

**Assessment of Voter Education on Electoral Processes in the New
Juaben Municipality**

by
KNUST

**Lydia Agyiri
(PG. 4083110)**

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DECLARATION

I hereby declare that this submission is my own work towards the Commonwealth Executive Masters in Business Administration (CEMBA) and that to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

Lydia Agyiri (PG4083110)

(Student)

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Signature

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Date

Certified by:

Mr. Nicholas Apreh Siaw

(Supervisor)

.....

Signature

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Date

Certified by:

Prof. I. K. Dontwi

(Dean. IDL)

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Signature

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Date

ABSTRACT

The study assessed voter education on electoral processes in New Juaben municipality by determining factors contributing to delays in voter education, analyzed voters perception on effectiveness of voter education and the strategies of promoting voter education. These were carried out against the background that voter education normally delays and do not achieve it intended purpose. The descriptive research design was used by adopting the quantitative method of data collection and analysis. Data was collected from 370 voters using questionnaire. The communities were divided into 52 clusters and then simple random sampling technique was employed to select five communities out of the 52 clusters in the new Juaben Municipality. Another simple random sampling method was used to select two enumeration areas from two communities. Samples were drawn proportionally from the two enumeration areas to form the sample size for the study. Data collected were presented by means of tables and analyzed using percentages. The main factors contributing to delays in voter education are improper planning and late release of funds. A recommendation made was for the management of Electoral Commission to plan properly for the electoral processes and to ensure that each plan process is supported by a budgetary provision.

DEDICATION

This work is dedicated to my Husband Mr. Julian Sackey and my Parents Mr. and Mrs. Agyiri and for their encouragement and support during the period of my study

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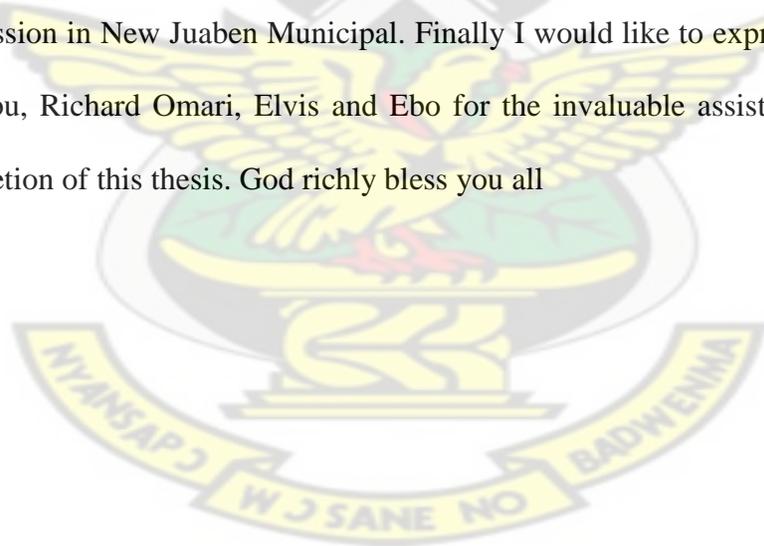


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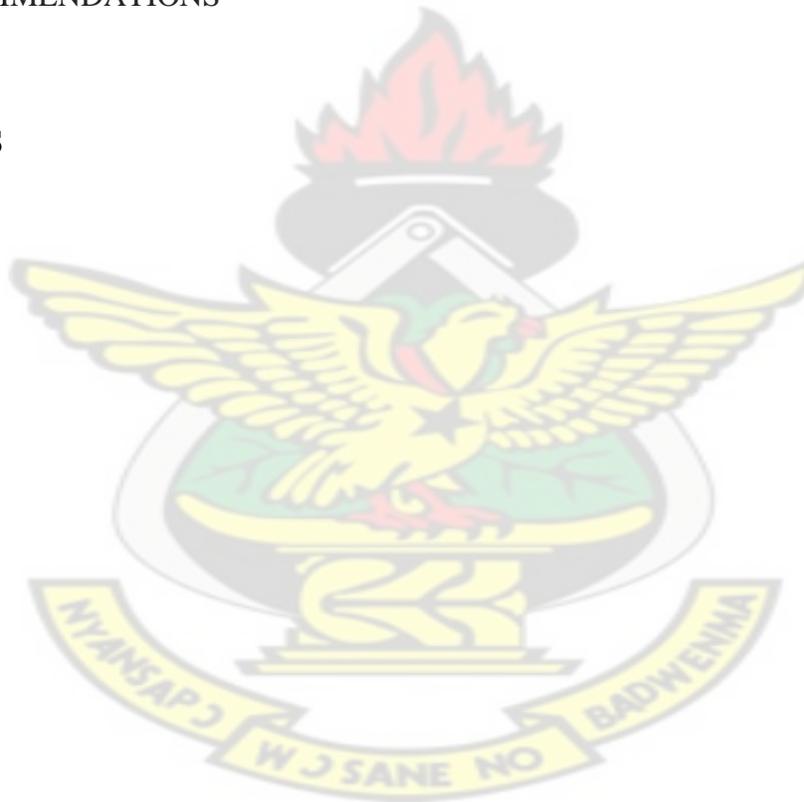
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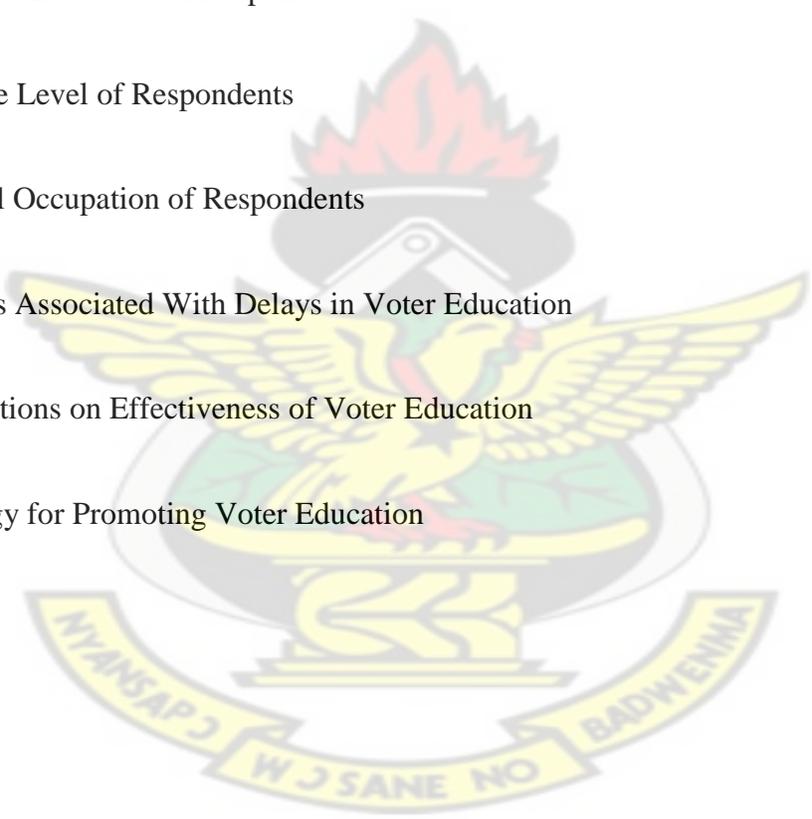
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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Governance can be understood in terms of three major components. First, is the form of political authority that exists in a country (parliamentary or presidential, civilian or military and autocratic or democratic). Second, the means through which authority is exercised and finally the ability of governments to discharge government functions effectively, efficiently and equitably through the design, formulation and implementation of sound policies and programmes which are highly anticipated by IMF and donor.

The UNDP (1996) workshop on governance for sustainable development identified 19 characteristics of good governance. They included participatory-providing all men and women with a voice in decision making, sustainable, consensus oriented, accountable, transparent, effective and efficient, equity and equality, regulatory rather than controlling and operate by rule of law e.g. protection of human rights, impartial enforcement of laws, independent judiciary, impartial and incorruptible police force. Good governance also assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision making. It is also responsive to the present and future needs of society.

The underlying factor behind all measures of the governance explained above is the concept of democracy by popular participation. It has to be emphasized that implicit in the whole concept

of democracy is the idea of elections, that gives people power to vote and elect their own leaders to govern and account to them. Again, Article 21 of the Universal Declaration of Human Rights states in parts that “the will of the people shall be the basis of the authority of Government, this will be expressed in the periodic and genuine elections which shall be the Universal and equal suffrage and shall be held by secret vote”.

The 1992 Constitution of Ghana makes provision only for a minimum of 140 elected members of parliament and leaves the determination of actual number to the Electoral Commission established under Article 43 of the Constitution. The Electoral Commission in accordance with Articles 45 and 47 of the Constitution initially divided the country into 200 single-member constituencies. The membership of parliament was however increased to 230 during the Fourth Parliament of the Fourth Republic. The increase was to take care of increases in population and the need to ensure fair and relatively balanced representation of the people. The term of office of the members of parliament under the Fourth Republic is four years. But one could be in parliament as long as his or her constituents decide to renew the mandate.

Under the 1992 Constitution, Ghana is a unitary state with a uni-cameral legislature. The 1969 and 1979 Constitutions also made provision for a uni-cameral legislature but with some variations. While the 1969 Constitution provided for a Westminster or parliamentary system of government, with Prime Minister and his ministers being part of the legislature, the 1979 Constitution established a Presidential style of government with executive president. The 1992 Constitution however is a hybrid between the parliamentary and the presidential systems of government with an executive president.

An election is the process by which citizens elect the people they want to run their government at all levels (Gutman, 2000). In a democratic government, officials are chosen by the people and serve for a specific time called a term of office. Depending on the constitution, an official may run for reelection once the term is over (Christopher 1996). Election has been the usual mechanism by which modern representative democracy has operated since the 17th century (Encyclopedia Britannica 2009).

According to Akintyo (2010) the role of voter education in any electoral process cannot be underestimated. It is very important that voter education is given in order for election to be successful. Voters are ready, willing and able to participate in electoral politics when enough education had been given. Voter education involves election literacy, educational campaign and confidences that the electoral process is appropriate and effective in selecting their representative through the electoral process. Voter education aims at creating a climate of knowledgeable participation by all potential voters in an election. It also seeks to enable potential voters to cast their vote with confidence and achieve stipulated objective. These objectives may also be achieved through other programmes, and the campaign you want to establish or address such issues as: voter security, basic voting procedures, accessible voting stations and lively but non violent political campaign by candidate (Akintyo 2010).

Voter education is to make information available and accessible to all constituents. Voter education campaigns should seek to achieve universal coverage of the electorate.

To do this effectively requires reaching out to disadvantage groups as well as main stream voters (UNDP 2003). Effective voter Education Campaign starts early and continuous through the electoral process.

Very early in the process, eligible voters should be informed about voter registration process so they have ample time to register.

They should be told how and where to check their respective voter lists to ensure that their entries are correct. Voters should be informed on: the type of election to be held, the polling data and location, when the polling station will be opened and How to cast their ballots.

Voter education should be provided even on Election Day, there should be posters and other materials inside the polling stations and even inside the voting booths, explaining the voting process and how to mark the ballots (U.N.D.P 2003). Voter education is most effective when linked with a programme of civic education that puts the election into context for voters and provides an explanation of the election purpose. The government authorities of a country are primarily responsible for civic education.

Given that elections are highly political, it is crucial that government-sponsored civic education is neutral and accurate and that it is not to be seen as favouring any party or candidate. The media can play a key role in disseminating information on voter education (Ameyibor 2011)

1.2 STATEMENT OF THE PROBLEM

Presidential and parliamentary elections in Ghana have been scheduled to take place in December 2012 and there is no effort aimed at promoting voter education in the country at the moment. This is not surprising because it is becoming a norm in every election year that voter

education delays. Most often in addition to delayed voter education, it is not focused, effective and poorly timed.

The problem of delay, poorly timed, unfocussed and ineffective voter education needs to be examined in order to gain from the benefits of voter education in Ghana.

Since voter education is essential to ensuring that voters can effectively exercise their voting right and express their political will through the electoral process. If voters are not prepared or motivated to participate in the electoral process, questions may begin to arise about the: legitimacy, representativeness and responsiveness of elected leaders and the electoral commission.

Without voter education, Ghanaians in general and the people in New Juaben in particular will not be sensitized about the elections as well as reposing their confidence in the electoral system.

It is based on these concerns that the researcher wants to examine all the bottlenecks and problems associated with voter education in the New Juaben Municipality for a remedial action to be put in place.

1.3 OBJECTIVES OF THE STUDY

The general objective is to determine the factors contributing to continuous delay in voter education during Public elections such as presidential and parliamentary election and District Level Election in Ghana. The specific objectives are to:

1. Determine the factors contributing to delays in voter education during Public elections such as presidential and parliamentary elections and District Level Elections (DLE) in Ghana.
2. Analyze people's perception on the level of effectiveness of voter education during presidential and parliamentary election and District Level Elections in Ghana
3. Determine the strategies of promoting voter education in presidential and parliamentary election and District Level Elections in Ghana.

1.4 RESEARCH QUESTIONS

1. What factors are associated with delayed voter education during Public elections in Ghana?
2. What perceptions do voters hold on the level of effectiveness of voter education in Ghana?
3. What strategies are being adopted to promote voter education in Ghana?

1.5 SIGNIFICANCE OF THE STUDY

The research is purposed to educate and boost electorates' confidence in Ghanaian society as to how they conduct themselves before, during and after election year. The research will serve as a basis to increase voter participation because of adequate information this dissertation will offer. It will also serve as a measure to reduce spoilt ballot papers at polling centres because of adequate information it may provide to readers. The research will serve as the basis for Non-Governmental Organization and other bodies interested in Ghanaian Election contribute their quota to holding a successful Election. This research is to make available measures contributing

free and fair election in Ghana to every individual thereby promoting electoral transparency. Lastly, it will educate readers to reduce a post election conflict which at times grips Ghanaian election.

1.6 SCOPE OF THE STUDY

The study will take place in the New Juaben Municipality in the Eastern Region. The study is limited to how voter education is conducted when Ghanaian election is getting closer; the preparation voters and Electoral Commission go through before and after the poll.

The study is limited to electoral officers, stakeholders and voters in New Juaben Municipality their key roles in achieving the success of election within its catchment area.

1.7 LIMITATION OF THE STUDY

One of the problems encountered in the study is the difficulty in getting officers of Electoral Commission to be part of the study. This was due to the fact that, the research work coincided with the nationwide Biometric exercise which was being undertaken by the Electoral Commission, as a result, the officers were always on the field and this made difficult to get information from them for the study.

Another problem encountered was the lack of books and journals on voter education in Ghana. Electoral Commission is yet to have voter education manual which will direct all electoral processes involved in Ghana.

Based on the problems above, the researcher had a difficulty in reviewing literature on voter education in Ghana.

1.8 ORGANIZATION OF THE STUDY

The study is organised into five main structures (chapters). The first chapter is the introduction which covers the background of the study, statement of the problem, objective of the study, research question, and significance of the study among others. Chapter two contains the review of relevant literatures for the study which expresses what other authors have said on voter education and researcher's own opinion on the subject matter. The third chapter covers the methodology of the study, which focuses on sources of data, sample and sampling procedure, and method of data analysis whilst chapter four is on presentation and analysis of the data collected. Chapter five, which is the last chapter, presents summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter discusses useful concepts as used in the field of education, democracy, election, voter education, importance and elements of voter education.

2.1 DEFINITION AND CONCEPTS OF EDUCATION

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

Education can also be defined as the act or process of educating; the result of educating, as determined by the knowledge, skill, or discipline of character, acquired; also, the act or process of training by a prescribed or customary course of study or discipline; as, an education for the bar or the pulpit; he has finished his education.

"The aim of education should be to teach us rather how to think, than what to think rather to improve our minds, so as to enable us to think for ourselves than to load the memory with the thoughts of other men" (Bill Beattie, 2009).

2.1.1 LEARNING MODALITIES

Learning modalities are the sensory channels or pathways through which individuals give, receive, and store information. Perception, memory, and sensation comprise the concept of modality. The modalities or senses include visual, auditory, tactile/kinesthetic, smell, and taste. It is currently fashionable to divide education into different learning "modes". These three learning modalities are probably the most common (Coffman, 1990).

Visual: learning based on observation and seeing what is being learned.

Auditory: learning based on hearing or listening to instructions/information.

Kinesthetic: learning based on hands-on work and engaging in activities.

Although it is claimed that, depending on the preferred learning modality, different teaching techniques have different levels of effectiveness, recent research has argued "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice." A consequence of this research is that effective teaching should present a variety of

teaching methods which cover all three learning modalities so that different people have equal opportunities to learn in a way that is effective for them.

2.1.2 PUBLIC EDUCATION PRINCIPLES

As a result of increasing national public education, especially around election and voting processes, constitutional, developmental, political, economic, human rights and need for peace issues, there are now sufficient examples to make tentative proposals about best practice. National voter education programmes are just one example.

Public education programmes are interesting byproducts, in their present form, of increasing democratization and globalization of information. Governments and private institutions have to rely on educational programmes rather than coercion or disinformation to persuade citizens to change their behaviour. Rapid change makes the possibility of doing this slowly through the formal schooling system, where it exists, less likely; and that same change in knowledge and information also reduces the possibility of forms of general socialization being fully adequate. Despite the obvious need in some contexts, however, limited financial resources, political will, and practical experience may limit the extent and quality of public information programmes, if they exist at all (Benson, Iain, 1997).

The set of best practices present below is narrow in scope. It remains tentative and open to evaluation and testing. Nevertheless, there seem to be certain standardized components and methodologies that are more effective than others. These are:

- i. Networking and building organizations to ensure an appropriate environment for establishing and delivering the programme
- ii. Ensuring ownership and feedback mechanisms
- iii. Identifying, understanding and using organizations and institutions to communicate to their constituencies, ensuring that
- iv. Access to special target groups is through already trusted intermediaries
- v. Communication is done by those who understand and already use the appropriate language and media, including oral approaches where needed
- vi. The public education message is distributed rapidly to a wide range of target groups within a short period of time
- vii. Shaping the learning objectives and messages in conjunction with individuals and organizations that are representative of the target groups on the basis of real needs and not just programmatic imperatives
- viii. Creating an appropriate context so the legal, political, cultural, and organisational environment promotes rather than hinders the behaviours proposed by the learning objectives
- ix. Providing the necessary educational and organisational support by preparing any necessary educational materials for one to one and small group education
- x. Providing training of trainers, orientation to materials, and user support events
- xi. Providing national, regional, district and constituency reference groups and campaign backup
- xii. Developing national media support, especially through television and radio advertising and supplementary materials suitable to the available broadcast and press media

- xiii. Building institutional partnerships to ensure financial, administrative and implementation viability, and public accountability

2.2 DEFINITIONS AND CONCEPTS OF ELECTIONS

This study looks at election at two levels, first as a process and seconds in terms its functions in realising a democracy. As a process, election is a viable means of ensuring the orderly process of leadership succession and change and an instrument of political authority and legitimation, which stands as a symbol of popular sovereignty and the expression of the ‘social pact’ between the state and the people, defining the basis of political authority, legitimacy and citizens’ obligations. It is the kernel of political accountability and a means of ensuring reciprocity and exchange between governors and the governed’ (Adejumobi, 2000). In the same perspective, Chaligha (1997) understands elections as formalized mechanisms through which individual citizens and political parties take an active role in politics, and make major decisions regarding the fate of their society for development. It is on this note that elections are considered essential for enhancing democracy and development. Heywood (2002) sees election as a device for filling an office through choices made by a designated body of people; the electorate. Indeed, some scholars have gone further to portray elections as a

In terms of functions, elections serve the following proposes, educating voters, building legitimacy of the leaders and the government in power, a function that is performed to some extent even by elections that are non-competitive or undemocratic , and strengthening elites (IDEA, 2007). Elections also serve as the basis to hold elected leaders accountable and responsible for their performance in office. Elections also serve as a controlling mechanism of

leaders as they know if they don't deliver effectively and equitably they are going to be dropped out of office come next elections.

Generally, election as a form of political participation is an important tool in the realization of democracy. Election is regarded as a mechanism through which citizens get an opportunity to decide and influence their destiny through a political process. It forms one of the significant ways through which people can participate in decisions that affect their lives and hold their elected representatives responsible for results (UNDP, 2004).

Election is a process not simply an event. The quality of an election therefore, should not only be judged on the basis of the election or polling day alone but all along the present interdependent variables that are effectively put in practice before, during and after the polling day.

In order for an election to be regarded as free and fair it needs to fall into the following factors as summarized by Rackner and Svasand (2005): defining the electorate and ensuring a level playing ground as follows:

1. all adults are qualified voters
2. each voter has only one vote
3. each voter has an equal opportunity to participate in the elections
4. when casting their votes the electorate should be free to choose among the alternatives (parties, candidates) without fear for picking a particular choice, or without being compensated for choosing a particular alternative and should do it secretly.
5. each vote is counted only once and only for the alternative chosen by the voter
6. only ballots cast by the voters are included in counting

7. the criteria for registering parties and nominating candidates should be politically neutral
8. each contestant (party or candidate) should have an equal opportunity to pre-sent to the voters their arguments, both arguing for their own case as well as to formulate a critique against the incumbent government
9. none of the contestants should have access to resources that are supposed to be neutral between the contestants

Additionally, a “Free and Fair” election should mean universal and equal access to the electoral process and to ballots, an independent electoral commission (EMB), which enjoys the trust of all parties involved, well trained electoral works who abide to professionalism, a voter’s list that is credible, and impartial coercive bodies like the army and the police. This requires an absence of fraud and intimidation and that the votes are translated fairly into legislative seats in a transparent manner and in accordance with the law (Freedman, 2004). In general, the extent at which an election is regarded free and fair is an explanatory factor for the level voter turnout.

2.3 CONCEPT OF VOTER EDUCATION

Education in support of the electoral process has become known as "voter education" where the primary target is the voter (Wikipedia, 2010). There are a number of other areas of education required if an election is to be successful, but these may variously be conducted by political parties and election administration officials. Voter education, on the other hand, is considered to be a separate and discreet function. It is usually identified as a function of the electoral authorities and is occasionally subcontracted by them to private companies and civil society organisations. It is also fostered by public interest organizations independent of any mandate by the election authority.

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

According to Cafer -Orman, B.A. (2010), the term voter education is generally used to describe the dissemination of information, materials and programmes designed to inform voters about the specifics and mechanics of the voting process for a particular election. Voter education involves providing information on who is eligible to vote; where and how to register; how electors can check the voter lists to ensure they have been duly included; what type of elections are being held; where, when and how to vote; who the candidates are; and how to file complaints.

Civic education has a broader concept and is aimed at conveying knowledge of a country's political system and context. Civic education might include information on the system of government; the nature and powers of the offices to be filled in an election; the principal economic, social and political issues facing the nation; the value of democracy; the equal rights of women and men; and the importance of peace and national reconciliation (Bjork, C., 2005)

According to André et al (2000), voter education is most effective when linked with a programme of civic education that puts the election into context for voters and provides an

explanation of the election's purpose, the surrounding issues, and their significance. Ideally, civic education will be built into a country's educational system so that when children reach voting age they will already understand the basis of the national and local political and electoral systems. However, since this is not always the case, and since these systems may change over time, it is vital to have a continuing programme of civic education linked to electoral processes. Moreover, if women are disadvantaged in a country's educational system, they may not have received the civic education necessary to enable them to participate in elections in a well-informed manner.

From 1962 to 1968, the Voter Education Project (VEP) raised and distributed foundation funds to civil rights organizations for voter education and registration work in the American South.

The project was federally endorsed by the "Kennedy" administration in hopes that the organizations of the civil rights movement would shift their focus away from demonstrations and more towards the support of voter registration.

2. 3.1 STRATEGIES FOR EFFECTIVE VOTER EDUCATION

For voter education to achieve its goal, the all the parties involved must ensure the following are done (André et al, 2000).

Government actors should:

1. Develop and disseminate comprehensive programmes of voter and civic education, starting well before each election and continuing throughout the election process, and ensure that the material used is accurate and politically neutral;
2. Provide sufficient resources to ensure such programmes reach all citizens, especially women;

3. Initiate special voter and civic education programmes for target groups, including women, minorities, displaced persons, youth and others who may be less likely to vote, as well as programmes on women's participation aimed at men;
4. Ensure that election officials and voters understand that family voting is wrong and could be considered a form of fraud;
5. Review all materials to ensure they are gender-sensitive;
6. Develop gender-sensitization programmes for personnel responsible for civic and voter education.

International actors should:

1. Support gender-sensitive voter education programmes and ensure women's full participation in their design and dissemination;
2. Support civic education programmes that include information on the benefits of democracy, reconciliation and peace-building, and on the equality of women and men;
3. Provide funding for voter and civic education programmes aimed at increasing women's participation;
4. Develop and support voter and civic education training opportunities for women.

Civil society actors should:

1. Develop gender-sensitive voter and civic education messages that highlight the capacities of women as candidates and political leaders, encourage women to run for office, break down negative stereotypes of women, and promote women's full participation in the electoral process;
2. Help ensure that all voters and election officials understand that family voting is not acceptable and could constitute a form of fraud;

3. Ensure that all women have access to voter education;
4. Design training programmes on women's participation that are targeted at men;
5. Monitor the Government's voter and civic education programmes to ensure that they are accessible to women and are gender-sensitive (André et al 2000).

2.3.2 STANDARD VOTER EDUCATION MESSAGES

Voter educators make use of certain standard messages. Standardisation implies two things (Wolff1, 2003).

- i. Certain key elements of a message must be conveyed.
- ii. A message document can be reproduced as is or be recast for further distribution.

There are four general messages that all voter education programmes will communicate. This will require that educators work with content specialists to ensure that the messages are discussed in ways that have meaning for the particular country in which democracy is being developed. Each country has its own history, and this history provides organising themes and democratic myths as well as procedural and principled nuances that will require a different treatment from that prepared even in a neighbouring country. It is possible, however, to outline the concerns that are likely to be addressed in each area (Wolff1, 2003).

Once the systems for voter registration have been determined, educators can establish a programme.

The programme should deal with:

- i. the reasons for registration the benefits of registration
- ii. the manner in which registration is done

- iii. how to check the details of that registration
- iv. how to correct one's registration if it is wrong
- v. the timetable for registering or correcting one's registration
- vi. legal issues concerning elections
- vii. basic voting procedures

Individuals also belong to political parties, and to citizen groups, they will therefore want to understand:

- i. ways in which the voters list protects them against electoral abuse
- ii. how to challenge the lists
- iii. how the lists will be used on election day
- iv. where the list will be displayed
- v. how to read and interpret the lists
- vi. the timetable for challenging the lists or requesting modifications

Wolff1 (2003) noted that, helping citizens understand and participate in elections other than as a contestant or supporter of a contestant (an important and under exploited form of education) requires concentration on a few key concerns. These seem to have somewhat universal significance, although each election may have its own special features. Educators will also have methodological considerations and these are addressed in Potential Programme Elements.

Various programme elements may be appropriate depending on the resources available and the objectives that have been set by the education organisation or, alternatively, by the organisation

sponsoring the programme. The methodological variations available demonstrate that voter education falls between the two concepts "voter information" and "civic education".

2.3.3 TIMING OF VOTER EDUCATION

The timing of voter education may or may not be the same as that of voter information programme, although they are likely to run concurrently at some points. In particular, the timing of a voter education programme may depend upon the duration of the programme, the institution undertaking the programme, that institution's mandate or mission, the parameters of the programme, the types of instructional materials being developed, and the needs of the group(s) at which it is being targeted (Tshome, 2008).

Effective voter education campaigns start early and continue throughout the election process.

Very early in the process, constituents should be informed about voter registration procedures so they have ample time to register. They should be told how and where to check their respective voter lists to ensure their entries are correct. Voters should be informed of the type of election to be held, the polling date and location, when the polling station will be open, and how to cast their ballots. Voter education should be provided even on Election Day; there should be posters and other materials inside the polling stations, and even inside the voting booths, explaining the voting process and how to mark the ballot.

In settings where there is no permanent election authority and where resources are limited, a voter education programme may only be conducted at the time of elections and in conjunction with any voter information efforts. In some cases, voter education may be initiated somewhat earlier than voter information, particularly if major changes are being made to a country's system

of representation and legal framework for elections, where the franchise is being extended, and where significant changes are made to political and electoral processes. In countries with longer standing democracies and where there is a permanent election authority and sufficient resources, however, voter education may be an on-going activity. Depending upon the mandate of the election authority and the mission of certain civil society organizations, voter education may be handled through a broader civic education program as a component thereof.

If conducted through the school system, a voter education short course may also be incorporated as part of a broader civic education curriculum. The amount of time spent on voter education in this case may also depend upon the depth and breadth of the course in question.

2.4 IMPORTANCE OF VOTER EDUCATION

The goal of voter education is to make information available and accessible to all constituents (Rackner, and Svasand, 2005). Voter education campaigns should seek to achieve universal coverage of the electorate. To do this effectively requires reaching out to disadvantaged groups as well as mainstream voters. For example, voter education should take into account factors such as high rates of illiteracy or the use of different languages in a country, even if there is only one official language. Minority groups, internally displaced persons and other marginalized segments of society should be specially targeted. Young adults eligible to vote for the first time may need special messages explaining how to register and cast a ballot. Voter education should also include publicity encouraging people to vote.

Voter education should specifically target women as well as men. It should make clear that suffrage is universal and should help create a culture in which women are encouraged to

participate and are welcomed into the electoral process. In some countries it is particularly important to launch special educational campaigns aimed at women, highlighting the fact that they have the right to vote. It is often appropriate to craft special messages for women voters and to take generational issues into account when doing so. Meetings especially geared to educating women as voters may be organized as necessary. Arranging childcare so women can attend these sessions may help ensure their success. In post-conflict countries in which security remains a problem, safe resource centres should be established where such gatherings can take place. Carefully targeted voter education can also help alleviate “double discrimination”, which may occur when women are also members of disadvantaged ethnic minorities. Information on the importance of women’s participation should also target men. The following are the main aims of voter education (Rackner and Svasand, 2005).

2.4.1 EDUCATE THE PUBLIC ON VOTING INFORMATION

Voting information refers to the basic facts about the voting/counting process, including: date, time, place, type of election, identification necessary, mechanism for voting, what the ballot paper will look like, prohibited activities, and the basic counting formula. The objective of education programmes at this level is basic understanding of process, essentially to ensure participation and smooth operation of election systems.

2.4.2 EDUCATE THE PUBLIC ON THE ELECTORAL SYSTEM

This addresses higher levels of information to enable voters and other key players (candidates, officials) to participate more fully in elections by understanding them better. Education would

advance more conceptual information explaining the systems in the electoral process closely linked to representative government, including (Rackner and Svasand, 2005)

- i. conditions necessary for democratic elections (clear rules authorising association in political parties or other groups, free expression, campaigning, basic security, tolerance, choice, the expectation of fair process and core acceptance of results),
- ii. the link between human rights, citizenship and voting rights and responsibilities,
- iii. secrecy of the ballot and integrity of the electoral process,
- iv. why each vote is important, to increase voter turnout,
- v. the rights of political parties and their agents to observe all aspects of the election process,
- vi. public accountability,
- vii. how votes translate into seats, seats into legislatures and executive government;
- viii. government responsibilities to citizens, and
- ix. understanding what participants really understand about the 'electoral system' in addition to what the formal framework of law and process envisages.

These objectives may also be achieved through other interventions, and educators will want to establish programmes that work in conjunction with initiatives that address such issues as voter security, basic voting procedures, accessible voting stations, and lively but nonviolent and least intimidating campaigns on the part of candidates.

Balancing voter education programmes against these other interventions is important in ensuring that budgets are not inflated. Costs of voter education programmes can and should be based on cost-per-voter estimates. It may be argued, and is on occasion argued, that elections, however expensive, are cheaper than war or endemic community conflict. This is true, but the purpose of

democratic elections is to ensure ongoing periodic elections, and this cannot be done extravagantly forever. Costs need to be weighed carefully and programmes developed such that cost is reduced. Sometimes this may require constraining the objectives that really have to be achieved by the programme in order to have an effective election.

The aim for involving children and youth in electoral education is usually twofold:

- i. Socializing the children into becoming engaged and informed citizens and voters when they reach voting age.
- ii. Trickle-up effects in parents' and families' voter turnout as they talk to and watch the children participating in electoral education programmes.

2.4.3 EDUCATE THE PUBLIC ON THE REASONS FOR VOTING

According to Merrifield (2003) socio economic and demographic characteristics of the electorate such as age, gender, economic status, type of locality (rural or urban) and occupational and educational background plays an important role in voters deciding to participate in election. Ghosh (2006) also reports that voter turnout is affected by heterogeneity in demographic and socioeconomic compositions of the voter within a constituency. He added that voter turnout appears to be negatively correlated with the socio economic characteristics of districts and that even though such correlations are weak; they are statistically significant except for per capita income.

A report from a conference on electoral processes, liberation movements and democratic change in Africa, organized by IESE and CMI in November, 2010 stated that free elections are one of the main forms of political participation of citizens in democratic regimes and that they are the mechanisms through which citizens can express their judgment on the way government takes

care of their interest, deciding on who will represent them and who will govern. Thus, it is the legitimacy of the political power itself that is at stake in elections: the higher being the participation, the greater will be the legitimacy. On the contrary, a rising abstention erodes the activity and legitimacy of elected governments. This is why voter turnout is commonly considered an indicator of the vitality of democracy and is a major concern for political actors in democratic regimes.

In 1957, Anthony Downs introduced the model of voter participation that many continue to use in various forms to this day. He observed that citizens vote for whatever party they believe will provide them with the highest utility income from government action. Stated simply, citizens vote when the benefits of voting exceed their perceived costs. Most Americans place a high value on voting, yet the 'costs' are often high. Katosh and Traugott (1982) stated that adding convenience factors can significantly change the equation to get citizens to vote. Numerous studies have reinforced this idea that the 'costs' involved with going to the polls remain one of the largest detriments to increasing turnout.

The basic formula for determining whether someone will vote is $PB+D > C$ where P is the probability that an individual's vote will affect the outcome of an election and B the perceived benefits that will be received if that person's favoured political party or candidate were elected. D originally stood for democracy or civic duty, but today represents any social or personal qualification an individual gets from voting. C is the time, effort, and financial cost involved in voting. Since P is virtually zero in most elections, PB is also near zero and D is thus the most important element in motivating people to vote. Ricker and Ordershook (1968) listed five major forms of gratification that people receive for voting complying with the social obligations to

vote, affirming one's allegiance to the political system, affirming a partisan preference (also referred to as expressive voting or voting for a candidate to express support, not to achieve any outcome), affirming one's importance to the political system and for those who find politics interesting and entertaining, researching and making a decision. Fouler, et al (2007) in an experiment involving altruism using a dictator game came out with the findings that concern for the wellbeing of others is a major factor in predicting turnout and political participation.

Apart from the use of an implicit approach which describes voter turnout in terms of demographic, social, economic, cultural, and other factors, a second group of studies examines voter turnout from a rational choice perspective, the rational-choice perspective assumes that individual will make their decisions whether to vote by comparing the expected benefits of voting with its costs. Aldrich (1993) notes almost all scholars agree with the notion that preference determines political behaviour. By reintegrating politics and economics under a common paradigm and deductive structure, rational choice theory explains how those individual preferences determine behaviour. From the rational-choice prospective voter turnout is a collective action problem in which citizens are asked to sacrifice time and transportation expenses on behalf of a public good, the elected government. The most widely used rational-choice model of voter turnout is the calculus-of-voting model developed by Ricker and Ordeshook (1968) which incorporates insights from Down's 1957 classic economic theory of democracy. The calculus-of-voting model consists of a theoretical framework used by a rational voter with preference to decide whether to vote or abstain. The model takes the following form: $R = BP - C + D$ where R is the voters net reward for voting, B is the difference in benefits to the voter of one or the other candidate winning; P is the probability of affecting the outcome, C is the cost associated with voting and D is the voters social and personal gratification or

psychological benefit from voting. Green and Shapiro (1996) indicate, one advantage of the rational-choice perspective over competing explanatory approaches is its ability to estimate the marginal impacts of various factors on voter turnout.

2.4.4 EDUCATE THE PUBLIC ON THE ROLE, RESPONSIBILITY AND THE RIGHTS OF THE VOTER

The second message area provides motivation for participation in elections by citizens. They learn how individual participation in elections establishes representative government and ensures accountability by those who are elected.

It is not enough, however, merely to concentrate on roles and responsibilities, voter educators must also consider the rights to a free and fair election. Helping voters understand these rights facilitates election monitoring by all citizens and not just specialised groups (Lutz and Marsh 2007). It ensures oversight of both candidates and the election administration. Voters must be aware that:

Every vote counts: While all systems present the principle that every vote counts, there are some nuances in message depending upon whether first past the post or proportional representation systems are used. In first past the post systems, electoral success or failure may be determined by a small number of votes where there will be a marginal winner and loser. In systems that use proportionality, every vote counts toward building up the proportional representation of the voter's preferred candidate (National Democratic Institute (NDI), 1999).

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

Everyone's vote is secret: According to NDI (1999), there are many circumstances where it is essential that voters be protected from intimidation and fear of subsequent political and personal consequences. In such circumstances, the message that a vote is secret has to be conveyed and, to the extent that it is possible, proved. Secrecy has both positive and negative connotations, and in societies that value community, secrecy may be suspect. Or there may be societies that consider secrecy to be impossible, whether as a result of dysfunctional administration or prevailing belief structures.

In these circumstances, examples of matters that are secret, or that cannot be found out, provide educators with potential metaphors for the voting process. And there may be alternative approaches. Perhaps the most powerful is when elections are repeated and no dire consequences befall voters. But election legislation will have to back up the message by considering carefully the manner in which counting of votes takes place and results are announced. An individual vote may be secret, but a community preference may not, and this can have equally important consequences.

2.5 VOTER EDUCATION; WHO'S RESPONSIBILITY?

While voter information is certainly the responsibility of the election authority (Electoral Commission), voter education can easily be viewed as the responsibility of various stakeholders, including political parties, the election authority and civil society (Faucheux, 1994). A variety of other government agencies may also have some role in informing and educating citizens. The mandate of the election authority or other government agencies may be determined through law, while civil society organizations may have, as part of their mission, a commitment to voter education and political participation.

That there is a need to educate people to take part in elections is not at issue but whether these people are children or adults, there are many educational needs that relate to the conduct of elections. There are also the needs related to active participation in competitive politics. One educational activity involves the use of mock or parallel elections (Cooper, 2002). In Chile, for example, children accompany their parents to the polls on Election Day and actually cast ballots in a parallel election. In other cases, mock election activities may either be narrowly focused on voting behavior or incorporate the entire electoral campaign.

2.5.1 POLITICAL PARTIES IN VOTER EDUCATION

Political parties compete. Voter education is assumed to be a neutral or nonpartisan activity. So there is often a general operating assumption that voter education has nothing to do with political parties. This is incorrect on two counts (Faucheux, 1994).

First, individuals and groups of individuals learn a great deal about elections and about democracy from their interactions with government and their political experiences.

Secondly, parties have a selfish interest in getting to voters and, therefore, can be a cost effective conduit for ensuring that voters get the necessary information they require in order to exercise their vote.

Therefore, political parties and their supporters, campaign offices, and general staff are in fact, potential educators. The voter educator's task is to manage this inevitable and important resource in ways that benefit citizens. However, the activities of the political parties must be monitored in order to:

Ensure Parties Have Accurate Information: Political parties have an interest in making sure that their supporters get to the right polling site at the right time and cast their ballot so that it is counted. They may not be interested in giving this information to people who do not support them, but those people may be approached by other political parties. So educators will want to develop strategies to make sure that all political parties have accurate information about the election process at their disposal (Faucheux, 1994).

This is not the only information that parties have an interest in conveying accurately. All parties will want their supporters to know:

- i. rules that other parties may violate
- ii. how to check and assess the voters list
- iii. what could cause disqualification as a candidate or as a voter
- iv. where and how to lodge a complaint or file an appeal
- v. what needs to be monitored during the campaign period, on election day, and in the immediate post-election period

In order to do this, political parties will want to develop an in-depth understanding of all laws and regulations governing campaign and election processes and will want to pass this knowledge to their members and supporters (Faucheux, 1994).

Of course, there may be some political parties that have an interest in keeping people ignorant of their constitutional and legal rights, about the electoral process, and about democratic practices. Nonetheless, broad-based voter education that is both accurate and empowering will be in the interests of some if not all political parties (Cooper, 2002).

Can the Parties alone carry out Voter Education?: There are some who consider getting out the vote (i.e., basic voter information and motivation) to be an activity that is entirely the responsibility of political parties. Indeed, this is the tradition in many developed democracies. The election authority may have no role in getting out the vote. Their responsibilities stop with the provision of information about where, when, and how to vote.

There are some very good reasons, however, why voter education should not be entirely left up to political parties and why neutral, nonpartisan programmes are essential (Schlafly, 2000). Parties may have limited capacity. Or, especially in transitional societies, the resources and abilities of political parties will be unbalanced. This is typically referred to as an "uneven playing field". Under such circumstances, parties in power or those that inherited the spoils of a one-party system may have a better grassroots network through which to disseminate information. There may be no party formation amongst significant parts of the population. Or, the situation may be so polarized that the collaborative nature of election politics has not been understood either by parties or by citizens. In this case, some trustworthy source may be necessary against

which to judge the information being received from the parties. As election campaigns become more expensive and targeting more sophisticated, many potential voters are simply ignored by political parties. Beyond the fact that certain people will not be reached by the contestants, there will likely be information that parties do not want to convey. Hence nonpartisan programmes have to supply this information (Schlafly, 2000).

Ensuring that Parties Provide Positive Lessons: Monitoring of party conduct and the development of good behaviour through legislation, regulation, rewards and punishments may not seem to be an educational task. But it is. It can be done either by the election authority itself (and certainly some aspects will be the responsibility of election monitors, tribunals, and courts), or it can be done by citizen groups with adequate training (Civitas, 1994). Or it can be done by party agents, again with adequate training. It may also be possible to include it in general public voter education information about the roles of parties during elections and the mechanisms by which they can be held accountable for their actions. Equipped with such information, even individual citizens can assist in keeping parties honest. And this honesty then supports the voter education programme, and any broader civic education programmes, by developing voter trust in democracy and increasing commitment to electoral politics.

2.6 VOTERS EDUCATION AS AN ELEMENT OF ELECTORAL PROCESS

The role of voter education in any electoral process cannot be underestimated. It is very important that voter education commences in order for election to be successful. Voter education is designed to ensure that voters are ready, willing, and able to participate in electoral politics (Claude Ake, 1996). It assumed that this involves election literacy, educational campaign and

confidence that the electoral process is appropriate and effective in selecting their representatives through the electoral process. It thus becomes imperative to state that voters have confidence in the electoral process when they are properly educated about the procedures.

According to NDI (1999), Voter education aims to create a climate of knowledgeable participation by all potential voters in an election. It also seeks to enable potential voters to cast their votes with confidence and achieve stipulated objectives. These objectives may also be achieved through other programmes, and the campaign will want to establish address such issues as voter security, basic voting procedures, accessible voting stations, and lively but non-violent political campaigns by candidates.

Voter education is essential to ensuring that voters can effectively exercise their voting rights and express their political will through the electoral process. If voters are not prepared or motivated to participate in the electoral process, questions may begin to arise about the legitimacy, representativeness, and responsiveness of elected leaders and the electoral body. Without voter education, Ghanaians may not be sensitised about the elections as well as reposing their confidence in the electoral system.

2.7 VOTER EDUCATION AS AN ELEMENT OF DEMOCRACY

Generally, election as a form of political participation is an important tool in the realization of democracy. Election is regarded as a mechanism through which citizens get an opportunity to decide and influence their destiny through a political process. It forms one of the significant

ways through which people can participate in decisions that affect their lives and hold their elected representatives responsible for results (UNDP, 2004).

It is impossible to conceive of democracy in a modern and complex organisation or society being possible without a system of establishing the choices of large bodies of citizens through voting procedures. Elections are one of the defining events of modern democracies, and with periodic and fair elections come the additional prerequisites that citizens will have choices between individuals, parties, and policy options. They will also have the freedom to make these choices without undue intimidation, and will have the right to put themselves or others forward as candidates for office. Finally, they will have the necessary freedoms to discuss policy option and to form associations that will compete in elections, endorse certain candidates or parties, and/or provide them with the information and discussion they need to make their election choices at the ballot box. They will also have the freedom of movement to campaign on behalf of their cause or candidate throughout the country.

Developing these arguments is essential, as it is possible that there will be those who may think that elections could be conducted without such conditions being in place. In India, the election authority must determine whether such conditions are present before allowing an election to proceed. But there have been other times, in other places, when elections have been used to develop credibility and apparent legitimacy for a government that has no intention of ensuring that the necessary democratic rights are present during an election period.

Voter education is essential to ensuring that voters can effectively exercise their voting rights and express their political will through the electoral process. If voters are not prepared or motivated

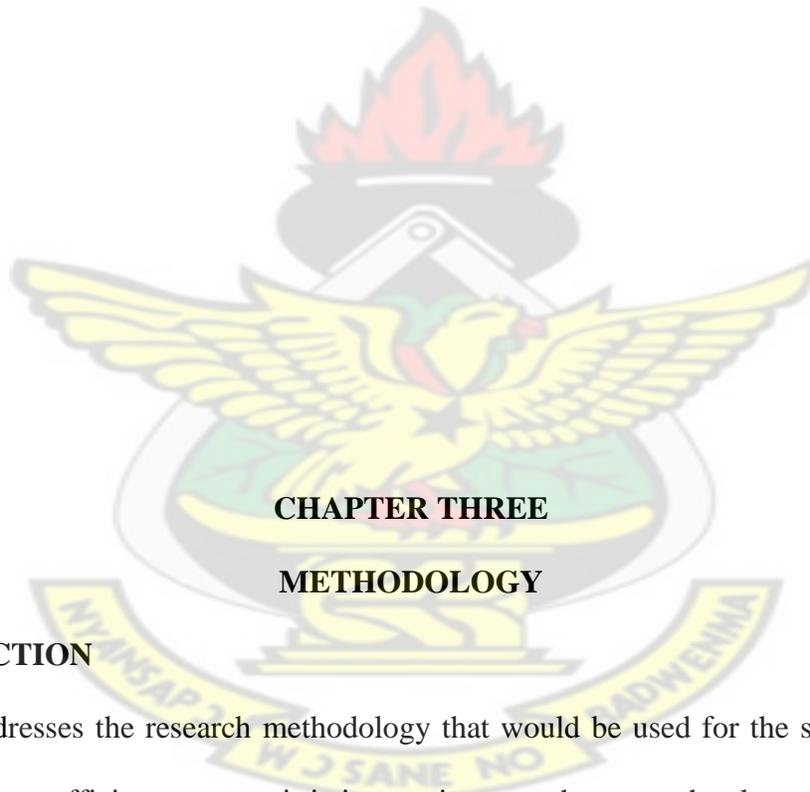
to participate in the electoral process, then questions may begin to arise about the legitimacy, representativeness, and responsiveness of elected leaders and institutions. At the same time, voter education is a much focused undertaking. It is targeted at eligible voters and addresses specific electoral events as well as the general electoral process. While voter education is a necessary component of the democratic electoral process, it is not sufficient for democracy.

Voter education needs to be supplemented by on-going civic education efforts in order to achieve the democratic participation and culture that flows from and is, in fact, the rationale for periodic elections. Civic education employs a broader perspective than voter education. It is concerned with citizens, rather than voters, and emphasizes the relationship between active citizenship and democratic society. It is understood that citizens must engage the political process routinely, not just at the time of elections certainly, participation in elections and the status of "voter" have a special weight in transitional countries holding founding elections and where the right to vote has been obtained through social struggle. As the democratic world moves toward a universal franchise, however, voting is viewed as one of the many ways in which citizens participate in and support democracy.

The scope of voter education efforts required in any given country will depend upon a variety of factors. Does the country have a long history of democratic elections, or is this a founding or transitional election? Is voter registration mandatory or voluntary? Who is responsible for voter registration? Has the franchise been extended to include new groups of voters? Have there been changes to the system of representation or the voting process? Do the electoral process and political institutions enjoy the confidence of the electorate? Is the election campaign open and

competitive? Have voter education efforts been undertaken in the past? Is there an on-going civic education effort? The answers to all of these questions and more will impact the nature and reach of the voter education programme.

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CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter addresses the research methodology that would be used for the study. To achieve the objectives in an efficient manner, it is imperative to gather enough relevant data on level of Elections organized in free and fair manner in Ghana. This chapter therefore explains the procedure followed in the data collection processes. It primarily outlines the various methods used in data gathering information.

3.1 RESEARCH DESIGN

The survey method was used for the study. It adopted the use of both quantitative and qualitative methods of data collections and analysis.

3.2 SOURCES OF DATA

The main source of data used for the study was primary data. The primary data was used through the use of questionnaires which spell out the factors leading to continuous delay in voter education in Ghana, the perception voters hold on the level of effectiveness on voter education

3.3 ETHICS AND CONFIDENTIALITY

To comply with research ethics standards, every questionnaire has a brief introduction at the beginning page to debrief the respondents on the objectives of the study and confidentiality of responses assured in the debriefing note. Respondents were not required to provide their names or any kind of identity on the questionnaire.

3.4 SAMPLING PROCEDURE

The sample size for the study is three hundred and seventy (370). A cluster sampling technique was employed to 52 communities and then five communities selected out of the clusters through simple random technique to source information in the municipality.

Another simple randomly sampling method was used to select two enumeration areas from each community in the chosen clusters. This implies that, in all a total of ten (10) enumeration areas were considered for the study. A proportionate number of samples were then chosen from each enumeration area to form a sample size for the study.

3.5 INSTRUMENT OF DATA COLLECTION

Questionnaires and interviews were used as research instrument to collect data for the study. The questionnaire contained both open and closed ended questions. The use of the open ended questions will help provide detailed information on the issues under study.

Both quantitative and qualitative data collection methods were used to collect the primary data. This is the best way of data collection (Frey et al, 2000). This method is sometimes referred to as the Triangulated data collection method.

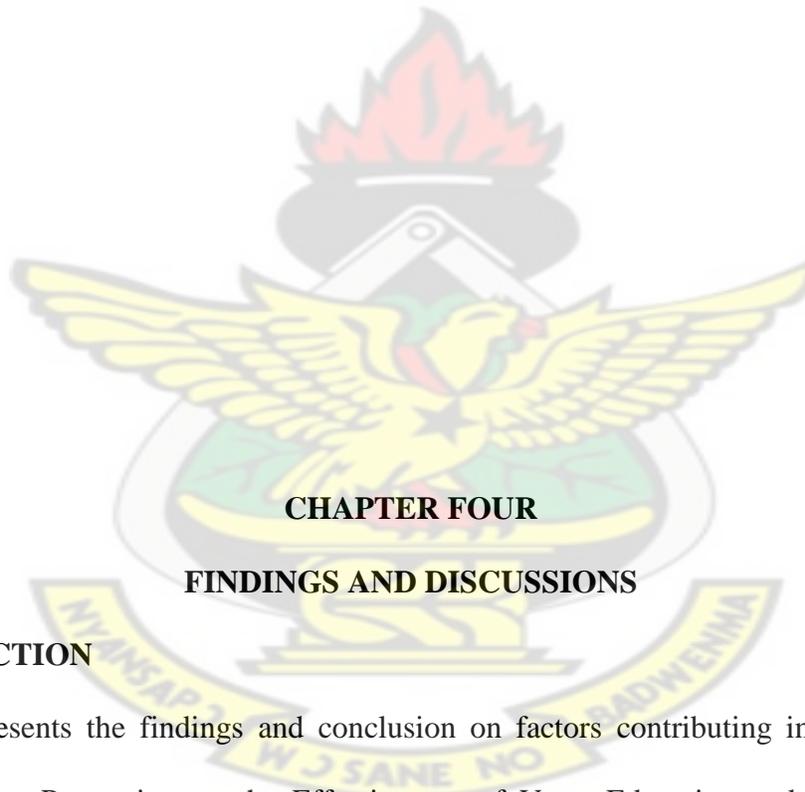
3.6 ADMINISTRATION OF THE QUESTIONNAIRE

Face-to-face interviewed technique was employed because the nature of work of the respondents was such that they would not have time to respond to the questionnaire if left with them. This technique ensured a high rate of response and completion. It also provided the opportunity for further questions to be asked for clarity. In the administration of the questionnaire, assistants were recruited and briefed on the objective of the survey.

3.7 METHODS OF DATA PRESENTATION AND ANALYSIS

The data collected was edited and coded. The coded data was fed onto a computer for processing. The data collected for the study was presented using tables and charts and analyzed using percentages. The descriptive statistical tools used made these possible. Analysis was performed using Microsoft Excel to draw tables and charts.

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CHAPTER FOUR FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter presents the findings and conclusion on factors contributing in delays in Voter Educations, Voter Perception on the Effectiveness of Voter Education and the Strategies of Promoting in Presidential and Parliamentary Elections in Ghana.

The Scio Demographic characteristics of respondent were first analyzed to explain how the background characteristics of voters influence the study.

4.1 THE SOCIO-DEMOGRAPHIC CHARACTERISTICS OF VOTERS IN THE NEW JUABEN MUNICIPALITY

The socio – demographic characteristics considered for the study are Sex, Age, Marital Status, Level of education, Level of income and formal occupation.

4.1.1 SEX OF RESPONDENTS

Out of the 370 respondents, the study found that 179 constitute 48.4% were males while 191 constitute 51.6% were females. This finding is closer to the National Sex ratio of 51:49. The details are presented in table 4.1.

Table 4.1 Sex of Respondents

Sex of respondents	Frequency	Percentages
Males	179	48.4
Females	191	51.6
Totals	370	100

Source: field work (2012)

4.1.2 AGES OF RESPONDENTS

Analysis on the age of respondent indicate that majority of the voters (28.6%) are in the age cohort of 30 – 39 years. This is followed by those in the age of 40 – 49 (23.7%). It was found that respondent age 20 -24 constitute only 7.5%. This suggests most of the voters in the study area are young adult. The details are presented in Table 4.2

Table 4.2 Ages of Respondents

Age of Respondents	Frequency	Percentage (%)
Less than 20 years	35	9.5

20 – 29	72	19.5
30 – 39	106	28.6
40 – 49	88	23.7
50 – 59	41	11.1
60+	28	7.6
Total	370	100

Source: field work (2012)

4.1.3 MARITAL STATUS OF RESPONDENTS

It was found that majority of the voter are married (63.5%) while another high percentage (31.1%) are single with small percentage been 24, 1.6, 1.3 been separated, widowed and divorced respectively. The details are presented in table 4.3

Table 4.3 Marital Status of Respondents

Marital Status of Respondents	Frequency	Percentage (%)
Single	115	31.1
Married	235	63.5
Separated	9	2.43
Widowed	6	1.62
Divorced	5	1.35
Total	370	100

Source: field work (2012)

4.1.4 LEVEL OF EDUCATION OF RESPONDENTS

Analysis under level of education indicated that the level of education among voters in the secondary study area is generally high. It was found that as 33.5% have secondary levels of education. This is followed by another high education for their having tertiary level of education (21.3%). The study found that voters with no formal education constitute only 8.9%. The details are presented in table 4.4 below.

Table 4.4 Level of Education of Respondents

Level of education of Respondents	Frequency	Percentage (%)
No formal education	33	8.9
Primary sales	48	13.0
Middle / J .H.S	86	23.2
Secondary/S.H.S	124	33.5
Tertiary Education	79	21.4
Total	370	100

Source: field work (2012)

4.1.5 LEVEL OF INCOME OF RESPONDENTS

The level of income was found to be generally low in the study area. It was found that majority of the voters earned a monthly salary between GH¢100.00 - GH¢ 250.00 while only a small percentage 8.6% earn above GH¢100. The details are presented in table 4.5

Table 4.5 Income Level of Respondents

Income levels of Respondents	Frequency	Percentage (%)
Less than 100.00	27	7.3
100.01 – 250.00	171	46.2
250.01 – 500.00	83	22.4
500.01 – 750.00	57	15.4
750.01 – 1000.00	32	8.7
1000+	0	0
Total	370	1000

Source: field work (2012)

4.1.6 FORMAL OCCUPATION OF RESPONDENTS

It was found that as high as 37.8% of the respondents (voters) are traders and business men. 20.8% are civil servant, 14.6 % are Artisans. 8.4% are student and apprentices and 5.4 % unemployed. These findings suggest that private sector employers are dominant group of voters in the study area. The details are presented in table 4.6 below.

Table 4.6 Formal Occupation of Respondents

Formal occupation of Respondents	Frequency	Percentage (%)
Unemployment	20	5.4
Student/Apprentices	31	8.4
Farmer	48	13.0

Trader/ Business men	140	37.8
Artisans	54	14.6
Civil servants	77	20.8
Total	370	100

Source: field work (2012)

4.2 FACTORS ASSOCIATED WITH DELAYS IN VOTER EDUCATION

A Major advantage of voter education is that, it equips a voter with the needed information on electoral processes which effectively increases voter participation. It is against this background that the researcher wanted to determine the factors associated with delays in voter education.

Table 4.7 Factors Associated With Delays in Voter Education

Factors Associated With Delays in Voter Education	Frequency	Percentage (%)
In proper Planning	79	21.3
Late releases of funds	185	50.0
Inadequate voter Education	58	15.7
Delays in the release of electoral time table	48	13.0
TOTAL	370	100

Source: field work (2012)

From table 4.7, it was found that late release of funds (50.0 %) causes a lot of delay in voter education. It was identified that Presidential and Parliamentary elections are expensive and normally calls for huge budgetary support which often requires donor assistance. The study found that mobilization of such funds normally delays and often affect the electoral processes. One of such a process is the education of voters. The study found that once voter education delays, basic information as to whom, where to vote, how to vote, the role, right and responsibilities of voters become a problem. The high rate of spoilt ballot paper and low voter turn-out can be associated with low voter education which can be attributed to delays in voter education.

Effective voter education can empower the voter to know his right and demand them accordingly but unfortunately due to late release of funds voter education seem not to be a priority of electoral management bodies. It is found that the electoral commission and civic organization such as NCCE have the mandatory role of educating the citizenry on issues concerning elections. Unfortunately these institutions are not adequately resourced for such practices because of inadequate funding and late releases of funds.

Improper planning towards election (21.1%) also leads to delay in voter education. The study found out that proper planning and active time lines are not followed by the commission. Rather ad-hoc activities which are normally undertaken as a stand in the gap operation in the electoral process. For instance the media houses are not given clear directions as to what goes into the education of the public, when to start and a responsible educator for such a programme. Based on this, the media just host any programme in the name of voter education. It was also found that

another aspect of improper planning is the inability to follow the electoral timetable on the electoral processes such as demarcation of electoral boundaries, time for registration, time for exhibition, filing of nomination and transfers which leads to the main election. All these processes require adequate voter education but due to improper planning on the part of electoral authorities this leads to ineffective voter education.

Inadequate voter educators (15.7%) were found to be another cause for delays in voter education. The study found out that due to budgetary constraints the commission is not able to recruit enough voter educators to educate the general public on major issues concerning the elections. As a result of this, the few voter educators are not able to adequately inform the general public.

Delays in the release of electoral time table (13.0%) also causes delays in voter education. The study found out that due to late and unstable release of electoral time table, the few voter educators are not able to cover all the issues they have to educate the public on within the short period at their disposal. It was also found that it becomes difficult to identify and recruit voter educators within the short period given. Late releases of time table also causes printing of public education materials such as posters, fliers, banners, billboards, etc. for public consumption. The inability to provide this information on time makes it difficult for most of the voters to make an informed decision on the electoral processes. This was related to 2010 District Level Elections where the change of elections days reduced the already low enthusiasm of the voters and aspirants and resulted to low turnout. The change of election date also increased the budget of aspirants during the 2010 District Level Elections (DLE) elections.

Although there are numerous problems and factors causing delays in voter education in the New Juaben municipality. The main factors causing delays are the late release of funds, improper planning and inadequate voter education.

4.3 PERCEPTION ON EFFECTIVENESS OF VOTER EDUCATION

The researcher assessed the perception on effectiveness of voter education and the details are presented on table 4.8

Table 4.8 Perceptions on Effectiveness of Voter Education

Perception	Frequency	Percentage
Very effective	9	2.4
effective	59	15.9
Fairly effective	228	61.6
Not effective	74	20.1
TOTAL	370	100

Source: field work (2012)

From table 4.8 it was found that a small percentage (2.4%) was of the view that voter education in the New Juaben municipally was very effective. This was said against the background that enough posters indicating when voter where to vote and the contestant to be voted for and this helped the voter to be informed on the electoral process so that the voter will be able to vote take an effective voting decision. It was found that even though the posters usually come late because it provide simple information which is easily understand voters do not have problem with information been passed them.

Another small percentage of voters (15.9%) had the perception that voter education was effective. To these voters they felt that the drama series usually shown on television to educate the voting public especially on the need to be tolerant and to ensure peace before during and after the elections were effective. They felt that even it was in English and four Ghanaian languages. It had a wider audience. They indicated that those programme could be very effective if all the major local Ghanaian language were used for the programme. The study found that the local street announcement vans used to supplement the voter education from the mass media was also effective. Because the announcement and the education were carried in the local languages of the people from whom the education uses been carried out. Another reason for the effectiveness of voter education was that most of the jingles targeted the youth and the young adult and they formed the bulk of the voters because of this it had a greater effect, this method could have been very effective if different jingle targeting different age group was made as part of the voter exercise.

Majority of the responded are (61.6%) were of the perception that the voter education conducted in that last presidential and parliamentary were fairly effective. They are of the view that even though it was done with a lot of problems such as poor timing, poor jingle and poor public education materials, it was at least able to indicate to the public that a national assignment in a form of voter education would be carried out at a given time and a given place for some specific people. The ability to provide the basic information irrespective of how poor the quality of the poster was or how poor the quality of the jingle were was at least able to inform the people to make the necessary decision on the electoral processes

It was also found that another reason for the fairly nature of the voter education was the fact that most public media advertisement on the electoral processes were not broadcasted during the prime time. The inability to do this prevented the education from being effectively carried out because most of the public were not listening at the time of broadcast.

A large percentage of respondents (20.1 %) indicated that the voter education provided was not effective because in most of the time the mass media public education was not focused and did not have any clear target in mind. For instance most of the jingle only suited the youth and the young adult and the remaining public did not have any interest because it was not targeted to them. Another reason for the ineffectiveness is the fact that almost all the posters and the fliers come in late. It was brought out less than in two weeks to voting time, and it was also found to have a poor quality and mistakes on most of the fliers and posters. It was found that on most of the concept behind public education maker such as jingle out posters were wrong and this led to misinformation and misinterpretation of facts. It was also found that the misinformation caused a lot of confusion in the minds of most voters because of the parceled information from different media houses and from different concept. It was found that the inability to recruit qualified voter educators also affected the voter education. It was found that most of the voter educators do not have the requisite skills for public education and are not able to have communicated in the mother tongue of the education creating language barrier. It was also formed that there were not no laid down teaching manual for the educators to use to educate the public effectively.

There is a perception that voter education is fairly effective in New Juaben municipality but the commission needs to improve on the effectiveness in order to make the programme meaningful to voters.

4.4 STRATEGIES FOR PROMOTING VOTER EDUCATION

The need to promote voter education is paramount to every election in order to safeguard the integrity of the elections. The strategy to promote voter were assessed are summarised below in table 4.9 below

Table 4.9 Strategies for Promoting Voter Education

Strategies	Frequency	Percentage (%)
Using face to face interaction	37	11.0
Timely releases of advertisement	179	48.3
Street Announcement	40	10.1
Meeting Organized groups	69	18.5
Printing of a Public education materials	45	12.1
TOTAL	370	100

Source: field work (2012)

From the table 4.9 timely releases of advert (48.3%) was a major strategy management wanted to adopt to promote voter education in the next presidential and parliamentary elections. Management indicated that this time around they will form committee with resources to adverts on line even if it requires credit so that all information that needs to be passed on through advertisement can reach the people on time.

The study found out that timely release of advert is only an aspect of proper planning and if this is adhere to with or without funds, it can be achieved. Therefore it is necessary that electoral

commission officers plan effectively on all the electoral processes so that all scheduled activities including timely release of advert can be achieved.

Another strategy for promoting voter education is to meet more organized group (28.5 %) for focused group discussions on major issues on the electoral process. These organized groups include religious groups, unionized groups schools, Associations, Security Agencies, Political Parties and the media. The study found that each of these have specific needs and these should be a tailor made education to address their needs as such meeting each of these groups is an effective way of addressing their specific concerns.

Timely printing of public education materials and the printing of quality public education materials is another major strategy for promoting voter education that constituted (12.1%) of the responses. It was found that in the past elections public education media delayed and the education do not have any Manuel to guide them in the public collection. Management have therefore decided to ensure that in the next presidential and parliamentary elections all educational materials such as posters, banners, brochure, and fliers and Voter Education Manual will be printed on time in order to serve the needed purpose. It was also found that in the past elections some of the printed materials were of poor quality and this did not attract a number of the public. It was also found out that colour separation was poor, and the concept behind on the poster was wrong. For instance the 2008 parliamentary and Presidential election one of the posters which captured the process of voting on the main election was wrong. The concept was wrong because in that Poster Polling Agent was positioned right behind the Presiding Officer which should have not be the case, he should have been positioned some distance off the Presiding Officer. This errorornimous impression caused a number of conflicts at the polling

centre on the day of election because some Party Agents said they have been mandated to be right behind the Presiding Officer as indicated in the posters around.

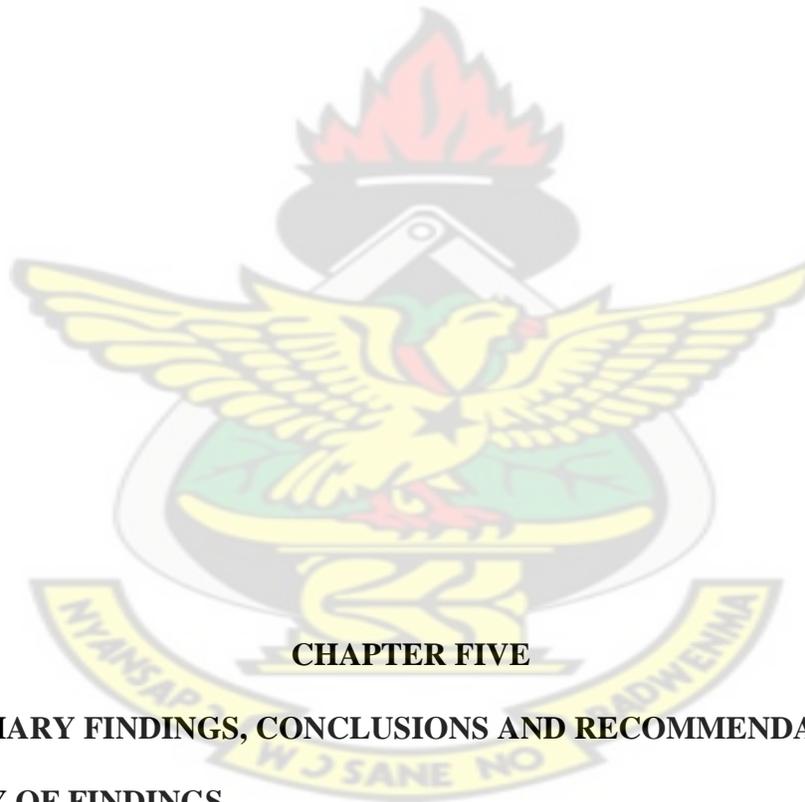
The strategy of using face to face interaction is another major strategy for promoting voter education. This constituted 11% of the responses. It was found that Electoral Commission will have to use face to face interaction with key informant Such as chiefs, opinion leaders and community leader as well as religious leaders. The idea of hearing this interaction is to empower them with the information needed so that they can support electoral commission whenever they are addressing their people on the issue of elections. The study of these key personalities charm a lot of respect in society and whatever they say to their followers carries weight as such when electoral commission cares them on board on electoral education, they can be a major agent of change as far as electoral malpractices and violent associated with election are concern.

Intensification of the use of street announcement in public education also constructed 10.8% of the responses. Management indicated that in this time around more street announcement will be made. It was found that this public education department will be given more trained personnel and logistics for public announcement. The study found that at dawn as well as every evening public education van will be patrolling all communities especially rural communities to disseminate important voter education to the people so that they can make informed choices on all the electoral processes.

Management of electoral commission in new Juaben municipality have decided to embark on a number of strategies to embark voter education in the next presidential and parliamentary

elections.. These include timely releases of advert, meeting organized groups, printing of public education materials on time and intensify street announcement.

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CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

The study assessed on voter education on electoral processes in New Juaben municipality by determining factors contributing to delays in voter education, analyzed voters perception on effectiveness of voters education and the strategies of promoting voter education. These were

carried out against the background that voter education normally delays and do not achieve its intended purpose. To be able to draw conclusion on the Study, the following findings were made.

- (1) There are more female voters in the study area than males
- (2) Majority of the voters are aged between 30-39 years and they are married with a small number being separated, widowed and divorced.
- (3) The levels of education of most voters are generally low with majority having middle and JHS certificate.
- (4) The main factors contributing to delays in voter education are improper planning and late release of funds
- (5) Minor factors contributing to delays in voter education are inadequate voter educators and delay in the release of electoral time table.
- (6) Majority of the voters have the perception that voter education is fairly effective.
- (7) Timely releases of advertisement is a major strategic management of electoral commission in the study area want to adopt in the next presidential and particularly election.
- (8) Early printing of public education materials meeting with organized groups and street announcement are minor strategies management will not to adopt in promoting voter education in the next election.

5.2 CONCLUSIONS

It can be concluded in the above findings that there are a number of factors associated with delays in the voter education and the main factors associated with it are improper planning and late release of funds while minor factors included inadequate voter education and delays in release of electoral time table.

It can also be concluded that majority of the voters perceived voter education to be fairly effective and would have wished that they intensify face to face education and have a focused advert that will help make voters education very effective.

The main strategies management will want to adopt in providing voter education include timely release of advert early finding of public education materials and meeting with organized groups.

5.3 RECOMMENDATIONS

Based on the findings and conclusions the following recommendations were made.

- (1) Management of electoral commission should have proper planning of all the electoral processes and ensure that these planned items are implemented on time in order to avoid delays in major electoral processes such as voter education.
- (2) Late release of funds was identified as major factor of delays of voter education. Based on this problem it is been recommended that the commission should source for funding only and ensure that all finding arrangement before electoral activities begin.
- (3) The study found that voters perceive electoral education to be fairly effective. This perception suggests that much needs to be done in order to improve voter education. It is therefore been recommended that all electoral processes must be considered as important element in elections and should be treated equally. This will avoid a situation where funds are reserved for certain electoral processes while other processes also not have electoral funding.
- (4) The study found that management wants to adopt a strategy of meeting organized groups to address their specific concerns with regards to elections. This idea is laudable but should not

be limited to major organized groups. Groups like the schools and youth associations should be considered and education must be continuous whether it is an election year or not since these groups are normally used for rallies and demonstration in term of disenchantment associated with electoral processes.

- (5) Voter education should not be limited to face to face interactions but rather public education materials should be made available at vantage point such as public libraries and recreational centers for public consumption.



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APPENDIX

KWAME NKURUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING

QUESTIONNAIRE

I am a Masters of Business Administration (MBA) Student of the above University and need information to carry out a study on the topic: Assessment of Voter Education on Electoral Processes in New Juaben Municipality .This is for academic purpose only and every piece of information provided will be treated as Confidential. It will be appreciated if you could spend some time to complete the questionnaire.

HOW TO COMPLETE THE QUESTIONNAIRE

Some of the questions have answers provided below them; please tick the boxes corresponding to the most appropriate responses. Please write your responses in the spaces provided for the rest of the questions.

SECTION A: Socio Demographic Characteristics of Respondent

1. What is your Sex?

Male

Female

2. In which age range do you belong

Less than 20 years

20-29 Years

30-39 Years

40-49 Years

50-59 Years

60 years and above

3. What is your marital status?

Married

Separate

Divorced

Single

Widowed

4. What is your level of Education?

No formal education

Primary education

Middle/J.H.S education

Sec/S.H.S education

Tertiary education

Others (Specify)

5. What is your level of income?

Less than 100.00

100.00 – 250.00

250.00 – 500.00

500.0 – 750.00

750.00 – 1000.00

More than 1000.00

6. What is your formal occupation?

- Unemployed
- Student/Apprentices
- Farmer
- Trader/Businessman
- Artisans
- Civil Servant
- Others (Specify)

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SECTION B: Factors Associated With Delays in Voter Education

7. What are the factors are associated with delays in voter education during presidential and parliamentary election?

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8. Who are responsible for the delays in the voter education?

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.....

.....

9. How can delays in voter education be reduced?

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SECTION C: Perception on Effectiveness of Voter Education

10. What is your perception on the effectiveness on voter education?

Very effective

Effective

Fairly effective

Not effective

11. How can this Perception be enhanced

.....

.....

.....

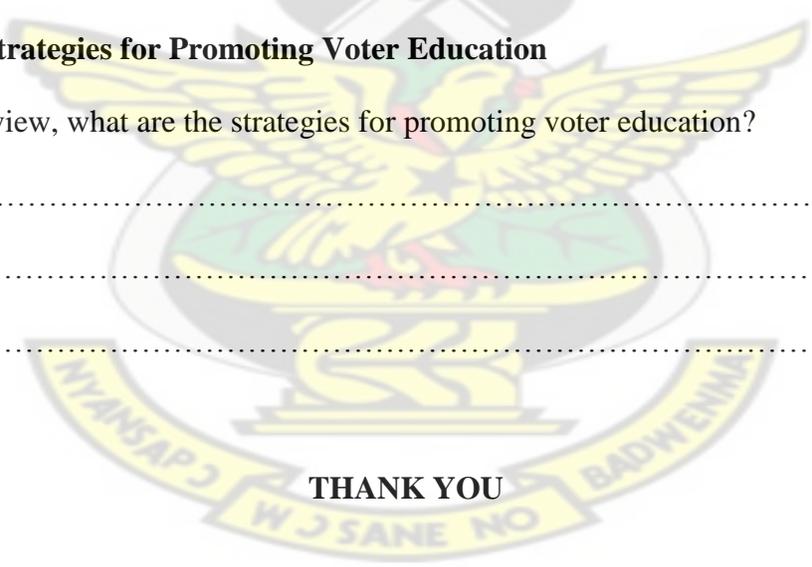
SECTION D: Strategies for Promoting Voter Education

12. In your view, what are the strategies for promoting voter education?

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.....

.....



THANK YOU