

**EDUCATION UPDATE IN THE PRESS AND ACADEMIC
ACHIEVEMENT OF PUPILS IN SELECTED
PRIMARY SCHOOLS IN MAKINDYE
DIVISION, KAMPALA DISTRICT
UGANDA**

A Thesis

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Master in Education Management and Administration

By:


Hamza Kyeyune

MED/17419/102/DU

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DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

 Hamza Kyeyune
Name and Signature of Candidate

th
8-10-2012
Date

DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".



Dr. Kibuka Muhammad

Name and Signature of Supervisor

08th / OCT / 2012

Date

DEDICATION

This thesis is heartily dedicated to my beloved wife and children for their role in instilling in me a sense of purpose.

ACKNOWLEDGEMENT

The work herein would have been impossible to accomplish but for; First, the Almighty God, who gave the researcher life and health through the course, the work has been accomplished. His gratitude goes to his supervisors Dr. Kibuuka Muhammad and Dr. Ijeoma Anumaka, who left their doors to their offices open whenever he needed their guidance, and the entire management of the College of Higher Degrees and Research, Kampala International University towards the achievement of this thesis. In the same spirit, the researcher extends his gratitude to the panelists during his viva voce Dr. Sofia, Dr. Ijeoma and Dr. Kaiyindu for their incredible guidance and perfection of this work, May God eternally shower your professional path.

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ABSRACT

This study set out to examine the relationship between presence of academic updates in the press and academic achievement of pupils in selected primary schools in Makindye division, Kampala Uganda. The study employed a descriptive comparative and descriptive correlational and an ex post facto survey design. The descriptive comparative survey design was used to describe the differences in perception of education update availability and accessibility. The descriptive correlational survey design was used to describe the relationship between degree of education update in press (Newspapers) and level of academic achievement of pupils. The study was mainly ex post facto because it was based on already existing results. It was guided by five major objectives which included; To describe the profile of the respondents gender and age (for pupils), gender, age, academic qualification, and experience for teachers, To determine the degree of availability of education updates in the press (Newspapers) as perceived by the respondents, To determine the level of accessibility of education updates in the press (Newspapers) as perceived by the respondents, To investigate the level of pupils academic achievement from 2006 – 2010, To determine if there is a significant difference in the accessibility and availability of academic updates, To establish if there is a significant relationship between the degree of availability and accessibility of education update in the press (Newspapers) and the level of academic achievement of pupils between years 2006-2010. Researcher made questionnaire was used to collect data from 800 pupils and 800 teachers and their responses were analysed using means, frequencies and percentage distributions and regression analysis. The findings indicated male respondents (59.9%) are slightly higher than female respondents at (40.1%) for pupils, and male respondents (49.5%) female respondents at (50.5%) for teachers are evenly distributed. The age group of 13-16 (91%) over dominated other age for pupils while the age group of 40-59 (65.9%) over dominated other age groups. holders (48.7%) and degree holders (34.4%) dominated the category of qualifications for teachers, while regarding teaching experience, 98.6% had taught for more than 5 years. Descriptive analysis showing means revealed that level of availability of education updates in press in the sampled schools are adequate, because most of the mean ratings are 3 which fall under agree without doubt on the Likert scale. The study also revealed that level of accessibility of education updates in press (Newspapers) are fair, because most of the mean ratings are 3 and 2 which fall under agree without doubt and disagree with some doubt on the Likert scale. The study revealed that copies of newspapers bought in the sampled schools were inadequate (2.0%), and consistency in buying the newspapers was also inadequate (2.47%). Data analysis using Pearson's Linear correlation coefficient showed a positive significant relationship among level of accessibility and level of availability of academic updates. Basing on the above findings, the following conclusions were made; There is an even distribution of male and female teachers and pupils in selected schools in Makindye division. Majority of teachers in Makindye division are Diploma and Degree holders, and availability of newspapers and academic updates in the press (Newspapers) are generally inadequate, schools do not buy enough copies of newspapers and do not buy newspapers consistently. Basing on the findings of the study, the researcher recommends the following; In order to improve pupil's academic achievement, the schools needs to devise means of filing education updates for pupils to use them as reference since research has shown that pupils have a positive attitude towards education updates in the press and some questions from education updates appear in the final exam. The government and school administrators should put a vote on the budget to buy enough copies of newspapers so that pupils can have adequate access to the education updates in press. If the government cannot allocate such monies, it should allow schools to increase on the money they charge in form of school fees so that they can be able to finance expenditure on newspapers.

TABLE OF CONTENTS

Chapter		Page
One	THE PROBLEM AND ITS SCOPE	1
	Introduction/Background Information	1
	Statement of the Problem	3
	Purpose of the Study	5
	Research Objectives	6
	Research Questions	7
	Hypothesis	8
	Scope	9
	Significance of the Study	10
	Operational Definitions of Key Terms	10
Two	REVIEW OF RELATED LITERATURE	11
	Concepts, Ideas, Opinions from Experts/Authors	11
	Theoretical Perspectives	18
	Related Studies	20
Three	METHODOLOGY	22
	Research Design	22
	Research Population	22
	Sample Size	22
	Sampling Procedure	23
	Research Instrument	24
	Validity and Reliability of the Instrument	25
	Data Gathering Procedures	26
	Data Analysis	28

	Ethical Considerations	29
	Limitations of the Study	30
Four	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	32
Five	FINDINGS, CONCLUSIONS, RECOMMENDATIONS	47
	Findings	47
	Conclusions	49
	Recommendations	50
	References	52
	Appendices	54
	Appendix IA - Transmittal Letter	54
	Appendix IB – Transmittal Letter for Respondents	55
	Appendix II - Clearance from Ethics Committee	56
	Appendix III - Informed Consent	57
	Appendix IV – Face Sheet	58
	Appendix V - Research Instrument	59
	Researcher's Curriculum Vitae	61

LIST OF TABLES

Table	page
1. Respondents of the study	23
2. Demographic characteristics of respondents	33
3. Level of availability of education update in press	35
4. Accessibility of education update in press	38
5. Academic achievement for 8 schools in four years	40
6. Significant difference	41
7. Relationship between education updates in the press and academic achievements of pupils	43

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Uganda was a British protectorate from 1894 till October 9th 1962 when it received its Independence. Prior to independence, school education (formal education) which was introduced by the Missionaries in 1877 for the children of chiefs and administrators, to provide for functionaries needed by the British colonial government, was modeled along the British System of education. In 1962, education was developed using the Castle Commission (1963) which laid emphasis to education for all people, raising standards for agriculture and technical education, expansion of girl child education and provision of adult education. This heritage is still evident in Ugandan school system even today. The school system is structured in a hierarchical manner in a 7- 4-2-3 system. That is to say seven years of primary, four years Secondary 'O' level (Senior One – senior four), two years Secondary 'A' Level (Senior Five – Senior Six) and minimum of three years at University level. At the end of each stage, there is a national examination that is preceded with rigorous preparation.

In a country like Uganda, where the national exams determine the academic competence of a learner, it comes as no surprise that many of the students who are potential university students are left out because they did not score the required points to push them to the next academic level. This has prompted the local press to initiate the "education updates in press", to enhance learner performance.

With the stupendous growth of the media industry, education has witnessed a dramatic change in recent history. Due to this, phenomenal growth demand for highly exposed learners is very much on the higher side. Face of Media Education has entirely changed today, initiating unique packages like "education update in press" as another innovation in the learning process, which was previously limited to the class teacher only.

A United Nations report shows that while sub-Saharan African countries have been increasing their expenditure on education by more than 5% each year over the past 10 years, most of them are a long way from providing every child with quality primary education (UN report). The report on "Financing Education in Sub Saharan Africa," indicates the proportion of public spending on education, 5% of the gross national product in Africa, as the second largest in the world, behind only North

America and Europe whose average of education spending is 5.3%. The report forecasts that the sub Saharan Africa population will have increased to 1.3 billion in 2030, with 5 to 14-year-olds at more than 34% over the next 20 years, exerting more pressure on the education sector.

The EAC countries share challenges that undermine the quality. For example, Kenya which increased government expenditure to 19% in its 2010/2011 budget, says relevance and staff still need to be addressed, if quality is to match funding.

Thus, this study is the result of classroom experience in which Education Update in the Press are used to encourage functional literacy among the students to improve their performance, and enhance their knowledge of current issues.

Statement of the Problem

Uganda's education sector took the lion's share of the 2010/2011 national budget estimated at \$587.2 million but quality is yet to match the investment. The ministry is faced with challenges in the achievement of quality education including overcrowded classes, shortage of teachers, inadequate infrastructure and diminished parental support as a result of the perception that education is free," said Sam Ongeru Kenya's Education Minister.

While releasing the 2010 Primary Leaving Examinations (PLE) results, the Executive Secretary of Uganda National Examination Board (UNEB), Mathew Bukenya said that out of 512057 pupils who sat PLE examinations, a total of 58668 pupils were ranked in Grade U (*ungraded*), and would not make it to secondary school or any other post-primary school institution because they failed four subjects - Mathematics, English, Social Studies and Science.

It is suspected that lack of good teachers is the primary problem. A number of good teachers in Uganda go abroad because of meager pay in Uganda. Next is the ratio of teachers to pupils. The common teacher to pupil ratio in a public school is 1:50 and above. The teacher's attention is focused mainly on pupils who he can accommodate. Salary is another factor that affects the teaching and learning of pupils. Teachers that are poorly paid tend to have a low mood and divide the time they would be teaching pupils to looking for supplementary income, they sometimes don't come to class at all.

Low quality of education produces mediocre professionals. Imagine a mediocre doctor attempting to perform a surgery on you!

Although considerable expansions took place in a number of primary schools in the early eighties, most of these schools remained ill-planned and ill-equipped (Ssekamwa & Lugumba, 2001).

The African proverb, 'It takes a village to raise a child', epitomises the importance of the role of the media in contributing to the academic accomplishment of the learner. Responsibility to a learner's academic achievement is not entrusted solely to parents or guardians but to whole communities including the media. Education update is therefore another means of improving academic achievement of pupils. Despite the widespread use of Education Update in the press by students and its increased use by teachers, very little empirical evidence is available concerning the impact of Education Update in the Press on academic achievement of learners.

In the view of the above, the prevailing problem which this study intended to investigate and evaluate the impact of Education updates in the Press in relation to academic achievement of pupils.

Purpose of the Study

The study therefore intended to:

1. Test the hypothesis of no significant relationship between degree of availability and accessibility of education update and

level of academic achievement of pupils in selected primary schools in Makindye division, Kampala, Uganda.

2. To validate the system theory of Ludwig Von Bertalanffy (1968) on which the study is based.
3. To bridge the gap identified in literature review
4. To contribute the existing body of knowledge.

Research Objectives

General objective

To examine the relationship between the level of availability of education updates in press and academic achievement of pupils in selected primary schools in Makindye division, Kampala district.

Specific Objectives

1. To describe the profile of the respondents in the following facets:

Teachers

- a) gender
- b) age
- c) academic qualification
- d) experience

Pupils

- (a) age
- (b) gender

2. To determine the degree of availability of education updates in the press (Newspapers) as perceived by the respondents.
3. To determine the level of accessibility of education updates in the press (Newspapers) as perceived by the respondents
4. To investigate the level of pupils academic achievement from 2006 – 2010.
5. To determine if there is a significant difference in the accessibility and availability of academic updates.
6. To establish if there is a significant relationship between the degree of availability and accessibility of education update in the press (Newspapers) and the level of academic achievement of pupils between years 2006-2010.

Research Questions

1. What are the profile of the respondents in terms of;

Teachers

- a) gender
- b) age
- c) academic qualification
- d) experience

Pupils

(a) gender

(b) age

2. What is the degree of availability of education update in the press (Newspapers) as perceived by the respondents
3. What is the level of accessibility of education updates in the press (Newspapers) as perceived by the respondents
4. What is the level of academic achievement of pupils in the year 2006-2010?
5. Is there a significant difference between the level of accessibility and availability of academic updates
6. Is there a significant relationship between availability and accessibility of education update in press (Newspapers) and academic achievement of pupils

Null Hypothesis

1. There is no significant difference in the perceived level of availability and accessibility of education updates in press
2. There is no significant relationship between level of availability and accessibility of education update in the press and the level of academic achievement of pupils

Scope

Geographical scope

The study was conducted in selected primary schools in Makindye division, Kampala district, Uganda. Occasionally, if core subject reference materials are not available in the text books, students read newspapers to obtain content related-knowledge. Thus, the study explored the process by which learners use Education Update in the Press as their reference (communication).

Content Scope

The study intends to examine the levels of availability and accessibility of education updates in press (Newspapers) and academic achievement of pupils in selected primary schools in Makindye division, cause and effect relationship between the independent variables (education updates in press) and dependent variable (academic achievement of pupils).

Theoretical Scope

The systems theory of Ludwig Von Bertalanffy (1968) will be proven or disproved in this study.

Significance of the Study

The findings of the study will enable the teachers to have a feedback from the pupils on how the academic updates in press (Newspapers) have enhanced their academic achievement. The curriculum facilitators, ministry of education, can also use the documented information to provide means of improving and developing academic standards.

Operational Definitions of Key Terms

Education updates in press: these are questions with their answers that appear in Newspapers specially designed for candidates

Demographic characteristics of the respondents are attributes looked for in this study in terms of gender, age, qualifications, number of years teaching experience and number of qualified teachers.

Press is a means of mass communication that focuses on reporting news through newspaper publications.

Academic achievement: results of pupils at the national exam

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

Education Updates

Newspapers came into existence hundreds of years ago. A printing press that employed movable type was developed in Europe in 1450, and European officials soon began using it to publish news. Short pamphlets, called news books, informed the public of royal weddings, victorious battles, or other newsworthy events. News ballads recounted news events in verse form. News books and news ballads were circulated sporadically in Europe and the American colonies, usually when officials wanted to inform the public of important events. The newspaper industry today continues the trends of consolidation and concentration of ownership first established in the 19th century. But a late-20th-century phenomena, the Internet, promises to revolutionize the newspaper industry worldwide. Education Updates in Press often include the original research of journalists, and can consequently be a primary source of information. They usually report the findings of inquiries, they include the articles that are relevant to a range of issues and can form the basis of case studies.

Thus, by using Education Update in press, learners take a greater interest in news and current events, and learn to be active citizens of society, develop the foresight to take a critical view of events and the way these events are portrayed in the press.

Before the invention of reading and writing, people lived in an environment in which they struggled to survive against natural forces, animals, and other humans. To survive, preliterate people developed skills that grew into cultural and educational patterns. For a particular group's culture to continue into the future, people had to transmit it, or pass it on, from adults to children. The earliest educational processes involved sharing information about gathering food and providing shelter; making weapons and other tools, learning language and acquiring the values, behavior, and religious rites or practices of a given culture.

Through direct informal education, parents, elders, and priests taught children the skills and roles they would need as adults. These lessons eventually formed the moral codes that governed behavior. Since they lived before the invention of writing, preliterate people used an oral tradition, or story telling, to pass on their culture and history from one generation to the next. By using language, people learned to create and

use symbols, words, or signs to express their ideas. When these symbols grew into pictographs and letters, human beings created a written language and made the great cultural leap to literacy.

During the Middle Ages, or the medieval period, which lasted roughly from the 5th to the 15th century, Western society and education were heavily shaped by Christianity, particularly the Roman Catholic Church. The Church operated parish, chapel, and monastery schools at the elementary level. Schools in monasteries and cathedrals offered secondary education. Much of the teaching in these schools was directed at learning Latin, the old Roman language used by the church in its ceremonies and teachings. The church provided some limited opportunities for the education of women in religious communities or convents. Convents had libraries and schools to help prepare nuns to follow the religious rules of their communities. Merchant and craft guilds also maintained some schools that provided basic education and training in specific crafts. Knights received training in military tactics and the code of chivalry. As in the Greek and Roman eras, only a minority of people went to school during the medieval period. Schools were attended primarily by persons planning to enter religious life such as priests,

monks, or nuns. The vast majority of people were serfs who served as agricultural workers on the estates of feudal lords. The serfs, who did not attend school, were generally illiterate. In the 10th and early 11th centuries, Arabic learning had a pronounced influence on Western education. From contact with Arab scholars in North Africa and Spain, Western educators learned new ways of thinking about mathematics, natural science, medicine, and philosophy. The Arabic number system was especially important, and became the foundation of Western arithmetic. Arab scholars also preserved and translated into Arabic the works of such influential Greek scholars as Aristotle, Euclid, Galen, and Ptolemy. Because many of these works had disappeared from Europe by the Middle Ages, they might have been lost forever if Arab scholars such as Avicenna and Averroës had not preserved them.

In the 11th century medieval scholars developed Scholasticism, a philosophical and educational movement that used both human reason and revelations from the Bible. Upon encountering the works of Aristotle and other Greek philosophers from Arab scholars, the Scholastics attempted to reconcile Christian theology with Greek philosophy. Scholasticism reached its high point in the *Summa Theologiae* of Saint

Thomas Aquinas, a 13th century Dominican theologian who taught at the University of Paris. Aquinas reconciled the authority of religious faith, represented by the Scriptures, with Greek reason, represented by Aristotle. Aquinas described the teacher's vocation as one that combines faith, love, and learning. The work of Aquinas and other Scholastics took place in the medieval institutions of higher education, the universities. The famous European universities of Paris, Salerno, Bologna, Oxford, Cambridge, and Padua grew out of the Scholastics-led intellectual revival of the 12th and 13th centuries. The name *university* comes from the Latin word *universitas*, or associations, in reference to the associations that students and teachers organized to discuss academic issues. Medieval universities offered degrees in the liberal arts and in professional studies such as theology, law, and medicine.

The foundations of modern education were established in the 19th century. Swiss educator Johann Heinrich Pestalozzi, inspired by the work of French philosopher Jean Jacques Rousseau, developed an educational method based on the natural world and the senses. Pestalozzi established schools in Switzerland and Germany to educate children and train teachers. He affirmed that schools should resemble secure and loving

homes. Education update is providing the most recent knowledge through teaching and learning, than was previously available.

Ustinov (1977), defined education as the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution. It may be formal or informal. Informal education refers to the general social process by which human beings acquire the knowledge and skills needed to function in their culture. Formal education refers to the process by which teachers instruct students in courses of study within institutions.

Rosen (2010), publisher of *Education Update* described update as supply with recent information, impart knowledge of some fact, state or affairs. The foundations of modern education were established in the 19th century. Swiss educator Johann Heinrich Pestalozzi, inspired by the work of French philosopher Jean Jacques Rousseau, developed an educational method based on the natural world and the senses. Pestalozzi established schools in Switzerland and Germany to educate children and train teachers. He affirmed that schools should resemble secure and loving homes. Education update is providing the most recent knowledge through teaching and learning, than was previously available.

Victoria (2000: 37) defined Press as the art or business of printing and publishing, hence printed publications taken collectively more especially newspapers.

According to Donovan (1992), Press is a means of mass communication that focuses on reporting news through newspapers publication usually issued on a daily or weekly basis. Many newspapers furnish special information to readers, such as Education, weather reports, television schedules, and listings of stock prices. Levy (1999) notes that press is the gathering and publishing of news in the form of newspapers or magazines.

Academic achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music.

An academic achievement, such as graduating 1st in one's class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head prefect of a particular school is both a professional and an academic achievement.

Before the invention of printing machines, people spread news by word of

mouth, written letters, or public notices. As more people learned to read and write, news reports gained added reliability. Ancient Rome had a particularly sophisticated system for circulating written news. Its publishing practices centered on *acta diurna* (daily events), handwritten news sheets posted by the government in the public marketplace from the year 59 BC to at least ad 222.

Theoretical Perspective

The study is based on the System theory of Ludwig Von Bertalanffy (1968). According to Bertalanffy (1968), system theory composes of social units such as schools with composites and relationship with the environment. In this case, the school is a social unit and newspapers are found on the outside environment which impact on pupils' learning and academic achievement.

The education system is made up of subsystems such as primary, secondary and tertiary systems. It may be 'closed' or 'open'. Closed systems are those which are completely self-supporting and do not interact with their environment. The astronaut's life- support pack is a good example. Open systems are those which interact with their environment on which they rely for obtaining essential inputs, and for the discharge of their outputs. Three major features of the open system

include; receiving inputs to outputs; and discharging their outputs into the environment (Cole, 1986). The success of an open system is a function of continuous inflow of inputs, their transformation and outflow of outputs. In other words, for an open system to maintain its operation, it must receive, from its environment, sufficient input of resources, get them processed and also export the transformed resources to the environment in sufficient quantity.

The systems theory is very relevant, because the school (or any program there in such as primary education) can be regarded as a sub-system, and the major variable of an open system input, processing and output- are always present.

Education updates in press have a powerful influence on children's attitudes and behaviors' and are a powerful socialization agent than peers and teachers. Majority of elite Ugandans for example choose reading Newspapers to stay informed. The potentially powerful influence of the newspapers on these elite Ugandans' attitudes means can apply to learners if Education Update in the Press is sustained. Education update in the press have distinctive characteristics that make them a valuable resource for learners including being much more current than textbooks which usually take a few years to be developed and put to use. It's clear

that Education Updates in the press follow the time closely and the contents are new and attractive. In this way, they can always keep pupils motivated and up-to-date and impact on their academic achievement.

Related Studies

Education updates in press (Newspapers papers) contain a sea of information that provides various materials for students to broaden their knowledge and alerting them to avenues for further information, help and support. As noted in the Inquiry into the Effects of Multimedia on Children in Victoria (2000: 37), evaluations of educational programs designed either for pre-schoolers or for older children, this research has suggested that "Media is one of the most popular forms of mass communication but still under-utilised as an educative tool", and perhaps narrow vision has meant that the deliberate use of press simultaneously to educate has not been fully recognized. Despite this, newspapers are rapidly becoming "the first curriculum", with educational institutions such as schools. If this research is anything to go by, it holds waters because it is becoming increasingly difficult to go to any school and fail to find education updates there.

Levy (1999: 996) notes that "the media can define center stage". She however contends that Newspapers in the learning process do not address the issue of new words. But this should not overshadow the main

purpose for which Education Update in Press is intended. Whenever we read other texts, we usually find new words, but do we stop each time to look them up? No, we just figured them out according to the context. The purpose is to get the information.

Secondly, this will induce learners to have some post reading activities linking to vocabulary and definitely, if reading Education Updates in the Press becomes a habit, it will surely help to enlarge vocabulary, as the words keep appearing.

Donovan (1992) completed a plan for a national, integrated, comprehensive media campaign aimed at the enhancement of academic accomplishment. She recommended the use Newspapers in the learning process, she however noted that the problem is selecting newspapers with minimal errors. Even leading newspapers are found with grammatical mistakes, spelling slips, textual inaccuracies etc in spite of best efforts by their respective copy editors and sharp editorial eyes. It is rather difficult to come across an error-free newspaper in any country. All said and done, using a newspaper to revive class interest is a sound idea. Thus, using Education Update in the Press to revive pupil's interest is a good idea. The text in the Education Update offers a wide choice for reading for an inquisitive mind.

CHAPTER THREE

METHODOLOGY

Research Design

The study employed a descriptive comparative and descriptive correlational and an ex-post facto survey design. The descriptive comparative survey design was used to describe the differences in perception of education update availability and reliability. The descriptive correlational survey design was used to describe the relationship between the degree of education update in press and level of academic achievement of pupils. The study was mainly ex post facto because it was based on already existing results of pupils.

Research Population

The target population included a total of 7950 pupils and 90 teachers in the selected primary schools in Kampala district. Teachers were involved because they are the supervisors of the pupils. Pupils were selected because they are the ones who sit the exams.

Sample Size

In view of the nature of the target population where the number for both pupils and teachers was very big, a sample was taken from each zone, four schools in Makindye West A, and Makindye East B.

Table 1 shows the respondents of the study with the following categories: zone, target population and sample size. The Slovene's formula was used to determine the minimum sample size as shown below

$$n = \frac{N}{1 + N \alpha^2}$$

Where n = Sample size

N = population

X = 0.05

Table 1

Respondents of the Study

Zone	Number of schools	Sample size	Total Target Population		Sample size	
			Pupils	Teachers	Pupils	Teachers
Makindye West	87	59	30450	957	400	400
Makindye East	94	64	30290	1034	400	400
Total	181	123	60740	1991	800	800
Grand Total			61831		1600	

Source: Primary Data 2012

Sampling Procedure

The procedures employed in this study were purposive sampling which was used to select the schools, and purposive sampling to select

pupils and teachers. The purposive sampling was utilized to select the respondents based on these criteria:

1. Male or female respondents in any of the primary schools included in the study.
2. Teaching staff with teaching experience ranging from one year and above.

From the list of qualified respondents chosen based on the inclusion criteria, the simple random sample was used to finally select the respondents with consideration to the computed minimum sample size.

Research Instruments

The instruments used for data collection in this study were questionnaires which included closed ended questions given to students and teachers. In the closed ended questions, the study comprised predetermined multiple answers corresponding with Likert rating scale indicated as follows; 1. Very few/not available (Disagree with no doubt at all); 2.few/seldom (you disagree with some doubt at all) 3. enough/available (you agree with some doubt; 4. Very many/always available. (you agree with no doubt at all). In this, a respondent was expected to tick the most appropriate option. In the open ended questions, respondents expressed their feelings about the asked question.

The instruments that were used to collect data in this study included the following: Face sheet to gather data on the respondents' demographic characteristics (gender, age, qualifications, number of years teaching experience).

Researcher devised checklist to determine the levels of academic achievement of pupils after each year of academic update from 2006 to 2010, checklists was used to collect this data. The response modes and scoring were as follows: In order to determine the availability of education updates in the press for the pupils, a score card of;- always available (4), sometimes available (3), seldom (2), not available (1), was used.

In order to determine the accessibility of Education update in the press, a score card of; very many (4), enough (3), few (2), very few (1), was used

Validity and Reliability of Research Instruments

Content validity was ensured by subjecting the researcher devised questionnaires on academic update in press to judgment by the content experts (who estimated the validity on the basis of their experience) including Doctors in the college of Higher degrees and research, Kampala International University. After experts' judgment, the scores were

analysed and a Content Validity Index (CVI) was applied using the following formula;

$$\text{CVI} = \frac{\text{No of qns declared valid}}{\text{Total no. of qns}}$$

A minimum CVI of 0.7 was used to declare the instrument content valid, to ensure reliability, the test re-test method was used. In this technique, a questionnaire was first administered to 10 people outside the study area and the re-administered on the same people after one week. Responses of the two tests was analysed using the **Pearson's Linear Correlation Coefficient (PLCC)**. The two results are significantly correlated at 0.05 level, the instrument was declared reliable.

Data Gathering Procedure

Before the administration of the questionnaires an introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.

After securing approval, the researcher secured a list of the qualified respondents from the school authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.

The respondents were then briefed about the study and requested to sign the Informed Consent Form (Appendix 3). Questionnaires for distribution will be reproduced in excess just in case some of them are not returned by the respondents.

Research assistants who assisted in the data collection were then selected, briefed and oriented in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.

Retrieval of the questionnaires from the respondents were done by the researcher and the assistants within one week from the date of distribution.

All returned questionnaires were checked if all are answered after retrieving them from the respondents.

After the administration of the questionnaires

The data gathered was classified, encoded into the computer and statistically treated using the Statistical Package for faculty of Education, School of Post Graduate and Research.

Data Analysis

Demographic characteristics of respondents were determined through frequency and percentage distributions. The means and standard deviations were applied to determine the degree of education update in the press and level of academic achievement of pupils. An item analysis illustrated the strengths and weaknesses based on the indicators in terms of mean and rank.

Pearson's Linear Correlation Coefficient (PLCC) was used for determining the relationship between degree of academic update in the press and level of academic achievement of pupils in selected schools in Makindye division, Kampala district.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. For the level of academic update of pupils (accessibility and availability)

Mean Range	Response Mode	Interpretation
3.26-4.00	Very many / Always available	Very satisfactory
2.51-3.25	enough/ sometimes available	Satisfactory
1.76-2.50	Few / seldom	Fair
1.00-1.75	Very few / not available	Poor

The analysis of Variance (ANOVA) and the t-test were utilized to test the difference among means for hypothesis one (Ho #1) at 0.05 level of significance.

A multiple correlation coefficient to test the hypothesis on correlation (Ho #2) at 0.05 level of significance were employed.

Ethical considerations

Privacy of the respondents were highly ensured through coding the respondents and schools instead of reflecting their names and the information obtained was used for purely academic purposes and treated with maximum confidentiality.

Official permission to conduct a study in the school was requested for through a written request to the concerned officials of the primary schools included in the study.

Respondents were requested to sign in the *Informed Consent Form* (Appendix3) before the study commences.

Authors quoted in this study and the author of the standardized instrument through citations and referencing was fully acknowledged and the findings were presented in a generalized manner.

Limitations of the Study

Though the study was successful, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

Extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

Instrumentation, The research instruments on resource availability and utilization are not standardized. Therefore a validity and reliability test was done to produce a credible measurement of the research variables.

The use of research assistants could have brought about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

Attrition/Mortality; Not all questionnaires would be returned completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and

refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and would be closely followed up as to the date of retrieval.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter shows the demographic characteristics of respondents, indicates the newspapers commonly read in the school, describes the degree of availability of education update in the press as perceived by the respondents, describe the level of accessibility of education updates in the press as perceived by the respondents, Determine if there is a significant difference in the accessibility and availability of academic updates, Establish if there is a significant relationship between the degree of education update in the press and the level of academic achievement of pupils.

Description of Respondents' profile

Respondents in this study were described according to Gender, Age group, Qualification, Experience. Table 2 shows the frequency and percentage distribution of respondents' profiles.

Table 2
Description of Respondents' Profile

Category	Frequency	Percent
Age (Pupils)		
8-12	57	7.1
13-16	730	91.0
17 and above	15	1.9
Total	802	100.0
Gender(Pupils)		
Male	394	49.5
Female	402	50.5
Total	796	100.0
Age (Teachers)		
20-39	272	34.1
40-59	526	65.9
60 and above	0	0.0
Total	798	100
Gender (Teachers)		
Male	478	59.9
Female	320	40.1
Total	798	100.0
Qualification (Teachers)		
Diploma	386	48.7
Bachelors	273	34.4
Masters	134	16.9
Total	793	100.0
Experience (Teachers)		
3-4years	11	1.4
5years and above	782	98.6
Total	793	100.0

Source : Primary Data 2012

Table 2 shows that male respondents (59.9%) are slightly higher than female respondents at (40.1%) for pupils, and male respondents (49.5%) are slightly less than female respondents at (50.5%) for teachers, this means that the number of respondents were evenly distributed. The age group of 13-16 (91%) over dominated other age groups 8-12 (7%), 17 and above (1.9%) for pupils while the age group of 40-59 (65.9%) over dominated other age groups 20-39 (34.1%), 60 and above (0.0%) implying that majority of respondents in this category were teenagers for pupils forties for teachers. The table also shows that Diploma holders (48.7%) and degree holders (34.4%) dominated masters (16.9%). Regarding experience, 11 respondents (1.4%) had taught for more than 4years while 98.6% had taught for more than 5years implying that majority of the teachers had taught for more than 5years.

Level of Availability of education updates in the press (Newspapers)

The independent variable in this study was education updates in press (Newspapers), which intended to determine the level of availability of education updates in sampled schools. Questions to measure the level of availability of education updates (Newspapers) were developed and respondents were asked to rate the level of availability of the education updates by ticking the right box. Responses were Likert scaled ranging

from 1 to 4, where 1= not available (you disagree with no doubt at all), 2 = seldom (you disagree with some doubt), 3 = available (you agree with some doubt), 4= always available (you agree with no doubt at all). Responses were analysed using means computed through SPSS as shown in table 3.

Table 3
Level of Availability of education updates in the press (Newspapers)

Category	Mean	Interpretation	Rank
The school has newspapers in the library from where pupils access them	3.14	Satisfactory	1
Pupils have a positive attitude towards education updates in press	3.11	Satisfactory	2
Teachers in school have enough copies of newspapers newspapers	3.08	Satisfactory	3
Teachers get involved in reviewing education updates in the press	3.04	Satisfactory	4
The school has a library	3.00	Satisfactory	5
The school allocates time to read newspapers to pupils	2.87	Satisfactory	6
Academic updates cover the syllabus	2.87	Satisfactory	7
The library is spacious enough to accommodate pupils	2.55	Satisfactory	8
The school buys newspapers every week	2.47	Fair	9
Review of academic updates in planned by teachers and pupils	2.46	Fair	10
Education updates are filed for reference	2.24	Fair	11
The school buys enough copies of the newspapers	2.00	Fair	12
Average mean	2.73	Fair	

Source : Primary Data 2012

Mean Range	Response Mode	Interpretation
3.26-4.00	Very many / Always available	Very satisfactory
2.51-3.25	Enough/ sometimes available	Satisfactory
1.76-2.50	Few / seldom	Fair
1.00-1.75	Very few / not available	Poor

The results in the table 3 indicate that education updates in press are fairly available because most of the mean ratings are 3.14 and 2.24 which fall under satisfactory and fair on the Likert scale.

Although the total mean index showed that there is fair availability of education updates in the press, some schools sampled indicated they had no access to education updates in press because they have limited or no access to newspapers. This means that although the overall picture may indicate that education updates in the press are generally available, we need to bear in mind that some schools have no access to newspapers because they cannot afford to buy them. This is in line with some schools sampled which responded that because of their meager resources, they buy newspapers once when they have extra money

Level of Accessibility of education update in the press (Newspapers)

The independent variable in this study was education updates in press, which intended to determine the level of accessibility of education updates (Newspapers) in sampled schools. Questions to measure the level of accessibility of education updates (newspapers,) questionnaires were developed and respondents were asked to rate the level of accessibility of the education updates (newspapers) by ticking the right box. Responses were Likert scaled ranging from 1 to 4, where 1= very few (you disagree with no doubt at all), 2 = few (you disagree with some doubt), 3 = enough (you agree with some doubt), 4 = very many (you agree with no doubt at all). Responses were analysed using means computed through SPSS as shown in table 4

Table 4
Accessibility of education update in the press

Category	Mean	Interpretation	Rank
Pupils in this school are given chance to read newspapers	3.57	Very satisfactory	1
Pupils like to answer questions in newspapers	3.32	Very satisfactory	2
Teachers always read education updates in press	3.30	Very satisfactory	3
Pupils always read education updates in newspapers	3.24	Satisfactory	4
Pupils easily interpret questions set in academic updates	3.18	Satisfactory	5
Pupils in this school always read news papers	3.16	Satisfactory	6
Pupils in this school try to answer questions from the news papers	3.15	Satisfactory	7
Teachers in this school provide answers to questions from news papers	2.90	Satisfactory	8
Teachers in this school always use questions from the newspapers in their class exercise	2.80	Satisfactory	9
Most teachers in school take questions from newspapers seriously	2.58	Satisfactory	10
Average mean	3.12	Satisfactory	

Source : Primary Data 2012

Mean Range	Response Mode	Interpretation
3.26-4.00	Very many / Always available	Very satisfactory
2.51-3.25	Enough/ sometimes available	Satisfactory
1.76-2.50	Few / seldom	Fair
1.00-1.75	Very few / not available	Poor

The results in table 4 indicate that the level of accessibility of education updates in press (newspapers) is adequate, because most of the mean ratings are 3 which fall under satisfactory on the likert scale. However, some schools sampled indicated they had no access to education updates in press because they do not have enough money on their budget to buy newspapers. This means that although the overall picture may indicate that education updates in the press are generally available, we need to bear in mind that some schools have no access to newspapers because they cannot afford to buy them. This is in line with some schools sampled which responded that because of their meager resources, they buy newspapers once when they have extra money.

Level of Pupils' Academic Achievement

The dependent variable in this study was pupils' academic achievement measured in terms of number of pupils who passed in each of the four grades (grade1, 2, 3 and4). The researcher used a record sheet to collect data from eight schools for four years. The number of pupils who passed in each of the four grades for the four years studied was then summarized and means were computed. This data and the respective means are shown in table 5;

Table 5
Academic Achievement for 8 schools in four years
(Number of pupils per grade)

Schools	Grade1	Grade2	Grade3	Grade4	Total
1	220 (46.3%)	159 (33.5%)	63 (13.3%)	33 (6.9%)	475
2	216 (46.8%)	144 (31.2%)	73 (15.8%)	29 (6.3%)	462
3	199 (44.3%)	180 (40.1%)	66 (14.7%)	4 (0.9%)	449
4	209 (43.8%)	192 (40.3%)	71 (14.9%)	5 (1.9%)	477
5	193 (43.5%)	192 (43.2%)	55 (12.4%)	4 (0.9%)	444
6	187 (39.9%)	190 (40.5%)	83 (17.7%)	9 (1.9%)	469
7	215(49.8%)	153 (35.4%)	46 (10.6%)	18 (4.2%)	432
8	196(41.0%)	191 (40%)	50 (10.5%)	41 (8.6%)	478
Average	204	175	63	18	

Results in table 5 indicate that most pupils in the sampled schools performed well because most pupils scored with in the ranks of 1st and 2nd grade. On average, 204 of all pupils studied passed in 1st grade, 175 passed in second grade, 63 in 3rd grade while only 18passed in 4th grade. This means that academic achievement in the sampled schools where education updates in press (newspapers) were available was better

amounting to a conclusion that academic updates in press impacted positively on the performance of pupils in selected schools.

Difference in the accessibility and availability of education updates in press

The purpose of this study was to establish whether there is a significant difference in accessibility and availability of academic updates in the press. Pearson's correlation coefficient to correlate the mean indices of the two variables was used to determine if there is a significant difference between the two. Results of this test are shown in table 6

Difference in the level of Accessibility and Availability of education updates in press (Newspapers)

Table 6
(Level significance=0.05)

Variable	Gender	Mean	t	Sig	Interpretation	Decision on Ho
Accessibility	Male	3.0535	-4.879	.000	Significant difference	Rejected
	Female	3.1986				

The t-value in table 6 indicate a difference between the presence of academic updates in press and level of academic achievement of pupils (t-values >0), suggesting that the more the academic updates in the press

are available, the better the performance and vice versa. The sig. value in table 6 indicate a significant correlation between the two variables (sig. value <0.05). Basing on these results, all the null hypotheses are rejected. This means, there is a significant difference in the accessibility and availability of education updates in press and academic achievement of pupils.

Relationship between education updates in the press and academic achievement of pupils

The last objective of this study was to establish whether there is a significant relationship in level of education updates in the press (in terms accessibility and availability) and level of academic achievement of pupils in the selected primary schools. To do this, the level of accessibility and availability of education updates was correlated with the number of pupils who passed in each grade. The Pearson's correlation coefficient was used to correlate the mean indices of the two variables, results of which are shown in table 7

Table 7
Relationship between education updates in the press
(Newspapers) and academic achievement of pupils
(Level significance=0.05)

Variables correlated	R-value	Sig	Interpretation	Decision on Ho
Accessibility Vs Grade1	.458	.024	Significant correlation	Rejected
Accessibility Vs Grade2	.277	.050	Significant correlation	Rejected
Accessibility Vs Grade3	.098	.817	No significant correlation	Accepted
Accessibility Vs Grade4	-.531	.016	Significant correlation	Rejected
Availability Vs Grade1	.823	0.009	Significant correlation	Rejected
Availability Vs Grade2	.519	0.018	Significant correlation	Rejected
Availability Vs Grade3	-.330	0.042	Significant correlation	Rejected
Availability Vs Grade4	-.408	0.031	Significant correlation	Rejected

The results in table 7 indicate that accessibility of education in the press, is positively and significantly correlated with the number of pupils who passed in grade 1 ($r=0.458$, sig. value $=0.024$). This indicates that an increase in accessibility of education in the press (Newspapers) significantly increases the number of pupils who pass in grade 1 and vice versa. Relationship between presence of academic updates in press and

level of academic achievement of pupils (r -values >0), suggesting that the more the academic updates in the press are available, the better the performance and vice versa. The sig. value in table 7 indicate a significant correlation between the two variables (sig. value <0.05). Basing on these results, all the null hypotheses are rejected amounting to a conclusion that presence of academic updates in the press significantly affect the pupils' academic achievement in terms of scores.

The results in table 7 indicate that accessibility of education updates in the press, is positively and significantly correlated with the number of pupils who passed in grade 2 ($r=0.277$, sig. value $=0.050$). This indicates that an increase in accessibility of education in the press (Newspapers) significantly increases the number of pupils who pass in grade 1 and vice versa. Relationship between presence of academic updates in press and level of academic achievement of pupils (r -values >0), suggesting that the more the academic updates in the press are available, the better the performance and vice versa. The sig. value indicate a significant correlation between the two variables (sig. value <0.05). Basing on these results, all the null hypotheses are rejected. This means that presence of academic updates in the press significantly affect the pupils' academic achievement in terms of scores.

The results in table 7 indicate that accessibility of education in the press, is positively and significantly correlated with the number of pupils who passed in grade 3 ($r=0.98$, sig. value $=0.817$). This indicates that an increase in accessibility of education in the press (Newspapers) does not significantly increases the number of pupils who pass in grade 3 and vice versa. Relationship between presence of academic updates in press and level of academic achievement of pupils (r -values >0), suggesting that the more the academic updates in the press are available, the better the performance and vice versa is accepted. The sig. value in table 7 indicate no significant correlation between the two variables (sig. value <0.05). Basing on these results, the null hypotheses is accepted meaning that the presence of academic updates in the press do not significantly affect the pupils' academic achievement in terms of scores.

The results in table 7 indicate that accessibility of education in the press, is positively and significantly correlated with the number of pupils who passed in grade 4 ($r=0.531$, sig. value $=0.16$). This indicates that an increase in accessibility of education in the press (Newspapers) does not significantly increase the number of pupils who pass in grade 4 and vice versa. Relationship between presence of academic updates in press and level of academic achievement of pupils (r -values >0), suggesting that the

more the academic updates in the press are available, the better the performance and vice versa is accepted. The sig. value in table 7 indicate no significant correlation between the two variables (sig. value <0.05). Basing on these results, the null hypotheses is accepted meaning that the presence of academic updates in the press do not significantly affect the pupils' academic achievement in terms of scores.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECCOMENDATIONS

FINDINGS

This study intended to examine the relationship between presence of academic updates in the press and academic achievement of pupils in selected schools in Makindye division, Uganda. It was based on five research questions including;

1. To describe the profile of the respondents in the following facets:

Teachers

- a) gender
- b) age
- c) academic qualification
- d) experience

Pupils

- (c) age
- (d) gender

2. To determine the degree of availability of education updates in the press (Newspapers) as perceived by the respondents.

3. To determine the level of accessibility of education updates in the press (Newspapers) as perceived by the respondents
4. To investigate the level of pupils academic achievement from 2006 – 2010.
5. To determine if there is a significant difference in the accessibility and availability of academic updates.
6. To establish if there is a significant relationship between the degree of availability and accessibility of education update in the press (Newspapers) and the level of academic achievement of pupils between years 2006-2010.

Analysis using frequencies and percentage distribution showed that male pupils (59.9%) are slightly higher than female pupils (40.1%) in the sampled schools, while male teachers (49.5%) and female teachers (50.5%) were evenly distributed. Teacher qualifications were dominated by diplomas and degrees both at (48.7%) and (34.4%) respectively, the age of respondents was dominated by those between 13 -16 (91%) for pupils and 40-59 (65.9%) for teachers, and majority of teachers had taught for more than 5years.

Descriptive analysis showing means revealed that level of availability of education updates in press (newspapers) in the sampled schools are

adequate, because most of the mean ratings are 3 which fall under agree without doubt on the Likert scale. The study also revealed that level of accessibility of education updates in press (newspapers) are fairly average, because most of the mean ratings are 3 and 2 which fall under agree without doubt and disagree with some doubt on the Likert scale.

The study revealed that copies of newspapers bought in the sampled schools were inadequate (2.00%), and consistency in buying the newspapers was also inadequate (2.47%).

Data analysis using Pearson's Linear correlation coefficient showed a positive significant relationship among level of accessibility and level of availability of academic updates.

CONCLUSION

Basing on the above findings, the following conclusions are made;

There is an even distribution of male and female teachers and pupils in selected schools in Makindye division. Majority of teachers in Makindye division are Diploma and Degree holders, and availability of newspapers and academic updates in the press are generally inadequate, schools do not buy enough copies of newspapers and do not buy newspapers consistently.

Academic updates in the press significantly affect pupils' academic achievement thus, consistency in buying newspapers and increase in copies of newspapers bought by the schools is likely to improve pupils' academic achievement. Giving pupils chance to read academic updates in the press will improve performance because some questions in academic updates appear in the final exams.

RECOMMENDATIONS

Basing on the findings of the study, the researcher recommends there is need to do something in order to improve student's academic achievement which was found to be wanting. The researcher recommends the following;

In order to improve pupil's academic achievement, the school needs to devise means of filing education updates for pupils to use them as reference since research has shown that pupils have a positive attitude towards education updates in the press and some questions from education updates appear in the final exam.

The government and school administrators should put a vote on the budget to buy enough copies of newspapers so that pupils can have adequate access to the education updates in press. If the government cannot allocate such monies, it should allow schools to increase on the

money they charge in form of school fees so that they can be able to finance expenditure on newspapers.

Areas for Further Research

Results of this study are not conclusive so, similar studies can undertake in the following fields;

Another study may be undertaken using experimental approach, experimenting the impact of academic updates in press on academic performance. This will reveal whether academic updates in press are relevant and impact on learner's academic achievement.

Another study may be conducted to establish whether education programs on TVs and Radios have an impact on the performance of pupils. examples of such programs are; Simply learn airing on NTV weekly between 5-6pm, mwalimu airing on UBC, Esuubi ly'egwanga airing on 94.1 Radio Bilal FM among others.

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APPENDIX 1 A

TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)

COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR Mr. HAMZA KYEYUNE REG. NO. MED/17419/102/DU TO CONDUCT RESEARCH IN YOUR INSTITUTION

The above mentioned candidate is a student of Kampala International University pursuing a Master in Educational Planning and Management. He is currently conducting a field research for his dissertation entitled, **"Education Update in the Press and Academic achievement of Pupils In Selected schools in Makindye division, Kampala District-Uganda"**.

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need. Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly, _____

Novembrieta R. Sumil, Ph.D.

Deputy Vice Chancellor, CHDR

APPENDIX 1B
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,
Greetings!

I am a Masters. in Educational Management and Administration candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, "**Education Update in the Press and Academic Achievement of Pupils in Selected Primary Schools in Makindye Division, Kampala District Uganda**". Within this context, may I request you to participate in this study by answering the questionnaires.

Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

Thanking you in advance for your cooperation.

Yours Faithfully,

Hamza Kyeyune

APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of **Mr. Hamza Kyeyune** that will focus on **"Education Update in the Press and Academic Achievement of Pupils in Selected Primary Schools in Makindye Division, Kampala District Uganda."**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX IV
FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE
RESPONDENTS

Gender (Please Tick):

- ☐ (1) Male
☐ (2) Female

Age

- ☐ 8-12
☐ 13-16
☐ 17 and above
☐ 20-39
☐ 40-59
☐ 60 and above

Qualifications Under Education Discipline (Please Specify):

- (1) Diploma _____
(2) Bachelors _____
(3) Masters _____

Number of Years Teaching Experience (Please Tick):

- ☐ (1) 3-4yrs
☐ (2) 5 years and above

APPENDIX V **RESEARCH INSTRUMENTS** **QUESTIONNAIRE TO DETERMINE THE LEVEL OF AVAILABILITY** **OF EDUCATION UPDATES IN THE PRESS (NEWSPAPERS)**

Direction: Please write your preferred option on the space provided before each item. Kindly use the rating guide below:

Rating	Response Mode	Description
1	Not available	You disagree with no doubt at all),
2	Seldom	You disagree with some doubt),
3	Available	You agree with some doubt),
4	Always available	You agree with no doubt at all).

- ____1. The school has newspapers in the library from where pupils access them
- ____2. Pupils have a positive attitude towards education updates in press
- ____3. Teachers in school have enough copies of newspapers
- ____4. Teachers get involved in reviewing education updates in the press
- ____5. The school has a library
- ____6. The school allocates time to read newspapers to pupils
- ____7. Academic updates cover the syllabus
- ____8. The library is spacious enough to accommodate pupils
- ____9. The school buys newspapers every week
- ____10. Review of academic updates in planned by teachers and pupils
- ____11. Education updates are filed for reference
- ____12. The school buys enough copies of the newspapers

QUESTIONNAIRE TO DETERMINE THE LEVEL OF ACCESSIBILITY OF EDUCATION UPDATE IN THE PRESS

Direction: Please write your preferred option on the space provided before each item. Kindly use the rating guide below:

Rating	Response Mode	Description
1	Very Few	You disagree with no doubt at all
2	Few	You disagree with some doubt
3	Enough	You agree with some doubt
4	Very Many	You agree with no doubt at all.

- ____1. Pupils in this school are given chance to read newspapers
- ____2. Pupils like to answer questions in newspapers
- ____3. Teachers always read education updates in press
- ____4. Pupils always read education updates in newspapers
- ____5. Pupils easily interpret questions set in academic updates
- ____6. Pupils in this school always read news papers
- ____7. Pupils in this school try to answer questions from the news papers
- ____8. Teachers in this school provide answers to questions from news papers
- ____9. Teachers in this school always use questions from the newspapers in their class exercise
- ____10. Most teachers in school take questions from newspapers seriously

RESEARCHER'S CURRICULUM VITAE

PERSONAL PROFILE

Name : Hamza Kyeyune
Nationality : Ugandan
Email : hamza.kyeyune@gmail.com
Mob : +256 702 394 588

CAREER OBJECTIVE:

To achieve a progressive career where my skills and capacities are utilized perfectly and prominently with which I can enrich my knowledge base and contribute to my country.

PROFESSIONAL CARRIER

2009 to date, Parliamentary reporter, host, Radio Bilal 94.1FM

2009 to date, panelist- Peace at Glance, Weekly news roundup presenter

- Gather information, develop factual stories and produce articles or multimedia for broadcast.

2007 - 2010, Part time English and G.P teacher, Abu baker Swidiq SS

UNIVERSITY EDUCATION

2007/2009, Kampala International University, Faculty of Education,
Bachelor of Education with Honors

2004/2006, Islamic University In Uganda, Faculty of Education, Diploma
in Education

PROVEN SKILLS

- I have clarity in communication, easy personal inter-relations,
proven leadership and human management skills.

PUBLICATIONS

The soul of kindness