

THE FORMATION OF VOTERS FROM FAMILY AND EDUCATIONAL CONTEXT

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Abstract

The objective of this work is analyzing the development of some places since people's educational and family formation. Basing on family and school, for example, we explain into this research that electoral behavior is a voters' probable evidence of reflexive aptitude about development of some places. Results demonstrate that index of educational level and revenue allows these voters think about political and ideological characteristics of some places where they are. We can say that these people are able to think about strategies to develop the place where they live. In general, we also observe that voters and partisan policy are far one to another and voters, *a priori*, do not consider that the participation in electoral actions is important. Discussions on this work start from this question: are there any elements responsible to formalize a connection between voters and partisan policy? Then this work tries to answer this question based on theoretical debates about the subject and exemplifying realities before studied.

Keywords: Electoral Behavior. Regional Development. Educational and Family Formation.

Introduction

The research demonstrated here, it seeks to demonstrate the role of education and family development training places. It is noteworthy that the example shown is a Brazilian city, which was used as a focus for analyzing voting behavior.

The discussions around this perspective are given by the realization that the voter behaves in voting from their social context. According to Ali (2008) there are three articles to refer to the founders of this perspective: The people's Choice conducted by Lazarsfeld and Gaudete (1944), Voting by Lazarsfeld and McPhee (1954) and Personal Influence by Katz and Lazarsfeld (1955). This theory originated in Columbia School called the publication of the book The People's Choice.

Studies at Columbia University brought as assumptions the results found that the relationship between voting behavior and the social groups to which they belonged voters was considerable as to be possible to explain the electoral choices using only three factors used in the study: socioeconomic status, religion and place of residence Antunes (2008). In this sense, the socioeconomic and cultural determinants are elements strongly emphasized in this theory. The assumption is that voters who are in a similar situation develop social behaviors and also similar electoral-political attitudes. The development of places and regions, permeates through each person's own attitudes. In the case in question is relevant to reflect on the role of family and school as elements that influence the formation of voters. The discussions that occur between people of the same family, for example, leads to the construction of voters and thus the educational context in which students (for example) are inserted, enables understanding of political processes, partisan politics and political strategies for development. Therefore, the fruitful training people as voters (realized through educational and family context), enables

the growth of able to reflect on their real needs in people living environment, these being, able to analyze the demands of public policy for the own regional development.

The formation of the person as voter: theoretical debates on the theories of electoral behavior

It is understood as voting behavior, attitudes that people possess eligible to vote in election periods. However, it can be stated that the voting behavior goes beyond electoral periods of intense activity, it is built over the course of one's life, which can be modified according to the social context in which the voter lives, or shall live.

Discussions referred to, has listed are three explanatory theories of voting behavior, namely: 1. Sociological Theory; 2. Psychological Theory and Psicossociológica or; 3. Rational Choice Theory. Table 1 summarizes the main features of explanatory theories of voting behavior.

Table 1: Approaches concerning theories of voting behavior

Theories	Focus	Authors used	Features
<i>Sociológica</i>	Social context	Precursors comes from the School of Columbia in the United States. In this work basically the Brazilian Lago (2005), Radman (2001) and Antunes (2008).	Does the voter's decision as an attitude influenced by its surroundings. Has two bias analysis: Through optical Marxist and non-Marxist.
<i>Psychosociológica</i>	Cognitive	Antunes (2008)	The voter is the unit of analysis. This theory is based on the motivations and perceptions that lead electoral behavior.
<i>Rational choice</i>	Voter rationality	Carreirão (2007) e Kinzo (2005)	The center of this theory lies in the ability to think rationally voter's vote. It has two major assumptions. The ability of voters decide their vote via aspects of the economy (retrospective voting) and the ability of voters think their vote for the benefits that it will get the choice (prospective voting) future.

Through general about the singularities of the three theories that explain voting behavior approach, we seek to enter into a more detailed analysis of the approaches in Table 1. To study the vote decision therefore becomes imperative that a discussion of these three theories (sociological, social psychological and rational choice).

Sociological Theory

The origin of Sociological Theory stems from concern to understand the social context in which the elector is entered. The discussions around this perspective are given by the realization that the voter behaves in voting from their social context. Thus, the importance of Sociological Theory is also in the diversity of variables used in the analysis, for example, the values associated with the tradition and religious identity variables recognized as a sort of "contract" able to establish bonds of representation.

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In this sense, the socioeconomic and cultural determinants are elements strongly emphasized in this theory. The assumption is that voters who are in a similar situation develop

social behaviors and also similar electoral-political attitudes. Radmann (2001) argues that social contexts can be understood as a political and social contexts in the theory and the distinction is used to identify the social structure and the various social groups or classes that compose it.

Psychological or psychosocial theory

The social psychological theory has emerged from studies of a group of researchers from the University of Michigan⁹⁵ in the United States. In this theory, the voter is the center of the analysis, our, their motivations are the psychological level unit of analysis. Basically the premise of this theory is that voting behavior is assigned based on the beliefs of the voter and also the structure of personality.

According to Ali (2008), the social psychological theory arose from studies on the 1948 U.S. presidential elections, whose results were analyzed and explained by Campbell and Kahn (1952) titled: *The People Elect a president that subsequently led to the publication of The American Voter*.

In the statements of Ali (2008) it is understood that the central concept of the theory of voting behavior is parties identification. He says partisanship is conceived as psychological affinity, stable and durable in relation to a political parties, however, is not necessarily based on a specific link, our, a genuine militancy by the political parties.

The explanation of the concept of parties identification was introduced in the study of voting behavior, according to Antunes (2008), by Campbell in 1960. This was influenced by the concept of the reference group to which the voter has an anticipatory socialization, our defines and selects a group and just acting similarly to this group.

Thus, the purpose of this theory is to understand how the voter conceives its existence through opinions expressed in the social context, and also how is the structure of those opinions that possibly lead to different decisions. This theory also seeks to identify how voters learn the organization of the society in which they live and their social relationships.

In psychological theory, ideology is not a decisive factor in determining the vote and thus being parties identification (for example) does not occur for ideological or pragmatic links, but based on the beliefs, feelings and emotional ties. It is in this sense that we can mention that the interest in partisan politics varies from person to person and that this may change according to the importance and political stimuli from their social group. But the political attitudes and stimuli would not be assigned by the social and economic origins or social class. Politicians begin stimuli⁹⁶ in the social environment of the voter, from the initial formation process through his family, and the degree of importance of the policy would result in political socialization that would be processed in the system attitudes shared by voters with similar socioeconomic and cultural characteristics.

The relations of life that establishes the voter become paramount for your choice, the family being the first element influencer. Thus Lake (2005) explains that in this current study demonstrated that partisanship does not occur through the socialization process, but, in particular, from family traditions. That is, the voter "chooses" first parties (in accordance with the directions made by the other constituents of your family) to subsequently seek a justification for this choice. So the parties identity seems less defined by an identification of

⁹⁵ School Michigan is the name given to a group of researchers from the University of Michigan, USA, under the leadership of Angus Campbell. Created in the late 1950, the Michigan model has its greatest expression in the book *The American Voter* Campbell (1960) and Figueiredo (2008).

⁹⁶ For political stimuli understands the motivations that the individual has in their life. Informal conversations, news about partisan politics, teachings passed on by the family, are examples of stimuli that a person has throughout his life. These motivations contribute to a closer relationship between the individual and partisan politics Lago (2005).

political- ideological than function relations of friendship and kinship (social context) to which each voter belongs.

The social psychological theory can thus be a useful tool for analyzing the decision of the voting element, given its contribution regarding the acting subject as a group, especially as susceptible to influences of collective order, for example, your family and their social context.

Theory of Rational Choice

The prospect mentioned this theory takes into account the ability of rational voter in deciding their vote. It is considered among the mentioned, which most differentiates the act of voting, our, the voter decides their vote for aspects that he directly considers important.

The assumptions of this theory were established by Anthony Downs in his work entitled Economic Theory of Democracy. This theory is commonly referred to as Theory of Rational Choice, because trying to explain voting behavior by economic parameters used by the voter to decide their vote Antunes (2008).

Rational Choice Theory is divided into three approaches of studies (economistic current , prospective downsiana Theory and Models): 1) Current economistic - the voter , a priori , takes into account the aspects of the economy to decide your vote and rejects the psychological components individual motivations . According Radmann (2001), the focus of hummus Economicus , each voter alone acts and reacts continually in response to what perceives and experiences regarding the economy and responds positively to parties/candidates of the situation when the economy is doing well , and opts for parties/candidates of opposition when the economy goes bad .

In the words of Ali (2008) the assumption used by Antony Dows is relatively simple: if the assumptions of rational choice are able to explain the workings of the market, then they can also explain the functioning of the rationality of voting. According to the author, the operation of Rational Choice Theory is consolidated on three premises: 1. All decisions (both voters and political parties) are rational; 2. The democratic political system has implicit decisions made by voters and political parties; 3. The democratic system has a significant level of uncertainty to allow different options to choose from.

Therefore, a rational decision should be logical, in which the decision process is related to the acts of the party and/or candidate group. The voter evaluates positively the proposals that are closer to their interests and future performance through performance that the candidate has in the past. This whole analysis process can be seen as an element of maximizing voter action, while on the other hand, rational choice assumes the logical interrelationship between political positions and ideas of voters. For this, it is expected that this voter is adept at positions meets the ideological scope of a particular partisan group (for example) having a political position on the subject X Y. Each act of rational policy decision is taken in consultation this evaluative framework that contains an articulation between the political and social world his explanation Silveira (1998).

A nova escolha não-racional, diferentemente, não é lógica. O eleitor escolhe o candidato intuitivamente, sem relacionar logicamente opiniões e avaliações políticas, mas através do percurso de “ir dentro”, de captar o significado de cada candidatura para estabelecer identidade com uma delas ou rejeitá-las, não participando das eleições (não comparecendo, votando em branco ou anulando o voto). O voto é definido através de uma identificação construída em função do gosto, a partir dos sentimentos e da sensibilidade do eleitor. Ele identifica o candidato do seu gosto do mesmo modo que julga a beleza de um objeto ou como define o gosto pelas pessoas no cotidiano (gosto de uma pessoa pelo jeito de ser, pelo que ela passa Silveira (1998: 209).

Often what is supposed to be rational is also considered (in this case by Silveira, 1998) , just as an intuitive choice , based on trial for sensitivity, as noted earlier. Thus, it is

considered the ideological structuring this voter as weak because it does not think coherently to establish a chain between voters and ideology. What is observed are voters with low capacity to participate in the "world of politics."

The Theory of Rational Choice, and its various contrasts, may be regarded as of paramount importance to the debate about electoral behavior. Understanding how the structure of thought occurs voter through "downsiana" economic and currents demonstrates the particularities of voters who may be located in different realities . However, for the study of voting behavior is necessary to consider some of the statements in this dimension, since rational choice leads to much more sensitive and personal information of voters.

The education training/Family as a tool for development: examples on electoral behavior

Search to this item, analyze the cognitive behavior of people as voters. For this fact, it is understood that the formation of the voter, for example through family and their educational environments are relevant in the construction of electoral behavior.

Might infer that the development of a family or a society, permeates positive situations of income and education. For electoral behavior is possible to mention that income and education are also elements to build a capacity to reflect on policy issues or developments strategies from their places of living (country, county or parish, for example). Establishing good levels of income and education, thus become elements of structuring a voter with ability to perform their reflections on reality.

Thus, this contribution seeks to highlight studies in a Brazilian city, specifically, Guarapuava/Brazil⁹⁷. Through this context enabled the identification of several elements which contribute to the development of the municipality, including voting behavior. For this, the focus of the research allowed to observe the relevance of the elements ' income and education "for the cognitive development of voters, which differed by political and electoral positions.

The electoral-political positions, as well as other cognitive abilities voter (potentiated or not by income and education) contribute to decision making and influences in these various means of society. The fact thus contributes to the strengthening of a cohesive place in people and able to reflect the regional development.

In this light one can have as a reference to income and education affect a reflective and skilled behavior of people (to which voting behavior is included), enabling the territorial transformation through those who know in details the reality of the place: the residents.

In the Brazilian case, the institution has listed is "political parties" to analyze the knowledge that people have about such an institution. Here it is considered that as the voter knows or uses as part of the political parties to decide the vote, the greater their understanding of the elements that interfere with the development of their municipality (in this example , political parties). The following table shows the elements for voting decision according to the degree of education.

Table 2: Guarapuava: Elements for voting decision according to educational level

Schooling*	Elements for voting decision (%)	
	The person, the candidate	The political parties
4th grade - Elementary Education (initial series)	91	9
5th to 8th grade - Elementary Education	86	14
3rd 1st Series - Secondary	87	13

⁹⁷ Guarapuava located in the state of Paraná (southern Brazil), has a population of 170.000 habitants.

Graduation	75	25
Postgraduate (specialization, masters and PhD)	25	75

*The reference for schooling, equivalent level is given by the voter went to school, regardless or whether or not completing the course.

By comparing the data of the electorate with the highest level of schooling to those with lower education levels can be observed that there are significant differences between voting decision. The differences between voters graduate compared to those belonging to the early elementary grades were 66%, when observing the use of political parties as a basis for voting decision.

These differences stem from the greater ability of the electorate with more education to use, for example, the ideological positions of political parties to decide their vote. For this type of voter its decision is an easier way that often even need to analyze proposals for campaigns such as this example from the application of the questionnaires. "How do I vote only for candidates of the partie PT, I need not worry about the different proposals that have elections. I now wonder how the government will [...]" (Voter, 37, microentrepreneurs).

Another element was verified income, but without fail to understand that income and education are interrelated criteria in determining the voting process, as this usually (not always) results in higher levels of schooling . Search results in Guarapuava from the questionnaires show that income levels were significantly different, as shown in Table 3.

Table 3: Guarapuava: Elements for voting decision according to income

Monthly household income *	Elements for voting decision (%)	
	The person, the candidate	The political parties
Until ½ the minimum wage	100	0
½ a 1 minimum wage	89	11
1 a 2 minimum wages	95	5
2 a 3 minimum wages	82	18
3 a 5 minimum wages	90	10
5 a 10 minimum wages	75	25
Above 10 minimum wages	25	75

* The reference is the minimum wage of R\$ 724.00 - approximately €215.00

In a more detailed analysis of table 3 it can be inferred that some numbers do not show an apparent influence of income on vote decision by person or political parties, that results because some of the higher levels of schooling reveal similarities with lower levels monthly income. Example is the voters belonging to income levels between 3 and 5 minimum wages, which had fewer significant figures in the final decision by political parties compared to voters belonging to lower income levels (respectively, 1 ½ to minimum wage and 2-3 minimum) wages.

The variations occur for several reasons, among them growth opportunities for studies of various segments of the social strata, as well as those voters who have high level of income, but their level of education is low. And lastly, one voter who is unmotivated by partisan politics and, thus, vote in person you think has some edge over the other, as shown in all the analyzes of the questionnaires.

The cases cited, provided an understanding of how people's development occurred through the aforementioned elements (income and education) . In this sense, the family for example, is closely linked to the influence of " income " as used income levels per household in the samples. Then, just for the increase in income, there are also increases in schooling. The two elements together, enable the formation of voters and/or people with greater opportunities to act in its context, our, they also have greater opportunities to develop their seats, as in the

case cited, the reflection and understanding of partisan politics and vote, are configured as able to contribute to the local-regional development choices .

Given the above, here arises the family is relevant to the performance of people in various spheres of society, which in the proposed study, was based on the analysis of these people as active in parties politics, as voters. Table 4 shows the total responses related to environments where discussions related to partisan politics occur. It is noticeable the relevant number of people using the family as a way to discuss the topic.

Table 4 - Guarapuava: Talk about partisan politics in media coexistence of voters.

Means of coexistence of voters	Total* (absolute numbers)
There is no discussion	31
Family	24
Job	11
University	4
Church	2
School	2
Others**	5

* The total represents the responses of voters about the existence of discussions about partisan politics in their means of living. Remember that each voter could indicate more than one place of discussion or even all.

**Some voters mentioned elsewhere that can also be regarded as relevant to the discussion of partisan politics on a day-to-day activities, such as recreation areas, bars, restaurants and neighborhood associations.

With the results it is observed that most of the electorate does not discuss partisan politics researched on their various places of living⁹⁸ At different times of conducting the research it was observed that few voters understand partisan politics in a specific way, our, having the political parties as the basis for this understanding. For them partisan politics boils down to political parties and thus other issues involving partisan politics, for example, candidates, elections and voting are not part of this discussion.

In a second interpretation is possible to observe the numbers that involve discussion of partisan politics regarding the family and belonging to the workplace means. These data the observations in social psychological theory that this clarifies the importance of family and other means of coexistence voter to define their individual character and also their opinions on issues such as parties politics were analyzed.

According Radmann (2001), the political motivations are initiated in the social environment of the voter from his first training process through the family, and the degree of importance of parties politics would result in political socialization, which would be processed in the system attitudes shared by voters with similar socioeconomic characteristics.

Thus, it is understood that family participation as motivator of discussion about parties politics it is important for the consolidation of knowledgeable voters of the electoral process and also provided with knowledge on political parties , which may lead to identification partisan.

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⁹⁸ Although "discussions" or debates in large numbers in all categories mentioned, does not occur can be seen that the number of discussions about partisan politics in the family environment is considerable. What justifies the research conducted on the development of people through family / educational training, taking into account the relevance of these elements to the debate on pertinent development issues, such as partisan politics.

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Concomitantly (Table 4) must be observed other figures for university, church and school that are insignificant compared to those numbers mentioned above. The school, university and church groups are having great capacity for expression and formation of opinions, such that groups are considered vital to many. Nevertheless, partisan politics is not discussed in these ways of living together, the survey data, since the school, for example, is presented by an unimpressive number of voters as discussion of partisan politics environment.

Therefore, it is through these various groups that discussions on themes "parties politics" could occur more frequently and that the vote could be understood (through socialization of ideas) as an important element to society, being used as a way of acting and develop places.

Conclusion

From the discussions exposed during this text, we tried to highlight the importance of family and educational context for the formation of people able to contribute to the development of their places of living. Obtained as focus the analysis on the ability of these people to reflect on intrinsic themes in partisan politics. This ability, influence the electoral behavior of voters who have the income and education conditions of his qualifications for such reflection.

It approaches so this reflective capacity, soon leads people to contribute to making policy decisions and thus making decisions that affect to the local - regional development. In the Brazilian context, it is observed that low levels of income and education for example, influenced voters not knowing the political- ideological proposals of political parties, which interfered so they do not vote by partisan identification. The fact may also be placed as an element of ignorance of their rights and duties with respect to the improvement of public services for example. This voter devoid of political knowledge, not possibly contributes active in developing new strategies for their respective places form.

For this, the opposite occurred in those voters with high levels of education and income. Families provided with political knowledge, and directly influence the discussions on "politics", also potentiated the educational background of their loved. Therefore, people who belong to this medium, made real capabilities of knowledge about politics and political parties, for example, then there is a contribution in respect reflections on demands and needs of their respective locations. Absence of these phenomena, it can be stated that family/educational background of people contributed to the development of places.

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