

**THE INFLUENCE OF PRINT MEDIA IN PROMOTING READING CULTURE
AMONG CHILDREN IN MASINDI MUNICIPALITY: A CASE STUDY OF
DAILY MONITOR PUBLICATIONS.**

BY

ANNETTE NAJJEMBA

BMC/37039/121/DU

**A DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELORS
DEGREE IN MASS COMMUNICATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

MARCH 2015

DECLARATION

I declare that this is my original work, which has never been presented by any person to any institution for any academic award.



12/03/2015

NAJJEMBA ANNETTE

Date

STUDENT)

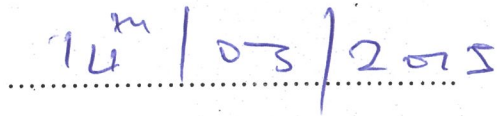
APPROVAL

I certify that Annette Najjemba carried out the study and wrote this Dissertation under my supervision. The Research report has been presented for examination with my approval as a University supervisor



RICHARD WATENYERA

(SUPERVISOR)



Date

ACKNOWLEDGEMENT

In the preface, I would thank the almighty God who has given me the life and wisdom to reach where I am today. He has made all things possible in my life and this is enough to praise his mighty name.

Acknowledgements also go to my supervisor who has given me time and guided me throughout this research process up to this time. May God bless you.

I thank all the lecturers at KIU especially those from mass communication department who directly imparted knowledge and wisdom while in class for their time in making sure that I become the best I can be in the future. I am grateful for all that.

I majorly thank my supervisor Mr. Watenyera Richard for his advice and patience in helping me complete this work.

Studies have not been so easy on my side, however with their support I have managed to reach the far so good! May the almighty God bless them in abandon?

Lastly I acknowledge the support that was given to me by my classmates especially in making it possible to complete the course in time.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ACRONYMS	ix
ABSTRACT	x
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Statement of the problem.	4
1.3 Purpose of the study	4
1.4 Objectives of the study.....	4
1.5 Research questions.....	4
1.6 Scope of the study.....	5
1.7 Significance of the study.....	5
CHAPTER TWO.....	7
LITERATURE REVIEW.....	7
2.0 Introduction.....	7
2.1 Contributions of print media towards promoting reading culture among children.	7
2.2 Challenges encountered by print media in promoting reading culture among children.	10
2.3 Strategies to overcome the challenges encountered by print media for effective promotion of reading culture among children.	14
CHAPTER THREE.....	20
METHODOLOGY.....	20
3.0 Introduction.....	20
3.1 Research Design.....	20

3.2 Research population.....	20
3.2.1 Sample size	20
3.2.2 Sampling procedure	20
3.3 Data collection methods.....	21
3.4 Sources of data.....	21
3.4.1 Primary Data	21
3.4.2 Secondary Data	21
3.5 Validity and Reliability of the study	22
3.6 Data processing and Analysis	22
3.6.1 Data processing.....	22
3.6.2 Data analysis	22
3.7 Limitations and De-limitations	22
3.8 Ethical considerations	23
CHAPTER FOUR.....	24
DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS	24
4.0 Introduction.....	24
4.1 Respondent's particulars	24
4.2 Contributions of print media towards promoting reading culture among children.	26
4.3 Challenges encountered by print media in promoting reading culture among children.	30
4.4 Strategies to overcome the challenges encountered by print media for effective promotion of reading culture among children.	33
CHAPTER FIVE.....	36
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH.....	36
5.0 Introduction.....	36
5.1 Summary of findings.....	36
5.2 Conclusion.	38
5.3 Recommendations.....	39
5.4 Areas for further research.	40
REFERENCES	41
APPENDICES	44
Appendix 1 Research Instrument: Questionnaire.....	44

LIST OF TABLES

Table (1): Showing Gender of respondents	24
Table 2: Showing academic qualifications of the respondents	25
Table 3: Showing responses to the contributions of print media in promoting reading.....	27
Table 4: Showing response to whether there are challenges faced by print media in.....	30
Table 5: Showing responses to the challenges encountered in promoting reading culture.....	31
Table 6: Showing Strategies to overcome the challenges encountered by print media for.....	33

LIST OF FIGURES

Figure 1: Showing age distribution of respondents.....	25
Figure2: Showing the period print media has been used.....	26

ACRONYMS

VAN :	World Association of Newspapers
IAA :	Newspaper Association of America Foundation
NEB :	Uganda National Examinations Board
LE :	Primary Leaving Examinations
MOES :	Ministry of Education and Sports.
IEA :	International Association for the Evaluation of Education Achievement
RAU:	Reading Association of Uganda.
DIMP :	Decentralized Instructional Materials Procurement
ToT :	Training of Trainers
ICT:	Information Communication Technology.
SMC:	School Management Committee
PTA:	Parents Teachers Association
VAT:	Value Added Taxes

ABSTRACT

The study was intended to examine the role of print media in promoting reading culture among children in Masindi Municipality. The research was guided by the objectives of the study which were intended to; examine contributions of print media towards promoting children's reading culture, identify the challenges encountered by print media in promoting reading culture among children and establish the strategies to overcome the challenges encountered by print media in promoting reading culture among children. The literature was reviewed inline with the objectives and the information was obtained from books, internet, journals and other academic publications. The researcher used both qualitative and quantitative research approaches. This helped the researcher in determining comprehensive explanation on role of print media in promoting reading culture among children. Quantitative approaches enabled the presentation of information in numerical terms whereas qualitative data gave expression of respondents' fillings on the aspects of study. The researcher used 60 respondents whose data was presented, interpreted and analyzed. The researcher tabulated and graphed the findings in order to provide meaning to the information obtained. The researcher concluded that print media play a very significant role in promoting reading culture among children evidenced by the majority respondents who strongly agreed and agreed. Print media promote reading culture among children which help them to construct meaning from text. Children acquire meaning through interacting with words, sentences, texts of all kinds and through accessing background knowledge to make predictions about the meanings of new text which is usually available in print media. Access to a variety of books and other reading materials such as magazines and newspapers facilitates that process and improve children's performance. Newspapers keep students informed about what is happening in the world, thereby extending their knowledge and deepening their understanding. For this reason, they are of general educational value and importance to students and must be considered in both government and private primary schools. This should be done by ensuring that the challenges encountered are dealt with accordingly and the recommendations provided there in taken into implementation. The recommendations were made to government, management of daily monitor after which the areas for further research were also highlighted by the researcher.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study exposed the role of print media in promoting reading culture among children. This chapter discusses the background of the study, the statement of the problem, purpose of the study, the objectives of the study and the significance of the study.

1.1 Background of the study

According to the Newspaper Association of America Foundation (NAA), print media is a concept that has been around for centuries dating back to June 8, 1795 when the Portland (Maine) *Eastern Herald* published the following editorial: Since then, newspapers all over the world have started similar programmes. Today, there are more than 700 print media programmes internationally, both print and e-editions. Print media ", is a programme originated by the World Association of Newspapers (WAN). Reading culture is the study of the newspaper as core news medium that students should understand as part of their media literacy. Also, it underlines the function of the newspaper itself as an additional "textbook," meaning an invaluable classroom resource for a host of other topics. Because of their invaluable functions of informing, educating, entertaining and constructively bringing the activities of the government nearer to the people, newspapers are now very popular as an instrument for promoting literacy. According to the WAN website, today there are more than 700 Reading culture programmes internationally in both print and e-versions *Boyarin, J. (2002)*.

In Africa, one of the significant quality issues that the government is faced with is the failure of many children to complete primary education with desirable levels of reading culture. Many children complete primary school without competent levels in reading and writing, and even those who pass the exams and move on to higher levels of education often read little beyond their textbooks (*Parry, 2005*). It is important to highlight that the implementers of the programmed prioritize and place major emphasis on the problem of a poor reading culture among pupils in Africa. Therefore, while addressing other reading culture-related issues; the

main goal of the programme is to develop life-long readers. The implementers of the project hope that by encouraging pupils to develop the habit of reading newspapers, in turn they will be motivated to read other text book and non-text book reading materials which in turn will boost their reading culture levels.

In this regard, *Oliveira (1996)* posits that the ultimate goal of reading culture is to enable individuals to construct meaning from text. Children acquire meaning through interacting with words, sentences, texts of all kinds and through accessing background knowledge to make predictions about the meanings of new text. Access to a variety of books and other reading materials such as magazines and newspapers facilitates that process.

Vsibambi (2000) reasons that in the case of formal education, it is not only oral proficiency that is needed but the skills of reading are equally important. The higher a person goes within the education system, the more essential is the information that is conveyed through books, and those who can access books for themselves and can read them without help enjoy the greatest advantage. When individuals have finished their formal education, they still need to be able to access new information, whether it is in their areas of work, or in the nation's political life, or in their own personal and emotional development. Such information is far more readily available to those who can read than it is to those who do not.

Parry (2000) attempted to establish the dominant reading culture in Uganda. According to her, the type of reading culture that most people will undoubtedly think of is what she calls 'school reading culture'-the reading culture that people encounter first in primary school and then develop through their years of secondary school education. It is reading culture that, despite the policies of initiating instruction in the mother tongue, is still closely associated with English. This reading culture has a powerful social function, for through the mechanism of exams, it controls access to metropolitan social structure and hence modern international culture. Because exams are so important in this kind of reading culture, there is some danger that it will encourage only a limited kind of reading, one in which a reader struggles alone with the text and tries to learn and understand every word, but does not then apply the information in any practical way.

Reading culture constitutes the common thread running through the six goals yet reading culture levels in Uganda are still very low. This can be evidenced by the increased number of failures in the 2008 National Primary Leaving Examinations (PLE). There was a greater decline in the candidates' performance in the 2008 PLE, according to the results released on January 16 2008 by the Ministry of Education and Sports. The pass rate for 2008 was 80.2% compared to 86.5% in 2007 and 88.2% in 2006. Of the 463,631 pupils who sat for the 2008 PLE, 89,306 (19.3%) completely failed all the four subjects taught at primary school level. This implies the number of failures shot up by over 50%, compared to the two previous years. In 2007, there were 56,603 (13.5%) pupils who failed whereas 47,717 (11.8%) pupils failed PLE in 2006.3 additionally; a 2002 study conducted by the Uganda National Examinations Board (UNEB) reveals that out of the 361,150 pupils who completed their Primary school cycle in 2001, only 13% were adequately literate in English. (*Muwanga et al., 2007*) evidenced that children from town centers perform better than those in villages and the reason behind this was that village children lack exposition to reading materials such as news papers and grow up with no element of reading culture.

Though print media has been effective in promoting reading culture in Uganda, few people can afford it due to the costs attached. The accessibility in many parts of Uganda has also been a problem especially in hard to reach areas. The distribution centers are all concentrated in town areas and Kampala city has the majority distributors. This has left a very big gap which requires a thorough investigation and hence the researchers curiosity to investigate on the influence of print media in promoting reading culture among children in Uganda (*Tornero 2008*).

1.2 Statement of the problem.

In Uganda, print media has been tested and proved to be effective with research studies showing improved reading habits, improved performance, more lively learning and teaching environments in the participating schools. For example, in cooperation with the Daily Monitor paper, measurable success has been attained and the result has been attributed to reading culture gained from frequent reading of papers that circulate on a daily basis. The results of 2013 showed that students in schools with at least some news papers did 10% better academically than students in schools that had no news papers. In Uganda, print media has received glowing praises from teachers and pupils involved in the project, sponsors of different schools and the Reading culture Coordinators at *Daily Monitor* stated the same. Despite the benefits attained from print media, majority still complain of the price and accessibility as the major challenges. This is the reason to why the researcher found it necessary to investigate on the influence of print media in promoting reading culture among children in Uganda greatly focusing on Daily Monitor as a case study.

1.3 Purpose of the study

The purpose of the study was to examine the role of print media in promoting reading culture among children.

1.4 Objectives of the study

- i. To examine contributions of print media towards promoting children's reading culture.
- ii. To identify the challenges encountered by print media in promoting reading culture among children.
- iii. To establish the strategies to overcome the challenges encountered by print media in promoting reading culture among children.

1.5 Research questions

- i. How does print media contribute towards promoting children's reading culture?
- ii. What are the challenges encountered by print media in promoting reading culture among children?

- iii. What are the strategies to overcome the challenges encountered by print media in promoting reading culture among children?

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out at Daily Monitor Publications because of its accessibility and convenience to the researcher and the fact that print media has been considered to be essential in promoting reading culture among children within the Municipality. The performance of children within the municipality has been improving compared to their counterparts who stay in villages and this has been due to reading culture gained from print media.

1.6.2 Content scope

The study was to investigate the role of print media in promoting reading culture among children greatly focusing on Daily Monitor Publication as the area of interest.

1.6.3 Time scope

The research was conducted for a period of four months that is from January 2015 to March 2015. This time was appropriate enough for the researcher to complete her study.

1.7 Significance of the study

The researcher aimed at filling the ‘life-skills’ gap in Uganda’s education system especially by giving an insight to Daily Monitor on how to set prices and locate its distribution centers. This is because, the education system is so focused on academics and this leaves out many important skills that learners are supposed to gain from education. The study will help schools to use the newspaper to instill some of these skills among the learners. It will therefore instill reading culture among children since it will increase their need to discover.

The study will be significant to policy makers who will be interested in formulating rules and regulations regarding print media. This is because the research will provide information about

he roles of print media in promoting reading culture among children and this will guide policy makers in establishing favorable policies that can allow print media do their job.

This research will be significant to NGOs whose interest is to reading culture among children for development purposes.

The print media will also use the same findings to agitate for government support since the challenges encountered will be highlighted and strategies required will be stressed.

The study will also help future researchers and other academicians who will be interested in investigating either on similar or related topics of study. The information generated may be used in reviewing literature.

hereby extending their knowledge and deepening their understanding. For this reason, they are of general educational value and importance to students.

According to *Clay, M (2003)* the programme was introduced by *Daily Monitor* in March 2007 as a direct response to four issues that are affecting the quality of education in Uganda. The implementers believe that the introduction across the curriculum and use of newspapers within the classroom as teaching and learning tools can resolve the following literacy related issues; A poor reading culture particularly among Ugandan children, resource-poor teaching and learning environments, a 'closed' and 'rigid' teaching and learning environment and an education system that is lacking in terms of life skills development.

Newspapers contain a wide variety of text types and language styles not easily found in conventional language-learning materials (e.g. general course books), and students need to become familiar with such language forms *Hobbs, Renee. (1998)*. Newspapers provide a natural source of the varieties of written English that become increasingly important to students and valuable for language study as they progress. Language and culture are inextricably linked, and the newspapers of a given target community reflect its culture through the language they contain. At one level, culture permeates language through references to the people, places, institutions, customs and traditions of that community. Newspapers are therefore an invaluable source of cultural information, and the more widely students read, the greater their understanding of this socio-cultural meaning *Bryman, Alan. (2004)*.

Research carried out by NAA shows that Print media programmes positively influence student motivation, attitudes, academic skills and classroom communications *Greaney, Vincent. (2006)*. The newspaper is current and relevant. It keeps students informed and helps to mould them into responsible and socially aware citizens. The aforementioned study titled *Measuring success: The positive impact of Newspapers in Education on student achievement* revealed that in schools with an Print media program (serving at least one-third of the students), students on average scored nearly 30% higher than students from similarly populated schools with no Print mediaprogram.¹⁵ In another study by NAA, *Life Long Readers: Driving civic engagement*, it

was revealed that newspapers play a role in encouraging young people to get involved in their communities.

The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating reader interest among students. Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings. Reading newspapers inside the classroom can help students discover their own tastes and interests. This in turn can play an important role in the process of motivating them to read of their own accord outside the classroom, thereby extending their contact with English (*Muwanga et al. 2007*).

The diversity of information in newspapers enables teachers of English for specific purposes as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students. This is especially important to teachers of specialist subjects in their search for suitable materials. Even a cursory glance through a newspaper and the special interest sections and supplements will reveal a wealth of material for those involved in teaching Law, Business, Tourism, Political Science and numerous other subjects. English newspapers are an invaluable source of authentic materials, and their use on the language is very much in keeping with current thinking and practice in teaching pedagogy. Indeed, for many students, the ability to read and understand English language newspapers for work purposes represents a very real and tangible goal to aim for. Using newspaper materials in the classroom will also be particularly helpful for those students who may go to live or work in that target language community (*Izizinga, Rose. 2000*).

According to *Sanderson (1999)* Newspapers can also be used effectively with a wide range of levels from elementary to advanced. Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability classes, and that the stronger students in the class will have little or no advantage. The aim of introducing newspapers into the classroom is to help the learners connect with their community, the nation and the world. The newspaper is commonly referred to as a '*Living text-book*' because its information is always current and it is adaptable to all classes and curriculum areas. The implementers of the

programme believe that pupils are more likely to retain the knowledge gained through familiar real life examples in newspapers than through traditional textbook-centered learning (*Recent data 2008*).

The teachers included in the survey believed that the newspaper is encouraging pupils to attend school more often. Pupil absenteeism is really low especially on days when the newspapers are delivered and when the newspapers are used in the classroom. Teachers reported that the children are more enthusiastic and look forward to coming to school on the paper delivery dates especially in schools when the days are more predictable (*Robert2001*).

2.2 Challenges encountered by print media in promoting reading culture among children.

Young readers are first introduced to newspapers through their home environment. When the home environment is less likely to guarantee that newspapers are available on a regular basis (as is the case in developing countries), it can affect reading socialization of future readers. As early as the research of *Schramm et al (1960)* it was found that there was a strong correlation between the media habits of children and of their parents. Also, *Johnsson-Smaragdi (2000)* defines modeling as highly influential. The research of *Cobb-Walgren (2000)* also concludes that access to newspapers in the home environment and the parental model are core to explaining non-readership of newspapers among young readers.

Izizinga (2000) explains that a possible explanation for Ugandan pupils' reluctance to read can be found in the way in which reading has been traditionally taught. Most teachers assume that they 'possess' their classes and adopt a teacher-centered mode of teaching, assuming the role of experts who have to perform all the time and forgetting that learner-involvement is the key to learning how to read. During the reading lessons, they take it upon themselves to read to and for the class, even when the pupils have the same text in their hands.

According to *Sanderson, Paul. (2009)*, newspaper circulation figures are much lower in developing countries. Uganda's leading dailies are The Daily Monitor and Daily Monitor. According to the Audit Bureau of Circulation (ABC) figures for April to June 2008, The Daily Monitor sold an average of 34,368 copies daily while Daily Monitor sales over the same period

were an average of 22,157 copies daily out of a total population of 30.66 million Ugandans²⁵. *Recent data (2008)* from the Steadman group, the leading media monitoring firm in Uganda shows that awareness and frequency of use of newspapers is limited to the elite especially in urban areas.

A 1990-1991 International Association for the Evaluation of Education Achievement (IEA) study on literacy in developed and developing countries revealed that teachers in developed countries gave much priority than teachers of developing countries to aims concerned with interest and enjoyment of reading, whereas teachers in the developing countries gave significantly more weight to skill development. The study findings further revealed that successful reading programmes appear to flourish in a context where many books are available and teachers encourage children to read and enjoy them (*Elley, 1996*).

Similarly, in an interview we had, the Young Readers Coordinator said that he blames parents for the poor reading culture because most of them are ignoring their responsibility of creating conducive reading environments for their children at home. He explained that these days, children are raised in an environment where video games and television are increasingly killing the culture of reading. In his view, parents can influence the reading habits of their children through reading to them not only books but also newspapers. He argued that parents should provide their children with opportunities to come into contact with diverse reading materials if their reading culture is to develop (*Mwebesa2009*).

In an interview, the Executive Director of RAU Mwetese Paul (2008) explained to me that schools are generally under resourced especially regarding reading materials. Therefore, the government needs to stock schools with supplementary reading materials if the reading culture is to be developed. She explained, 'The government has mainly over the years insisted on providing only instructional/content books for the four examinable subjects of Mathematics, Science, English Grammar and Social Studies but no readers. It's only until recently that the Government came in to provide readers to schools but still the numbers of copies are very few. You can find that in some schools, there is one copy to be shared among 100 pupils. How do you expect a child in such a school to develop a reading culture?' Similarly, the Education Theme

Lead at Action Aid International Uganda, pointed out that the poor reading culture in Uganda is result of many factors most critical among which is keeping reading materials away from the hands of children. In an interview I did, he said, 'While it is true that schools have insufficient reading materials, there is also a problem with the use of available literacy/reading materials specially in primary schools in Uganda (*Blatchford 2003*).

Magil Mandy (2012) explained that Uganda's primary school system does not encourage reading for pleasure. Instead it encourages reading pamphlets which are written for passing examinations or reading notes given by the teachers. He said, 'There is hardly any time on the timetable that allows for reading freely. The reading time in schools has been removed because even in prep time, teachers are there to coach students in examinable subjects so the time students used to read on their own is not there.' Emphasis is on examinations. People only read when they are going to do examinations. Reading is immediately associated with passing exams and not reading to gain knowledge or improve one's intellectual capacity or learning skills.'

An average of three teachers is trained in each participating school out of the average of 20 teachers per school. The number of teachers with the necessary skills to effectively utilize the Print media papers is therefore still small. Besides, some of the trainings are hastily conducted due to limited resources *Mukwase. T (2001)*. The one-day training is not sufficient enough which has limited the potential benefits from the Print media newspapers to participating schools. For example, teachers in lower primary are expected to be creative enough to interpret for Primary One and Primary Two pupils so that they can learn to associate, relate and identify with the newspapers and not only read them, but it is not happening in most schools due to limited training of the teachers in this skill.

Krashen (1993) posits that not all in-school reading programmes intended to increase amount of reading lead to gains on tests of reading proficiency. Gains are more likely when the programme endures a year or more. Sustainability is another key challenge to the success of the Print media programme. At the time of the study, all schools visited did not have any clear strategy about the sustainability of the Print media programme rather they all showed that they still needed to depend on corporate sponsorship which is not assured every term. Some schools have been dropped from the programme after only one term because sponsorship was cut off.

Furthermore, most of the participating schools are UPE schools, for which the government UPE policy of 'free education for all' does not permit schools to seek contributions from parents for any school activity. On the other hand, the grants under UPE to schools per pupil are also too low to enable schools sustain the Print media programme on their own. At the district level, a component exists in the UPE budget framework for scholastic materials, and the Print media papers best fit within this. The challenge is that this budget is so low to accommodate and sustain this component. It is therefore clear that unless government provides additional funding for scholastic materials in order to cater for the newspapers initiative, the Print media program cannot be sustained by the schools or the districts (*Kibuka Ronald 2001*).

Lack of a structured programme monitoring and reporting mechanism to inform management is a key challenge. There is need to put in place a structured reporting system/mechanism, that should be reviewed regularly by the implementers of the programme. A basic report format should be designed for schools to show the progression of Print media activities within the schools.

According to *Budedget R (1989)* Pupils in rural districts especially those in lower classes have a challenge of reading English, which affects their ability to effectively utilize the newspaper. Pupils use the dictionary and group approach to address this; however the absence of enough dictionaries in the schools is also a challenge. This is even more challenging for the lower primary sections of the schools. However, there is overall consensus that the language is not necessarily difficult but the standards in some of the selected participating schools are low.

.3 Strategies to overcome the challenges encountered by print media for effective promotion of reading culture among children.

Ministry of Education should introduce the Decentralized Instructional Materials Procurement (DIMP) policy to decentralize the acquisition of the procurement process of instructional materials. According to DIMP (MOES 2003), 35% of the UPE capitation grants given to schools must be spent on instructional materials especially news papers. The Ministry's definition of instructional materials is as follows: Reference books (dictionaries, encyclopedias, atlases, grammar books), supplementary reading materials (picture books, stories, drama and poetry suitable for the age range, illustrated, non-fiction books), work books, charts, maps and cards wall charts, pictures, graphs, wall maps, flash cards and work cards), teaching and learning aids globes, jigsaws, abacuses, slates, science kits, cassette recorders) and poster cards (for teachers to make posters and charts).

Additionally, trained teachers are supposed to conduct similar trainings for colleagues within the school. However, it was established that due to time and other factors, teachers who were trained rarely came back and shared with other teachers who had not been trained by Daily Monitor on the skills and knowledge acquired. In cases where this was done, it was informal as part of the staff and school management meetings. This study suggests an expansion of teacher training in the participating schools. The training of trainers (ToT) approach should be emphasized where a core team of resource persons is facilitated to roll out the training in the school. A refresher training once a year will also be a good way of adding value to the programme efficiency Afronnel T (2006).

This view calls for a more holistic or ecological approach to media education. It emphasizes the need to encourage the development of media education and media literacy skills in the teaching of all subjects. As one of the advocates of this approach to media education, Masterman cites some important reasons as to why media education and media literacy skills should be developed in the teaching of all subjects; Hit by financial cutbacks, many schools are finding it difficult to provide as wide a range of educational and other materials as needed and are beginning to rely on other material provided by other institutions. This includes media houses such as *Daily*

Monitor in Uganda that provides schools with free copies of newspapers through their Print media programme. He adds that teachers of all subjects will find it valuable to have an informed interest in and an up-to-date knowledge of media treatment of the topics they cover (*Masterman, 2000*)

The critical media theorists argue that literacy comprises gaining competencies involved in effectively learning and using socially constructed forms of communication and representation. Because literacies are socially constructed in various institutional discourses and practices within educational and cultural sites, cultivating literacies involves attaining competencies in practices in contexts that are governed by rules and conventions. Literacies evolve and shift in response to social and cultural change and the interests of elites who control hegemonic institutions, as well as to the emergence of new technologies. These scholars argue that if education is to be relevant to contemporary life, engaged teachers must expand the concept of literacy and develop new curricula and pedagogies (*Kellner and Share, 2007*).

Critical media literacy assigns individuals power over their culture and thus enables people to create their own meanings and identities to shape and transform the material and social conditions of their culture and society. Many critical educators have been promoting these goals, including *Masterman (1994)* who proposes that media education's aim for critical autonomy is empowering students to be independently critical. *Robert Ferguson (2001)* suggests that our relationship with media is not autonomous but rather they depend on taking positions related to social contexts. Ferguson calls for *critical solidarity* which means teaching students to interpret information and communication within humanistic, social, historical, political and economic contexts for them to understand the interrelationships and consequences of their actions and lifestyles (*Kellner and Share, 2007*). This is closely related to one of the intentions of the Print media programme which is to teach pupils and students to be independent critical thinkers, who will be less dependent on media framing and representations.

The proponents of the critical media theory believe that 21st Century schools must change the way they teach by empowering students to analyze and use media technology to express their views and visions in critical solidarity with the world around them. Literacy must be reframed to

expand the definition of a text to include new modes of communication and to enhance our critical analytical processes to explore audience reception, ideology, social justice, and oppression as well as the political, economic, historical and social contexts within which all messages are written and read. Critical media literacy offers the tools and framework to help students become subjects in the process of deconstructing injustices, expressing their own voices, and struggling to create a better society.

Engagement research in the field of reading has linked motivation to personally meaningful reading. This means that for written language to be meaningful, the child must first see its everyday action vocabulary being transferred from the spoken word to written words and then read about it. This will allow the teacher to build on the child's meaningful language rather than develop an isolated reading skill, based on unfamiliar words. The teacher can do this by using reading materials which are socially and culturally familiar, such as newspapers, children's own stories or stories which are predictable. Such stories infuse children with a sense of control and confidence in their ability to read (*Slyva & Blatchford, 2003*).

The implementers of the Print media programme believe that providing an informal, interactive forum to children will lead them to improve their reading skills. Additionally making available literature suitable to children will create interest in reading, writing, speaking out and lead to children's enjoyment of the learning process. Lastly, conditioned in-pit focused on desired values will lead to children's acquisition of life skills (*Kellner et al, 2007*).

According to *Tornero (2008)* media literacy should not be treated as an isolated or independent skill. On the contrary, it is a skill that involves and encompasses other skills and forms of literacy; reading and writing literacy, audiovisual literacy and digital or information literacy. In the case of the Print media programme in Uganda, reading literacy is the emphasized skills since pupils are encouraged to develop a life-long habit of reading newspapers and other NTBRMs.

One could argue that in an era of technological revolution, educators must develop robust forms of media literacy, computer literacy, and multi-media literacies, thus cultivating 'multiple

literacies' in the restructuring of education. *Kellner and Share (2007)*, however argue that the era of the book and print literacy are far from over. They posit that although there are new media and literacies in the current constellation, books, reading, and print literacy continue to be of utmost significance. In the current ICT environment, traditional print literacy takes on increasing importance in the computer mediated cyberworld as people need to critically scrutinise and scroll tremendous amounts of information, putting new emphasis on developing reading and writing abilities. For example, internet discussion groups, chat rooms, email, text-messaging, blogs, wikis and various internet forums require reading and writing skills (*Kellner and Share, 2007*).

At the school level, there is need to initiate or strengthen practices for developing a reading culture including: Reading clubs, writers clubs, debating clubs. These clubs encourage child-led activities such as news reading, debates, discussions, exhibitions, dramas, sharing of pupil's stories and encouraging pupil-made reading materials. These activities encourage children to practice their reading skills and also reinforce their personal interest in reading for pleasure *Greaney, Vincent. (2006)*.

The school management needs to also lobby for funds to set up school libraries and separate storage facilities.. A well organized library with an inviting environment where pupils can read comfortably is an important element in developing a reading culture among pupils and the school management needs to create time for reading on the school timetable and ensure that it's used accordingly. The school needs to give pupils time to use the available resources and also schedule time for reading lessons for all classes and not just Primary one and two (*Creamer 2009*).

The school management needs to also mobilize parents to create an atmosphere that encourages pupils to read for pleasure while at home. There is need for a negotiated policy for involvement of parents in reading practices at school and at home. Parental participation has a big bearing on the child's learning at school and at home. Mobilization of parental support to children's reading culture can be done through School Management Committee (SMC) and Parents Teachers Association (PTA) meetings (*Dobler 2002*).

At the government level, a lot needs to be done to create a conducive environment within programmes so that the Print media programme can succeed. The government needs to play its critical role in ensuring that education financing is increased, teacher quality and teacher motivation are improved as well, in order for the Print media programme to have the desired impact among the learners *Hobbs, Renee. (1998)*.

A major contributing factor to quality education is the availability of adequate trained and motivated teachers to support the learning needs of the children. Ultimately, the development of a reading culture is ultimately contingent in what happens in the classroom, and teachers are in the front line of service. Despite the national average Teacher-Pupil ratio of 1:57, there are disparities in the ratios by district with some districts posting as high as 1:90 for the districts of northern Uganda. There is also a general lack of motivation by teachers mostly related to poor remuneration, living and working conditions and limited opportunities for professional development. This has consequently led to a flight of teachers from the profession and a lack of new teachers to fill the gap. Additionally, the government needs to realize that the examination-oriented curriculum dilutes learning outcomes and inhibits the development of a reading culture. The most outstanding mode of measuring learning outcomes in Uganda is the examinations on literacy and numeracy *Clay, M (2003)*. Quality learning outcomes are usually associated with excellent academic performance in the examinable subjects.

Similarly, teachers are also pressured into prioritizing the examinable subjects and placing less emphasis on development of reading skills, an aspect that is not examinable. Gauging school and pupil progress by their examination performance has pushed teachers to the wall to either produce first grades or perish! There is need to extend the learning outcomes beyond examinations towards creating all round and productive pupils who can take responsibility for their future and that of their communities, nation and world. Education learning outcomes that promote sustainability in all aspects should take centre stage in the school curriculum. Such a curriculum will be driven by programmes such as Print media which in turn will be given more attention and importance by both teachers and pupils *Hobbs, Renee. (1998)*.

The government needs to take deliberate measures to create a favorable environment for publishing of text-books and supplementary reading materials. Government should support book publishing by exempting books and supplementary reading materials from sales and Value Added taxes (VAT) Local authors too could be exempted from income taxes to encourage more local production. Local production is important because such material is close to the pupil's culture and life experience therefore making it easy for them to identify with and understand it. Local production will also reduce government dependence of book donation schemes that have a number of limitations *Vincent. (2006)*.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlined the study research design, study population, the sample size, sampling procedure Data collection methods, Sources of data, data analysis and reliability and validity of the study, ethical consideration and limitations of the study.

3.1 Research Design

The researcher used both qualitative and quantitative research approaches. This helped the researcher in determining comprehensive explanation on role of print media in promoting reading culture among children. Quantitative approaches enabled the presentation of information in numerical terms whereas qualitative data gave expression of respondents' fillings on the aspects of study.

3.2 Research population

The study was composed of 69 respondents who were parents, guardians, school going children, teachers, head teachers and print media representatives.

3.2.1 Sample size

From the estimated population of 69, a sample size of 60 respondents was used to obtain findings about this study.

3.2.2 Sampling procedure

The researcher used probability sampling method and in particular stratified sampling and simple random sampling. Stratified sampling was used when the parent population or sampling frame was made up of sub-sets of known size. These sub-sets made up different proportions of the total, and therefore stratified sampling ensured that results were proportional and representative of the whole. This was used to give equal chance to the respondents. In stratified sampling the

researcher divided the population into sub populations. Then she used simple random sampling to select a sample independently from each Sub – population.

3.3 Data collection methods

The researcher obtained data from the field using the following important instruments:

3.3. 1 Questionnaires

Here, self-administered questionnaires were employed containing both open-ended and close-ended questions. The open- ended questions enabled respondents to contribute their views and suggestions, while the close-ended questions allowed respondents to respond to common responses.

3.3.2 Interview guide

The interview guide was used to get more in-depth information from respondents to tell how they perceive about reading culture.

3.4 Sources of data

In this research two types of data were used by the researcher that is to say secondary and primary data was used.

3.4.1 Primary Data

This is information or data that is collected by researcher herself from the field. Primary data was acquired from the respondents of New Vision using the questionnaire.

3.4.2 Secondary Data

This is data that has been collected by other people, it is known as second hand information; secondary data included both raw data and published data. The secondary data was obtained through notes, correspondences and minutes of meetings, news papers, journals and internet. In this study the researcher used documents and other records that were already published at the district if any concerning the topic of study.

3.5 Validity and Reliability of the study

To establish the validity of the instruments, the researcher administered questionnaires to the clearly selected respondents from New Vision. This was together with choosing a clear sample population that gave a representation of the entire population. Consultation was made on areas of great importance and how to ask the respondents in the way that right information was got from them.

To establish the reliability of the instruments, the data was analyzed and fed accordingly. After data collection the researcher conducted a check of the information by subjecting secondary questionnaire guides in form of pre- examination so as to identify the correlation in the information given.

3.6 Data processing and Analysis

3.6.1 Data processing

The process of data processing was done after collecting all the data to ensure complete and uniform data was used. This necessitated editing and checking of errors as well as omissions that influenced the study.

3.6.2 Data analysis

Upon collection of necessary data from the field, the researcher analyzed, and interpreted it in relation to the objectives of the study. The researcher presented the findings in form of tables, graphs and pie charts. Data from field was tabulated to show the frequency of responses to the questionnaires and these were used to compute percentages in different attributes under the study. The similarities in the percentages were deduced to arrive at conclusions.

3.7 Limitations and De-limitations

Limited resources: The researcher coordinated between Kampala International University and officials from New Vision Publications to gather appropriate data. The available funds were utilized sparingly.

Sensitive information: Some aspects of the study were too sensitive and officers were not willing to disclose all the information that was there. The information accessed was kept confidential.

Limited access to information: The researcher used a structured questionnaire to enable the respondents fill with ease. This saved on the limited time

3.8 Ethical considerations

Information was attained on freewill without compulsion or forcing of respondents.

The information was for academic purposes and did not include the names of the respondents for issues of privacy and confidentiality of information attained.

Maintaining the privacy and confidentiality of the respondents that is to say keep their personal issues private and non disclosure of response from particular respondents to maintain integrity and also protected them from potential victimization

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0 Introduction.

The data was presented and interpreted in line with the objectives as stated chapter one of this study. The interpretation also sought to answer the research questions that were raised in chapter one. Presentation and interpretation of data in this chapter has been done with the aid of quantitative and qualitative methods of data collection approaches. Questionnaires were given to respondents who filled them to the best of their knowledge. Data presentation was done using tables, graphs, percentages personal analysis and interpretation in essay form.

4.1 Respondent's particulars

Table (1): Showing Gender of respondents

Respondents	Frequency	Percentage
Male	38	63.3
Female	22	36.7
Total	60	100

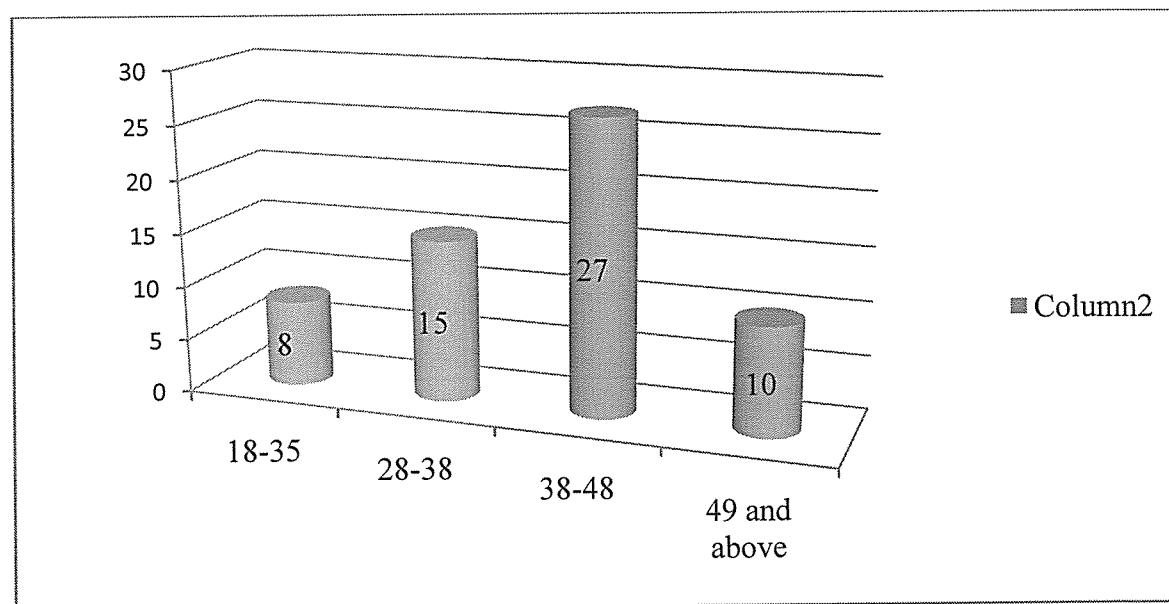
Source: Primary data

The study revealed that the majority of respondents were male that is (38) representing 63.3% of the total number of respondents, 22 respondents are female representing 36.7% of the respondents. This was an indication that gender sensitivity was taken care off so the findings therefore cannot be doubted on gender grounds; they can be relied upon for decision making, it also indicated that the role of print media in promoting reading culture among children does not discriminate to whether one is a mal or a female.

The male respondents were the majority because Daily Monitoremploy majority male than female and this was attributed to the hardships they pass through while obtaining news from the field especially journalists.

4.1.2 Age distribution of respondents

Figure 1: Showing age distribution of respondents



Source: Primary Data

Figure1 above shows that, majority of respondents were aged between 38-48years ,27 respondents followed ,by 28 -438 years represented by 15 respondents, followed by 49+ represented by 10 respondents and 18-35 represented by 8 respondents. From the above analysis, it can be concluded that majority of the respondents were mature hence the information obtained from them can be trusted and looked at as true and good representation of the information the researcher was looking for.

4.1.4 Academic Qualifications of respondents

Table 2: Showing academic qualifications of the respondents

Academic qualifications	Frequency	Percentage
O level	7	11.6
A level	9	15
Diploma	12	20

Degree	21	35
Masters	11	18.3
Total	60	100

Source: Primary Data

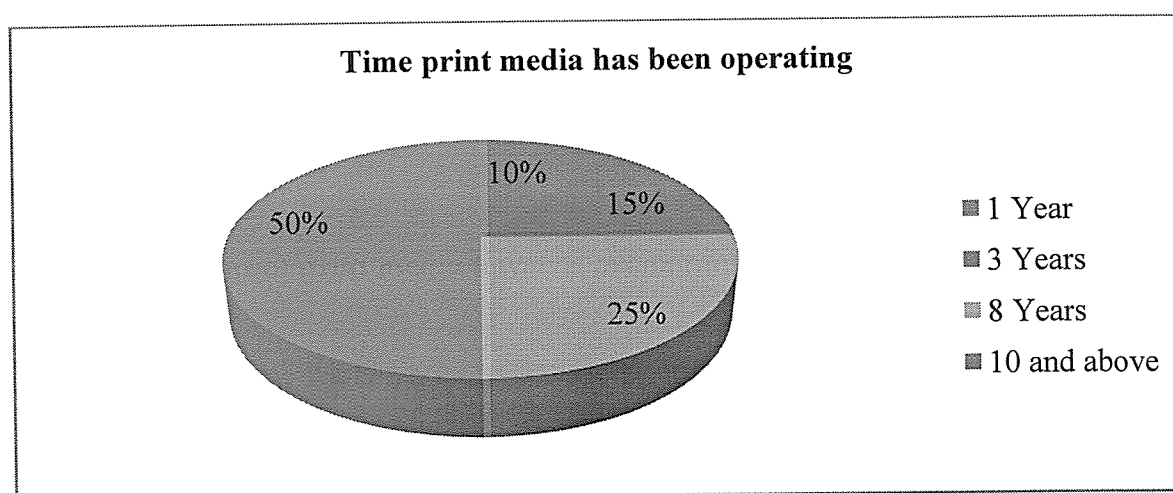
Results in table 3 indicate that majority of the respondents were degree holders that is 21 respondents representing 35% of the total respondents, followed by 12 respondents representing 20% of the total respondents who were diploma holders, followed by 11 respondents representing 18.3% of the total respondents who were masters holders, followed by 9 respondents who were with A level and finally followed by 7 respondents who were O level holders with 11.6% of the total respondents. This implies that the respondents are well educated and therefore the information obtained from them can be relied upon for the purpose of this study.

PART B:

4.2 Contributions of print media towards promoting reading culture among children.

The respondents were asked about the period print media been used in this municipality and the results were expressed by the chart as shown below.

Figure2: Showing the period print media has been used.



Source: Primary Data

The chart above shows that 50% of the total respondents had spent a period of 10 and above years, 25% of the total respondents said that print media had been operating in a period of 8 years and above, 15% of the respondents said that print media had operated for a period of 3 years and only 10% of the respondents said that print media had operated for a period of 1 year.

The respondents were asked whether print media had improved reading culture among children and the results were expressed by the table as shown below.

Table 3: Showing responses to the contributions of print media in promoting reading culture among children.

Contributions of print media in promoting reading culture	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
It has helped children in accessing background knowledge to make predictions about the meanings of new text	12	20	35	58.3	3	5	10	16.7	0	0	60	100
It has helped in instilling general knowledge among children	30	50	12	20	7	11.7	5	8.3	6	10	60	100
It has increased children's extensive	28	46.7	12	20	11	18.3	4	6	0	0	60	100

reading due to high level of motivation												
Newspapers also keep students informed about what is happening in the world	32	53.3	10	16.7	3	5	8	13.3	10	16.7	60	100
It has helped children to extend their knowledge and deepening their understanding	15	25	23	38.3	8	13.3	5	8.3	9	15	60	100
Its necessary for promoting real life skills	18	30	21	35	13	21.6	4	6.7	4	6.7	60	100
Newspaper encourage pupils to attend school more often	30	50	16	26.6	7	11.7	4	6.7	3	5	60	100

Source: Primary Data

The data collected above shows that in relation to the contributions of print media in promoting reading culture among children, the research was based on the agreement parameters of strongly agreed, agreed, not sure, disagree and strongly disagreed.

It has helped children in accessing background knowledge to make predictions about the meanings of new text with 20% of the respondents who strongly agreed, 58.3% agreed, 5% of the respondents were not sure and 16.7% disagreed and none strongly disagreed.

It has helped in instilling general knowledge among children had 50% of the respondents strongly agreed, 20% agreed, 8% disagreed, 11.7% of the respondents were not sure, 8.3% disagreed and 10% strongly disagreed.

It has increased children's extensive reading due to high level of motivation had 46.7% of the respondents who strongly agreed, 20 agreed, 18.3% were not sure, 6% disagreed and none strongly disagreed.

Newspapers also keep students informed about what is happening in the world had 53.3% of the respondents who strongly agreed, 16.7 agreed, 5 were not sure 13.3% disagreed and 16.7% strongly disagreed.

It has helped children to extend their knowledge and deepening their understanding had 25% of the respondents who strongly agreed, 38.3% agreed, 13.3 % of the respondents were not sure 8.3% disagreed, and 15% strongly disagreed.

Improved educational services such as schools and institutions had 30% of the respondents who strongly agreed, 35% agreed, 21.6 % were not sure, 6.7% disagreed and 6.7% strongly disagreed.

It's necessary for promoting real life skills had 50% of the respondents who strongly agreed, 26.6% agreed, 11.7 % were not sure, 6.7% disagreed and 5 % of the respondents strongly disagreed

Newspaper encourage pupils to attend school more often had 20% of the respondents who strongly agreed, 16.6% agreed, 25% were not sure, 11.7% respondents disagreed and 15% strongly disagreed.

This implied that print media has played a significant role in promoting reading culture among children based on the majority respondents who strongly agreed. Majority strongly agreed that Newspapers keep students informed about what is happening in the world which widens their understanding.

4.3 Challenges encountered by print media in promoting reading culture among children.

Table 4: Showing response to whether there are challenges faced by print media in promoting reading culture among children.

Response	Frequency	Percentage
Yes	30	50
No	14	23.3
Not Sure	16	26.7
TOTAL	60	100%

Source: Primary Data

From the table 5, shows that there challenges faced in promoting reading culture among children with majority respondents totaling to 50% who agreed, 23.3% disagreed and 26.7% of the total respondents were not sure.

This implied that there was a great emphasis required to ensure that challenges encountered be worked on accordingly by putting into implementation the suggested strategies and recommendations.

Table 5: Showing responses to the challenges encountered in promoting reading culture among children.

Challenges encountered	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	f	%	F	%	F	%	F	%
Limited reading materials in schools especially news papers	30	50	9	15	11	18.3	6	10	4	6.7	60	100
Lack of interest among teachers to instill reading culture among children by emphasizing on academics.	36	60	3	5	10	16.7	2	3.3	0	0	60	100
Parents have ignored their responsibility of creating conducive reading environments for their children at home.	30	50	20	33.3	2	3.3	4	6.7	4	6.7	60	100
Transporting Print media papers from the district to schools is a fundamental	20	33.3	19	31.7	6	10	8	13.3	7	11.7	60	100

challenge												
Government budget is so low to accommodate and sustain print media materials	15	25	24	40	5	8.3	6	10	10	16.7	60	100
Lack of a structured programme monitoring and reporting mechanism to inform management is a key challenge	17	28.3	13	21.7	15	25	5	8.3	10	16.7	60	100

Source: Primary Data

In reference to the table above, concerning the challenges encountered in promoting reading culture among children, the presentations have been made in line with responses made using the scale that measured responses on strongly agreed, agreed, not sure, disagreed and strongly disagreed. The responses are presented as follows.

Limited reading materials in schools especially news papers had 50% of the respondents who strongly agreed, 15% agreed, 18.3% were not sure, 10% disagreed and 6.7% strongly disagreed

Lack of interest among teachers to instill reading culture among children by emphasizing on academics had 60% of the respondents strongly agreed, 5% agreed 16.7% were not sure, 3.3% disagreed and 15% of the respondents strongly disagreed.

Parents have ignored their responsibility of creating conducive reading environments for their children at home had 50% of the respondents who strongly disagreed, 33.3% agreed, 3.3% of the respondents were not sure 6.7% disagreed and 6.7% of the respondent strongly disagreed.

Transporting Print media papers from the district to schools is a fundamental challenge” had 33.3% of the respondents who strongly agreed, 31.7% agreed, 10% were not sure, 13.3% disagreed and 11.7% strongly disagreed.

Facilitate establishment of industries had 25% of the respondents who strongly agreed, 40% agreed, 8.3% were not sure , 10% disagreed and 16.7% strongly disagreed.

Government budget is so low to accommodate and sustain print media materials had 28.3% of the respondents who strongly agreed, 21.7 % agreed, 25% were not sure, 8.3% disagreed and disagreed 6.7% strongly

Lack of a structured programme monitoring and reporting mechanism to inform management is a key challenge had 65% of the respondents who strongly agreed, 10% agreed, none were not sure and strongly disagreed and 25% disagreed.

The above information implied that the challenges that hinder the effectiveness of promoting reading culture were eminent though they were carrying different levels of magnitudes and lack of interest among teachers to instill reading culture among children by emphasizing on academics had majority of the respondents and it was attributed to failure of teachers to critically understand the would be value of print media when accessed by children.

4.4 Strategies to overcome the challenges encountered by print media for effective promotion of reading culture among children.

Table 6: Showing Strategies to overcome the challenges encountered by print media foreffective promotion of reading culture among children.

Challenges encountered	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
There is a need to encourage the	20	33.3	9	15	11	18.3	12	20	8	13.3	60	100

development of media education and media literacy skills in the teaching of all subjects												
Schools must change the way they teach by empowering students to analyze and use media technology to express their views and visions	25	41.6	8	13.3	13	21.6	5	8.3	9	15	60	100
Making available literature suitable to children especially those that create interest in reading, writing, speaking	28	46.6	7	11.6	11	18.3	8	13.3	6	10	60	100
Media literacy should not be treated as an isolated or independent skill	15	25	3	5	17	28.3	12	20	13	21.6	60	100
The school management should lobby for funds to set up school libraries and include news papers	18	30	14	23.3	4	6.6	16	26.6	8	13.3	60	100

Source: Primary Data.

In reference to the table above, concerning the strategies to overcome the challenges encountered in promoting reading culture among children, the presentations have been made in line with responses made using the scale that measured responses on strongly agreed, agreed, not sure, disagreed and strongly disagreed. The responses are presented as follows.

There is a need to encourage the development of media education and media literacy skills in the teaching of all subjects had 33.3% of the respondents who strongly agreed, 15% agreed, 18.3% were not sure, 20% disagreed and 13.3% strongly disagreed

Schools must change the way they teach by empowering students to analyze and use media technology to express their views and visions had 41.6% of the respondents strongly agreed, 13.3% agreed 21.6% were not sure, 8.3% disagreed and 15% of the respondents strongly disagreed.

Making available literature suitable to children especially those that create interest in reading, writing, speaking had 46.6% of the respondents who strongly disagreed, 11.6% agreed, 18.3% of the respondents were not sure 13.3% disagreed and 10% of the respondent strongly disagreed.

Media literacy should not be treated as an isolated or independent skill had 25% of the respondents who strongly agreed, 5% agreed, 28.3% were not sure, 20% disagreed and 21.6% strongly disagreed.

The school management should lobby for funds to set up school libraries and include news papers had 30% of the respondents who strongly agreed, 23.3% agreed, 6.6% were not sure , 26.6% disagreed and 13.3% strongly disagreed.

The above information implied that the respondents were a ware of the strategies to overcome the challenges encountered by print media in promoting reading culture among children based on the majority respondents who strongly agreed and agreed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH.

5.0 Introduction

This chapter contains a summary of the findings of the study, conclusions, recommendations and areas for further research inline with the objective of remedying the influence of print media in promoting reading culture among children in Uganda: a case study of Daily Monitor publications.

Using computer packages like Excel the study made important findings, which were the basis of the policy recommendations entailed in this chapter.

5.1 Summary of findings.

The researcher was interested in investigating the influence of print media in promoting reading culture among children in Uganda. The researcher set the objectives of the study which were intended to; examine contributions of print media towards promoting children's reading culture, identify the challenges encountered by print media in promoting reading culture among children and establish the strategies to overcome the challenges encountered by print media in promoting reading culture among children.

5.1.2 Contributions of print media towards promoting children's reading culture.

Inline with researcher's first objective which was intended to examine the contributions of print media towards promoting children's reading culture, 46.6% of the total respondents agreed, 33.3% of the total respondents were not sure and only 20% of the total respondents disagreed. The implication was that there was value generated by print media in promoting reading culture though the positive response was below average. The respondents who were not sure and those who disagreed were also considered and would help in drawing conclusions after this research.

It has helped children in accessing background knowledge to make predictions about the meanings of new text with 20% of the respondents who strongly agreed, it has helped in

instilling general knowledge among children had 50% of the respondents strongly agreed, it has increased children's extensive reading due to high level of motivation, Newspapers also keep students informed about what is happening in the world, it has helped children to extend their knowledge and deepening their understanding, improved educational services such as schools and institutions, it's necessary for promoting real life skills had 50% of the respondents who strongly agreed, Newspaper encourage pupils to attend school more often had 20% of the respondents who strongly agreed, 16.6% agreed, 25% were not sure, 11.7% respondents disagreed and 15% strongly disagreed and the implication was that print media has played a significant role in promoting reading culture among children based on the majority respondents who strongly agreed. Majority strongly agreed that Newspapers keep students informed about what is happening in the world which widens their understanding.

5.1.3 Challenges encountered by print media in promoting reading culture among children

The third objective of the researcher was intended to identify the challenges encountered by print media in promoting reading culture among children, 50% who agreed, 23.3% disagreed and 26.7% of the total respondents were not sure and this implied that there was a great emphasis required to ensure that challenges encountered be worked on accordingly by putting into implementation the suggested strategies and recommendations.

The respondents were given the option to tick based on their level of understanding and limited reading materials in schools especially news papers had 50% of the respondents who strongly agreed, lack of interest among teachers to instill reading culture among children by emphasizing on academics, parents have ignored their responsibility of creating conducive reading environments for their children at home had 50% of the respondents who strongly disagreed, transporting Print media papers from the district to schools is a fundamental challenge" had 33.3% of the respondents who strongly agreed, facilitate establishment of industries had 25% of the respondents who strongly agreed, government budget is so low to accommodate and sustain print media materials had 28.3% of the respondents who strongly agreed and lack of a structured programme monitoring and reporting mechanism to inform management is a key challenge had 65% of the respondents who strongly agreed. it implied that the challenges that hinder the effectiveness of promoting reading culture were eminent though they were carrying different levels of magnitudes and lack of interest among teachers to instill reading culture among children

by emphasizing on academics had majority of the respondents and it was attributed to failure of teachers to critically understand the would be value of print media when accessed by children.

5.1.4 Strategies to overcome the challenges encountered by print media in promoting reading culture among children.

The researcher's last objective was to establish the strategies to overcome the challenges encountered by print media in promoting reading culture among children and 33.3% of the respondents strongly agreed that there is a need to encourage the development of media education and media literacy skills in the teaching of all subjects, schools must change the way they teach by empowering students to analyze and use media technology to express their views and visions had 41.6% of the respondents strongly agreed, others were in support of making available literature suitable to children especially those that create interest in reading, writing, speaking, media literacy should not be treated as an isolated or independent skill had 25% of the respondents who strongly agreed, the school management should lobby for funds to set up school libraries and include news papers and the above information implied that the respondents were aware of the strategies to overcome the challenges encountered by print media in promoting reading culture among children based on the majority respondents who strongly agreed and agreed.

5.2 Conclusion.

The researcher found that print media play a very significant role in promoting reading culture among children evidenced by the majority respondents who strongly agreed and agreed. Print media promote reading culture among children which help them to construct meaning from text. Children acquire meaning through interacting with words, sentences, texts of all kinds and through accessing background knowledge to make predictions about the meanings of new text which is usually available in print media. Access to a variety of books and other reading materials such as magazines and newspapers facilitates that process and improve children's performance. Newspapers keep students informed about what is happening in the world, thereby extending their knowledge and deepening their understanding. For this reason, they are of general educational value and importance to students and must be considered in both government

and private primary schools. This should be done by ensuring that the challenges encountered are dealt with accordingly and the recommendations provided there in taken into implementation.

5.3 Recommendations.

This study suggests that selection of participating classes should be done considering the academic standing of the school. For example, in schools with weaker academic profiles, the Print media programme should target upper primary levels where English comprehension is better.

It is the initiative of government to ensure that all reading materials; both text book and non- text book are made available in schools and are placed in the hands of the learners. The practice is however, very different, many schools lack libraries where children can access such materials; consequently they end up being locked away in cupboards and not lent out to the learners.’

In the view of this research, Daily Monitor should step up its efforts to create reading clubs in all the selected schools. In this way, Daily Monitor will support reading clubs instead of individual pupils. The number of newspapers per school will then be reduced and more schools can be maintained and/included on the programme.

Thirdly, in order for programmes such as print media to gain ground and have more impact on the learners, there is need to solve the wider quality education issues within which these programmes are working. For example, teacher morale needs to be boosted, class sizes reduced, education funding increased and most importantly, the direction of the curriculum shifted from being examination to skills and ability oriented.

This need for sustainability requires a network of institutions, all working together with strong commitment to improve the literacy levels and reading culture of Uganda’s primary school children. The network includes national government ministries, the publishing industries, parents, guardians, potential sponsors and the general Ugandan public.

Print media companies not only new vision, should reduce their prices and provide subsidies to schools in order to avail more papers to children. This will increase the a availability of reading materials to schools which have the weak financial base.

5.4 Areas for further research.

Due to time and other resource constraints, the researcher could not exhaust the research process and suggested the areas that should be further researched.

Role of print media in poverty eradication

Role of print media in promoting culture among Ugandans.

The impact of print media in fighting HIV.

The role of print media in curbing domestic violence in Uganda.

REFERENCES

- Aronoff, T (2006) *The Ethnography of Reading*. Berkeley: University of California Press.
- Bryman, Alan. (2004) *Social Research Methods*, Oxford: Oxford University Press.
- Budgedge, R (1989) Pupils in rural districts especially those in lower classes have a challenge of reading English, which affects their ability to effectively utilize the newspaper.
- Clay, M (2003). *Language Policy and literacy learning* in L. Limag (Ed), *Language policy, literature and Culture*, Paris: UNESCO.
- Cremer (2009). *schedule time for reading lessons* for media prints Uganda.
- Dobler (2002) School Management Committee (SMC) and Parents Teachers Association (PTA) meetings
- Elley, (1996). *Successful reading programmes appear to flourish in a context* books are available and teachers encourage children to read.
- Magil Mandy (2012) Uganda's primary school system and encouragement to promote reading for pleasure, EXD Kampala.
- Greaney, Vincent. (2006) *Reading in Developing countries: Problems and issues*. In: Greaney, Vincent (ed) *Promoting Reading in Developing Countries*, Newark, International Reading Association.
- Hobbs, Renee. (1998) *The seven great debates in the media literacy movement*. Journal of Communication, 48 (1), 16-32.
- Muzizinga, Rose. (2000) *The teaching of reading in Uganda* In: Parry, Káte (ed) *Language and literacy in Uganda: Towards a sustainable reading culture*, Kampala: Fountain Publishers.

Zellner and Share, (2007). Engaged teachers must expand the concept of literacy and develop new curricula and pedagogies.

Sibuka Ronald (2001) the Print media program cannot be sustained by the schools or the districts.

Krashen (1993) *The power of reading: Insights from the research*. Englewood, CO: Libraries Unlimited.

Masterman (1994) *critical educators have been promoting these goals*, USA research paper.

MOES (2003), *Language and literacy in Uganda: A view from the Ministry of Education and Sports*.

Muwanga et al., (2007) *Promoting Reading in Developing Countries*, Newark, International Reading Association.

Mukwase. T (2001). *Print media papers is therefore still small*. Besides, some of the trainings are hastily conducted due to limited resources

Nsibambi (2000) *The role of school media education*. Empowerment through media education:

Tornero (2008) *media literacy should not be treated as an isolated or independent skill*. On the contrary, it is a skill that involves and encompasses other skills and forms of literacy; UNRAET

Oliveira (1996) *Donated Book Programs: An Interim Measure* In: Greaney, Vincent (ed) *Promoting Reading in Developing Countries*, Newark, International Reading Association.

Parry, (2005) *Media Education: Literacy, learning and contemporary culture*, Cambridge: Polity.

Parry, Kate. (2005) *Introduction in: Teaching Reading in African Schools*, Kampala: Fountain Publishers.

Recent data (2008) *Steadman group, the leading media monitoring firm* in Uganda

Robert. (2001) *Media education and the development of critical solidarity*. Media Educational Journal, 30, 37-43.

Sanderson (1999) *Learning about the media: Communication and Society*. Paris: UNESCO.

Sanderson, Paul. (2009) *Using newspapers in the classroom*, Cambridge: Cambridge University Press

Mwebesa (2009), *newspaper circulation figures are much lower in developing countries*. The New Vision and Daily Monitor.

Slyva & Blatchford, (2003). *Stories infuse children with a sense of control and confidence in their ability to read* Merrchester.

Street, Brian (2001) *Literacy and development: ethnographic perspectives*, London & New York: Routledge.

APPENDICES

Appendix 1 Research Instrument: Questionnaire

Dear respondent.

I Annette Najjembaa third year student of Kampala International University pursuing a Bachelors Degree in mass communication. I am conducting a study on role of print media in promoting reading culture among children, a case study of Daily Monitor Publications.

This questionnaire is purely for academic purposes and the information will be kept confidential.

PART A; RESPONDENTS PROFILE

1. Gender

Male ☐

Female ☐

2. In which age bracket are you?

18-37 ☐

38-48 ☐

28 - 38 ☐

49+ ☐

3. Education level

O level ☐

Degree ☐

Diploma ☐

Masters ☐

A level ☐

PART B: Contributions of print media towards promoting reading culture among children.

4. For how long has print media been used in this municipality

.....
.....
.....

5. Which type of paper do you usually read?

5. Which type of paper do you usually read?

.....

.....

6. Has the reading culture been improved as a result of print media?

Yes ☐

No ☐

Not sure ☐

If yes the following are the contributions of print media to promotion of reading culture among children.

Contributions of print media to promotion of reading culture among children.	Tick appropriately
It has helped children in accessing background knowledge to make predictions about the meanings of new text	
It has helped in instilling general knowledge among children	
It has increased children's extensive reading due to high level of motivation	
Newspapers also keep students informed about what is happening in the world	
It has helped children to extend their knowledge and deepening their understanding	
Its necessary for promoting real life skills	
Newspaper encourage pupils to attend school more often	

If there are other contributions of print media towards promoting the reading culture among children, please mention them.

7. Are there challenges encountered by print media in promoting reading culture among children?

Yes ☐

No ☐

Not sure ☐

8. If yes, the following are the challenges encountered by print media in promoting reading culture among children?

Challenges encountered by print media in promoting reading culture among children	Tick appropriately
Limited reading materials in schools especially news papers	
Lack of interest among teachers to instill reading culture among children by emphasizing on academics.	
Parents have ignored their responsibility of creating conducive reading environments for their children at home.	
Transporting Print media papers from the district to schools is a fundamental challenge	
Government budget is so low to accommodate and sustain print media materials	
Lack of a structured programme monitoring and reporting mechanism to inform management is a key challenge	

9. If others, please specify them.

.....

.....

.....

10. Strategies to overcome the challenges encountered by print media for effective promotion of reading culture among children.

Strategies to improve girl child education and women empowerment	Please tick one appropriate answer
There is a need to encourage the development of media education and media literacy skills in the teaching of all subjects	
Schools must change the way they teach by empowering students to analyze and use media technology to express their views and visions	
Making available literature suitable to children especially those that create interest in reading, writing, speaking	
Media literacy should not be treated as an isolated or independent skill	
The school management should lobby for funds to set up school libraries and include news papers	

13. If more, please specify.

.....

.....

Thank you for your contribution

May God Bless You.