

**LITERACY PROMOTION THROUGH THE PRINT MEDIA: A CASE
STUDY OF THE EFFECT OF NON-TEXTBOOK READING
MATERIALS IN SELECTED PRIMARY SCHOOLS**

BY

WEI SHENG QIAN

B.A GUANGX1 TEACHERS EDUCATION UNIVERSITY

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DECLARATION

i). I, WEI SHENG QIAN hereby declare that this dissertation is my original work and has never been submitted to any University or institution of higher learning for an academic award.

Signed -----

WEI SHENG QIAN

Date -----

ii). This dissertation has been submitted for examination with our approval as university supervisor.

Signed -----

DR JOHN KALEMA

Date -----

iii. ©

DEDICATION

This work is dedicated to my mother and the entire family. In particular, I thank my mother WU CHANGQUN for the financial, moral and material assistance.

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ABBREVIATIONS AND ACRONYMS

NTBRMs	Non-Textbook Reading Materials
UPE	Universal Primary Education
NIE	Newspapers in Education
MAASC	Minds Across Africa Schools Club
MOES	Ministry of Education and Sports
UNEB	Uganda National Examinations Board
MDG	Millennium Development Goals
C/U	Church of Uganda
PS	Primary School

ABSTRACT

Non –textbook reading materials (NTBRMs) have for a long time been identified by educationists and literacy experts as key tools in providing literacy skills and in reinforcing the process of learning until the individual achieves permanent literacy. But it is not just any type of NTBRMs that are suitable for literacy acquisition, most especially by the young. Materials that relate directly to the child’s familiar environment are more likely to provide the necessary stimulus for the child to master the skill of reading and writing as well as sustaining the child’s interest in that skill.

The print media in Uganda having noted the widespread scarcity of suitable NTBRMs in English took the initiative to provide regular special pullout materials aimed at cultivating and sustaining children’s interest in reading and writing in English.

Are such materials fulfilling the tasks for which they were originally set up ? How accessible to all children in primary schools are such materials? And if such materials are making an impact on stakeholders, how far is their provision sustainable without public funding given the fact that most media houses exist through profit making rather than through social service provision?

In trying to provide answers to these and other related questions, this study assessed the print media’s efforts and their effect in providing literacy skills to pupils in selected primary schools in Kampala and Wakiso Districts, Uganda. Qualitative research techniques involving in- depth interviews, focus group discussions were conducted with stakeholders and a test with

exercises extracted from and / or moulded on the special published materials was given to p 7 pupils in selected schools. Although the results of the test were inconclusive in determining whether access or exposure to NTBRMs was or was not the key factor in the acquisition of literacy skill by pupils, the results did show that chances of better performance by pupils increased with access to NTBRMs. It was also clear from the many contributions to the special materials from the children themselves that children were indeed reading these NTBRMs and were reacting positively – a clear sign that literacy among the young was surely being realized.

The study recommends that more sponsorship and increased sales need to be increased as well as the establishment of stronger partnerships between all stakeholders as ways of ensuring sustainability of NTBRMs. More investigations are also necessary to comprehensively deal with all factors involved in literacy acquisition.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 INTRODUCTION

The acquisition of basic skills in reading and writing is regarded by many people in the world today as one of the best ways of equipping the individual to exploit the environment for personal as well as national development, for better health, nutrition and family life, and the capacity for continued learning. To many people, the ability to read is regarded as what makes a person perfect. Reading is fundamental to formal education and is what facilitates access to information from written forms. Literacy is a powerful tool that empowers those who acquire it to successfully participate in modern society.

Since 1997 when Uganda introduced Universal Primary Education (UPE), an opportunity was created where all citizens of Uganda could for the first time in the country's history, have access to acquisition of literacy which, in Africa, is still associated with the school. Since primary education from 1997 was no longer accessible to only those who could afford to pay for an opportunity for the realization of the much cherished ideal of literacy for all was thus created.

However, in a study conducted by Uganda National Examinations Board (UNEB) in 2002, it was shown that "out of the 361150 students who completed their primary school cycle in 2001, only 13% were adequately literate in English", according to Muwanga et al(2007:xv). Other researches such as The Minds Across Africa Schools Clubs (MAASC) project (1998---2001) have also identified factors related to the prevalence of poor literacy skills in primary schools, namely, low levels of understanding of provided reading materials; Pupils' inability to transfer

the read word into their own reality; lack of a strong reading culture among teachers; and pupils' inability to present their views and ideas about issues.

Muwanga et al (ibid) suggests that “unless students are given access to Non-textbook reading materials (NTBRMs) and unless these NTBRMs are both accompanied by and reinforced through appropriate policies, poor reading habits and low levels of literacy among Uganda’s school children are likely to persist”

1.1 BACKGROUND TO THE STUDY

While the causes of poor literacy skills among primary school going pupils may be due to many factors, among the most prominent of such factors are those connected with the availability and suitability of reading materials in sufficient numbers, to primary schools throughout the country. The materials which are ideal for literacy purposes are not textbooks, which are generally fairly sufficiently available in many primary schools since examinations are based mainly on these. NTBRMs are story books, picture books, wall charts, newspapers, reading cards, and pupils made materials. It is as a result of the interaction between the pupil and such texts, an interaction that is a normally silent mental activity, that the pupil is able to draw his or her own perception as he/she negotiates the given material for the meaning contained therein.

Once teachers endeavor to stock a range of such reading materials and once they are able to interest their pupils in such materials so that they find time to read them, a love for reading, which is a prerequisite for the acquisition of a reading culture, would be created. Izizinga (2000: 69) believes that “in failing to develop a reading culture, education is failing to contribute to progress and to fruitful exploitation of the environment”

1.1.1 NTBRMs in Education

While primary school education has continued to expand in terms of numbers since the introduction of UPE, primary education service provision in Uganda, and indeed in many other countries in Africa, still faces two challenges namely, availability and appropriateness of NTBRMs, considered critical for the development of literacy among the young. According to HURINET (2008) “there is a critical need for government and other stakeholders to enhance the provision of adequate scholasticmaterials to schools”. Muwanga et al (2007:47) reported that although government had since the introduction of UPE, increased the numbers of NTBRMs provided to schools, private schools were not benefiting from such initiatives and that many private schools had no NTBRMs. Moreover, many of the available materials still have a strong foreign cultural base which does not reflect the realities of the pupils lives and which , consequently, leads to pupils’ inability to identify fully with the texts they are reading. And yet according to Headlam, (2005:16) “beginning readers need to be shown how to correlate what they know about the world with what is presented in the text”.

Faced with the problems of widespread scarcity as well as appropriateness of NTBRMs, some newspapers, particularly the two English dailies, *The Monitor* and *The New Vision*, have taken the lead in Uganda to include special materials directed towards the young whose basic aim is to cultivate as well as to sustain their interest in reading. What is the contribution of these kinds of materials in the promotion of literacy among young pupils in Uganda? Are such materials achieving their aim by making an impact on those to whom they are addressed? And if these

materials are making an impact, is their provision sustainable? These are among some of the issues this research will address.

1.2 STATEMENT OF THE PROBLEM

Whereas since the introduction of UPE, Uganda has continued to register steady growth in enrolment in primary education (a net enrolment figure of 86 percent in a household survey is reported by HURINET.U (2008), and whereas the introduction of the UPE was in itself a concrete and positive step towards the realization of literacy for all, poor reading habits and low levels of literacy in English among Uganda's primary school children have continued to be registered.

While the causes of low literacy levels in English may be due to several factors, an education system which is textbook oriented, where children read little else beside the prescribed textbooks with little or no regard to NTBRMs, widely acknowledged as key players in the development of children's language skills, only makes what is already a complex situation even more complex.

In this study we focus on one type of NTBRMs, the print media, to assess its role and potential to contribute towards the eradication of poor reading habits and the development of literacy among primary school pupils.

1.3 SCOPE OF THE STUDY

NTBRMs normally include such scholastic materials such as storybooks, teacher made materials, magazines, pupil- made materials, reading cards, charts, and newspapers, among many others. In this study, however, our focus was on newspapers. In particular, we studied the

weekly output of the two English Dailies: *The Monitor* and *The New Vision*, with specific attention to each newspaper pullout materials devoted towards the improvement of children’s literacy skills in English. In *The Daily Monitor*, this is the “Newspaper in Education”(NIE) series which appears every Monday; while in *The New Vision*, this is the “Children’s Vision” series which appears every Saturday. Both these materials were collected for a period of 3 months, i.e during the third term period of the school year 2008. This made up the researcher, s initial data which was studied in detail and on whose content materials the researcher based on the questions posed to the various stakeholders in the selected primary schools in Kampala and Wakiso Districts. These districts represent the urban —rural divide which is synonymous with availability and non-availability of NTBRMs respectively.

1.4 DEFINITION OF KEY TERMS

Literacy: Although this term generally refers to the ability to read and write in any language, in this study the term was used to refer to the ability to read and write in English.

Media houses: Institutions involved in the production and dissemination of Daily Newspapers in Uganda, specifically the New Vision Printing and Publishing Company Ltd and The Monitor Publication Ltd.

NTBRMs : Non – Textbook reading materials which are published in the print media for the development of literacy skills among children . In the context of this study the term refers specifically to the: Newspapers in Education (NIE) Series of *The Daily Monitor* and the “Children’s Vision” of

The New Vision, both of which are weekly publications aimed at children.

1.5 OBJECTIVES

1.5.1 General Objective:

To establish the contribution of the print media in the promotion of literacy among young pupils in Uganda.

1.5.2 Specific Objectives:

1. To document the availability, accessibility and appropriateness of NTBRMs in primary schools.
2. To assess the impact of this type of NTBRMs and its contribution towards the development of early literacy.
3. To suggest ways of enhancing the print media's effectiveness in contributing to early literacy development.

1.6 RESEARCH Questions

The present study aims to answer the following questions:

1. What is the contribution of the print media in the promotion of literacy among young pupils in Uganda
2. What is the impact of NTBRMs based on the print media in the development of literacy among young pupils?
3. Is the provision of media-based NTRBMs sustainable?

1.7 Justification

1. Apart from the study of specific Readers in English which co-institute the bulk of the more traditional materials which are used to promote the

acquisition of literacy skills by the young, there is a notable absence of studies which aim at assessing the contribution of less traditional NTBRMs such as newspapers in the promotion of literacy acquisition. This study took steps in bridging this particular gap.

2. If the print media is providing one of the cheapest, more regular and more accessible materials which can promote literacy, is it really making an impact among its potential consumers? Teachers, in particular, who are constantly encouraging their pupils to make use of these resources may find the answer to such a question quite insightful. This particular study encouraged them to continue assessing the value of other NTBRMs in the promotion of literacy.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter a review of published literature relating to the contribution of the print media in the promotion of literacy is undertaken. Specific items that are covered here include an exposition of the language policy in education in English; the government policy on availing NTBRMs to schools and a focus on literacy and how it is acquired in the early stages of an individual's development process; the print media's efforts to promote literacy and the impact such efforts may have on stakeholders; as well as an exploration of how the print media can enhance its effectiveness in literacy promotion.

2.1 LANGUAGE POLICY IN EDUCATION

One of the stated objectives of the UPE is the commitment of the Government of Uganda towards the eradication of illiteracy according to (MOES, 2004). Even though this objective does not spell out in which language, out of the Uganda use, literacy should be achieved, the language(s) of instruction. According to the Republic of Uganda (1992:15-16) the following constitutes the main items in the policy:

1. Children should be taught in their mother tongue from primary one to primary four.
2. English and the area language(s) should be taught as subjects from primary one.

3. English should then be played in as the language instruction from primary four throughout the entire school system.
4. The area languages should be examined at PLE.
5. All national examinations in the school system are to be conducted in English.

From the above items, it is clear that English receives a lot of emphasis through out the entire education system. Not only is English introduced as a subject from the first day starts his or her own education, it is made a language of instruction in all school activities the fourth year and is then the language through which all national examinations are conducted. This means that literacy acquisition in English is a crucial issue if one wants to make a successful academic career in Uganda. This presents one of the justifications for the current research study.

However, as already pointed out in chapter one, literacy rates in English among the young are still alarmingly poor. Muwanga et al (2007:27) reports that it was not uncommon in the research to find pupils in Primary six who were unable to communicate in English. The same study also revealed that the percentages of those who could only actually read in English tended to increased in urban areas compared to the rural areas. According to Muwanga et al (ibid) the percentage figures of those able to read in Kanpala stood at 59.2% compared to 11.7% in Kalangala and 13.3% in Lganga.

Such fluctuations call for further scrutiny of among other things, those materials which are the principal means of literacy acquisition for young pupils. Do such materials exist in appropriate format and in sufficient numbers for the target users? And are the targeted users making use of such materials?

2.1.1 POLICY ON AVAILING NTBRMS

According to MOES (2003) “textbooks and instructional materials are to be put into the hands of the learners for the active use at the school and at home for reference”. Instructional materials, including NTBRMs, have their provision entrusted to a special unit within the MOES called Instructional Materials Unit. It is, however, quite clear from the definition of Instructional Materials, provided in Muwanga et al (ibid:29) that this unit's concern is limited to the traditional materials looks, supplementing reading materials covered under this term: approved textbooks, reference books, supplementary reading materials, teaching and learning aids, poster cards and work books, charts and maps. The provision of this type of NTBRMs that form the primary concern of this study is not concern of this unit, however, even though such materials clearly fall under the category of supplementary reading materials. The reason for this is fairly obvious-lack of funds. According to Muwanga et al (ibid) only 35% of UPE funds must be spent on the procurement of substantial materials which can not solely be NTBRMs. Individual school administrative as well as of availing the kind of NTBRMs which are the focus of this study.

2.2 THE PRINT MEDIA IN THE EDUCATION OF THE CHILDREN

The media is the very powerful tools that have the ability to influence their audiences and some mass media theorists (Hunt et al 1993; Heath et al 1992) have argued that, according to Steinberg (1995) that the most important factors governing the effects of the mass communication are the needs and interests of audience members. Hunt et al (ibid) suggests to particular mass media, and to select and to use media message in ways they do not find personally gratifying. For example, an individual

opening the pages of a newspaper may decide to fill in a crossword puzzle or to look at the sports page depending on your individual needs and interests. The degree of gratification or non-gratification that results from your choice would influence decisions you make in the future.

Some of the basic needs individuals seek to satisfy in their media choices have been categorized by Heath et al (ibid) and include:

1. Cognitive needs –needs related to acquiring information, knowledge and understanding of our environment, as well as satisfying our curiosity.
2. Affective needs—needs related to the pursuit of pleasure and entertainment and the satisfaction of our emotions.
3. Personal integrative needs –needs related to the individual’s desire for self-esteem and self-actualization.
4. Social integrative needs—needs related to strengthening contact with the family, friends and the world.
5. Escapist needs—needs related to escape, tension release, and the desire for the diversion.

The awareness of the mass media organizations of such basic human needs is what enables them to determine the motivations of their audiences and thus serve them more effectively and efficiently. The print media is aware of the need for children to acquire literacy and to sustain that skill for their well-being in the modern world. And if the print media itself in the minds of young children as a provider of some other needs early enough, the satisfaction they get at the tender age would influence the decisions they make about the same media later on in their lives

2.2.1 LITERACY AND ITS ACQUISITION

Literacy has been defined as “the ability to use language in written as opposed to oral mode” by Parry (2000:59). It is generally perceived not only as a means but also an end of formal education. According to *The Monitor* (NIE issue No.5) of 27 Oct 2008, “Literacy is the cornerstone to all learning. Young people who develop strong reading skills in early years of education are more likely to do better in school and will be able to build skills for life. We believe reading is fundamental to future success”.

Parry (2000) holds that there are many kinds of literacy and that some scholars even talk about ‘literacies’ in the plural. Such literacies may be associated with different languages and textual traditions. They may have totally different social functions and may involve quite different ways of approaching the written text and using it in relation to oral language.

The kind of literacy being referred to in this study is labeled as “schooled literacy” by Parry(Ibid:62) and is “the literacy that people encounter first in primary school and then develop through their years of secondary education. It is a literacy that,.....is still closely associated with English” This is the literacy that is typical in traditional non-literate societies where the child’s first encounter with reading is associated with going to school. Since such children are not at all exposed to reading in their pre-school years, unlike their counterparts in most developed societies, an enormous burden is put on the school not

only to teach the children the skills of reading but also to ensure that such children develop positive attitudes towards reading. Some of the key challenges schools face in accomplishing both these tasks were examined in this study while focusing on the role newspapers play in promoting literacy.

2.2.2 NEWSPAPERS IN THE PROMOTION OF LITERACY

Due to a general scarcity of suitable reading materials in many primary schools in Uganda, the two English dailies, *The Daily Monitor* and *The New Vision* have been innovative enough and taken the initiative to publish special materials targeting the development of literacy skills among the very young. This study specifically focuses on the series called (Newspapers in Education) NIE a weekly pullout which appears every Monday in *The Monitor* and the Sunday edition called “Rainbow” in the same paper. In *The New Vision*, we shall mainly focus on “Children’s Vision” which appears every Saturday.

It is worth noting that what the newspaper are doing in publishing and availing these special materials to children is simply encouraging them and supporting their already acquired skills of reading and writing. Newspapers are not directly teaching such skills. They are not availing towards the replacement of the teacher. Their aim is to ensure that the vital skills of reading and writing which are acquired at school become a permanent feature of every pupil.

Although Headlam (2005:14) talks about the effort of some newspapers in making available such specialized materials for use in Schools and briefly presents their general format as consisting of “shorter stories, more illustrations, larger print size, localized stories...” there has not been any attempt to formally and critically examine the content of the

materials involved in order to gauge their suitability to fulfil the tasks for which they are published in the first place. Headlam (2005:11-12) characterizes the contents of early literacy materials that are suitable for children but these were examined mainly from the perspective of story books, not newspapers. Moreover, it is one thing to have special materials issued. However, the questions to be asked are: How are they actually used in schools and how far do they contribute to literacy development as well as enhance children's understanding of the language of newspapers? Are these materials being optimally used by all stakeholders? This research set out to explore these issues in assessing the print media's efforts in the promotion of literacy.

2.3 THE PRINT MEDIA'S EFFECTIVENESS IN LITERACY PROMOTION

By their nature, Newspapers are there essentially to make money. They are not philanthropic organizations. They have a duty to inform the general public about what is happening in society but the space that they are ready to allocate to educational purposes must be paid for by somebody. *The Monitor* in particular is overt on 'sponsorship'—it is constantly appealing to companies and individuals to come out and sponsor schools to get access to their products. *The New Vision*, on the other hand, is not so overt on the same issue. Is it because it is partially sponsored and owned by government? What is clear though is that the special materials being published by the print media must be supported financially over a considerable period of time for them to be able to achieve their intended objectives. And if the current sponsors are largely foreign based corporate bodies, how far in the future is their sponsorship guaranteed?

The sustainability, in the long term, of projects such as these may depend upon the print media's success in getting dramatic increases in readership. However, given the rampant poverty in Uganda as well as poor transport infrastructure Muwanga et al (2007:44) in their research reported that “ whereas newspapers were reported to be available in the majority of the schools, it was clear that the dailies such as *The Monitor* and *The New Vision*, were an urban phenomenon, especially in private urban and well-performing government-aided schools”.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter presents the methodology that was adopted for the purpose of undertaking this study. It is arranged and presented under the following sub-headings: research design, study area, study population, sample selection and sample size, instruments, primary data collection, secondary data collection, data analysis and presentation.

3.1 RESEARCH DESIGN

This is a case study on the promotion of literacy through the use of the print media. Since the print media is one of the NTBRMs which, in theory at least, can be accessed by all primary schools in Uganda, it was studied with a view of assessing its contribution in equipping young children with the literacy skills they critically need for survival in the modern world. This research design was found most suitable because I want to gather as much detailed information as possible and from as many data sources as possible in order to understand or explain the research topic which is about literacy promotion through the print media within its real-life context of primary schools. Mainly qualitative methods of data collection, including focus group discussions, key informant interviews and documentary reviews were used to enable the researcher access in-depth views on the research topic being investigated. Quantitative methods, however, were helpful in the quantification of

some of the responses that were obtained from some of the key respondents to the study.

3.2 STUDY AREA

The study was carried out in the districts of Kampala and Wakiso. Both districts are located in the central region of Uganda and both are neighbors to one another. Kampala is essentially urban, being the capital city of Uganda, while Wakiso is both urban and rural. Both districts have more or less equal access to the print media in terms of distance from the location of the production centers of such media. This means that schools in both districts have a common basis for comparison on how effectively or ineffectively they are using the print media in the promotion of literacy.

3.3 STUDY POPULATION

Two primary schools in each district were selected for the study. In each school, the study population consisted of teachers of English as well as a sample selection of pupils from the upper primary sections of each school whose instruction is in English throughout. The two media houses, The Daily Monitor and The New Vision, being key stakeholders were also represented in the envisaged study population. The specific category of staff targeted from the media houses were those who are primarily responsible for the production of Children's Vision and NIE of The New Vision and The Monitor Newspapers respectively.

3.4 SAMPLE SELECTION AND SAMPLE SIZE

A total sample of 82 respondents was targeted. Its breakdown in composition was as follows:

1 representative from each media house = $1 \times 2 = 2$

2 teachers of English from each school = $2 \times 2 \times 2 = 8$

15 pupils from primary seven in each school = $15 \times 2 \times 2 = 60$

3 pupils from primary 4 -6 in each school = $3 \times 2 \times 2 = 12$

Total sample = 82 from the two districts.

There was random selection of pupils from the classes involved in the study.

3.5 INSTRUMENTS

The main methods of data collection involved the use of interviews, focus group discussions, observation and review of published materials.

3.6 DATA COLLECTION METHODS

3.6.1 Primary Data Collection

The primary data for this research is by review and content analysis of the special materials being currently produced and published by the two media houses under study. These materials appear on a weekly basis during the three months period when schools are in session. They are accessible to all primary schools since newspapers are on sale on a daily basis and may be bought by any individual or institution willing to pay the cover price of shs. 1200. 00 (1500.00shs. for the weekend editions).

Both copies of the Children's Vision and the NIE series were collected for a period of one school term. This data was studied with a view of determining, among other things, how suitable it is in fostering the acquisition and enhancement of literacy skills among the young. In addition, a test which was administered to P.7 students of each school participating in the research, was developed from the contents of the series in order to find out whether such materials are actually fulfilling the task or tasks for which they are published in the first place.

3.6.2 Secondary Data Collection

Interviews and focus group discussions were designed and administered in order to provide secondary data.

Key informant interviews were arranged with the editors of the media houses responsible for publishing the special materials as well as with the teachers responsible for ensuring the availability and use of the special materials in schools.

Focus group discussions were conducted for each group made up of 3 pupils---1 pupil from each class in P4, P5 and P6 of each school in order to find out their views and attitudes towards the materials under focus.

Observation of the library facilities was also made. This was to ensure whether or not the special materials under consideration were properly stocked after use and whether or not there was enough room for pupils to sit and read such materials either in their spare time or during conducted classes.

3.7 DATA ANALYSIS AND PRESENTATION

Data processing involved various stages which included: editing, coding, analysis and presentation. In editing, the researcher looked at all the information collected and crosschecked the research instruments for mistakes and accuracy to ensure that each question was answered according to what was asked. In coding, the researcher categorized all the responses, using coding frames made by classifying the answers to the questions into mutually exclusive, exhaustive and representative themes. All the qualitative data was organized under themes of the major variables after which narrative analysis was used to interpret the results.

3.8 ANTICIPATED CONSTRAINTS

My very limited knowledge of the local environment constrained me from going too far away from mainly urban areas. However, I overcame this by working with a research assistant who is knowledgeable about the local scene.

3.0 ETHICAL CONSIDERATIONS

A letter of introduction stating the purpose of the research was secured from the Director of the Institute of Languages, Makerere University. This was shown to all people I was seeking information from. Permission was obtained from local authorities of those areas I visited for research purposes and confidentiality of all respondents is ensured at all times during and after the research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents the findings of this research which was conducted in order to establish the contribution of the print media in the promotion of literacy among young pupils. In setting out to document, and analyze the data that was used in the research as well as to interpret it, we followed the objectives which this study set out to fulfill in the first place. Accordingly, material in this chapter was organized as follows:

Section 4.10 presents materials that relate to the availability, accessibility and appropriateness of NTBRMs. Section 4. 20 assess the impact of NTBRMs and its contribution towards the development of early literacy. While section 4. 30 attempts to present proposals of how early literacy development may be enhanced.

4.10 AVAILABILITY, ACCESSIBILITY AND APPROPRIATENESS OF NTBRMs

The first specific objective of this study was documenting the availability, accessibility and appropriateness of NTBRMs. Section 4.10.1 - 4.10.3 dealt with issues related to the availability of NTBRMs while section 4.10.4 dealt with accessibility issues. Finally, section 4.10.5 dealt with the appropriateness of NBRMs issues.

4.10.1 Availability of NTBRMs

In order to assess the matter of the availability of NTBRMs, the researcher monitored all the special issues that were published by the two media houses between the months of September and December 2008.

This period coincided with the beginning and the end of the third school term. 16 issues of the Children's Vision and 16 copies of NIE were collected from The New Vision and The Monitor, respectively. The issues were made available regularly on Mondays and Saturdays by the media houses, which indicates, among other things, that the media houses had sufficient materials as well as funding to sustain the series during the period of investigation.

Apart from observing the regularity of publication of the materials, arrangements were made for the researcher to visit each of the media houses concerned to specifically interview the people in charge of publishing the special materials under consideration. Accordingly, the Editor in charge of the Children's Section of The New Vision and the program manager of the NIE of The Monitor were interviewed in order to establish a wide range of issues that we reported on in the sections that follow.

4.10.2 The New Vision's Children's Vision

At The New Vision it was reported that the publication of Children's Vision started in 1988 and that although the media house publishes other materials specifically devoted to children as a group, such as: "Straight Talk", Children's Vision was the only regular series devoted to children's affairs that was fully financed by The New Vision Printing and

Publishing Company Ltd, the company that owns the paper. The other regular series, “Straight Talk”, which we found to be very popular among all the pupils we interviewed, although distributed by The New Vision Newspaper, was not sponsored or funded by the parent company of the newspaper. Instead it is sponsored by the Straight Talk Foundation to mainly disseminate life skills, particularly of a sexual nature, to children.

Children’s Vision, on the other hand, was started in order to encourage teachers to regard newspapers as important learning/teaching resources and to encourage children not only to read but also to read better. The Editor emphasized that because children in particular relate easily to what is familiar to them, this provided one of the main reasons why Children’s Vision was established and is also an explanation for the type of content which is typically found in their publication – an abundance of pictorials in colour about children with accompanying news items also about children. Only about a quarter of the paper is devoted to other things such as crossword puzzle, a painting completion and some cartoons.

As for the key issue of ability to sustain the availability of the Children’s Vision the Editor was confident the parent company of the newspaper, due to increasing circulation figures from year to year as a result of parental and general support, would be able to guarantee continued availability of the series. The Editor also clarified that the funds needed to sustain the availability of the series would continue to come from the sale of the newspaper since the government is just a shareholder in the company and there are no government subventions to the company.

There were no special arrangements for the wider circulation of Children’s Vision among schools other than through the normal sale of the New Vision Newspaper.

4.10.3 The Monitor's Newspapers in Education

According to the programme manager of the NIE series at The Monitor newspaper, the series were established with a special focus, namely, to develop life skills in reading among children. In order to do this, children had to be availed more comprehensive knowledge about themselves, their surroundings; about newsworthy items both in their immediate environments and elsewhere, knowledge which, because of its special interest to them, would assist in developing their reading skills. The program manager was also not oblivious to the fact that in getting more young readers to read the NIE series, this fact alone would eventually translate into more readership for this paper in the future since habits formed at a tender age are more likely to persist throughout one's lifetime.

The NIE series are heavily dependent on sponsorship and the programme manager was quick to stress that in every issue of the series there is an appeal to the general public to become a partner in the programme through subscription. Although details about individuals who had so far subscribed at the time of the research could not be revealed, the manager was, nevertheless, grateful to all parents in the country who continue to buy The Monitor since this was an indirect support to the series as well. Among the corporate sponsors identified and whose advertisements regularly appear in the series are: SNV Netherlands Development Organizations, Citi Foundation and Zain. Corporate sponsorship means not only facilitating The Daily Monitor to make the pullout available to the general public, but it also means availing the corporate body some space within the pullout, to advertise its goods and

services. Sponsorship also meant that selected schools in selected districts could get free copies of the NIE series for use by the children. Each school that was sponsored received a minimum of 35 copies of the pullout free of charge for use by pupils.

The future of the series' availability, according to the programme manager, depended crucially on the possibility of securing more partners.

4.10.4 Accessibility of NTBRMs

This research also aimed at documenting the accessibility of the special materials availed by the media houses to key stakeholders namely, the teachers and the children in primary schools.

Of the eight school teachers that were interviewed, not a single one bought for himself or herself a daily copy of the two English daily Newspapers. The reason given was that Newspapers were very expensive and none of them could afford the cost on a daily basis due to the low salary teachers get. However, all the teachers except those from Nansana Kisa primary school, had access to the two daily newspaper copies bought by the schools. In Nansana Kisa Primary school access to Newspapers was considered a purely private issue in which the school could not afford to play a part. No copies of any Newspaper, either current or back issues, were therefore available at this school

The sponsorship of the NIE series also ensured that copies of The Daily Monitor were readily available and accessible to children in sufficient amounts. All the three schools apart from Nansana Kisa were sponsored and had copies of The Daily Monitor. Copies of The New Vision were secured by the schools themselves for use by both staff members and pupils. A minimum of 35 copies of the NIE series were availed free of

charge to each of the sponsored schools in order to enable more pupils to get access to this special material. Such material is usually kept in the library for use by pupils whenever they need it. At Nansana Church of Uganda primary School past copies of such materials have been carefully kept in bound copies and are kept in the school library where there is some room to enable the pupils read them either in their spare time or during reading lessons. In all the sponsored schools therefore pupils have easier access to NIE series since they are supplied in fairly sufficient numbers compared to the Children’s Vision which is supplied in fewer numbers according to how many copies each school is able to buy. In the three schools which bought newspapers this did not exceed two copies of each newspaper.

If, as in the case of Nansana Kisa Primary school, teachers and pupils have no access to Newspapers while at school, the only other opportunity open to pupils to access them would be at their parents’ homes. A specific question relating to whether or not pupils’ parents bought any English Newspapers at home regularly was specifically addressed to the pupils during a focus group discussion. The responses are shown in table 1 below:

Table 1: THE NUMBER OF CHILDREN WHOSE PARENTS REGULARLY BOUGHT ENGLISH NEWSPAPERS AT HOME

	SCHOOL	RESPONSE YES	NO
1	Nansana Kisa	-	3
2.	Nansana c/u	1	2
3.	Kitante	2	1
4.	Nakasero	1	2
	TOTAL	4	8

Table 1 shows that the number by homes with no access to newspapers was twice as big as the number of homes where parents bought newspapers regularly.

Those who answered negatively to the question always said that newspapers were expensive and that parents could not afford the high costs involved in addition to looking after members of their families.

In order to ascertain accessibility of all stakeholders to the special materials under consideration the researcher also sought to establish whether the special materials were actually household names in the vocabularies of those who regularly use them. Thus all the teachers who were interviewed as well as all the pupils who took part in the focus group discussion were asked to give the name or names of any regular series published especially for children that they knew of in the two English newspapers. Whereas the majority of teachers, i.e seven out of eight teachers, were able to provide the names of two such series in each paper, only half of the students, i.e six out of twelve pupils, could name two such series per newspaper. The majority of teachers named the NIE series and Rainbow in The Daily Monitor with The Children's Vision and Straight Talk in The New Vision. Six pupils who could provide two series per newspaper had answers similar to that of the teachers while another four students who could only name one series in one newspaper all gave The New Vision's Straight Talk. This means that the NIE series compared to Children's Vision is better well known and, by implication, more accessed by stakeholders.

4.10.5 Appropriateness of NTBRMs

In order to measure the appropriateness of the special material under consideration, we first of all asked the media houses about the kind of

response they had so far obtained from the schools and from the parents, the most obvious interested parties in the use of these materials. Both newspapers reported positive support from parents and schools. In the case of The New Vision, it was reported that the content material of each issue of the Children's Vision, was enough proof of the active and positive support of the pupils and children in general. Over 90% of each issue is made up of materials either sent in directly by the children themselves for inclusion in the pullout or is on newsworthy material about children. A big proportion of the pullout is pictorial in nature. There are pictures about children celebrating their victories in competitions in sports, dancing, music; there are pictures of children participating in fashion and cultural shows, exhibitions, and there are pieces of poetry and book reviews of children's books all written by pupils from various schools all over the country. Each pullout of the Children's Vision includes no less than ten photographs of children, all of whom are celebrating their birthdays. They are all wished a happy birthday under a sub-heading "From all those who love you". Such pictures are obviously sent to the newspaper by the parents themselves. The New Vision reported that their series met the expectations of their readers who continued to buy the paper and also continued to send in material for inclusion. The Editor in charge was of the view that children who read their series stood a better chance of performing better in their exams than those who did not.

In the case of the NIE series, even though there is less interactive material sent in by pupils compared to The Children's Vision, there is still a considerable amount of material sent in by NIE coordinators from all over the country reporting on children's activities under the areas of their charge. These are most likely teachers or adults who are appointed by the program to oversee literacy activities as promoted through newspapers in the various areas of the country. Because the aim of the NIE series is specifically to promote literacy and the reading culture

among the young there are more articles written by adults than by the children. And this is deliberately done in order to avail the children with model materials that would encourage their interest in reading. Among such materials is an editorial on various topics, all of which offer inspiration to the children in one way or another; materials on model teachers; materials encouraging children to adopt a reading culture as well as materials to assist children while preparing for examinations. A quarter of the series is devoted to encouraging the children to “look inside The Daily Monitor” in order to find answers to questions assigned; while on the same back page children are encouraged to learn certain geographical facts about different countries in the world.

Although all the teachers were aware of the appropriateness and value of the materials published by newspapers in promoting literacy among children, not all of them had ever drawn the attention of their pupils to this fact. Only five out of the eight teachers interviewed encouraged their pupils to read newspapers as a useful resource for learning and actually proceeded to use the content materials of the series, particularly the NIE series, in a teaching situation. When pressed to explain how they had used such materials, most teachers said that they had used material appearing in the series to encourage their pupils to write news stories about themselves which they would then read out to the whole class during reading lessons. Some teachers put more emphasis on simply encouraging children to read as much of the series or newspaper as possible in order for the child to broaden his or her knowledge base.

4.20 THE IMPACT OF NTBRMs

To determine whether the special materials being made available by media houses are fulfilling the task or tasks for which they are published, the researcher designed a test targeting pupils in the top class of the

primary school cycle, i.e. P.7, whose contents were extracted directly from the two series under focus in this study. The Test which consisted of six questions which were to be answered within 30 minutes was to be answered by 15 pupils randomly selected from each school visited in the two districts. A sample of this Test is shown in Appendix D.

Each of the six questions in the Test aimed at emphasizing or highlighting the following features:

i) Question 1 sought to test pupils on how far they understand the language of newspapers. Since the language of newspapers, technically referred to as journalese, has its specialized terms, it was assumed that more exposure to this kind of language would eventually be acquired by the pupils. Familiarization with the printed pages of a newspaper was therefore necessary for one to answer questions accurately here.

ii). Question 2 was made up of sentence extracts from newspaper reports which appeared in the series. The words which the pupil was being asked to explain were part of commonly used words even though they were fairly formal. Words being focused on were presented in context. How far can pupils cope with their meanings in the given context?

iii) Question 3 was a comprehension exercise based on a letter which was about somebody's reaction to a program which encourages children to read, understand what they read and, hopefully, be stimulated enough to react to what they read. Did the children know what to do when they were sufficiently stimulated and excited to want to express their own views in the columns of a newspaper? The same question also contained other general features children were likely to find in newspapers, for example, the presentation of materials in "columns" instead of the usual non-columnal type of format used in story books. And the presence,

sometimes, of spelling mistakes in newspapers. Such features may be providing opportunities for children to begin thinking about newspapers as products of human beings who may make mistakes and which products although appear in a printed form may not always be correctly spelled or expressed. Were children therefore sufficiently critical whenever they read?

iv). Question 4 was a very general one which the researcher expected all pupils to answer correctly since all pupils were supposed to have read a newspaper at one time or another. Why are newspapers important to pupils as individuals? A wide variety of answers were expected to reflect individuality and what the pupil had to do was simply to select and present three of them. The researcher considered this to be a fairly easy task from the outset.

v). Question 5 presented a crossword puzzle – a regular feature of the Children’s Vision series. Crossword puzzles were generally meant to show one’s proficiency in vocabulary handling—the way words were spelled, their meanings, the way specific words related to other words, and so on; a certain command of general knowledge in current affairs which one was exposed to through reading newspapers generally and keeping up-to-date with what was happening in one’s environment was also presumed. The words required were simple ones and pupils were expected to perform well in this task.

vi) Question 6 was about penpals which was also a regular feature of Children’s Vision series where children from all over the country write to the editor in search of penpals from different countries of the world. The main format used in letters sent to the editor looking for penpals is what was expected in the pupils’ answer. This has to include a list of the vital

information such as: name, age, sex, school address, class, hobbies and countries where penpals are wanted.

It was anticipated that if the NTBRMs under consideration were contributing positively to children's literacy development, the affected children's performance would be above average while the opposite would be the case if performance was below average

4.20.1 Analysis of Test Results

The expected answers to the six questions given to P7 pupils in the four schools that were investigated are presented in Appendix E. Performance of the pupils involved and the scores that were achieved are presented below in Tables 2 – 5.

In the tables presented below, Test results were presented individually per school to begin with. Each table indicates, horizontally, the question number (Q 1- Q6); the maximum marks a pupil could score per question (these add up to 50 marks in all); this was followed by a display of each of the 15 individuals' scores per question culminating into an individuals' total scores; while the final column on the horizontal axis indicates the average score of all individual participants per question and per their combined totals.

	Q1	Q2	Q3	Q4	Q5	Q6	TOTAL
MAX SCORE	6	6	6	6	16	10	50
1.	3	4.5	2.5	6	10	7	33
2	2	4	3.5	4	16	9	38.5
3	3	1	4	5	16	9	38
4	3	3	3.5	4	11	7	31.5
5	0	4	4.5	4	16	10	38.5
6	0	4.5	3.5	6	15	9	38
7	1	4	3.5	4	16	9	37.5
8	3	3.5	4.5	6	16	9	42
9	0	5	3.5	6	16	10	40.5
10	2	5	4.5	6	16	7	40.5
11	3	5	4	6	16	9	43
12	3	4.5	2	6	11	9	35.5
13	1	4	2.5	6	14	7	34.5
14	1	6	4.5	4	16	6	37.5
15	1	4.5	4.5	4	15	9	38
AVERAGE SCORE	1.73	4.46	3.67	5.13	14.67	8.40	37.7

TABLE 2: Test results for Nakasero Primary School

MAX	Q1	Q2	Q3	Q4	Q5	Q6	TOTAL
MAX SCORE	6	6	6	6	16	10	50
1.	4	5	3	6	13	8	39
2	4	3.5	5	6	13	9	40.5
3	5	4.5	2	6	15	9	41.5
4	5	4	3.5	6	14	7	39.5
5	3	5	3.5	6	14	5	36.5
6	4	4	3.5	4	13	6	34.5
7	5	4	2	6	14	7	38
8	5.5	5	3	6	13	5	37.5
9	5	3	4	6	14	3	35
10	2	0	3.5	4	14	3	26.5
11	5	4	3	2	13	7	34
12	4	4	2	6	14	3	33
13	5	4	4	6	12	7	38
14	6	5	3	6	15	4	39
AVERAGE SCORE	4.42	3.85	3.21	5.42	13.71	5.92	34.17

TABLE 3: Test results for Kitante Primary School

	Q1	Q2	Q3	Q4	Q5	Q6	TOTAL
MAX SCORE	6	6	6	6	16	10	50
1.	1	0	4	6	9	3	23
2	2	1	3	4	7	3	20
3	1	0	3	6	8	3	21
4	0	0	2.5	4	8	3	17.5
5	1	1	3	4	9	5	23
6	2	0	2	6	8	3	21
7	3	0	3	6	9	5	26
8	2	0	3	6	11	6	28
9	2	2	3	6	10	5	28
10	2	1	2	6	11	5	27
11	2	2	3	6	9	5	27
12	4	2	3	6	11	3	29
13	2	1	3	6	10	5	27
14	5	2.5	3	6	12	5	33.5
15	2	0	3	6	6	3	20
AVERAGE SCORE	2.06	0.8	2.86	5.6	9.2	4.13	24.73

TABLE 4: Test Results for Nansana Kisa Primary School

	Q1	Q2	Q3	Q4	Q5	Q6	TOTAL
MAX SCORE	6	6	6	6	16	10	50
1.	1	0	1	6	11	5	24
2	0	0	1	4	9	4	18
3	0	0	0	2	8	4	14
4	1	2	1	2	10	8	24
5	0	1	2	2	12	4	21
6	1	1	2	4	11	3	22
7	0	1	3	6	12	4	26
8	1	0	3	6	11	3	24
9	0	0	1	4	9	4	18
10	0	0	3	6	11	6	26
11	0	0	2	4	12	4	22
12	1	0	1	6	12	5	25
13	0	0	2	4	12	5	23
14	2	0	2	4	12	4	24
15	0	0	2	6	12	5	25
AVERAGE SCORE	0.46	0.33	1.73	4.4	10.9	4.53	22.4

Table 5: Test Results for Nansana C/U Primary School

While it is possible, in following the above arrangement, to determine which question or set of questions presented the greatest challenges for individual pupils as well as groups of pupils, and while it is also possible to compare how individuals performed both within and across groups, the figures that we consider most pertinent to this study relate to a comparison of performance across all the groups in order to determine the general level of performance by all pupil respondents. With this in mind, a consideration of data presented in Tables 2 – 5 clearly shows that the average total score per group was highest in Nakasero and lowest in Nansana C/U. Also the two schools investigated in Wakiso District failed to score the expected average of 50% as shown in Table 6 below:

Name of school	Total average score out of 50	Total average score as a %
Nakasero Primary School	37.7	75%
Kitante Primary school	34.1	68%
Nansana Kisa Primary School	24.7	49%
Nansana C/U Primary school	22.4	45%

Table 6: Inter-school total average scores

What this may imply with respect to the question about the impact of this kind of NTBRMs and its contribution towards the development of

early literacy is that newspapers have penetrated as well as made an impact in schools in Kampala district generally in the area of literacy development but have not had the same impact in Wakiso district despite the obvious penetration. It is mainly the absence of equal penetration and equal utilization of newspaper materials explains the differences in the scores recorded.

4.30 WAYS OF ENHANCING THE PRINT MEDIA'S EFFECTIVENESS IN CONTRIBUTING TO EARLY LITERACY DEVELOPMENT

The media houses were asked to highlight the challenges they face in ensuring the future well-being and effectiveness of the children's materials that they were making available. The teachers were also invited to present their ideas on how they would advise media houses to improve services to the young in the promotion of literacy. The responses obtained to such questions are presented below.

4.30.1 Challenges before Media Houses

The two media houses cited almost similar challenges in their endeavor to develop life skills in reading among the young. They both decried poor readership of their newspapers generally across the country. Poor readership always translated into an insufficient revenue base which in turn could lead to premature stoppage of publication of the special series devoted to children. The answer here, they suggested, would be for all adult working individuals to endeavour to spare some money on a regular basis and buy a newspaper. The New Vision newspaper, which sustains its Children's Vision through sales of its paper was particularly optimistic about the future of the paper once this became a reality.

The Monitor, on the other hand, due to its heavy reliance on sponsorship, emphasized more the availability of partnerships to sustain the NIE series. With the ever increasing numbers of pupils attending UPE, how can it be possible to share one or two newspapers bought by the school authorities among a class of more than 100 pupils? And how could the same two copies be shared by the rest of the school community made up of teachers and pupils? With increased sponsorship, however, the company responsible for the publication of The Monitor would be enabled to pay for the transport costs of sufficient copies of the newspaper series to an increasing number of schools, many of which cannot be accessed currently. And since current sponsorship comes from internationally – based corporate bodies, the manager in charge of the NIE series appealed to local corporate bodies as well as indigenous Ugandans to come in and fill the gap.

4.30.2 Teachers' Involvement

The majority of teachers when asked for their views on how media houses could be more effective in enhancing the literacy skills of the young suggested that both media houses should work more closely with the teachers to ensure the most effective use of newspapers as tools for literacy development. As much as possible media houses should organize periodic reviews with stakeholders to ensure that the aims of the specific series are well understood by all and in particular, that the role teachers are expected to play were clearly spelt out to them periodically. The presence of Programme coordinators, as in the case of the NIE series for example, had little or no meaning as long as such coordinators were not empowered to organize periodic reviews of the Programme and its application in schools. In this way, all teachers concerned would be in a position to play the role expected of them as far as this type of NTBRMs is concerned. They would encourage their pupils to read newspapers

more actively to interact more with fellow readers through the columns of newspapers.

Quite a number of teachers also suggested that the parents of their pupils seriously needed to get involved in developing literacy skills for their children when they are still very young through telling them stories which would awaken their children's verbal skills. Parents had to create time for this at home so that by the time children came to school for the very first time their verbal skills would have been sufficiently developed. In an environment where such skills are already developed, literacy development would be sufficiently facilitated and might proceed at a quicker pace.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This study set out to investigate the phenomenon of literacy promotion through the print media by carrying out a case study of the effect of NTBRMs in selected primary schools.

The study specifically set out:

- (i) to document the availability, accessibility and appropriateness of NTBRMs in primary schools;
- (ii) to assess the impact and contribution of NTBRMs to early literacy development;
- (iii) to suggest ways of enhancing early literacy development. A number of research questions guided the fulfillment of the above objectives. In this chapter we use the answers to such questions in providing a conclusion to the study as well as make recommendations.

5.1 Conclusion

Making available NTBRMs such as the ones which have been the focus of this study certainly facilitates children's acquisition of literacy skills. The most important evidence to support this can be found in the numerous children's contributions to the series. This manifests itself in the letters, poems, book reviews, and requests for penpals, which are published in each of the series. Without the children themselves taking an interest in

reading the newspapers and reacting positively to what they find within the pullouts, such materials contributed by the children themselves would not exist.

The materials that we have focused on are also appropriate from a professional point of view- the view of experts in the field of literacy – and the same materials contain newsworthy events in the immediate local environment to which children relate and can provide the necessary stimulus for positive reaction. This has not always been the case with the typical traditional story books, the majority of which still appear with non-indigenous foreign content. The investment by media houses in the NTBRMs that we have focused on in this study is also a sound investment for the future. If media houses succeed in creating a permanent appetite for newspapers among children, this may eventually translate into increased sales, hence more profitability for the media houses.

As for the issue of whether access, especially by pupils, to NTBRMs increases literacy acquisition, the research obtained mixed results. Access by pupils to NTBRMs seems to have ensured that only the two schools in Kampala had scores well above the 50 percent score that was deemed the average score necessary for us to determine a positive impact of NTBRMs to early literacy. But since one other school with full access to NTBRMs by pupils failed to get an average total score of 50% and was actually beaten by another school with no access to NTBRMs, we are left with no alternative but to conclude that access to NTBRMs may not be the only factor to determine the acquisition of literacy skills among children. Access to NTBRMs increases chances of better performance among pupils but there may be other factors at play which we have not investigated in this study.

NTBRMs are generally supported by teachers since they afford them a type of resource that facilitates, in a very effective way, the acquisition of skills which crucially determine the future academic well-being of their pupils. But not all media houses have made efforts to actively involve teachers in what the media houses are doing. Due to widespread poverty in the country and the low average salary of teachers, a newspaper on a regular basis is certainly beyond the means of many teachers. Consequently, despite their potential to play a positive role in the literacy development of their pupils while using NTBRMs, many of them end up doing little or nothing since a considerable number of them never read newspapers on a regular basis.

Not only will stronger partnerships between media houses and teachers as well as parents guarantee the sustainability of NTBRMs but it is also the only sure means of ensuring that once NTBRMs are produced they are optimally used to produce the intended effects.

5.2 RECOMMENDATIONS

1. Since sponsorship and increased sales remain the most viable ways of sustaining the availability of NTBRMs, parents and individual schools should endeavour to buy newspapers while corporate bodies, both local and foreign, should also increase their sponsorship to media houses to enable the latter continue making available these vital materials.
2. Media houses need to build stronger partnerships with teachers and parents as a way of ensuring that NTBRMs are optimally used by these stakeholders. In this connection it is recommended that periodic reviews should be organized by media houses to make sure that all the expected players are fulfilling their roles as expected.

3. Parents should assist in the development of their children's literacy skills by making sure that the children's verbal skills are developed to a certain extent before they come to school for the first time. Parents should talk more to their children and should read more to them as a way of awakening their children's verbal skills which in turn facilitates and quickens literacy development.
3. While NTBRMs are appropriate and while their accessibility to pupils increases chances of pupils' better performance in tasks involving reading and writing, other factors that are necessary to determine the acquisition of literacy skills among children beyond the factor of access need to be investigated.

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APPENDIX A:
INTERVIEW GUIDE FOR MANAGERS OF MEDIA HOUSES

We are carrying out a research study on literacy promotion through the print media: a case study of the effect of non- textbook reading materials in selected primary schools. The general objective of the study is to establish the contribution of the print media, most especially your own daily newspaper in English, to the promotion of literacy among young pupils in Uganda. This study is part of the requirements for the award of the Master of Arts (Linguistics) Degree of Makerere University. Your kind co-operation in answering the questions put before you will be greatly appreciated. All the information you give will be used for purely academic purposes and will be treated with utmost confidentiality.

1. What special series focusing on children are published by your newspaper in English?
2. Why is it important for your newspaper to publish such series?
3. How do you finance the publication of such series?
4. Name some of the major corporate organizations, local and foreign – based, who are collaborating with you in the publication of NIE/ Children’s Vision series.
5. NIE series is ‘sponsored;’ Kindly explain what you mean by this.
6. What kind of feed back have you received from schools and parents relating to your NIE/Children’ s Vision?
7. What strategies are in place or are envisaged to ensure the sustainability of the series?

8. Are there any specific challenges other than those already mentioned by you relating to the future well-being and effectiveness of the series?

THANK YOU

APPENDIX B:
INTERVIEW GUIDE FOR TEACHERS

We are carrying out a research study on literacy promotion through the print media: a case study of the effect of NTBRMs in selected primary schools. The general objective of the study is to establish the contribution of the print media in English to the promotion of literacy among young pupils in Uganda. The study is part of the requirements for the award of the master of arts (linguistics) Degree of Makerere University. Your kind co-operation in answering the questions put before you will be greatly appreciated. All the information you give will be used for purely academic purposes and will be treated with utmost confidentiality.

1. Which English daily newspapers do you read?

2. Do you buy the newspaper using your own money or does the school provide the papers?

3. How many copies are provided by the school on a daily basis?

4. Do your pupils have access to the papers bought by the school?

5. Name any regular series that are published in the newspapers that specifically focus on children that you are aware of.

6. NIE series in the Daily Monitor and Children's Vision in the New Vision appear on a weekly basis during term time with the intention of promoting the reading culture in children. Are you aware of this?

7. If the answer is yes, have you ever drawn the attention of your pupils to this fact?
8. Have you ever used the contents of these series for teaching purposes? Kindly, explain how.
9. How do you rate the usefulness of these series in the promotion of literacy among the young?
10. Does the school library keep old newspapers?
11. What advice would you give to the media houses on how they can improve their services to the young in promoting literacy?

THANK YOU

APPENDIX C
QUESTION GUIDE FOR PUPILS' FOCUS GROUP DISCUSSIONS

1. Does your father/mother buy any English newspaper at home?
2. (i) If yes, how often?
(ii) If no, why not?
3. Do you read newspapers at school?
4. Where at school do you read newspapers from? In the library or in class?
5. When are you allowed to read newspapers?
6. Does the school keep copies of old newspapers for you to read?
7. Both the New Vision and the Daily Monitor newspapers publish special editions for children every week during term time. Can you give the names of some of the editions?
8. How have these special editions for children helped you in your studies?

THANK YOU

APPENDIX D

TEST FOR PRIMARY SCHOOL STUDENTS

CLASS SCHOOL NAME

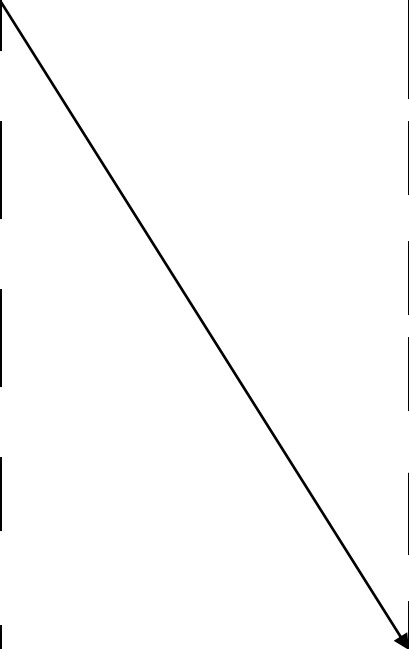
Dear students,

You have been selected to take part in this study whose aim is to find out the effect of the print media, such as newspapers, in promoting the learning of reading in selected primary schools in Uganda. This study is part of the requirements for the award of the Master of Arts Degree in Linguistics of Makerere University. Your support in answering the questions given below will be greatly appreciated. The information you give will be treated confidentially and will be used only for academic purposes.

You are given 30 minutes to answer all the questions in the test. Please carefully read the instructions given at the beginning of each of the question and write your answers on the test paper itself

1. Match each of the following words with their meanings. The first one has been done for you:

Advertise	Panel on the front page to tempt people inside
Headline	Special piece of writing
Masthead	Names the story written
Feature	A News story title
Caption	Names the story writer
Byline	Promote a product
Teaser	Writing task
	The name of the newspaper on the front page
	Explanation for a picture



2. Explain the meaning of each of the underlined words in the following sentences:

i). Last week, it was reported that minister Amama Mbabazi tampered with the NSSF report.

ii) Last week, the national football body suspended its chief Executive Officer.

ii) The 'Debate to Action' programme will not only empower learners but also contribute to transparency and accountability which in turn supports good governance .

3. Read the following letter which appeared in the Daily Monitor Newspapers in Education issue of November 17th 2008 and answer the questions that follow:-

Questions

i). To whom did the writer address this letter and why was it addressed to this particular individual?

ii) Identify one word in the letter that was misspelt and then rewrite the word correctly ?

iii) Name at least one staff member of the newspaper who could have corrected the spelling mistake.

iv) SNV and the Daily Monitor are said to have partnered in the promotion of education. Explain the nature of this partnership?

v) This letter occupies two columns of the newspaper. True or False?

vi). Why do newspapers use columns in publishing their material ?

4. List THREE reasons why you think reading newspapers is important:

i). -----

ii).-----

iii).-----

5. The following crossword puzzle appeared in the New Vision Children's Vision of November 29, 2008. Attempt to fill it in :

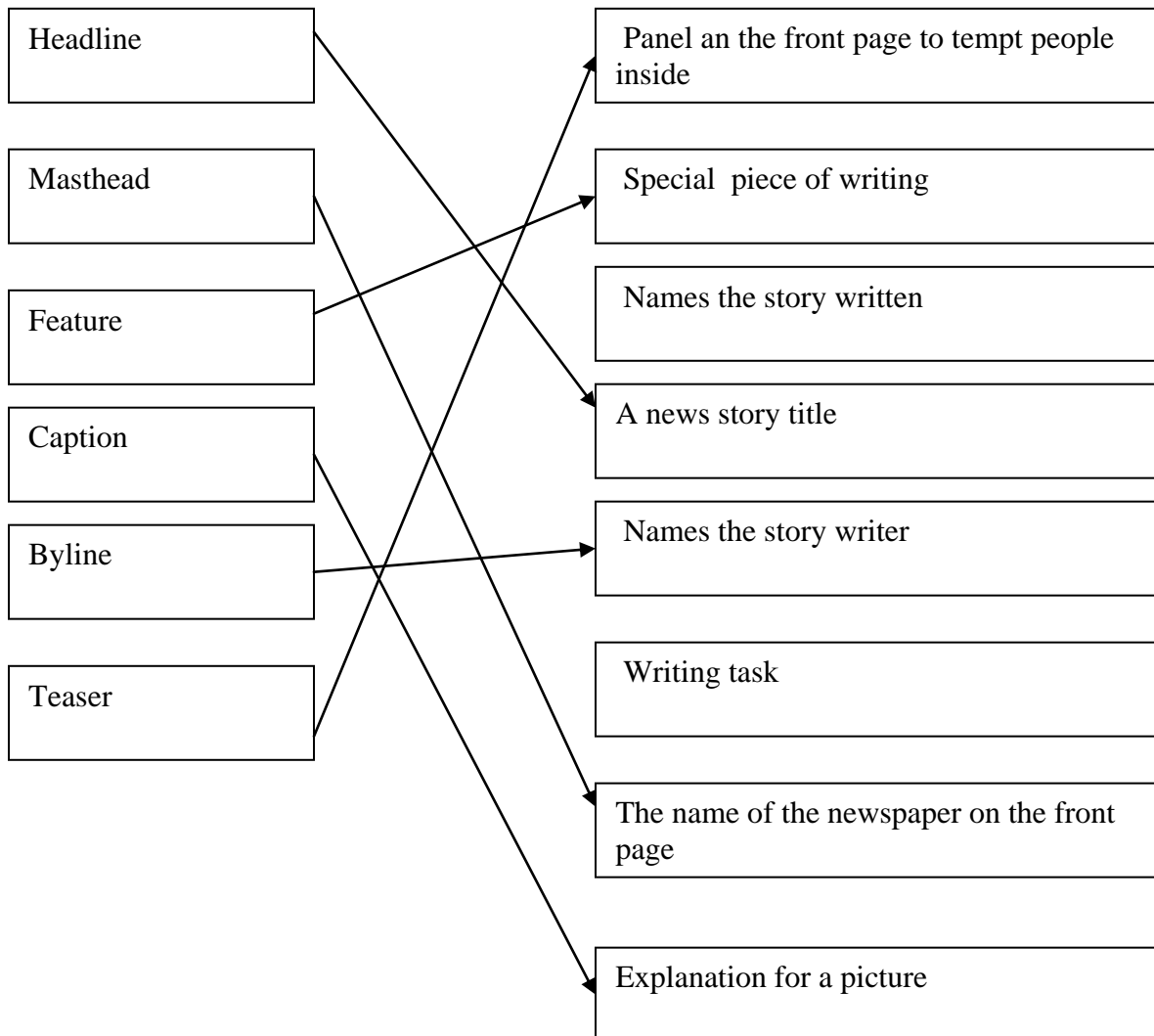
6. i) What is a PENPAL?

ii) Write down the information you would send to the Editor of Children's Vision seeking for Penpals from the following countries:
China, U.S.A and south Africa.

APPENDIX E

**MODEL ANSWER TO PRIMARY SCHOOL STUDENTS’
TEST**

QUESTION 1



(1 MARK AWARDED FOR EACH CORRECT ANSWER. MAXIMUM TOTAL SCORE: 6 MARKS).

QUESTION 2.

i). Tampered: Interfere with or change in some way anything to suit one's purposes.

ii). Suspended: Stop someone from doing their job for a limited period usually because they have done something wrong

iii). empowers: To give someone more power or authority to do something.

Transparency: an honest way of doing things which allows other people to know exactly what is being done

Accountability: Situation where people have a right to criticize or ask why something happened.

Governance: Process of governing a country or organization

(1 MARK AWARDED FOR EACH ANSWER CONSIDERED SUITABLE
MAXIMUM TOTAL SCORE: 6 MARKS)

QUESTION 3

i). The Editor, Daily Monitor (NIE).

All letters which are to be published in newspapers are normally addressed to the editor who has overall responsibility for everything that gets printed in the papers.

ii). Programme. This should have been written as programme or program

iii). The Editor

iv). The partnership was to increase children's abilities in reading with understanding as well as in improving their writing skills.

v). False

vi) To enable the reader to read quickly and easily

(1 MARK AWARDED FOR EACH CORRECT ANSWER MAXIMUM TOTAL SCORE: 6 MARKS)

QUESTION 4.

i). Informing about correct events or news

ii). Improving reading skills

iii). Teaching new words

v). There are interesting stories

vi). Help people to enjoy their leisure time

vii). Increase chances to pass exams

(ANY THREE OF THE ABOVE OR EQUIVALENT ANSWERS AWARD 2 MARKS FOR EACH ANSWER. TOTAL MAXIMUM). SCORE: 6 MARKS

QUESTION 5

ACROSS

1. PRINCESS
6. ODD
7. GEM
9. EAST
10. FOOD
12. SON
14. PAL
15. CALENDAR

DOWN

2. RED
3. NILE
4. EGG
5. VOTERS
8. MODELS
11. COIN
13. NIL
14. PEA

(1 MARK AWARDED FOR EACH CORRECT ANSWER MAXIMUM TOTAL SCORE: 16 MARKS)

QUESTION 6

i). A person who makes friends by exchanging letters

ii). Name

Age

Sex

School

Class

Hobbies

Countries where penpals are wanted (China, U.S.A. and South Africa).

(A TOTAL OF 3 MARKS AWARDED TO i) WHILE 1 MARK EACH IS AWARDED TO EACH ITEM RELATING TO THE FACTORS LISTED IN ii) THUS OBTAINING A TOTAL OF 7 MARKS FOR PART ii. MAXIMUM TOTAL SCORE IS 10 MARKS.)

GRAND TOTAL = 50 MARKS.

APPENDIX F

WORK PLAN

August – October 2008	Proposal development
November- December 2008	Writing, proof reading and submission
January February 2009	visit the primary schools and the media houses
March- April 2009	Data collection and Analysis
May 2009	Report writing with the assistance of the supervisor
June 2009	Submission of the report

APPENDIX G

BUDGETARY ESTIMATES

S/N	Item	No.	Unit Cost	Total Cost
1	Note books	20	1,000	20,000/=
2	Pens	10	500	5,000/=
3	Reams	10	8000	80,000/=
4	Pencils	10	100	1,000/=
5	Envelopes	4	9,000	36,000/=
6	Boxes	3	3000	9,000/=
7	Toner	1	240,000	240,000/=
8	File folders	20	400	8,000/=
9	Research assistants	2	1 x 70,000 per day x 10	700,000/=
10	Data analysis	1	2 months x 300,000/=	600,000/=
11	Data analysis	1	400,000	400,000/=
12	Miscellaneous		500,000	500,000/=
	TOTAL			2599,000/=