

African Gender Studies Quarterly



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EDITORIAL NOTE

It is with great joy that we introduce this inaugural edition of African Gender Studies Quarterly (AGenSQ), a journal established to provide a dedicated platform for rigorous, interdisciplinary scholarship on gender and its intersections with African societies and the broader Global South. As a quarterly publication, we are committed to fostering critical dialogue and advancing knowledge that is both theoretically grounded and contextually relevant.

In this first issue, we are pleased to present a collection of articles that exemplify the depth and diversity of gender scholarship. The opening paper, "A Biopsychosocial Perspective on Sexual Disorders and Dysfunctions: Implications for Diagnosis and Intervention," offers a comprehensive examination of sexual health through biological, psychological, and sociocultural lenses, emphasizing the need for culturally informed care in African contexts. The authors make a compelling case for destigmatising sexual health discussions and integrating multidisciplinary approaches to treatment.

The second article, "Love in the Digital Age: Rethinking Courtship and Romance in Contemporary Society," explores how technology, shifting gender roles, and evolving social norms are transforming intimate relationships. By examining phenomena such as digital dating, emotional labour, and self-love, this paper illuminates the complex terrain of modern romance and its implications for psychological well-being.

Following this, "Cultural Influences on the Perception, Regulation, and Communication of Sexual Content" investigates the powerful role of media in shaping sexual attitudes and behaviours. Drawing on psychological theories, the authors critically analyse how different media forms from social media to pornography influence sexual socialisation, particularly among young people, and advocate for enhanced media literacy and psychological interventions.

The fourth contribution, "Marriage, Sexuality, and Cultural Norms in Indigenous Nigerian Films: A Comparative Analysis of Yoruba, Hausa, and Igbo Cinema," employs qualitative content analysis to examine how indigenous films reflect and reinforce cultural values surrounding marriage and sexuality. The study reveals persistent gender double standards while noting emergent progressive shifts, demonstrating the pedagogical function of cinema in sustaining or challenging societal norms.

The fifth article, "Gendered Constructed Strategies in Conflict Resolution: Challenges Faced by Female Secondary School Leaders in Chivi, Zimbabwe," illuminates how gender shapes leadership in educational settings. Through rich qualitative data, the authors identify three distinct gendered strategies employed by female school heads: the motherly care approach, the relational strategy, and the inclusive gender-sensitive approach.

The sixth article, "Political Education and Voters' Behaviour in Nigeria," establishes a strong positive relationship between political education and voter behaviour. Notably,

with women constituting 64.5% of respondents, the findings invite critical reflection on gendered patterns of political participation and the need for gender-sensitive civic education approaches.

We believe these articles have been thoroughly reviewed, and the recommendations offered will help to properly formulate effective solutions to identified issues. This inaugural issue has done well by providing a space where both emerging and established scholars alike have engaged to present themes that demand attention and open engagement. We sincerely hope that this collection will not only inform but also invite deeper reflection and continued scholarship on the evolving intersections of gender and its dynamics as they affect Africa and the rest of the third world.

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Table of Content

1. Biopsychosocial Perspective on Sexual Disorders and Dysfunctions: Implications for Diagnosis and Intervention Wosangha S. Otu, Idoko R. Ihotu & Okonkwo K. Ifunanya	5
2. Love in the Digital Age: Rethinking Courtship and Romance in Contemporary Society Olaleye Fuad Duncan, Adekanmbi Adebowale Isaac & Lijoka Tomilola Joshua	19
3. Cultural Influences on the Perception, Regulation, and Communication of Sexual Content OBE, O., EKOTT, D. & Adegbohun, O. J.	38
4. Marriage, Sexuality, and Cultural Norms in Indigenous Nigerian Films: A Comparative Analysis of Yoruba, Hausa, and Igbo Cinema Stephen, Emmanuel Ayomide & Osaghae, Japheth Osasere	52
5. Gendered constructed strategies in conflict resolution: Challenges faced by female secondary school leaders in Chivi, Zimbabwe Clemence Dzingirai, Rosemary Guvhu, Anna Moyo,	66
6. Political Education and Voters’ Behaviour in Nigeria: A Case Study of the 2019 General Election in Lagos State Deborah Ifeoluwa, Makanjuola	80

POLITICAL EDUCATION AND VOTERS' BEHAVIOUR IN NIGERIA: A CASE STUDY OF THE 2019 GENERAL ELECTION IN LAGOS STATE

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Abstract

This research delves into the relationship between political education and voters' behavior in Nigeria, with a specific focus on the 2019 general election in Lagos state. Leveraging political system theory and employing a quantitative methodology, the study aims to shed light on the impact of political education on voter decision-making processes and electoral outcomes in the Nigerian context. This study employs questionnaires to collect data from a diverse sample of eligible voters in Lagos, Nigeria. The data obtained was subjected to rigorous quantitative analysis, allowing for a thorough examination of the extent to which political education influenced voters' political engagement, party preference, and overall electoral behavior. The research findings reveal that political education has positive impact on voters' behavior. This research provides valuable insights into the significance of political education in shaping voters' behavior in Nigeria, especially during the 2019 general election.

Keywords: *Political Education, Voters' Behaviour, Nigeria General Election, Democracy, Electorates,*

Introduction

Political education entails educating and mobilizing the masses to realize that they are the best defender of democracy, educating Nigerians about their right, duties and obligations as citizens. Enlightening and mobilising potential voters is the responsibility of the Independent National Electoral Commission's, political parties, civil societies, religious and traditional institutions, as well as the National Orientation Agency (NOA). Voting is one of the cardinal principles of democracy and the importance of political participation in democratic societies have increased drastically over the years. Voting, according to Uwa and Emeka (2022) is the aggregation of individual interests or

preferences into a collective decision in an election, which is also the action of formally indicating one's choice of candidate or political party in an election. Voting processes in Nigeria has taken different forms over the years starting from the secret ballot system, the experimented open ballot system and the modified open ballot system (Oladoye et al., 2022).

According to Belcastro et al. (2022), voting behavior is simply an electoral activity which is a combination of personal and electoral action, which manifests during an electoral process. It includes voting during elections, involvement in electoral campaigns and participation in electoral rallies as well as support for a candidate or a political party. In essence, it connotes the direct

participation and indirect participation of the electorate in an electoral process.

Nigeria's 2019 general elections took place on 23 February and 9 March 2019 for the presidential and national assembly elections and the gubernatorial and states houses of assembly elections respectively. However, due to the disruption in the use of the Smart Card Readers during voting and the failure to deploy them at the appropriate time, over-voting and widespread disruption in many polling units in 6 states during the governorship election of 9 March 2019, and supplementary elections were held on 23 March 2019 (INEC, 2019).

The INEC plays key roles in voting participation through voter education and mobilization of human and material resources for the elections. A large number of voters were also encouraged by INEC's assurances of credible polls. The Commission's performance in the area of provision of electoral security was largely below the mark and this accounted for some pockets of electoral violence in some areas. Several factors accounted for the voting participation in the elections particularly in Lagos state. The factors that had more influence on voters were the credibility of the candidates, the desire to change the party in power due to poor performance, the use of the Smart card reader and fairness of the zoning arrangement. Voting behaviour in the election was generally in conformity with INEC's electoral guidelines.

The 2019 presidential elections recorded the lowest voters' turnout since 1999 with just 35.66% of

registered voters determining the outcome of the elections (INEC, 2019). In simple terms, it means those that failed to vote tacitly transferred their voting rights to the few that voted and empowered them to make elective decision on their behalf. Of all the states in Nigeria, only Jigawa and Katsina recorded at least 50% voter turnout. Despite Lagos state being one of the commercial centers in Nigeria and the second most populous state, it recorded the lowest turnout – 18.3% of the registered voters cast their ballots. Such a degree of voter apathy is endemic to the consolidation of democracy in Nigeria. This phenomenon of voter apathy particularly in the 2019 general elections is a propelling factor in understanding whether the lack of political education by relevant social institutions and structures in Lagos state and in Nigeria is a major cause. Voter's education is a very critical factor in successful elections.

Objectives of Study

1. To assess the level of political education in the 2019 general election in Lagos state.
2. To examine the various types of political education that were administered in the election.
3. To determine the effect of political education on voters' behavior in the 2019 general election in Lagos state.

Research Questions

1. What is the level of political education in Lagos state?
2. What are the various types of political education that were administered?
3. What are the effects of political education on the behavior of voters in the 2019 elections in Lagos state?

Hypothesis

Hypothesis 1

H0: Political education does not have impact on voters' behavior in Lagos state

H1: Political education have impact on voters' behavior in Lagos state

Hypothesis 2

H0: Political education does not have positive effect on voters' behavior in Lagos state

H1: Political education have positive effect on voters' behavior in Lagos state

Literature Review/ Theoretical Framework

Election

According to Uwa and Emeka (2022), an election is a postmortem that investigates the record of officeholders whose actual performance may have little to do with promises made when they were previously elected. Election facilitates and shapes democracy by

portraying the popular will, inculcating political changes and actualising regime legitimacy (Ogundiya, 2009). Therefore, elections constitute an essential principle in liberal democracy.

Elections are an institutionalised attempt at actualizing the essence of democracy, that is, according to Abraham Lincoln the rule of the people, by the people and for the people. Elections are therefore an integral part of the democratic process globally and post-independence especially for African politics and have assumed utmost importance in the course of recent democratisation processes (Isiaq et al., 2018). However, many of Africa's democratic elections have been flawed with extreme controversy and violence where violent protests greets the proclamation of election results and peaceful handover to opposition parties by the ruling party is very rare to witness, and many leaders develop sit-tight syndrome in office. Democracies in Africa have followed the pattern of being tainted with fraudulent ballot system, human right abuses, corruption and bad governance and have also gravitated towards one- or two-party dominance (Lindberg, 2006; Ake, 1991). This explains the fact incumbent parties have constantly denied other registered parties from emerging winners in elections through devious means thereby keeping them in the domineering position. Election when organized and executed properly can engender and is capable of ensuring sustainable democratic process in Africa and other states alike. It is simply an instrument of democracy and make a fundamental contribution to democratic governance.

Political Education

Political education can be defined as the process of critical elaboration of the content of political socialisation, which tends to promote an independent ability to develop own attitude or political choice. It becomes a mature expression of social education and civic education taking shape as an antidote against individual self-referentiality and the possible exclusiveness of political parties, social classes, and various localisms. In other words, political education is the process in which political attitudes and behaviours are germinated, formed and grounded in institutions of higher learning (Oladejo & Oni, 2017). However, it does not limit politics to party politics such as voting, election, and campaigning. Education, if well-grounded and provided, becomes ingrained in students' minds. This grounding of political education seeds of knowledge and skills continue to germinate as they develop from primary school to higher learning institutions.

The concept of political education has been subjected to different interpretations by scholars. In traditional socialisation studies, political education was used synonymously with political literacy to mean the goal of political education (Persson, 2015). Similarly, Amechi et al. (2018) have conceived political literacy or education as the knowledge and understanding of political issues, enabling people to effectively perform their citizen roles. Moreover, Amaechi et al. (2018) conceived political education as the potential for informed participation in political activities. Annette (2000) employed the concept

of education for democracy to describe political education. He argues that political education is based on the study of politics to encourage civic participation and the development of virtues and political knowledge through providing opportunities for service learning or active learning in the community. Consequently, political education refers to a continual and long-term process by which people acquire political cognition, attitude and behaviours. It is a process by which political culture is transmitted in a given society, enabling citizens to acquire the knowledge and skills essential for informed and effective citizenship.

Political education is a conscious act and can only occur through the agents or institutions specially meant for it. The family is the bedrock of a child's political socialisation. The parental background of the child determines the extent of his/her interest in the political affairs of his/her society. A child who grew up in a family that detests political discussions may naturally detest political participation.

The school has been recognised worldwide as a very important agent of socialisation. In many countries, political education has been included in the school curriculum. In Nigeria, such subjects are social studies, government, civic education, and citizenship education. All these subjects are intended to enable citizens to acquire the knowledge and skills essential for informed and effective citizenship.

Political parties are also strong agents of political education. They help create awareness of the country's political

situation through debates, campaigns, rallies, symposia, etc. Most people feel the impact of political parties only during election periods. However, political education should not be limited to elections or voting only. It is concerned with the whole activities of man in a society.

Voter's Behaviour

Voter behaviour is related to human behaviour in the context of an election. Voter behaviour is determining which political choice they feel is the most suitable or the most preferred to be chosen. According to Sudaryansti (2008), voter behaviour is a study that focuses on the tendency of people's choices in elections and their reasons for making the choices. Another definition from Surbakti (2010) states that voter behaviour is an activity to choose or not as a form of public participation in elections. Voter behaviour is the public's participation in general elections and contribution to political decisions in general elections.

Participation or involvement in general elections is a form of political participation. It refers to an expert's opinion, which states that political participation, including participation in general elections, is the act of a society that is consciously carried out to influence the public's decisions. Voting behaviour connotes a collection of attitudes, values and beliefs that individuals of a given society have towards elections at the local and national levels. The analysis of these patterns of behaviour helps to explain the reasons why people vote and how they reach the decisions they make. Voting behaviour aggregates individual

preferences into the collective decisions in an election (Linberg & Morrison, 2007). When studying voting behaviour, the main focus is determining who votes and how they vote. Understanding voters' behaviour would help explain why electorates make their decisions the way they do and enable the prediction of the outcomes of elections. According to Amos et al. (2017), people vote according to their original political disposition, while others vote because of the candidate's characteristics, qualities and abilities.

Political Systems Theory

Systems theory describes how the various parts and levels of a political system interact with each other. The central idea of systems theory is based on an analogy with biology, just as the heart, lungs, and blood function as a whole, so do the components of social and political systems. When one component changes or comes under stress, the other components will adjust to compensate. David Easton's *The Political System* (1953) conceived the political system as integrating all activities through which social policy is formulated and executed, that is, the political system is the policy-making process. Easton's conception of system emphasizes linkages between the system and its environment (Easton, 1953). Some elements necessary to make a good political system is the input, conversion box and output. This working together is used in the environment with an expectation of feedback which continues in an unending flow (Anifowoshe and Enemuo, 1999). From the society come the inputs which consist of demands

and supports. Demands refer to actions people want those in authority to undertake or reject. In simple terms, inputs (demands) flow into the system and are converted into outputs (decisions and actions) that constitute the authoritative allocation of values.

Employing systems theory as the theoretical framework aims to understand how political education, as a component of the larger political system, influences voter behavior within the Nigerian context (Shirin et al., 2014). This theory aims to provide deeper understanding of the complex interactions between political education and voter behavior, thereby informing strategies for improving the electoral process in Lagos state. Systems theory emphasizes the interdependence of various components within a system and their role in shaping system behavior. It provides a holistic and comprehensive framework for understanding the interactions and interdependencies within a system (Easton, 1957).

Methodology

This study uses quantitative methodology, using survey to collect primary data. According to Creswell and Creswell (2018), the survey method is a research strategy capable of revealing and describing the characteristics of a population through its samples, such as the trends, attitudes, and opinions. The population of this study is therefore summed to a total of 28,614,190 of those who voted

in the 2019 General elections in Lagos state. The sample size for this study will be 400 and it was determined through Taro Yamane's sample size formula [$n = N/(1+N(e)^2)$] where n = sample size, N = population size of 28,614,190, 1 is a constant value and e is the margin of error assumed to be 0.05]

$$n = 28,614,190 / (1 + 28,614,190(0.05)^2)$$

$$n = 400$$

A questionnaire will be adopted in this study and it is simply a systematic compilation of questions that are submitted to a sampling of population from which information is desired (Roopa & Rani, 2012). The questionnaire will be divided into two sections, the first section will seek for the demographic details of the respondents, while the second part comprises of questions to be answered in Likert scale format, which will be used to measure both the independent and dependent variables of the study. The questionnaire will be tested for its reliability with the use of the internal consistency (Cronbach Alpha) method. Cronbach Alpha will be used with a coefficient of 0.719. According to Bloomfield and Fisher (2018), an Alpha value of 0.5 and above is considered suitable to make group references that are accurate enough. The data is analysed using SPSS to test the hypothesis.

Data Interpretations and Analysis

Demography of the data

		Count	%
Gender	Male	142	35.50%
	Female	258	64.50%
	Total	400	100.00%
Age	18-25	297	74.30%
	26-35	91	22.80%
	36-45	12	3.00%
	46-55	0	0.00%
	56 and above	0	0.00%
	Total	400	100.00%
Educational Background	Primary education or less	0	0.00%
	Secondary education	46	11.50%
	Bachelor's degree (HND or BSC)	337	84.30%
	Master's degree	17	4.30%
	PHD	0	0.00%
	Total	400	100.00%
Occupation	Student	220	55.00%
	Employed	68	17.00%
	Self-employed	85	21.30%
	Unemployed	27	6.80%
	Retired	0	0.00%
	Total	400	100.00%
Marital Status	Married	36	9.00%
	Single	364	91.00%
	Divorced	0	0.00%
	Widowed	0	0.00%
	Total	400	100.00%

The sample of 400 respondents is predominantly female (64.5%) and overwhelmingly young, with 74.3% aged 18-25 and 22.8% aged 26-35, resulting in no representation from age groups above 35. The sample is highly educated, as 84.3% hold a bachelor's degree, with no respondents having only primary

education or a Ph.D. Occupationally, students make up the majority (55%), followed by self-employed (21.3%) and employed individuals (17%). Consequently, 91% of respondents are single. This demographic profile indicates a sample skewed toward young, female, educated, and single individuals,

which may limit the generalizability of findings to older, less educated, or married populations.

Research Question One: Level of political education in Lagos state

Level of political education in Lagos state		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
I had access to sufficient information about political parties and candidates during the 2019 general election	Count	38	105	103	113	41	400
	%	9.50%	26.30%	25.80%	28.20%	10.30%	100%
The available political education programmes adequately prepared me to actively participate in the 2019 election	Count	54	138	104	78	26	400
	%	13.50%	34.50%	26.00%	19.50%	6.50%	100%
The mass media played an unbiased significant role in educating me about political issues and candidates	Count	65	127	103	87	18	400
	%	16.30%	31.80%	25.80%	21.80%	4.50%	100%
Political education programmes played a crucial role in fostering an informed electorate in their understanding of democratic values	Count	38	86	109	134	33	400
	%	9.50%	21.50%	27.30%	33.50%	8.30%	100%
I am adequately informed and confident about the political structures and processes in Nigeria	Count	46	100	117	125	12	400
	%	11.50%	25.00%	29.30%	31.30%	3.00%	100%
The Nigerian government should prioritize improving political education for the citizenry	Count	32	23	46	128	171	400
	%	8.00%	5.80%	11.50%	32.00%	42.80%	100%
I believe that the level of political education in Lagos is sufficient	Count	143	127	63	53	14	400
	%	35.80%	31.80%	15.80%	13.30%	3.50%	100%

Regarding access to information about parties and candidates, opinions were split. While 28.2% agreed they had sufficient access, a nearly equal

percentage (26.3%) disagreed, and 25.8% remained neutral, suggesting gaps in equitable information dissemination. The effectiveness of political education programs was viewed critically, with a combined 48% of respondents either disagreeing or strongly disagreeing that these programs prepared them for the 2019 election. This points to a clear need for program enhancement.

Similarly, the role of mass media was met with skepticism. Nearly half of the respondents (48.1%) disagreed or strongly disagreed that the media plays an unbiased role in political education,

indicating a lack of public confidence in media impartiality. However, the data also shows positive impacts. A combined 41.8% of respondents agreed that political education programs have improved their understanding of democratic values, highlighting a key strength. Furthermore, 34.3% felt more confident in understanding political structures and processes, though a significant 36.5% disagreed, indicating a continued need for confidence-building initiatives. Most conclusively, there is an overwhelming public call for improvement. A substantial 74.8% of respondents either agreed or strongly agreed that political education needs to be enhanced.

Research Question Two: The Effects of Political education on the behaviour of voters in the 2019 elections in Lagos state

The Effects of Political education on the behaviour of voters in the 2019 elections in Lagos state		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
I voted in the 2019 general elections due to the political education I received	Count	128	120	75	46	31	400
	%	32.00%	30.00%	18.80%	11.50%	7.80%	100%
Due to the political knowledge I gained through political education programmes, I voted beyond personal or ethnic interests	Count	89	106	80	84	41	400
	%	22.30%	26.50%	20.00%	21.00%	10.30%	100%
I voted based on the candidates' track records, qualification and performance	Count	59	74	97	94	76	400
	%	14.80%	18.50%	24.30%	23.50%	19.00%	100%
I feel confident in making informed decisions when voting in elections because of the knowledge I gained	Count	54	57	93	132	64	400
	%	13.50%	14.20%	23.30%	33.00%	16.00%	100%
I considered the campaign promises made by the candidates before voting	Count	71	71	95	105	58	400
	%	17.80%	17.80%	23.80%	26.30%	14.50%	100%
	Count	68	77	122	106	27	400

I made my voting decision based on the political party's agenda and policies.	%	17.00%	19.30%	30.50%	26.50%	6.80%	100%
I discussed political issues and the upcoming elections with friends and family so as to educate them	Count	62	46	101	135	56	400
	%	15.50%	11.50%	25.30%	33.80%	14.00%	100%
Due to political education there was increased level of voters engagement and participation in the election	Count	79	78	93	106	44	400
	%	19.80%	19.50%	23.30%	26.50%	11.00%	100%
I was familiar with the major political parties that participated in the general elections	Count	40	75	90	153	42	400
	%	10.00%	18.80%	22.50%	38.30%	10.50%	100%
Voters who received political education felt more confident to hold elected officials accountable for their actions	Count	56	38	94	151	61	400
	%	14.00%	9.50%	23.50%	37.80%	15.30%	100%

The above table reveals a complex relationship between political knowledge and electoral decisions. Regarding the influence on voting decisions, findings suggest political education alone was not a primary motivator for participation. A combined 62% disagreed or strongly disagreed that it influenced their voting behavior, while only 19.3% agreed, indicating other factors played

significant roles in driving voter turnout. Similarly, when examining whether political knowledge helped voters move beyond personal or ethnic interests, results were mixed. Nearly half (48.8%) disagreed or strongly disagreed that education programs enabled such transcendence, while 31.3% agreed, suggesting continuous efforts are needed to promote voting choices based on broader considerations.

The Various types of political education that were administered		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Voter education materials such as brochures, pamphlets, fliers were used in the election	Count	51	60	97	152	40	400
	%	12.80%	15.00%	24.30%	38.00%	10.00%	100%
Political parties conducted workshops and training sessions to educate their members on their ideologies and policies.	Count	49	97	132	107	15	400
	%	12.30%	24.30%	33.00%	26.80%	3.80%	100%
Non-governmental organizations (NGOs) also organized educational campaigns to promote voter awareness and participation	Count	50	65	112	147	26	400
	%	12.50%	16.30%	28.00%	36.80%	6.50%	100%
Public service announcements and media campaigns raised awareness about voting rights and procedures	Count	21	60	76	189	54	400
	%	5.30%	15.00%	19.00%	47.30%	13.50%	100%
Social media platforms were also utilized effectively to disseminate political information	Count	29	39	88	167	77	400
	%	7.20%	9.80%	22.00%	41.80%	19.30%	100%
The types of political education administered during the 2019 election positively impacted voters engagement	Count	21	55	131	149	44	400
	%	5.30%	13.80%	32.80%	37.30%	11.00%	100%
Political awareness campaigns effectively educated citizens about the importance of voting	Count	29	39	118	159	55	400
	%	7.20%	9.80%	29.50%	39.80%	13.80%	100%

Candidate evaluation showed more balanced perspectives. A combined 42.5% agreed or strongly agreed they voted based on qualifications and track records, compared to 33.3% who disagreed. This highlights the importance of informed decision-making based on candidate merit, though substantial neutral responses (24.3%) indicate room for emphasizing performance-based evaluation.

Encouragingly, confidence in making informed decisions emerged as a strength, with 49% agreeing or strongly agreeing that political knowledge empowered their voting choices, the highest positive response in this section. Regarding campaign promises, 40.8% agreed they considered party agendas before voting, while 34.8% disagreed, highlighting political education's role in promoting critical evaluation of electoral commitments.

Research Question Three: The Various types of political education that were administered

Regarding voter education materials like brochures and pamphlets, a combined 48% agreed or strongly agreed they were utilized, while 27.8% disagreed. This suggests these materials reached many voters but require improved effectiveness and broader distribution to ensure comprehensive information access. Political party workshops received weaker endorsement, with only 30.6% agreeing parties effectively educated members on ideologies and policies. A substantial 36.6% disagreed, and 33% remained neutral, highlighting significant room

Interpersonal discussions showed strong potential for disseminating political knowledge, with 47.8% reporting they discussed issues and educated others, compared to 27% who did not.

The most positive findings related to familiarity with political parties (48.8% agreed) and accountability of elected officials (53.1% agreed), suggesting political education effectively promotes knowledge of political structures and empowers citizens to demand transparency. These findings underscore political education's varied impact on voting behavior while highlighting opportunities for enhanced programs that foster more informed, engaged, and accountable democratic participation in Nigeria.

for parties to strengthen internal educational efforts.

NGO-led campaigns fared better, with 43.3% acknowledging their role in promoting voter awareness. This indicates NGOs' potential as valuable partners in civic education, though 28.8% disagreed or strongly disagreed, suggesting uneven reach. Public service announcements and media campaigns emerged as particularly effective, with 60.8% agreeing they raised awareness about voting rights and procedures, the strongest positive

response in this section. This underscores media's critical role in voter education.

Social media platforms also demonstrated strong potential, with 61.1% agreeing they effectively disseminated political information, reflecting their growing importance in political communication and ability to reach diverse audiences. Regarding the impact on voter engagement, 48.3% agreed political education positively influenced participation, while 32.8% remained neutral, suggesting effectiveness alongside need for improved implementation. Political awareness campaigns received positive endorsement, with 53.6% agreeing they

effectively educated citizens about voting importance, emphasizing their significance in motivating electoral participation.

Generally, the findings reveal that while multiple channels contributed to political education particularly media campaigns and social platforms their effectiveness varied considerably. Traditional materials and party-led initiatives showed weaker impact, suggesting opportunities for enhancement. These insights provide valuable direction for policymakers, parties, NGOs, and media stakeholders seeking to strengthen Nigeria's political education ecosystem and foster a more informed, engaged electorate.

Hypothesis Testing

Test for Validity

SURVEY THEME	Cronbach Alpha	No of Item
What is the Level of political education in Lagos state	.826	7
What are the effects of political education on the behaviour of voters in the 2019 elections in Lagos state	.923	10
What are the various types of political education that were administered?	.884	7

Source: SPSS computation of online survey

The table presenting Cronbach's alpha statistics demonstrates that all the themes included in the study exhibit robust internal consistency. The first theme, which explores the level of political education in Lagos state, comprises seven items and achieves a Cronbach alpha value of 0.826. This

finding indicates that the items within this theme display high internal consistency, thereby validating the suitability of the collected data for the study. Similarly, the second theme, which investigates the effects of political education on the behaviour of voters in the 2019 elections, exhibits a Cronbach

alpha value of 0.923. This suggests that the data derived from this study also possess a very high internal consistency. Lastly, the final theme of the study, which focuses on the various types of political education that were

administered encompasses seven items, demonstrates a Cronbach alpha value of 0.884. This signifies a high level of internal consistency within this theme, further enhancing the reliability of the research findings it generates.

Hypothesis One

H0: Political education does not have impact on voters’ behavior in Lagos state

H1: Political education have impact on voters’ behavior in Lagos state

Correlations			
		Political Education	Voters Behaviour
Political Education	Pearson correlation		0.625**
	sig. (1-tailed)		0.00
		0.00	0.00
Voters Behaviour	Pearson correlation	0.625**	
	sig. (1-tailed)	0.00	
		0.00	0.00
*. Correlation is significant at the 0.01 level (1-tailed).			

In testing the impacts of political education on voters’ behaviour, the Pearson correlation test is utilised. The table above shows that the test is conducted at a p-value of 0.01. This implies that the test is statistically significant and was conducted at a 99% confidence level. The result from the test is (r=0.625, p>0.01). The interpretation of this result implies a strong positive relationship between the two variables. The relationship between the dependent variable voters behaviour and political education is 0.625. It is important to note

that correlation relationships range from -1 to +1, Hence, a 0.625 relationship between the variables implies there is a strong positive relationship and a positive impact of the independent variable (political education) on the dependent variable (voters’ behaviour). *Following the previous analysis, the null hypothesis “Political education does not have impact on voters’ behavior in Lagos state” will be rejected and the alternate hypothesis “Political education have impact on voters’ behavior in Lagos state” will be accepted.*

Hypothesis Two

H0: Political education does not have positive effect on voters’ behavior in Lagos state

H1: Political education have positive effect on voters’ behavior in Lagos state

Correlations			
		Political Education	Voters Behaviour
Political Education	Pearson Correlation	1	.625**
	Sig. (1-tailed)		.000
	N	400	400
Voters Behaviour	Pearson Correlation	.625**	1
	Sig. (1-tailed)	.000	
	N	400	400
**. Correlation is significant at the 0.01 level (1-tailed).			

In analysing the positive effect of political education on voters behaviour, the Pearson correlation test is utilised. The table above shows that the test is conducted at a p-value of 0.01. This implies that the test is statistically significant and was conducted at a 99% confidence level. The result from the test is ($r=0.625$, $p>0.01$). the interpretation of this result implies a strong positive relationship between the two variables. The relationship between the dependent variable voters behaviour and political education is 0.62. It is important to note that correlation relationships range from -1 to +1, Hence, a 0.625 relationship between the variables implies there is a strong positive relationship. It is important to note that a positive effect of the independent variable (political education) is visible on the dependent variable (voters' behaviour) with a 0.625 correlation value. To further explain the positive effect, a positive change in the independent variable will lead to a positive change in the dependent variable. Following the previous analysis, the null hypothesis "Political education does not have positive effect on voters' behavior in Lagos state" will be rejected and the alternate hypothesis "Political education have positive effect on voters' behavior in Lagos state" will be accepted.

Discussion

Level of Political Education in Lagos State

The first research objective assessed the level of political education in Lagos State during the 2019 elections. The findings reveal a paradoxical landscape characterized by both strengths and significant deficiencies. Regarding

access to information about political parties and candidates, respondents were almost evenly divided between those who agreed they had sufficient access (28.2%) and those who disagreed (26.3%), with a substantial quarter remaining neutral. This polarization suggests that political education efforts, while reaching some segments of the population, failed to achieve equitable coverage a finding that aligns with Amaechi et al.'s (2018) assertion that effective political education requires systematic dissemination through multiple channels to ensure comprehensive reach.

The most concerning finding relates to the perceived effectiveness of political education programs, with nearly half (48%) of respondents expressing dissatisfaction regarding their preparation for electoral participation. This substantial negative perception raises fundamental questions about the quality, relevance, and delivery mechanisms of existing political education initiatives. When citizens who have been exposed to political education still feel unprepared to participate meaningfully, it suggests fundamental flaws in program design and implementation. This finding resonates with Oladejo and Oni's (2017) observation that political education must transcend mere information transmission to cultivate critical thinking and independent political judgment.

The skepticism toward mass media's role in political education, with 48.1% disputing its impartiality, represents a significant democratic challenge. Given that media serves as a primary information source for many citizens, this lack of confidence undermines the

foundational trust necessary for informed electoral participation. This finding empirically validates concerns raised by scholars about media bias in Nigerian political communication and its detrimental effects on democratic citizenship.

Encouragingly, over two-fifths of respondents acknowledged that political education enhanced their understanding of democratic values, representing a tangible positive outcome. This finding supports Persson's (2015) conceptualization of political literacy as encompassing both knowledge acquisition and value internalization. The relatively lower confidence in understanding political structures and processes (34.3% agreed) suggests that while abstract democratic principles may be effectively communicated, practical institutional knowledge remains deficient.

Most significantly, the overwhelming consensus (74.8%) demanding enhanced political education represents a powerful mandate for policy action. This near-consensus across demographic categories indicates widespread recognition that existing efforts are insufficient a finding that should galvanize stakeholders including INEC, political parties, civil society, and educational institutions.

Effects of Political Education on Voting Behavior

The second objective examined how political education influenced voting behavior, revealing nuanced patterns that challenge simplistic assumptions about education-participation linkages. The finding that 62% of respondents rejected

the notion that political education motivated their voting participation is particularly striking. This suggests that political education alone cannot overcome structural, psychological, and contextual barriers to electoral participation a reality that systems theory helps explain.

From Easton's (1957) systems perspective, political education represents one input among many within the broader political system. Its influence is mediated by numerous factors including institutional trust, perceived electoral integrity, socioeconomic conditions, and social networks. The low voter turnout in Lagos (18.3%) despite various educational initiatives empirically demonstrates that inputs (political education) do not automatically translate into desired outputs (voter participation) without supportive environmental conditions and feedback mechanisms.

The mixed findings regarding political education's role in transcending ethnic and personal interests (48.8% disagreed versus 31.3% agreed) highlight persistent challenges in Nigerian political behavior. Despite educational efforts, primordial sentiments continue to influence voting decisions for many, supporting Lindberg's (2006) observations about the limitations of electoral processes in transforming deeply embedded political cultures. This finding suggests that current political education approaches may inadequately address the psychological and sociological dimensions of ethnic voting.

Encouragingly, candidate evaluation based on qualifications and track records

received more positive endorsement, with 42.5% affirming this behavior. This suggests that political education may be more effective in promoting rational-choice voting criteria than in overcoming ethnic attachments a finding with important implications for program design. The emphasis on candidate credentials aligns with Sudaryansti's (2008) conceptualization of voter behavior as involving deliberate preference formation based on available information.

The strongest positive finding 49% expressing confidence in informed decision-making indicates that political education successfully empowers many voters psychologically, even when it does not directly motivate participation. This confidence represents what Annette (2000) describes as civic capability, the combination of knowledge, skills, and disposition necessary for democratic citizenship. That nearly half of respondents feel empowered suggests significant potential for political education to contribute to democratic quality, even amidst participation challenges.

The positive findings regarding party familiarity (48.8%) and accountability expectations (53.1%) demonstrate political education's effectiveness in transmitting institutional knowledge and fostering democratic norms. These outcomes, while not directly translating into participation, contribute to what Easton (1953) terms "diffuse support" for the political system the underlying reservoir of goodwill necessary for system stability.

Types of Political Education Administered

The third objective examined the various political education channels, revealing significant variation in effectiveness. The strong performance of media-based initiatives with public service announcements (60.8% positive) and social media (61.1% positive) receiving the highest endorsements reflects the changing communication landscape in Nigerian society. The effectiveness of these platforms aligns with global trends toward media-centric civic education and suggests that leveraging popular communication channels can maximize reach and impact.

The relatively weaker performance of traditional voter education materials (48% positive) and party workshops (30.6% positive) indicates that conventional approaches may require substantial redesign. The particularly poor showing of party-led initiatives represents a missed opportunity, as political parties occupy unique positions to engage citizens continuously, not merely during election cycles. This finding supports Amechi et al.'s (2018) emphasis on the need for sustained, multi-channel political education rather than episodic, election-focused interventions.

NGO-led campaigns (43.3% positive) demonstrate civil society's valuable contribution while also revealing coverage gaps. The neutral responses (28%) suggest that many citizens either lacked exposure to NGO initiatives or found them unremarkable pointing to the need for enhanced coordination and visibility.

The moderate endorsement of political education's impact on engagement (48.3% positive) and awareness campaigns' effectiveness (53.6% positive) suggests that while current approaches achieve some success, considerable room for improvement exists. The substantial neutral responses across multiple items (averaging approximately 25-30%) indicate that many citizens either did not encounter these initiatives or remained unconvinced of their value a significant concern given the study's focus on Lagos, Nigeria's most urbanized and presumably most accessible state.

Hypothesis Testing and Theoretical Implications

The hypothesis testing results provide robust empirical support for political education's influence on voting behavior. The strong positive correlation ($r=0.625$, $p<0.01$) between political education and voters' behavior demonstrates that despite mixed perceptions and implementation challenges, political education significantly shapes electoral participation patterns. This finding validates the study's theoretical framework, confirming that political education functions as a meaningful input within Nigeria's political system, influencing citizen behavior through multiple pathways.

The confirmation of both impact (Hypothesis 1) and positive effect (Hypothesis 2) addresses potential concerns about political education's directionality. The positive correlation coefficient (0.625) indicates that improvements in political education correspond with enhanced voting

behavior, supporting arguments for continued investment in educational initiatives.

From a systems theory perspective, these findings illustrate the interconnectedness of political education with other system components. The imperfect translation of education into participation evident in the 62% who rejected education as their participation motivation despite the overall positive correlation reflects the complex mediation processes inherent in political systems. Inputs (education) interact with conversion processes (individual cognition, social influences, institutional factors) to produce outputs (voting behavior), which then generate feedback that shapes future inputs.

Implications for Democratic Consolidation

The findings carry significant implications for Nigeria's democratic trajectory. The low voter turnout in Lagos (18.3%) represents not merely an administrative concern but a fundamental threat to democratic legitimacy. When less than one-fifth of registered voters determine electoral outcomes, the representational claims of elected officials become tenuous, potentially undermining public confidence in democratic institutions.

The study's findings suggest that political education, while not a panacea, represents a crucial intervention point for addressing participation deficits. The strong correlation between education and voting behavior indicates that enhanced educational efforts could meaningfully increase engagement, particularly if designed to address identified

weaknesses. The public's overwhelming demand for improved political education (74.8%) provides both mandate and opportunity for reform.

The differential effectiveness of various educational channels offers strategic guidance for resource allocation. The strong performance of media-based initiatives suggests that expanding these approaches could yield significant returns, while the weakness of party-led efforts indicates need for structural reforms to political party education mandates.

Conclusion and Recommendations

The study employed the political system theory and quantitative methodology to explore the relationship between political education and voters' behavior in Lagos state. The study found a positive association between political education and voters' behavior, suggesting that an informed electorate tends to exhibit more favorable and participatory behavior during elections and that political education has a beneficial impact on voters. These findings underscore the importance of political education in enhancing democratic processes and citizen engagement in Nigeria's political landscape. It underscores the importance of political education in empowering citizens and shaping their behavior in the democratic process. By enhancing political education initiatives, policymakers and stakeholders can further promote informed decision-making and active participation among voters in Nigeria. Further research and initiatives in political education can potentially contribute to the continued

development and strengthening of the democratic system in Nigeria.

The research highlights the significance of political education as a tool for enhancing democratic participation and civic engagement among Nigerian voters. It suggests that efforts should be made to improve and expand political education programs in the country, as it can contribute to a more informed and active electorate.

Overall, this study provides empirical evidence supporting the positive relationship between political education and voters' behavior in the 2019 election. The findings underscore the importance of political education in promoting democratic values and strengthening the electoral process. Based on the research which utilized political system theory and quantitative methodology, the following recommendations can be made:

1. Strengthen Political Education Initiatives: Given the positive relationship between political education and voter behavior, it is essential to invest in and enhance political education initiatives across Nigeria. The government, in collaboration with civil society organizations, should invest in programs that promote political education among citizens, particularly focusing on the youth and marginalized communities.

2. Enhance Civic Education in Schools: Civic education should be integrated into the school curriculum to cultivate an informed and engaged citizenry from a young age. By incorporating topics such as democratic values, electoral processes, and citizens' rights and responsibilities,

schools can contribute to the development of politically literate individuals who are better prepared to participate in the democratic process.

3. Promote Voter Registration and Participation: Efforts should be made to encourage voter registration and turnout. Political education initiatives should emphasize the importance of voter registration and facilitate the process by providing information on registration centers, requirements, and deadlines. Additionally, campaigns and outreach programs can raise awareness about the value of voting and its impact on the democratic process.

4. Foster Transparent and Accountable Political Processes: To enhance trust in the electoral system, it is crucial to promote transparency, accountability, and fairness in political processes. Institutions responsible for organizing elections should prioritize transparency in candidate selection, campaign financing, and vote counting. In parallel with political education initiatives, efforts should be made to enhance transparency and accountability in the political system.

5. Comparative Analysis: Expand the research to include a comparative analysis of political education and voters' behavior in other countries with similar or different political systems. This would provide a broader understanding of the relationship between political education and voter behavior and help identify factors that may influence the effectiveness of political education in different contexts.

6. Qualitative Research: Supplement the quantitative findings with qualitative research methods such as interviews, focus groups, or case studies. This would provide a deeper understanding of the mechanisms through which political education influences voters' behavior in Nigeria, exploring individual experiences, motivations, and perceptions.

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