INFLUENCE OF VOTER EDUCATION ON ELECTORAL TURNOUT IN MITYANA DISTRICT, UGANDA

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DECLARATION

I Banura Proscovia Brenda registration number 16/MPA/00/KLA/WKD/0052, hereby declare that this dissertation is my work and has never been presented to any University or Institution of learning for any academic award.

Signature: ..... Date: .....

APPROVAL

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DEDICATION

I dedicate this report to my dear husband Mr. Asaba Samuel Baguma and children Asaba Migeul Wamani, Asaba Licky Businge and Asaba Marianne Kobugabe

May God Bless You

ACKNOWLEDGEMENT

In a very special way I thank my supervisors, Dr. Sylvester Kugonza and Mr. Andama Felix Adiburu for their continued and invaluable guidance that has enabled me to make this project a success. I thank my respondents for accepting to objectively participate in this study.

I thank all previous researchers whose good work has enabled me to review literature and develop a better conceptualization of the subject matter.

I thank my employers, the Electoral Commission for according me the time to attend all classes and as well as the freedom to conduct my research without interruptions.

Honestly, I cannot mention by name all the people to whom I am indebted but to you all, I am grateful, may the almighty God reward you abundantly.

ABSTRACT

The study examined influence of Voter Education on Turnout considering a case of Mityana District. The IV of the study was Voter Education measured in terms of Voter Training, Voter Awareness Campaigns and Voter Outreaches while as the dependent variable was Electoral Turnout measured in terms of Timeliness to vote, Demographic characteristic of voters, Representativeness of voters and Total number of voters participating in an electoral process.

The target population was 311,131 respondents and a sample size of 118 respondents was selected using SRS and purposive sampling as the sampling techniques.
Data was collected using Questionnaires, KII and Documentary Review. Both quantitative and qualitative data was collected, quantitative data was analyzed using Descriptive statistics, Regression, Pearson's correlations and ANOVA while as qualitative data was analyzed using thematic analysis.

The response rate was 85.6%, the study established a strong positive relationship between Voter Training and Electoral Turnout with a correlation of 0.702, the R^2 was 49.2% and P-value of 0.000. The study as well established a very strong positive relationship between Voter Awareness Campaigns and Electoral Turnout with a Pearson's correlation of 0.902, the R^2 was 81.3% and the P-value was 0.000 and finally the study as well established a moderate positive relationship between Voter Outreaches and Electoral Turnout with a Pearson's correlation of 0.636, the R^2 was 40.5% and the p-value was 0.000.

The study concluded that there is a positive relationship between Voter Training, Voter Awareness Campaigns, Voter Outreaches and Electoral Turnout.

The study therefore recommended that electoral commission should put more emphasis on improving Voter Awareness Campaigns, Voter Training and Voter Outreaches as measures to improve Electoral Turnout.

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LIST OF ACRONYMS

C.A	Constituency Assembly
CCEDU	Citizens Coalition for Electoral Democracy Uganda
C.V.I	Content Validity Index
CSO	Civil Society Organizations
EC	Electoral Commission
EMB	Electoral Management Bodies
EU	European Union
IEC	Independent Electoral Commission
SA	South Africa
SPSS	Statistical Package for Social Scientists
SRS	Simple Random Sampling
UMI	Uganda Management Institute
UNDP	United Nations Development Program

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study focused on Electoral Turnout in Uganda, Electoral performance reports of the Ugandan Electoral Commission between 2006-2016 depict that, the Electoral Turnout was at 69.2% for 2006 elections, 59.2% for 2011 general elections which reflected a 10% decrease, and in 2016 elections the Electoral Turnout was 67.61% , which is still less than the benchmark of 2006. As a researcher these persistent low rates of Electoral Turnout amidst government several interventions such as increased funding of electoral processes, existence of a competent EMB have prompted the need for this study, which is intended to inform electoral organizers & policy makers.

The study therefore, seeks to determine the influence of Voter Education on Electoral Turnout considering a case of Mityana District. For this study, Voter Education was operationalized in terms of Voter Training, Voter awareness campaigns and Voter Outreaches are the independent variables and Electoral Turnout is the dependent variable.

This chapter focused on the background of the study, statement of the problem, purpose of study, specific objectives of the study, research questions, research hypotheses and conceptual framework. It also presents the scope, significance, justification and operational definitions of key terms used in the study.

1.2 Background to the Study

The study background contains information on voter education and Electoral Turnout. It's arranged according to historical, theoretical, contextual and conceptual perspectives.

1.2.1 Historical Perspective

In Africa, turn-out in elections has been declining drastically and political participation in terms of voters' participation over time despite the democratic institutions put in place. For instance, in 2000, 2005 and 2010 the turnout of voters was 70.3 per cent, 67.2 per cent and 42 per cent for the referendum elections respectively as reported in the African Elections database, 2004.

Electoral Turnout is part of community participation where members of the public take part in the political process of electing leaders who influence decisions and represent them under different political structures (Parry, Moyser & Day, 1992). Electoral Turnout gives the impression that whenever elections are held, the question is how many people have turned up for the exercise, which at times is unexpectedly high.

News about high Electoral Turnout is widely published compared to low Electoral Turnout. A case in point was the American elections of 2000, which had a higher Electoral Turnout than elections before. This is a reason why we perceive it generally that voter turn-out is declining. Low electoral turn out is often considered to be bad for democracy as it shows a lack of representation of certain groups (Patterson, 2002). Turn out varies depending on a particular election period and in different countries like in Australia, Belgium and Malta where virtually everyone votes. It is hard to zero out a definite factor why elections fluctuate. Turn out varies enormously amongst different countries (Australia, Belgium and Malta.) where virtually every one votes. It is true that in Australia and Belgium voting is compulsory, but the law that makes absenteeism illegal does not affect the character of the countries' citizens (Franklin, 2004).

Education is the means through which the aims and habits of a group of people lives on from one generation to the next (Benson, 2014). Voter education is the education given to the electorates to enable them participates meaningfully in the elections by voting. Generally, it occurs through

any experience that has a formative effect on the way one thinks, feels, or acts. Education, in short, is an extremely powerful predictor of civic engagement Putnam (2000). The freedom of citizens‟ involvement in choosing their elected representatives is a critical feature of democratic governance. Education on its own cannot sustain democracy. However, education can protect democracy when citizens are supported in their activity by a responsive and democratic state (ACE Encyclopedia: 2013).Some careful studies find that education actually boosts turnout (Dee, 2003; Sondheim and Green, 2010).In modern democracies, a good citizen is one able to understand, valuate and select political options, and willing to participate in a country's political life.

According to Keyssar (2009), voter Education originated in the 19th Century as a method of disenfranchisement. In 1970 and the 80s, many states were concerned that the Education procedures and laws were depressing Electoral Turnout so they attempted to simplify the process. Electoral Turnout was not significantly enhanced by new reforms so in 1993, Clinton signed the National Voter Education Act. This enabled millions of new voters ((Keyssar, 2009). Much as there is an ugly history of voting in the United States, there is still a problem with the voters' lists.

In Africa, South Africa has got a history of apartheid of which the whites were a dominant race over the blacks so history shows that voter Education was unfair and it was according to the dominant races.

National and provincial elections in the post-apartheid era have been held in 1994, 1999, 2004 and 2009, and local government elections have been held in 1995, 2000 and 2006. The 1999 and subsequent elections have been managed by the current IEC. Observers noted a number of flaws in the IEC's administration, including the quality of the voters' register, the late issuing of

regulations, logistical problems on voting day, over reliance on hi-tech systems, insufficient voter education and poor controls on political party income and expenditure (Evrensel, 2010).

In the 1996 presidential elections in Uganda, hundreds of Ugandans were turned away from the polling stations across the country due to the fact that their names were omitted from the voters' rolls, which had originally been on the 1994 Constituency Assembly (C.A) voter register. The effects of this could be heard through the sentiments of those who contested as presidential candidates. In 2001, the suspicion around the numbers of voters on the register did not make it easier especially for the election managers. In 2001, 10.7 million voters were registered compared to 8.4 million voters in 1996. However over 3 million voters did not turn up to vote in 2006 elections still over 3.2 million voters did not turn up to vote (CCEDU Report, 2014).

The challenges around Uganda's National Voters register are recurrent extending beyond isolated issues such as missing voter's bio-data, lack of voter cards, duplicate entries, mismatched voters, impersonation on the register, failure to know the polling station location which led to frustration and disenfranchisement of some voters (COG Report, 2011). However, the electoral commission has put forward some measures and recommendations through its voter education department like awareness campaigns on radios and television r register. Awareness campaigns have been put forward on radios and television such that the voters can go to their homes of origin to ascertain whether they are on the voters register. Awareness on how to cast the vote has been ensured through the media. The Electoral Commission has undertaken a number of initiatives including publicity campaigns with the mass media, institutional website, and other interventions such as voter education in conjunction with Civil Society Organizations in order to maximize Electoral Turnout.

1.2.2 Theoretical Background

This study adopted the Expectancy Theory by Victor H. Vroom (1964). This theory states that "an individual act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the results of that selected behavior were". The Expectancy Theory proposes that an individual behave or turn-up to vote or act in a certain way in an electoral process because they are motivated to select a specific behavior over other behavior due to what they expect the result of that selected behavior were. The motivation of the behavior to vote is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual processes the different motivational elements. This is done before making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave (Vroom, 1964).

Further, the expectancy theory focuses on the mental processes regarding choice and explains the processes individuals undergo to make choices of whether to vote or not. The theory emphasizes that electoral commission relates rewards of voting directly to turnout and ensure that rewards provided are wanted by the recipients. The Expectancy Theory is based on three beliefs/elements: valence, expectancy, and instrumentality. A person is motivated to vote to the degree that she believes the commission must discover votes value (valence). The commission must discover what resource, training, or supervision employees need to lead to acceptable performance (expectancy), and commission must ensure promises of rewards are met and that employees are aware that they were rewarded (instrumentality).

Since in this context the expectancy theory is about expectation and motivation to voters to turnout for the electoral process (in the case of this study, voters in Uganda), it is an appropriate theory as a basis for understanding how Voter Education in Uganda influences Electoral

Turnout. Specifically, the expectancy theory were a basis for understanding how voter training, voter awareness campaigns and voter outreach (as the three ways through which Voter Education is viewed in this study) influence a voter's decision to vote or not to vote.

1.2.3 Conceptual Background

Education, according to Benson, (1997), is the means through which the aims and habits of a group of people lives on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools.

Voter Education is as simple as it sounds, but its importance cannot be overlooked. Voter Education can therefore be defined as informing the public on their democratic rights, election procedures, election registrations, candidates and all the issues concerning elections (André et.al, 2000). At its core, voter education is an enterprise designed to ensure that voters are ready, willing, and able to participate in electoral politics. It has been assumed that this entails election literacy and confidence that the electoral process is appropriate and efficacious in selecting governments and promoting policies that benefit the individual voter.

Voter Education is most effective when linked with a programme of civic education that puts the election into context for voters and provides an explanation of the election's purpose, the surrounding issues, and their significance (André et.al, 2000). Ideally, civic education were built into a country's educational system so that when children reach voting age they will already understand the basis of the national and local political and electoral systems. However, since this

is not always the case, and since these systems may change over time, it is vital to have a continuing programme of civic education linked to electoral processes.

Cafer-Orman (2010) stated that the term voter education is generally used to describe the dissemination of information, materials and programmes designed to inform voters about the specifics and mechanics of the voting process for a particular election. André et al (2000) stated that civil society actors should monitor the Governments voter and civic education programmes to ensure that they are accessible to women and are gender sensitive. According to Schaffer (2008) whether voters spurn, absorb, ignore, or misunderstand specific educational messages will have significant implications not only for the effectiveness of the education campaign, but also for the quality of the resulting democracy.

Voter Training is the upgrading of a voter's skills or person's skills or addition of new skills which in turn is expected to bring about the desired change an agency is seeking (Large 1995). He further contends that providing the employees with training and development opportunities encourages good performance, strengthen job related skills and competence and helps employees to keep up with changes in the work place such as introduction of new technology or work methods. Any voter education initiative were heavily influenced by the history and socio-political environment within which it is planned and implemented.

Apart from the numbers game, voters need to be made aware that each individual vote has weight in determining the rights that they have over the elected party or representative once the election has been won or lost. If a representative relationship cannot be formed between citizens and elected officials, citizens may begin to feel that their vote does not, in fact, count for much (Schlafly, 2002). For the population to be convinced of their said civic roles, vibrant public

education were of importance by experienced and well - informed moderators to impart the desired message.

According to UNDP, (2003) Voter education should be provided even on Election Day, there should be posters and other materials inside the polling stations and even inside the voting booths, explaining the voting process and how to mark the ballots. Voter education requires more lead time for implementation and should be undertaken on an on- going basis. This type of information is most often provided by election authorities and civil society organizations (ACE project: 2013).

1.2.4 Contextual Background

The study was carried out in Mityana District, which bordered by Kiboga District to the north, Nakaseke District to the northeast, Wakiso District to the east, Mubende District to the west, Mpigi District to the southeast, and Butambala and Gomba Districts to the south.

Mityana received the status of a district in 2005, by taking the Mityana and Busujju counties from Mubende District. Mityana is the site of the district headquarters.

The 1991 national population census estimated Mityana's population at 223,530. In 2002, the national census estimated the district population at 266,110 and according to the NHS, (2012) Mityana District has a population of about 311,000 people, land of 1,579.3 km2 (609.8 sq mi) and Density of 197.3/km2 (511/sq mi)

The district headquarters at Mityana are approximately 77 kilometres (48 mi), by road, west of Kampala, Uganda's capital and largest city. The coordinates of the district are 00 27N, 32 03E.

According to the electoral commission, Mityana District is one of the populous district of Uganda but with a moderately low rate of electoral turnout in all the previous elections. The

commission asserts that much as electoral turnout is extemporaneously increasing over years, the turnout is still low comparing the 2006 elections, 2011 elections and 2016 elections. Therefore the researcher chose this area simply because it's one of the districts encountering challenges of Electoral Turnout over time.

1.3 Problem Statement

Expectancy theory predicts that voters will make their voting choices guided by the expected results of the behavior and further emphasizes that voter education will impact the voters behavior hence an increase in voter turnout. The Ugandan Electoral Commission reported that between 2005-2016 the Electoral Turnout was at 69.2% for 2006 elections, 59.2% for 2011 general elections which reflected a 10% decrease, and in 2016 elections the Electoral Turnout was 67.61%, which is still less than the benchmark of 2006. In a bid to avert challenges of low Electoral Turnout, government through the electoral commission has put in place interventions/measures such as awareness campaigns, voter empowerment, stakeholder engagement and voter education among others. But low Electoral Turnout still remains a challenge to be addressed in Uganda. Electoral Management Bodies (EMB) aim towards ensuring that there is a notable upsurge in the Electoral Turnout for any given election, however to the contrary amidst hectic process such as voter training, awareness campaigns, community empowerment & voter outreaches, the rate of Electoral Turnout remains low (IDEA, 2016). The low Electoral Turnout that may affect the principle of democracy in nationally organized elections has had significant negative effects such as wastage of financial resources, rejection of electoral results hence unrests, redundant human resource that was initially planned for a high turn-up and as well as wastage of electoral materials such as ballot papers printed for a higher

Electoral Turnout but above all, it has a noteworthy effect on democratic principles as earlier discussed, usually leading to political unrest in some areas of the country or the entire country in worst case scenario.

It's incumbent upon this problematic and fuzzy/blurred Electoral Turnout future expectation that the researcher intends to study the effect of Voter Training, Voter Awareness Campaigns and Voter Outreach on Election Electoral Turnout. The researcher assumes that this study may provide a lasting remedy to the challenge of low Electoral Turnout and therefore there is need to have the study conducted in the shortest time possible most especially before the country gets into preparation for the 2021 general elections.

1.4 Purpose of the Study

To examine the relationship between Voter Education and Electoral Turnout in Mityana District

1.5 Objectives of the Study

i. To establish the relationship between Voter Training and Electoral turnout in Mityana District
ii. To examine the relationship between Voter awareness and Electoral Turnout in Mityana District
iii. To assess the relationship between Voter outreaches and Electoral Turnout in Mityana District

1.6 Research Questions

i. What is the relationship between Voter Training and Electoral Turnout in of Mityana District?

ii. What is the relationship between Voter awareness and Electoral Turnout in Mityana District?

iii. What is the relationship between Voter outreach and Electoral Turnout in Mityana District?

1.7 Research Hypotheses

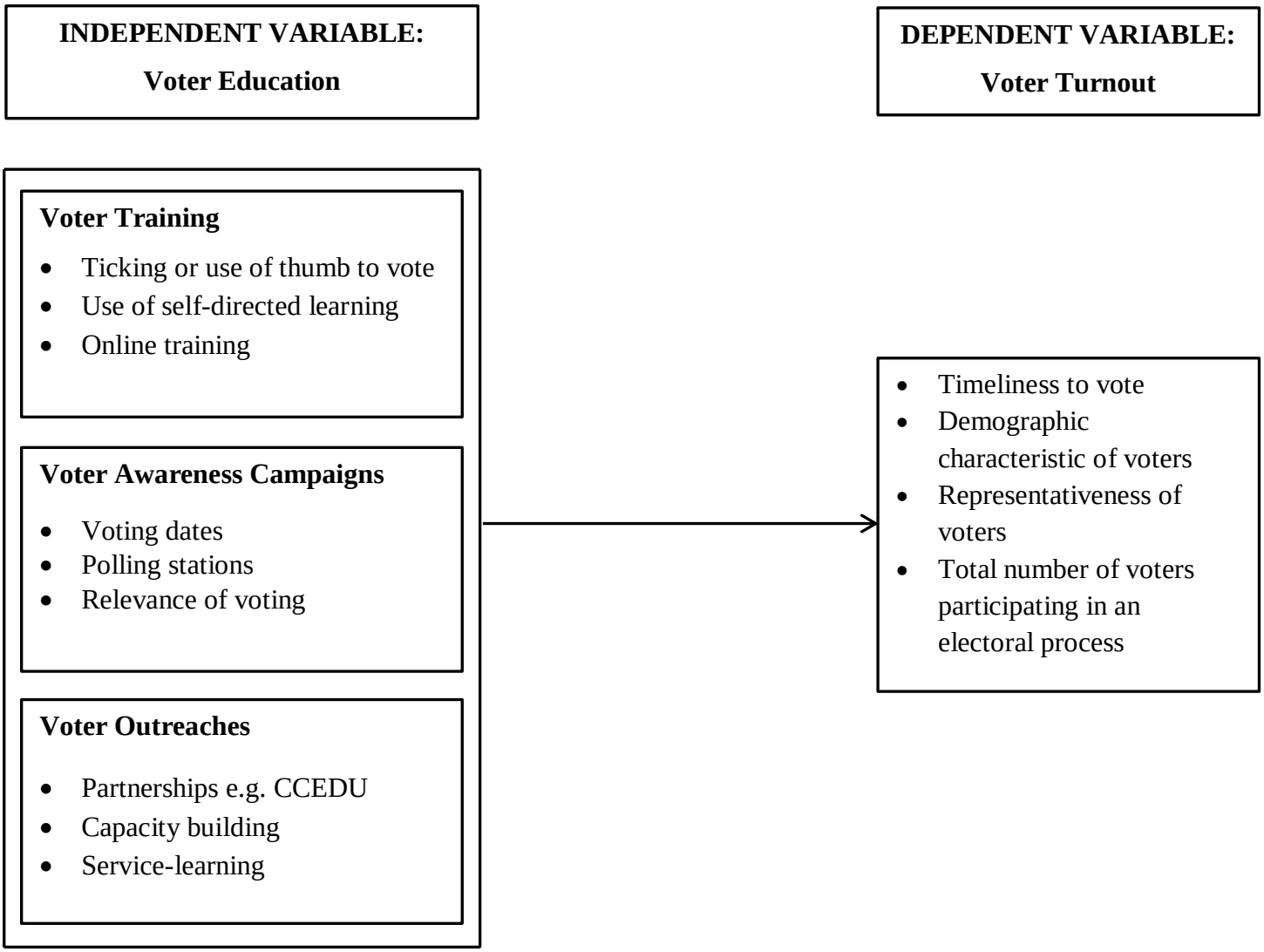
i. There is a significant relationship between Voter Training and Electoral Turnout in Mityana District

ii. There is a significant relationship between Voter awareness and Electoral Turnout in Mityana District

iii. There is a significant relationship between Voter outreaches and Electoral Turnout in Mityana District

1.8 Conceptual Framework

Illustration of the relationship between Voter Education and Electoral Turnout



Source: *Developed by the researcher*

Figure 1.1: Conceptual Framework of the study

Description of the conceptual Framework

This conceptual framework illustrates the relationship between Voter Education and Election Electoral Turnout. Voter Education is considered as the Independent Variable while as Election

Electoral Turnout is the dependent Variable. The independent variable is operationalized into three main variables which include; Vote Training (indicators of Voter Training include Public debates, Use of self-directed learning & Online training/education), Voter Awareness Campaigns (indicators of Voter Awareness Campaigns include Voting dates, Polling stations and Relevance of voting) and as well as Voter Outreaches (indicators of Voter Outreaches include Partnerships with communities, Capacity building and Service-learning). The dependent variable which is Election Electoral Turnout has three indicators which include; Demographic characteristic of voters, Representativeness of voters & Total number of voters participating in an electoral process.

1.9 Significance of the Study

The findings, conclusions and recommendations arising from this study were used by management at Electoral Commission to improve Electoral Turnout in any election by strengthening and improving Voter Education like Voter Training, Voter Awareness Campaigns and Voter Outreaches.

The findings also be of value to Government, Policy Makers and Development Partners among other stakeholders who are interested the trends of Electoral Turnout.

The findings of this study will contribute to the body of knowledge regarding the relationship between Voter Education and Electoral Turnout hence benefiting researchers and academicians who are interested in the topic and/or its variables.

This study also lead to the award of a Master's Degree in Public Administration of Uganda Management Institute.

1.10 Justification of the Study

There is need to thoroughly examine the relationship between Voter Education and Electoral Turnout in Uganda. Without clear understanding of how Voter Education influences Electoral Turnout the Electoral Commission may not mitigate challenges attached to Electoral Turnout. If not well handled, Voter Education may affect Electoral Turnout which may result into loss of democratic values, unpopularity of the electoral organizers and lack of value for money since more resources most especially the fiscal resources are invested compared to the little Electoral Turnout. This has motivated the need for a study to examine the relationship between voter education and Electoral Turnout.

1.11 Scope of the Study

1.11.1 Geographical Scope

The study were carried out at Electoral Commissions Offices which are located in Mityana. It also focus on Electoral Commission's field staff located in Mityana Uganda. The study also focus on the field staff in Mityana.

1.11.2 Content Scope

The study will examine the relationship between Voter Education and Electoral Turnout. The study will specifically focus on the relationship between Voter Training, Voter Awareness Campaigns and Voter Outreaches on Electoral Turnout.

1.11.3 Time Scope

The study focused on the period between 2006 and 2016. This is the period when Electoral Turnout has been a challenge to Uganda for long (specifically the voter turnout has been decreasing over time). It is this same period that Uganda specifically has been grappling with Electoral Turnout challenges.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of related literature on the topic under investigation. The first subsection presents the theoretical review, the second subsection presents the conceptual review while the third subsection presents the empirical review and the last subsection presents the synthesis and summary of literature.

2.2 Theoretical Review

The expectancy theory were the basis for understanding how Voter Education influences Electoral Turnout. The Expectancy Theory, developed by Victor H. Vroom (1964), explains mental processes about the choice of voters. The theory emphasizes that electoral commission needs to relate voter education directly to Electoral Turnout and that voter education is appropriate and given to deserving citizens. The author further argues that citizens make voting choices guided by the expected results of their behavior. What motivates the individual is the expectation that a certain effort will lead to desired outcomes.

The expectancy theory is built on the assumptions that; voters come to vote with expectations and such expectations influence how they react to the commission; individual behaviour is a result of a conscious choice; people want different things from the organization; and people choose among alternatives to optimize outcome (Vroom, 1964). Expectancy theory critiques the thought that Electoral Turnout depends on needs, suggesting that citizens act rationally while choosing whether to strive for their goals. The theory further illustrates that people act rationally (Martin & Buckley, 1994).

According to Vroom (1989) a good Voter Education policy should be clear to the voters and meets their voter education interest while not compromising the interests of the Electoral Commission. Voters respond better to the objectives of a Voter Education program that takes into account their needs than one that does not. This is based on Vroom's expectancy theory. According to Vroom (1989) voters are willing to vote when they expect that increased participation will lead to increased rewards.

2.3 Voter Training and Electoral Turnout

Training is the means through which the aims and habits of a group of people lives on from one generation to the next (Benson, 1997). Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. Training, in short, is an extremely powerful predictor of civic engagement Putnam (2000). The freedom of citizens" involvement in choosing their elected representatives is a critical feature of democratic governance. Training on its own cannot sustain democracy. However, Training can protect democracy when citizens are supported in their activity by a responsive and democratic state (ACE Encyclopedia: 2013). Some careful studies find that Training actually boosts turnout (Dee, 2003; Sondheim and Green, 2010).In modern democracies, a good citizen is one able to understand, valuate and select political options, and willing to participate in a country's political life.

Hamwiinga (2002) defines civic Training as a subject that relates to human beings and their relationship with the nation, physical, social, political and cultural environment. It helps citizens to acquire knowledge, skills and general awareness that empower them to be able to effectively play their roles in conduct of public affairs. In a democracy, knowledge is power (Jerit et. al. 2006). Democracy demands a wider access of the citizens to relevant information, not only to the

programs and proposals of the candidates, but also to an evaluation of their chances in the political processes.

Civic Training deals with broader concepts underpinning a democratic society such as the respective roles and responsibilities of citizens, government, political and special interests, the mass media, and the business and non-profit sectors, as well as the significance of periodic and competitive elections(ACE Encyclopedia: 2013). It is a continuous process that emphasizes on citizen participation in all aspects of democratic society. According to Delli and Keeter (1996), civic Training in a democratic society most assuredly needs to be concerned with promoting understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. Grindle (2004) expressed that civic Training, aims to teach people about their rights and responsibilities as part of a democratic society and for them to have a more accountable government.

Voter Training has a tradition that is as long and as brief as the conduct of modern elections. Universal Training in the modern democratic state was itself intended to promote and support democracy. Those waging campaigns for extension of the franchise also conducted public information and Training programmes. NDI (1999) operating definitions states that Voter Training is the process by which citizens are educated on how to register and vote, develop a sense of civic duty to participate in the electoral process, and learn to respect the outcome of legitimate elections. Voter Training is defined as non-formal public Training meant to inform and empower the voters to clearly understand their rights and responsibilities in the electoral process. It strives to improve the process of democracy and mobilize voters to exercise their rights in politics (IIEC, 2011).

The right to vote can only be understood in the context of awareness of democratic culture and processes, the rights of the individual and minorities, the rule of law and role of government in a democracy. UNDP report, (2013) described increased participation of a well-informed citizenry in democratic processes, including elections; as a way of influencing decision-making on matters that affect their lives. To make sensible choices, however, citizens must be aware of an elections purpose, their voting rights and obligations, the dates and procedures, the range of electoral options, and they must know how to vote. The goal of voter Training is to make information available and accessible to all constituents Rackner and Svasand, (2005).

Voter Training campaigns should seek to achieve universal coverage of the electorate. According to NDI (2011) voter Training campaigns help give citizens an informed voice and help them occupy the political space provided by an election. The meaningful exercise of the right to vote requires a qualitative assessment of the human rights conditions in place, and the quality of the right to participate exercised EU evaluation report (2001). Effective voter Training needs to be built on a foundation of human rights awareness where reaching out to disadvantaged groups as well as mainstream voters is treated as a requirement. Mass voter Training was instrumental in setting the climate for democratic participation (Singh, 1996).

Voter Training is recognized by The Universal Declaration of Human Rights (Article 21) the International convention on Civil and Political Rights (Article 25) and by the African Charter on Human and People Rights, (Article 13) Voter Training had to achieve a number of key tasks, including educating the electorate about the electoral process, motivating them to participate, and convincing them of the secrecy of the vote Gilder (1994).Continuous efforts towards comprehensive voter Training for the citizens have been tried through partnership with international and domestic organizations at all levels, however EU Report, (2012) maintains that

while the relative proportion of electoral support funds allocated to voter Training is increasing in recent years, an informed and empowered electorate is not yet understood and advocated by the Commission as an essential pre-condition to a meaningful election. In the United States, the League of Women Voters retains a strong, non-partisan programme to ensure that voters make informed political choice.

2.4 Voter Awareness Campaigns and Electoral Turnout

Individuals are constrained both by a lack of knowledge about the different consequences of their decisions and their limited intellectual capacity to analyze all available options. In other words, the information level of the population is likely to be much less than complete. Recent formal models incorporate this idea of limited information in a theory of Electoral Turnout. Two works propose a decision-theoretical model of Electoral Turnout. Matsusaka (1995) embeds an information theory in the standard rational voter model. He takes as given that each citizen is predisposed to vote, and then focuses on how information can lead some to follow through on this inclination and others to abstain. The key link is that a person's expected benefit from casting a decisive vote is increasing in her certainty that she is supporting the best candidates. As a result, the person is more likely to vote as she becomes surer about which way to vote. Confidence in a voting decision is increased by raw information about candidates and knowledge about the model of the world. Thus, as the price of information falls and knowledge rises, a person's ability of voting goes up. As stressed by Matsusaka, it is the voter's subjective belief about his information level that guides participation, and this can differ from objective measures of political knowledge. Larcinese (2006) adds that the amount of political information that voters decide to acquire during an electoral campaign depends, among other things, on prior ideological

beliefs about candidates. Voters that are ex ante indifferent about the candidates attach little value to information because they perceive that voting will have little value. Voters that are ex ante very ideological also attach little value to information because they think that the news would hardly change their opinion. Thus, high incentives to be informed can be found at intermediate levels of ideological strength. Moreover, Larcinese (2006) argues that the impact of increased political knowledge on turnout is asymmetric: new information increases the probability of voting of indifferent voters but decreases that of very ideological voters.

Another effort at incorporating information in a model of Electoral Turnout was made by Feddersen (1996) and Pesendorfer (1999). They propose a game-theoretic model of voting, where turnout decision is influenced by the information structure facing prospective voters. The election they consider is a referendum on whether to adopt a new policy instead of the status quo. In the model, voting is costless for all agents and, thus, abstention cannot be explained by differences in the cost of voting. The difference in the voting behavior among agents comes from the presence of asymmetric information: some agents are informed, some uninformed. The central result of Feddersen (1996) is that it can be optimal for uninformed independent voters to abstain from voting even though they may prefer one alternative to the other. The reason is that by abstaining they effectively defer the choice to the informed voters who, by definition, vote for the correct policy. When there is a large number of voters, this will lead to the correct policy being chosen Pesendorfer, (1997). The central empirical prediction is that more informed agents should vote in the election, while uninformed agents should abstain from voting. At the aggregate level, increasing the expected fraction of informed voters will, then, lead to a lower level of abstention.

The aforementioned models cannot explain the mere existence of Electoral Turnout. In fact, they assume some predisposition to vote and focus on the factors that affect whether citizens translate this preference into action. Therefore, information-based models don't predict an actual level of turnout, but rather explain turnout at the margins Matsusaka, (1995). Nevertheless, the great advantage of the information theory of Electoral Turnout is its ability to explain most of the empirical regularities identified by previous studies in established democracies. For example, campaign spending and personal contact by campaign workers increase Electoral Turnout because they provide inexpensive information. Public employees and farm owners are more likely to vote as they interact frequently with the government, giving them cheaper access to information. Long-time residents in a community are more likely to vote than people who recently move since they have better contextual knowledge to evaluate the local impact of policies. A person's age is positively correlated with her probability of voting as age brings knowledge that is useful in processing information. From this perspective, mass media and Voter Awareness seem to be important determinants of Electoral Turnout patterns. Voter Awareness brings knowledge that is useful in processing information. Mass media is the main source of political information. As media coverage increases, electoral participation is expected to rise. In the same spirit, media freedom may increase Electoral Turnout since it improves the quality of political information.

2.5 Voter Outreaches and Electoral Turnout

Several empirical analyses examine the effect of information on Electoral Turnout from two main angles. One body of research concentrates on Voter Outreach. Two recent articles investigate the causal effect of Voter Outreach on Electoral Turnout: following a literature in labor economics, Dee (2004) and Milligan, Moretti and Oreopoulos (2004) use U.S. state

government variation in compulsory schooling laws as instruments to identify the effect of Voter Outreach on Electoral Turnout and other aspects of civic participation. Both studies find that more Voter Outreach causes a higher propensity to vote. Milligan, Moretti and Oreopoulos further find that Voter Outreach also implies greater political knowledge, reaching out to the voters and greater interest in politics. However, this leaves open the question of exactly how Voter Outreach increases turnout. Several reasons are possible, including lowering costs of information processing but also through reducing community alienation and increasing compliance with social norms through socialization. A key result of Milligan, Moretti and Oreopoulos (2004) is that the effect of Voter Outreach on turnout in the United States disappears when conditioning on registered voters, suggesting that the role of Voter Outreach is to overcome registration barriers. Moreover, there is no effect of Voter Outreach on turnout in the United Kingdom, where most voters are registered through local governments. Similarly, Lassen (2005) uses survey data from Copenhagen referendum on decentralization and he finds no direct effect of Voter Outreach on Electoral Turnout, but he shows some evidence of an indirect effect, through information. These findings suggest that Voter Outreach enters directly into the calculus of voting by reducing expected utility costs associated with information acquisition and processing, rather than through contextual or socialization effects. Some studies investigate the effect of Voter Outreach on Electoral Turnout in developing countries. However, their findings are contradictory. On the one hand, Lesson (2008) finds that Voter Outreach has a positive impact on political participation in 13 Central and Eastern European countries. In two states in northern India, Krishna (2006) shows that Voter Outreach is more important for democratic participation than wealth and social status. On the other hand, Fornos, Power and Garand (2004) find that Voter Outreach doesn't affect Electoral Turnout in Latin American countries from 1980

to 2000. In the same vein, Birner, Kamijon, Khan and Qureshi (2008) analysis suggests that, in Pakistan, more educated people are less likely to vote. These authors argue that one possible explanation for this finding is that, in a clientelistic environment, the votes of less educated people tend to be cheaper to purchase by candidates, and less educated people are more vulnerable to intimidation by authorities.

Another strand of research focuses on the effect of media coverage and freedom. Several studies have discussed the role of Voter Outreach in informing the electorate. In an analysis of the effects of information on New Deal spending in the United States, Strömberg (2004) finds that regions that were more informed, measured by a higher share of radio ownership, had higher turnout in general elections. In addition, regions with a high Electoral Turnout are more successful in attracting redistributive spending. Similarly, Prat and Strömberg (2005) use panel evidence from Sweden to measure the effect of the introduction of commercial broadcasting on voter information and turnout. They find that people who start watching commercial TV news increase their level of political knowledge and their political participation more than those who do not. In contrast, Gentzkow (2006) finds that television's introduction significantly reduced Electoral Turnout in the United States. Gentzkow argues that television's introduction caused substitution away from newspapers and radio, and so reduced citizens' knowledge of politics. Furthermore, since television is a dramatic improvement in the amount of entertainment available to households, it may have also reduced the total time devoted to news consumption. Other studies examine the relationship between press freedom and political participation. Studying 13 Central and Eastern European countries, Leeson (2008) shows that low media freedom is strongly associated with poor political knowledge, low political participation, and low Electoral Turnout. To sum up, empirical findings on the effect of Voter Outreach on Electoral

Turnout in developing countries are not conclusive. Moreover, empirical studies on the impact of Voter Education don't investigate the effect of Voter Outreach on electoral participation in developing countries.

2.6 Summary of the literature review

This literature review presented the theoretical review which elucidated the Expectancy Theory, the theory was built on the assumptions that; voters come to vote with expectations and such expectations influence how they react to the commission; individual behaviour is a result of a conscious choice; people want different things from the organization; and people choose among alternatives to optimize outcome (Vroom, 1964). Additionally Vroom (1989) asserted that, a good Voter Education policy should be clear to the voters and meets their voter education interest while not compromising the interests of the Electoral Commission.

Literature illustrated that Training can protect democracy when citizens are supported in their activity by a responsive and democratic state (ACE Encyclopedia: 2013). Civic Training deals with broader concepts underpinning a democratic society such as the respective roles and responsibilities of citizens, government, political and special interests, the mass media, and the business and non-profit sectors, as well as the significance of periodic and competitive elections(ACE Encyclopedia: 2013).

As stressed by Matsusaka, it is the voter's subjective belief about his information level that guides participation, and this can differ from objective measures of political knowledge. Larcinese (2006) adds that the amount of political information that voters decide to acquire

during an electoral campaign depends, among other things, on prior ideological beliefs about candidates.

A key result of Milligan, Moretti and Oreopoulos (2004) is that the effect of Voter Outreach on turnout in the United States disappears when conditioning on registered voters, suggesting that the role of Voter Outreach is to overcome registration barriers. Moreover, there is no effect of Voter Outreach on turnout in the United Kingdom, where most voters are registered through local governments. Similarly, Lassen (2005) uses survey data from Copenhagen referendum on decentralization and he finds no direct effect of Voter Outreach on Electoral Turnout, but he shows some evidence of an indirect effect, through information.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that were adopted during the study. It describes and discusses; the research design, sample size and selection, the data collection methods used and their corresponding data collection instruments, data management and analysis procedure as well as steps that were taken to ensure validity and reliability during the study and measurement of variables.

3.2 Research Design

The study will adopt a case study design (this is a research design which enables a researcher to comprehensively study a given case), in this study the researcher will consider Mityana District as the case to be studied in detail with regard s to the voter education and electoral turnout.. The case study design were adopted because the researcher intends to conduct an intensive investigation on the variables under study in Electoral Commission as suggested by Oso and Onen (2008). The study also use a simple bivariate correlation design to determine the relationship between Voter Education and Election Electoral Turnout as suggested by Amin (2005).

The study will use both qualitative and quantitative approaches. The quantitative approach were adopted because the study intends to determine the relationship between Voter Education and Election Electoral Turnout. The quantitative approach is best suited for this because it allows for collecting numeric data on observable individual behavior of samples, then subjecting these data to statistical analysis (Amin, 2005). The study also use a qualitative research approach in order to

enable the researcher capture data that were left out by the quantitative approach. This were aimed at capturing more in-depth information on the topic under investigation.

3.3 Study Population

The study population were comprised of 311,131 respondents who form the accessible population. It will consist of the Commissioners, HoD Voter Education and Training Department, Staff of the Voter Education Department, Returning officers and voters.

3.4 Study Sample

The study sample were comprised of 118 respondents. The sample size were arrived at using the predetermined table for determining sample size by Krejicie and Morgan (1970) as cited in Amin (2005) see Appendix IV.

Table 3.1: Sample Size Determination

Category	Study Population	Sample Size	Sampling Technique
Commissioners	4	4	Purposive Sampling
HoD Voter Education Department	1	1	Purposive Sampling
Staff of the Voter Education Department	6	6	Purposive Sampling
Returning Officers	120	92	Simple Random Sampling
Voters	311,000	15 (Selected purposively)	Purposive Sampling
Total	**311,131**	**118**	

Source: *Adopted from Electoral Commission Records (2018) and modified by the researcher.*

3.5 Sampling Techniques and Procedure

A number of sampling techniques were used to select respondents to the study namely; simple random and purposive sampling techniques. The 92 respondents were selected using simple random sampling technique. Simple random sampling were used because it ensures

generalizability of findings and minimizes bias (Sekaran, 2003). Purposive sampling technique were used to select 11 respondents. These key informants were purposively sampled because they are believed to have technical and specialized knowledge about the topic under investigation by virtue of the offices that they hold.

3.6 Data collection Methods

3.6.1 Questionnaire Survey Method

The study will use the questionnaire method to collect data. The questionnaire were used because it can be used to collect data from a relatively large number of respondents from their natural settings. It is also cheap and saves time as suggested by Amin (2005). The questionnaire also be used because it allows busy respondents fill it at their convenient time. It also allows respondents express their views and opinions without fear of being victimized (Oso & Onen, 2008:18).

3.6.2 Interview Method

The study will use interview method. Interviews in this study will help the researcher obtain more information on the topic under investigation. This method also be used because it will offer the researcher an opportunity to adapt questions, clarify the questions by using the appropriate language, clear doubts and establish rapport and probe for more information (Sekaran, 2003).

3.6.3 Document Review Method

The researcher will review documents in order to obtain recorded information that is related to the issue under investigation. This method were used because it enables the researcher access data at his convenient time, obtain data that are thoughtful in that the informants have given

attention in obtaining them and enables the researcher obtain data in the language of the respondent (Amin, 2005).

3.7 Data Collection Instruments

The instruments used in this study were questionnaire, interview guide and document review checklist.

3.7.1 Self-Administered Questionnaire

The study will employ a questionnaire as a tool of data collection. The questionnaire for staff will have 5 sections (see appendix I). Section A will deal with the demographic characteristics of the respondents, section B focused on Voter Training, Section C focused on Voter Awareness Campaigns and Section D focused on Voter Outreaches while, Section E focused on Electoral Turnout. The questionnaires were closed ended. Closed ended questions were developed to help respondents make quick decisions; in addition, closed ended questions will help the researcher to code the information easily for subsequent analysis and narrow down the error gap while analyzing data as observed by Sekaran (2003).

3.7.2 Interview Guide

An unstructured interview were used as a tool for collecting in depth information from the key informants through face to face interviews. The guide will have list of topical issues and questions which were explored in the course of conducting the interviews. The guide were drawn with the questions soliciting for the perception of the key informants regarding the relationship between Voter Education and Electoral Turnout. The interview guide were used because it obtains in-depth data which may not be possible to obtain when using self-administered questionnaires (Mugenda & Mugenda, 1999; Kakoza, 1999).

3.7.3 Document Review Checklist

The study will use a document review checklist in order to collect more in-depth data on the topic under investigation. The checklist were used to provide in-depth qualitative information which may not be possible to collect with the closed ended questionnaire as suggested by (Amin, 2005).

3.8 Validity and Reliability of the Research Instruments

3.8.1 Validity

To ensure validity, the questionnaire was developed and given to three experts to score the relevance of each question in providing answers to the study. The experts included two Returning Officers and one academician from Uganda Management Institute. These were purposively selected because they were believed to be knowledgeable about the topic under investigation. After the experts scored the relevancy of the items in the research instrument, a content validity index (C.V.I) was computed using the formula; number of items declared valid/number of items in the questionnaire. A CVI of above 0.7 was acceptable as suggested by Amin (2005).

$$Content\ Validity\ Index = \frac{24.95}{31} = 0.805$$

The validity of the instruments was tested using the Content Validity Index (CVI) using expert judgment, taking only variables scoring above 0.7 accepted for social sciences (Amin, 2005).
In this case the CVI was 0.805, it was actually considered to be excellent.

3.8.2 Reliability

To ensure reliability, a pre-test was done on 10% (10) of the respondents who were not part of the final study as suggested by Mugenda and Mugenda (1999). Data was coded and entered into

the computer. Cronbach's Alpha Reliability Coefficients were generated using the statistical package for social scientists (SPSS) computer program to estimate the reliability of the questionnaire. The Cronbach's alpha reliability coefficient of above 0.6 was acceptable (Sekaran, 2003).

In this case reliability was computed using SPSS and determined using the Cronbach's Alpha. The response results were confirmed to be reliable as reflected in the table below. Sekaran (2003) asserts that Cronbach Alpha Coefficient that ranges between 0.6 – 0.8 is more acceptable. From the table below the Cronbach Alpha Coefficient was 0.764 implying that the findings of the pilot study reflected that the study instruments were reliable. In the contrary, Santos (1999) further argued that there is no commonly agreed cut-off for the Cronbach Alpha Coefficient and that even lower values are sometimes taken as acceptable and used in the literature. The table below is a presentation of the pre-test results of this study

Table 3.2: The reliability test results of the study

Narrative Summary	Cronbach Alpha coefficient	Number of items
Voter Training	0.744	8
Voter Awareness Campaigns	0.733	8
Voter Outreaches	0.782	6
Electoral Turnout	0.798	9
Average	0.764	8

Source: *Primary data*

3.9 Data Collection Procedure

The researcher will obtain a letter of introduction from Uganda Management Institute which were presented to the authorities at Electoral Commission. The researcher also obtain a list of all

the staff in EC. After obtaining the list of respondents to the study, the researcher will randomly select respondents to participate in the study. A self-administered questionnaire was used to collect information from staff.

3.10 Data Analysis

3.10.1 Analysis of quantitative Data

The data collected through questionnaires were analyzed using Statistical Package for Social Sciences (SPSS) version 21 because this is the most recommendable package for analyzing social sciences research data (Sekaran, 2013). The analysis will rely on both descriptive and inferential statistics. The descriptive statistics used were frequency counts, percentages as well as the mean and standard deviation.

Correlation and regression analysis were used to determine the relationship and effect of the independent variables on the dependent variable as suggested by Kothari (2004). Data were analyzed and correlated using Pearson Product-Moment correlation coefficient and regression analysis were used to establish the relationship between Voter Education and Electoral Turnout as suggested by Sekaran (2003).

3.10.2 Analysis of qualitative data

Qualitative analysis involved sorting data and then attaching it to the appropriate categories. The analysis of the interview responses were edited according to the constructs (Voter Training, Voter Awareness Campaigns and Voter Outreaches) developed in the objectives of the study. The data from open ended questionnaires and interview responses were presented using direct quotes from the respondents.

3.11 Measurement of variables

Data on the respondent's views and opinions about Voter Education and Electoral Turnout were obtained using scaled variables from a self-developed questionnaire. A five point-Likert scale of 1= strongly disagree, 2= disagree, 3= not sure, 4= agree and 5= strongly agree were used to tap respondents perception on the study variables.

3.12 Ethical Considerations

Voluntarism**,** respondents were told the purpose of the study and their consent to participate in the study was sought.

Informed Consent**,** the researcher requested for permission from the respondents and this was verbally done.

Confidentiality, the researcher ensured that the respondent's names were not written anywhere on the question and in the report, the information given will only be used for academic purposes.

Respect, the researcher ensured respect for the respondents. During the research process respect encompassed respecting the opinion of the respondents including the opinion to terminate the interview whenever they feel uncomfortable to continue.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETRATION OF RESULTS

4.0 Introduction

This chapter analyses and interprets the study findings arising from the field information collected from respondents on the influence of Voter Education on Electoral Turnout considering a case of Mityana District. The first section presents the response rate, followed by presentation and analysis of the study findings in relation to the specific objectives of the researchers study.

4.1 Response rate

A total of 92 questionnaires were distributed to the returning officers but only 86 questionnaires were filled-up and returned as reflected in the response rate table 4.1 below. A total of 26 interviews were scheduled but only 15 were successfully conducted since at the 15th key informant the saturation point was realized (At this point, no new idea was being generated).

Table 4.3: Response rate

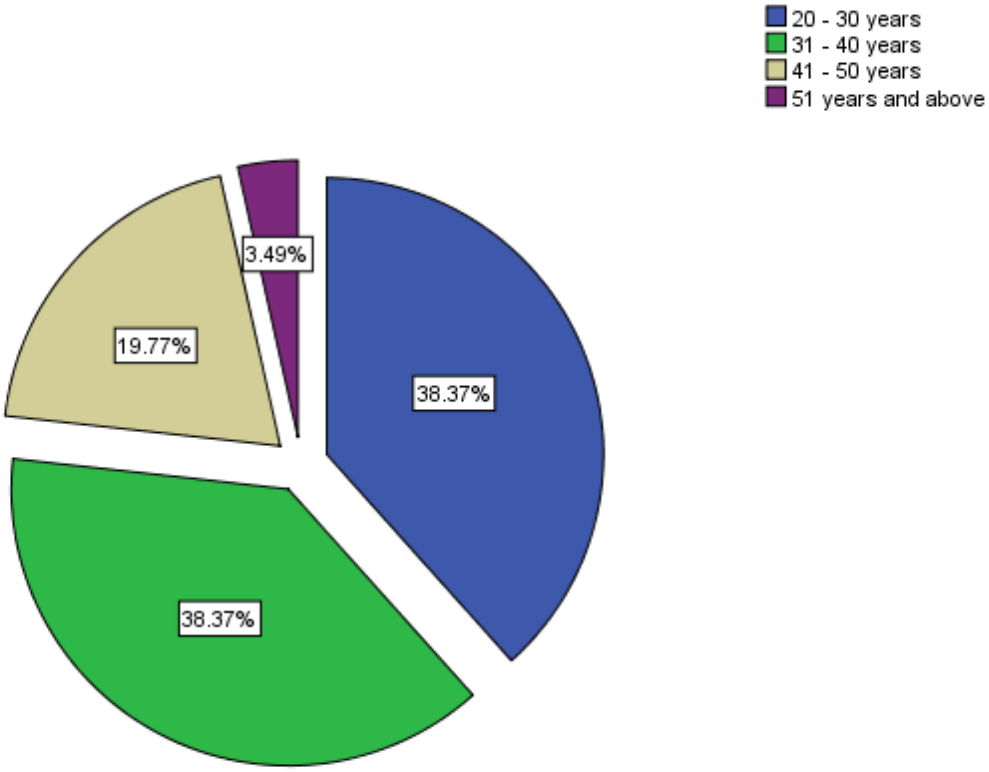
Particulars	Sample	Returned questionnaires	Percentages
Questionnaires	92	86	93.5%
Interviews	26	Saturation point 15	57.7%
Overall	118	101	
The Overall Response Rate			**85.6%**

Source: *Primary Data, (2018)*

The table 4.1 above shows a resultant response rate of 85.6% suggesting that the results contain substantial information and the survey results were representative of the survey on the influence of Voter Education on Electoral Turnout considering a case of Mityana District. The proportionately high response rates of 85.6% suggested more accurate survey results (Amin, 2005).

4.2 Demographic Characteristics

4.2.1 Respondents Age Group



Source: *Primary Data, (2018)*

Figure 4.2: A pie chat illustrating the respondent's age group

The results of the pie chart above, reflect that majority of the respondents were in the age groups of 20 to 30 years and 31 to 40 years and each of these groups represented 38.37% of the totally

number of respondents represented by the blue and green slices respectively and these were followed by those respondents in the age group between 41 to 50 years who represent 19.77% of the total number respondents represented by the grey slice and the and the remaining respondents representing 3.49% of the total number of respondents represents respondents in the age group of 51 years and above who are represented by the purple slice. Therefore, the study findings are unbiased with regards to the age group of the respondents.

4.2.2 Sex of the Respondents

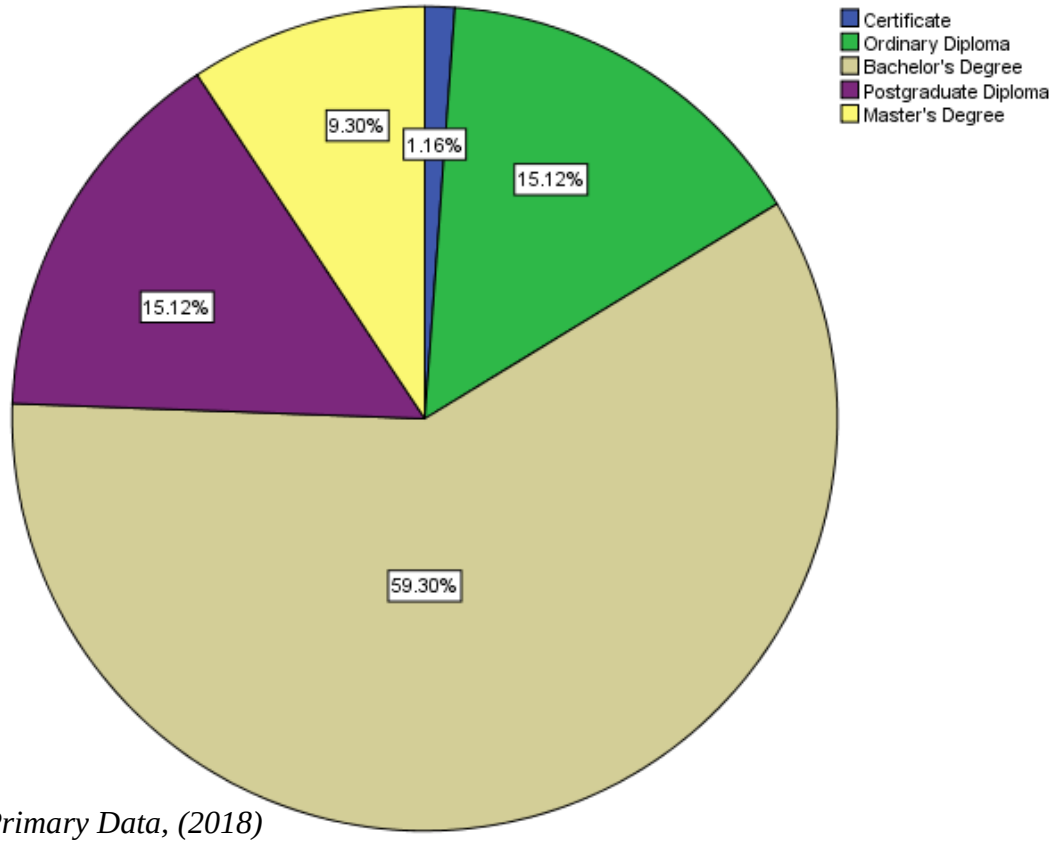
Table 4.4: Illustration of the sex of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	56	65.1	65.1	65.1
	Female	30	34.9	34.9	100.0
	Total	86	100.0	100.0	

Source: *Primary Data, (2018)*

The above table 4.2 depicts that, 56 of the respondents were male representing a valid percentage of 65.1% while as 30 respondents out of the 86 total number of respondents were female representing a valid percentage of 34.9%. This implies that the respondents were proportionately distributed among both male and female implying that the study is not biased with regards to gender.

4.2.3 Respondents Highest Level of Education



Source: *Primary Data, (2018)*

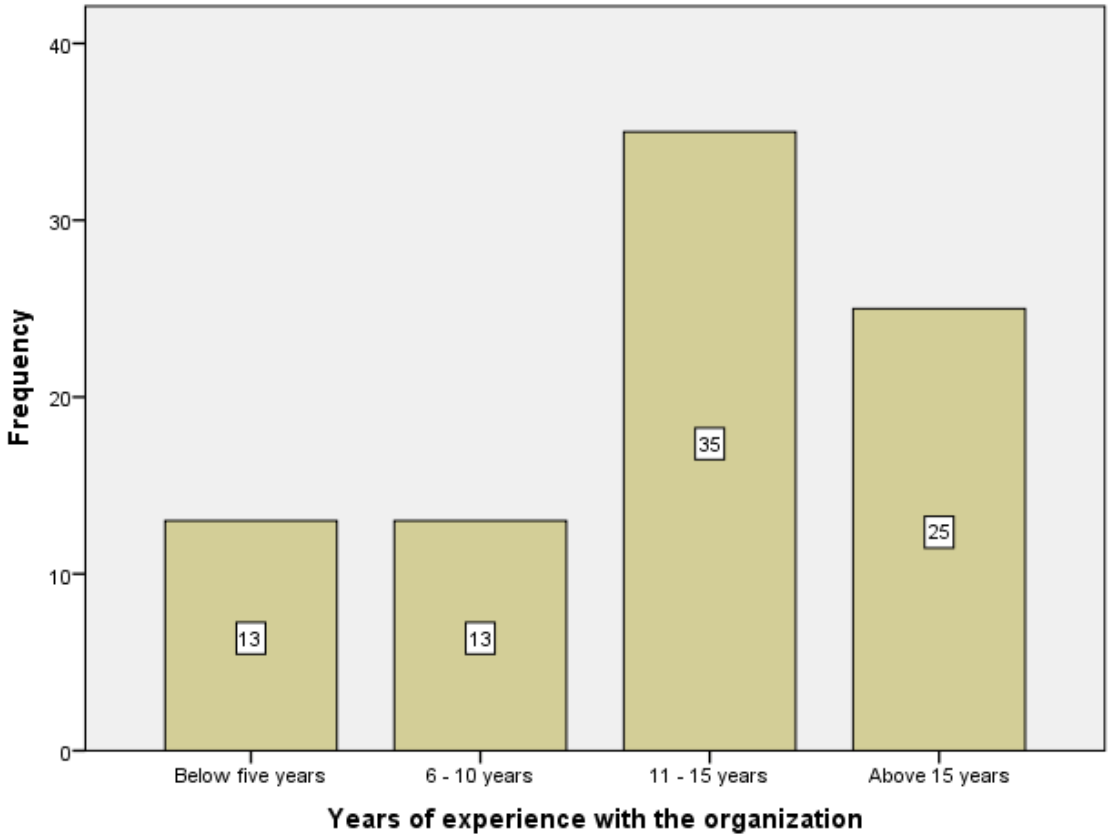
Figure 4.3: A pie illustrating the respondent's highest level of education

The results of the pie chart above, reflect that majority of the respondents had a Bachelor's Degree as their highest level of education and these were represented by the grey slice representing 59.3% of the total number of respondents, followed by respondents with a Postgraduate Diploma and those with an Ordinary Diploma represented by the purple and green slices respectively and these represented 15.12% respectively, followed by respondents with a Master's Degree represented by the yellow slice and these represented 9.3% of the total number of respondents and the remaining respondents held a certificate as their highest level of education and these represented 1.16% of the total number of respondents and were represented by the blue

slice. Therefore, the study findings are unbiased with regards to the respondent's highest level of education.

4.2.4 Respondents years of experience in the organisation

Table 4.5: Years of experience of the respondents



Source: *Primary Data, (2018)*

The illustration in figure 4.2 above clearly reflects the years of experience of the respondent's, it's reflected from the bar graph that the highest bar represents respondents with 11 – 15 years of experience with electoral commission and these were 35 respondents, followed by respondents with above 15 years of experience working with electoral commission and these were 25

respondents and the remaining 26 respondents were evenly distributed with 13 respondents having 6 to 10 years of experience and the remaining 13 respondents also having below 5 years of experience working with electoral commission as reflected in the bar graph above. Therefore, the study findings are unbiased with regards to the respondent's years of experience with the organisation, implying that the respondents had authority over their responses.

4.3 Descriptive statistics of Electoral Turnout

Table 4.6: Descriptive Statistics of Electoral Turnout

No.	Details	SA(5)	A(4)	N(3)	D(2)	SD(1)	Total	Mean
1	Voting is always conducted within the specified timeframe	29 33.7%	48 55.8%	9 10.5%	0 0%	0 0%	86 100%	4.23
2	Voters demographic characteristics are representative	38 44.2%	31 36.0%	12 14.0%	5 5.8%	0 0%	86 100%	4.19
3	There is even distribution of demographic characteristics among voters	48 55.8%	30 34.9%	3 3.5%	5 5.8%	0 0%	86 100%	4.41
4	The is effective representativeness of voters in Uganda	8 9.3%	52 60.5%	21 24.4%	5 5.8%	0 0%	86 100%	3.73
5	There is geographical representativeness of voters	4 4.7%	34 39.5%	28 32.6%	18 20.9%	2 2.3%	86 100%	3.23
6	There is representativeness of voters in terms of age	10 11.6%	25 29.1%	41 47.7%	10 11.6%	0 0%	86 100%	3.41
7	The number of voters that turnout is proportional to the total number of voters	30 34.9%	51 59.3%	3 3.5%	2 2.3%	0 0%	86 100%	4.27
8	The total number of voters is proportional to the formally registered voters by electoral commission	43 50.0%	39 45.3%	3 3.5%	1 1.2%	0 0%	86 100%	4.44
9	Voter Education affects Electoral Turnout	48 55.8%	30 34.9%	3 3.5%	5 5.8%	0 0%	86 100%	4.41
Mean of means: 4.04								
Key: SA = Strongly Agree, A = Agree, N = Neutral D = Disagree and SD = Strongly Disagree								

Source: *Primary data*

Scores for SA and A were grouped to represent agree while D and SD scores represent respondents who disagreed. In addition, N represents respondents whose opinion was undecided. The mean < 3.00 (less than 3.00) reveals disagree scores and that above >3.00 (greater than 3.00) reveals agree.

According to table 4.6 above, 77 respondents representing 89.5% of the total number of respondents who were the majority agreed with the statement that voting is always conducted within the specified timeframe while as there was no respondent of the total number of respondents disagreed with the statement that voting is always conducted within the specified timeframe and 9 respondents representing 10.5% of the total number of respondents were not sure whether voting is always conducted within the specified timeframe. The mean of 4.23 implied that majority of the respondents believed that voting is always conducted within the specified timeframe since 4.23>3.0.

According to table 4.6 above, 69 respondents representing 80.2% of the total number of respondents who were the majority agreed with the statement that voters demographic characteristics are representatives while as only 5 respondents representing 5.8% of the total number of respondents disagreed with the statement that voters demographic characteristics are representatives and 12 respondents representing 14% of the total number of respondents were not sure whether voters demographic characteristics are representatives. The mean of 4.19 implied that majority of the respondents believed that voters demographic characteristics are representatives since 4.19>3.0.

According to table 4.6 above, 78 respondents representing 90.7% of the total number of respondents who were the majority agreed with the statement that there is even distribution of demographic characteristics among voters while as 5 respondents representing 5.8% of the total number of respondents disagreed with the statement that there is even distribution of demographic characteristics among voters and only 3 respondents representing 3.5% of the total number of respondents were not sure whether there is even distribution of demographic characteristics among voters. The mean of 4.41 implied that majority of the respondents believed that there is even distribution of demographic characteristics among voters since 4.41>3.0.

According to table 4.6 above, 60 respondents representing 69.8% of the total number of respondents who were the majority agreed with the statement that there is effective representativeness of voters in Uganda while as only 5 respondents representing 5.8% of the total number of respondents disagreed with the statement that there is effective representativeness of voters in Uganda and 21 respondents representing 24.4% of the total number of respondents were not sure whether there is effective representativeness of voters in Uganda.

The mean of 3.73 implied that majority of the respondents believed that there is effective representativeness of voters in Uganda since 3.73>3.0.

According to table 4.6 above, 38 respondents representing 44.2% of the total number of respondents who were the majority agreed with the statement that there is geographical representativeness of voters while as only 20 respondents representing 23.2% of the total number of respondents disagreed with the statement that there is geographical representativeness of

voters and only 28 respondents representing 32.6% of the total number of respondents were not sure whether there is geographical representativeness of voters. The mean of 3.23 implied that majority of the respondents believed that there is geographical representativeness of voters since 3.23>3.0.

According to table 4.6 above, 35 respondents representing 40.7% of the total number of respondents who were the majority agreed with the statement that there is representativeness of voters in terms of age while as only 10 respondents representing 11.6% of the total number of respondents disagreed with the statement that there is representativeness of voters in terms of age and 41 respondents representing 47.7% of the total number of respondents were not sure whether there is representativeness of voters in terms of age. The mean of 3.41 implied that majority of the respondents believed that there is representativeness of voters in terms of age since 3.41>3.0.
According to table 4.6 above, 81 respondents representing 94.2% of the total number of respondents who were the majority agreed with the statement that the number of voters that turnout is proportional to the total number of voters while as only 2 respondents representing 2.3% of the total number of respondents disagreed with the statement that the number of voters that turnout is proportional to the total number of voters and 3 respondents representing 3.5% of the total number of respondents were not sure whether the number of voters that turnout is proportional to the total number of voters. The mean of 4.27 implied that majority of the respondents believed that the number of voters that turnout is proportional to the total number of voters since 4.27>3.0.

According to table 4.6 above, 82 respondents representing 95.3% of the total number of respondents who were the majority agreed with the statement that the total number of voters is proportional to the formally registered voters by electoral commission while as only 1 respondent representing 1.2% of the total number of respondents disagreed with the statement that the total number of voters is proportional to the formally registered voters by electoral commission and 3 respondents representing 3.5% of the total number of respondents were not sure whether the total number of voters is proportional to the formally registered voters by electoral commission. The mean of 4.44 implied that majority of the respondents believed that the total number of voters is proportional to the formally registered voters by electoral commission since 4.44>3.0.

According to table 4.6 above, 78 respondents representing 90.7% of the total number of respondents who were the majority agreed with the statement that voter education affects Electoral Turnout while as 5 respondents representing 5.8% of the total number of respondents disagreed with the statement that voter education affects Electoral Turnout and only 3 respondents representing 3.5% of the total number of respondents were not sure whether voter education affects Electoral Turnout. The mean of 4.41 implied that majority of the respondents believed that voter education affects Electoral Turnout since 4.41>3.0.

Generally the overall Mean of Means was 4.04 implying that majority of the respondents agreed with most of the statements that represented Electoral Turnout since 4.04 > 3.00.

4.4 Voter Training and Electoral Turnout

4.4.1 Descriptive statistics of Voter Training

Table 4.7: Descriptive Statistics of Voter Training

No.	Details	SA(5)	A(4)	N(3)	D(2)	SD(1)	Total	Mean
1	The Electoral Commission organizes public debates about the electoral process	28 32.6%	51 59.3%	6 7.0%	1 1.2%	0 0%	86 100%	4.23
2	The Electoral Commission ensures that the participates in public debates	15 17.4%	40 46.5%	14 16.3%	14 16.3%	3 3.5%	86 100%	3.58
3	The Electoral Commission encourages the use of self-based learning	8 9.3%	60 69.8%	16 18.6%	2 2.3%	0 0%	86 100%	3.86
4	The Electoral Commission ensures that potential voters are aware of the use of self-directed learning	8 9.3%	52 60.5%	21 24.4%	5 5.8%	0 0%	86 100%	3.73
5	The Electoral Commission uses online training of potential voters	4 4.7%	34 39.5%	28 32.6%	18 20.9%	2 2.3%	86 100%	3.23
6	The Electoral Commission ensures that potential voters participate in online training	10 11.6%	25 29.1%	41 47.7%	10 11.6%	0 0%	86 100%	3.41
7	The Electoral Commission organizes voter training activities	8 9.3%	32 37.2%	37 43.0%	8 9.3%	1 1.2%	86 100%	3.44
8	Voter training significantly contributes to Electoral Turnout in Uganda	17 19.8%	56 65.1%	10 11.6%	3 3.5%	0 0%	86 100%	4.01
Mean of means: 3.7								
Key: SA = Strongly Agree, A = Agree, N = Neutral D = Disagree and SD = Strongly Disagree								

Scores for SA and A were grouped to represent agree while D and SD scores represent respondents who disagreed. In addition, N represents respondents whose opinion was undecided. The mean < 3.00 (less than 3.00) reveals disagree scores and that above >3.00 (greater than 3.00) reveals agree.

According to Table 4.7 above, 79 respondents representing 91.9% of the total number of

respondents who were the majority agreed with the statement that the Electoral Commission organizes public debates about the electoral process while as only 1 respondent representing 1.2% of the total number of respondents disagreed with the statement that the Electoral Commission organizes public debates about the electoral process and 6 respondents representing 7% of the total number of respondents were not sure whether the Electoral Commission organizes public debates about the electoral process. The mean of 4.23 implied that majority of the respondents believed that the Electoral Commission organizes public debates about the electoral process since 4.23>3.0.

According to Table 4.7 above, 55 respondents representing 63.9% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission ensures that the participates in public debates while as 17 respondents representing 19.8% of the total number of respondents disagreed with the statement that the Electoral Commission ensures that the participates in public debates and only 14 respondents representing 16.3% of the total number of respondents were not sure whether the Electoral Commission ensures that the participates in public debates. The mean of 3.58 implied that majority of the respondents believed that The Electoral Commission ensures that the participates in public debates since 3.58>3.0.

According to Table 4.7 above, 68 respondents representing 79.1% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission encourages the use of self-based learning while as only 2 respondents representing 2.3% of the total number of respondents disagreed with the statement that the Electoral Commission

encourages the use of self-based learning and 16 respondents representing 18.6% of the total number of respondents were not sure whether the Electoral Commission encourages the use of self-based learning. The mean of 3.86 implied that majority of the respondents believed that the Electoral Commission encourages the use of self-based learning since 3.86>3.0.

According to Table 4.7 above, 60 respondents representing 69.8% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission ensures that potential voters are aware of the use of self-directed learning while as only 5 respondents representing 5.8% of the total number of respondents disagreed with the statement that the Electoral Commission ensures that potential voters are aware of the use of self-directed learning and 21 respondents representing 24.4% of the total number of respondents were not sure whether the Electoral Commission ensures that potential voters are aware of the use of self-directed learning . The mean of 3.73 implied that majority of the respondents believed that the Electoral Commission ensures that potential voters are aware of the use of self-directed learning since 3.73>3.0.

According to Table 4.7 above, 38 respondents representing 44.2% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission uses online training of potential voters while as only 20 respondents representing 23.2% of the total number of respondents disagreed with the statement that the Electoral Commission uses online training of potential voters and 28 respondents representing 32.6% of the total number of respondents were not sure whether the Electoral Commission uses online training of potential

voters. The mean of 3.23 implied that majority of the respondents believed that the Electoral Commission uses online training of potential voters since 3.23>3.0.

According to Table 4.7 above, 35 respondents representing 40.7% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission ensures that potential voters participate in online training while as only 10 respondents representing 11.6% of the total number of respondents disagreed with the statement that the Electoral Commission ensures that potential voters participate in online training and 41 respondents representing 47.7% of the total number of respondents were not sure whether the Electoral Commission ensures that potential voters participate in online training. The mean of 3.41 implied that majority of the respondents believed that the Electoral Commission ensures that potential voters participate in online training since 3.41>3.0.

According to Table 4.7 above, 40 respondents representing 46.5% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission organizes voter training activities while as only 9 respondents representing 10.5% of the total number of respondents disagreed with the statement that the Electoral Commission organizes voter training activities and 37 respondents representing 43% of the total number of respondents were not sure whether the Electoral Commission organizes voter training activities.

The mean of 3.44 implied that majority of the respondents believed that the Electoral Commission organizes voter training activities since 3.44>3.0.

According to Table 4.7 above, 73 respondents representing 84.9% of the total number of respondents who were the majority agreed with the statement that voter training significantly contributes to Electoral Turnout in Uganda while as only 3 respondents representing 3.5% of the total number of respondents disagreed with the statement that voter training significantly contributes to Electoral Turnout in Uganda and 10 respondents representing 11.6% of the total number of respondents were not sure whether voter training significantly contributes to Electoral Turnout in Uganda. The mean of 4.01 implied that majority of the respondents believed that voter training significantly contributes to Electoral Turnout in Uganda since 4.01>3.0.

Generally the overall Mean of Means was 3.7 implying that majority of the respondents agreed with most of the statements that represented Voter Training since 3.7 > 3.00.

4.4.2 Correlation between Voter Training and Electoral Turnout

Table 4.8: Pearson's correlation between Voter Training and Electoral Turnout

		Electoral Turnout	Voter Training
Electoral Turnout	Pearson Correlation	1	.702**
	Sig. (2-tailed)		.000
	N	86	86
Voter Training	Pearson Correlation	.702**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Source: *Primary Data, (2018)*

The results in Table 4.6 above depicts the Pearson's correlation between Voter Training and Electoral Turnout, the correlation value of 0.702 implies that there is a strong positive

relationship between Voter Training and Electoral Turnout, implying that an improvement in Voter Training will lead to an increase in Electoral Turnout and a decrease in Voter Training will lead to a deterioration in Electoral Turnout. The level of significance of the results in table 4.6 above, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Voter Training is significant at 5% level of significance, therefore the researcher rejected the null hypothesis and accepted the alternative hypothesis that there is a significant relationship between Voter Training and Electoral Turnout.

4.4.3 Analysis of Variance between Voter Training and Electoral Turnout

Table 4.9: Illustration of the ANOVA between Voter Training and Electoral Turnout

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.730	1	9.730	81.488	.000[b]
	Residual	10.030	84	.119		
	Total	19.760	85			

a. Dependent Variable: Electoral Turnout

b. Predictors: (Constant), Voter Training

Source: *Primary Data, (2018)*

From the above results in Table 4.7, the estimates of variability are 9.730 and 0.119 under mean Square column and their ratio is 81.488 under the column labeled F (F (1, 84)) =81.488. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 81.488 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05. Therefore, the researcher rejected the null hypothesis and concluded that there is a significant relationship between Voter Training and Electoral Turnout.

4.4.4 Model Summary of Voter Training and Electoral Turnout

Table 4.10: Illustration of the model summary of Voter Training and Electoral Turnout

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.702[a]	.492	.486	.34555

a. Predictors: (Constant), Voter Training

Source: *Primary Data, (2018)*

The model summary in Table 4.8 above reflects the results of a bivariate regression between Voter Training and Electoral Turnout. The resultant R^2 which is 0.492 implies that Voter Training accounts for 49.2% (0.492*100) of the variations in Electoral Turnout and the remaining 50.8% is explained by other factors other than Voter Training. The Adjusted R Squared of 0.486 (48.6%) implies that the independent variable (Voter Training) accounts for 48.6% of the variance in the Electoral Turnout.

4.4.5 Regression Analysis and Hypothesis Testing Voter Training and Electoral Turnout

Table 4.11: Illustration of the coefficients Voter Training and Electoral Turnout

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.936	.345		2.709	.008
	Voter Training	.840	.093	.702	9.027	.000

a. Dependent Variable: Electoral Turnout

Source: *Primary Data, (2018)*

Hypothesis

H_0: There is no relationship between Voter Training and Electoral Turnout.

H_1: There is a significant positive relationship between Voter Training and Electoral Turnout.

The p-value of Voter Training is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying that we reject the null hypothesis "There is no relationship between Voter Training and Electoral Turnout" and accept the alternative hypothesis which states that "There is a significant positive relationship between Voter Training and Electoral Turnout". Therefore, the researcher concluded that there is a significant positive relationship between Voter Training and Electoral Turnout.

The standardized beta coefficient 0.702, which is positive, reflects a direct relationship between Voter Training and Electoral Turnout. This implies that an improvement in Voter Training leads to a higher likelihood of Electoral Turnout and where there is low level of Voter Training there is usually a low likelihood of Electoral Turnout.

Equation 1: Model of Electoral Turnout and Voter Training

Electoral Turnout = 0.936 + 0.702 Voter Training ……..…..…. (1)

Furthermore the coefficient of 0.702 implies that a unit increase in Voter Training will lead to a 0.702 increase in Electoral Turnout and a unit decrease in Voter Training will lead to a 0.702 decrease in Electoral Turnout.

4.5 Voter Awareness Campaigns and Electoral Turnout

4.5.1 Descriptive statistics of Voter Awareness Campaigns

Table 4.12: Descriptive Statistics of Voter Awareness Campaigns

No.	Details	SA(5)	A(4)	N(3)	D(2)	SD(1)	Total	Mean
1	The Electoral Commission issues public notices about electoral processes	43 50.0%	39 45.3%	3 3.5%	1 1.2%	0 0%	86 100%	4.44
2	The Electoral Commission ensures that the public accesses public notices	48 55.8%	30 34.9%	3 3.5%	5 5.8%	0 0%	86 100%	4.41
3	The Electoral Commission uses word of mouth to create voter awareness	8 9.3%	52 60.5%	21 24.4%	5 5.8%	0 0%	86 100%	3.73
4	The Electoral Commission has champions of change to use word of mouth in creating voter awareness	4 4.7%	34 39.5%	28 32.6%	18 20.9%	2 2.3%	86 100%	3.23
5	The Electoral Commission uses Print media in the creation of awareness	10 11.6%	25 29.1%	41 47.7%	10 11.6%	0 0%	86 100%	3.41
6	The Electoral Commission uses electronic media in the creation of awareness	30 34.9%	51 59.3%	3 3.5%	2 2.3%	0 0%	86 100%	4.27
7	The Electoral Commission organizes voter awareness campaigns	17 19.8%	56 65.1%	10 11.6%	3 3.5%	0 0%	86 100%	4.01
8	Voter Awareness Campaigns significantly contribute to Electoral Turnout in Uganda	18 20.9%	35 40.7%	31 36.0%	2 2.3%	0 0%	86 100%	3.80
Mean of means: 3.91 Key: SA = Strongly Agree, A = Agree, N = Neutral D = Disagree and SD = Strongly Disagree								

Scores for SA and A were grouped to represent agree while D and SD scores represent respondents who disagreed. In addition, N represents respondents whose opinion was undecided. The mean < 3.00 (less than 3.00) reveals disagree scores and that above >3.00 (greater than 3.00) reveals agree.

According to Table 4.8 above, 82 respondents representing 95.3% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission

issues public notices about electoral processes while as only 1 respondent representing 1.2% of the total number of respondents disagreed with the statement that the Electoral Commission issues public notices about electoral processes and 3 respondents representing 3.5% of the total number of respondents were not sure whether the Electoral Commission issues public notices about electoral processes. The mean of 4.44 implied that majority of the respondents believed that the Electoral Commission issues public notices about electoral processes since 4.44>3.0.

According to Table 4.8 above, 78 respondents representing 90.7% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission ensures that the public accesses public notices while as 5 respondents representing 5.8% of the total number of respondents disagreed with the statement that the Electoral Commission ensures that the public accesses public notices and only 3 respondents representing 3.5% of the total number of respondents were not sure whether the Electoral Commission ensures that the public accesses public notices. The mean of 4.41 implied that majority of the respondents believed that the Electoral Commission ensures that the public accesses public notices since 4.41>3.0.

According to Table 4.8 above, 60 respondents representing 69.8% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission uses word of mouth to create voter awareness while as only 5 respondents representing 5.8% of the total number of respondents disagreed with the statement that the Electoral Commission uses word of mouth to create voter awareness and 21 respondents representing 24.4% of the total number of respondents were not sure whether the Electoral Commission uses word of mouth to

create voter awareness. The mean of 3.73 implied that majority of the respondents believed that the Electoral Commission uses word of mouth to create voter awareness since 3.73>3.0.

According to Table 4.8 above, 38 respondents representing 44.2% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission has champions of change to use word of mouth in creating voter awareness while as only 20 respondents representing 23.2% of the total number of respondents disagreed with the statement that the Electoral Commission has champions of change to use word of mouth in creating voter awareness and 28 respondents representing 32.6% of the total number of respondents were not sure whether the Electoral Commission has champions of change to use word of mouth in creating voter awareness. The mean of 3.23 implied that majority of the respondents believed that the Electoral Commission has champions of change to use word of mouth in creating voter awareness since 3.23>3.0.

According to Table 4.8 above, 35 respondents representing 40.7% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission uses print media in the creation of awareness while as only 10 respondents representing 11.6% of the total number of respondents disagreed with the statement that the Electoral Commission uses print media in the creation of awareness and 41 respondents representing 47.7% of the total number of respondents were not sure whether the Electoral Commission uses print media in the creation of awareness. The mean of 3.41 implied that majority of the respondents believed that the Electoral Commission uses print media in the creation of awareness since 3.41>3.0.

According to Table 4.8 above, 81 respondents representing 94.2% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission uses electronic media in the creation of awareness while as only 2 respondents representing 2.3% of the total number of respondents disagreed with the statement that the Electoral Commission uses electronic media in the creation of awareness and 3 respondents representing 3.5% of the total number of respondents were not sure whether the Electoral Commission uses electronic media in the creation of awareness . The mean of 3.27 implied that majority of the respondents believed that the Electoral Commission uses electronic media in the creation of awareness since 3.27>3.0.

According to Table 4.8 above, 73 respondents representing 84.9% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission organizes voter awareness campaigns while as only 3 respondents representing 3.5% of the total number of respondents disagreed with the statement that the Electoral Commission organizes voter awareness campaigns and 10 respondents representing 11.6% of the total number of respondents were not sure whether the Electoral Commission organizes voter awareness campaigns. The mean of 4.01 implied that majority of the respondents believed that the Electoral Commission organizes voter awareness campaigns since 4.01>3.0.

According to Table 4.8 above, 53 respondents representing 61.6% of the total number of respondents who were the majority agreed with the statement that voter awareness campaigns significantly contribute to Electoral Turnout in Uganda while as only 2 respondents representing 2.3% of the total number of respondents disagreed with the statement that voter awareness campaigns significantly contribute to Electoral Turnout in Uganda and 31 respondents

representing 36% of the total number of respondents were not sure whether voter awareness campaigns significantly contribute to Electoral Turnout in Uganda. The mean of 3.80 implied that majority of the respondents believed that voter awareness campaigns significantly contribute to Electoral Turnout in Uganda since 3.80>3.0.

Generally the overall Mean of Means was 3.91 implying that majority of the respondents agreed with most of the statements that represented Voter Awareness Campaigns since 3.91 > 3.00.

4.5.2 Correlation between Voter Awareness Campaigns and Electoral Turnout

Table 4.13: Pearson's correlation between Voter Awareness Campaigns and Electoral Turnout

		Electoral Turnout	Voter Awareness Campaigns
Electoral Turnout	Pearson Correlation	1	.902**
	Sig. (2-tailed)		.000
	N	86	86
Voter Awareness Campaigns	Pearson Correlation	.902**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Source: *Primary Data, (2018)*

The results in Table 4.11 above depicts the Pearson's correlation between Voter Awareness Campaigns and Electoral Turnout, the correlation value of 0.902 implies that there is a very strong positive relationship between Voter Awareness Campaigns and Electoral Turnout, implying that an improvement in Voter Awareness Campaigns will lead to an increase in Electoral Turnout and a decrease in Voter Awareness Campaigns will lead to a deterioration in

Electoral Turnout. The level of significance of the results in table 4.11 above, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Voter Awareness Campaigns is significant at 5% level of significance, therefore the researcher rejected the null hypothesis and accepted the alternative hypothesis that there is a significant relationship between Voter Awareness Campaigns and Electoral Turnout.

4.5.3 Analysis of Variance between Voter Awareness Campaigns and Electoral Turnout

Table 4.14: Illustration of the ANOVA of Voter Awareness Campaigns & Electoral Turnout

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.070	1	16.070	365.828	.000[b]
	Residual	3.690	84	.044		
	Total	19.760	85			

a. Dependent Variable: Electoral Turnout

b. Predictors: (Constant), Voter Awareness Campaigns

Source: *Primary Data, (2018)*

From the above results in Table 4.12, the estimates of variability are 16.070 and 0.044 under mean Square column and their ratio is 365.828 under the column labeled F (F (1, 84)) =365.828. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 365.828 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05. Therefore, the researcher rejected the null hypothesis and concluded that there is a significant relationship between Voter Awareness Campaigns and Electoral Turnout.

4.5.4 Model Summary of Voter Awareness Campaigns and Electoral Turnout

Table 4.15: Illustration of the model summary of Voter Awareness Campaigns & Turnout

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.902[a]	.813	.811	.20959

a. Predictors: (Constant), Voter Awareness Campaigns

Source: *Primary Data, (2018)*

The model summary in Table 4.13 above reflects the results of a bivariate regression between Voter Awareness Campaigns and Electoral Turnout. The resultant R^2 which is 0.813 implies that Voter Awareness Campaigns accounts for 81.3% (0.813*100) of the variations in Electoral Turnout and the remaining 18.9% is explained by other factors other than Voter Awareness Campaigns. The Adjusted R Squared of 0.811 (81.1%) implies that the independent variable (Voter Awareness Campaigns) accounts for 81.1% of the variance in the Electoral Turnout.

4.5.5 Regression Analysis & Hypothesis Testing Voter Awareness Campaigns & Turnout

Table 4.16: Illustration of the coefficients Voter Awareness Campaigns & Electoral Turnout

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.121	.206		.590	.557
	Voter Awareness Campaigns	1.000	.052	.902	19.127	.000

a. Dependent Variable: Electoral Turnout

Source: *Primary Data, (2018)*

Hypothesis

H_0: There is no relationship between Voter Awareness Campaigns and Electoral Turnout.

H_1: There is a significant positive relationship between Voter Awareness Campaigns and

Electoral Turnout.

The p-value of Voter Training is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying that we reject the null hypothesis "There is no relationship between Voter Awareness Campaigns and Electoral Turnout" and accept the alternative hypothesis which states that "There is a significant positive relationship between Voter Awareness Campaigns and Electoral Turnout". Therefore, the researcher concluded that there is a significant positive relationship between Voter Awareness Campaigns and Electoral Turnout.

The standardized beta coefficient 0.902, which is positive, reflects a direct relationship between Voter Awareness Campaigns and Electoral Turnout. This implies that an improvement in Voter Awareness Campaigns leads to a higher likelihood of Electoral Turnout and where there is low level of Voter Awareness Campaigns there is usually a low likelihood of Electoral Turnout.

Equation 2: Model of Electoral Turnout and Voter Awareness Campaigns

Electoral Turnout = 0.121 + 0.902 Voter Awareness Campaigns …….. (1)

Furthermore the coefficient of 0.902 implies that a unit increase in Voter Awareness Campaigns will lead to a 0.902 increase in Electoral Turnout and a unit decrease in Voter Awareness Campaigns will lead to a 0.902 decrease in Electoral Turnout.

4.6 Voter Outreaches and Electoral Turnout

4.6.1 Descriptive Statistics of Voter Outreaches

Table 4.17: Descriptive Statistics of Voter Outreaches

No.	Details	SA(5)	A(4)	N(3)	D(2)	SD(1)	Total	Mean
1	The Electoral Commission builds partnerships with community	41 47.7%	33 38.4%	11 12.8%	1 1.2%	0 0%	86 100%	4.33
2	The Electoral Commission uses partners to promote voter education	34 39.5%	48 55.8%	1 1.2%	3 3.5%	0 0%	86 100%	4.31
3	The Electoral Commission participates in capacity building of the citizens	8 9.3%	60 69.8%	16 18.6%	2 2.3%	0 0%	86 100%	3.86
4	The Electoral Commission promotes service learning among voters	22 25.6%	43 50.0%	17 19.8%	4 4.7%	0 0%	86 100%	3.97
5	The Electoral Commission organizes Voter Outreaches	35 40.7%	36 41.9%	14 16.3%	1 1.2%	0 0%	86 100%	4.22
6	Voter Outreaches significantly contribute to Electoral Turnout in Uganda	30 34.9%	51 59.3%	3 3.5%	2 2.3%	0 0%	86 100%	4.27
Mean of means: 4.16 Key: SA = Strongly Agree, A = Agree, N = Neutral D = Disagree and SD = Strongly Disagree								

Source: *Primary data*

Scores for SA and A were grouped to represent agree while D and SD scores represent respondents who disagreed. In addition, N represents respondents whose opinion was undecided. The mean < 3.00 (less than 3.00) reveals disagree scores and that above >3.00 (greater than 3.00) reveals agree.

According to Table 4.9 above, 74 respondents representing 86.1% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission builds partnerships with community while as only 1 respondent representing 1.2% of the total number of respondents disagreed with the statement that the Electoral Commission builds partnerships with community and 11 respondents representing 12.8% of the total number of respondents were not sure whether the Electoral Commission builds partnerships with

community. The mean of 4.33 implied that majority of the respondents believed that the Electoral Commission builds partnerships with community since 4.33>3.0.

According to Table 4.9 above, 82 respondents representing 95.3% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission uses partners to promote voter education while as 3 respondents representing 3.5% of the total number of respondents disagreed with the statement that the Electoral Commission uses partners to promote voter education and only 1 respondent representing 1.2% of the total number of respondents were not sure whether the Electoral Commission uses partners to promote voter education. The mean of 4.31 implied that majority of the respondents believed that the Electoral Commission uses partners to promote voter education since 4.31>3.0.

According to Table 4.9 above, 68 respondents representing 79.1% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission participates in capacity building of the citizens while as only 2 respondents representing 2.3% of the total number of respondents disagreed with the statement that the Electoral Commission participates in capacity building of the citizens and 16 respondents representing 18.6% of the total number of respondents were not sure whether the Electoral Commission participates in capacity building of the citizens. The mean of 3.86 implied that majority of the respondents believed that the Electoral Commission participates in capacity building of the citizens since 3.86>3.0.

According to Table 4.9 above, 65 respondents representing 75.6% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission promotes service learning among voters while as only 4 respondents representing 4.7% of the total number of respondents disagreed with the statement that the Electoral Commission promotes service learning among voters and 17 respondents representing 19.8% of the total number of respondents were not sure whether the Electoral Commission promotes service learning among voters. The mean of 3.97 implied that majority of the respondents believed that The Electoral Commission promotes service learning among voters since 3.97>3.0.

According to Table 4.9 above, 71 respondents representing 82.6% of the total number of respondents who were the majority agreed with the statement that the Electoral Commission organizes Voter Outreaches while as only 1 respondents representing 1.2% of the total number of respondents disagreed with the statement that the Electoral Commission organizes Voter Outreaches and 14 respondents representing 16.3% of the total number of respondents were not sure whether the Electoral Commission organizes Voter Outreaches. The mean of 4.22 implied that majority of the respondents believed that the Electoral Commission organizes Voter Outreaches since 4.22>3.0.

According to Table 4.9 above, 81 respondents representing 94.2% of the total number of respondents who were the majority agreed with the statement that voter outreaches significantly contribute to Electoral Turnout in Uganda while as only 2 respondents representing 2.3% of the total number of respondents disagreed with the statement that voter outreaches significantly contribute to Electoral Turnout in Uganda and 3 respondents representing 3.5% of the total

number of respondents were not sure whether voter outreaches significantly contribute to Electoral Turnout in Uganda. The mean of 4.27 implied that majority of the respondents believed that voter outreaches significantly contribute to Electoral Turnout in Uganda since 4.27>3.0.

Generally the overall Mean of Means was 4.16 implying that majority of the respondents agreed with most of the statements that represented Voter Outreaches since 4.16 > 3.00.

4.6.2 Correlation between Voter Outreaches and Electoral Turnout

Table 4.18: Pearson's correlation between Voter Outreaches and Electoral Turnout

		Electoral Turnout	Voter Outreach
Electoral Turnout	Pearson Correlation	1	.636**
	Sig. (2-tailed)		.000
	N	86	86
Voter Outreach	Pearson Correlation	.636**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Source: *Primary Data, (2018)*

The results in Table 4.16 above depicts the Pearson's correlation between Voter Outreaches and Electoral Turnout, the correlation value of 0.636 implies that there is a moderate positive relationship between Voter Outreaches and Electoral Turnout, implying that an improvement in Voter Outreaches will lead to an increase in Electoral Turnout and a decrease in Voter Outreaches will lead to a deterioration in Electoral Turnout. The level of significance of the results in table 4.16 above, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Voter Outreaches is significant at 5% level of significance,

therefore the researcher rejected the null hypothesis and accepted the alternative hypothesis that there is a significant relationship between Voter Outreaches and Electoral Turnout.

4.6.3 Analysis of Variance between Voter Outreaches and Electoral Turnout

Table 4.19: Illustration of the ANOVA of Voter Outreaches & Electoral Turnout

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.998	1	7.998	57.119	.000[b]
	Residual	11.762	84	.140		
	Total	19.760	85			

a. Dependent Variable: Electoral Turnout

b. Predictors: (Constant), Voter Outreach

Source: *Primary Data, (2018)*

From the above results in Table 4.17, the estimates of variability are 7.998 and 0.140 under mean Square column and their ratio is 57.119 under the column labeled F (F (1, 84)) =57.119. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 57.119 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05. Therefore, the researcher rejected the null hypothesis and concluded that there is a significant relationship between Voter Outreaches and Electoral Turnout.

4.6.4 Model Summary of Voter Outreaches and Electoral Turnout

Table 4.20: Illustration of the model summary of Voter Outreaches & Electoral Turnout

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636[a]	.405	.398	.37419

a. Predictors: (Constant), Voter Outreach

Source: *Primary Data, (2018)*

The model summary in Table 4.18 above reflects the results of a bivariate regression between Voter Outreaches and Electoral Turnout. The resultant R^2 which is 0.405 implies that Voter Outreaches accounts for 40.5% (0.405*100) of the variations in Electoral Turnout and the remaining 59.5% is explained by other factors other than Voter Outreaches. The Adjusted R Squared of 0.398 (39.8%) implies that the independent variable (Voter Outreaches) accounts for 39.8% of the variance in the Electoral Turnout.

4.6.5 Regression Analysis & Hypothesis Testing Voter Outreaches & Electoral Turnout

Table 4.21: Illustration of the coefficients Voter Outreaches and Electoral Turnout

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.549	.463		1.186	.239
	Voter Outreach	.838	.111	.636	7.558	.000

a. Dependent Variable: Electoral Turnout

Source: *Primary Data, (2018)*

Hypothesis

H_0: There is no relationship between Voter Outreaches and Electoral Turnout.

H_1: There is a significant positive relationship between Voter Outreaches and Electoral Turnout.

The p-value of Voter Outreaches is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying that we reject the null hypothesis "There is no relationship between Voter Outreaches and Electoral Turnout" and accept the alternative hypothesis which states that "There is a significant positive relationship between Voter Outreaches and Electoral Turnout". Therefore, the researcher concluded that there is a significant positive relationship between Voter Outreaches and Electoral Turnout.

The standardized beta coefficient 0.636, which is positive, reflects a direct relationship between Voter Outreaches and Electoral Turnout. This implies that an improvement in Voter Outreaches leads to a higher likelihood of Electoral Turnout and where there is low level of Voter Outreaches there is usually a low likelihood of Electoral Turnout.

Equation 3: Model of Electoral Turnout and Voter Outreaches

Electoral Turnout = 0.549 + 0.636 Voter Outreaches ……..…….. (1)

Furthermore the coefficient of 0.636 implies that a unit increase in Voter Outreaches will lead to a 0.636 increase in Electoral Turnout and a unit decrease in Voter Outreaches will lead to a 0.636 decrease in Electoral Turnout.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION & RECOMMENDATIONS

5.1 Introduction

The study investigated the influence of Voter Education on Electoral Turnout considering a case of Mityana District. This chapter presents summary findings, discussion of findings, conclusions, recommendations and areas for further research. This chapter were presented objective by objective according to the study objectives which included; "To establish the relationship between Voter Training and Electoral Turnout in Mityana District", "To examine the relationship between Voter Awareness and Electoral Turnout in Mityana District" and "To assess the relationship between Voter Outreaches and Electoral Turnout in Mityana District".

5.2 Summary of findings

This section presents the summary of the findings presented objective by objective.

5.2.1 Voter Training and Electoral Turnout in Mityana District

According to the results in table 4.7, majority of the respondents agreed with the statements regarding Voter Training, the average mean of the responses was 3.7 which was greater than the threshold of 3.

The Pearson's correlation between Voter Training and Electoral Turnout was 0.702, the correlation value of 0.702 implies that there is a strong positive relationship between Voter Training and Electoral Turnout, implying that an improvement in Voter Training will lead to an increase in Electoral Turnout and a decrease in Voter Training will lead to a deterioration in Electoral Turnout. The level of significance of the results in table 4.6 above, is 0.05 (at 95%)

implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Voter Training is significant at 5% level of significance, therefore the researcher rejected the null hypothesis and accepted the alternative hypothesis that there is a significant relationship between Voter Training and Electoral Turnout.

The resultant R^2 which was 0.492 implies that Voter Training accounts for 49.2% (0.492*100) of the variations in Electoral Turnout and the remaining 50.8% is explained by other factors other than Voter Training. The Adjusted R Squared of 0.486 (48.6%) implies that the independent variable (Voter Training) accounts for 48.6% of the variance in the Electoral Turnout.

The estimates of variability were 9.730 and 0.119 under mean Square column and their ratio is 81.488 under the column labeled F (F (1, 84)) =81.488. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 81.488 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05.

The p-value of Voter Training is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying that “There is a significant positive relationship between Voter Training and Electoral Turnout”.

Therefore, the researcher concluded that there is a significant positive relationship between Voter Training and Electoral Turnout.

The standardized beta coefficient 0.702, which is positive, reflects a direct relationship between Voter Training and Electoral Turnout. This implies that an improvement in Voter Training leads to a higher likelihood of Electoral Turnout and where there is low level of Voter Training there is usually a low likelihood of Electoral Turnout.

5.2.2 Voter Awareness Campaigns & Electoral Turnout in Mityana District

The results in table 4.6, depict that majority of the respondents agreed with the statements regarding Voter Awareness Campaigns, the mean of the responses was 3.91 which was greater than the threshold of 3.

The correlation value of 0.902 implies that there is a very strong positive relationship between Voter Awareness Campaigns and Electoral Turnout, implying that an improvement in Voter Awareness Campaigns will lead to an increase in Electoral Turnout and a decrease in Voter Awareness Campaigns will lead to a deterioration in Electoral Turnout. The level of significance of the results in table 4.11 above, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Voter Awareness Campaigns is significant at 5% level of significance, therefore the researcher rejected the null hypothesis and accepted the alternative hypothesis that there is a significant relationship between Voter Awareness Campaigns and Electoral Turnout.

The resultant R^2 which is 0.813 implies that Voter Awareness Campaigns accounts for 81.3% (0.813*100) of the variations in Electoral Turnout and the remaining 18.9% is explained by other factors other than Voter Awareness Campaigns. The Adjusted R Squared of 0.811 (81.1%) implies that the independent variable (Voter Awareness Campaigns) accounts for 81.1% of the variance in the Electoral Turnout.

The estimates of variability were 16.070 and 0.044 under mean Square column and their ratio is 365.828 under the column labeled F (F (1, 84)) =365.828. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 365.828 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05.

The p-value of Voter Training is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying that "There is a significant positive relationship between Voter Awareness Campaigns and Electoral Turnout".

Therefore, the researcher concluded that there is a significant positive relationship between Voter Awareness Campaigns and Electoral Turnout.

The standardized beta coefficient 0.902, which is positive, reflects a direct relationship between Voter Awareness Campaigns and Electoral Turnout. This implies that an improvement in Voter Awareness Campaigns leads to a higher likelihood of Electoral Turnout and where there is low level of Voter Awareness Campaigns there is usually a low likelihood of Electoral Turnout.

5.2.3 Voter Outreaches and Electoral Turnout in Mityana District

According to the results in table 4.7, majority of the respondents agreed with the statements regarding Voter Outreaches, the mean of the responses was 4.16 which was greater than the threshold of 3.

The correlation value of 0.636 implies that there is a moderate positive relationship between Voter Outreaches and Electoral Turnout, implying that an improvement in Voter Outreaches will lead to an increase in Electoral Turnout and a decrease in Voter Outreaches will lead to a deterioration in Electoral Turnout. The level of significance of the results in table 4.16 above, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Voter Outreaches is significant at 5% level of significance, therefore the researcher rejected the null hypothesis and accepted the alternative hypothesis that there is a significant relationship between Voter Outreaches and Electoral Turnout.

The estimates of variability are 7.998 and 0.140 under mean Square column and their ratio is 57.119 under the column labeled F (F (1, 84)) =57.119. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 57.119 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05.

5.3 Discussion of the Findings

This section presents the discussion of the findings; the researcher mainly concentrated on cross-referencing and this section was presented objective by objective.

5.3.1 Voter Training and Electoral Turnout in Mityana District

The findings of this study are in agreement with the findings of Putnam (2000) who also assert that training significantly affects electoral turnout, according to Putnam (2000) training, in short, is an extremely powerful predictor of civic engagement.

According to Benson, (1997) the culture of increased electoral turnout can significantly be transferred from one generation to another as long as electoral organisers invest in voter training. Benson, (1997) asserted that training is the means through which the aims and habits of a group of people lives on from one generation to the next.

Several studies such as the studies conducted by scholars who include Dee, (2003) and Sondheim and Green, (2010) assert that Training actually boosts turnout which findings are in agreement with the findings of this study.

The findings of this study are in total agreement with the definitions of training by NDI (1999) and IIEC, (2011), the scholars defined training as process by which citizens are educated on how to register and vote, develop a sense of civic duty to participate in the electoral process, and learn to respect the outcome of legitimate elections. Voter Training is defined as non-formal public Training meant to inform and empower the voters to clearly understand their rights and responsibilities in the electoral process. It strives to improve the process of democracy and mobilize voters to exercise their rights in politics (IIEC, 2011)

5.3.2 Voter Awareness Campaigns & Electoral Turnout in Mityana District

The findings of the study are in agreement with findings of earlier studies such as the studies by Matsusaka (1995), Larcinese (2006), Feddersen and Pesendorfer (1996) and Matsusaka, (1995) among other studies, they all assert that voter awareness campaigns have a significant effect on electoral turnout. The difference in the voting behavior among agents comes from the presence of asymmetric information: some agents are informed, some uninformed. The central result of Feddersen and Pesendorfer (1996) is that it can be optimal for uninformed independent voters to abstain from voting even though they may prefer one alternative to the other. The reason is that by abstaining they effectively defer the choice to the informed voters who, by definition, vote for the correct policy. When there is a large number of voters, this will lead to the correct policy being chosen (Feddersen, Pesendorfer, 1997). The central empirical prediction is that more informed agents should vote in the election, while uninformed agents should abstain from voting. At the aggregate level, increasing the expected fraction of informed voters will, then, lead to a lower level of abstention.

Thus, as the price of information falls and knowledge rises, a person's ability of voting goes up. As stressed by Matsusaka, it is the voter's subjective belief about his information level that

guides participation, and this can differ from objective measures of political knowledge. Larcinese (2006) adds that the amount of political information that voters decide to acquire during an electoral campaign depends, among other things, on prior ideological beliefs about candidates. Voters that are ex ante indifferent about the candidates attach little value to information because they perceive that voting will have little value. Voters that are ex ante very ideological also attach little value to information because they think that the news would hardly change their opinion. Thus, high incentives to be informed can be found at intermediate levels of ideological strength. Moreover, Larcinese (2006) argues that the impact of increased political knowledge on turnout is asymmetric: new information increases the probability of voting of indifferent voters but decreases that of very ideological voters. In an analysis of the effects of information on New Deal spending in the United States, Strömberg (2004) finds that regions that were more informed, measured by a higher share of radio ownership, had higher turnout in general elections. In addition, regions with a high Electoral Turnout are more successful in attracting redistributive spending. Similarly, Prat and Strömberg (2005) use panel evidence from Sweden to measure the effect of the introduction of commercial broadcasting on voter information and turnout.

5.3.3 Voter Outreaches and Electoral Turnout in Mityana District

According to Dee (2004) and Milligan, Moretti and Oreopoulos (2004), Krishna (2006) and Strömberg (2004) and several other scholars, organising of voter outreaches significantly affects electoral turnout, the findings of these scholars are not significantly different from the findings of others researchers. A key result of Milligan, Moretti and Oreopoulos (2004) is that the effect of Voter Outreach on turnout in the United States disappears when conditioning on registered

voters, suggesting that the role of Voter Outreach is to overcome registration barriers. Moreover, there is no effect of Voter Outreach on turnout in the United Kingdom, where most voters are registered through local governments. Similarly, Lassen (2005) uses survey data from Copenhagen referendum on decentralization and he finds no direct effect of Voter Outreach on Electoral Turnout, but he shows some evidence of an indirect effect, through information. These findings suggest that Voter Outreach enters directly into the calculus of voting by reducing expected utility costs associated with information acquisition and processing, rather than through contextual or socialization effects. Some studies investigate the effect of Voter Outreach on Electoral Turnout in developing countries. However, their findings are contradictory. On the one hand, Lesson (2008) finds that Voter Outreach has a positive impact on political participation in 13 Central and Eastern European countries.

5.4 Conclusion of the Findings

This section presents the conclusions made as a result of the findings; these conclusions are presented objective by objective.

5.4.1 Voter Training and Electoral Turnout in Mityana District

This study concludes that there is a strong positive relationship between Voter Training and Electoral Turnout, that an improvement in Voter Training significantly leads to increased Electoral Turnout most especially in terms of Timeliness to vote, Demographic characteristic of voters, Representativeness of voters and Total number of voters participating in an electoral process

This study additionally concludes that improvement in the knowledge of ticking or use of thumb to vote within Uganda will strengthen the Voter Training process and further lead to increased Electoral Turnout within Uganda.

Furthermore, the study concludes that any efforts towards enhancement of the use of self-directed learning will promote the Voter Training process in Uganda and further lead to increased Electoral Turnout within Uganda.

Finally, the study concludes that, any extra effort invested in improving online training within Uganda will strengthen the Voter Training process in Uganda and further lead to increased Electoral Turnout within Uganda.

5.4.2 Voter Awareness Campaigns & Electoral Turnout in Mityana District

This study concludes that there is a very strong positive relationship between Voter Awareness Campaigns and Electoral Turnout, that an improvement in Voter Awareness Campaigns significantly leads to increased Electoral Turnout most especially in terms of Timeliness to vote, Demographic characteristic of voters, Representativeness of voters and Total number of voters participating in an electoral process.

This study additionally concludes that early and clear display of voting dates within Uganda will strengthen the Voter Awareness Campaigns and further lead to increased Electoral Turnout within Uganda.

Furthermore, the study concludes that any efforts towards display of Polling stations will contribute towards promotion of Voter Awareness Campaigns in Uganda and further lead to increased Electoral Turnout within Uganda.

Finally, the study concludes that, any extra effort invested in ensuring that voters understand the Relevance of voting within Uganda will strengthen the Voter Awareness Campaigns in Uganda and further lead to increased Electoral Turnout within Uganda.

5.4.3 Voter Outreaches and Electoral Turnout in Mityana District

This study concludes that there is a moderate positive relationship between Voter Outreaches and Electoral Turnout, that an improvement in Voter Outreaches significantly leads to increased Electoral Turnout most especially in terms of Timeliness to vote, Demographic characteristic of voters, Representativeness of voters and Total number of voters participating in an electoral process.

This study additionally concludes that building of partnerships such as a coalition with CCEDU among others within Uganda will strengthen Voter Outreaches and further lead to increased Electoral Turnout within Uganda.

Furthermore, the study concludes that any efforts directed towards Capacity building will contribute towards promotion of Voter Outreaches in Uganda and further lead to increased Electoral Turnout within Uganda.

Finally, the study concludes that, any extra effort invested towards improving electoral commission service-learning within Uganda will strengthen Voter Outreaches in Uganda and further lead to increased Electoral Turnout within Uganda.

5.5 Recommendations

This section presents the recommendations made as a result of the findings; these recommendations are presented objective by objective.

5.5.1 Voter Training and Electoral Turnout in Mityana District

The researcher recommends that in a bid to improve Electoral Turnout most especially within Mityana District in Uganda, the electoral organizers and all its stakeholders should positively enhance the Voter Training process within Uganda. Therefore, the electoral commission top management and other stakeholders should mainly focus on;

Training voters how to tick or use thumbs to vote, since the findings of this study show that there is a significant positive relationship between Voter Training and Electoral Turnout, the electoral commission should focus on training voters how to tick or use thumbs to vote which will subsequently contribute towards improved voter training which will further lead to increased Electoral Turnout within Mityana District and Uganda generally.

Increase in the use of self-directed learning, since the findings show that there is a significant positive relationship between Voter Training and Electoral Turnout, therefore electoral commission should focus on increasing the use of self-directed learning in order to foster better Voter Training which will further lead to increased Electoral Turnout within Mityana District and Uganda generally.

Promotion of online training, this study also recommended that any extra effort invested in improving the online training process will strengthen voter training and further lead to increased Electoral Turnout within Mityana District and Uganda generally.

5.5.2 Voter Awareness Campaigns & Electoral Turnout in Mityana District

The researcher recommends that in a bid to improve Electoral Turnout most especially within Mityana District in Uganda, the electoral organizers and all its stakeholders should positively enhance the Voter Awareness Campaigns within Uganda. Therefore, the electoral commission's top management and other stakeholders should mainly focus on;

Timely display of voting dates, since the findings of this study show that there is a significant positive relationship between Voter Awareness Campaigns and Electoral Turnout, the electoral commission should focus on ensuring that there is timely display of the voting dates which will subsequently contribute towards improved Voter Awareness Campaigns which will further lead to increased Electoral Turnout within Mityana District and Uganda generally.

Display of the polling stations, since the findings show that there is a significant positive relationship between Voter Awareness Campaigns and Electoral Turnout, therefore electoral commission should focus ensuring adequate display of the polling stations in order to foster better Voter Awareness which will further lead to increased Electoral Turnout within Mityana District and Uganda generally.

Sensitization of voters about the relevance of voting, this study also recommended that any extra effort invested in sensitizing the voter about the relevance of voting will strengthen voter Awareness and further lead to increased Electoral Turnout within Mityana District and Uganda generally.

5.5.3 Voter Outreaches and Electoral Turnout in Mityana District

The researcher recommends that in a bid to improve Electoral Turnout within Mityana District in Uganda, the electoral organizers and all its stakeholders should positively enhance the Voter

Outreaches within Mityana District and Uganda generally. Therefore, the electoral commission's top management and other stakeholders should mainly focus on;

Building sustainable partnerships such as partnership with CCEDU, since the findings of this study show that there is a significant positive relationship between Voter Outreaches and Electoral Turnout, the electoral commission should focus on ensuring that it builds more sustainable partnerships which will subsequently contribute towards improved Voter Outreaches which will further lead to increased Electoral Turnout within Mityana District and Uganda generally.

Building the capacity of the public, since the findings show that there is a significant positive relationship between Voter Outreaches and Electoral Turnout, therefore electoral commission should focus ensuring adequate capacity building in order to foster better Voter Outreaches which will further lead to increased Electoral Turnout within Mityana District and Uganda generally.

Promotion of service-learning, this study also recommended that any extra effort invested in promoting of service learning will enhance Voter Outreaches and further lead to increased Electoral Turnout within Mityana District and Uganda generally.

5.6 Theoretical Reflection

The findings of this study confirm the expectancy theory developed by Victor H. Vroom (1964), this study affirms that voter education affects electoral turnout which assertion was forwarded by Vroom (1964), and Vroom's theory explains mental processes about the choice of voters. The theory emphasized that electoral commission needs to relate voter education directly to increase Electoral Turnout and that voter education is appropriate and given to deserving citizens. These were the actual findings of this study since the findings of the study reflect a positive relationship

between voter education and electoral turnout, implying that higher investment in voter education leads to increased voter turnout. Therefore the results were in the affirmative of the expectancy theory proposed by Victor H. Vroom.

5.7 Areas for Further Studies

The researcher recommends that further research should be conducted in the areas of electoral financing, voter registration process and voter administration process since these factors are likely to have an impact on electoral turnout.

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APPENDIX

APPENDIX I: Questionnaire

Dear Respondent,

I am Banura Proscovia Brenda a student at Uganda Management Institute (UMI) undertaking a study on the relationship between Voter Education and Electoral Turnout. The study is in partial fulfillment of the requirements for the award of a Master's Degree in Public Administration.

I kindly request you to answer the questions sincerely and accurately. The information will only be used for academic purposes and were treated with maximum confidentiality. Thank you for your kind cooperation.

Yours faithfully,

_____

Banura Proscovia Brenda

Section A

Background Information

Tick or circle appropriately

1. Age (a) 20-30 (b) 31-40 (c) 41-50 (d) above 51

2. Sex (a) Male (b) Female

3. Highest level of education

(a) Certificate (b) Ordinary Diploma (c) Bachelor's Degree (d) Post graduate diploma (e) Master's Degree

4. How long have you been in the organization?

1. Below five years
2. 6-10 years
3. 11-15 years
4. Above 15 years

Section B: Voter Training

Please indicate the extent to which you agree or disagree with the following statements about Voter Training at Electoral Commission .1.Strongly Disagree, 2.Disagree, 3. Not Sure, 4. Agree and 5. Strongly Agree

	STATEMENT	**SD**	**D**	**NS**	**A**	**SA**
1	The Electoral Commission organizes public debates about the electoral process					
2	The Electoral Commission ensures that the participates in public debates					
3	The Electoral Commission encourages the use of self-based learning					
4	The Electoral Commission ensures that potential voters are aware of the use of self-directed learning					

5	The Electoral Commission uses online training of potential voters					
6	The Electoral Commission ensures that potential voters participate in online training					
7	The Electoral Commission organizes voter training activities					
8	Voter training significantly contributes to Electoral Turnout in Uganda					

Section C: Voter Awareness Campaigns

Please indicate the extent to which you agree or disagree with the following statements about Voter Awareness Campaigns at Electoral Commission .1.Strongly Disagree 2.Disagree 3. Not sure 4. Agree 5. Strongly agree

	STATEMENT	**SD**	**D**	**NS**	**A**	**SA**
1	The Electoral Commission issues public notices about electoral processes					
2	The Electoral Commission ensures that the public accesses public notices					
3	The Electoral Commission uses word of mouth to create voter awareness					
4	The Electoral Commission has champions of change to use word of mouth in creating voter awareness					
5	The Electoral Commission uses Print media in the creation					

	of awareness					
6	The Electoral Commission uses electronic media in the creation of awareness					
7	The Electoral Commission organizes voter awareness campaigns					
8	Voter Awareness Campaigns significantly contribute to Electoral Turnout in Uganda					

Section D: Voter Outreaches

Please indicate the extent to which you agree or disagree with the following statements about Voter Outreaches at Electoral Commission .1.Strongly Disagree 2.Disagree 3. Not sure 4. Agree 5. Strongly agree

	STATEMENT	SD	D	NS	A	SA
1	The Electoral Commission builds pertnerships with community					
2	The Electoral Commission uses partners to promote voter education					
3	The Electoral Commission participates in capacity building of the citizens					
4	The Electoral Commission promotes service learning among voters					
5	The Electoral Commission organizes Voter Outreaches					
6	Voter Outreaches significantly contribute to Electoral Turnout in Uganda					

Section E: Electoral Turnout

Please indicate the extent to which you agree or disagree with the following statements about Electoral Turnout .1.Strongly Disagree 2.Disagree 3. Not sure 4. Agree 5. Strongly agree

	STATEMENT	SD	D	NS	A	SA
1						
2	Voters demographic characteristics are representative					
3	There is even distribution of demographic characteristics among voters					
4	The is effective representativeness of voters in Uganda					
5	There is geographical representativeness of voters					
6	There is representativeness of voters in terms of age					
7	The number of voters that turnout is proportional to the total number of voters					
8	The total number of voters is proportional to the formally registered voters by electoral commission					
9	Voter Education affects Electoral Turnout					

Thank You for Your Time

APPENDIX II: Interview Guide

Dear Respondent,

I am Banura Proscovia Brenda a student at Uganda Management Institute (UMI) undertaking a study on the relationship between Voter Education and Electoral Turnout. The study is in partial fulfillment of the requirements for the award of a Master's Degree in Public Administration.

I kindly request you to answer the questions sincerely and accurately. The information will only be used for academic purposes and were treated with maximum confidentiality. Thank you for your kind cooperation.

Yours faithfully,

Banura Proscovia Brenda

1 What do you have to say about Voter Training by the Electoral Commission?

2 What do you have to say about Voter Awareness Campaigns by the Electoral Commission?

3 What do you have to say about Voter Outreaches by the Electoral Commission?

4 In your opinion, does Voter Training organized by the Electoral Commission facilitate increased Electoral Turnout? Please explain your response.

5 In your opinion, do Voter awareness campaigns organized by the Electoral Commission facilitate increased Electoral Turnout? Please explain your response.

6 In your opinion, do Voter Outreaches organized by the Electoral Commission facilitate increased Electoral Turnout? Please explain your response.

7 What is your opinion about Voter Education and Electoral Turnout?

8 What can be done to improve Electoral Turnout?

9 What could be the other factors affecting Electoral Turnout in Uganda

10 What conclusions and Policy recommendations do you make with regards to Electoral Turnout min Uganda?

Thank you for your time

APPENDIX III: Document Review Guide

1 Review the Commission's Voter Training Policy and find out how it supports Electoral Turnout.

2 Review of the Commission's budgets to find out how much is allocated to Voter Education activities.

3 Review the commission's annual reports.

4 Review of reports by electoral observers

5 Review of reports by Voter Education and Training Department

6 Review previously concluded election reports at Electoral Commission.

7 To assess any other relevant documents.

APPENDIX IV: Morgan and Krejice Table (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Source: *Krejice and Morgan (1970)*