

**ROLE OF MASS MEDIA ON ACADEMIC PERFORMANCE OF
UNIVERSAL PRIMARY EDUCATION (UPE) SCHOOLS
A CASE STUDY OF KAMPALA**

BY

**SABRINA AGASHA
REG NO BMC/45776/143/DU**

75%

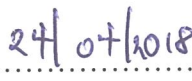
**A RESEARCH REPORT SUBMITTED TO FACULTY OF JOURNALISM AND MEDIA
STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF A BACHELORS DEGREE OF MASS COMMUNICATION
OF KAMPALA INTERNATIONAL UNIVERSITY**

MARCH 2018

DECLARATION

I **SABRINA AGASHA** declare that this research proposal is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work of others.

Signature

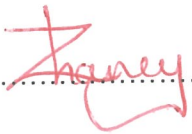
Date.....

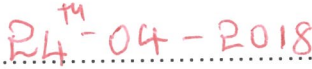
SABRINA AGASHA

REG NO BMC/45776/143/ du

APPROVAL

I hereby certify that this work entitled **“Role of mass media on academic performance of primary schools a case study Kampala”** has been submitted with my approval for examination as University supervision.

Signature 

Date: 

MADAM NAYONDO JANET

UNIVERSITY SUPERVISOR

DEDICATION

I dedicate this piece of work to my father and mother MR and MRS HENRY and MARY NUWEMUGIZI who helped me acquire my education.

ACKNOWLEDGEMENT

First of all I thank the almighty God for the wonderful life he has given to me. I take this opportunity to thank the following people who have given me both material and moral support, my sisters Samantha and Sandra who have been very instrumental in my successful completion of my research project, I also thank my research supervisor Madam Nayondo Janet and lastly to my all my friends especially Alex and Maureen for the wonderful guidance through out my studies.

TABLE OF CONTENT

DECLARATION.....	i
APPROVAL.....	ii
ACKNOWLEDGEMENT.....	iii
TABLE OF CONTENT.....	vi
LIST OF TABLES.....	xi
LIST OF ACRONYMS.....	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background.....	1
1.2 Problem statement.....	3
1.3 General objective.....	3
1.4 Specific objectives.....	3
1.5 Research questions.....	3
1.6 Scope of the study.....	4
1.7 Significance of the study.....	4
1.8 Definition of key terms.....	5
CHAPTER TWO: LITERATURE REVIEW	
2.0 Introduction.....	6
2.1 First objective.....	7
2.2 Second objective.....	9
2.3 Third objective.....	10
CHAPTER THREE: METHODOLOGY	
3.0 Introduction	13
3.1 Research Design	13
3.2 Study Population	13
3.3 Sample size	13
3.4 Sampling technique and procedure	14

3.4.1 Probability sampling	15
3.4.2 Non Probability sampling.....	15
3.5 Data source.....	15
3.5.1 Primary data.....	15
3.5.2 Secondary data	15
3.6 Data Collection Methods.....	15
3.7 Data Collection Instruments.....	16
3.7.1 Questionnaire	16
3.7.2 Interview Guide.....	16
3.7.3 Documentary Review Check List.....	16
3.8 Quality Control	17
3.8.1 Validity	17
3.8.2 Reliability.....	17
3.9 Measurement of variables.....	17
3.10 Data processing and Analysis.....	18
3.10.1 Quantitative Data Analysis.....	18
3.10.2 Qualitative Data Analysis.....	18
3.11 Ethical issues.....	18
3.12 Anticipated Limitations and solutions of the study.	18

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS.....	20
4.0 Introduction	20
4.1 Presentation and interpretation of the data.....	20
4.2 Discussion of the findings.....	26
4.2.2 Role of mass media in promoting academic development.....	26
4.2.2Challenges faced by primary schools	28

4.2.3 Government programs to promote primary schools	30
CHAPTER FIVE	
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	32
5.0 Introduction	32
5.1 Summary of the findings.....	32
5.2 Conclusion.....	34
5.3 Recommendations.....	35
5.4 Areas for further research.....	35
REFERENCES.....	36
APPENDICES	
APPENDIX A: Questionnaire for the respondents.....	37
SECTION A: Role of mass media in promoting academic development	41
SECTION B: Challenges faced by primary schools in Uganda.....	42
SECTION C: Government programs to promote primary schools.....	45
APPENDIX B: Interview guide.....	46

ACRONYMS

NGOs	Non Governmental Organizations
CSO	Civil Society Organization
Go U	Government of Uganda
CBOs	Community Based Organizations
WB	World Bank
UPE	Universal Primary Education
UNEB	Uganda National Examination Board
NCDC	National Curriculum Development Centre

ABSTRACT

The study examined the role of mass media on academic performance of primary schools a case study Kampala. The study achieved the following objectives, to examine the role played by mass media in promoting primary education, to examine the challenges faced by primary schools in Uganda to examine government programs aimed at promoting primary education. There fore the findings were based on the above objectives. Data was collected from a sample of 90 respondents in using self administered questionnaires and was later analyzed using Pearson correlation coefficient (r).

The findings revealed that mass media plays a significant role in academic development of pupils in primary schools in Uganda ($P=0.000<0.01$, $r=375$) the study concluded that majority of the respondents agreed that mass media has played and important role in the academic development of pupils in primary schools Uganda. The findings showed that mass media has promoted academic development of pupils in primary schools through promoting girl-child education, promoting early childhood care and development, promoting gender equality, advocating for child protection, promoting child participation in learning and governance, discouraging child labor, promoting education for children with disabilities and advocating for human rights-based child friendly education.

Additionally the findings showed the challenges faced by primary schools in Uganda which include high drop-out, early child marriage, child labor, girl child sexual abuse, early pregnancies and over stretched sanitation facilities.

The study revealed further revealed government intervention programs in promoting primary education which include promoted girl-education and quality sub-program me, supported UPE through establishing community-based complementary basic education, promoting child-friendly education and rights-based school, promoting gender equality and quality basic education, eliminating all forms of discrimination and abuses committed to girl-child in primary schools.

CHAPTER ONE

1.0 Introduction.

This chapter introduces the background of the study, statement of the problem, purpose of the study, the research objectives; research Questions, scope of the study, significance of the study, key terms and conceptual framework. This study focused on impact of mass media on academic development of pupils in primary schools a case study of Soroti Municipality.

1.1 Background

Coleman (2014) defined mass media as the means that are used to communicate to the general public thus are platforms that influence the society. Mass media is that technology intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are news papers, magazines, radio, television and the internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment and news in pop culture.

According to Walter (2012) the mass media has evolved significantly over time, before there was the internet, television, or the radio, there was the newspaper. The news paper was the original platform for mass media. For along period of time, the public relied on writers and journalists for the local news papers to provide them with the latest news in current events.

Centuries later, in the 1890s, came the invention of the radio. The radio would soon supersede the newspaper as the most pertinent source for mass media. Families would gather around the radio and listen to their favorite radio station programs to hear the latest news regarding politics, social issues and entertainment. Later on down the line came the invention of the television. The television would soon replace the radio for the most effective platform to reach the general public. Today the internet is the most relevant form of mass media and has become a major tool for news outlets. Since the evolution of the internet, the general public is now able to access those same news outlets in an instant with just a click of a mouse, instead of having to wait for scheduled programs. Through mass media, news outlets have a major influence on the general

public and a major impact on the public's opinion on certain topics. In many cases, the mass media is the only source that the general public relies on for news. Hence the mass media also plays a critical role in educating the public; educational programs exist on media channels. (Steve 2009).

According to Sharma (2013) the potential impact of television as a means of informing the people of India about education programs is greater than that of any other means of mass communication. Television is the most effective method of mass communication, reaching diverse segments of the population, has the added advantage of having a continuous impact on its audience. A satellite television system together with the ground stations capable of covering all villages and urban population should be installed. Despite the importance of television, it is the combination of various media including radio, films, and newspapers which bring about the best results.

According to Olaleye (2004) mass media interventions can play a major role in bringing educative information to the vast majority of the population, but the question remains; do media messages influence behavior? Both theoretical and empirical evidence produces conflicting answers to this question.

Hyman & Sheatsley (1974) argue that while mass media may be an effective means of influencing knowledge and attitude, it exerts little impact on behavior, believes that personal contacts and selective interactions are more important in motivating people to change their behavior than exposure to mass media. In contrast, other authors contend that if appropriately used mass media can produce a change not only in attitudes but also in behavior. Mass media can be a powerful force in acquainting people with new technology information obtained can change individual attitudes and desires and may quicken the adaption of technology leading to a change in behavior (Bogue, 1962).

1.2 Statement of the problem

In 1996, the government of Uganda declared UPE and set for itself a target of 100% net enrolment by 2003. With UPE the government developed a policy of preferential treatment in

which fees were abolished for four children per family of which 2 must be girls. This was meant to equalize the number of girls and boys at entry point in P1. The declaration of UPE and the preferential treatment against fees was a significant step by government in ensuring the right to basic education for all of Uganda's children. Due to UPE the primary student population increased from 2.6 million in 1996 to 4.8 million in 1998 and presently the primary student population is in excess of 6.2 million children. Political and financial support to the education sector has also increased and bodes well for the recognition of the right to education. Ensuring the right to education and learning therefore presents itself as an area of tremendous opportunity in Uganda, despite the good intentions there still challenges and gaps in the realization of rights to basic education and learning for Ugandan girls and boys.

However the mass media can play a significant role in promoting academic development of pupils in primary schools as an intervention to promote government program of UPE by providing space and air time to the education sector. Mass media interventions can play a major role in bringing educative information to the vast majority of the population, but the question remains; do media messages influence behavior and its an effective means of influencing knowledge and attitude, it exerts little impact on behavior, believes that personal contacts and selective interactions are more important in motivating people to change their behavior than exposure to mass media

Therefore the study aimed at investigating the role of mass media on academic development of pupils in primary schools.

1.3 General Objective

The purpose of this study was to explore the role of mass media on academic performance of primary schools

1.3.1 Objectives of the study

1.4 Research Questions

- i. To examine the role played by mass media in promoting primary education
- ii. To examine the challenges faced by primary schools in Uganda

- iii. To examine government programs aimed at promoting primary education

1.5 Scope of the study

- i. What is the role played by mass media in promoting primary education?
- ii. What are the challenges faced by primary schools in Uganda?
- iii. Examine government programs aimed at promoting primary education?

1.5.1 Geographical scope

The study was carried out in Kampala located in central region, in the republic of Uganda.

1.5.2 Subject scope

The study focused on the role of mass media as independent variables and academic performance of pupils in primary schools as dependent variable.

1.5.3 Time scope

The study reviewed the role of mass media on academic development of pupils in primary schools in Uganda for a period of 3 years that is 2014-2017.

1.6 Significance of the study

- The study will help the government to understand and recognize the impact of mass media on academic development of pupils in primary schools
- The study will help NGOs and donor communities to understand and assess the impact of mass media on academic development of pupils in primary schools
- The study will help future researchers to fix gaps in impact of mass media on academic development of pupils in primary schools.

1.7 Conceptual Framework

This is a type of intermediate theory that attempts to connect all aspects of inquiry (for example problem definition, purpose, literature review, methodology, data collection and analysis).

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

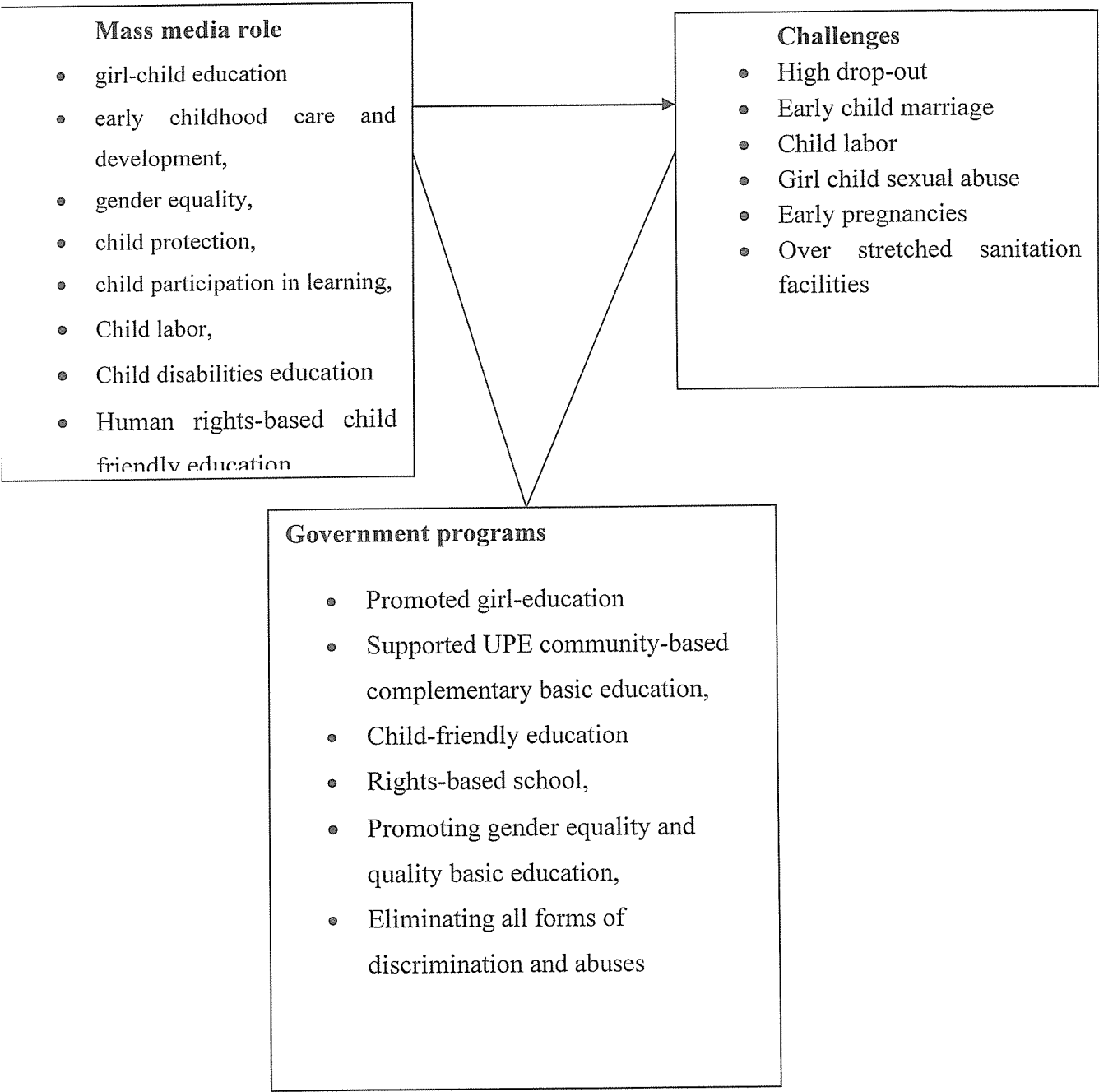


Figure 1:

The conceptual framework above (Figure 1) is informed by the outcomes theory of gender mainstreaming (2009) it attempts to explain that the independent variable the impact of mass media and academic development of pupils in primary schools as the dependent variable.

1.8 Definition of key terms

- **Mass media** are means that are used to communicate to the general public thus are platforms that influence the society. Mass media is that technology intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public.
- **Family planning** Involves the use of contraceptives to reduce on the number of unwanted children in the family aimed at improving on family standards of living
- **Affirmative Action.** This is a situation of trying to cause equilibrium in the sex by allowing women a certain privilege over men to scale their numbers for example in the education sector of higher learning.
- **Gender mainstreaming.** This is an action of creating equal representation between men and women in a given setting. It is a set of specific, strategic approaches as well as technical and institutional processes adopted to achieve that goal of gender equality. It involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities.
- **Empowerment,** this is the process of equipping and empowering of previously disadvantaged sections of the population like women to bring a change in the status quo of the society.
- **Gender equality,** means gender equality in terms of equality under the law, equality of opportunity(including equality of rewards for work and equality in access to human capital and other productive resources that enable opportunity) and equality of voices 9 the ability to influence and contribute to development processes. Equality implies that women and men are free to choose different or similar roles and different or similar outcomes in accordance with their preferences and goals.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter focuses on different sources of the existing literature contributed by earlier scholars on various objectives of the study. (Morris, 2014) The objectives include examining the role played by mass media in promoting primary education, to examine the challenges faced by primary schools in Uganda, examine government programs aimed at promoting primary education.

Coleman (2014) defined mass media as the means that are used to communicate to the general public thus are platforms that influence the society. Mass media is that technology intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are news papers, magazines, radio, television and the internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment and news in pop culture.

Onyango (2010) noted that girl children of Uganda face a wide range of challenges including discrimination, low social status, and lack of economic self sufficiency and greater risk of HIV/AIDS infection. In Uganda as in many African countries, gender discrimination means that woman must submit to an overall lower social status than men. For many women, this reduces their power to act independently, become educated, avoid poverty and escape reliance upon abusive men. Many girls and young women become coerced into sex or can be obliged to trade sex for economic survival. It is common for girls to become sexually active at a much younger age than men causing the rise of HIV/AIDS to become even more pronounced. Older men are breaking long – established social customs and choosing younger girls to become their sexual partners in order to avoid catching HIV, in doing so these men are in fact infecting them with HIV. In some districts, HIV prevalence among 13 – 19 years old girls is at least 10 times higher than in males of the same age (Ddamulire, 2012).

According to ILO report (2012) considerable differences exist between the many kinds of work children do. Some are difficult and demanding; others are more hazardous and even morally reprehensible. Children carry out a very wide range of tasks and activities when they work. Not all work done by children should be classified as elimination. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling is generally regarded as being something positive. The term "child labor" is defined as work that deprives children of their childhood, their potential and their dignity and that is harmful to physical and mental development. In its most extreme forms child labor involves children being enslaved, separated from their families, exposed to fend for themselves on the city streets often at a very early age.

Majority of girls are not educated, the male education holds more significance than that of a female child who will on day get married and leave the family. This contradicts article 26 of UDHR and article 30 of the Uganda constitution which advocates for the right of education for all. Literacy provides the opportunity to develop the critical capacity to challenge and transform existing socio-economic forms rather than simply adopting them. The freedom that comes being literate enables the literate individual to also engage itself discovery as an active, creative process. Since Uganda instated Universal Primary education (UPE) by removing Primary School fees in 1996 enrolment has drastically increased, but many classrooms now have 200 pupils in one room with one teacher. Teachers are often forced to hold classes outdoors because of the lack of sufficient facilities and many observers are skeptical about the relative quality of the education.

Furthermore there is still a large discrepancy in the education received by girls and boys and high school dropout rates. The main factors that hamper the realization of girls' rights to education in Uganda are early pregnancies, early marriages, unsafe and gender-based school environments, inadequate sanitation facilities and heavy workloads at home, lack of privacy, sanitary materials and clean water during menstruation have a significantly negative impact on girls' dropout rates, lack of relevant life-skills or guidance and education on adolescents' reproductive health. Therefore both girls and boys have equal rights to attend both primary and post primary education (World Bank Report 2014).

In 1996, the government of Uganda declared UPE and set for itself a target of 100% net enrolment by 2003. With UPE the government developed a policy of preferential treatment in which fees were abolished for four children per family of which 2 must be girls. This was meant to equalize the number of girls and boys at entry point in P1. The declaration of UPE and the preferential treatment against fees was a significant step by government in ensuring the right to basic education for all of Uganda's children. Due to UPE the primary student population increased from 2.6 million in 1996 to 4.8 million in 1998 and presently the primary student population is in excess of 6.2 million children. Political and financial support to the education sector has also increased and bodes well for the recognition of the right to education. Ensuring the right to education and learning therefore presents itself as an area of tremendous opportunity in Uganda, despite the good intentions there still challenges and gaps in the realization of rights to basic education and learning for Ugandan girls and boys.

Since the introduction of UPE in 1996 enrolment has more than doubled. Ensuring gender equality and the rights of both girls and boys to quality education now remains the next biggest challenges to the government of Uganda. Current trends in persistence and performance are a matter of concern. While enrolment rates have been high gross enrolment ratio 134% for boys and 110 % for girls in 1998, it still remains a fact that about 15% more boys than girls enroll in primary, the northern and eastern regions have the widest gender gaps compared to other region. Drop-out rates are highest in P1 and P2 for both boys and girls and relatively higher for girls in higher classes, repetition rates have slightly dropped because of the policy of automatic promotion.

Since the 1990s, multilateral agencies such as the World Bank placed greater emphasis on stakeholder participation as a way to ensure development sustainability (Gonzales, 1998). It is now regarded as a critical component which could promote the chances of development initiatives being sustainable through community capacity building and empowerment (Korten, 1984; Botchway, 2001; Brett, 2003; Bigdon & Korf, 2002; Lyons, Smuts, & Stephens, 2001). Empowerment in this context means giving people who are marginalized, vulnerable, and excluded from development, the ability to be self-reliant to manage their own resources. It is believed that participation would lead to empowerment through capacity building, skills, and

training (Lyons et al, 2001). By increasing the ability of people, projects, and or communities to be self-reliant, they are then able to contribute towards the sustainability of development projects which in turn could contribute to the broader notion of sustainable national

The history of participatory methods in development co-operation began in the late 1970s with the introduction of a new research approach called "Rapid Rural Appraisal (RRA)", which immediately became popular with decision-makers in development agencies. The RRAs were designed to collect first-hand data from the local people about their perceptions of their local environments and living conditions in rural areas thus RRA methods were specifically adapted to respond to local conditions. A limitation of RRA, however, was that it was extractive; the role of the local people was limited to providing information, while the power of decision-making about the use of this information remained in the hands of others.

During the 1980's NGOs operating at grass-roots level used RRA, later they revised it and introduced Participatory Rural Appraisals (PRA) approach. PRAs were designed to follow more the peoples' own concerns and interests. One of the most important principles in PRA was the sharing of results of analysis, decisions and planning efforts among the community members by open and public presentation during meetings. PRAs strongly supported and facilitated the introduction of more demand-responsive ways of managing development interaction, and process-oriented thinking. Thus it built up rural people's own capacities for analyzing their circumstances of living, their potentials and their problems in order to actively decide on change

Child-friendly Basic Education and Learning Program me will ensure that duty-bearers at different levels recognize and fulfill their obligation to girls rights to basic education. The program will specifically focus on the reduction of gender inequalities through promotion of child-friendly and child-centered school environments that are obliged to enhance overall quality of schooling. Particular attention will be given to; reduction of sexual harassment and physical/mental abuse, prevention of unwanted pregnancies, unprotected sex and retention of pregnant school-going girls including reduction in schoolgirl marriages, adaptation of curricula to incorporate life skills, gender sensitive teaching methods and change of attitudes to achievements in science and mathematics.

In Uganda the most critical mode of transmission responsible for HIV among adolescent girls is heterosexual. Adolescent girls are most at risk to HIV infection. Statistics indicate that prevalence of HIV/AIDS in adolescent girls between 15 and 19 is six times higher than among males of the same age group. Furthermore, Uganda has the highest adolescent pregnancy rate in Sub-Saharan Africa, 43% of girl children are pregnant or have given birth at least once by age 17. This sub-program will therefore link very strongly with the adolescents Rights to Self-Protection and Friendly Service Sub- Program to meet the rights of adolescents to be protected from HIV/AIDS, sexually transmitted infections and unwanted early pregnancy.

Girls' education is a national issue. Therefore the government must ensure that adequate policies, statutes and guidelines are designed, promoted and implemented. Leaders, civil society and community members must promote girls education and retention of pregnant girls in school. They must create schooling opportunities for girls living in situations of armed conflict or those living in difficult circumstances, and mobilize and allocate resources to efforts geared towards improvement of the situation. Disparities between and within districts are not fully reflected and as such joint monitoring functions between the technocrats and the local systems must be encouraged. The integration of peace education and psycho-social skills building into the school curriculum is especially important for children in conflict-affected areas therefore care-givers must protect girls' rights and add value to girls' education, demand for quality schooling, contribute towards the existence or improvement of water and sanitary facilities.

According to ILO report (2012) considerable differences exist between the many kinds of work children do. Some are difficult and demanding; others are more hazardous and even morally reprehensible. Children carry out a very wide range of tasks and activities when they work. Not all work done by children should be classified as elimination. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling is generally regarded as being something positive. The term "child labor" is defined as work that deprives children of their childhood, their potential and their dignity and that is harmful to physical and mental development. In its most extreme forms child labor involves children being enslaved, separated from their families, exposed to fend for themselves on the city streets often at a very early age.

Asbjorn (2012) states that Education is a solution to curb poverty thus without doubt it is a key element of human well being. It has been recognized internationally as a human right of every one to education. Education, according to the Universal Declaration of Human Rights is both a means and an end. It is a means by which “every individual and every organ of society, shall strive to promote respect for rights and freedom” as an end, education is proclaimed as a human right in article 26. Every one is recognized as the subject of this right. The minimum expression of the right to education is therefore the promotion of literacy and basic education “Every person deprived of the possibility of learning to read, write or count suffers an offence to his or her basic right to education. The Universal Declaration of Human Rights and the UNESCO recommendation has in fact set the standard concerning education for the full development of the human personality and the strengthening of the international understanding, cooperation and peace and respect for human rights and fundamental freedoms.

According to Twomey (2012) promoting education is combating poverty and promoting family planning. Education contributes to a better understanding of human rights and the respect for the human person and her dignity contributes to the empowerment of an individual to exploit the available opportunities. Recognition of these facts and the conclusion that education is a human right should necessarily lead us to recognize our obligations in humanitarian action to include prioritizing education in all programmes of action.

Mass media has promoted gender mainstreaming which is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in its self but a strategy, approach to achieve the goal of gender equality. The gender equality and women empowerment mandate is universally agreed on by member states and encompasses all areas of peace, development and human rights. The mandate on gender equality derives from the United Nations charter which unequivocally reaffirmed the equal rights of men and women. In the long run it aims to transform discriminatory social institutions, laws, cultural norms and community practices such as those limiting women’s access to property rights or restricting their access to public space, a strategy to achieve equality between women and men. Gender mainstreaming contributes to the redresses of systematic gender-based discrimination. For example while trade liberalization can

provide new employment opportunities for both men and women, the market access opportunities that it creates can be difficult for women to take advantage of this is because in many societies women have limited access to property rights and financial resources.

Mass media has been instrumental in the prevention and eradication of violence against women both in their homes and workplace where women are exposed to sexual harassment and exploitation by their superiors and male colleagues further still In homes women undergo physical, psychological and emotional abuses and violence from their husbands which arise from poverty and illiteracy. Many organizations have been requested to formulate human resource policies that discourage sexual assault and exploitation of women and also providing equal opportunities to both male and female. Therefore gender mainstreaming has eradicated domestic violence and sexual abuses.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter, the researcher described the methods that will be used while obtaining the desired information from the respondent. It covers the research design, study population, sample size and sampling design, data sources, data collection instruments, measurements of variables validity and reliability of research, data process and analysis. It also involves anticipated limitations and anticipated solutions.

3.1 Research design

The study was carried out using longitudinal survey design. A quantitative approach to data collection was used. This enabled the researcher to get divergent views on the impact of mass media on academic development of pupils in primary schools. And it was carried in Kampala district. Correlation, co- efficiency was used to establish the relationship between the variables.

3.2 Study population

The target population considered was identified and divided into five categories in line with this study. Those five categories are namely; Division Mayors, head teachers, CBOs, community members, primary teachers. A total of 90 members were picked out as a sample for the study.

3.3 Sample size

The research study involved a total of 90 members as below (5) Division mayors, (3) CBOs,(15) Head teachers ,(20) primary teachers (47) Community members. This is aimed at minimizing biases of respondents and has a wider coverage during the study.

Table1

Categories of population	Sample population	Sample size
Division Mayors	10	5
CBOs	6	3
Primary teachers	40	20
Head teachers	30	15
Community members	94	47
Total	180	90

Source: Primary data KCCA.

3.4 Sampling procedures/techniques

The purposive sampling and random sampling were used when selecting the respondents from a list of qualified respondents. Purposive sampling was used to save time thus it was administered to Division mayors, CBOs and Head teachers. Random sampling was administered to primary teachers and community members from the in order to minimize bias. The respondents were selected using purposive sampling technique. This is because they have information about the role of mass media in academic performance of primary schools in Kampala considering their positions. Purposive sampling targets a particular group of people (Amin 2005) with ample information on the subject. The rest of the respondents will be selected using simple random sampling technique. According to (Sekaran 2003) simple random sampling technique has got least bias and covers a larger number of individuals.

A researcher used probability sampling methods to select sample of the study probability sampling was used where elements in the population have the same chance of being selected as subject where as non-probability sampling was used when the elements don't have a known chance of being selected as subject (Sekaran 2003) in accordance with the fore going the

researcher used probability and non - probability sampling methods to select the subject of the study.

3.4.1 Probability sampling

The researcher used simple random sampling to select the members of the civil society that was involved in the study. According to Sekaran (2003) Saunder et al (2003) simple random sampling is the type of sampling used when every element of the population has known and equal chance of being selected as a subject. Sekaran (2003) asserts that simple random sampling has the least bias and offers the most for generalization thus informing the reasons for its use in this study.

3.4.2 Non Probability sampling

The researcher used purposive sampling to select subjects under the key informant category. According to Saunder et al (2003) purposive or judgmental sampling enabled a researcher to use judgment to select cases that best enable him answer the research questions. This form of sampling was used when working with very small samples such as in case study research and when the researcher wishes to select cases that are particularly informative. The former informs the main reason this form of sampling will be used (Mugenda and Mugenda 2003).

3.5 Data source

3.5.1 Primary data

The researcher collected information from the respondents through interviews, observation and self administered questionnaires to the target respondents in different primary schools in 5 Kampala divisions.

3.5.2 Secondary data

The researcher reviewed the related literature on the impact of mass media on academic development of pupils in primary schools. Secondary literature used to enhance the investigation and it was obtained from journals, text books and articles sourced from the internet and library.

3.6 Data Collection Methods

Both quantitative and qualitative techniques were used for this study. The triangulation of both data collection methods is helpful because results from one method help to inform the other while at the same time neutralizing any inherent bias (Amin 2005) for this study. Questionnaire, interviews and Documentary review methods are the two methods that were used for data collection, they are often mixed methods for studying investigation according to Lai and Waltman (2008) and because of their efficiency and convenience.

3.7 Data Collection Instruments

The data Collection Instruments was used to collect data and these included; interview guide, documentary check list and questionnaire.

3.7.1 Questionnaire

A questionnaire is defined as a pre-formulated written set of questions to which respondents record their answers usually with closely defined attitudes (Sekaran 2003). A structured questionnaire was used to collect primary data from the respondents on the views and evaluation of the role of mass media in academic performance of primary schools in Kampala. This contained a list of possible alternative from which respondents selected answers that best suited situations as recommended by Mugenda & Mugenda (2003 pg 71- 72). This enabled the gathering of systematic and well thought information. Questions were organized according to themes of study and responses were arranged on Likert scale of 1 – 5 where; 1 – Strongly Disagree, 2 – Disagree, 3 – Not sure, 4 – Agree and 5 – Strongly Agree with assertion. This was meant to establish the extent to which respondents would agree with the statement.

3.7.2 Interview Guide

In – depth interview guide with structured and semi- structured questions were used to collect data from the Monitor publications Executive Director, news editors and Civil Society Organizations women representatives through asking probing questions, more revealing information which might be obtained from the questionnaires will be collected. An interview is where the researcher uses a face to face interaction to exchange views (Amin 2005) by the use of

an interview guide, data was collected from Key informants. The interviews provided the researcher with the chance to probe the respondents in cases of ambiguous responses.

3.7.3 Documentary Review Check List

Documentary review method were used to obtain secondary data to supplement and triangulate information obtained by the questionnaire survey method regarding to the role of mass media in academic performance of primary schools in Kampala. The documents were studied and reviewed in relation to the set objectives of the study and the documents include journals, articles, internal and external reports, budgets and work plans.

3.8 Quality Control

The data collection instruments were examined for adequacy to measure the variables of the study (validity) as well as the capability to consistently yield the same results when administered at different times on repeated trials (reliability).

3.8.1 Validity

Validity of the questionnaire was ascertained by expert judgment method through discussing the draft instrument with the supervisors and research experts in the area of study. These helped to assess what concept the instrument is trying to measure and determining whether the set of items accurately represent the key concepts under study as recommended by (Mugenda & Mugenda 2003) content validity index (CVI) will be computed and if the co-efficient is above 0.70 the instrument will be accepted as recommended by (Amin 2005) where;

$$CVI = \frac{\text{Number of items, regarded relevant by judges}}{\text{Total number of items}}$$

3.8.2 Reliability

The researcher used test and re- test method of assessing reliability of data. The same instruments were administered twice to 10 selected individuals who are also stakeholders of UPE schools in Kampala but have not been included in the sample. This method was employed because it at times minimizes random error hence increases reliability of data collected. The reliability co-efficient was then determined if it's 0.80 or more the better the reliability of the

instruments. This checked on the appropriateness of the instruments and adjustments were made in the instruments to enable achieving the study objectives.

3.9 Measurement of variables.

All the variables under study were measured using a likert scale that has five categories to respond to 5 = strongly agree, 4 = Agree, 3 = Not sure, 2 = Disagree and 1 = strongly disagree. According to Mugenda and Mugende (1999) this scale is suitable for measuring perceptions, attitudes, values and behaviors that relate to the impact of mass media in covering domestic violence. The data collected from interview was cleaned, sorted and grouped into themes in order to support the hypothesis tested. The researcher then evaluated and analyzed the competence of information in answering the research question through coding of data identifying categories and parameters that emerged in the responses (Mugenda and Mugenda 1999) while analyzing qualitative data, summaries were made on how different variables are related.

3.10 Data processing and Analysis

3.10.1 Quantitative Data Analysis

Data collected was harmonized of any missing or insufficient information, qualitative data was sorted, edited and coded using editor of SPSS. (Statistical package of social scientists) Descriptive statistical data was presented in frequency tables, cross tabulations and graphs to explain the behavior of data. The degree of relationship the dependent and independent variables will be tested. Pearson product correlation and regressions was used to measure the strength of the relationship between variables. The Pearson product moment correlation technique was used to measure the degree of relationship.

3.10.2 Qualitative Data Analysis.

Data collected from interviews was sorted and grouped into themes in order to support the hypothesis being tested. The researcher there after evaluated and analyzed the adequacy of information in answering the research questions through coding of data, identifying categories and parameters that emerge in the responses (Mugenda and Mugenda 1999).

3.11 Ethical considerations.

The elements under study were sensitive as they impact directly on some one's position and work, hence this called upon the researcher to ensure maximum responsibility to honor all guarantees of privacy, confidentiality and anonymity of the respondents. For ethical reasons the researcher first got an introduction letter from Kampala International University that introduced her to primary schools around Kampala and consent the respondents before the interview and questionnaire were administered. To speed up the data collection the researcher used two research assistants and the data analysts will be used to analyze the data collected. Ethics are moral choices that affect decisions, standards and behavior hence the researcher will make sure that the study is politically, religiously, socially and culturally acceptable. This was done by considering basic ethical issues i.e. responsibility, informed consent and privacy. Since researchers are people genuinely concerned about other people's quality of life, the researcher was a person of integrity who did not undertake research for personal gain or research that would have negative effect on others; therefore the researcher had to avoid research plagiarism and fraud, misuse of privileges. Ethical consideration is very important especially to the respondent since it prevents physical or psychological harm to the respondent, disclosing the interests of the respondents to the public which may damage his or her integrity and reputation.

3.11.1 Researcher's responsibility

The researcher was sensitive to human dignity, respected and recognized the roles, status of various personalities who were involved in the research and treated them accordingly. The elements under study were sensitive as they impacted directly on some one's position and work hence, this called upon the researcher to ensure maximum responsibility to honor all guarantee of privacy, confidentiality and anonymity of respondents. Further still the researcher demonstrated a high level of objectivity to minimize bias in data analysis, and integrity during her study tour to primary schools around Kampala.

3.11.2 Informed consent

Before data collection begins, due care was taken to ensure that informed consent is obtained from all respondents. The research study involved human objects and it was conducted with

the informed consent of the participants. The participants were given full information and explanations of the benefit, rights, and risks of the study. The elements of informed consent included competence, voluntarism, and provision of full information. Respondents were not forced to participate but rather volunteer after receiving full information about the study. The informed consent included explanations about the purpose and the objectives of the study, the benefits and risks that may accrue from the study, the rights of the respondents, and reassurance on confidentiality. Each respondent was given an opportunity to ask questions and or seeks further clarification. Respondents were free to refuse to participate in the study and this does not affect their right to non participation.

3.11.3 Privacy

The right to privacy is an important ethical consideration. The researcher made sure that the participants of the study were not exposed together with the information they gave. Unauthorized persons of the study were not allowed in or to come near and privacy of the participants for this case ensured that the attitudes, beliefs, behavior and opinions were to be shared or withheld from others. The identity of the study participants was protected and privacy of the participants who gave sensitive information was safe guarded this was be done though ensuring confidentiality and proper use of the information for academic purposes.

3.11.4 Dissemination of findings

The researcher revealed the research finding after completion of research since it's unethical to conceal research findings and used the information for its intended purpose which was academic.

3.12 Anticipated limitation of the study

Extraneous variable, this was big threat as some respondents with personal biases and dishonest distorted the information given. And the problem was solved by using Random sampling method to avoid bias and have a wider coverage.

Attitude, the researcher faced a problem of non response from the respondents thinking that she was a spy. The problem was solved by the researcher first by presenting her introduction

letter to the administration and politely presented herself to the respondents so as to get their cooperation.

Inadequate computer skills, the researcher was faced a problem of inadequate computer skills during analysis stage by applying SPSS soft ware.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF THE FINDINGS

4.0. Introduction

This chapter entails the discussion, analysis and presentation of findings in line with objectives and research questions of the study.

4.1. Presentation and interpretation of data

Characteristics of the respondents

Table 1 shows responses on the gender of Respondents

Gender	Frequency	Percentage %
Male	20	22%
Female	70	78%
Total	90	100%

Source: Primary data

It is evident from Table 1 that the majority of the respondents were female taking the highest percentage of 70(78%) and the male taking 20(22%) this implies that the female understand the role played by the mass media in academic development of pupils in primary schools.

Table 2 shows responses on the departments of the respondents

Department	Frequency	Percentage %
CBOs members	9	10%
LC III chair persons	4	5%
Head teachers	13	15%
Primary teachers	18	20%
Community members	45	50%
Total	90	100%

Source: Primary data

Table 2 shows that the majority of the respondents are community members taking the highest percentage of 45(50%) this implies that parents understand the role played by mass media in academic development of pupils in primary schools.

Table 3 shows responses on the level of education

Education	Frequency	Percentage%
Certificate	60	66%
Diploma	15	17%
Degree	15	17%
Others	-	
Total	90	100%

Source: primary data.

Table 3 indicates that the majority of the respondents were of Certificate holders taking the highest percentage of 60(66%) which implies that the respondents are able to understand the impact of mass media on academic development of pupils in primary schools and the majority of the teachers in primary schools are certificate holders.

.2 Findings from the objectives

he study findings were in line with the research objectives as stated below:

- i. To examine the role played by mass media in promoting primary education
- ii. To examine the challenges faced by primary schools in Uganda
- iii. To examine government programs aimed at promoting primary education

4.2.1 The role played by mass media in promoting primary education

Table 4 shows the role played by mass media in promoting primary education

ITEM	Disagree		Neutral	Agree	
	SD	D	Not Sure	A	SA
Do you agree that mass media promotes girl-child education		15(17%)		60(66%)	15(17%)
Do you agree that mass media promotes early childhood care and development in primary schools		6(7%)		84(93%)	
Do you agree that mass media has promoted gender equality in primary schools					90(100%)
Do you agree that mass media has advocated for child protection from physical, psychological, emotional and sexual abuses		15(17%)		75(83%)	
Do you agree that mass media has promoted child participation in learning and governance		36(40%)		54(60%)	

Do you agree that mass media has discouraged child labor among primary schools		20(30%)		70(70%)	
Do you agree that mass media has promoted children with disabilities to attend primary schools				90(100%)	
Do you agree that mass media has promoted human-rights-based child friendly education in primary schools		30(20%)		60(80%)	

Strongly Agree (SA), Agree (A) Not Sure (NS), Disagree (D) Strongly Disagree (SD)

Table 4 shows the role played by mass media in promoting primary education

The majority of the respondents agreed that mass media promotes girl-child education taking the highest percentage of 60(66%) agreed and 15(17%) strongly agreed respectively this implies that mass media promotes girl-child education.

The majority of the respondents agreed that mass media promotes early childhood care and development in primary schools taking the highest percentage of 84(93%). This implies that mass media promotes early childhood care and development in primary schools.

Table 4 shows that the majority of the respondents strongly agreed that mass media has promoted gender equality in primary schools taking the highest percentage of 90(100%) this implies that mass media has promoted gender equality in primary schools.

Table 4 indicates that the majority of the respondents agreed that mass media has advocated for child protection from physical, psychological, emotional and sexual abuses taking the highest percentage of 75(83%) and 15(17%) disagreed this implies that mass media has advocated for child protection from physical, psychological, emotional and sexual abuses.

Table 4 shows that the majority of the respondents agreed that mass media has promoted child participation in learning and governance taking the highest percentage of 54(60%) and 36(40%) disagreed this implies that mass media has promoted child participation in learning and governance.

Table 4 shows that the majority of the respondents agreed that mass media has discouraged child labor among primary schools taking the highest percentage of 54(60%) and 36(40%) disagreed this implies that mass media has discouraged child labor among primary schools.

Table 4 shows that the majority of the respondents agreed that mass media has promoted children with disabilities to attend primary schools taking the highest percentage of 54(60%) and 36(40%) disagreed this implies that mass media has promoted children with disabilities to attend primary schools.

Table 4 shows that the majority of the respondents agreed that mass media has promoted human-rights-based child friendly education in primary schools taking the highest percentage of 54(60%) and 36(40%) disagreed this implies that mass media has promoted human-rights-based child friendly education in primary schools.

4.2.2 The challenges faced by primary schools in Uganda

Table 5 shows the challenges faced by primary schools in Uganda

ITEM	Disagree		Neutral	Agree	
	SD	D		A	SA
Do you agree that primary schools are faced with a challenge of high pupil drop out		30(33%)		6(7%)	54(60%)

from school hence affecting their academic development					
Do you agree that primary schools are faced with a challenge of early marriages of girl children		15(20%)		75(80%)	
Do you agree that primary schools are faced with a challenge of child labour of pupils hence affecting their academic development		30(40%)		60(60%)	
Do you agree that primary schools are faced with a challenge of child sexual abuse by teachers and family members hence affecting their academic development		6(10%)		84(90%)	
Do you agree that primary schools are faced with a challenge of early pregnancies of girls forcing them out of school					90(100%)

Do you agree that primary schools are faced with a challenge of over stretched sanitation facilities and girls lack sanitary materials for their menstrual periods hence affecting their academic development					90(100%)
---	--	--	--	--	----------

Strongly Agree (SA), Agree (A) Not Sure (NS), Disagree (D) Strongly Disagree (SD)

Table 5 shows the challenges faced by primary schools in Uganda

Table 5 shows that the majority of the respondents agreed that primary schools are faced with a challenge of high pupil drop out from school hence affecting their academic development taking the highest percentage of 54(60%), 30(33%) disagreed and 6(7%) were not sure. This implies that primary schools are faced with a challenge of high pupil drop out from school hence affecting their academic development.

Table 5 shows that the majority of the respondents agreed that primary schools are faced with a challenge of early marriages of girl children taking the highest percentage of 75(80%) and 15(20%) of the respondents disagreed this implies that primary schools are faced with a challenge of early marriages of girl children.

Table 5 shows that the majority of respondents agreed that primary schools are faced with a challenge of child labour of pupils hence affecting their academic development taking the highest percentage of 60(60%) and 30(40%) disagreed. This implies that primary schools are faced with a challenge of child labour of pupils hence affecting their academic development.

Table 5 indicates that the majority of the respondents agreed that primary schools are faced with a challenge of child sexual abuse by teachers and family members hence affecting their academic

development taking the highest percentage of 84(90%) and 6(10%) disagreed respectively. This implies that primary schools are faced with a challenge of child sexual abuse by teachers and family members hence affecting their academic development.

Table 5 indicates that the majority of the respondents agreed that primary schools are faced with a challenge of early pregnancies of girls forcing them out of school taking the highest percentage of 90(100%) this implies that primary schools are faced with a challenge of early pregnancies of girls forcing them out of school.

Table 5 indicates that the majority of the respondents agreed that primary schools are faced with a challenge of over stretched sanitation facilities and girls lack sanitary materials for their menstrual periods hence affecting their academic development taking the highest percentage of 90(100%) this implies that primary schools are faced with a challenge of over stretched sanitation facilities and girls lack sanitary materials for their menstrual periods hence affecting their academic development.

4.2.3 Government programs aimed at promoting primary education

Table 6 shows government programs aimed at promoting primary education

ITEM	Disagree		Neutral	Agree	
	SD	D		A	SA
Do you agree that government has supported UPE through establishing community-based complementary basic education				20(20%)	70(70%)
Do you agree that government has promoted girl-education and quality sub-program me				90(100%)	

Do you agree that government is promoting child-friendly education and rights-based school				80(80%)	10(20%)
Do you agree that government is promoting gender equality and quality basic education					90(100%)
Do you agree that government is eliminating all forms of discrimination and abuses committed to girl-child in primary schools		40(40%)		50(60%)	

Strongly Agree (SA), Agree (A) Not Sure (NS), Disagree (D) Strongly Disagree (SD)

Table 6 shows government programs aimed at promoting primary education

Table 6 indicates that the majority of the respondents strongly agreed that government has supported UPE through establishing community-based complementary basic education taking the highest percentage of 84(90%) and 6(10%) agreed respectively. This implies that government has supported UPE through establishing community-based complementary basic education.

Table 6 indicates that the majority of the respondents agreed that government has promoted girl-education and quality sub-program me taking the highest percentage of 75(85%) and 15(15%) disagree respectively. This implies that government has promoted girl-education and quality sub-programs me.

Table 6 indicates that the majority of the respondents agreed that government is promoting child-friendly education and rights-based school taking the highest percentage of 84(93%) and 6(7%) disagree respectively. This implies that government is promoting child-friendly education and rights-based school.

Table 6 indicates that the majority of the respondents agreed that government is promoting gender equality and quality basic education taking the highest percentage of 90(100%). This implies that government is promoting gender equality and quality basic education.

Table 6 indicates that the majority of the respondents agreed that government is eliminating all forms of discrimination and abuses committed to girl-child in primary schools taking the highest percentage of 75(83%) and 15(17%) disagreed respectively. This implies that government is eliminating all forms of discrimination and abuses committed to girl-child in primary schools.

4.2 Discussion of the findings

The researcher discovered that mass media promotes girl child education. Onyango (2010) noted that girl children of Uganda face a wide range of challenges including discrimination, low social status, and lack of economic self sufficiency and greater risk of HIV/AIDS infection. In Uganda as in many African countries, gender discrimination means that woman must submit to an overall lower social status than men. For many women, this reduces their power to act independently, become educated, avoid poverty and escape reliance upon abusive men. Many girls and young women become coerced into sex or can be obliged to trade sex for economic survival. It is common for girls to become sexually active at a much younger age than men causing the rise of HIV/AIDS to become even more pronounced. Older men are breaking long – established social customs and choosing younger girls to become their sexual partners in order to avoid catching HIV, in doing so these men are in fact infecting them with HIV. In some districts, HIV prevalence among 13 – 19 years old girls is at least 10 times higher than in males of the same age (Ddamulire, 2012).

The study shows that mass media promotes early childhood care and development. The main factors that hamper the realization of girls' rights to education in Uganda are early pregnancies, early marriages, unsafe and gender-based school environments, inadequate sanitation facilities and heavy workloads at home, lack of privacy, sanitary materials and clean water during menstruation have a significantly negative impact on girls' dropout rates, lack of relevant life-skills or guidance and education on adolescents' reproductive health. Therefore both girls and boys have equal rights to attend both primary and post primary education (World Bank Report 2014).

The study reveals the mass media promotes gender equality. Majority of girls are not educated, the male education holds more significance than that of a female child who will on day get married and leave the family. This contradicts article 26 of UDHR and article 30 of the Uganda constitution which advocates for the right of education for all. Literacy provides the opportunity to develop the critical capacity to challenge and transform existing socio-economic forms rather than simply adopting them. The freedom that comes being literate enables the literate individual to also engage itself discovery as an active, creative process. Since Uganda instated Universal Primary education (UPE) by removing Primary School fees in 1996 enrolment has drastically increased, but many classrooms now have 200 pupils in one room with one teacher. Teachers are often forced to hold classes outdoors because of the lack of sufficient facilities and many observers are skeptical about the relative quality of the education. Furthermore there is still a large discrepancy in the education received by girls and boys and high school dropout rates.

The study shows that mass media advocates for child protection. Support girls to realize their sexual reproductive health and rights, including prevention of early marriage, sexual abuse, and unwanted pregnancies and HIV/AIDS infection. Adopt alternative measures to promote child discipline and protect girls and boys from all forms of abuse like corporal punishment, expulsion in cases of pregnancy and defilement in-and out-of-school.

The researcher discovered that mass media promotes child participation in learning and governance. Child-friendly Basic Education and Learning Program me will ensure that duty-bearers at different levels recognize and fulfill their obligation to girls rights to basic education. The program will specifically focus on the reduction of gender inequalities through promotion of child-friendly and child-centered school environments that are obliged to enhance overall quality of schooling. Particular attention will be given to; reduction of sexual harassment and physical/mental abuse, prevention of unwanted pregnancies, unprotected sex and retention of pregnant school-going girls including reduction in schoolgirl marriages, adaptation of curricula to incorporate life skills, gender sensitive teaching methods and change of attitudes to achievements in science and mathematics.

The study shows that mass media promotes quality teaching and learning environment. Government should make policies and guidelines in place and implemented to protect girls rights to freedom from exploitation and child labor. Establish child-friendly learning environments for emotional and social and social development in all schools in selected districts. Identify and establish day care facilities and other low-cost care options for ECCD at community level and encourage fathers to participate in child-care, parenting and parental guidance of girls. Reduce girls' workload and give them time and space to study attend school and play, provide basic requirements, like adequate quantity and quality of food. Ensure provision of quality education including gender-sensitive curriculum, teaching and learning materials, teacher development frameworks, management development frameworks, quality assurance framework, minimum standard and coordination.

The study shows that mass media advocates against child labor. According to ILO report (2012) considerable differences exist between the many kinds of work children do. Some are difficult and demanding; others are more hazardous and even morally reprehensible. Children carry out a very wide range of tasks and activities when they work. Not all work done by children should be classified as elimination. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling is generally regarded as being something positive. The term "child labor" is defined as work that deprives children of their childhood, their potential and their dignity and that is harmful to physical and mental development. In its most extreme forms child labor involves children being enslaved, separated from their families, exposed to fend for themselves on the city streets often at a very early age.

In 1996, the government of Uganda declared UPE and set for itself a target of 100% net enrolment by 2003. With UPE the government developed a policy of preferential treatment in which fees were abolished for four children per family of which 2 must be girls. This was meant to equalize the number of girls and boys at entry point in P1. The declaration of UPE and the preferential treatment against fees was a significant step by government in ensuring the right to basic education for all of Uganda's children. Due to UPE the primary student population increased from 2.6 million in 1996 to 4.8 million in 1998 and presently the primary student population is in excess of 6.2 million children. Political and financial support to the education

sector has also increased and bodes well for the recognition of the right to education. Ensuring the right to education and learning therefore presents itself as an area of tremendous opportunity in Uganda, despite the good intentions there still challenges and gaps in the realization of rights to basic education and learning for Ugandan girls and boys.

Since the introduction of UPE in 1996 enrolment has more than doubled. Ensuring gender equality and the rights of both girls and boys to quality education now remains the next biggest challenges to the government of Uganda. Current trends in persistence and performance are a matter of concern. While enrolment rates have been high gross enrolment ratio 134% for boys and 110 % for girls in 1998, it still remains a fact that about 15% more boys than girls enroll in primary, the northern and eastern regions have the widest gender gaps compared to other region. Drop-out rates are highest in P1 and P2 for both boys and girls and relatively higher for girls in higher classes, repetition rates have slightly dropped because of the policy of automatic promotion.

In Uganda the most critical mode of transmission responsible for HIV among adolescent girls is heterosexual. Adolescent girls are most at risk to HIV infection. Statistics indicate that prevalence of HIV/AIDS in adolescent girls between 15 and 19 is six times higher than among males of the same age group. Furthermore, Uganda has the highest adolescent pregnancy rate in Sub-Saharan Africa, 43% of girl children are pregnant or have given birth at least once by age 17. This sub-program will therefore link very strongly with the adolescents Rights to Self-Protection and Friendly Service Sub- Program to meet the rights of adolescents to be protected from HIV/AIDS, sexually transmitted infections and unwanted early pregnancy.

Girls' education is a national issue. Therefore the government must ensure that adequate policies, statutes and guidelines are designed, promoted and implemented. Leaders, civil society and community members must promote girls education and retention of pregnant girls in school. They must create schooling opportunities for girls living in situations of armed conflict or those living in difficult circumstances, and mobilize and allocate resources to efforts geared towards improvement of the situation. Disparities between and within districts are not fully reflected and as such joint monitoring functions between the technocrats and the local systems must be

encouraged. The integration of peace education and psycho-social skills building into the school curriculum is especially important for children in conflict-affected areas therefore care-givers must protect girls' rights and add value to girls education, demand for quality schooling, contribute towards the existence or improvement of water and sanitary facilities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Having completed the study, presented data and analyzed the findings this chapter reviews the outcomes of the study in line with the researcher objectives.

5.1 Summary of the findings

The study examined the impact of mass media on academic development of pupils in primary schools. The study achieved the following objectives, to examine the role played by mass media in promoting primary education, to examine the challenges faced by primary schools in Uganda to examine government programs aimed at promoting primary education. Therefore the findings were based on the above objectives. Data was collected from a sample of 90 respondents in using self administered questionnaires and was later analyzed using Pearson correlation coefficient (r).

The findings revealed that mass media plays a significant role in academic development of pupils in primary schools in Uganda ($P=0.000<0.01$, $r=375$) the study concluded that majority of the respondents agreed that mass media has played an important role in the academic development of pupils in primary schools Uganda. The findings showed that mass media has promoted academic development of pupils in primary schools through promoting girl-child education, promoting early childhood care and development, promoting gender equality, advocating for child protection, promoting child participation in learning and governance, discouraging child labor, promoting education for children with disabilities and advocating for human rights-based child friendly education. Additionally the findings showed the challenges faced by primary schools in Uganda which include high drop-out, early child marriage, child labor, girl child sexual abuse, early pregnancies and over stretched sanitation facilities.

The study further revealed government intervention programs in promoting primary education which include promoted girl-education and quality sub-program me, supported UPE through establishing community-based complementary basic education, promoting child-friendly education and rights-based school, promoting gender equality and quality basic education, eliminating all forms of discrimination and abuses committed to girl-child in primary schools.

5.2. CONCLUSION

In 1996, the government of Uganda declared UPE and set for itself a target of 100% net enrolment by 2003. With UPE the government developed a policy of preferential treatment in which fees were abolished for four children per family of which 2 must be girls. This was meant to equalize the number of girls and boys at entry point in P1. The declaration of UPE and the preferential treatment against fees was a significant step by government in ensuring the right to basic education for all of Uganda's children. Due to UPE the primary student population increased from 2.6 million in 1996 to 4.8 million in 1998 and presently the primary student population is in excess of 6.2 million children. Political and financial support to the education sector has also increased and bodes well for the recognition of the right to education. Ensuring the right to education and learning therefore presents itself as an area of tremendous opportunity in Uganda, despite the good intentions there still challenges and gaps in the realization of rights to basic education and learning for Ugandan girls and boys. However the mass media has played a significant role in promoting academic development of pupils in primary schools as an intervention to promote government program of UPE by providing space and air time to the education sector.

5.3 RECOMMENDATIONS

The recommendations are linked to the research objectives

- i. Government should ensure the rights of children are upheld, including protecting them from child labor and provision of school requirements.
- ii. Raise awareness of community member and parents by identifying vulnerable groups and establish simple monitoring tools
- iii. Raise local resource in support of education initiatives for needy groups, enforcing by-laws on education, introduce bye-laws against child labor and implementation role under UPE policy.
- iv. Develop and implement UPE policy and ESIP provisions for disadvantaged children. Mobilize and allocate resources to excluded children as priority, ensuring legal provisions on roles and responsibilities for basic education.
- v. Integrate education of disadvantaged children in mainstream strategies i.e. UPE, facilitate education in conflict situations.

- vi. Promoting the concept of child-friendly schools in all districts as a tool for quality observance in education.
- vii. Promoting gender-sensitive interactive teaching methods, guidance/ counseling activities and curriculum developed and adopted parents and community support girls' education actively.
- viii. Government should uphold legal provisions/bye-laws in place to enforce teachers/community/parent code of conduct that eliminates physical, mental and sexual abuse of girl children.
- ix. Government should make policies and guidelines in place and implemented to protect girls rights to freedom from exploitation and child labor.
- x. Establish child-friendly learning environments for emotional and social and social development in all schools in selected districts.
- xi. Identify and establish day care facilities and other low-cost care options for ECCD at community level and encourage fathers to participate in child-care, parenting and parental guidance of girls.
- xii. Reduce girls' workload and give them time and space to study attend school and play, provide basic requirements, like adequate quantity and quality of food.
- xiii. Support girls to realize their sexual reproductive health and rights, including prevention of early marriage, sexual abuse, and unwanted pregnancies and HIV/AIDS infection.
- xiv. Adopt alternative measures to promote child discipline and protect girls and boys from all forms of abuse like corporal punishment, expulsion in cases of pregnancy and defilement in-and out-of-school.
- xv. Ensure provision of quality education including gender-sensitive curriculum, teaching and learning materials, teacher development frameworks, management development frameworks, quality assurance framework, minimum standard and coordination.

5.4 Areas for further study

- Role of social media in promoting Journalism in Uganda
- Role of professional ethics in promoting Journalism in Uganda
- Role of mass media in promoting human rights in Uganda

REFERENCES

- ACFODE (1989) the convention of Elimination of all forms of Discrimination against women.
The Uganda experience.
- Baden's and Milward. K (1997) Gender Inequality and poverty, Trends, linkages, Analysis and policy implications" Institute of development studies.
- FAO (2010) the state of food insecurity in the world 2010
- Finnis John (1980); Natural Law and Natural Rights
- Forsythe P. David (2007); Humanitarian Politics in Africa
- Freedom house (2012) freedom in the world report.
- Goodwill-Gill .S. Guy, (2012); The Refugee in International Law Fourth Edition
- Gorman F. Robert (2013); Refugee Aid and Development theory and Practice
- Guardian the October 22, 2011"Global population growth fears put to the test in Africa's expanding Cities"
- Hampton Janie (2008) internally displaced people
- Harrel-Bond Barbara (2011); Imposing Aid; Emergency Assistance to Refugees
- International Labor Organization (2007) ILO World Labor Report.
- Ken Blanchard (1999) the three keys to empowerment Berret-Koehler Publishers, Inc San Francisco.
- Kwesiga J. and Namisi H (2006) Issues in Legislation for NGOs in Uganda
- Lakwo A (2006) Microfinance, rural livelihoods and women's empowerment in Uganda African Studies Center German Lei den.
- Mujuzi Jamil Ddamulira (2012) "Female Genital Mutilation in Uganda.

Oloka Onyango Joseph (2000) “On the barricades: Civil society and the role of human rights and women’s rights organization in the formulation of the bill of rights of Uganda’s 1995 Constitution.

Pictet Jean (1966); The principles of International Humanitarian Law.

Shepherd W. George and Ved P. Nanda (1985) Human Rights and third world development

Sieghart Paul, (1983); The International Law of Human Rights

Steiner J. Henry and Philip Alston (2000) International Human Rights in context! Law, Politics, morals.

TASO Report (2013) Increasing rate in HIV/AIDS among girls in Uganda.

Terry Fiona (2002); The Paradox of Humanitarian Action

The Sphere Project (2000); Humanitarian charter and Minimum standards in Disaster Response

Transparency international (2011) corruption perceptions index 2011.

Ugandan women’s Network (2010) “CSO Alternative Report on Uganda’s implementation of CEDAW”. Kampala.

UN (2012) “ Millennium Development goals Report 2012”

Vassal – Adams Guy (1994); An Agenda for International Action.

Wicker Brian and Fred Van Tersel (1995); Humanitarian

World Bank (2011) “A world Development Report 2011 Conflict, security & development

World Bank (2011) world Development Report 2011 facts & figure

APPENDIX A

QUESTIONNAIRE FOR THE RESPONDENTS

Dear respondents

I **SABRINA AGASHA** and a student of Kampala International University pursuing Bachelors of Mass communication, am carrying out a study research entitled **“role of mass media in academic performance of primary schools a case study of Kampala”** You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

SECTION A: CHARACTERISTICS OF THE RESPONDENTS

1. Gender

A	Male	
B	Female	

2. Department (Tick where appropriate)

A	Division Mayors	
B	CBOs representatives	
C	Head teachers	
D	Primary teachers	
E	Community members	

3. Highest level of Education (Tick where appropriate)

Certificate A	Diploma B	Degree C	Others D

Specify

SECTION B: THE ROLE PLAYED BY MASS MEDIA IN PROMOTING PRIMARY EDUCATION

The following alternatives are the rates of measurement where 1- Strongly disagree (SD), 2- Disagree (D) 3-Not Sure (NS), 4 - Agree (D) 5-Strongly agree (SA)

Tick where appropriate

ITEM	Disagree		Neutral	Agree	
	SD	D	Not Sure	A	SA
Do you agree that mass media promotes girl-child education					
Do you agree that mass media promotes early childhood care and development in primary schools					
Do you agree that mass media has promoted gender equality in primary schools					
Do you agree that mass media has advocated for child protection from physical, psychological, emotional and sexual abuses					
Do you agree that mass media has promoted child					

participation in learning and governance					
Do you agree that mass media has discouraged child labor among primary schools					
Do you agree that mass media has promoted children with disabilities to attend primary schools					
Do you agree that mass media has promoted human-rights-based child friendly education in primary schools					

Strongly Agree (SA), Agree (A) Not Sure (NS), Disagree (D) Strongly Disagree (SD)

Thanks for your participation

SECTION C: THE CHALLENGES FACED BY PRIMARY SCHOOLS IN UGANDA

The following alternatives are the rates of measurement where 1- Strongly disagree (SD), 2- Disagree (D) 3-Not Sure (NS), 4 - Agree (D) 5-Strongly agree (SA)

Tick where appropriate

ITEM	Disagree		Neutral	Agree	
	SD	D	NS	A	SA
Do you agree that primary schools are faced with a challenge of high pupil drop out from school hence affecting their academic development					
Do you agree that primary schools are faced with a challenge of early marriages of girl children					
Do you agree that primary schools are faced with a challenge of child labour of pupils hence affecting their academic development					
Do you agree that primary schools are faced with a					

challenge of child sexual abuse by teachers and family members hence affecting their academic development					
Do you agree that primary schools are faced with a challenge of early pregnancies of girls forcing them out of school					
Do you agree that primary schools are faced with a challenge of over stretched sanitation facilities and girls lack sanitary materials for their menstrual periods hence affecting their academic development					

Strongly Agree (SA), Agree (A) Not Sure (NS), Disagree (D) Strongly Disagree (SD)

Thanks for your participation

SECTION D: GOVERNMENT PROGRAMS AIMED AT PROMOTING PRIMARY EDUCATION

The following alternatives are the rates of measurement where 1- Strongly disagree (SD), 2- Disagree (D) 3-Not Sure (NS), 4 - Agree (D) 5-Strongly agree (SA)

Tick where appropriate

ITEM	Disagree		Neutral	Agree	
	SD	D	NS	A	SA
Do you agree that government has supported UPE through establishing community-based complementary basic education					
Do you agree that government has promoted girl-education and quality sub-program me					
Do you agree that government is promoting child-friendly education and rights-based school					
Do you agree that government is promoting gender equality and quality basic education					
Do you agree that government is eliminating all forms of					

discrimination and abuses committed to girl-child in primary schools					
--	--	--	--	--	--

Strongly Agree (SA), Agree (A) Not Sure (NS), Disagree (D) Strongly Disagree (SD)

Thanks for your participation

APPENDIX B

INTERVIEW GUIDE

I want to thank you for taking your time to meet with me today. My name is **SABRINA AGASHA** and you have been purposively selected to be interviewed because of your strategic position in KCCA. This interview is designed to assist me to complete an academic research project on the entitled **“Role of mass media in academic performance of primary schools a case study of Kampala”**. This research is a partial fulfillment for the award of Bachelor of Mass communication and the interview will take about 15 minutes. All responses will be kept confidential and will purely be for academic purposes.

- i. What is the role played by the media toward academic development of pupils in primary schools?
- ii. What are the challenges faced by primary school in Uganda?
- iii. What intervention programs have been taken to promote primary education in Uganda?

Thank you for your cooperation

APPENDIX C

ESTIMATED BUDGET

No.	Item	Qty	Rate	Amount
1.	Stationary			100,000
2.	Secretarial services			200,000
3.	Internet services			50,000
4.	Transport			20,000
5.	Research Assistant	2	150,000	300,000
6.	Flash Disk	1	20,000	20,000
7.	Newspapers			30,000
8.	Spiral binding			10,000
9.	Printing			100,000
10.	Phone calls/Airtime			20,000
11.	Library fee			20,000
	TOTAL			870,000

APPENDIX D

ACTION PLAN 2016 – 2018

	OCT 2016	NOV 2016	JAN &FEB 2017	JUNE &JULY 2017	AUG &SEPT 2017	OCT & NOV 2017	JAN 2018	FEB 2018	MAR 2018	PERSON RESPONSIBLE
es										
tion ch										Researcher & supervisor
l										Researcher
il										Supervisor
n										Researcher
										Researcher
& l										Researcher & supervisor
tion port										