dr. Oduor, Grace Were, Albert Wanambisi, Joyce Kilwake, to name a few for the academic support and guidance towards development of this document. Credit to my colleagues; Lilian, Collean, Nancy, Gertrude, Lonah, Danson, Abraham, Hezekiah, Hoseah, Tabitha, Gladys, Joseph among others who demonstrated unequalled moral support in this academic journey.

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ABSTRACT

The study investigated the influence of civic education on voter turnout during General Elections a case study of Endebess Sub County in Trans- Nzoia County. Citizens possessed basic level of civic knowledge especially concerning political institutions and processes it was difficult for them to understand political events or to integrate new information into an existing framework. Knowledgeable citizens on civic affairs were less likely to experience a generalized mistrust of, or alienation from, public life. The problem that this study investigated specifically focused on influence of Civic Education content, methods used in providing Civic Education, literacy level of voters and training of Civic Education on voter turnout during elections a case study of Endebess Constituency in Trans- Nzoia County. This study applied a survey research design; as such it was an intensive descriptive and holistic analysis of the Endebess Constituency as a single entity. The study targeted 43, 189, 1 DCC, 2 ACC, 3 Chiefs, 7 Assistant Chiefs and 2 IEBC officials. Sample size was determined using Stratified and simple random sampling were used to select voters while purposive sampling was used to select IEBC officials, Civic Rights Group Representatives, DCC, ACC, Chiefs and Assistant Chiefs. The sample size was determined using Cochran (1963:75) Equation and gave 385. The research tools that were used include questionnaires and interviews schedules. Data was collected by administering questionnaires to voters while interviews were held with DCC, ACC's, 3 Chiefs, 7 Assistant Chiefs and IEBC officials. Quantitative data was analyzed using SPSS and findings were presented in tables. Qualitative findings were summed and organized using thematic analysis and presented in tables for easy viewership. In the findings, In the findings, 70.9% stated that training of civic education service providers influenced voter turnout during general election. Apart from that, 78.9% of the respondents stated that type of knowledge of voters influenced voter turnout during general election. It was recommended that, the government should partner with other stakeholders to ensure that voters are sensitized and educated according on civic education. There is the need by government to formulate policies that will regulate civic education programme and further support the exercise.

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ABBREVIATION AND ACRONYMS

ACC	Assistant County Commissioner
CSO	Civil Society organization
DCC	Deputy County Commissioner
DFRD	District Focus For Rural Development
EACC	Ethics and Anti-Corruption Commission
ECEP	Ecumenical Civic Education Program
ECK	Electoral Commission of Kenya
EMB	Election Management Body
IDEA	Institute for Democracies and Electoral Assistance
IEBC	Independent Electoral and Boundaries Commission
NCIC	National Cohesion and Integration Commission
PCT	Public Choice Theory
PVT	Public Values Theory
SPAN	Social and Public Accountability Network
SPSS	Statistical Package for Social Scientists
UNEC	United Nations Economic Commission
USAID	United States Agency for International Development
VAA	Voters Advice Application
VEA	Voter Engagement of Application

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Electoral turnout and political participations that forms the foundation of a democratic society have been seen to be on a decline in most western nations (O'Toole et al., 2003). Civic Education is the process by which citizens are given knowledge on how to register and vote (NDI, 1999). According to Akintyo (2010) the role of Civic Education in any electoral process cannot be under estimated.

From the perspective of the producers of the tools, VAAs are made to reach high numbers of people whether the purpose is to educate citizens or out of research interests. As part of normatively fueled citizenship education programs, these tools are designed to mobilise people to go to the polls, and to educate voters about the parties/candidates who are running for election and about their positions on salient issues so that their voting decision might be a more informed one (Fivaz and Nadig 2010; Marshall 2008). The larger the numbers of users, the more people can profit from this alleged benefit, as a result having an impact on the overall political and democratic culture of a country.

The integrity of the electoral system of any given country determined largely the political behavior and indeed voter turnout in a general election (Okolo, 2000). The way and manner election is conducted and managed in this case goes a long way to determine the level of political culture, civic education, good governance, and political participation in the country.

In the contemporary world, the act of involving ordinary citizens in decision making is taking shape as every act or political decision made by governments has to involve citizens. Considering that most countries moved from communal to capitalist societies, the political

class had to be checked by ensuring that whatever decision made, which affected the operations of a government or country had to be approved by citizens through voting.

Despite the expansion of data or number of voters registered in the European Nation, voter turnout has largely declined a move that is causing political ripples in the European parliament. The majority of politicians considered that the voting database could be a reason behind the low turnout. Nevertheless, several factors influence voter turnout in the European democracy and some of them include civic education among the electorates. The majority of the electorates are busy pursuing their own personal interest, no one bothers about politics and how it shapes the society.

In Africa, the case is the same where low voter turnout is common and is influenced by increased cost to visit polling stations and the move to participate in multiple elections on the same day, which takes long. According to the study by Kuenzi & Lambright (2007), whenever presidential election is held on a separate day from elections such as parliamentary and County level elections, voter turnout are higher. This meant that multiple elections should not be held on the same day as it is the case in most African democracies.

In Africa, whenever incumbents run for re-election, voter turnout increases because the leaders reduces the cost of information to voters and due to that, voters hold their political leaders to account based on their previous political developmental promises and performance (Schwindt-Bayer, 2009)

In Endebess Constituency voter registration was low this resulted to low voter turnout Wamalwa said

“The low voter turnout currently being witnessed in the vast Trans Nzoia region was detrimental to progress made by the Jubilee Administration, urging the residents to turn around the numbers”. (Beth, 2017)

At the same time Trans Nzoia Women Representative Janet Nangabo called on local administrators to release identification cards idling to their rightful owners to enable them register as voters” (Beth, 2017)

The purpose of conducting civic education prior to a general election is to address the misconceptions that come with politicians and the electoral processes, which reduces voter turnout. In most third world countries, voter apathy and bad attitudes towards politicians and the electoral process has seen many people avoid voting because according to them, the exercise has no meaningful value to them (ECK, 2007). Civic Education programmes should not only consider teaching voters on where to vote, when to vote and importance, but should also focus on preparing voters on ways to prepare for election in terms of arrival time and closure time of polling stations.

The government has a responsibility to building the citizens capacity, to enable them to fully participate in governance. Capacity building could be in areas like; electoral processes, rights and responsibilities to participate in governance, and the consequences of participating or not participating in governance. The citizens should be aware that they are entitled to an explanation in case their desire to participate is curtailed.

1.2.Statement of the Problem

Civic education has been known to very important in promoting voter turnout in any election or referendum. It impacts knowledge on electorates and thus have an urge to exercise their democratic rights. A well-informed electorate will be motivated to take part in any form of election. Despite several civic educations programmes in Endebess constituency, still there is low voter turnout during General Election; and in 2017, voter turnout in Endebess constituency was sixty percent (60%) as compared to other constituencies in Trans Nzoia

county with an average of eighty percent (80%) (IEBC, 2017). This led to the relevant stakeholders to be concerned with the trend.

The study therefore investigated the influence of civic education programme on voter turnout in Endebess Constituency, Trans Nzoia county, Kenya.

1.3.Purpose of the study

The general objective of the study was to investigate the influence of civic education on voter turnout during General Election; a case of Endebess constituency in, Trans- Nzoia County.

The researcher wanted to find the gap caused by insufficient civic education

1.4.Specific Objectives

- i. To establish the influence of civic education content on voter turnout in Endebess Constituency
- ii. To examine influence of mode of training on voter turnout during election in Endebess Constituency
- iii. To determine the influence of training strategies on voter turnout during election in Endebess Constituency
- iv. To establish influence of type of knowledge on voter turnout during election in Endebess Constituency

1.5 Research questions

- i. What was the influence of civic education content on voter turnout in Endebess Constituency?
- ii. What was the influence of mode of training on voter turnout during election in Endebess Constituency?

- iii. What was the influence of training strategies on voter turnout during election in Endebess Constituency?
- iv. How did type of knowledge influence voter turnout during general elections in Endebess Constituency?

1.6. Significance of the study

The legislature might use findings from this study to amend and formulate legal framework that will guide and regulate the exercise of civic education. The study would help in the understanding of the electoral process; vote meaningfully and in big numbers. The IEBC might use findings from this study to engage civic right groups in designing the best approach for conducting civic education. Civic Education Rights group will use the findings from this study to devise working strategies that will enable them reach a wider coverage in term of disseminating civic education. The study will assist other researchers in offering or providing them with basic information to conduct research in the future.

1.7. Delimitation of the study

The study was delimited to the influence of civic education on voter turnout during elections a case study of Endebess constituency in Trans- Nzoia County. Data was obtained from respondents at different levels and field related to the study.

1.8. Limitation of the study

First, the study focused prominently on the responses of voters, officials from Elections Management Body (IEBC), other Relevant Civil Servants and Non-governmental agencies in Endebess Constituency. Secondly study identified the sample size that adequately provided all the needed information. These challenges were addressed through use of qualitative and quantitative research approaches. Most of the respondents might have refused to give complete information in fear that the information may be used to track their performance.

Nevertheless, the researcher overcame these limitations by explaining to them the objectives of the study and promised them any information provided was treated with confidentiality

1.9. Assumption of the study

The study was based on the following assumptions:

- i. all respondents were those who attained age of voting and those who have experience in voting
- ii. The respondents involved in the study had sufficient knowledge on the voting process.
- iii. The respondents involved in the study gave their honest opinions.
- iv. That there were certain challenges facing voter turnout during general election

1.10. Definitions of significant terms

Elections- Is an organized way where citizens or voters of a given place or country are allowed to make political decisions through a democratic process.

Procedures- This refers to the guiding principles or regulations that govern an election.

Voter turnout - This refer to the proportion of people who cast their votes against the total number of registered voters.

Civic Education - Is knowledge in self-governance.

1.11. Organization of the Study

This study features five chapters, the first chapter comprise of background, statement of the problem, purpose, objectives, significance, delimitations, limitations, assumption of the study and definition of significant terms. The second chapter features review of literature, which

comprise of review of variables, concepts and theories. Knowledge gap was also covered in this second section. The third section features research methodology that entailed research design, target population, sample size & procedure, research instrument, data collection and analysis. The fourth chapter comprise of presentation, interpretation and discussion of findings. The fifth chapter features summary of findings, conclusions and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents review of variables, theoretical framework, conceptual framework, and empirical review of literature. Also, in this chapter, a summary of reviewed literature that comprise of short review of scholarly work related to this study will be highlighted.

2.2. Review of the Variables

According to the IDEA on voter turnout by age in 15 European democracies concluded that a decline in youth voter turnout was a serious and widespread problem for contemporary democracies (IDEA, 1999). Finkel (2011) attest to this by indicating that civic education was extremely popular in the 1990s as a means of promoting democracy as indicated by USAID, which spent between 30 and 50 million United States Dollars annually on civic education between 1990 and 2005.

2.2.1. Citizen Participation Concept

Citizen participation is expressed in areas likely being consulted in policy formulation, be in a position to question on matters affecting them and the operations of the staff in office, and electing the persons to serve them.

Citizen participation processes in governance may be represented in following sequence: One-way relationship model whereby Information flows from governments and Civil Society Organizations (CSOs) to the citizens. This happens in initial stages and is mainly applicable in situations when dealing with the most vulnerable groups and majorly presents itself at the information stage. At this stage citizen are viewed solely as consumers and their impact is minimal; Then it proceeds to the Consultation stage which is interactive in nature, through educative forums, opinion surveys and polls. This stage is characterized by formulation of

reactions on policies presented by the government or preparing a new policy, being a representative in decision making organs of the government, close partnership with governmental bodies, defining the content and setting out its agendas, citizens volunteering to develop their community, playing the watch dog role of monitoring, inspecting and evaluating the policies and public service delivery.

Community participatory development in Kenya was pioneered and for long under the direction of local communities as their development projects (Wakwabubi and Shivehenje, 2003). The initial institutionalized attempts to decentralize were done through session papers as early as 1960s. The most notable Kenyan early attempt to planning and implementation of its programmes in a devolved manner was in 1983 when the District Focus for Rural Development (DFRD) programme was inaugurated and become operational. Though it was set up on participatory focus, much of its planning and implementation was done by the central government. (Chitere and Ireri, 2004). In essence, citizens were to be educated by the development workers, to be able to identify and come up with solutions to challenges affecting them. Further the DFRD programme was not entrenched legally as an Act of Parliament, thus the coordinating committees operated administratively. These programs which have been created as a result of policy pronouncements lacked sustainability. (Social and Public Accountability Network (Span, 2010).

In other cases, like the landmark Physical Planning Act in 1996 was an upgrade, a great positive leap to achievement on participatory endeavor and its legal frameworks in Kenya. The statute was entrenched in the laws of Kenya to include the local communities' part of preparation and implementation of physical and development plans in their areas. However, the critical element of capacity building of the citizens was overlooked by the policy formulators. Furthermore, its operation in Physical planning concentrated in major towns and thus marginalizing rural communities in the participatory planning (Okello, 2008).

2.2.1. Civic Education Programmes

Civic Education Programme involve engagement of civic education service providers by organizing workshops, lectures, plays, and puppet shows, and community meetings (Finkel, 2003). These activities aim at enhancing civic skills and democratic values among citizens of a county to prepare them to become law-abiding citizens who know the time of voting, place of voting, information regarding the electoral process, and other requirements for an eligible voter. (NCEP Programme Document, cited in Finkel 2003b).

The Kenya National Civic Education Programme II–Uraia aimed at changing individuals’ awareness, competence and engagement on issues related to democracy, human rights, governance, constitutionalism, and nation-building. The program took the name “Uraia”, meaning “citizenship” in Kiswahili.

According to Dahl (2002), the realm of socialization involves the socialization of youth in terms of learning and the creation of awareness of children and youths about their families and communities, human rights and duties, as well as participation in social life. The participation realm relates to citizens’ engagement in the institutional life of the state, the market, civil society and the achievement of collective consciousness. With regard to faith in democracy and acquisition of knowledge about civic competence, Dahl (2002) indicates that it is the process of gaining access to, and influence over, every decision affecting their life, liberty and property.

2.2.3. Civic Education and Political Participation

Finkel and Ernst (2005) adduce that, despite the proliferation of civic education programmes in the emerging democracies of Latin America, Africa, and Eastern Europe, evaluation of the program has lacked and therefore it has not been easy to determine whether the programs achieved their primary goals or not. In the wake of post-independence societies across the world, constitutional reviews have taken shape with a paramount aim of increasing the

political space to include citizens in decision making. Civic engagements and its influence on political participation only applies if the citizens understand the tenets of civic content and good citizenry. The interpretation of political judgements and statements and arrival of sound decisions requires a citizen with good civic knowledge. The pillar of civic education lies in the principle of integrity, inclusivity, transparency and accountability. For effective civic education, citizens who are past the school going age ought to be taken through adult learning to prepare them to know their fundamental rights as they are enshrined in the constitution.

According to Finkel (2003), there are three civic education dimensions that influence political participation. In the first place, imparting civic knowledge in people to improve people's control of information regarding the government and politicians and allow them to engage in political and social platforms with enough information. Secondly, the change of political behavior, attitude, and perceptions is another dimension. This dimension ensures that civic education changes people's culture and tradition that sometimes shapes the way they view voting, electoral processes and politics (Dahl, 2002). Third dimension requires that civic education is conducted to help people make sound and informed decisions even with the information they have and the changed political behavior. This dimension prepares citizens in such a way that they know the bad and the good side of the decisions they are making.

2.2.4. Civic Education Systems in Developed countries

According to Marie Talec (2012, p.1), along with educating and training individuals to be efficient and successful in society, the role of school and other learning institutions is to inculcate good morals of civic citizenry. In modern democracies, a good citizen is one who can make good and sound political decisions and willing to protect the constitution and the sovereignty of the county.

In the United States, federal state, there is no national education program or plan, in keeping with the autonomy of the 52 states (circle, 2010). The curriculum, standards and organization

of schools are decided at the local level, usually by local governments, whose general directives are applied in school districts and complemented by locally elected school boards. Besides, the federal state participates in funding schools, but the main income of the latter is granted by the state in which they are situated and by the local government. This diversity of funding already brings some differences between schools themselves – here talking about public education – in terms of opportunities and means of action (Talec, 2012). Of relevance to this study is the argument by Mc Devitt and Kiouisis (2006, p.38) that even in the USA, the social, racial, religious diversity in the United States impacts both on the way teaching is conceived and done, but also on the way it is “received” by students. It has been observed that most students who do not plan to go to university after high school, and more generally low-income students – which concerns in priority ethnic minorities - are left behind (e.g. less encouraged by teachers to participate).

2.2.5. Citizen Participation and Accountability

Kenya like any other emerging and capitalist economy has had a history of corruption and mismanagement of public resources. The promulgation of new constitution raised the level of expectation among Kenyans and foreigners who had interests in Kenya especially regarding corruption. Nevertheless, the expectation of many has no yet been met. The Kenyan constitution requires that every public officer should take responsibility of their actions especially with regard to execution of official duties. In every decision a Kenyan public officer or institution implements, citizens have to be involved in terms of voting or presenting their views before the final decision is made. This is the spirit of inclusivity and public participation, which when avoided, one has to take responsibility (Taskforce Report on Devolved Government, 2011).

2.3. Theoretical review

The study will be operationalized by the following theories

2.3.1 Public Choice Theory

The Public Choice Theory (PCT) came into being with the backdrop in the economics environment. Its main attention is on how people make choices in their bid to choose on Leadership. It equates public leadership to a market-like competition. The public is seen as the buyer who wishes to purchase the best product in the market which is the best leadership. (LaMotte and LaMotte 2009). In a market situation, any monopolistic possession of production power or of goods and services eventually results to slackened and inefficiency in service delivery management (Ostomy, 1971; Sava's 2002). To avoid this pitfall of monopoly in this case in political power, public institutions are out to choose diverse yet sustainable political products in the name of decentralization. (Sava's 2002). There is a general agreement that better and diverse products and services are offered in a competitive environment. Further the theory presents a situation where the citizen has the opportunity to choose the services offered to them. This call for participation on civic education on the side of citizens. The central position of voters turns out of citizens in election may be explained by the core concept presented by this theory.

This theory therefore is used in this context to explain the position of voter turnout in election in ensuring effective leadership. The theory has presented core relational aspects in characteristics and good leadership.

2.3.2 Public Value Theory (PVT)

Public value theory assumes that services are provided in line with the public interest (Bozeman 2002). Public interest can be explained as the choice knowledgeable citizens will make for the best interest of the society. This theory may be used to explain the benefits which the citizens will reap by being enlighten to participate in elections and allowed to make the best choices for the benefit of the whole community. This theory can be applied to make

elections to respect the position in voting for leaders of their choice who promise to offer the best services to them (Bozeman 2002).

Civic education efforts and attempts are planned to direct the public on the importance of voting and public say on the ballot, unlike in the past where civic education was not done coupled with high levels of dictatorship rule thus making the public interests not well defined or planned for and in the case of trying to apply it was in collusion with other individual interest. (Staples and Dalrymple 2008; Stoker 2006). This recognition of embracing people interests in governance has had positive impacts especially to the citizens. Quality governance, promoting transparency and participation of citizens has come to action through civic education that influence the voter turnout during general elections.

Thus the application of the Theory of Public Value in civic education on leadership and governance may be interpreted that good leadership can be successful through the application of voter turnout during general. Moore's (1995). Public value philosophy can be said to be the cause result of the change leadership from bad leadership to a better one through voting in numbers.

2.4 Empirical of studies

Similarly, Browne (2013) notes that a lot of the current literature on civic education has focused more on elections and Civic Education, although Bawa (2011) indicates that civic education programmes take many forms, ranging from Civic Education to long-term human rights workshops to the promotion of civic dialogue. Similarly, Riley et al. (2010) have shown that some places are currently experiencing a period of alienation from traditional politics, suggesting that civic education is failing to achieve its objectives since this is happening in the midst of civic education campaigns. For example, Ekman and Amnå (2009) adduce that, in the past two decades, the world has witnessed a growing academic interest in political participation in the established or old democracies.

2.5 Conceptual Framework

This is a conceptual relationship that exists among variables of a study. This is normally presented graphically clearly outlining Independent, Dependent, Intervening and Moderating variables according to Mugenda and Mugenda (1999)

Independent Variable

Dependent Variable

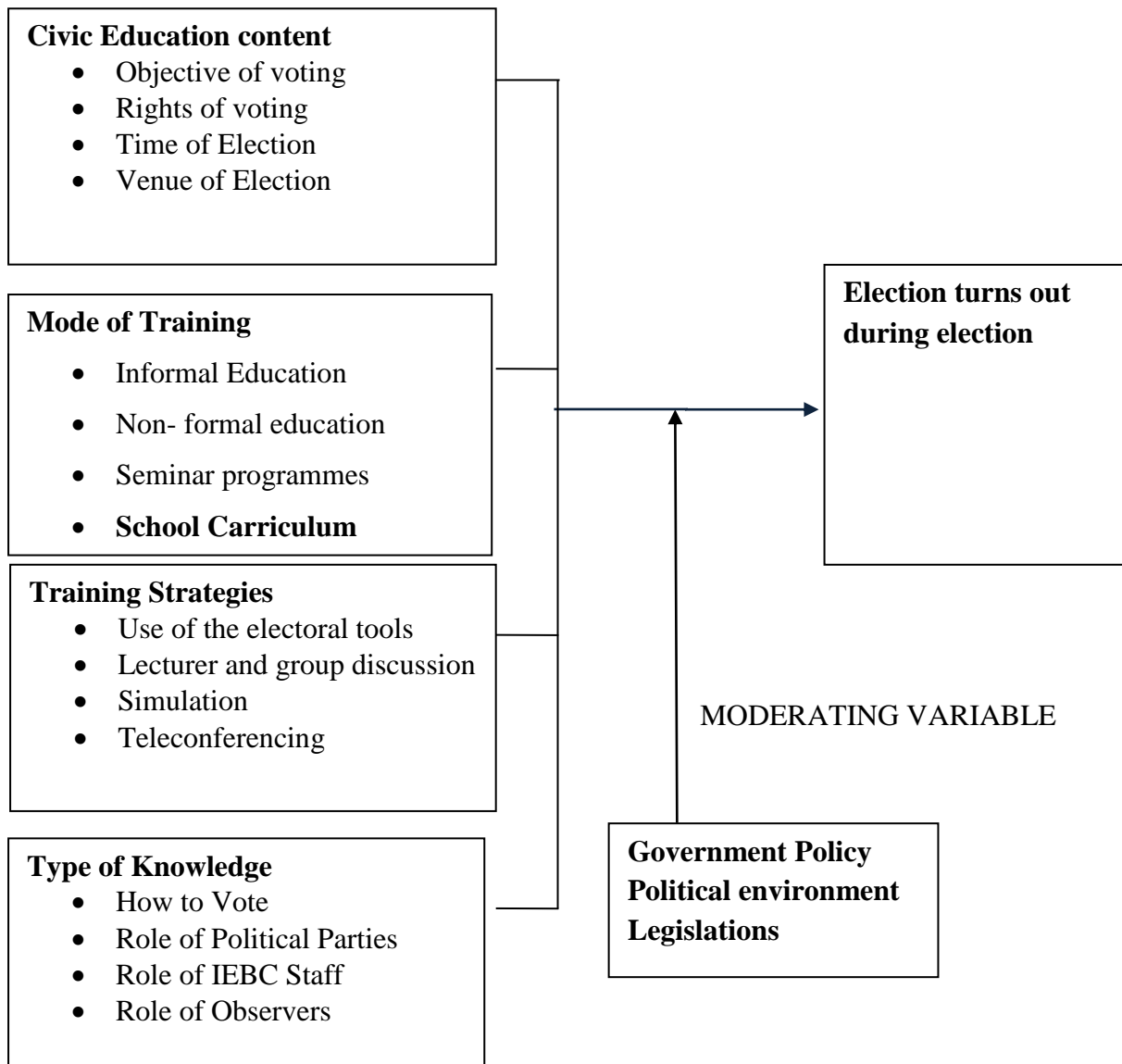


Figure 2. 1 Conceptual framework

2.6 Knowledge Gap

Scholarly research has paid more particular attention to those mechanisms and effects that lead to the decisions and public deliberation. However, the knowledge that encourages political decisions and public deliberations lacked because of the failure to integrate and consider civic education as a primary input in influencing voting behavior and turnout. Establishing relationships between civic engagement and citizen participation is vital because it helps in mobilizing the electorate to take part in political processes. According to the findings in this study, civic engagement is associated with citizen participation in electoral process. The purpose of this study bridged the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the procedure that was used to conduct the empirical research. This will include how the data was collected, the determination of the sample to be used and how the information was analyzed, interpreted and presented.

3.1. Research Design

This study adopted a survey research design; Method that focuses on designing the data collection, the tools, the sample, data collection analysis and reporting the findings in a descriptive manner (Kothari, 2017); as such it was an intensive descriptive and holistic analysis of the Endebess Constituency as a single entity. It investigated single entity in order to gain insight into the larger cases.

3.2. Target Population

The study covered Endebess Constituency. The respondents were divided into three Areas government administrative staff, Civil Rights Groups, IEBC officials from Endebess Constituency and registered voters in Endebess constituency. The table below shows how the targeted population was drawn.

Table 1: Target Population

Respondents	Target Population
Government administration staff, DCC, ACC, Chiefs and Assistant Chiefs	13
Civil Rights Groups Representatives	5
IEBC Officials	2
Voters in Endebess Constituency	43,189
Total	43,209

3.3. Sample Design and Sample size

This researcher used stratified sampling technique to select voters based on age bracket, gender, socio-economic background and location to ensure representation. Simple random sampling was used to refine the sampling process after using stratified sampling because the former was bias compared to the latter. Purposive sampling technique was used to select DCC, ACC, Chiefs, Assistant Chiefs, Civil Rights Group Representatives and IEBC officials because they had the information necessary for this study.

For populations that are large, Cochran (1963:75) developed an Equation to yield a representative sample for proportions. Which is valid where n_0 is the sample size, Z^2 is the abscissa of the normal curve that cuts off an area α at the tails ($1 - \alpha$ equals the desired confidence level, e.g., 95%)

$$n_0 = (Z^2 pq) / e^2 \dots \dots \dots \text{equation i}$$

e is the desired level of precision=0.05 or 5%

p is the estimated proportion=0.5

q is 1-p.

The value for Z is found in statistical tables which contain the area under the normal curve=1.96.

From equation i above, the sample size was determined in an assumption that the population was large (more than 10,000 sampling units) and therefore became 385

Table 2: Sample Size

Respondents	Sample Size
DCC, ACC, Chiefs, and Assistant Chiefs	13
Civil Rights Groups i.e Kenya Human Rights	5
IEBC officials	2
Public members i.e Voters	385
Total	405

3.4. Data Collection instruments

The overall aim of this study was to investigate the influence of civic education on voter turnout during elections a case study of Endebess Constituency in Trans- Nzoia County. The following data collection tools were used.

3.4.1 Questionnaire

The researcher used questionnaire to collect the data. The questionnaire is the most appropriate research tool as it allows the researcher to collect information from a large sample with diverse background (Kombo and Tromp, 2006). In this study, the questionnaire comprised of five sections, Section A that involved background information of the study, Section B, C, D and E comprised of questions that were structured according to each indicator and its research objective.

3.4.2 Interview Guide for IEBC Officials

Interview schedule was structured in such a way that the open-ended questions allowed the interviewees to share their views, and opinions regarding the topic of study. This was good because it helped the researcher to understand situations and historical perspectives of the topic of study, which questionnaires could not give.

3.5 Reliability and Validity of Research Instruments

3.5.1 Reliability

Reliability is the degree to which results obtained gives consistent findings whenever a research instrument is used for data collection for than once to the same population and it yields the same results. The Pilot test was used to test the reliability of the research instruments where responses were collected from respondents using the structured questionnaire and thereafter determine Cronbach's Alpha (Golafshani, 2003). A Cronbach's alpha value of above 0.7 meant that the research instrument is highly reliable, while A Cronbach's alpha value of between 0.5-0.69 mean that the research instrument is reliable and a value of less than 0.5 meant that the research instrument is lowly reliable.

Table 3: Reliability Test Statistic

Reliability Statistics

Cronbach's Alpha	N of Items
.806	44

Reliability test was determined by conducting the scale test in SPSS software, which in turn gave a Cronbach's Alpha from SPSS value of 0.806 was reliable value; this means that the research instrument would be 80.6% reliable, would give 80.6% accurate findings upon repeating data collection on the same population.

3.5.2 Validity

According to Mugenda (1999) validity refers to the degree of correctness an instrument gives with regard to the topic of study. This study considered face validity where the researcher collected information using the research instruments and forwarded the results to the supervisor. The feedback given by the supervisor to the researcher determined the validity.

3.6 Data collection procedure

The researcher prepared the respondents by informing them of the purpose of the study and then administers the questionnaires. Preparation also provided a rough picture of the respondents' expectations. The researcher agreed with the respondents when the research instruments were administered and specifically dates of collecting the questionnaires. Adequate time was given to the respondents to respond to the questionnaire.

Qualitative data was collected by holding face-to-face interviews with respondents and its was meant to clarify some of the questions that were not clear on the questionnaire. The researcher noted down the responses.

3.7 Data Analysis technique

Data collected using interviews were analyzed using a technique called thematic analysis, which entailed the summation and organization of responses in themes and sub-themes. This

themes and sub-themes were presented in tables for easy reading and interpretation. Data collected using questionnaires were edited, sorted, coded and analyzed using Statistical Package for Social Scientists (SPSS) version 21.0-computer package for easy, fast processing and analysis. Descriptive statistics in form of frequency and percentages were presented in tables.

3.8 Ethical Considerations

Before the actual data collection, the researcher sought the approval from the University and thereafter NACOSTI. As that was not enough, the researcher sought for the content of the respondents and informed them about the purpose of the study and that it was meant for academic purposes. Respondents were assured that the information collected was handled with utmost confidentiality especially in regard to participant's personal information.

3.9. Operationalization of variables

Specific Objective	Indicators	Measurement Scale	Methods of Data collection	Data analysis Technique
To establish the influence of civic education content on voter turnout in Endebess Constituency	Objective of voting Rights of voting Time of Election Venue of Election	Nominal Ordinal	Questionnaires Interview guides	Thematic analysis Descriptive statistics
To establish the influence of mode of training on voter turnout in Endebess Constituency	Informal Education Non- formal education Seminar programmes	Nominal Ordinal	Questionnaires Interview guides	Thematic analysis Descriptive statistics
To establish the influence of training strategies on voter turnout in Endebess Constituency	Use of the electoral tools Lecturer and group discussion Simulation Teleconferencing	Nominal Ordinal	Questionnaires Interview guides	Thematic analysis Descriptive statistics
To establish the influence of type of knowledge on voter turnout in Endebess Constituency	How to Vote Role of Political Parties Role of IEBC Staff Role of Observers	Nominal Ordinal	Questionnaires Interview guides	Thematic analysis Descriptive statistics Regression analysis SPSS

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter highlights results on questionnaire response rate, bio-date of respondents, descriptive findings related to each research objective, qualitative findings, and discussion of both qualitative and quantitative findings.

4.2. Questionnaire Response Rate

In chapter three, the sample size the sample size of respondents who responded to questionnaires was 385; however, during the study, 375 respondents returned questionnaires. The proportion of respondents who returned questionnaires relative to the sample size was 97.4%. According to Babbie (2007), a questionnaire response rate of more than 70% is good and reliable to be used in deriving conclusions for any social research.

4.3. Findings Related to Demographic Information of Respondents

This section presents bio data of respondents that relate to the subject under study and the research objectives.

Table 4: Demographic information related to respondents

Bio data	Frequency	Percent
Gender		
Male	217	57.9
Female	158	42.1
Age bracket		
18-20years	54	14.4
21-25 years	85	22.7
26-30 years	139	37.1
Above 30 years	97	25.9
Level of Education		
Primary	100	26.7
Secondary	150	40.0
Diploma	33	8.8
Bachelor Degree	61	16.3
Post Graduate	31	8.3
Occupation		
Unemployed	107	28.5
Farmer	70	18.7
Businessperson	88	23.5
Civil servant	94	25.1
Other specify	16	4.3
Total	375	100.0

Legend

F-Frequency=375

P-percentage=100.0

From the findings presented in table 4, 217 (57.9%) of the respondents were male while 158 (42.1%) were female. In the same table, 139 (37.1%) and 97 (25.9%) of the respondents were aged between 26-30 years and above 30 years respectively. Another group of respondents, 85 (22.7%) and 54 (14.4) were aged between 21-25 years and 18-20 years respectively. Regarding the level of education, 150 (40.0%) and 100 (26.7%) observed that they had

attained secondary and primary level of education respectively. In another case, 61 (16.3%), 33 (8.8%) and 31 (8.3%) of the respondents stated that they attained Bachelor Degree, Diploma and Post Graduate academic qualifications respectively. Regarding occupation, 107 (28.5%) of the respondents stated that they were not employed while 94 (25.1%), 88 (23.5%), and 70 (18.7%) indicated that they were civil servants, businesspersons, and farmers respectively.

Table 5: Voting and Training Status of respondents

Statements	Frequency	Percent
Number of times attended Inset training on civic education		
None	117	31.2
Few	117	31.2
A few	81	21.6
Several	60	16.0
Total	375	100.0
Ever failed to vote during a general election?		
Yes	149	39.7
No	226	60.3
Total	375	100.0
Reason for failing to vote		
Bad attitude	65	17.9
On duty	14	3.7
Polling center far	30	8.0
No reason	40	9.3
Total	226	60.3

According to the findings presented in table 5, the majority of respondents 117 (31.2%) in each case indicated that they had not attended any inset training on civic education and had attended few numbers of inset training on civic education respectively. In another case, 81 (21.6%) and 60 (16.0%) respondents stated that they had attended a few and several inset trainings related to civic education. Regarding whether the respondents ever voted or not, 226 (60.3%) stated that they had never voted in a general while 149 (39.7%) stated they had voted in general election. After a research inquest to establish the rationale for not voting, the majority 65 (17.9%) of the respondents indicated that they had a bad attitude towards voting while 40 (9.3%) of the respondents stated that they had no reason for voting. In another case,

30 (8.0%), and 14 (3.7) of the respondents indicated that polling stations were far and they were on duty respectively.

4.4. Descriptive Findings Related to Research Questions

This section presents findings of indicators, which sought to inquire more related to research objectives and their influence on voter turnout during a general election.

4.4.1. Civic education content and voter turnout during election

Table 6: Does Civic education influence voter turnout during general election?

Response	Frequency	Percent
yes	262	69.9
no	113	30.1
Total	375	100.0

In the findings presented in table 6, 262 (69.9%) of the respondents stated that civic education influenced voter turnout during voter turnout while 113 (30.1%) stated that civic education did not influence voter turnout during a general election.

Table 7: Civil education content and its influence on voter turnout during elections

Indicator	SD		D		UD		A		SA		Mean	Std D
	F	%	F	%	F	%	F	%	F	%		
Civic education content varies with civil right groups	38	10.1	52	13.9	26	6.9	150	40.0	109	29.1	4.64	1.304
Resources to facilitate civic education content are limited	14	3.7	72	19.2	20	5.3	185	49.3	84	22.4	4.67	1.131
Time taken to deliver civic education content is limited	10	2.7	48	12.8	25	6.7	196	52.6	96	25.6	4.85	1.028
Civic education curriculum not comprehensive	42	11.2	67	17.9	35	9.3	124	33.1	107	28.5	4.50	1.362

In the findings presented in table 7, the majority of respondents, 150 (40.0%) and 109 (29.1%) respondents agreed and strongly agreed that civic education content varied with civil rights groups. Contrary to that, 52 (13.9%) and 38 (10.1%) disagreed and strongly disagreed that civic education content varied with civil rights groups. Out of 375 respondents 26 (6.9%) were undecided as to whether to agree or disagree because they did not have information regarding civic education content. Consider 1, 2, 3, 4, and 5 as strongly disagree, disagree, undecided, agree and strongly agree for table 7. A mean of 4.64 indicated that the majority of respondents agreed that civic education content varied with civil rights groups. A standard deviation of 1.304 indicated that responses were irregularly spread around the mean.

In another case, 185 (49.3%) and 84 (22.4%) of the respondents agreed and strongly agreed respectively that resources allocated to facilitate civic education content were limited. On the contrary, 72 (19.2%) and 14 (3.7%) disagreed and strongly disagreed that resources allocated to facilitate civic education content were limited. On the other hand, 20 (5.3%) did not agree

or disagree on whether resources allocated to deliver civic education content were limited or not. A mean of 4.67 indicated that the majority of respondents agreed that resources allocated to facilitate civic education content were limited. A standard deviation of 1.131 indicated that responses were unevenly distributed around the mean.

Regarding time taken to deliver civic education content, 196 (52.6%) and 96 (25.6%) agreed and strongly disagreed respectively that time taken to deliver civic education content was limited. Contrary to that, 48 (12.8%) and 10 (2.7%) disagreed and strongly disagreed respectively that time taken to deliver civic education content was limited. Different from other respondents, 25 (6.7%) were undecided as to whether time taken to deliver civic education content influenced voter turnout or not. A mean of 4.85 indicated that the majority of respondents agreed that time taken to deliver civic education content was limited. A standard deviation of 1.028 indicated that responses were unevenly distributed around the mean.

Out of 375, 124 (33.1%) and 107 (28.5%) agreed and strongly agreed respectively that civic education curriculum was not comprehensive to change the voting behavior and hence voter turnout during general election. Contrary to that, 67 (17.9%) and 42 (11.2%) disagreed and strongly disagreed that civic education curriculum was not comprehensive to change the voting behavior and hence voter turnout during general election. A mean of 4.50 indicated that the majority of respondents agreed that civic education curriculum was not comprehensive to change the voting behavior and hence voter turnout during general election. A standard deviation of 1.362 indicated that responses were unevenly distributed around the mean.

4.4.2. Mode of Training and voter turnout during election

Table 8: Does Mode of training influence voter turnout?

Response	Frequency	Percent
yes	256	68.3
no	119	31.7
Total	375	100.0

From the findings presented in table 8, 256 (68.3%) respondents stated that mode of training influences voter turnout during general elections. Contrary to that, 119 (31.7%) stated that mode of training did not influence voter turnout during elections.

Table 9: Mode of training and its influence on voter turnout during general election

Indicator	SA		A		UD		D		SD		Mean	Std D
	F	%	F	%	F	%	F	%	F	%		
Majority of young voters do not have civic education mainly taught through informal education	66	17.6	134	35.7	29	7.7	89	23.7	57	15.2	1.32	0.466
Women usually attend organized local meetings/seminars on civic education	125	33.3	102	27.2	37	9.9	76	20.3	35	9.3	2.17	1.372
Men usually vote because they have civic education through non-formal education	148	39.5	106	28.3	31	8.3	65	17.3	25	6.7	2.45	1.373

According to the findings presented in table 9, 134 (35.7%) and 66 (17.6%) agreed and strongly agreed that majority of young/teenage voters did not have civic education, which was mainly taught through informal education and that is why the majority failed to turn-up and vote during general election. On the contrary, 89 (23.7) and 57 (15.2%) of the respondents disagreed and strongly disagreed respectively that majority of young/teenage voters did not have civic education, which was mainly taught through informal education and that is why the majority failed to turn-up and vote during general election. Consider 1, 2, 3, 4, and 5 as strongly disagree, disagree, undecided, agree and strongly agree for table 9. In this section a mean of 1.32 and a standard deviation of 0.466 indicated that the majority of young voters strongly agreed that they did not have civic education mainly taught through informal education. Majority of responses in this section were distributed evenly around the mean, an indication of strong relationship.

In another case, 125 (33.3%) and 102 (27.2%) of the respondents strongly agreed and agreed respectively that middle aged and elderly women usually attend locally organized meetings on civic education and that is explained why the majority turn-up to vote during a general election. A group of 76 (20.3%) and 35 (9.3%) respondents disagreed and strongly disagreed respectively that middle aged and elderly women usually attend locally organized meetings on civic education and that is explained why the majority turn-up to vote during a general election. A majority of respondents gave a mean response of 2.17 implying that they agreed that the majority of women attended local meeting and seminars, which empowered them with civic education knowledge that saw them increase voter turnout during general election. A standard deviation of 1.372 meant that the responses were unevenly distributed around the mean.

Relative to women, 148 (39.5%) and 106 (28.3) of the respondents strongly agreed and agreed respectively that middle aged and elderly men voted during general election because the majority had civic education, which was mainly disseminated through non-formal learning systems. Majority of the respondents who gave neutral responses lacked basic information that will help them make a decision as to whether they should agree or disagree with some of the questions asked. Based on the findings presented in this section majority of respondents noted that mode of training largely influenced civic education, which in turn influenced voter turnout among electorates in general election. A mean of 2.45 indicated that the majority respondents agreed that men voted during general election because the majority had civic education, which was mainly disseminated through non-formal learning systems. A standard deviation of 1.373 implied that the majority of responses were unfairly distributed around the mean and that the responses could change because of the weak association.

Training Strategies and voter turnout during election

Table 10: Does training strategies influence voters' turnout during general election?

Responses	Frequency	Percent
yes	266	70.9
no	109	29.1
Total	375	100.0

In table 10, 266 (70.9%) stated that training strategies influenced voter turnout during general election while 109 (29.1%) stated that training strategies did not influence voter turnout during general election. This implied that an improvement in training strategies influenced voter turnout during general election.

Table 11: Training strategies and its influence on voter turnout during general election

Indicator	SA		A		UD		D		SD		Mean	Std D
	F	%	F	%	F	%	F	%	F	%		
Use of electoral materials/resources in training civic education trainers influence voter turnout.	173	46.1	93	24.8	16	4.3	46	12.3	47	12.5	2.45	1.557
Use of lecture method and group discussion in learning civic education influence voter turnout	157	41.9	111	29.6	31	8.3	34	9.1	42	11.2	2.60	1.532
Use of simulation of the electoral process to voters and civic rights groups influence voter turnout	85	22.7	204	54.4	25	6.7	40	10.7	21	5.6	2.78	1.085
Length of time taken to train civic rights groups influence voter turnout	112	29.9	158	42.1	14	3.7	42	11.2	49	13.1	2.65	1.356

In table 11, 173(46.1%) and 93 (24.8%) respondents strongly agreed and agreed respectively that use of electoral materials/resources in training civic education service providers influenced voter turnout during general election. Contrary to that view, 47 (12.5%) and 46 (12.3%) of the respondents strongly disagreed and disagreed respectively that use of electoral materials/resources in training civic education service provers influenced voter turnout during general election. Consider 1, 2, 3, 4, and 5 as strongly disagree, disagree, undecided, agree and strongly agree for table 11. A mean of 2.45 and a standard deviation of 1.557 meant that the majority of respondents agreed that use of electoral materials/resources in training civic

education service providers influenced voter turnout during general election. Further, the majority of responses were unevenly distributed around the mean, a show of weak association of responses and their distribution.

In another case, 157 (41.9%), and 111 (29.6%) of the respondents strongly agreed and agreed respectively that use of lecture method, and group discussion in learning civic education influence voter turnout. A group of 42 (11.2%) and 34 (9.1%) respondents strongly disagreed and disagreed respectively that use of lecture method and group discussion in learning civic education influence voter turnout. A mean of 2.60 and a standard deviation of 1.557 meant that the majority of respondents agreed that use of lecture method, and group discussion in learning civic education influence voter turnout and that the responses of the majority of respondents weakly tended towards the mean.

Out of 375 respondents, 204 (54.4) and 85 (22.7%) agreed and strongly agreed respectively that use of simulation of the electoral process to voters and civic rights groups influence voter turnout. Different from that, 40 (10.7%) and 21 (5.6%) of the respondents disagreed and strongly disagreed respectively that use of simulation of the electoral process to voters and civic rights groups influence voter turnout. A mean of 2.78 implied that the majority of respondents agreed that use of simulation of the electoral process to voters and civic rights groups influence voter turnout. A standard deviation of 1.085 meant that the responses of the majority were not evenly distributed and the unfair distribution indicated a weak association of responses relative to the distribution.

Regarding length of time taken to train civic education service providers, 158 (42.1%) and 112 (29.9%) agreed and strongly agreed respectively that the length of time taken to train civic rights groups influenced voter turnout. Some of the respondents who gave neutral responses were not aware of did not have information regarding the indicator under question

and that explained why they did not either agree or disagree to it. A mean of 2.65 implied that the majority of respondents agreed that the length of time taken to train civic rights groups influenced voter turnout. A standard deviation of 1.356 meant that the responses of the majority were not evenly distributed and the unfair distribution indicated a weak association of responses relative to the distribution.

4.4.3. Type of knowledge and its influence on voter turnout during election

Table 12: Does type of knowledge influence voter turnout?

Response	Frequency	Percent
yes	296	78.9
no	79	21.1
Total	375	100.0

From the findings presented in table 12, 296 (78.9%) of the respondents stated that type of knowledge influenced voter turnout during general election while 79 (21.1%) of the respondents indicated that type of knowledge did not influence voter turnout during a general election.

Table 13: Type of Knowledge and its influence on voter turnout during general election

Indicator	SA		A		UD		D		SD		Mean	Std D
	F	%	F	%	F	%	F	%	F	%		
Voters who lacked basic education did not know the voting process	138	36.8	100	26.7	21	5.6	96	25.6	20	5.3	2.36	1.343
Civil rights staff that lacked basic education were not aware of the role of political parties	87	23.2	137	36.5	35	9.3	67	17.9	49	13.1	2.36	1.222
Voters that lacked basic education were not aware of the role of obser. and therefore did not trust the credibility of elections. /bad politics	105	28.0	128	34.1	43	11.5	49	13.1	50	13.3	2.10	1.268
Illiterate electorate sometime fail to vote because they did not understand the role of IEBC staff.	97	25.9	125	33.3	44	11.7	52	13.9	57	15.7	2.54	1.334

According to the findings in table 13, 138 (36.8%) and 100 (26.7%) strongly agreed and agreed respectively that voters who lacked basic education did not understand how to vote or the voting process. On the contrary, 96 (25.6%) and 20 (5.3%) disagreed and strongly disagreed respectively that voters who lacked basic education did not understand how to vote or the voting process. Consider 1, 2, 3, 4, and 5 as strongly disagree, disagree, undecided, agree and strongly agree for table 11. A mean of 2.36 meant that the majority of respondents agreed that voters who lacked basic education did not understand how to vote or the voting process. A standard deviation of 1.343 meant that the responses of the majority were not

evenly distributed and the unfair distribution indicated a weak association of responses relative to the distribution.

On the same voters, 105 (28.0%) 128 (34.1%) of the respondents strongly agreed and agreed respectively that voters that lacked basic education were not aware of the role of observers and did not trust the credibility of elections hence did not turn-up to vote during a general election. On the other hand, 50 (13.3%) and 49 (13.1%) respondents strongly disagreed and disagreed respectively that voters that lacked basic education were not aware of the role of observers and did not trust the credibility of elections hence did not turn-up to vote during a general election. A mean of 2.36 meant that the majority of respondents agreed that voters that lacked basic education were not aware of the role of observers and did not trust the credibility of elections hence did not turn-up to vote during a general election. A standard deviation of 1.222 meant that the responses of the majority were not evenly distributed and the unfair distribution indicated a weak association of responses relative to the distribution.

In another case, 137 (36.5%) and 87 (23.2%) agreed and strongly agreed respectively that civil rights group staff that lacked basic education were not aware of the role of political parties and therefore failed to educate voters on the same hence lack of civic education among voters and therefore low voter turnout during election. Different from that, 67 (17.9%) and 49 (13.1%) of voters disagreed and strongly disagreed respectively that civil rights group staff that lacked basic education were not aware of the role of political parties and therefore failed to educate voters on the same hence lack of civic education among voters and therefore low voter turnout during election. A mean response of 2.10 meant that the majority of respondents agreed that civil rights group staff that lacked basic education were not aware of the role of political parties and therefore failed to educate voters on the same hence lack of civic education among voters and therefore low voter turnout during election. A standard

deviation of 1.268 meant that the responses of the majority were unevenly distributed and the unfair distribution indicated a weak association of responses relative to the distribution.

Regarding the level of literacy and influence and political influence, 125 (33.3%) and 97 (25.9%) of the respondents agreed and strongly agreed respectively that illiterate electorate sometime failed to vote because they considered IEBC staff as pro-government, they did not understand the role of IEBC staff. On the hand, 57 (15.7%) and 52 (13.9%) of the respondents strongly disagreed and disagreed respectively that illiterate electorate sometime failed to vote because they considered IEBC staff as pro-government, they did not understand the role of IEBC staff. A mean response of 2.54 meant that the majority of respondents agreed that illiterate electorate sometime failed to vote because they considered IEBC staff as pro-government, they did not understand the role of IEBC staff. A standard deviation of 1.334 meant that the responses of the majority were unevenly distributed and the unfair distribution indicated a weak association of responses relative to the distribution.

From the findings presented in this section, lack of basic education among voters and civic rights groups largely influenced decisions by voters either to turn-up and vote or not. Further, low level of education among the electorates encouraged made some of the electorates to fail to understand the role of IEBC staff, Observers and the role of political parties. Failure to understand the important roles of IEBC staff, Observers and Political Parties encouraged electorates to develop bad attitudes towards voting, IEBC officials, and the electoral process because of voter apathy. Implicitly, level of education determines voting attitudes, behavior and decisions.

4.5. Qualitative Findings from Interviews: Thematic Analysis

This section presents qualitative findings collected during interviews with civic rights groups, constituency returning officer, deputy returning officer, DCC, ACC, Chiefs and Assistant Chiefs.

Table 14: Thematic Analysis of Interviews

Themes	Sub-themes	Responses
Civic education content	Objective of voting	Most of the voters do not understand the value of voting, voting process, and some do not know time and venue of election
	Rights of voting Time of Election Venue of Election	Civic education content is not the same, civic rights groups tailor the curriculum to fit the needs of donors-most voters do not understand their rights.
Mode of training	Informal Education	Middle aged women compared to men of the same age bracket turnout to vote because most of them have civic education mainly taught through informal learning
	Non- formal education Seminar programmes	Teenage/young electorates find no reason to vote because of negative attitudes and identity crisis affecting their mates because of lack of non-formal education aimed at disseminating civic education
Training strategies	Materials used	Use of election materials during civic education training helps in enhancing the level of understanding by the electorates
	Technique used	Use of lecture and group discussion method in learning civic information helped learners to interact and grasp concepts from others
Type of knowledge	How to Vote Role of Political Parties	Civic education service providers with little academic qualification fail to interpret civic education content accordingly because some of them even do not understand the role of observers, or political parties hence mislead voters
	Role of IEBC Staff Role of Observers	Low level of knowledge by the electorate made some of them to fail to vote because of bad attitude with IEBC officials.

4.6. Discussion of findings

This section presents an analytical argument that relates to the findings realized in this study relative to the scholarly findings.

4.6.1. Civic education content and voter turnout during election

According to the findings presented in table 6 and 7, the majority of respondents acknowledged the fact that civic education content largely influenced voter turnout. Notably, majority of respondents stated that civic education content varied with civic education groups depending on the objectives of the institution or the donor. In another case, the majority of respondents observed that resources allocated to facilitate learning civic education curriculum were limited because of failure by the government and interest groups from prioritizing the role civic education plays in changing voting behavior.

In the findings, it was observed from the majority of respondents that time taken to deliver civic education content was limited may be because of inadequate staff, limited resources or lack partnership by civic education group with the government and other related institution. Civic education curriculum was not comprehensive, it might have been attributed to incompetence by civic education staff, failure to conduct community needs assessment, or failure to evaluate the curriculum before it is implemented.

During the interviews with IEBC's Constituency Returning Officer and the Deputy, they stated that

“.....Most of the voters do not understand the value of voting, voting process, and some do not know time and venue of election...”

They added,

“.....Civic education content is not the same, civic rights groups tailor the curriculum to fit the needs of donors-most voters do not understand their rights.....”

Quantitative findings were in line with findings from the interviews in such a way that civic education knowledge had not yet reached the majority of voters.

In a study conducted by the United Nations University-World Institute for Development (2014) in Kenya, with an aim of establishing the impact civic education had on political participation, the author noted that voters got the feeling of empowerment and felt mobilized because they had political information that helped them to make political decisions. The author added that the full potential of civic education had not be attained because pedagogical method used by trainers, curriculum development, and quality of trainers.

4.6.2. Mode of training and voter turnout during election

In the findings presented in table 8 and 9, it was noted that the majority of voters who turned up to vote during the general election were those that acquired civic education, understood the purpose of voting, knew their democratic rights and were aware that good leadership could only be achieved through turning up during a general election and voting. All these were acquired during informal, non-formal and seminars organized by civic educators. Notably, middle aged men and women who had families understood through informal learning regarding the purpose of voting and its impact on the future, young or teenage voters avoided electoral processes because they neither knew their rights nor understood the purpose of voting. Some of the middle-aged men and women failed to vote because they lacked informal teachings of civic education and that is why they went to work during elections. In table 1, only 25% of respondents who took part in the study were aged above 30 years indicating that the majority of the voters were youths who always failed to turnout and vote because of lack of civic education and other social problems. In this case, voting was determined by the ability of a voter understanding civic education concepts and practicing them accordingly.

During the interviews with Civic Rights Group representatives, they stated

“...Teenage/young electorates find no reason to vote because of negative attitudes and identity crisis affecting their mates because of lack of non-formal education aimed at disseminating civic education”

In this case, most of the youth identified with the ideologies of the formations, some did not see even the reason to register, others stated that voting was for the elderly persons while others stated that voting was a waste of time and brought no real value to their lives. These findings coincided with quantitative findings.

According to Ohrvall (2018) who conducted a study in Sweden to establish voting behavior among youths noted that majority of youths suffer from identity crisis, they still consider or value other things and voting is not part of that, they feel that they have more to explore, learn and share as opposed to making political decisions. Men and Women above 35 years participated in political and electoral processes more because they had civic education and understood the purpose of voting.

4.6.3. Training Strategies and voter turnout during election

According to the findings presented in table 10 and 11, it was evident that training strategies largely influenced voter turnout during general election. The foundation knowledge dissemination depends on the quality of civic education service providers in terms of competence, mode of training, training pedagogy, time taken to train and materials used during training as this entire influence voter turnout. Use of election materials always prepared voters and civic education service providers of the related scenarios during election, enhanced their voting confidence, and reduce inferiority complex associated with the electoral process.

Teaching methodology according to education scholars such as Muema, Mulwa & Mailu (2018), Okwuduba & Okigbo (2018) and others who wrote scholarly papers on teaching pedagogies and its influence on learners' academic performance. The use of teaching methodologies even in civic education depends on learners' characteristics such as

intelligence abilities, age, literacy levels and even sociocultural background. Use of groups discussion and lecture method were learner-centered and achieved high levels of understanding and grasp of concepts (Prayoga, 2018) and (Bose & Jehan, 2018). The length of time taken to train civic education service providers and the use of simulations after training improved abilities to disseminate required knowledge to voters who would in turn change their voting behavior and turnout during general election to vote for their preferred leaders.

Findings from voters collected through questionnaires coincided with findings from IEBC constituency leadership,

“.....use of election materials during civic education training helps in enhancing the level of understanding by the electorates.....”

Civic Rights Representatives stated,

“.....use of lecture and group discussion method in learning civic information helped learners to interact and grasp concepts from others....”

Zvulun & Harel (2018) conducted a study among developed economies with an aim of establishing the relationship training civic educators and political participation and noted that the quality of a team dispatched to empower voters largely influence voter turnout. The use of learning materials related to elections and the practice of the same instilled confidence among trainers and hence voters.

4.6.4. Type of Knowledge and influencing voter turnout during election

In the findings, in table 12 and 13, over three quarters of the respondents indicated type of knowledge largely influences voter turnout. From the findings, it was evident that voters who lacked basic education did not know how to vote, the voting process, the role of IEBC, role of political parties and role of observers were highly susceptible to misleading politicians and corrupt leaders who would want to influence their political decisions to suit their selfish interest. Low level of literacy meant that the majority of voters developed bad attitudes towards voting hence failed to turn up in large numbers during general election. Further low

level of literacy among the electorate implied that the majority they did not participate in civic education forums or those who attended, failed to grasp concepts taught.

This finding was in line with the findings observed from interviews with DCC, ACC, Chiefs and Assistant Chiefs

“.....Civic education service providers with little academic qualification fail to interpret civic education content accordingly because some of them even do not understand the role of observers, or political parties hence mislead voters.....”

“.....Low level of knowledge by the electorate made some of them to fail to vote because of bad attitude with IEBC officials.....”

According to Borck (2018), there existed a high level of significant relationship between academic qualification, level of income and political participation. In this case, educated voters are presumed to have civic education and therefore participate in political and electoral processes. Relatively, unskilled or illiterate voters will tend to create time to satisfy their basic needs as opposed to participating in political processes.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATION AND SUGGESTIONS FOR FURTHER RESEARCH

5.1.Introduction

This section presents a summary of key findings related to research objectives, conclusions arrived at from the findings, recommendations for policy and practice and suggestions for further research.

5.2.Summary of Findings

5.2.1. Civic education content and voter turnout during election

In the findings, 69.9% of the respondents stated that civic education influenced voter turnout during voter turnout. Further, 69.1% observed that that civic education content varied with civil rights groups and that it was not clear hence majority of respondents did not know the purpose of voting. In another case, 71.7% of the respondents stated resources allocated to facilitate civic education content were limited hence denying voters a chance to know the purpose of voting. Regarding time taken to deliver civic education content, 78.2% stated that time taken to deliver civic education content was limited therefore many voters did not understand the electoral process fully. Out of 375 respondents, 61.6% noted that civic education curriculum was not comprehensive to change the voting behavior and hence voter turnout during general election. In the interviews, IEBC officials shared the same views as the findings realized from the questionnaires.

5.2.2. Mode of Training and voter turnout during election

From the findings, 68.3% respondents stated mode of training influenced voter turnout during general elections. Notably, 53.3% of the respondents observed that majority of young/teenage voters did not have civic education, which was mainly acquired through informal learning and that is why the majority failed to turnout and vote during general election. In another case,

60.5% of the respondents indicated that middle aged and elderly women usually attend locally organized meetings on civic education and that is explained why the majority turnout to vote during a general election. In another case, 67.8% of the respondents believed that middle aged and elderly men voted during general election because the majority had civic education that was taught in non-formal forums. In the interviews, Civic Rights Group Representatives stated that teenage voters rarely turned up to vote because of bad attitude towards voting and the staff involved.

5.2.3. Training Strategies and voter turnout during election

In the findings, 70.9% stated that training strategies influenced voter turnout during general election. Also, 70.9% of the respondents who took part in the study indicated that use of electoral materials/resources in training civic education service providers influenced voter turnout during general election. In another case, 71.5% of the respondents were in support of the use of lecture method and group discussion in learning civic education because it influenced voter turnout. Out of 375 respondents, 77.1% noted that use of simulation of the electoral process to voters and civic rights groups influenced voter turnout. Regarding length of time taken to train civic education service providers, 72.0% observed that the length of time taken to train civic rights groups influenced voter turnout. In the interviews, IEBC leadership at the constituency and Civic Rights Groups observed gave the same sentiments.

5.2.4. Type of Knowledge and influencing voter turnout during election

In the findings, 78.9% of the respondents stated that type of knowledge of voters influenced voter turnout during general election. According to the findings, 63.5% stated that voters who lacked basic education taught in informal way had a negative attitude towards voting because they did not understand the purpose of voting, the electoral process and the roles of observers. On the same voters, 62.1% of the respondents observed that voters who lacked basic education could easily be convinced by corrupt/bad leaders to change their voting

behaviour in a negative way because they did not understand their democratic right of voting. Regarding the level of literacy and influence and political influence, 59.2% of the respondents stated that illiterate electorates sometime fail to vote because they had a feeling that IEBC officials determined the outcome of elections. In the interviews local administrative leaders gave the same views as those given by voters.

5.3.Conclusion

Civic education content was tailored in a way to fit the needs of those implementing and not to improve the level of understanding of the electorates. In this case, the government in collaboration with other stakeholders failed to play their oversight role in regulation of civic education curriculum. Further, most of the service providers do not understand the civic education curriculum, which they ought to teach indicating that the some of the civic education curriculum are not clear.

Women aged 40 years and above participate more in political and electoral processes compared to their male counterparts of the same age. Teenage voters lack civic education and are guided by misconceived perceptions, which change their attitudes towards voting. Youths tend to listen to fellow youth for advice, civic education should be implemented with people of the same age bracket to impart knowledge in voters of the same age.

Civic education service providers use wrong teaching methodologies, teacher centred methods, whose influence on performance or grasp of concepts is low. Learning materials used during civic education are not the best, they are not designed to send information to the intended person. The content taught is detailed compared to the time taken to disseminate the same information.

5.4.Recommendations

5.4.1. Recommendations for Policy and Practice

The government through the related ministry or department should streamline the civic education curriculum in such a way that it caters for the intended needs of all kind of electorates based on socio-economic status, literacy levels, and other parameters to ensure inclusivity. There is the need to conduct community needs assessment by civil rights groups and the electoral body with an aim of establishing the level of need in terms of civic education among the electorate.

Civic Rights Groups and the government should partner in order to sensitize and educate youths on the need to participate in political and electorate processes as it impacts largely on the welfare. During the electioneering period, the electoral body, local administration and partners should educate the electorate based on their cohort as each group have their own special ways or methods of approach in terms of civic education.

The government should formulate policies that regulate the qualification of civic rights group personnel involved in civic education as their competence determines understanding of electorates on issues related to voter and civic education. Civic Rights Groups should motivate their employees and empower them with needed resources to facilitate them reach a wider coverage in terms of civic education.

The government through its ministries should make it necessary for every school going child attend school because of the provision of free primary and subsidized secondary education. Enhancement and introduction of adult learning in will be crucial as it will help in reducing low levels of literacy among the majority of voters. There is the need for the electoral body to work closely with village elders during the electioneering period to mobilize voters to turnout in large numbers to vote for their preferred leaders.

5.4.2. Contribution to the body of knowledge

This paper investigated the influence civic education programme had on voter turnout; this is not the only factor influencing voter turnout. Other scholars should consider the following:

Influence of socio-economic status of electorates on voter turnout

Influence of leadership and governance on voter turnout

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APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE

Dear respondent,

I am a student at **University of Nairobi** taking master's degree in **Project Planning**. I am conducting research on: **The influence of civic education on voter turnout during elections a case of Endebess Constituency, Trans- Nzoia County, Kenya**. I therefore request you to kindly complete the questionnaire below to assist me collect data. Your information alongside others will help me in my research and will be used strictly for academic purposes and will be treated as confidential, therefore, do not write your name on the questionnaire.

Kindly tick where appropriate or write your response in the spaces provided

Questionnaire No. _____

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [] Female []
Age: 20yrs [] 21-25yrs [] 26-30yrs [] Above 30yrs []
2. Your level of education
Primary School Certificate [] Secondary School certificate []
Diploma [] Bachelor's Degree [] Post Graduate []
3. What is your occupation?
Unemployed [] Farmer [] Businessperson [] Civil Servant []
Other, specify []
4. How many inset/ in-service trainings on facilitating civic education have you attended ?
NONE [] FEW [] AFEW [] SEVERAL []
5. Have your ever failed to vote during a general election when you knew you had registered? Yes [] No []
6. If Yes above, why.....

SECTION B: CIVIC EDUCATION CONTENT

1.) Does civic education content influence voter turnout during General Election?
 Yes [] No []

2.) Indicate the extent to which you agree or disagree on the influence of civic education content on voter turnout in Endebess constituency on a scale of 1-5 where: - 5 – SA
 4 – A 3 – U 2 - D 1 - SD

Statement	1	2	3	4	5
Civic education content varies with civic rights institutions or groups, it is not clear.					
Resources to facilitate civic education content are limited					
Time taken to deliver civic education content is short or not enough					
Civic education content is not comprehensive enough to change voting behaviour					

SECTION D. TRAINING STRATEGIES

1.) Does training strategies influence voter turnout during General Election?

- a) Yes [] b) No []

2.) Indicate the extent to which you agree or disagree on the influence of training strategies voter turnout in Endebess constituency on a scale of 1-5 where:- 5 – SA 4 – A 3 – U 2 - D 1 - SD

Statement	1	2	3	4	5
Use of electoral materials and resources in civic education impact on voter turnout					
Use of lectures and group discussions methods of delivering civic education content influence voter turnout during election					
Use of simulation of election processes to voters/civic rights groups influence voter turnout during election					
The length of time used to train civic rights service providers influence voter turnout					

SECTION E. TYPE OF KNOWLEDGE

1. Does type of knowledge influence voter turnout during General Election?

a) Yes [] b No []

2.) Indicate the extent to which you agree or disagree on the influence of type of knowledge influence turnout in Endebess constituency on a scale of 1-5 where:- 5 – SA
 4 – A 3 – U 2 - D 1 - SD

Statement	1	2	3	4	5
Voters who lacked basic education did not know the voting process and how to vote					
Civil rights group staff that lacked basic education were not aware of the role of political parties					
Voters that lacked basic education were not aware of the role of observers and therefore did not trust the credibility of elections. /bad politicians/leaders to change voting behavior					
Illiterate electorate sometime fail to vote because they considered IEBC staff as pro-government, they did not understand the role of IEBC staff.					


Thank you for filling the questionnaire

APPENDIX II : INTERVIEW SCHEDULE

1. What is your comment about civic education content and its influence on voter turnout in Endess Constituency?
2. In your own understanding, how do you think voter turnout is influenced by mode of training of electorates?
3. How does training strategies influence voter turnout during election in Endebess Constituency?
4. What is the role knowledge type in influencing voter turnout during general elections in Endebess Constituency?

APPENDIX III: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: Permit No : NACOSTI/P/19/64706/30406
MR. ROBERT KIPCHUMBA KEMEI Date Of Issue : 27th June,2019
of UNIVERSITY OF NAIROBI , 4380-30200 Fee Received :Ksh 1000
KITALE,has been permitted to conduct
research in Transzoia County
on the topic: INFLUENCE OF CIVIC
EDUCATION PROGRAMME ON VOTER
TURNOUT DURING GENERAL ELECTIONS
A CASE OF ENDEBESS CONSTITUENCY,
TRANS NZOIA COUNTY, KENYA
for the period ending:
24th June,2020




.....
Applicant's Signature Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
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Date: **27th June, 2019.**

Robert Kipchumba Kemei
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Influence of civic education program on voter turn-out during general elections a case of Endebess Constituency, Trans Nzoia County, Kenya.”*** I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for the period ending **24th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Trans Nzoia County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. ROY B. MUGHIRA, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

APENDIX V: SIMILARITY INDEX

**INFLUENCE OF CIVIC EDUCATION PROGRAMME
ON VOTER
TURNOUT DURING GENERAL ELECTIONS A CASE
OF
ENDEBESS CONSTITUENCY, TRANS NZOIA
COUNTY,
KENYA**

ORIGINALITY REPORT
PRIMARY SOURCES

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Submitted to Saint Paul University

Student Paper

Submitted to Kenyatta University

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Student Paper

Steven E. Finkel. "Civic Education in Post-Apartheid South Africa: Alternative Paths to the Development of Political Knowledge and Democratic Values", *Political Psychology*, 6/2005

Publication

Submitted to Maastricht School of Management

Student Paper

Steven E. Finkel. "THE IMPACT OF ADULT CIVIC EDUCATION PROGRAMMES IN

DEVELOPING DEMOCRACIES", Public
Administration and Development, 2014

Publication

Submitted to Universiti Teknologi Malaysia

Student Paper

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Steven E. Finkel. "Civic Education, Political
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