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Civic Education Delivery Methods on Voters Turnout in 1992-2017 General Elections in Nyamira County Kenya

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ABSTRACT

Despite the government of Kenya and the independent electoral and boundaries commission putting effort to sensitize voters on their rights many voters fail to exercise their democratic right of voting. The study seeks to analysis civic education delivery methods on voter turnout in Nyamira County. The research was guided by the following objectives, to; determine the influence of civic education through electronic media campaigns on voter's turnout in general elections Nyamira County, Kenya assess the influence of civic education through service learning on voter's turnout in general elections Nyamira County, examine the influence of civic education through informal learning on voter's turnout in general elections Nyamira county, Kenya and establish the influence of civic education through formal learning on voter's turnout in general elections in Nyamira County, Kenya. The study was guided by classical theory of democracy the study embraced a descriptive research model to assess nature and role of civic education on voter's turnout in general elections. The study targeted 278,583 registered voters from four sub-counties in Nyamira County. The study employed a sample size of 100 registered voters from four sub-counties in Nyamira County, Kenya. A researcher employed purposive sampling technique during research to select the respondent that forms the population. Data was collected using unstructured questionnaires and interview guide schedule. The process of data analysis involved the completion questionnaires, the questionnaires were checked for errors and omissions. Qualitatively data was categorized. This enabled the researcher to make general conclusions of data collected. Qualitative data, on the other hand, was analyzed through content analysis, narrative analysis and thematic analysis specifically drawn from discussions with identified key informants, interview sessions with respondents' facts was examined using content analysis. Outcome of the research provides important information to the Government and independent electoral and boundaries commission. The researcher identified possible solutions to the problem which improves voters' turnout in the country. The study found that electronic media play an indispensable role in the proper functioning of a democracy. Through service learning factors that discourage voter turnout would be eliminated if citizens were given the opportunity to experience voting in a carefully controlled and meaningful environment. Informal knowledge increases civic skills and awareness which are elements that increase political involvement despite the level of education in the domain which results to high voter attendance. Formal learning increases ones skills to process information about political issues. The study concluded that electronic media have other roles in enabling full public participation in elections; service-learning provides multiple benefits for individuals and that formal learning increases ones skills to process information about political issues. The study recommended that the government through the related ministry or derailment should streamline the civic education curriculum in such a way that it caters for the intended needs of all kind of electorates based on wear-economic status, literacy levels, and other parameters to ensure that there is inclusivity.

1.0 INTRODUCTION

1.1 Background to the study

Civic education deals with a wider range in supporting a democratic community concerning their rights and duty as members of a given community. mass media printed materials and non-profit sectors as well as importance of education highlights on citizens understanding but citizens involvement in particular democratic community, civic education is a continues procedure not limited to the electoral cycle. It is also a continuous process that emphasizes on voter involvement in all aspects of a democratic civilization. Civic education can be taught in

schools and universities systems by civil institutions this has been not necessarily by election authorities since 1987, the international foundation for electoral systems (IFES) has been working out with citizens around the world on civic education to ensure their voices are heard.

Civic education globally is conducted to support citizens to take part fully in the political existence of a society and become devoted to the essentials values and ethics of democracy. It enables them to make correct and knowledgeable decisions in choosing their leaders democratically. Education is a beneficial instrument. It is planned to liberate and make inhabitants responsible members of the community. It argues that civic education empowers people and helps them in making knowledgeable decisions and able to apply them, (Finkel, 2003).

Due to implementation of civic education program in Canada, studies have shown indications of high voter turnout due to political knowhow, Interest and attitude which are put up on involvement in electoral process. Civic education has fostered democratic participation and prepares responsible citizens.

A study in United States of America has shown that civic learning has a great effect on learners who undertakes civic education program portray a dissimilarity from those who have not participated in the program, (Center for Civic Education 2012). They have a comprehensible understanding of the core values applicable to their daily lives. The students are more open-minded than the others; they value the rights of others which help learners become great and accountable future citizens.

According to a study conducted by Daniel (2010), in Sudan has shown that civic education has assisted Sudanese regime and people on conflict solving skills like cooperation and problem managing skills which were taught in civic education which respondents required during elections and electoral process. A study conducted in South Africa by Ekman & Annah, (2012), has examined that civic education program among the South Africa high school students it included a measure of political awareness, civic skills and permitted legal forms of political involvement. The study has shown that civic education had major effects on political understanding. Kenya has a number of civil society's initiative and actions around promoting civic education since the introduction of multiparty politics in 1992. After 2001/08 post-election clashes a number of civil education initiatives came up in Kenya. They include Amkini Wakenya, National civil education Programme-Uraia USAID, (2014, October 21). This ensured quality civic education which leads to citizen participation in democratic space. Civic programs have focused mainly on adult population which covers a diversity of concerns from voter's education to human right awareness. Their format also covers a wide range from informed sessions held just once to elaborate and prearranged programs long-lasting in many months, (USAID 2014, October 21).

Unlike democratic education which seeks to repeat political formation, civic education aims to create civic realization that ensures citizens become self-determined and politically established, (Yao, 2017). It is important for members to determine their interests, be able to locate themselves with a plural society, from their opinion and the ability to participate in political dispute, (Lange, 2008). The motives for political and civic commitment ensures from the intentions and interests of a person to contribute to the public.

Political socialization, establish how members of the public behave in these terms is a lastly process. Civic education, seeking an important political engagement aiming youths, must create an idea that is a conflicts free environment for political participation. On the contrary civic education must stress that political engagement requires construction management of conflicts, open discussions and exchange of arguments (Zorwick & wade, 2016). Based on peter filzmakers, there are three major different civic education proportions. The first dimension civic education focuses on knowledge introduction and deals with realistic knowledge transfers as well as the understanding of the civic education program consistency. The second proportions civic education as participation promotion and as a freedom of expression focuses on support of the political opinions, attitudes and values support. This is likely to support the development of political opinions, attitudes and values. The third dimension; civic education is social capability. This dimension moves a step higher to include readiness of individual's uptake of responsibility where one can develop a conclusion and select predefined policy options. Thus it can be concluded that civic education works on aligning the individual to find a way into the socio-political and economic chaos of political life.

Civic education in Kenya has become the grasp word for government, civil society, donors and commission especially heading towards elections, (Odera, 2013). This done through civic education that equips them with knowledge and skills to effectively participate in a democratic society. This can be only achieved through the explanation of the citizens themselves and go extra to express this knowledge acquired and imparted skills in their actions, (Zhang, 2012).

Civic learning in a democratic civilization most confidently needs to be anxious with promoting understanding of the ideals of democracy and a reasoned promise to the values and ideology of democracy, (Fox & Keeter, 1996). Grindle expressed that civic education aims to teach people about their rights and responsibilities as part of a democratic society and for them to have a more responsible government. Globally civic education appears to have been swiftly growing. In 1990s the growth of enlightening programs in schools that are intended to help youthful citizens become knowledgeable and accountable citizens in a democratic society. The concern is focusing on civic learning at all levels even though awareness is being increased on learners in colleges, universities and in society or adult education.

In United States, significance of civic education is to enhance civic competence and responsibility this is promoted by center for civic education, The Centre for information and research on civic learning, (2012) reviewed that state of civic education requirements in United States, National Centre for education in United States has remained unchanged. This is due to the standards of the curriculum and organizations of the schools are decided at a local level. Increase in education measure did not have any effect on civic education until 1980s election when college teaching became a differentiating issue to identify civic involvement (Burden & Kimball 2009). Gallegos, (2014) states that voter turnouts in (U.S) show unreasonable increase in areas where voting plans are set and are easily used, also the state participation in providing the necessary materials and support needed during the election process. This is due to more urban centers have greater access to information and resources provided through civic education ahead of elections that is why urban center's experience high level of voter's turnouts compared to rural areas. Snyder's (2011), recommends that learners are likely to vote than civilians because they are aware of their democratic rights and responsibilities, the increase of government support in electoral process and civic education policy will lead to an increase in voter turnout. According to Hardex & Kroshick (2008), the reasons for a government to experience a high rate of voter's turnouts was as a result of different motivations achieved through civic education.

Civic education in Ghana has been provided mainly to established state and common institutions. Like Information Services Department (ISD), government media and Centre for Civic Education. 1966 to 1972, other institutions were offering civic education in Ghana such as National Commission on Democracy (NCD), National Commission for Civic Education (NCCE), Electoral Commission (EC), Commission on Human Rights and Administrative Justice (CHRAJ) for human rights in the Constitution 1992.

National council for civic education (NCCE), in Gambia was confirmed in 1998 presumes to section 198 of the constitution directed to understand constitutional democracy through civic education in Gambia. It is responsible for planning; applying and inspecting programmers seek at helping citizens about their civic and basic rights and duties. Gambia second republic constitution section 199. For (NCCE) to achieve its goals. It is self-rule has stated in the constitution section 199 that the act of the National Assembly shall not be put through control of any person or power.

In Uganda the provision of civic education has not been a stable process. Civic education delivery in Uganda has been attached to the electoral processes. "It is civic education, but limited to leadership of the people towards exercising their civic rights and responsibilities of voting, (Kibwana, 1990). Uganda Human Rights Commission (UHRC), was given a constitutional authority to carry out civic education in Uganda; this made recognition that civic education should be undertaken. Uganda Media Women Association (UMWA) has also been concerned in the provision of civic education that focuses on civil rights and duties of voting.

In 2017 Kenya, the government launched the Kenya National Integrated civic education (KNICE) it attaches considerable significance to the application of Kenyan charter through realization the rights, freedom contained in a bill of rights and freedoms, it is necessary that size and understanding were emerged enough to take part in public event, Professor Muigai (1993), states that 'civic education gears subjects of a community to assert ownership of their rights and carry out their duties as natives. Civic education brings about a sense of belonging understanding and skills". In 2013 civic education program was slow, due to several elements inclusive the re-arrangement of the administration to pull-out from beneficial countries leading to a slot for several stakeholders and party institutions either to continue offering civic learning.

Kenya has a history on civil society enterprises that enhances civic awareness as much the beginning of multi-party politics in 1992. National elections monitoring unit (NEMU.1992), introduced civic guidance through presuming voter learning ahead of 1992 general elections inasmuch as that time secular societies have been providing civic education. In 2007-2008 post-election bloodshed numbers of civic learning societies were formed include "Amkeni wakenya", to provide civic education. (IEBC), has started civic education through mass media due to it cannot have the capacity to carry out the activities in the whole country. Due to low literacy levels and lack of knowledge not only in Kenya but also in Nyamira County, general public do not

know about their civil rights and responsibilities. This has led to shortcomings especially during the general elections. Example people are not aware that customary elections are constitutional right and duty and this needs to be explained to the masses (Ndegwa 1999).

In summary, civic education is vital aspect of enhancing participation of citizens in social and political processes. A recent research article shows important relations between civic knowledge and civic attributes. Resultantly, support for democratic values is promoted through civic education. Equally, political participation is promoted through civic awareness; civic enables members of the public to understand their interests as group members and individuals. Through civic education members of the public become educated on civic interaction. However, the knowledge acquired by citizens becomes useful once it's integrated into an existing structure. Moreover, through civic education the steadiness of the views of members of the public as expressed on surveys on public opinions is enhanced.

1.2 Problem statement

Voting is a constitutional right and responsibility among all Kenyans. It is a chance for citizens to exercise their democratic duties and responsibilities to bring about the required changes in the country. However, to achieve this, the government should provide basic social and economic services such as civic education to Kenyans due to the important roles and a constitutional right of citizens has been neglected. Alongside the introduction of civic education there has been an increase voter turnout in Kenya, since the introduction of multiparty democracy 1992 voter turnout for parliamentary elections rose from 58.84% in 1992 to 85.91% in 2002. According to International Institute for democracy and Electoral Assistance, 2015. According to Independent Electoral and Boundaries Commission (IEBC) statistical, report (2017). In 2013 general elections (IEBC) Registered 219,428 voters in Nyamira County, the voter turnout was 183,509 (83.7%), in 2017 general election independent electoral and boundaries commission registered 278,863 voters, and during that time voter turnout was 205,276 (73.6%). Therefore the study was aiming at collecting data from four Constituencies in Nyamira with an aim of examining historical analysis of civic education delivery methods on voter's turnout in general elections Nyamira County, Kenya.

1.3 Purpose of the study

The intent of this study was to examine civic education delivery methods on Voter's turnout in 1992-2017 General Election in Nyamira County.

1.4 Objectives of the study

The objectives of research are.

- i. To determine the influence of civic education through electronic media campaigns on voter's turnout in general elections in Nyamira County Kenya.
- ii. To assess the influence of civic education through service learning on voter's turnout in general elections in Nyamira county, Kenya.
- iii. To examine the influence of civic education through informal learning on voter's turnout in general elections in Nyamira county, Kenya.
- iv. To establish the influence of civic education through formal learning on voter's turnout in general elections in Nyamira County, Kenya.

1.5 Research Questions

The study was guided by following questions;

- i. What is the influence civic education through electronic media campaigns influence voter's turnout in general elections in Nyamira County, Kenya?
- ii. How does civic education through service learning influence voter's turnout in general elections in Nyamira County, Kenya?
- iii. How do civic education through informal learning influence voter's turnout in general elections in Nyamira County, Kenya?
- iv. What is the influence of civic education through formal learning on voter's turnout in general elections in Nyamira County, Kenya?

1.6 Justification of the Study

Civic education is a grab term in the Kenyan government especially among civil institutions. According to Grindle (2004), says that civic learning targets to educate citizens on their responsibilities and rights as part of democratic rights for community to have a more responsible government. Civic education is an important tool for citizen empowerment. Presently, people are still not fully informed of their responsibilities and rights, there

are no any arrangements by the Government and the (IEBC) to create awareness to people. This research tries to examine Civic education delivery methods on voter's turnout in 1992-2017 general elections in Nyamira County and know if the understanding acquired through civic education influence voter's turnout in a democratic community.

1.7 Scope of the Study

The geographical coverage of the study was Nyamira region, one of the counties in Kisii region. Nyamira County covers four sub-counties. The study targeted registered voters from four sub counties; these are Borabu, West Mogirango, Kitutu Masaba, and North Mogirango to examine historical analysis of civic education delivery methods on voter's turnout in 2007-2017 general elections in Nyamira. The study took a maximum of four months.

1.8 Limitation of the Study

A researcher might encounter some challenges during fieldwork. Some informants may not be able give out the information due to lack of knowledge concerning the topic of the study. Secondly, quantity of information may make interpretation of data time consuming. Study quality is heavily reliant on the personal skills of researcher and more likely to influence the researcher's personal bias. Thirdly the researcher's being there during data collection may affect the subject's responses.

1.9 Assumptions of the Study

This study was supported by the following assumptions that; the research assumed that the respondents know the nature of reality concerning the study on historical analysis of civic education delivery methods on voter turnout. The study was assumed that the respondent knows the role of the study. This helped in omitting biasness as well as worth-loaded natures of information gathered from the field. The study assumed that the researcher is familiar with what the respondents know. A researcher tried to get as close as possible to the respondents being studied, subjective evidence is assembled based on individual views from the study.

II: THEORETICAL FRAMEWORK

2.1 Classical Theory of Democracy

In democratic theory, several expectations are held regarding the population's level of information. Theory of democracy shares the observation that each member of the political community carries elementary sensible capacities that are adequate to judge the conduct of government. Some classical theories of democracy are found upon beliefs even if personal ethics are not comparative only for residents who hold them. Ethics cannot be known to other residents. Although they are different in their engagement to this, the first and most crucial principle, the classical democrats, Mill (1998) supports that, lack of understanding is a general fact on how to organize political administration. Residents in community must be given extreme opportunity to follow their own goals and self-defined values, and to do so in self-determined ways.

The classical democrats maintains that members of a democratic republic must have the capacity and motivation to become involved in any political activities, they need to be capable of understanding a wide range of political issues, they must be interested in political activities, they must be informed, and they must be willing not to allow participation of others but to postpone the decision of the majority even when the will of the majority conflicts with their own (Hutchful, Eboe, 1992). Voting decisions in a competitive democracy can be characterized as prospective in which the voter selects the suitable candidate whose expectations are promising to the citizens, they prefer or retrospective in which the voter evaluates incumbent politicizations according to some criteria. The availability of information conditions the ability of voters to make wise perception.

Civic education is not deliberate; community transmits values and norms without meaning to. Sometimes individuals are civically educated in different ways that may disempowered them or bring harmful values and norms to the community. It is certainly not restricted to schooling and the education of children and young people but also families, government and electronic media are also involved in provision of civic education. Tocqueville says that local political involvement is a form of civic education which brings people within their reach and teaches people on how to enjoy their civic rights.

Personal political engagement was seen by the classical democrats as a necessary condition for personal development and moral fulfillment. According to Rousseau (1996), participation was educational. It opened the person's perspectives, enabling him to get the moral freedom which alone makes human the master of him. Engagement made humans free. Therefore, the study on influences of civic education delivery methods on voter's turnout relates to the classical theory in that civic education can enhance the level of voter turnout on both personal and groups in all the processes of life that affects people's beliefs, and actions as prospective members of communities when making decisions through elections.

2.2 Research Gap

This study focused on analysis of civic education delivery methods. Given that the past disagreeable event that has been witnessed in general elections in Kenya. Most studies have been conducted by various researchers such as, Odera 2013 & Asunza 2018. They have researched on civic education in different ways but none has attempted to research on civic education delivery methods on voter turnout. A vital analysis of the literature review shows that there is a knowledge gap that this study Endeavour's to fill. The study will provide information on the trends occurring in general elections in Nyamira County. Interventions has been done in Kenya to increase voter turnout more so in affected geographical areas but none has been provided 100% change. Through the study the community will understand the meaning of participating in voting.

III: METHODOLOGY

3.0 Research Methodology

The study utilized qualitative research approach. Qualitative method focuses on words rather than figures. This allowed the researcher to put the information acquired through primary and secondary sources within historical perspective. Qualitative method was used because of its broad approach towards understanding and explaining the meaning of social occurrence in naturalistic setting, (Bailey, Marshall & Rossman, 1996). It supports large perceptible of a circumstances investigated due to time; findings are limited to a sample studied not whole population. In data collection qualitative research uses unstructured questionnaires and interview schedules. In data analysis it employs content analysis and narrative analysis.

3.1 Research Design

Kumar define research design as a framework which provides a road map on how data is to be collected and analyzed to meet the research objectives (Kumar 2010). Descriptive research design was used aiming to assess the nature and role of civic education delivery methods on voter turnout in general elections Nyamira County. Survey is a process in which data is collected to answer questions relating to existing status of the subject under study (Mugenda & Mugenda, 1999). Descriptive survey research is designed as a technique of collecting data through interviewing or use of questionnaire to a sample of individuals to collect data on their attitudes, opinions and habits (Orodho, 2009).

3.2 Target Population

A study population refers to a whole group of persons who researchers are concerned in generating conclusions (Trochim & Donnelly 2008). They show familiar characteristics as defined by the researcher. A study population has related characteristics from which sample are taken for observations (Kombo & Tromp, 2006). The study targeted 278, 853 registered voters from Nyamira County that constitutes, Borabu, North Mogirango, West Mogirango and Kitutu Masaba.

Table 1: Target Population

Sub counties	Target population	%
1 North Mugirango	54,306	19.5
2 Borabu	54,909	19.7
3 Kitutu Masaba	93,246	33.4
4 West Mugirango	76,392	27.4
Total	278,853	100

Source: Independent Electoral Boundaries Commission, (2017)

3.3 Sampling Procedure and Sample Size

Sampling plan is an approach used to select a case for observation from the study population, (Kombo & Tromp, 2006). The researcher adopted purposive sampling technique during the study to select respondents that is registered voters who took part in the study from each sub county; this was based on the knowledge of political events. This technique enabled the researcher to minimize time during the study. According Webster a sample is part of a study population which represents whole population the study adopted a sample size of 100 registered voters from four constituencies in Nyamira County, which was obtained through Taro Yamane's formula (1973) for this study. Enhance gives a larger sample which represents the whole population.

$$n = \frac{N}{1 + (Ne^2)}$$

n represents sample size.

N represents target population,
e² represents margin error.(0.1%)
 $278,853 / \{1 + (278,853 * 0.1 * 0.1)\} = 100$

Table 2: Sample Size

Sub counties	Sample size	%
1 North Mugirango	20	19.5
2 Borabu	20	19.7
3 Kitutu Masaba	33	33.4
4 West Mugirango	27	27.4
Total	100	100

Source: Researcher, (2020)

3.4 Data Collection Instruments

The researcher used different data collection tools to acquire enough information as per the objectives of the study. In descriptive survey unstructured questionnaires and interview schedules are preferred; questionnaire contained suitable modified questions related to the research also individual questions formulated by the researcher. Management of questionnaires was through a researcher; this allowed a researcher to gather more in-depths, less rigid and more open responses from the participants. Interview guide was used to determine if respondent have any ideas concerning civic education in the sub counties. The interview guides was administered by researcher; this enabled the researcher to guide respondents.

3.5 Piloting of Research Instruments

A pilot study was carried out before material day; the researcher conducted pilot study in Borabu constituency in Nyamira region, data collected during pilot study was not incorporated in final study. A researcher was able to identify possible problems deficiencies in research tools and protocol before implementations during the study. The questionnaires were administered one week before the actual data collection any item in the instrument found vague was removed to improve the questionnaire. The aim of pilot study is to test suitability of the questions and to give researcher suggestions on the validity of the research.

3.6 Validity of Instruments

Validity in qualitative research indicates uniformity and credibility about activities and events related with the occurrence as signified by the study outcome explored in the research, (Golafshani, 2003). Validity determines extent to which research tools measure what is supposed to measure, (Mugenda & Mugenda, 2003). In this study, the researcher used triangulation by using more than one technique to collect data on the same theme which involves diverse types of samples as well as technique of data collection; triangulation is a technique used in qualitative studies to ensure and establish validity in the study by analysis research questions from numerous perspectives. This includes data triangulation which involves using dissimilar sources of data to increase validity of the research. This is determined by comparing feedbacks from more than one group of participants if both agree and give the same information then validity is established. Investigator triangulation it involves using more than one investigator in the analysis process. The investigators examined the same qualitative methods (interviews and unstructured questionnaire) the findings from each evaluate was compared, if the findings from different evaluators are the same then validity is established. Methodological triangulation it involves the use of multiple-qualitative methods to the study, results from (interview and unstructured questionnaires) was compared if the results from each of the methods are the same, then validity is established.

3.7 Internal Validity

To ensure internal validity the following strategy was employed; triangulation of data was composed through numerous sources. Broad term and regular observations at the study site, regular and frequent observations of comparable phenomena and setting occurred on-site over a period of time. Associate examination, the informants gave out as a check throughout the analysis process. The interpretation of informant's reality and meaning made sure the truth and value of data.

3.8 Testing external validity

To ensure external validity the researcher provided well-off broad detailed descriptions so that anyone interest in transferability had firm structure for comparison (Merriam, 1991).

3.9 Reliability of Instruments

To test for reliability researcher also employed three methods to ensure reliability. Researcher determination gave a comprehensive explanation of the study, researcher position, respondents place and origin for the selection of the background as of which information was collected (Creswell 2013). Triangulation or similar method of collection data and analysis was used. Data collection and analysis methods were reported in facts in order to give a clear and precise image of method used in the study.

3.10 Data Analysis

Procedure of data analysis involved checking of all data collection instruments. Unstructured Questionnaires was checked for errors and omissions. Qualitatively data was categorized to create logic out of the text and picture information; this allowed a researcher to make general conclusions of data collected. Data was analyzed using content analysis specifically information acquired from discussions with identified key informants, narrative analysis was used to analyze texts that come from variety of sources like transcripts and interviews sessions with respondents. Thematic analysis also used to analyze qualitative data that share a focus on identifying themes in qualitative data.

IV: RESULTS AND DISCUSSION

4.1 Civic Education through Electronic Media Campaigns on Voter's Turnout

The study aimed to establish the influence of civic education through electronic media campaigns on voter's turnout in general elections. The responses of study revealed that 76% (76) of the respondents asserted that electronic media play an indispensable role in the proper functioning of a democracy. Discussion of the electronic media's functions within electoral contexts often focuses on their "watchdog" role: by unfettered scrutiny and discussion of the successes and failures of candidates, governments, and electoral management bodies, the media can inform the public of how effectively they have performed and help to hold them to account.

The results also indicated that 90% (90) of the respondents said that the media also have other roles in enabling full public participation in elections; by educating voters on how to exercise their democratic rights; reporting on the development of an election campaign; providing a platform for the political parties and candidates to communicate their message to the electorate; providing a platform for the public to communicate their concerns, opinions, and needs, to the parties/candidates, the government, and to other voters, and to interact on these issues; allowing the parties and candidates to debate with each other; reporting results and monitoring vote counting; scrutinizing the electoral process itself, including electoral management, in order to evaluate the fairness of the process, its efficiency, and its probity; and providing information that, as far as possible, avoids inflammatory language, helping to prevent election-related violence. One of the Key Informants highlighted that;

"The media plays a major role in keeping the citizenry abreast of current events and raising awareness of various issues in any society. It also has an extremely significant impact on the public's views and way of thinking"

The media is the primary means through which public opinion is shaped and at times manipulated. If this is the media's role then in normal course of events, it becomes even more vital in exceptional periods, one of which is electoral junctures, when the media becomes a primary player. Elections constitute a basic challenge to the media, putting its impartiality and objectivity to the test. The task of the media, especially national media outlets, is not and should not be to function as a mouthpiece for any government body or particular candidate. Its basic role is to enlighten and educate the public and act as a neutral, objective platform for the free debate of all points of view.

It is for this reason that election observation teams, for example, routinely comment upon media access and coverage of elections as a criterion for judging whether elections are fair. Monitoring the media during election periods has become an increasingly common practice, using a combination of statistical analysis and the techniques of media studies and discourse analysis to measure media's role in an election.

The results indicated that 92% (92) of the respondents acknowledged that candidates and parties have an explicit right to provide the electorate information regarding their attributes, political agendas, and proposed plans. Besides meeting directly with members of the electorate, candidates and parties accomplish this task through campaigns via media. It is paramount to democratic electoral processes therefore, that all candidates and parties are provided equal access to media for this endeavour.

Candidates and parties use the mass media for campaigning through sponsored direct access spots, paid political advertising, televised debates, use of social media, and other mechanisms. They also hope the media will voluntarily cover them because of the newsworthiness of their campaign activities. Political parties expend vast human and financial resources on planning and executing mass media campaigns.

The study findings also indicated that 89% (89) of the respondents agreed that the media have several roles in realizing contestants' right to campaign: To create a level playing field is the first role. This entails equal access to state broadcasters and other state resources: Among the most effective, but least analyzed, means of autocratic survival is an uneven playing field. In many counties, democratic competition is undermined less by electoral fraud or repression than by unequal access to state institutions, resources, and the media.

One of the Key Informants highlighted that;

"An uneven playing field is less evident to outside observers than is electoral fraud or repression, but it can have a devastating impact on democratic competition".

Levelling the campaign playing field is one of the main justifications for regulation of media during elections. For more information, see the section on national-level law and regulations on media and elections. Another key role of media in campaigning is balanced reporting, ensuring that candidates receive fair coverage. This is one reason why robust media monitoring is so important toward ensuring fair and free elections. Media professionalism and media literacy are also fundamental to this achievement.

While candidate and party campaigns are of course a form of debate, there are also other voices that are to be heard within public forums. The study findings also indicated that 89% (89) of the respondents noted that all people have the right to express opposing ideas and opinions. The role of media in providing this platform for debate and discussion is therefore vital. Media provide a mechanism for regular citizens to be heard and to therefore influence political agendas and campaign platforms, and sometimes garnering support and influencing fellow voters.

The study findings also indicated that 84% (84) of the respondents said that media's role as a public educator is in essence a combination of media's three other roles with a few added aspects. For example, media as a mechanism for transparency ensures voters are provided information necessary to fully evaluate the conduct of officials as well as the process at large. Media as a campaign platform ensures the public is educated in political agendas of all participating parties and candidates equally.

One of the Key Informants highlighted that;

"Media as open forum for debate and discussion ensures that voters can educate other voters, politicians, and officials".

The study findings indicated that 79% (79) of the respondents said that Media also educates through the transmission of voter information. This might be through direct negotiation with electoral management bodies and NGOs for broadcast of educational material. It also happens indirectly. For example, when media report on an electoral event, details such as the location of voting sites, the necessity of voter registration, how the count will be conducted, and so forth, may be provided to the audience. This is one reason why it is very important that an electoral management bodies communicates frequently with all media, providing them with the necessary facts and figures to ensure accurate reporting.

This role as a forum for public debate is a complex one in post-conflict situations, as the line between debate and conflict needs to be carefully managed by professional media, which is not always present. The media serve as a forum for competing political actors to vie for power and to offer alternatives to the national project. This is both a strength and weakness. It is strength because it means that the media and the press in particular, can be a valuable space for reconciliation and dialogue between competing political perspectives. When perspectives are engaged effectively this can help to reduce polarization, and further define and consolidate the state- and nation-building agenda. But the media's ability to serve as a forum is a weakness for fragile states that may not have the institutions to manage this kind of discussion

The study findings indicated that 70% (70) of the respondents said that media also play an important analytical role, which enhances their ability to play their other roles, as watchdogs, forums for debate, and so on. For example, if media simply re-post or re-broadcast a press release, transmission of information to the electorate may still warrant useful, but lacking in scope and context. Without analysis of the press release in relation to on the ground events, results, or opposing opinions, for example, the information received by the media audience is one-dimensional. In ensuring that the public has the level of informational detail required to make informed choices or action, media utilize various tools of analysis.

These findings were supported by Masiga (2018) who argued that civic knowledge is an important aspect of enhancing participation of citizens in social and political process. A recent research document has important links between basic civic knowledge and civic attributes. Resultantly, support for democratic values is promoted through civic knowledge. Equally, political participation is promoted through civic knowledge. Civic knowledge enables members of the public to understand their interests as group members and individuals. There is a rational relationship between the interest of individuals and a particular legislation. As such, more informed people defend and have an accurate connection with their interests in the political process. Through civic knowledge members of the public become informed on civic affairs. However, the knowledge acquired by citizens becomes effective once it's incorporated into an existing framework. Moreover, through civic

knowledge the consistency of the views of members of the public as expressed on surveys on public opinions is enhanced.

Concerning the language barrier in civic education, most of the participants, 71% (71) agreed that lack of communication and language access create significant barriers for communities to engage in their civic duties. The level of social and economic development of the country, with its consequences for the structure of media audience and ownership - and where people get their political information from and the extent to which the media have experience in reporting democratic elections - and how far media freedom has prevailed in the past.

It has become commonplace to talk about the globalization of information. Equally many regret the “Kenyanization” of election campaigning - meaning the use of slick televisual images with little substantive content. Both these viewpoints, although apparently coming from different political standpoints, make the same assumption: that a certain type of media and certain type of campaign language prevail throughout the world. Yet this is far from the case. Very large numbers of voters are excluded from access to television through poverty. Many others are excluded from newspaper readership through a combination of poverty and illiteracy.

4.2 Civic Education through Service Learning on Voter’s Turnout

The study determined the influence of civic education through service learning on voter’s turnout in general elections. The study findings showed that majority of the respondents, 89% (89) highlighted that through service learning factors that discourage voter turnout would be eliminated if citizens were given the opportunity to experience voting in a carefully controlled and meaningful environment. If citizens have this opportunity, they will come to understand that citizenship requires a balance between giving and receiving. They would learn to appreciate democracy as a social compact in which the members of society mutually care for each other, their community, and their nation. Citizens will be become empowered contributors in improving their community and nation.

One of the key informants opined that;

“Service learning helps to build community support for education”

When programs are developed collaboratively by the government, citizens begin to see that government is responsive to their needs, and a sense of government ownership and pride are nurtured. Service learning also facilitates a closer bond between government and citizens. Through community projects, citizens are more easily drawn into the educational process. Community service provides an easily accessible forum which serves to encourage citizens’ involvement. Citizens who often feel alienated from the normal government routine find a more comfortable common ground upon which they can become involved. As a result, citizens become part of the service delivery process and begin to share accountability, thus strengthening the voting process and participation.

Service-learning provides multiple benefits for individuals. First, service-learning activities provide relevant and motivational opportunities for individuals to connect the principles and processes of democratic life with practical community problem solving. Service-learning allows individuals to practice in the community the civic values and concepts. With guided practice in collaborative problem solving, they learn that they can make a difference. In addition, the practical application of social science knowledge to community problems gives some individuals a much-needed stimulus to enhance their participation in democratic process.

Second, service-learning increases individuals’ awareness of the community and world around them, the unmet needs in the society, the agencies and institutions involved in attempting to meet those needs, and a variety of strategies that they can use to create a better world. Through service-learning, individuals connect with institutions working against injustice. They learn firsthand about the advantages of working as a group, the influence of public policy on human lives, and the intricacies of local government politics. Finally, service-learning enhances the development of democratic values and attitudes. Not only do individuals develop firsthand knowledge of such abstract concepts as justice, diversity, opportunity, equality, and the common good, but they also develop empathy and compassion for others. Through direct experiences working with others in the community, individuals learn that the society is “unfinished,” and that they can play a key role in narrowing the disparity between the democratic ideals and the reality of daily life through voting.

These findings are in consonance with findings by Hart et al., (2007) who observed that service learning courses enables civilians to participate fully in community services which opens up to political participation, although Sometimes service learning courses are not structured to increase political engagement further community service education has an impact influence on the voter turnout. According to Morgan and Streb (2015), argues

that there is an increase in political engagement among learners and civilians who take service education courses they have a high level of voice and ownership when comes to their democratic rights. Service learning aspires to form globe of dependable, actively engaged people. It promotes instructional programming intended to enhance academic attainment, student's participation activities to deal with community issues to foster civic accountability. The objective of service education is to contribute to moral, social and political dealings of the society.

4.3 Civic Education through Informal Learning on Voter's Turnout

The study aimed to survey the influence of civic education through informal learning on voter's turnout in general elections. The findings of study revealed that 66 (66.0%) agreed that majority of the voters did not have civic education, which was mainly taught through informal education and that is why the majority failed to turn-up and vote during general election. On the contrary, 57 (57.0%) asserted that majority of voters did not have civic education, which was mainly taught through informal education and that is why the majority failed to turn-up and vote during general election. One of the participants interviewed said that;

"Voters are more inclined to participate in informal processes than in formal political and electoral ones. Activism, protests, and campaigns are common avenues; voters are often driving forces behind reform movements"

In the current world and throughout history, there are many examples of powerful voters-led protest movements. Voters also tend to get involved in civic, service-oriented activities, such as volunteering for a social cause. Many young people are more inclined to join a tree-planting project, for example, than to join a political party talking about planting trees in the future. Informal engagement can be understood as political participation and can be beneficial for a vivid and resilient democracy. These findings are in agreement with findings by Langton (1999) who opined that informal knowledge increases civic skills and awareness which are elements that increase political involvement despite the level of education in the domain which results to high voter attendance. This statement simplifies why increase in informal learning has resulted in high voter turnout. Through informal learning students and community members seem to develop political understanding by socializing by peers or fellow community members.

4.4 Civic Education through Formal Learning on Voter's Turnout

The study determined the influence of civic education through formal learning on voter's turnout in general elections. The study responses indicated that formal learning increases ones skills to process information about political issues. The skills acquired enable society to follow political campaigns and news on electronic media which might create the wellbeing to political participation. Furthermore, most of the respondents, 94% (94) highlighted that the more formal education a person has received, the more likely that person is to register and even more likely vote. Generally, it is assumed that more formal education results in a higher probability of voting. People who have been to college are regarded as having received more information about politics than those, who did not attend college, and are therefore more likely to turnout. They have fewer difficulties mastering the bureaucratic registration procedures and most likely have been taught some kind of feeling of voting as a civic duty. On the other hand, 6.0% (6) of the key informants noted that people who have not received education beyond high school are more likely to be estranged from the political life in general, registering and voting in particular, due to a lack of understanding.

These findings were supported by Verba, Schlozman and Brady (1995) who claimed that learning increases extent of participation in diplomacy; it also allows civilians to obtain civic skills mandatory for successful communications of their views to representatives. Rosen Stone argues that learning imparts knowledge and skills necessary to citizen's activities, learned people or citizens have the skills and knowledge to understand the ideas of political participation in political activities such, as voting. From this view, process of formal learning leads to increase political engagement. Brody (1978) claimed that if education conveys civic skills that propel political involvement, then stress should be kept by increasing number of institutions which will provide formal education hence increasing the level of voters' turnout.

According to Jackson (1995), education triggers individuals political effectiveness since education increases the trust that citizens can play an significant task in the political process by having the capability to appreciate and take part in elections, and as well as to influence government measures. According to the absolute education model individuals are more expected to take part in an election depending on level of education they have.

According to Finkel (2003), there are three civic education dimensions that influence political participation. In the first place, imparting civic knowledge in people to improve people's control of information regarding the government and politicians and allow them to engage in political and social platforms with enough information.

Secondly, the change of political behavior, attitude, and perceptions is another dimension. This dimension ensures that civic education changes people's culture and tradition that sometimes shapes the way they view voting, electoral processes and politics. Third dimension requires that civic education is conducted to help people make sound and informed decisions even with the information they have and the changed political behavior. This dimension prepares citizens in such a way that they know the bad and the good side of the decisions they are making.

V: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

The study concluded that electronic media play an indispensable role in the proper functioning of a democracy. The media also have other roles in enabling full public participation in elections; by educating voters on how to exercise their democratic rights; reporting on the development of an election campaign; providing a platform for the political parties and candidates to communicate their message to the electorate; providing a platform for the public to communicate their concerns, opinions, and needs, to the parties/candidates, the government, and to other voters, and to interact on these issues; allowing the parties and candidates to debate with each other; reporting results and monitoring vote counting; scrutinizing the electoral process itself, including electoral management, in order to evaluate the fairness of the process, its efficiency, and its probity; and providing information that, as far as possible, avoids inflammatory language, helping to prevent election-related violence. Media provide a mechanism for regular citizens to be heard and to therefore influence political agendas and campaign platforms, and sometimes garnering support and influencing fellow voters. Media also educates through the transmission of voter information.

The study also concluded that through service learning factors that discourage voter turnout would be eliminated if citizens were given the opportunity to experience voting in a carefully controlled and meaningful environment. If citizens have this opportunity, they will come to understand that citizenship requires a balance between giving and receiving. Service-learning provides multiple benefits for individuals. First, service-learning activities provide relevant and motivational opportunities for individuals to connect the principles and processes of democratic life with practical community problem solving. Service-learning allows individuals to practice in the community the civic values and concepts.

Informal knowledge increases civic skills and awareness which are elements that increase political involvement despite the level of education in the domain which results to high voter attendance. The majority of the voters did not have civic education, which was mainly taught through informal education and that is why the majority failed to turn-up and vote during general election. Majority of voters did not have civic education, which was mainly taught through informal education and that is why the majority failed to turn-up and vote during general election.

Formal learning increases ones skills to process information about political issues. The skills acquired enable society to follow political campaigns and news on electronic media which might create the wellbeing to political participation. Furthermore, the more formal education a person has received, the more likely that person is to register and even more likely vote.

5.2 Recommendations

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

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

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

The government through its ministries should ensure that there is the need for the electoral body to work closely with community based organizations during the electioneering period to mobilize voters to turn-up in large numbers to vote for their preferred leaders.

5.3 Suggestion for Further Studies

This study aimed to examine civic education delivery methods on voter's turnout in 1992-2017 General Election in Nyamira County. The study was confined to civic education through electronic media campaigns; civic education through service learning; civic education through informal learning and civic education through formal learning on voter's turnout in general elections. Further study should be conducted on other civic education delivery methods not captured or included in this study.

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