



**FACTORS AFFECTING VOTER EDUCATION IN UGANDA:
A CASE OF USUK COUNTY - KATAKWI DISTRICT**

BY

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APPROVAL

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DECLARATION

I, Omona Joseph declare that to the best of my knowledge, the work presented in this dissertation is my own original work and thought and has never been presented by any one else to any academic institution for any award.

Signature.....

Date.....

DEDICATION

This work is dedicated to my beloved late mother Bigabwenda Mary Abwoli, my father Mr. Anywar Constantine, my wife Irene Omona, daughter Bigabwenda Teresor Omona, sons Watmon Trevor Omona and Amayolwak Terry Omona, brothers and sisters.

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ABBREVIATION

E.C	Electoral Commission.
E.C.U	Electoral commission Uganda
E.C.K	Electoral commission Kenya
INEC	Independent National Electoral Commission.
IFES	International Foundation for Election system.
IRI	International Republic Institute.
NDI	National Democratic Institute.
CWOG	Common Wealth Observer Group.
CWS	Common Wealth Secretariat.
E.C.A	Electoral Commission Act.
C.O.U	Constitution of Uganda.
NORDEM	Norwegian Resource Bank for Democracy and Human Rights.
NEM-Group	National Election Monitor Group.
UNDP	United Nation Development Program.
ODA	Overseas Development Agency
E.A.C	East African Community
C.S.O	Civil Society Organization
E.M.B	Election Management Body.
M.P	Members of Parliament.
R.O	Returning Officer
L.C	Local Council
D.O	Desk Officer
FHRI	Foundation for Human Right Initiative
C.A.C	Constitutional Assembly Commission

ABSTRACT

The study was conducted to assess factors affecting voter education in Uganda using a case of Katakwi District. It was guided by the following objectives; to establish the relationship between economic factors and voter education in Katakwi; to find out the relationship between political factors and voter education in Katakwi and to determine the relationship between social factors and voter education in Katakwi.

A cross section study design was used. A total sample of 246 respondents and 5 key informants were selected to take part in the study. The primary data was collected using the questionnaires and the interviews were used to collect data from key informants.

From the findings, the researcher concluded that there is a positive relationship between economic factors and voter education in Katakwi district basing on statistically significant correlations and regression analyses. These results showed that economic factors explained to 28.8% in influencing voter education, political factors significantly influence voter education at 27.2%. However on the other hand social factors can not statistically influence voter education in Katakwi district, the results showed -5.6% influences on voter education.

The study recommends the, need to develop and promote social and personal networks among the electorate, need for review of electoral laws and enactment of enabling laws in relation to voter education and need for adequate funding to cater for voter education activities such as transport, communication and facilitation of voter educators. This will enhance and motivate people to reach out the electorate.

INTRODUCTION

CHAPTER ONE

1.0 Introduction

This study examines factors affecting voter education in Uganda. It also presents the background to the study, statement of the problem, purpose of the study, objective of the study, research questions, hypothesis, conceptual frame work, significance of the study, scope of the study , and operational definitions.

1.1 Background to the Study

Voter education is a subset of civic education, it is defined as a special type of education organized for the population as well as for specific individuals to know their rights, privileges and responsibilities as citizens in a democratic environment and help them participate in their respective capacities to improve their social, cultural, economic and political beliefs (E.C.U, 2001)

Electoral projects the world over, are usually characterized by multiple irregularities pointing to non- compliances of administrators to establish guidelines. Of the total 387 elections Worldwide that were reported during the first decade according to the Electoral Commission Uganda Report (2007), 81 were classified as flawed, basing on the reports that political parties objected to its process or rejected the result partly due to unsuccessful voter educations as the result of political interference. The percentages of flawed elections highly correspond to the ratio of voter education conducted and also democracy in each region. Africa has the highest percentage of flawed election (40%) Asia was next

(21%), Eastern Europe (10%), and Latin America (6%). (Electoral Commission Uganda Report, 2007).

Late and limited resources have been observed as factors affecting voter education. International Foundation for Election System and International Republic Institutes observer mission report (2005) concluded that flaws in the election process were due primarily to lack of financial resources rather than manipulation. In Tanzania where a multiparty system was introduced in 1992, many people were not yet aware of their rights and duties as Tanzania citizens and the possibility of participating in the political decision making at different levels. In Tanzania, Civic/voter education program was fully funded by United Nation Development Program (UNDP) using the election donor basket. UNDP developed civic education, media training, political party training and law enforcement training program which involved 110 Local NGO, who were trained and then conducted activities in their various localities, Norwegian Recourse Bank for Democracy and Human Rights (NORDEM report, 2005). Tanzania's national election commission (NEC) and the Zanzibar Election commission (ZEC) will enjoy 23million US dollars financial support from the UN in the next years general election to promote effective implementation of electoral activities, this will facilitates effective voter education. (UN Dar-es-salam release 2009).

However, East African Community (E.A.C) Observer Mission Report (2005) showed that besides economic factors, media as one of voter education methods was bias in favors of Chama Chama Mpiduzi (CCM) apparently based on the

charisma of the CCM presidential candidates Jakaya Kikwete. During the 2005 presidential and parliamentary elections in Tanzania, both the state and private media openly relayed information in favor of CCM the predominant political party. CCM campaign materials comprising posters that depicted mainly CCM powerful incumbency were frequently displayed on televisions

Political interference and insecurity are considered factors that affect voter education and the electoral processes in general. Terrence (2005) points out that during the 2005 election in Ethiopia, unverified results were circulated; the prime minister proclaimed a 30 day ban on rallies and took direct control of election processes. Riots followed and 36 deaths were recorded. Among the death was opposition Member of Parliament (M.P). In Kenya, most election officials often work under various pressures from politicians for instance, they demand for massive registration of voters only in areas that strongly support them (Anyway, 2001).

Voter education and other electoral activities were also affected by high level of political interference and insecurity. During the 1998 presidential election in Togo, before the final results could be confirmed the government halted counting process, dismissed the Electoral Commission (E.C) and declared the late Eyadema Winner with 52% of the vote. International Foundation for Election system, International Republican Institutes and National Democratic Institutes for International affairs reports (IFES, IRI & NDI, 2005). In Uganda the District of Sembabule, there were allegation of a cabinet minister interfering with the

appointment of the Returning Officer (R.O) (New Vision, Monday, 16th October 2006). In Usuk County-Katakwi District, a number of cases related to political interference and insecurity were reported in Returning Officers' office during the 2006 general election, for instance influence in the recruitment procedure of election officials, (R.O Report 2006).

In many instances candidates are denied freedom of movement and expression by security forces. For instance, during the campaign of 1990 in the general elections of Malaysia, only indoor meetings were permitted and police permission had to be sought first, police reserved the rights to cancel the permission, (Common Wealth Observer Group report (CWOG), 1990). Worse still political parties were not allowed to use radio or television to advertise their meetings and no advertisement were allowed in newspapers, In other instances candidates often faced stiff opposition from civil servants supporting incumbent candidates. For instance, during the 1997 general elections in Pakistan, local administration officials favored one party that received support from the state and attacked opposition candidates of the Muttahida Majlis-e-amil-Pakistan (M M A) party (CWOG ,1997).

However, according to Bingham (1986), political insecurity and violence did not impact so much in the 2005 Iraqi general election. Voters turned up in big numbers out side Baghdad polling stations during the election. Voter turnout was considered high despite wide spread concerns of violence, insecurity, and political interference. However in Australia which has compulsory voting and

Malta, participation reached 95%. These differences are caused by a mixed of culture and institutional factors rather than political factors (Bingham, 1986).

One of the factors that increased voter turnout in the United States of America is a close race. With an intensely polarized electorate and all polls showing a close finish between President George W.B and Democratic challenger John F. Kerry, the turnout in the 2004 US presidential election was close to 60 % (Bingham1986).

Bagonza(2002) noted that women in Kyangwali sub county, Hoima district in Uganda, an area where there was insecurity, registered the highest number of women candidates implying that insecurity and political interference are not major factors in affecting women participation in election.

In Uganda, the Electoral Commission Uganda was established under article 60 of the constitution of the republic of Uganda (1995), and it was mandated to organize, conduct and supervise regular, free and fair elections and referenda in accordance with article 61(g) of the constitution and section 12(1) (g) of the electoral commission Act, No.3 of 1997(as amended). Article 61(g) of the 1995 constitution of the Republic of Uganda, stipulates that one of the electoral commission functions was to formulate civic and voter educational programs in elections. This was restated under section 12(1) (g) of the electoral commission Act and their role was supplemented by the Uganda Human Right commission (UHRC), empowered by Article 52 to implement civic education. (Constitution of Uganda, 1995).

Article 59 of the constitution of the republic of Uganda (1995) provides that every citizen of Uganda of 18 years and above have a right to vote. Due to the importance of the choice made during an election process, it would be tragic for the country if voters made uninformed choices of their leaders and hence the need for voter education to be conducted.

In line with its mandate, the commission organized and conducted presidential and parliamentary elections (1996, 2001, and 2006), local council elections (1997/98, 2001/2002 and 2006), a referendum in June 2000 and July 2005 and various by-elections for example, the recently concluded 2009 local Government by-elections. (Akol, 2004).

Beside the efforts of the Electoral Commission Uganda in carrying out Voter Education so as to realise effective and efficient election results, results from the above elections indicated the declining number of aspiring candidates, low voter turn-up and high number of invalid votes among others are clear indications that the public was not fully aware of their rights and privileges as citizen in a democratic environment.

1.2 Statement of the problem

There are clear indications of unsuccessful voter education; these were exhibited in a number of ways. First and foremost, the declining number of aspiring candidates representing electoral areas, for instance in 2001/2002 local government council elections in Uganda, 23,413 candidates were nominated.

Five years later in 2005/2006, only 17,935 candidates got nominated yet the electoral areas had increased. In Usuk County - Katakwi District local government council election 2006, there were 158 electoral areas in total. However, only 49 electoral areas were contested for, 70 had nomination unopposed and 39 had no nomination at all (vacant). In the recently concluded local government by-election, 2009, Usuk County Katakwi, District had vacancies in 36 electoral areas, of these 29 had candidates nominated unopposed, only two (2) were contested for and 5 had no nomination at all (vacant).

Secondly, low voter turn up was a common phenomenon in election system in Uganda, for instance in 2005 national referendum on change of political system in Uganda, Usuk county Katakwi District had only 17,233 (48.1%) voter turn up out of the total 35,863 voters in Katakwi District register at the time. In 2001/2002 general election, there was 7511746 (70.4%) turn-up for president, 566869 (60.6%) for parliamentary and eventually just 4256917 (58%) for local government council elections.

Lastly, very high number of invalid voters persistently continued to exist in the ballot boxes. For instance, results from the 2006 general elections showed that 4.06 % of the total votes were invalid, more than the sum total of the number of votes received by the last three candidates in elections (3.35). 6.3% invalid votes were registered in the 2001 presidential election and 4.4% in 2005 national referendum both in Usuk - county Katakwi District.

The declining number of aspiring candidates, low voter turn-up and high number of invalid votes among others affected the realization of capable leaders for effective and efficient representation and also the democratization building process of the nation. Therefore this study aims at analyzing factors that affect voter education in Uganda with specific reference to Katakwi District.

1.3 Purpose of the study

The purpose of the study was to analyze the factors affecting voter education in Katakwi District.

1.4 Objectives of the study

- i) To establish the relationship between economic factors and voter education in Katakwi.
- ii) To find out whether political factors affect voter education in Katakwi.
- iii) To establish whether social factors affect voter education in Katakwi.

1.5 Research questions

- i) Is there a relationship between economic factors and voter education in Katakwi District?
- ii) Do political factors affect voter education in Katakwi?
- iii) Do social factors affect voter education in Katakwi?

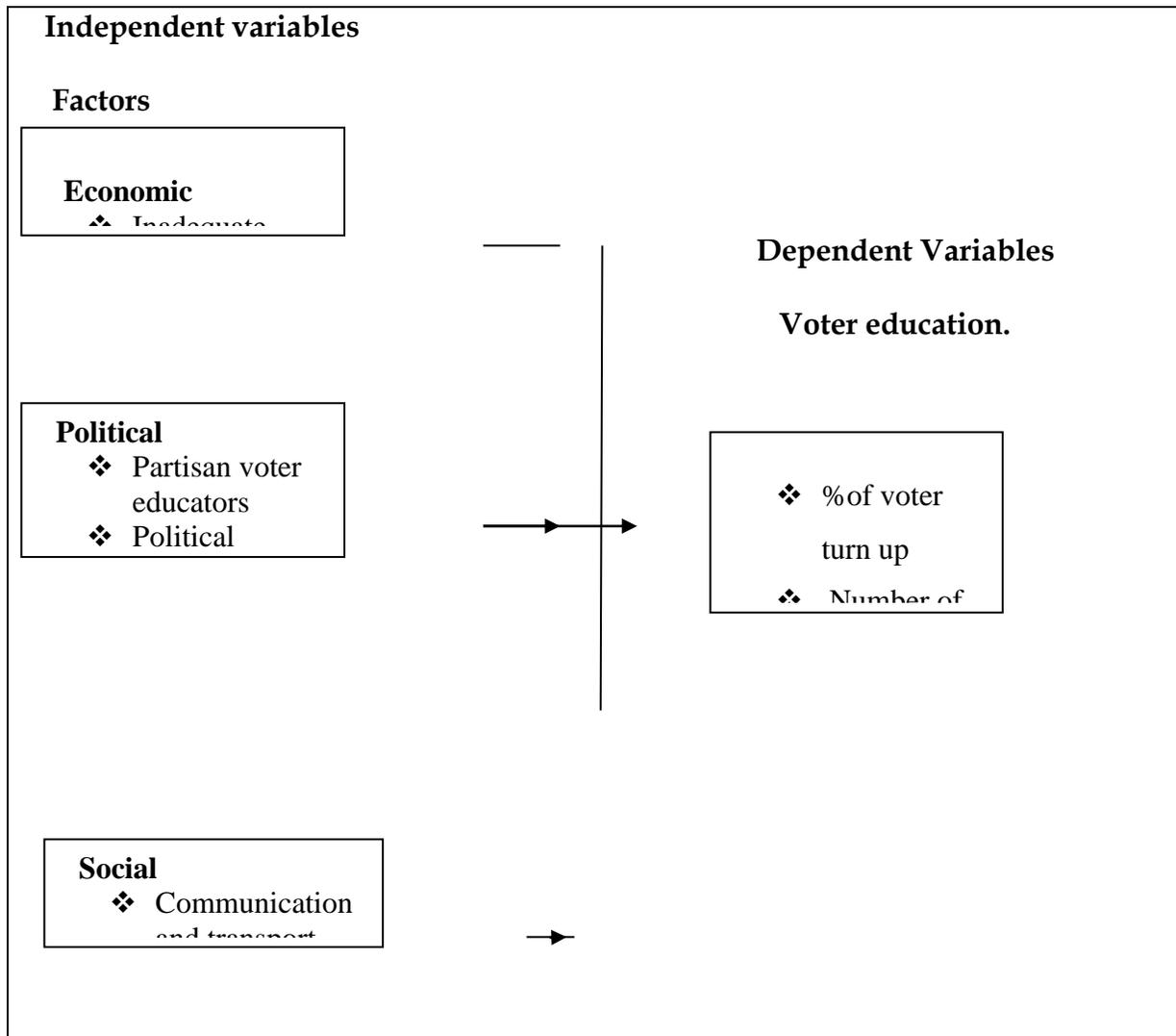
1.6 Hypotheses

- i) There is no relationship between Economic factors and voter education in Katakwi.
- ii) Political factors do not affect voter education in Katakwi.
- iii) Social factors do not affect voter education in Katakwi.

1.7 Conceptual framework

Conceptual framework indicates the relationship between independent variable (Factors), with its dimensions such as political , social , and economic and dependent variables (voter education), with its indicators such as ; voter turn up, number of invalid votes and aspiring candidates

Figure 1: Conceptual framework.



Source: Adapted from Educational Theory developed by Dewey J. 1982 and modified.

Independent, variable (Factors) , with its dimensions such as political , social , and economic have great influence on voter education as dependable variables, hence affecting voter turn up, number of invalid votes and aspiring candidates, general election involvement and public awareness among others.

Economically, inadequate funding, and late release of funds, among others, affected the number of voter educators to be deployed, and the time frame to conduct voter education hence, negatively affected voter education. However, adequate funds, and early release of funds, led to efficient and effective voter education, hence, high voter turn-up, low number of invalid votes, and high number of aspiring candidates.

Politically, early enactment of the enabling election laws promotes timely release of funds hence effective voter education and reverse is the contrary. Partisan voter educators, political interference and insecurity misled and misinformed voters on voting procedures in favor of there preferred candidates. Voter educators are expected to be administratively competence, non-partisan so as to realize free, fair and meaningful voter education.

Apart from economic and political challenges on voter education, social challenges also exist. For instance, cultural stereotype, the social cultural and religious beliefs tied women to domestic work thereby affected women's free movement to voter education centers. Also, language factors are a big challenge to voter education. Printed materials and even the radio programs do not

consider all languages in Uganda; thereby some sections of the population missed out completely on voter education.

1.8 Significance of the study

The findings of the study are very useful in the implementation of the Uganda Electoral Commission activities on which the department of voter education and management would depend in planning for future voter education in Uganda.

The findings of the study will help establish the relationship between economic factors and voter education in both Uganda and other countries so as to realise the allocation of efficient funding in order to promote effective voter education in the democratization processes.

The findings will increase voter turn up, promote participation and involvement, and also reduce the persistence high numbers of invalid votes in the ballot boxes.

The findings will help establish political factors that negatively affect voter education in Uganda, hence helping policy makers in promoting a friendly political environment in voter education process.

The findings will be used to determine social factors that promote effective and acceptable voter education methods in Uganda.

1.9 Scope of the study

This included; time, geographical and content scope. The study was based on the period 1995 to date. This was imperative because during this time the 1995 constitution of the Republic of Uganda vested in the electoral commission the powers to formulate and implement civil and voter education programs relating to elections and also to organize, conduct and supervise free and fair elections and referendum among other functions. Therefore, since then there has been consistent database. The study about factors affecting voter education was conducted in Katakwi district found in Eastern Uganda.

1.10 Operational definitions.

Voter education is the process of creating awareness of the voting procedures during the electoral period so as to increase public participation and involvement in order to reduce invalid votes and increase voter turn up, E.C.U, (2001).

Civil Education A continuous process of creating awareness on the general voting Procedures irrespective of whether there is election or not, E.C.U, (2001).

Economic factors this involve funds in term of its availability, limitation, and management of funds and its effect on voter education, Akol, G.O.A, 2004.

Political factors Refers to enactment of the enabling election laws, political and insecurity interference and their effects on voter education E.C.U, 2001.

Social factors Refers to communication, religious and cultural beliefs and how they affect voter education ,Byamugisha .J.T, 2002.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter looks at the various areas of research undertaken about voter education and identifies the research gaps related to factors affecting voter education. It further shows how this study relates to and builds upon the existing knowledge base, the literature available reviews under sub themes economic, social and political factors affecting Voter Education in Katakwi. Different authors and their related views were investigated.

2.1 Theoretical review

Educational theory developed by John Dewey in 1982 has been identified in guiding the study. Educational theory is a theory of a purpose, application and interpretation of education and learning, it emphasizes effective communication, transparency and efficiency in passing the information.

Socially, Dewey (1982), emphasizes effective communication so as to overcome any skepticism that learners may have about the individuals delivering it.

That educators in a situation of conflict, transition and intense political polarization are invariably going to be asked who they are, where they are coming from and how their messages can be trusted, however in a situation of hospitality such questions may be mute or moot. However, effective communication as emphasized by the theory may not be achieved in Uganda.

Today, Uganda has got about 65 tribes and not all tribes may have voter educators representing them, hence the effectiveness of communication may be questioned especially in the use of posters given the different languages spoken today.

Politically, educational theory emphasizes, non partisan, that those contesting political power have every right to develop voter education and motivation of programs. However, though the theory considers that those contesting, political powers have every right to develop voter education and motivation of programs, in Uganda it is the electoral commission to formulate voter education programs in elections, (Constitution of Republic of Uganda 1995).

Economically, educational theory encouraged sponsorship of any education programs or a specific information product or educational activities product or educational activity like voter education, because some times educators are paid to deliver the service, that in some cases, they may be required by law, (Dewey, 2008). However, its important to note that as much as the theory encourages sponsorship, Electoral Commission Uganda has no right to directly get any sponsorship unless after the approval from the ministry of finance and economic planning.(COU 1995)

2.2 Detailed Literature Review

This section looked at the detailed literature review undertaken about voter education and identifies the research gaps related to factors affecting voter education.

2.2.1 Economic factors and voter Education

One of the factors that affect voter education is economic factors, these include; inadequate funds and late release of funds among others.

2.2.1.1 Inadequate funds and voter education.

In many parts of the world, just like in Africa, insufficient voter education has always existed because of inadequate funding. In the end, the Election Management Bodies (E.M.B's) has to shoulder the problem of providing inadequate voter education and training. A report of International Foundation for Election System (IFES) and International Republic Institute (IRI) observer mission of Djibouti 2005 concluded that flaws in the election process were due primarily to lack of financial resources rather than manipulation.

The basic source of funding for the Election Commission (E.C) Uganda is the national consolidated fund, but may access grant and donations on approval of the finance ministry (section 9, E.C Act). However, this provision seems to dilute (Article 62 of the constitution of Uganda), which provides that the E.C shall be independent and shall not be subject to direction or control of any person or authority. Nevertheless, many countries, for instance in Lesotho, funds to the

commission are charged on the consolidated funds, just like in Uganda but no such delays and inadequacies are experienced. (CWOG-Lesotho report 1998).

In Tanzania where civic / voter education campaign was reported to be successful, economic factors was paramount, the program was fully funded by UNDP using the Election Donation Basket, (NORDEM Report, 2005).

Election Commission Uganda (E.C.U) is entitled to adequate resource and facilitation. "The parliament of Uganda shall ensure that adequate resources and facilitation are provided to the E.C to enable it performs its functions effectively" (Article 66, constitution of Uganda 1995) In Uganda, short comings in the presidential and parliamentary elections of 1999, 2001 and 2006 general elections, Local council elections (1997/1998 ,2001/2002 and 2006) , a referendum in June 2000 and July 2005 and various by- elections was blamed on inadequate funding, and late release of funds, among others (E.C.U 2007) .For both presidential and parliamentary elections of 2001 for instance, the Ministry of finance, planning and economic development scaled down the civil/voter education budget from 3,393,400,000/= to 1,790,000,000 out of which only 650,000,000/ was released, (Lwanga 2003). During the 2001 /2002 local council elections, the deployment of civil educators which was intended to be for six (6) months, hard to stop just half way through the exercise due to inadequate funding, (E.C.U. 2001).

However, economic factors were underscored as factors that affect voter education in Australia, Bingham (1986). One of the strongest factors affecting the voter turnout was whether voting is compulsory or not. In Australia, voter

registration and attendance at the poll booth have been mandatory since the 1920s. These rules have strictly been enforced and voting was made compulsory, as the result, the country has one of the highest voter turnouts.

2.2.1.2 Late release of funds and voter education.

Voter education is resource intensive and therefore involves massive procurement of resources for each of the component activities including voter education. Therefore, the acquisition of resources for implementation of electoral activities requires not only sufficient funds but also timely funds.

Late enactment of the election enabling law affects timely release of funds, which are of paramount importance in voter education. This consequent impact negatively on the time to carry out voter education .Which means that the period for voter education is too limited to impact efficient and sufficient knowledge to voters during the voter education exercise. The rigidity of the constitution provisions within, which all the elections are to take place limits the periods for voter education hence, low levels of aspiring candidates, low voter turn -up and high invalid votes among others. (Electoral Commission Uganda, 1999).

Baster, (1994) and Biscegle, (1998), contended that responsibilities for the efficient and effective management of an election the world over are vested in Election Managing Body (EMB s). Wall, and Alan (1997), observed that the mobilization of large quantities of resources quickly, both materially and in recruitment and training of personnel caused both internal operational stress and make demands

that out stretched suppliers ability to perform, if a successful elections are to be realized.

Thiel, (2001), recommended that the procurement functions has to be more involved at the planning level to ensure timely procurements and distribution of suitable election equipment and materials. In some cases facilitation is affected by poor logistical arrangement, late release of funds which leads to delay procurement and inadequate distribution of voter education materials.

However, Agyepog and Samin (2008) contented that the success of voter education and 2008 general election in Ghana was basically because of the cooperation and unity of Canadian High Commission, Muslim Dialogue Humanitarian organization, Ghana Broadcasting Cooperation, The E.C of Ghana, National Commission on civic Education, and the University of Ghana to ensure successful voter education and peaceful election in the December 2008 elections, through training of voters, E.C staff, polling agents, political party functionaries, candidates and their agents. A program on voter education and peaceful election to first time voters from Ashariman secondary school and other students from the other surrounding areas was launched. The Canadian High Commissioner, H.E. Darren Schemmers, explained to the students why the program was focusing on youth.

2.2.2 Political factors and Voter Education.

Political factors that affect voter education in Katakwi include; partisan voter educators, political interference, political insecurity and enactment of election laws among others.

2.2.2.1 Partisan Voter Educators and voter education.

This has been identified as one of the many political factors that affect voter education in Uganda. Voter educators are expected to be faithful agents of their mandate to produce elections in which the will of the people are expressed and the winners and losers generally accept the out come. Voter educators are expected to be administratively competent, non partisan so as to realize free, fair and meaningful elections (successful elections), (E.C.U, 2001). The delivery of good election rest largely on the competence, neutrality and integrity of election officials (Palmer, 2003)

Baster, (2004), recommended a collaborate approach to appointments to alleviate problems related to allegation of bias in the appointment process. Palmer (2003), in support of transparency suggests consultation with political parties and early publication of list of officials for public scrutiny a report of IFES Liberia (2004) recommended a code of conduct to impose self-discipline.

However to Agyepog and Samin (2008), it's either under resource or under staffing that affects voter education. They contend that Voter education in Ghana has been generally weak, that the three (3) independent institutions- the E.C, The

National Commission for civic education and Administrative Justice are either under resourced or under staffed or both and have welcomed any assistance in the field in order to heighten Voter awareness and prepare the electorate adequately for successful elections. Duncan (1996) suggests that in most environments the best personnel may not be available but the project management team must ensure the people recruited will meet project requirements. These views reflect the difficulty in finding qualified personnel to work as election administrators. Besides the educational qualification, other qualities relating to integrity make the process very hard. They however do not acknowledge that ensuring to find the right personnel will impact on project cost and time management.

2.2.2.2 Political interference and voter education.

Political interference includes the exertion of undue influence, intimidations, bribes and pressure by those they wield, with intend to manipulate or flaw the electoral process. Some candidates are denied freedom of expression on radio, television and in news paper, and are required to obtain police permission before holding rallies. In many instances, candidates are denied freedom of movement and expression by security forces, for instance, during the campaigns of 1990 in the general election of Malaysia, only indoor meetings were permitted and police reserve the right to council the permission. Worse still, political parties are not allowed to use radio or television to advertise their meetings and no

advertisements were allowed in news papers (Common Wealth Observer Group-Malaysia report, 1990, P.12.).

It was noted with concern that some politicians at the districts do influence voter education programs. Some of them do not want voters in their constituencies to be informed such that they take advantage of the ignorance voters to rig elections (E.C.U, 2001). A focus group discussion held in Kayunga District by Foundation for Human Right Initiative (FHRI) (2006) revealed that most voters benefited only from posters informing them how to vote. In a distressing display of the need for a sustained civic education initiative, some candidates appear on radio programs to mislead voters about the electoral process. One candidate allegedly instructed voters on how to vote by ticking the box next to his name, a confusing statement that led some voters to unintentionally vote for him. One person said that happened to his grand father, who had asked someone: "where do I vote for Besigye?" The instructions he received were on how to vote for someone else, and he casted his ballot for a candidate he did not support. (FHRI, 2006).

This kind of political influence discouraged some voters from participating in voting thus led to low voter turn up. It also led to many invalid votes since the voters are not well informed. However, the rampant political interference, intimidations and bribes can be controlled and effective voter education realized. For instance, according to E.A.C observer mission reports (2005), Tanzania's security system was involved in controlling political parties and demonstrations to maintain activities with in normal political temperature but this did not stop

rhetoric during many of the rallies which often provocative and to some extent derogatory

2.2.2.3 Political Insecurity and voter education.

Whatever the cause of violence, civil wars, ethnic rivalry, or whether incitement of the public by the candidates, supporters or by the state, it negatively affect election management. For instance, during the 2001 presidential election in Zimbabwe, there were many reported cases of state inspired violence and intimidation which affected voter education, but the authority responsible for maintenance of law and order didn't take action to apprehend those responsible, (CWOG-Zimbabwe reports 2001). During the 2001 presidential election in Zimbabwe there were many reported cases of state inspired violence and intimidation but the authorities responsible for maintaining law and order did not take action to apprehend those responsible (CWOG- Zimbabwe report 2001) violence is rampant especially during campaign where rallies turned in to occasions for insults, abuse, deformation among others.

During the 1996 presidential and parliamentary election and 1997 / 1998 local council elections in Uganda, insecurity made it quite difficult for voter educators and election managers to arrange for voter education and elections in some parts of the country. Voters in such areas found it difficult to cast their votes-freely. In many cases voter fled their original places of registration, which were politically insecure, E.C.U, (2001).

However Bagonza(2002) noted that women in Kyangwali sub county, Hoima district in Uganda, an area where there was insecurity, registered the highest number of women candidates, implying that insecurity and political interference were not major factors in affecting women participation in election

Also, Wall and Alan (1991) emphasized that provision of security during elections activities by the police and military forces is of great importance in effective implementation of election activities. They, however request to note that such organizations have their own methods and priorities in carrying out operation which may be difficult from those of election managers. They emphasized that security forces should by all means be under the control of electoral management bodies during election. According to the E.A.C observer missions, Report (2005), Tanzania's security system was involved in controlling political parties and demonstration to main activities within normal political temperature. This made voter education possible and very successful. Jean Piaget, (2001), believes that ethnic rivalry, nationalism and class war fare were no longer acceptable in a world that has become increasingly international and interdependent.

2.2.2.4 Late enactment of electoral enabling laws and voter education.

Late enactment of the electoral enabling law affected timely release of funds, which are of paramount importance in voter education. This consequent impacted negatively on the time to carry out voter education .Which means that the period for voter education is too limited to impact efficient and sufficient

knowledge to voters during the voter education exercise given the rigidity of the constitution provisions within, which all the elections is to take place,(C.O.U, 1995).

Helena, (2001), contended that delay in enacting electoral laws makes administration planning and implementation function difficult and forces electoral commission to set inflexible time frame within which voting operation must be completed and these deadlines cause quality to be compromised.

C.O.U, (2005), provided for holding of the local governments councils elections within the first thirty days of the last ninety days of the term of office of the President, which was between 12th February and 12th March 2006.

Enactment and /or amendment of the electoral enabling laws on the above mentioned constitutional provision of the laws left the commission with inadequate time to implement all the planned electoral activities which had constitutional time limits.

2.2.3 Social factors and voter education.

Apart from economic and political factors, social factors such as communication, cultural stereotype, and religious beliefs affect voter education in Uganda.

2.2.3.1 Communication, transport and voter education.

UHRC, (2006), reports indicated the level of literacy in Uganda was at 35% (percent). Voter education programs became very difficult to develop given the fact that so many people can not read or write. From the above information even

though a seminar is held about vote education it's bound not to yield much. Today Uganda has got about 65 tribes not all tribes have a representative in the electoral commission and above all making copies of voter education in all languages was not easy so its from the above that voter education proved a challenge to the commission. Besides even the Television stations that the country may be proud of such as WBS, NTV are not up to the lowest persons like Budaka, Sironko, Amuria, and Katakwi, to mention but a few.

Some of the radio stations up country are interfered with by some politicians.

The printing materials and even the radio programs do not consider all languages in Uganda; thereby some sections of the population are bound to miss out completely on voter education. This social challenge on voter education eventually affect voter turn up since people are not informed about the importance of participating in voting, (Byamugisha J., 2002). However, use of parish voter educators can ensure the application of all languages in educating the voters, hence efficient and effective voter education with positive results of high voter turn-up, low invalid votes and high political participation.

Poor transport net work, characterized by impassable and slippery muddy roads full of port holes, make delivery of election materials and voter education generally difficult since education materials reach their destination late. Many electoral areas are inaccessible all years round due to poor road net works, steep slopes, and mud slides, others are mountainous making it even harder for four wheel drive vehicles For instance in the remote highlands of Lesotho, some areas

are so inaccessible that only defense force helicopter can deliver voter education materials. Some of the highlands get adverse weather conditions, such as snow, which cuts off some towns in the highlands from the mainland and make road use treacherous. (CWO-Lesotho report 1990)

2.2.3.2 Cultural stereotype and voter education.

The social-cultural set-up such as women's domestic roles confined women to domestic work thereby, affecting women's free movement to voter education centre (points). In Uganda, women concentrate on domestic work like cooking, looking after children among others. Besides the above, most men can not allow their wives attend to voter education sessions; this is domestic male dictatorship (Seymask, 1994). Even the few who attend can not contribute or ask questions during voter education hence can not understand and therefore make mistakes during polling day. This was a common practice not only in Uganda, but Africa as a whole (Seymask, 1994). Cultural stereotypes affecting women involvement in voter education. For instance according to the United Nations "women perform two thirds of the worlds' work; they earn one tenth of the worlds' income and they own less than one hundredth of the worlds' property" (Baxter, 1995).

However, women in Kyangwali sub county, Hoima district in Uganda, an area where there was insecurity, registered the highest number of women candidates implying that insecurity and political interference were not major factors in

affecting women participation in election, this was because majority of people were confined in one location, (Bagonza, 2002).

Voter education in Uganda, situational analysis and needs assessment, social pattern of evening sitting (gathering) affected negatively voter education, (Tumwebaze, 2004). Most people especially men spent a lot of time drinking and some people begin drinking as early as 10:00am, thus have no time at all to attend to voter education. They also have little time to attend to radios, read newspapers, among others hence affecting voter education, (Tumwebaze, 2004).

The participation of women in the electoral process is a key for democracy. The provision of voter education can be an important tool for encouraging women to vote in elections, promote political participation and involvement and also assist them in making informed decisions about their voter.

2.2.3.3 Religious influence and voter education.

Religious influence make many electorates not know the importance of participating in voting and many do not turn up on the polling day, hence affecting voter turn up, increase numbers of invalid votes, and lowers political participation and involvement. Byamugisha, (2002), contents that the larger the role played by a religious organization in defining the lives of its members the greater its impact on political activities. In some countries, there are negative religious influences that affected the management of election. Religions denotes a social group, a sub culture or communities of believe, that shares regular social

interaction, a common status, a distractive way of life and, thus a common culture. The communal nature of religion induces a particular pattern of political activity among members of predetermine a common out look on politics and social issues.

Byamugisha, (2002) found that religions influenced the voting behaviors especially for local council elections. Even though leaders threaten to deny sacraments to their faithful if they vote candidates who are not of their faith.

Religious beliefs affect involvement in voter education, for example, Islamic beliefs that women should not mix freely with men, should not be in public places, should not contribute in debate or ask questions. Hence in most cases they don't go to voter education centers and miss out on voter education thus, leading to high level of invalid votes because of lack of voting procedure.

2.4 Summary of the literature review

From the above literature review, it is essential that voters receive a practical education in the mechanism of elections, use of the secret ballot, their rights and responsibilities and the free exercise of choice in a democratic process. The transmission to a multi-party system in particular necessities an intensive and wide spread voter education program for the validation of the free exercise of choice, the active promotion of democratic ideals such as tolerance and peaceful political activity which in turn help safe guard the electoral process.

Though many authors contended that social, political, and economic factors have been identified as a hindrance to voter education, thereby, leading to decline in voter turn up, low participation, high invalid votes and spoiled votes, and general election related complains among others, others however did not support the argument, thereby creating a gap that needs to be researched. For instance, economic factors were underscored as factors that affect voter education in Australia, instate compulsory voting system, Bingham (1986). Also, women in Kyangwali sub county, Hoima district in Uganda, an area where there was insecurity, registered the highest number of women candidates implying that insecurity and political interference were not major factors in affecting women participation in election, (Bagonza, 2002).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology used in the study, this includes:-research design, study population, sampling techniques, data collection methods, data collection instruments, Reliability and validity of instruments, research procedures and data management and analysis.

3.1 Research design

A cross sectional survey design was used in the study. Cross sectional design are simple, and least costly alternative to use with larger area coverage, (Sekaran, 2003). Cross sectional design also allows for a wider range of the sample to be studied at the same time and more data is covered within a shorter period of time, (Sekaran, 2003). The study also adopted both qualitative and quantitative approaches were applied to analyze the interviews and the questionnaires.

3.2 Study population

3. 2. 1 Target area.

The study focused on Usuk-County Katakwi District as the target area. Usuk-County Katakwi District has a total of ten (10) sub-counties. It is located in the Eastern part of Uganda. Katakwi District was chosen because the high declining number of aspiring candidates, low voter turn-up and high number of invalid

votes, also, it is the researchers' working station thereby simplifying data collection within the shortest time possible.

3.2.2 Accessible population.

Accessible population was the four sub-counties randomly selected from Usuk-County Katakwi District. Four Sub-Counties with the total voting population of 17,727 out of 46,520 voters in Katakwi District represent 40% of the target population which is representative enough. According to Sekaran, (2003) 20% of the total population is just a good representation.

3.2.3 Sample size and selection

Sekaran (2003) considered a sample as a subset of the population that comprised of some members of the population selected to represent the population of the study. In this study, the sample size included; councilors from the four selected sub-counties, and a sampled number of voters from the same sub-counties. The researcher also included Electoral Commission staff from the Headquarters as key informants.

The study involved selection of 200 voters who were randomly selected. 50 voters were picked from the four sub counties of Usuk-County Katakwi District (Usuk, Toroma, Magoro, and Kapujan sub-counties), therefore making a total sample of 200 voters. The reason for the selection of only 200 voters out of the 17,727 from the four sub-counties of Usuk, Toroma, Magoro, and Kapujan was

because the voting population is homogeneous and because of the homogeneity, it was believed that the views of the sampled population would represent the views of the majority of the voters.

Summary sample was presented using the table for determining sample size from the population, developed by krejcie and Morgan, (1970), as indicated by Sekaran, (2000)

Table 3.1: Summary of Sample Selection.

Category of Respondents	Actual no. of Councilors	Councilors Sampled	Voters Sampled.
Usuk Sub County	17	16	50
Toroma Sub County	12	12	50
Magoro Sub County	14	14	50
Kapujan Sub County	11	11	50
Total	54	53	200

Key informants in the study:

The key informants included staff from the Electoral Commission Headquarters, because they are involved in the day to day implementation of electoral activities such as voter education. They included; Director Operations, Head planning and research, Head field operations, Head voter education, and Desk officer far Eastern.

3.3 Sample techniques

Simple random sampling was used to pick the four sub-counties and also voters in the selected sub-counties. This sample technique was preferred because it is none biased and gave each Sub-County a chance to be selected. All elements in the sample size were randomly selected. Key informants were purposively selected because of the positions they hold and specific information needed from them.

3.4 Data collection methods.

The researcher used the following methods of data collection.

3.4.1 Self administered questions.

This method was used to collect data on the general issues related to factors affecting voter education by the Sub-county councilors and 200 voters randomly selected from the sampled Sub-Counties of Usuk-County Katakwi District. It involved issuing questionnaires with a brief about it by hand to respondents, and time was allocated for them to answer in writing before they sent back. This method was appropriate because distribution of the questionnaires widened coverage and enabled the researcher to reach respondents especially those at the sub-county faster and hence saved time. It also gave room for anonymity for those respondents who did not want to be identified because of one reason or another.

3.4.2 Personal interview

It was a supplement to the use of self administered questions. It involved a personal face to face oral and interrelation between the researcher and the subject (respondent), where the researcher asked questions to the respondent about factors affecting voter education while the researcher recorded the respondent on the paper there and then.

This method was used to collect data from the technical staff of the electoral commission, that is to say, the Director Operations, Head planning and research, Head field operation and Desk officer far Eastern. This method was preferred because of its capacity to yield detailed data through probing. It also guarded against non responses because the researcher's presence motivate the respondent to participate

3.4.3. Document analysis

Here, search for information about factors affecting voter education from the existing documents at the electoral commission District office, E.C.U headquarters and internet, among others were applied.

3.5 Data collection instruments

3.5.1 Questionnaires

It was the key tool for data collection used by a researcher. The researcher applied it on the sub-county councilors and the 200 voters selected randomly from the accessible population.

3.5.2 Interview guide

As the name suggests it guides the interview process. It allowed the interviewer to conduct the interview in a consistent and organized manner. It minimized temptation of omitting relevant vital data through human error. It comprised of the list of issues written down on the research questions. The respondents were asked to give their views verbally on each of the issues listed as the researcher spontaneously recorded their responses on a piece of paper. It was applied on the key informants.

3.5.3 Documentary review checklist.

Review of relevant documents was done and it provided information to the researcher that helped in gathering and analyzing factors affecting voter education. The main source of Information was analyzed from vital documents such as policy documents, newspapers, journals, libraries, reports, and internets.

3.6 Reliability and validity of instruments

3.6.1 Validity

This refers to the ability of an instrument to measure what it is intended to measure. The validity of the questionnaire and interview guide were determined through thorough review by researcher, his supervisors, experts and also by peers through pre - testing.

3.6.2 Reliability.

It's the ability of the instrument to measure consistently what it is intending to measure. A test retest of instruments was done hence dependability and consistency was realized. Testing and retesting of the questionnaire containing the same items that were supposed to measure a concept was administered to a set of respondents from time to time.

Using Alpha Cronbach reliability test, a value of 0.8226 was obtained meaning that 82.226% of the items in the questionnaire were consistent and reliable implying that they are related to each other. (See Appendix C: Reliability Analysis)

3.7 Procedure of data collection

A letter of introduction was obtained from Uganda Management Institutes (UMI). This letter was used to seek permission from both the chief administrative officer (CAO) and L.C 5 Katakwi District to carry out the research in the respective Sub-Counties. Another letter introducing me to the Sub-Counties was got from the District. Self administered questionnaires were issued to the sub-

county councilors and the 200 voters selected randomly from the accessible population with a brief about it by hand, and time was allocated for them to answer in writing before they were sent back. Personal interview was used to collect data from the technical staff (key informants) of the electoral commission after presentation of introduction letter from UMI to the Secretary Electoral Commission.

3.8 Data management and analysis.

The researcher used both qualitative and quantitative methods of data analysis. Quantitative data was collected using the questionnaires and then compiled in to frequency counts and percentages; qualitative data which was got using the interviews and open questions in the questionnaires, was arranged in to themes according to the stated objectives, exposed to content analysis and then presented in the narrative form. The researcher used descriptive methods to present views from key informants, and voters. This information was used to triangulate information that was got from closed questionnaires. Correlations were used to analyze and measure the degree of relationship between Independent and Dependent variables. According to Sekaran (2005), a correlation study is most appropriate to conduct study in the natural environment of an organization with minimum interference by the researcher with no manipulations. The collected data was analyzed using the statistical package for social scientist (SPSS). Pearson correlation, simple and multiple regressions were used to measure the degree, direction, extent and strength of the relationship between the independent and dependent variables.

3.9 Measurement of variables.

The linkert scale values were approximated at an interval scale to enable the researcher use the results to test the relationships. A linkert scale was used to measure the factors that affect voter education in Uganda. Respondents were asked questions on a scale of 1-5; from strongly agree to strongly disagree to respond to statements/questions related to economic, political, and social factors and their effects on voter education.

3.10 Limitations of the study.

The selection of sample size from the accessible population was based on the homogeneity of the voting population; therefore, there is possibility that the views of some few individuals could have been missed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter of the study discusses; data presentation, analysis and interpretation of the results. The results are presented in two sections; the first section presents information on the background of the respondents while the second section presents the analysis and interpretation of the actual findings in respect to the research objectives that guided the study. The objectives of the study were; to establish the relationship between economic factors and voter education in Katakwi; to find out the relationship between political factors and voter education in Katakwi; and to determine the relationship between social factors and voter education in Katakwi. The results of the study are presented in terms of frequencies and percentages displayed in tables, graphs and pie charts. Statistical tests were used to test hypotheses on relationship between variables and also to determine the degree and strength of the relationship.

4.1. Background information of respondents

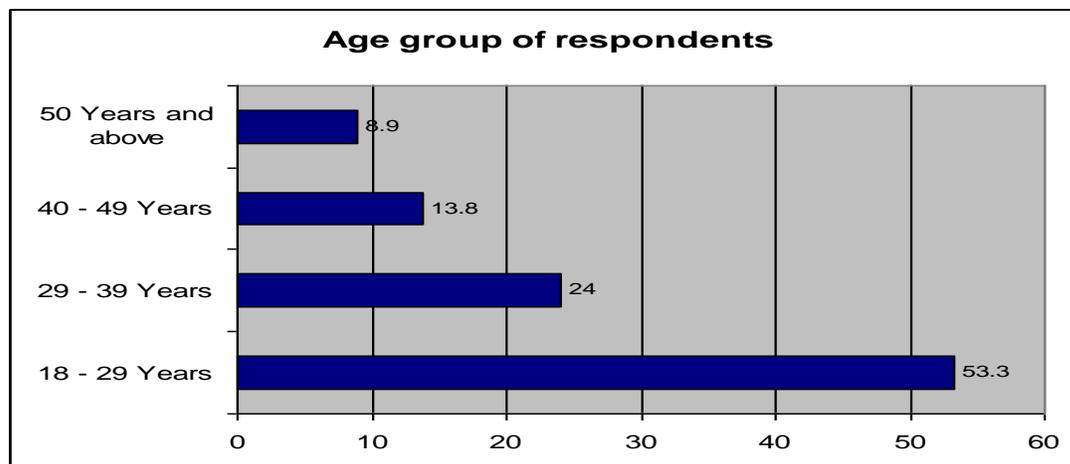
Under the background information, the researcher considered; type of respondents, gender, and level of education. Data on background characteristics of the respondents were presented in order to give a clear picture of respondents that participated in the study. A total of 253 participants were part of the study. The table below show the summary of respondents.

Table 4 .1: Showing categories of respondents.

Type	Frequency	Percent
Voters	195	77.1
Councilors	51	20.1
Total	246	97.2

Regarding type of respondents, the study considered two categories of respondents which included voters randomly selected from the sampled Sub-Counties of Usuk-County Katakwi District (77.1%) and 20.1% were councilors. This was aimed at getting information related to voter education from voters and politicians. There was non response of 2.8% that comprised of 2 councilors and 5 voters.

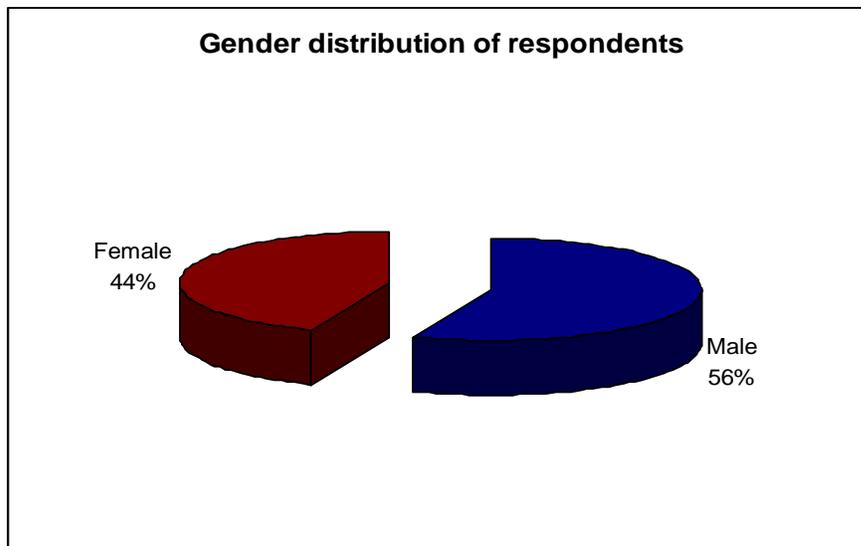
Figure 4.1: showing age group of respondents



The results above indicated that majority of the respondents that participated in the study were in the age bracket of 18 - 29 years 131 (53.3%), 29 -39 Years 59 (24.0%), 40 - 49 Years 34 (13.8%) and 50 years and above 22 (8.9%). Majority of

the respondents were in the youth brackets which is in line with demographic characteristic of the country hence a good representative of the voting population.

Figure 4.2: showing Gender distribution of the respondents



Source: Researcher's compilations from respondents.

In terms of the gender, the study findings revealed that 138 (56%) of the respondents interviewed were males while 108 (44%) were females. This was aimed at balancing views from all gender groups. However the results show that males participate more in voter education activities and voting process than females. This implies that males participate more in the democratization building processes of the Country than females.

Table 4. 2: Showing Education level of respondents

Level	Frequency	Percent
No formal education	20	8.1
Primary	103	41.9
Secondary	95	38.6
Certificate/Diploma	28	11.4
Total	246	100.0

Source: Researcher's compilations from respondents.

As indicated in table 2 the results revealed that majority of the respondents attained primary school as a highest level of education (41.9%), followed by those who had attained secondary school level (38.6%), 11.4% had attained certificate/diploma level as the highest level of education while 8.1% of the respondents had no formal level of education. Since majority of voters are in rural areas, the researcher considered education level in order to establish how it affects voter education to different categories of people in relation to their education level. This implies that majority of the people do not have adequate education that helps in analyzing issues related to electoral process which affects the governances since leaders come from the very communities.

4.1.1. Knowledge of Voter Education and civic education

The purpose of the study was to analyze the factors affecting voter education in Uganda. In order to achieve this objective voters were asked whether they agree with definition of voter education, the difference between voter education and civic education, establishing whether voter education is part of civic education, the successfulness of voter education and the various role played by different stakeholders.

Table 4.3: Showing respondents' awareness of what Voter education is.

Response	Frequency	Percent
Agree	222	95.3
Not Sure	9	3.9
Disagree	2	.9
Total	233	100.0
Non response	13	5.3

The study findings revealed that majority of the respondents (95.3%) agree with the view that voter education is a process of creating awareness of the voting procedures during the electoral period so as to increase public participation and involvement in order to reduce invalid votes, increase voter turnout, reduced number of spoilt votes, and increased number of voters in the register among others. This is in comparison to 3.9% of those who are not sure and 0.9% of those

who disagree. This means that majority of the voters and councilors have idea of what voter education is.

After establishing that majority of the targeted population was aware of the concept of voter education the researcher deemed it necessary to further establish whether voters and councilors were aware that there is a difference between voter education and civic education. This was aimed at specifically identifying respondents views on voter education and civic education.

Table 4.4: Showing respondent’s views on voter education and civic education

Response	Frequency	Percent
Agree	218	89.3
Not Sure	17	7.0
Disagree	9	3.7
Total	244	100.0
Non response	2	.8

The study findings revealed majority of the stakeholders agree (89.3%) that there is a difference between voter education and civic education compared to 3.7% who disagree while 7.0% are not sure. This means that people are aware that there is a difference between voter education and civic education.

The above views are in line with findings that were obtained from key informant interviews which involved interviewing senior officials from electoral commission. They argue that voter education is part of civic education in that it targets electoral related activities while civic education promotes civic consciousness among the population a wide range of issues. From the legal framework point of view it was revealed that electoral commission is only mandated to carry voter education while for civic education it is the mandate of Human rights commission. The difference between voter education and civic education was done in order to find out whether respondents were able to differentiate the roles of electoral commission in relation to other institutions so as to get a well informed view of voter education from respondents.

Table 4. 5: Showing respondent's views on what they consider to be successful Voter Education

Indicators	Agree	Not Sure	Disagree	Total
The number of invalid votes is reduced	158 (64.2%)	42 (17.1%)	46 (18.7%)	246
Voter turnout has increased	146 (59.3%)	48 (19.5%)	52 (21.1%)	246
There is an increase in the number of voters in the registers	130 (57.3%)	20 (8.8%)	77 (33.9%)	227
The number of aspiring candidates has increased	125 (54.3%)	55 (23.9%)	50 (21.7%)	230
There is reduction in the number of spoilt votes	96 (38.9%)	70 (28.7%)	79 (32.4%)	244

In terms of successfulness of voter education, the study revealed that voter education can be perceived to be successful by looking at the number of indicators which the respondents agree with and they include the following; reduction in the number of invalid votes (64.2%), increased voter turnout (59.3%), increase in the number of registered voters as indicated in a clean register (57.3%) and increased number of aspiring candidates (54.3%). This implies that successfulness of voter education is affected by a change in the above mentioned indicators.

Table 4.6: Showing respondent’s response on the effects of unsuccessful voter education in Katakwi district.

Indicators	Agree	Not Sure	Disagree	Total
High number of invalid voters	192 (80.7%)	3 (1.3%)	43 (18.1%)	238
Low voter turnout	158 (68.1%)	57 (24.6%)	17 (7.3%)	232
Low number of registered voters in the registers	138 (59.7%)	37 (16.0%)	56 (24.2%)	231
Low number of aspiring candidates	129 (58.4%)	59 (26.7%)	33 (14.9%)	221
Increased number of spoiled votes	126 (54.1%)	23 (9.9%)	84 (36.1%)	233

It was established in the study that voters and other stakeholders in the electoral exercise agreed with a number of view that unsuccessful voter education has resulted in to high number of invalid voters (80.7%), low voter turn out (68.1%), low number of registered voters in the area (59.7%), low number of aspiring candidates (58.4%) and increased number of spoiled votes (54.1%). The study

findings therefore revealed that inadequate voter education has affected electoral activities in a number of ways as stated above.

4.2. Presentation of Research Findings.

The research was guided by three objectives namely; to establish the relationship between economic factors and voter education in Katakwi; to find out the relationship between political factors and voter in Katakwi and to determine the relationship between social factors and voter education in Katakwi.

4.2.1. Economic Factors and Voter Education .

One of the objectives of the study was to establish the relationship between economic factors and voter education. A number of factors were examined as shown in the table below;

Table 4. 7: showing perceptions of respondents on economic factors and voter education

Indicators	Agree	Not Sure	Disagree	Total
Funds for voter education are adequate.	24 (10.0%)	81 (33.8%)	136 (56.3%)	240
Funds for conducting voter education are always released in time	24 (10.0%)	74 (30.8%)	142 (59.2%)	240
Funds for voter education are well utilized	30 (12.5%)	98 (40.8%)	112 (46.7%)	240
Funds for voter education are not diverted	121 (50.4%)	40 (16.7%)	79 (32.9%)	240

The study revealed that 56.3% of the respondents disagree with the view that there is adequate funding compared to 10% of the respondents who agree while

33.8% of the respondents are not sure. These findings were captured from both voters and councilors.

It was further revealed that even the funds that are availed to voter education are not released in time. This was revealed by 59.2% of the respondents compared to 10% who agree with the view that funds are released in time.

Also it was further revealed by 46.7% of the respondents that funds for voter education are not well utilized while 40.8% of the respondents are not sure whether the funds are well utilized and only 12.5% believe funds are utilized well. This means that most of the stakeholders are not sure whether funds are utilized well for voter education.

On the other hand it was revealed that funds for voter education were used for the rightful purpose. 50.4% of the respondents revealed that funds for voter education are not diverted compared to 16.7% of those who are not sure and 32.9% who disagree.

Findings from the key informants particularly the head Voter data department revealed that there is inadequate funding for voter education and in most cases it comes during the time of elections and this affects the electoral activities that are done on continuous exercise for instance continuous voter registration. Even the available funds are not usually released in time which affects the voter education.

4.2.1.1. Testing relationship between economic factors and voter *education*

After establishing the economic indicators that affect voter education the researchers combined all the factors and tested their significant relationship with voter education. The findings are summarised in the table below;

Table 4. 8: showing correlations between economic factors and voter education

		Economic Factors	Voter education
Economic Factors	Pearson Correlation	1.000	.364**
	Sig. (2-tailed)	.	.000
	N	253	240
Voter education	Pearson Correlation	.364**	1.000
	Sig. (2-tailed)	.000	.
	N	240	240

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

The study revealed that there is a positive correlation between economic factors and voter education as shown by Pearson correlation coefficient = 0.364 at $p < 0.05$ level of significance.

Further still, regression was done to determine the strength and direction of relationship between economic factors and voter education. Results are summarised in the table below;

4.2.1.2. Regression Analysis between economic factors and voter education

Table 4.9: showing model summary between economic factors and voter education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.364 ^a	.133	.129	.61

a. Predictors: (Constant), Economic Factors

Table 4.10: showing ANOVA table between economic factors and voter education

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.479	1	13.479	36.413	.000 ^a
	Residual	88.104	238	.370		
	Total	101.583	239			

a. Predictors: (Constant), Economic Factors

Table 4.11: showing Regression coefficients between economic factors and voter education

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.148	.234		.629	.530
	Economic Factors	.411	.068	.364	6.034	.000

a. Dependent Variable: Voter education

The study findings further revealed that voter education significantly depend on economic factors. From the tables above the coefficient of determination value = 0.364 which implies that regression models fits data well. In terms of Analysis of Variance (ANOVA) between the variables it was established that there is significant variation between independent variables meaning that independent variables predict voter education. Using the regression coefficients the study reveals that voter education significantly influenced by economic factors,

($p < 0.05$). Therefore, the null hypothesis which stated that “there was no relationship between economic factors and voter education” was rejected and alternative hypothesis accepted.

The above findings are supported by the findings from key informants who revealed that adequate funding is important in implementing voter education activities and this is done through sourcing from development partners. According to the head voter education it was revealed that the donors such as European union have appreciated the role of funding for voter education by supporting voter education in northern Uganda to cover the following activities; integration of voter education into Functional adult literacy education, primary and secondary school curriculum and procurement of a film for voter education purposes.

4.2.2. Political Factors and Voter Education

The second objective of the study was to find out the relationship between political factors and voter education in Katakwi. In order to achieve this objective a number of variables were examined as shown below;

Table 4 .12: showing perceptions on how Political Factors affect Voter Education

Indicators	Agree	Not Sure	Disagree	Total
Enactment of electoral reforms by parliament are usually done in time	221 (92.1%)	7 (2.9%)	12 (5.0%)	240

Violent environment disrupts voter education	136 (63.0%)	6 (2.8%)	74 (34.3%)	216
Ethnic rivalries between Teso and Karamajong warriors affects voter education	122 (55.2%)	48 (21.7%)	51 (23.1)	221
Bribery affects voter education.	103 (45.6%)	15 (6.6%)	108 (47.8%)	226
Voter education is usually conducted by non partisan officials	74 (32.5%)	90 (39.5%)	64 (28.1%)	228
There is no intimidation during voter education	67 (28.2%)	37 (15.5%)	134 (56.3%)	238

The study findings revealed that parliament enacts enabling electoral laws in time to ensure adequate time for voter education. This was revealed by majority of the respondents (92.1%) compared to 5.0% who disagree and 2.9% who are not sure. Enabling laws include among others; Presidential elections act, Parliamentary elections Act, Local government election act and Electoral commission act.

However findings from key informants revealed that electoral laws are not enacted in time contrary to the views of general public and councilors. It was further revealed that in most cases enabling laws are enacted late and it becomes difficult to implement some of the voter education programme and as a result it affects electoral programme. During the interviews with the key informants' one of the commission senior staff commented that:

“Electoral commission proposed areas for amendment of electoral laws concerning a number of issues such as elections for district chairpersons under Section 171 of

local government Act, issuance of duplicate cards under section 27 (i) of the Electoral Commission Act among others however given the fact that Electoral Commission conducts elections/referenda within time frame the parliament did not respond in time and this creates problems in implementation of electoral activities of which voter education is one of them”.

It was further revealed by 63% of the respondents that there is usually violence during voter education compared to 34.3% who disagree with the same view. In addition, the study revealed that Ethnic rivalries between Tesots and Karamajong warriors affects voter education as shown by 55.2% of the respondents as compared to 23.1% of those who disagree and 21.7% of those who are not sure. The study further shows that there is also intimidation during voter education period as shown by 56.3% of the respondents. Views from election administrators who were key informants revealed that violence and ethnic violence could be as a result of late enactment of laws such as Presidential Elections Act, Parliamentary Elections Act and Local government Act among others. This is because the electorates are not able to conceptualize voter education messages because it tends to be implemented during the peak time of electoral exercise that is coupled with voter anxiety.

Others political factors related to voter education where voters disagree with views include the following; 47.8% disagree that there are no bribes during voter education compared to 45.6% who agree with the same view. In addition 32.5% of the respondents agree with the view that voter education is usually conducted

by non-partisan officials while 39.5% are not sure with the view and 28.1% disagree.

4.2.2.1. Testing relationship between political factors and voter education

The researcher went further to determine the relationship between political factors and voter education using Pearson correlation analysis. The results are summarised in the table below;

Table 4 .13: Showing Pearson Correlations between political factors and voter education.

Correlations

		Political factors	Voter education
Political factors	Pearson Correlation	1.000	.304**
	Sig. (2-tailed)	.	.000
	N	247	234
Voter education	Pearson Correlation	.304**	1.000
	Sig. (2-tailed)	.000	.
	N	234	240

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

From the table above it shows the results of the tested hypothesis on political factors and voter education. The study revealed that there is a positive correlation between political factors and voter education as shown by Pearson correlation coefficient = 0.304 at $p < 0.05$. Political factors include the following; timely enactment of enabling laws, use of non-partisan officials to conduct voter education, absence of intimidation during the exercise, no bribery during voter education, reduced ethnic rivalries between Itesots and Karamajong warriors and reduction in violence during voter education.

4.2.2.2. Regression Analysis between political factors and voter education

Using regression analysis it was also revealed that voter education was affected by political factors. Regression results are summarized in the table below;

Table 4.14: showing model summary between Political factors and voter education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.304 ^a	.092	.088	.63

a. Predictors: (Constant), Political factors

Table 4.15: showing ANOVA table between political factors and voter education

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.254	1	9.254	23.584	.000 ^a
	Residual	91.036	232	.392		
	Total	100.291	233			

a. Predictors: (Constant), Political factors

b. Dependent Variable: Voter education

Table 4.16: showing Regression coefficients between Political factors and voter education

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.904	.135		6.678	.000
	Political factors	.238	.049	.304	4.856	.000

a. Dependent Variable: Voter education

The study findings further revealed that voter education significantly depend on political factors. From the tables above the coefficient of determination value = 0.304 which implies that regression models fits data well. In terms of Analysis of Variance (ANOVA) between the variables it was established that there is significant variation between independent variables meaning that independent

variables predict voter education. Using the regression coefficients the study reveals that voter education significantly influenced by political factors, ($p < 0.05$). Therefore, the null hypothesis which stated that “there was no relationship between political factors and voter education” was rejected and alternative hypothesis accepted.

4.2.3. Social Factors and Voter Education

The third objective of the study was to find out the relationship between social factors and voter education in Katakwi. In order to achieve this objective a number of variables were examined as shown below;

Table 4.17: showing perceptions on how social factors affect voter education

Indicators	Agree	Not Sure	Disagree	Total
Language used affects voter education	216 (91.1%)	8 (3.4%)	13 (5.5%)	237
Religious leaders do not influence voter education	183 (79.2%)	17 (7.4%)	31 (13.4%)	231
Transport infrastructure affects voter education	164 (69.2%)	15 (6.3%)	58 (24.5%)	237
Lack of confidence in electoral process affects voter education	162 (70.1%)	23 (10.0%)	46 (19.9%)	231
The message under voter education is conducted in simplistic form	156 (65.8%)	31 (13.1%)	50 (21.1%)	237
There is timeliness of information	152 (64.1%)	63 (26.6%)	22 (9.3%)	237
Voter education is not affected by social pattern of “evening sittings” that is during drinking time.	147 (65.6%)	47 (21.0%)	30 (13.4%)	224
The level of literacy doesn’t affect voter education in your area	137 (57.8%)	37 (15.6%)	63 (26.6%)	237
Domestic roles of women affects voter education	96 (42.1%)	32 (14.0%)	100 (43.9%)	228
Islamic beliefs that women should not mix freely with men affect voter education	49 (21.2%)	79 (34.2%)	103 (44.6%)	231

The study finding from the above revealed that a number of social factors affect voter education in a number of ways. Respondents agree with the following views; language affects voter education (91.1%), religious leaders do not influence voter education (79.2%), Lack of confidence in electoral process affects voter education (70.1%), Transport affects voter education (69.2%), the message under voter education is conducted in simplistic form (65.8%), There is timeliness of information (64.1%), Voter education is not affected by social pattern of evening sittings (65.6%) and The level of literacy doesn’t affect voter education in their area (57.8%).

On the other hand, it was also revealed that respondents disagreed with the view that domestic roles of women affect voter education (43.9%) compared to 42.1% who agreed and respondents disagreed with the views that Islamic belief that women should not mix freely with men affect voter education (44.6%) compared to 21.2% who agreed. However findings from the key informants revealed that language barrier and Domestic roles of women greatly affect voter education.

4.2.3.1. Testing relationship between social factors and voter education

The researcher went further to determine the relationship between social factors and voter education using Pearson correlation analysis. The results are summarised in the table below;

Table 4 .18: Correlations between social factors and voter education

		Correlations	
		Social Factors	Voter education
Social Factors	Pearson Correlation	1.000	.025
	Sig. (2-tailed)	.	.707
	N	244	231
Voter education	Pearson Correlation	.025	1.000
	Sig. (2-tailed)	.707	.
	N	231	240

The study revealed that there is no significant positive correlation between voter education and social factors as shown by Pearson correlation coefficient of 0.025 at $p > 0.05$. Social factors include the following; language, influence of religious leaders, lack of confidence in the electoral process, simplicity of voter education messages, timeliness of information, social patterns of evening sittings, the level of literacy, domestic roles of women and Islamic beliefs that women should mix

freely with men. All these factors combined were considered not to be having significant influence over voter education in Katakwi district.

4.2.3.2. Regression Analysis between social factors and voter education

Table 4.19: showing model summary between social factors and voter education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.025 ^a	.001	-.004	.66

a. Predictors: (Constant), Social Factors

Table 4.20: showing ANOVA table between Social factors and voter education

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.170E-02	1	6.170E-02	.142	.707 ^a
	Residual	99.557	229	.435		
	Total	99.619	230			

a. Predictors: (Constant), Social Factors

b. Dependent Variable: Voter education

Table 4.21: showing Regression coefficients between Social factors and voter education

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.445	.214		6.749	.000
	Social Factors	3.381E-02	.090	.025	.377	.707

a. Dependent Variable: Voter education

The study findings further revealed that voter education is not significantly influenced by social factors. From the table above the coefficient of determination value = 0.025 which implies that regression model does not fit data well. In terms of Analysis of Variance (ANOVA) between the variables it was established that there is no significant variation between independent variables meaning that independent variables interact with each other implying that they can not be good predictors of voter education. Using the regression coefficients the study reveals that voter education is not significantly influenced by social factors, ($p > 0.05$). This implies that social factors and voter education are negatively correlated therefore; the null hypothesis which stated that social factors do not significantly influence voter education was retained.

4.3. Multiple Regression Analysis between Independent variables and voter education.

A multiple regression analysis was used to determine the influence of the three independent variables namely economic factors, social factors and political factors on voter education. This was done by using multiple regression analysis method and the findings are summarized as shown below;

Table 4.22: showing model summary between Political factors, economic factors, social factors and voter education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427 ^a	.183	.172	.60

a. Predictors: (Constant), Social Factors , Economic Factors , Political factors

Table 4.23: showing Regression coefficients between Political factors, economic factors, social factors and voter education

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.185	3	6.062	16.898	.000 ^a
	Residual	81.434	227	.359		
	Total	99.619	230			

a. Predictors: (Constant), Social Factors , Economic Factors , Political factors

b. Dependent Variable: Voter education

Table 4 .24: showing Multiple Regression coefficients between Political factors, economic factors, social factors and voter education

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.335E-02	.327		.133	.895
	Economic Factors	.326	.072	.288	4.529	.000
	Political factors	.212	.055	.272	3.853	.000
	Social Factors	-7.64E-02	.095	-.056	-.805	.422

a. Dependent Variable: Voter education

Combining all independent factors such as economic, political and social factors in establishing how they influence voter education, the study revealed that both economic factors and political factors significantly influence voter education in Katakwi district. Economic factors influence voter education at 28.8% while political factors influence at 27.2%. However the study further revealed that social factors when combined with other factors do not significantly influence voter education in the district. This was shown by the Beta value of -5.6% which implies that it negatively affects voter education?

In conclusion, economic factors were found to affect voter education most in Katakwi district, followed by political factors. Lastly, social factors were found to have no significant positive effect on voter education.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter summarizes the important findings of the study. The major concern was on the major factors upon which data was presented in the previous chapter. It was on the major-sub sections in chapter four that the summary and vital conclusions have been drawn together with the recommendations.

5.1. Summary of findings

5.1.1. Hypothesis 1

In this hypothesis, the researcher set out to establish the relationship between economic factors and voter education. A null hypothesis stating that, *there is no relationship between economic factors and voter education in Katakwi district was tested.*

The degree and nature of relationship between economic factors and voter education was measured using correlation analysis and regression analysis. Pearson correlation showed a significant relationship between economic factors and voter education of 0.364 at 0.01 level of significance. From regression analysis, 12.9% economic factors explain their influence on the voter education. However, from the Multiple Regression analyses, the study revealed that economic factors significantly influence voter education in Katakwi district. Economic factors influence voter education at 28.8%. These results are significant at $p < 0.05$ and hence the null hypothesis was rejected which implied that there

was a strong relationship between economic factors and voter education in Katakwi district.

5.1.2. Hypothesis 2

The researcher set to find out the relationship between political factors and voter education in Katakwi district. Pearson correlation showed a significant relationship between political factors and voter education of 0.304 at 0.000 level of significance. From regression analysis, 8.8% of political factors explain its influence on the voter education. From the Multiple Regression analyses, the study revealed that political factors significantly influence voter education in Katakwi district. Political factors influence voter education at 27.2%. These results are significant at $p < 0.05$ and hence the null hypothesis was rejected which implied that there was a strong relationship between political factors and voter education in Katakwi district.

5.1.3. Hypothesis 3

To establish relationship between social factors and voter education the researcher also used both correlation analysis and regression analysis. A correlation analysis using Pearson coefficient of 0.025 at 0.000, a significant level of 0.707 which is above 0.05 was got this showed that results were not significant. From regression analysis, -0.04% of social factors explain its influence on the voter education. However the study further revealed that social factors when combined with other factors do not significantly influence voter education in the district. This was shown by the Beta value of -5.6% which implied that it

negatively affects voter education. These results were not statistically significant (that is $p > 0.05$) and hence the null hypothesis was accepted which implied that there was no relationship between social factors and voter education in Katakwi district.

5.2 Discussion of findings

From the above study findings, it shows that independent variables influence voter education and this is further discussed in relation to previous studies that have been done elsewhere.

5.2.1. Economic Factors and Voter education

From the findings this means that economic factors have a significant influence on voter education. The researcher discovered that the findings are in line with the one in the literature review. For instance, in Tanzania where civic/voter education campaign was reported to be successful, economic factors were paramount, the program was fully funded by UNDP using the Election Donation Basket, (NORDEM Report, 2005). Also a report from International Foundation for Election System (IFES) and International Republic Institute (IRI) observer mission of Djibouti 2005 concluded that flaws in the election process were due primarily to lack of financial resources rather than manipulation.

In Uganda, shortcomings in the presidential and parliamentary elections of 1999, 2001 and 2006 general elections, Local council elections (1997/1998, 2001/2002 and 2006), a referendum in June 2000 and July 2005 and various by-elections

were blamed on inadequate funding, for instance; during the 2001 /2002 local council elections, the deployment of civil educators which was intended to be for six (6) months, hard to stop just half way through the exercise due to inadequate funding, (E.C.U. 2001). In Tanzania where a multiparty system was introduced in 1992, many people were not yet aware of their rights and duties as Tanzania citizens and the possibility of participating in the political decision making at different levels. Civic/voter education program was fully funded by United Nation Development Program (UNDP) using the election donor basket.

5.2.2. Political Factors and Voter Education

From the findings it means that political factors have a significant influence towards voter education. This is supported by the findings from other schools who have established related information. The findings in the literature review also revealed a strong relationship between political factors and voter education, for instance Bratton, (1999) and Kawamara, (1998), contended that during the 1996 presidential and parliamentary election and 1997 / 1998 local council elections in Uganda, insecurity made it quite difficult for voter educators and election managers to arrange for voter education and elections in some parts of the country. Voters in such areas found it difficult to cast their votes-freely. In many cases voters fled their original places of registration, which were politically insecure.

Also Helena, (2001), contended that delay in enacting electoral laws makes administration planning and implementation function difficult and forces electoral commission to set inflexible time frame within which voting operation must be completed, these deadlines cause quality to be sacrificed.

5.2.3. Social Factors and Voter Education

From the finding it clearly shows that social factors do not significantly influence voter education in Katakwi district.

However, the researcher discovered that the findings were contrary to the one realized in the literature review where various authors revealed that there is strong relationship between social factors and voter education. For instance, According to Tumwebaze (2004), voter education in Uganda, situational analysis and needs assessment, social pattern of evening sitting (gathering) affected negatively voter education.

These findings were supported by the discovery in the literature review, UHRC, (2006); reports indicated that the level of literacy in Uganda was at 35% (percent), this made Voter education programs very difficult to develop given the fact that so many people can not read or write.

5.3 Conclusions

From the findings, the researcher concluded that there is a positive relationship between economic factors and voter education in Katakwi district basing on statistically significant correlations and regression analyses. These results

showed that economic factors explained 28.8% in influencing the voter education in Katakwi district. Also from the research findings it was concluded that political factors significantly influence voter education in Katakwi district. The results showed that political factors explain 27.2% of the variation in influencing voter education. However on the other hand it was also concluded that social factors can not statistically influence voter education in Katakwi district. The results showed that only -5.6% of the variations of social factors influence voter education which is not statistically significant.

5.4. Recommendations

Basing on the study findings, several policy implications and recommendations do emerge. It's upon this background that the study recommends the following:

(a) Increment of public awareness among all stakeholders about the importance of electoral activities. Elections have been traditionally taken as one day activity however raising public awareness can ensure effectiveness of voter education. This will also involve creation of voter education groups at a village level that would be trained to carry out voter education strategies in their respective areas hence promoting voter education in the area.

(b) There is a need to create alternative ways to enhancing voter education by influencing the policy makers in the education sectors so as it becomes part of education curriculum. If voter education is forms part of education curriculum it becomes the cheapest way of accessing the electorate.

(c) Promotion of social and personal networks among the electorate. Networks can be developed among the workplace, family, associations and media as these is influential through conversation and sharing of ideas. The networks will influence voter education among the electorate in influencing the electoral activities through voter participation.

(d) Review of electoral laws and enactment of enabling laws in relation to voter education. This will empower other development agencies to participate in voter education activities.

(e) Adequate funding in time by Uganda Government to cater for voter education activities such as transport, communication and facilitation of voter educators. This will enhance and motivate people to reach out the electorate.

5.5. Areas for further Research

Basing on the study that was undertaken a number of gaps were identified that required further research in line with voter education and these include;

1. The role of community participation in enhancement of voter education in district.
2. The effectiveness of Electoral Commission on voter education in Uganda.
3. Similar studies using a small target population.

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APPENDICES A: QUESTIONNAIRES FOR NON-KEY INFORMANTS (SUB-COUNTY COUNCILORS AND VOTERS)

Introductory Information.

I am Omona Joseph a student of master's degree in public administration and management of Uganda Management Institute. I am collecting information for academic research on the topic **Factors Affecting Voter Education in Uganda: A case of Usuk County Katakwi District.**

The study finding will be used to develop recommendations for improving Election Management in Uganda.

I am kindly requesting you to answer the questions below as candidly as possible. Your honest answer and other comments are important for the success of this study.

All answers shall be treated as highly confidential as possible

SECTION A: Background data.

1) your age (tick where applicable)

1. 18-28 year.

2. 29- 39 years

3. 40- 49 years

4. 50- above year

2) Designation

3) Gender. (Tick where applicable)

1. Male 2. Female

4) Education level

1. No formal education 2. Primary

3. Secondary 4. Certificate/diploma

5. Degree 6. Others specify

Voter education and civic education.

1) Voter education is the process of creating awareness of the voting procedures during the electoral period so as to increase public participation and involvement in order to reduce invalid votes, increase voter turnout, reduced the number of spoiled votes, and increased number of voters in the register among others. (Tick correct answer)

- i. Strongly agree
- ii. Agree
- iii. Not sure
- iv. Disagree
- v. Strongly disagree

2) There is a different between voter education and civic education. (Tick correct answer)

- i. Strongly agree
- ii. Agree
- iii. Not sure
- iv. Disagree
- v. Strongly disagree

3) Voter education is part of civic education. (Tick correct answer).

- i. Strongly agree
- ii. Agree
- iii. Not sure
- iv. Disagree
- v. Strongly disagree

Use the scale below to answer the question 4 and 5 by ticking the options you agree with on the tables below.

4) Voter education is successful if:-

	Statements	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
I	The number of invalid votes is reduced					
Ii	Voter turnout is increased					
Iii	The number of aspiring candidates is increased					
Iv	There is reduction in the number of spoiled votes					
V	There is an increase in the number of voters in the registers					

5) The following people have a role to play in voter education in Uganda;

	Statements	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
I	Electoral Commission					
Ii	The public					
Iii	Aspiring candidates					
Iv	Political parties					
V	Voters					
Vi	Politicians					
Vii	Others (specify)					

SECTION B: Economic, Political, and Social factors and Voter education.

6) In this section, use the scale below to rate the statements related to economic, political and social factors and voter education.

A: Economic factors and voter education

	Statements	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
I	There is adequate funding for voter education					
ii	Funds for conducting voter education are always releases in time					
iii	Funds for voter education are well utilized					
Iv	Funds for voter education are not diverted					

B: Political factors and voter education.

	Statements	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
I	Enabling laws are usually enacted in time					
ii	Voter education is usually conducted by non partisan officials					
iii	There are no intimidations during voter education					
Iv	There are no bribes during voter education					
V	Civil wars and ethnic rivalries are experienced during voter education					
vi	There is violence during voter education					

C: Social factors and voter education.

	Question	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
I	Language affects voter education					
Ii	There is timeliness of information					
Iii	The message under voter education is conducted in simplistic form					
Iv	Transport affects voter education					
V	The level of literacy does not affect voter education in your area					
Vi	Domestic role of women affects voter education					
Vii	Voter education is not affected by social pattern of evening sittings					
Viii	Lack of confidence in electoral processes affect voter education					
Ix	Islamic beliefs that women should not mix freely with men affect voter education					
X	Religious leaders do not influent voter education.					

7) What do you think are the factors that affect voter education in your area?

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8) Do you agree that the following indicators have been affected by unsuccessful voter education?

	Indicators	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
I	High number of invalid votes					
ii	Low voter turnout					
iii	Low number of aspiring candidates					
Iv	Increased number of spoiled votes					
V	Low number of registered voters in the registers					
	Others (specify)					

9) Suggest what should be done to improve voter education in your area?

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Thank you

APENDEX B: INTERVIEW GUIDE FOR KEY INFORMANTS, E.C STAFF.

Introduction information

I am Omona Joseph, a student of master’s degree in public administration and management of Uganda Management Institute. I am collecting information for academic research on the topic **Factors Affecting Voter Education in Uganda: A case of Usuk County Katakwi District.**

The study finding will be used to develop recommendations for improving Voter Education in Uganda.

SECTION A Background data

1) Department

2) Designation

3) Gender. (Tick where applicable)

1. Male 2. Female

4) For how long have you been in this office? (Tick where applicable)

1- 2 year

3 - 5 years

Above 5 years

SESTION B

1) How important is voter education to Electoral Commission work?

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2) What are the functions of your office in carrying out voter education?

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How do you carry out the functions identified above?

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3) Do you think voter education is effectively handled in Uganda's election system? Yes No

5) What are some of the factors that affect voter education in Uganda?
(Probe with reference to economy, political and social factors)

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6) What are some of the indicators of successful and unsuccessful voter education in Uganda?

Successful voter education

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Unsuccessful voter education

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7) Suggest some possible improvements to E.C so as to promote effective voter education in Uganda.

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THANKS FOR YOUR COOPERATION.

Appendix C: Reliability Analysis

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 131.0

N of Items = 39

Alpha = .0.8226