

**PRINT MEDIA COVERAGE OF BASIC EDUCATION ISSUES IN KENYA: A
CONTENT ANALYSIS OF THE NATION AND STANDARD NEWSPAPERS**

KIMANI SAMWEL IRUNGU

K50/87018/2016

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTERS OF ARTS DEGREE IN
COMMUNICATION STUDIES, SCHOOL OF JOURNALISM AND MASS
COMMUNICATION, UNIVERSITY OF NAIROBI**

2018

DECLARATION

This project is my original work and has not been presented for examination in any other institution of learning for consideration of any certification.

Signature Date

Kimani Samwel Irungu

K50/87018/2016

APPROVAL BY THE SUPERVISOR

This project has been submitted for examination with my approval as the University supervisor.

Signature Date

Dr. Samuel Siringi,

University of Nairobi.

DEDICATION

This research is dedicated to my parents Mr. and Mrs Kimani, my wife Effie Wangui who stood with me against all odds. Particularly, my wife encouraged me during the one year long when I have been working on this project. I sincerely appreciate their moral and physical support throughout this time.

ACKNOWLEDGMENTS

Firstly, I thank the Almighty God for the strength he has given me to undertake this research project. It is through his love and mercy I have been able to go through the projects various steps.

I wish to extend gratitude to my able supervisor Dr. Samuel Siringi for his guidance in every step of this research project. It is through his sense of direction and guidance that I have been able to work on the project, finish on time and pass.

I am also grateful to my family at large for their understanding during the period when I have been working on the project. It has been hard at times during the period when I had to work for long hours in order to complete this study on time.

Lastly, I wish to acknowledge the support accorded to me by staff at *The Nation* and *The Standard* media houses and according me time from their busy schedule as well as support received from the Jomo Kenyatta Memorial Library, University of Nairobi.

ABSTRACT

This study seeks to explore print media coverage of educational issues in Kenya. The study analysed *the Nation* and *the Standard* newspapers coverage of educational issues from the month of December 2017 to February 2018. The two newspapers were chosen as they have the highest circulation in Kenya. The study sought to achieve the following objectives; to find out the frequency and prominence of media coverage of educational issues in Kenya, to find out the dominant educational themes in the Kenyan media, to establish audience response to the media coverage of education issues as well as to compare and contrast *the Nation* and *the Standard* newspapers coverage of educational issues. The study utilised mixed methods research approach where content analysis of 180 editions of both the *Nation* and the *Standard* newspapers over a period of three months were selected purposively from which the relevant articles were extracted. Ten editors and subeditors, five from each of the two newspapers were also interviewed. The study relied on priming and agenda setting theories. The findings revealed that 80.1 % of the coverage was in form of news where the stories were written by journalists from the same media house. Features, opinions, editorials and letters to the editor that gives readers in-depth information and more say in the newspaper had a combined coverage of 19.9%. It was also established that only 7.4% of the stories were placed on the front page while the bulk of stories were placed in the inside pages (90.7%) of the two newspapers. The stories placed on the front page revolved around issues of examinations, teachers' strikes and transfers as well as schools' unrest. Examination was the most dominant theme during the period under study followed by education funding at 30% while curriculum development came third with 16.8%. The study concluded that since more than 80% of the coverage was in form of news, it implies that the two newspapers mainly focuses on publishing news stories about education. The newspapers rarely go deep to interrogate critical issues such as huge free education budgets and infrastructure development. The study recommends that newspapers should endeavour to cover and dig deeper into issues of education in the country and establish guidelines, desks or special columns to basically give readers more say as it pertains to coverage of education in Kenya.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGMENTS	iv
ABSTRACT	v
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ACRONYMS AND ABBREVIATIONS	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Overview	1
1.1.1 Background for the Study.....	1
1.1.2 Education System in Kenya.....	4
1.1.3 Change of Curriculum	5
1.2 Statement of the Problem	6
1.3 Objectives for the Study.....	8
1.4 Research Questions	9
1.5 Significance of the Study	9
1.6 Rationale.....	10
1.7 Scope and Limitations.....	11
1.8 Operational Definitions.....	11
CHAPTER TWO: LITERATURE REVIEW	12
2.1 Overview	12
2.2 Global Status of Education.....	12
2.3 Education Status in Kenya	16
2.4 Education Financing.....	17

2.4.1 Early Childhood Development and Education	18
2.4.2 Primary and Secondary Schools	20
2.4.3 Higher Education	22
2.5 Media Coverage of Education in the World.....	24
2.6 Media Coverage of Education in Kenya	26
2.7 Why Media Reporting on Education Matters	27
2.8 Free Education Versus Quality of Education	29
2.9 Theoretical Framework	31
2.9.1 Overview	31
2.9.2 Priming Theory.....	32
2.9.3 Agenda Setting	35
CHAPTER THREE: RESEARCH METHODOLOGY.....	38
3.1 Overview	38
3.2 Philosophical Paradigm.....	38
3.3 Research Design	39
3.4 Description of the Study Site	39
3.5 Research Approach	39
3.6 Research Method.....	40
3.7 Target Population	40
3.8 Data Needs, Types and Sources	41
3.9 Sampling Frame	41
3.10 Sampling Procedure	42
3.11 Data Collection.....	43
3.11.1 Content Analysis.....	44
3.11.2 In-depth Interviews.....	45

3.12 Data Analysis and Presentation.....	45
3.13 Validity and Reliability	46
3.14 Ethical Considerations.....	46
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	48
4.1 Overview	48
4.2 Content Analysis	48
4.2.1 Frequency of Stories.....	49
4.2.2 Prominence of Stories.....	51
4.2.2.1 Placement of Stories	52
4.2.2.2 Story Size.....	55
4.2.3 Dominant Educational Frames	57
4.2.4 Audience Response.....	59
4.2.5 Nation versus Standard Newspapers Coverages	61
4.3 In-depth Interview	63
4.4 Conclusion.....	64
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ...	66
5.1 Overview	66
5.2 Key Findings	66
5.2.1 Frequency of Coverage.....	66
5.2.2 Prominence of Coverage	67
5.2.3 Dominant Issues	69
5.3.4 Audience Response.....	70
5.3.5 Nation versus Standard Coverages	71
5.3 Conclusion.....	72

5.4 Recommendations	73
5.5 Suggestions for Further Research	74
REFERENCES.....	75
APPENDICES.....	81
Appendix I: Coding Sheet.....	81
Appendix II: Interview Guide	83
Appendix III: Request Letter for Interview.....	84
Appendix IV: Certificate of Field Work	85
Appendix V: Certificate of Originality	86
Appendix VI: Certificate of Corrections.....	86

LIST OF TABLES

Table 3.1: Number of newspapers sampling by months.....	42
Table 4.1: Frequency of articles published (Nation versus Standard)	50
Table 4.2: Placement of stories in the newspapers	53
Table 4.3: Prominence of stories in both The Nation and Standard	56
Table 4.4: Dominant educational issues published in the newspapers	58
Table 4.5: Stories on fees pleas versus audience responses.....	60

LIST OF FIGURES

Figure 4.1: Frequency of published stories (in percentages)	51
Figure 4.2: Placement of stories in the Nation newspaper.....	53
Figure 4.3: Placement of stories in the Standard newspaper	54
Figure 4.4: Placement of stories in both newspapers (Nation and Standard)	54
Figure 4.5: Prominence of stories in both <i>The Nation</i> and <i>The Standard</i>	56
Figure 4.6: Dominant educational frames.....	59
Figure 4.7: Comparison of stories on fee pleas versus audience responses.....	61

LIST OF ACRONYMS AND ABBREVIATIONS

KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KNEC	-	Kenya National Examinations Council
HELB	-	Higher Education Loans Board
EACPE	-	East African Certificate of Primary Education
UNESCO	-	United Nations Education, Scientific and Cultural Organization
CAT	-	Continuous Assessment Tests
KNEC	-	Kenya National Examinations Council
CS	-	Cabinet Secretary
KARF	-	Kenya Audience Research Foundation
CDF	-	Constituency Development Fund
FDSE	-	Free Day Secondary Education
LIA	-	Letters of Interim Authority
JKML	-	Jomo Kenyatta Memorial Library
NMG	-	Nation Media Group
ECA	-	East and Central Asia
KNBS	-	Kenya National Bureau of Statistics
GCSE	-	General Certificate of Secondary Education
UK	-	United Kingdom
ECE	-	Early Childhood Education
EFA	-	Educational For All
ECDE	-	Early Childhood Development Education
GER	-	Gross Enrolment Ratio
TSC	-	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter outlines the background information on media coverage of salient educational issues in Kenya, the problem statement for the study, objectives and research questions, rationale, justification as well as scope and limitations of the study.

1.1.1 Background for the Study

The campaign to provide free education in Kenya began soon after independence. Since then, education in Kenya has undergone various transformation in a bid to make it accessible, affordable and improve quality. President Mwai Kibaki reintroduced free primary education in 2003 following attempts by President Daniel Arap Moi in the mid 1980's (Aduda, 1998). Following this introduction, primary education in Kenya became free and compulsory. This led to increased enrolment from 5.9 million to 7.2 million in 2003, an increase of 1.3 million pupils (Lauglo, 2004).

Kenya Economic Survey of 2013 indicates that Kenya has 8,592 public and 1,359 private secondary schools. Although Primary Schools were free during the Kibaki administration, the government only paid Ksh 10, 265 per student for both day and boarding secondary schools as tuition fees and the parents were supposed to cater for the rest. (Ohba, 2009). On the contrary, the Jubilee administration has scrapped school fees for day secondary schools and put a capitation on national and County boarding secondary school fees.

On average, 85 percent of children attend primary schools where 75 percent of them transit to secondary schools and only about 60 percent proceed to higher institutions of learning (KICD, 2017). Kehinde (2014) argues that despite this average transition rate, the quality

of education offered to Kenyan schools has been at the centre of debate for policy makers for quite sometimes now. As a result, the government has been in the process of revising the curriculum to accommodate the current world educational trends and needs.

A report by UNESCO (2004) notes that 46 percent of Kenyans live below the poverty line. This translates to social and economic inequalities among the Kenyan population. Further, UNESCO estimates that Kenya has 90 percent school's enrolment every year. Despite this high enrolment, many of these children drop out of primary schools that are partially free as the government only caters for school fees leaving several unmet needs such as uniforms, books and other stationaries something that many families cannot adequately provide for their children to keep them in schools. In spite of these obstacles, many people see education as an important achievement (Aduda, 1998). More often than not, parents get into huge debts to see their children through school. As noted by Lang (1993) and Chevalier (2001), financial constraints to education differs from families' ability to satisfy student's academic needs and the family economic status.

Following the introduction of free primary education and subsidization of secondary education by President Mwai Kibaki, public primary schools overflowed with children seeking the much-needed knowledge. A single teacher in public primary school, who is poorly motivated is compelled to handle more than 50 students or more (Kehinde, 2014). Moreover, schools' infrastructures such as classrooms, desks and books are scarce and inadequate. In contrast, private schools are far much expensive and out of reach by most parents despite the fact that they are well equipped. Kehinde (2014) notes that pupils in these schools have a higher competition edge compared to their peers in public schools. In

addition, teachers are well paid, hence motivated to deliver the expectations of the parents and the schools' management.

A relationship between poverty and access to education can be deduced from the fact free primary education resulted into increase in the number of students enrolling into primary schools in 2003 by 1.3 million, a 10 percent increase from 5.9 in 2002 to 7.2 million in 2003 (Amukowa, 2013). The Economic Recovery Strategy for Wealth and Employment Creation Paper (2003-2007) indicates that Kenya has high levels of inequality in access to education. This report further acknowledges that the poor in the country are less educated and have fewer skills compared to the rich. Therefore, provision of free education was a welcoming move for the poor and marginalized towards access to education.

The government of Kenya committed Ksh 25 billion to fund free secondary education beginning 2018 when the system took place. With the promise of free secondary education during the 2017 campaigns, many parents and pupils had high expectations towards joining their preferred secondary schools without paying a penny. However, that was not to be as the government negated on fully implementing their promise but rather catering for part of schools fees. Therefore, most parents and pupils were disappointed. For example, Kwale County has a capacity of 5,568 form one capacities but a week after admission process began, only 754 students had reported in the schools, where most are day schools ("education," 2018). During the same period, Malindi high school had only admitted 57 students out of a capacity of 240 students. This reflected a significant drop in the rate of enrolment as parents and pupils expected an absolute free secondary education.

In their study on causes of high dropout rates in secondary schools in Kenya, Ngare & Ayodo (2017) notes that despite government's innovative strategies on offering affordable secondary education, one of the major causes of high dropout rate is high cost of education. Ngare & Ayodo (2017) further notes that free secondary education is still costly to majority of students from poor background, as some students cannot afford to cater for other necessities required in schools despite the government catering for tuition fees.

1.1.2 Education System in Kenya

The education structure in Kenya is composed of the following; Early Childhood Education (ECE) which takes approximately 3 years, basic education which comprises of KCPE and KCSE and takes 12 years, vocational training and professional training which are optional for students and lastly university training which essentially takes 4 years (Eshiwani, 1990).

Most of primary and secondary schools in Kenya are state owned. In the recent years, the government has strived to make primary and secondary education compulsory and directed that no student should be compelled to repeat classes. Although the schools are state owned, the standards vary greatly especially comparing those in rural and urban setups. This is a similar case in secondary schools where some state owned schools are more equipped than others. However, in both cases, private primary and secondary schools are more equipped in terms of infrastructure and teachers that attracts most middle class in Kenya (Ferre, 2009). After 8 years of primary education, students are supposed to sit for KCPE upon which the students with better results are admitted into some of prestigious national secondary schools. Therefore, students strive to perform better throughout their life at school.

For years, students have always competed to join the acclaimed prestigious national high schools. This is because, despite availability of better private secondary schools, they are usually expensive hence out of reach by most parents. Some of private primary and secondary schools offer students with alternative system of education such as British Curriculum that gives them a higher edge for competition compared to their peers (Ferre, 2009). However, just a fraction of Kenyans can afford such schools.

According to statistics from Kenya Economic Survey of 2017, the enrolment into secondary schools rose from 62.3% in 2008 to 82.1% in 2016. In the year 2018, the government targeted 100% transition rate to secondary schools. However, transition to secondary school differs from one County to another due to social economic factors such as access to education, poverty levels, infrastructure, culture among others.

1.1.3 Change of Curriculum

Kenya adopted the current system of education 8-4-4 in 1985 under the then president Daniel Arap Moi. The system involves 8 years of primary education, 4 years in secondary school and 4 years in University (Eshiwani, 1990). Before then, Kenya as the rest of East African countries adopted a British system of education of 7-4-2-3. This involved 7 years at primary level, 4 years of secondary school and 2 years high school and between 3 and 5 years in University after which students sat for an examination that was known as East African Certificate of Primary Education (EACPE).

Three decades later, the 8-4-4 curriculum is still in use with commendable achievement in the country marked by increase in the number of Universities and middle level colleges. The latest World Bank (2014) statistics indicates that Kenyan's adult literacy rate stood at 79 percent in 2014; male stood at 81.1 percent while female at 74.9 percent (Kehinde,

2014). This research was based on the ability to read and write at a specified level for adults from 15 years and above.

Essentially, the current 8.4.4 system of education has been touted by scholars as being overloaded and crowded to the students as it emphasises more on theories rather than technical know-how. The launch of new 2-6-3-3-3 system of education in May 2017 and its pilot implementation in 2018 in lower primary schools will transform education in the country (KICD, 2017). The system emphasises on Continuous Assessment Tests (CATs) over the current system that focuses on one-off examinations (KICD, 2017). The Government embarked on piloting of the new curriculum in January 2018 with hope of embarking on its implementation in 2019.

This study therefore sought to examine the print media coverage of education issues in the country with the focus on basic education. As a result, the study established issues in relation to how media covers issues related to education. The study examined articles, letters to the editors, features as well as commentaries in *the Nation* and *the Standard* newspapers that are the leading newspapers in terms of circulation in Kenya (Geopoll, 2015). The researcher also interviewed editors and or subeditors of the two newspapers under study.

1.2 Statement of the Problem

The Government of Kenya continues to allocate huge budgets to fund Free Primary and Secondary Education. Particularly, in 2018, the government committed Ksh 25 billion to cater for free secondary education. This followed scrapping of school fees for Day Secondary Scholars but for boarders, they still have to part with between Ksh 40,535 and 53,554.

The data by the Institute of Economic Affairs (2016) shows that only two out of five students reach form four. The data further indicates that 58% of those who enrolled in class one in 2004 did not make it to form four. The research indicates that most of these students fall along the way mainly due to poverty. Essentially, 56% of Kenyans live below the poverty line. Hence, meeting even the basic cost of education is a problem to many families. Despite government's effort towards providing Free Secondary Education (FSE), there is increased despair of students dropping out of schools before they sit for their form four examinations (Sarah, 2015).

The inadequate media coverage of educational struggles and failures has only served to compound more problems in the education sector. Rarely do media go deep to bisect educational issues and raise questions of accountability on for example free education funding. On one hand, media is usually awash with news of seasonal educational events such as examinations, strikes, students' unrests among others. On the other hand, media rarely goes deeper to independently interrogate issues bedevilling the education sector in Kenya.

According to Ndungu (2008), media often gives educational issues splash headlines during examinations aiming to make quick sales. Further, Ndungu (2008) postulates that if the media could play its role fairly just like it reports politics and corruption, it could help to promote education in the country. After release of national examination results, usually, several students appealing for help to raise fees make headlines in newspapers. These coverages persist for the period through which students are admitted to secondary schools but fades away for the rest of students' life in secondary school. If this nature of reporting

could be sustained, it would help to inform the government decisions in regards to funding education.

Today's Kenyan media could be a powerful tool in informing government's decision on education hence unearthing the underlying issues in the education sector which continues to compound Kenyans. Most importantly, if there was adequate media reporting on education, accountability of the huge budgets on free education could be enhanced which would eventually result into increased access and quality of education in the country. This study therefore sought to explore media coverage of education issues in the country.

1.3 Objectives for the Study

The study seeks to achieve the following objectives:

- i. To find out the frequency of media coverage of educational issues in Kenya.
- ii. To examine the prominence given to stories on educational issues in the country in Kenya.
- iii. To find out the dominant educational frames in the media in Kenya.
- iv. To establish the audience responses to the media coverage of educational issues in Kenya.
- v. To compare and contrast coverage of education issues by *the Nation* and *Standard* newspapers in Kenya.

1.4 Research Questions

The study seeks to answer the following questions:

- i. How frequent do media cover stories about educational issues in Kenya?
- ii. How prominent do media portray stories on education in Kenya?
- iii. Which educational frames are dominant in the Kenyan print media?
- iv. What is the audience response to the media coverage of educational issues in Kenya?
- v. How did the Nation and Standard newspapers cover educational issues during the period under study in Kenya?

1.5 Significance of the Study

The findings of this study will help media in improving future coverage of education issues in Kenya and develop specialty of their journalists in future coverage of education issues. For years, media has been covering the education sector from various angles especially on contemporary issues facing the sector mainly during the release of key national examinations results. Rarely does media go deeper to bisect critical bedevilling the education sector in Kenya.

Although media has been covering contemporary educational issues, such as release of examinations, there exists concerns on the topics covered and priorities that media give to educational matters. In Kenya for example, much of the news focuses on examinations results and strikes in the schools. Rarely do the media go deep to bisect issues of educational funding, raising questions of accountability on free educational funding and

available educational facilities. Thus, being able to unearth the success of these coverages will help the media in making future decisions in terms of how to package and report. Secondly, the findings of this study will inform policy makers in the education sector to formulate proper and efficient guidelines to help in development of the sector and improving access and quality education in Kenya.

This is so because media plays an important role in shaping the educational policies in any given country. Essentially, media has a duty to inform the public about pressing issues in the education sector and how they are prioritized. Blackmore and Thorpe (2003) analyses how media in Australia was used to create policy problems and recommend policy solutions to the problems they themselves created in what Brantlinger (2004) calls corporate control of media. Therefore, media is powerful in shaping of the public agenda. Therefore, the findings will help both the government and other agencies that deals with matters of education in Kenya as well as help media in determining how to improve future coverage of education.

1.6 Rationale

Media is a powerful tool in shaping the public agenda as it is able to raise matters of public importance facing the society. Education is one of the most important component of any developing or developed country. In Kenya, media has been on the forefront in highlighting issues facing the society such as corruption, elections, tribalism, and governance among others. However, despite the importance attached to education, media in Kenya has not given it the attention it deserves. This is evident from the fact that most coverages on education are in inform of news where most news sources is the government agencies tasked with education matters. As such, there is no in-depth coverage to unearth grave

issues bedevilling education sector in Kenya despite government's initiatives to provide free primary and secondary education.

1.7 Scope and Limitations

This study focuses on print media coverage of educational issues in Kenya. The study is limited to the coverage of basic education in Kenya (Primary and Secondary). The period under study is from December 2017 to February 2018. Thus, the study was limited to print media coverage for a period of three months. The reason for choosing the *Nation* and the *Standard* is because of their high circulation countrywide (KARF, 2014). The study also interviewed editors and subeditors, five (5) from each of the two leading newspapers in Kenya.

1.8 Operational Definitions

Media - this refers to *The Nation* and *The Standard* newspapers.

Education - This involves the process through which learners acquire knowledge and skills. In this study, education is used to mean primary and secondary schools.

Examinations - Involves testing a person's knowledge of particular subject or skill. In this study, it is used to imply Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE).

Student - refers to a person studying to acquire a certain professionalism. In this study, student is used to refer to children in primary and secondary schools.

Basic education - Primary and secondary education in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter identifies and discusses crucial scholarly work and recent studies done on media coverage of salient educational issues globally, Africa and in Kenya. The chapter has the literature review and theoretical framework sections. Theoretical framework entails the use of communication theories to establish how media covers stories about education in the country. The theories used includes agenda setting and media priming theories.

2.2 Global Status of Education

UNESCO recognises education as a basic human right and so does Constitutions of many countries in the world. The Dakar Framework Convection (2000) reaffirms the commitment of various government in provision of equal access and quality education opportunities for all and places this upon the government's shoulders to ensure it is catered for.

Globally, the gap between rich and the poor has continued to widen. According to Oxfam report (2017), eight men have the wealth of half of the world's population (Neuman, 2014). This gap, Ferguson et al (2007) postulates that it influences access to education by the poor. Children from low-income families' educational attainment is low as some start schooling late behind their peers from rich families. Ferguson et al (2007) further argues that the incidence, duration and timing of poverty in a family setting has a greater influence on the ability of a child to attain better education. This effect is evident not only in developing countries but also in developed countries such as Canada (Ferguson et al, 2007).

Access to education and family economic status are interlinked. Most poor populations in the world are not able to access quality education due limited resources. Data from World Bank (2004), points out that an increase in primary enrolment may signal the rise in the standard of living for the target population especially among the poor. It may also show increase in access to education due to reasons such as government subsidies, abolition of schools fees, free meals in schools, textbooks and uniforms.

In her paper, “Access to education for the poor in Europe and Central Asia,” Vandycke (2001) views education as a commodity that competes with other consumable goods in sharing of budgets within a family. Vandycke (2001) notes that education during communism was relatively high as human capital development was higher especially in the communist countries (World Bank, 1999). As a result, there was enough teachers and textbooks resulting into low dropout rates. However, by the mid-1990s, the enrolment rates dropped by 15-17 percent in most countries in Europe and Asia due to civil strife and economic imbalance. Eshiwani (1990) notes that dropout rates were high in schools among the poor populations. Moreover, during these period countries in East and Central Asia (ECA) experienced dramatic change in education system as the governments reduced their spending on education affecting access and quality of education. For example, in India, free and compulsory education entails provision of textbooks, notebooks, health care among other materials. However, schools are allowed to ask for tuition fees or other charges from the students. Nigeria’s Bill on ‘Free compulsory education, universal basic education (2003) Article 3 categorically states that public primary and junior secondary education is free of charge.

Britain provides basic education in primary and secondary to its learners in a bid to foster universal and compulsory education (World Bank, 2001). In America, the government has been using various initiatives such as establishing grants and foundations to finance education in the country which gained momentum in the 19th Century. According to Kemmerer (1994), the government subsidized Local Education Authority (LEA) to facilitate establishment of new schools to promote access to education. Kemmerer (1994), further notes that the state has the responsibility to finance education and ensure its citizens are able to get the best possible education. As a result, America has one of the best system of education in the world due to government coming on board to foster its education programmes and offering free basic education to all its citizens.

Asian Countries and member states of UNESCO met in Karachi in 1960 where plans were hatched to ensure that states provide free and compulsory primary education (Bishop, 1994). The member states agreed to extend the free education to all school-going children. Bishop (1994) further notes that fifteen countries who signed into the plan experienced an increase from 774 million in 1960 to 1.185 billion in 1980. The number of population in primary schools worldwide increased from 62 million in 1960 to 270 million in 1980 when the Asian Treaty was supposed to end (Bishop, 1994).

Most governments in Africa have also strived to invest in education often with mixed results. In 1961, a Conference of African states on education was held in Addis Ababa that agreed that primary education should by 1980 be free, universal and compulsory. Since then, UNESCO (2002) notes that most African countries have registered some growth in its bid to provide primary education and consecutively investing in education. Nevertheless, various challenges continue to bedevil access and quality of education in

most African states. For instance, a report by UNESCO casts aspersions into provision of free primary education in Ghana. The report notes that despite the ministry of education in Ghana propagating that free education was available to all in the country, the report found that most parents still had to pay a lot for their children to acquire quality education. As a result, most parents did not consider such education as free.

Governments in different parts of the world have opted for diverse models of education. One of the common model is the social demand approach (Free Primary Education). This has been the common model with most African states as it ensures that individuals who are economically disadvantaged and those from marginalized areas have access to basic education. This model has brought forth a higher demand for education when it is well implemented such as in Kenya in 2003 when the number of children joining primary schools rose sharply due to government's initiative to fund free education (Sifuna, 1996). This has resulted into strain of available resources despite the program having remarkable economic advantages to the majority. However, governments across Africa have strived to provide free primary education despite strain in resources. In some instances, government have been forced to drop the initiative of free primary education as resources and facilities are rendered inadequate (Amukowa, 2013). In most state sponsored schools offering free education, they are normally faced with overstretched facilities such as books, chalkboard among other learning materials. In most states, free education funding does not meet the required standards hence the quality of education offered becomes the subject of enquiry (UNESCO, 2002).

2.3 Education Status in Kenya

In Kenya, the Constitution of 2010, Article 55 (a) states that every child has a right to free and compulsory education. “Every child has the right to free and compulsory education” (Article 53 1b). The constitution further obliges the government to ensure that every child has access to relevant education and training by undertaking the necessary affirmative action programmes that caters for the minorities as well as the marginalized. The Education Act (No. 14 of 2013) is meant to regulate provision of basic education in the country. In addition, Kenya has several comprehensive law and policies to ensure the right to education is implemented in line with the international human rights treaties. Most importantly, the Constitution 2010 defines education as a right for every Kenyan child. Amukowa (2013) claims that implementation of these laws is not whoever done to the letter.

Despite government’s effort to provide free primary and secondary education, many children continue to miss out of classrooms due to factors such as sexual abuse, female genital mutilation, early marriages as well as gender stereotypes. Amukowa (2013) notes that provision of free education has come under sharp criticism due to the fact that despite increase in the number of enrolment, teacher to students’ ration remains the same as well as other facilities such as classrooms. The expanded enrolment has presented its own share of trouble on quality and equality of education in Kenya. According to (Hungu and Thuku, 2010), the quality of education is low marked by the low learning outcomes witnessed during the national examinations in primary and secondary levels. UNESCO (2015) underscores that despite free education, most schools especially in arid Counties in the Northern Kenya have low enrolment. UNESCO estimates that approximately 10 percent of eligible children have not joined school. Moreover, gender parity is evidence in the arid

regions as most girls do not attend schools due to issues of early marriage, Female Genital Mutilation (FGM) as well as due to pastoralist nature of such communities (Hungu and Thuku, 2010).

A report titled 'Report of the Sector Review and Development, 2003' communicated to UNESCO in Paris establishes the objectives of education in Kenya. The report acknowledges that education should focus on enabling learners to acquire knowledge and skills required in the job market and compete effectively. The session paper Number 14 of 2012 also aimed at improving education quality in the country by introducing measurable outcomes not only tests but also through literacy and numeracy. The 2009 national census established that 1.2 million children were out of school (KNBS, 2009). The government of Kenya has over the years undertaken several measures to reduce cost of education as well as offering free primary education and recently free secondary education including offering bursaries to needy students, text and notebooks, paying schools fees, food programmes as well as providing uniforms.

2.4 Education Financing

The government, parents, communities as well as international communities contributes to education financing in Kenya. Since independence in 1963, there has been various trends aimed at financing and improving quality, access and affordability of education in the country. Currently, Pre-primary or Early Childhood Education is devolved hence is financed by the Counties with minimal involvement of the national government, education in both primary and secondary is free and compulsory, while the government provides subsidies or loans to students in university and tertiary institutions as discussed in the below sections.

2.4.1 Early Childhood Development and Education

Early Childhood Development and Education (ECDE) is meant to prepare young learners as they embark on their education journey. According to Stephens (1999), a child who goes to ECDE has a higher chance of completing primary and secondary education. As such, Stephens states that pre-primary education acts as a bedrock and foundation for learning as it determines the completion rates. Further, ECDE helps children in development of mental and physical abilities up to the age of six. Mustard (1998) states that at this age, children require intense personal care and learning experiences. UNESCO (2004) report notes that the Gross Enrolment Ratio (GER) in Kenya in ECDE in 2001 was at 40%. The report further notes that the country has higher enrolment in public pre-primary, primary and secondary institutions as compared to private facilities.

The Kenyan Constitution 2010 gave Counties the mandate to be in charge of pre-school among other devolved functions in the Counties. The fourth schedule of the Constitution places pre-primary and childhood care institutions under Counties. Further, Basic Education Act, 2002 (Section 26) notes that the roles of County government include provision of required resources for development of infrastructure for basic education and training in pre-primary education. Since it is a devolved function, the Ministry of Education and Teachers Service Commission (TSC) are not deeply involved in the management and standardization of process of ECDE. For instance, TSC is not involved in hiring of teachers as County officials often insist that they have the capacity to hire their own teachers.

Essentially, different Counties have a free will to develop their own standards to manage the systems of education in their Counties at this level. Some Counties end up hiring teachers without experience hence unable to tap into the talents of the children. This makes

it difficult for children to effectively select their own learning path as well as develop their psychological capabilities. Moreover, most ECDE centres are dilapidated making the children attending these centres more disadvantaged. Despite the fact that the government introduced free primary and secondary education in Kenya, most ECDE requires parents to pay school fees. This disadvantages most parents as some learning centres are expensive hence children from poor families end up suffering.

A report by UNESCO (2004) notes that World Community assembled in Dakar, Senegal in 2000 during the 10th Educational for All (EFA) anniversary. The members reaffirmed the need to commit to development of early childhood care. Despite this commitment, the UNESCO report further shows that most countries especially in Africa have not taken early childhood education as part of their policies in education development. The report further notes that knowledge on how to develop strategies in promotion of child's holistic development is lacking in most countries.

The UNESCO's 2004-2005 planning involved the launch of Early Childhood Policy Project whose purpose was to provide some of selected countries with opportunity to review their policies on childhood development and come up with concrete options and strategies for its improvement. Kenya was among of the selected countries and was required to develop a baseline information on the position of the country in provision of Early Childhood Education. The project Secretariat headquartered at UNESCO was charged with the duty of planning and coordination at the National and County levels. At the county level, a taskforce was established at the ministry of education. The task force was required to address issues of access, resources, coordination, and quality as well as research development. Since EDCE is devolved, the project noted disparities in

manifestation of these issues in different Counties. Each County has its own opportunities and challenges in implementation of pre-primary education.

2.4.2 Primary and Secondary Schools

Since independence, various successive governments have come up with a range of policies to address challenges in education, often with mixed results. Most of these policies have been geared towards attainment of universal education through facilitating equity, equality and access. Over the decades, the education sector in Kenya has undergone through major transformations with reviews to make the education better (KIPPRA, 2006). Notably, with the rising population in the country, the demand for education and training has overstretched the Kenyan government budget and for this reason, government has often developed initiatives to ensure education is accessible in the country especially by the poor and those in marginalized areas.

Apart from government funding, education sector also benefits from funding from USAID, UNICEF, UNESCO, DFID, ABD, World Bank among others (KIPPRA, 2006). Mostly, this financing is done through national government to support government programmes on education. Most students especially in secondary schools have also benefited immensely from Constituency Development Fund (CDF) that is managed by a CDF board chaired by the Member of Parliament of that particular constituency. However, the budget for bursaries is generally very little to have meaningful development in a whole constituency as it has to cater for other and more prioritized development projects.

The growth of primary and secondary education in Kenya has been remarkable. During independence in 1962, there were 151 secondary schools (KIPPRA, 2006). According to Framework for Education Paper of April 2012, there were 2,678 in 1990 that increased to

7,308 in 2010. In 2010, there were 27,489 primary schools available. In summary, in a period of 13 years from 1990 to 2003, only 1321 schools were established. As at 2010, there were 1,701, 501 attending the 7,308 schools that were available by then. After the introduction of free primary education by Kibaki government in 2003, the number of pupils in primary schools doubled with increased number of students transitioning to high schools. However, Asayo (2006) notes that the government has not done much to expand the available educational facilities.

According to World Bank Report (2008), Kenya spends only 4.2 of its budget on free education and learning resources. The report further indicates that most of the spending goes to remuneration of teachers as a recurrent expenditure. However, the country continues to grapple with the increased in the number of students with constant or insignificant increase in the number of teachers and learning facilities such as classrooms and other resources.

According to Economic Survey (2017), there were 1,914,823 students in Kenyan secondary schools in 2012 and 2,720,563, a growth of 47.8 percent in 2017, which is associated with implementation of Free Day Secondary Education (FDSE) as well as availability of bursaries from national, County and CDF. The Economic Survey of 2017 further shows that completion rate from primary school rose from 82.7 percent in 2015 percent to 83.5 percent in 2016. However, the survey shows a drop in transition rate from primary to secondary from 81.9 percent in 2015 to 81.3 percent in 2016. The survey also establishes that due to strict adherence to official age of children starting school, the enrolment to class one reduced from 1,361 in 2015 to 1,350 in 2016.

Hitherto, education in Kenya continues to face myriad problems such as weak financing, overcrowded classrooms, shortage of teachers and general lack of infrastructures in most public secondary schools especially day schools. Despite government's effort to offer free primary and secondary education and put in place policies in management of education, a lot needs to be done. For instance, Asayo (2009) states that the government and education stakeholders needs to be hands on and ensure that implementation of education policies and management is followed to the later.

2.4.3 Higher Education

Before 1978, the government of Kenya offered grants to students who wished to pursue university education. However, in its Development plans of 1970-1974 and 1974 and 1978, the government withdrew the grants in favour of a loans scheme. However, the Student's Loan Scheme went through turbulent waters as beneficiaries failed to pay back the acquired loans (HELB, 2002). This led to the formation of Higher Education Loans Board (HELB) in 1995 under the Act of Parliament (Cap 213A) to disburse loans, bursaries and scholarships to students in higher education institutions in the country. The board was also mandated to source funds, manage and award loans and bursaries to Kenyans in institutions of higher learning.

Over the years, the board has been playing a pivotal role in enabling thousands of Kenyans to access higher education every year. Currently, there are 23 public chartered universities, 10 university constituent colleges and 17 private chartered universities while there are 14 universities that are operating with Letters of Interim Authority (LIA) (Gudo, 2014). This translates into increase in the number of students seeking loans and bursaries from HELB. Often, the amount allocated to the board is barely enough to cater for all students pursuing

higher education. For example, in the financial year 2017/2018, HELB was allocated 10.1 billion (“treasury,” 2017).

Since 2000, only 25 percent of registered KCSE candidates who meet the minimum university entry are awarded government sponsorship to public universities. This leaves surplus of qualified students who offer market for private universities. Gudo (2014) argues that the current financing of higher education in the country is inadequate. He notes that the government needs to develop private-public partnership to enhance provision of quality university education. Since 2009, there has been increase in the number of universities with existing public universities opening constituent colleges and campuses. This has led into increase in the number of students joining universities. However, Gudo (2014) indicates that expansion of student enrolment was viewed as a revenue stream by public universities and business opportunities for private universities. The resultant effect has been reduced quality of education since the academic 2002/3 when expansion of universities gained momentum with the coming in of Kibaki government. Thus, although university expansion has resulted into enhanced access of university education, the quality of education offered has been a major concern.

According to Economic Survey (2017), the number of student enrolment into Kenyan universities increased by 41 percent in 2012 from 240,551 to 324,560 in 2013. As at academic year 2016/17, the number of HELB applications stood at 225,755. In the same year, the loans awarded was Ksh 8.8 billion in 2017. The survey further shows that despite the rise in the number of students, the funding remains low. Therefore, the enrolment in universities have risen significantly compared to available funding. The survey shows only a 6 percent rise in government funding of universities with rise of student population by

34.9 percent (Economic Survey, 2017). The survey further shows that university enrolment rose from 510,683 in 2015 to 564,507 in 2017 where 479,312 are in public universities and 85,195 in private universities. The growth has been attributed to increase in the number of universities as well as government initiative to finance students in private universities. The survey further establishes that financing of university education rose from 23.1 billion in the financial year 2012/13 to 46.8 billion in 2016/17.

However, over the years, the government has regularly increased the capitation of public universities funding. Nevertheless, the government has been unable to match funding with the growth in students' population in universities. For this reason, universities have been compelled to regularly review their fees to remain afloat, something that often faces stiff opposition from students.

2.5 Media Coverage of Education in the World

Media plays a critical role in the control of public agenda. In his use of Habermas' notion of public sphere, Gerstl-Pepin (2002) notes that media offers a 'thin public' where opposing viewpoints can be analysed or discussed. For instance, in Australia, Thomas (2002) documents that media was used to conduct a survey where they invited participants in a skewed process that showed the failure of education in Australia. This explains the powerful role of media.

Research into the manner in which media constructs and prioritizes examination news are scanty. Nevertheless, Warmington and Murphy (2003) have produced several studies of how local and international media covers examination results and related issues. In their paper, 'The News Media Depiction of A-level and GCSE Examination Results' 2003, details how broadcast and print media covers examination results. The Authors argues that

distribution of headlines categories and narrative themes, role of news templates and content analysis influence the structuring of media debates about examinations. These factors serve to affect the dominant issues covered by the media during and after examinations.

In 2015, Andrew Campanella, the president of the National School Choice Week released an analysis “Leading the news: 25 years of education coverage” that provided a detailed coverage of education in United States. The analysis focused on more than 5,000 news sources reporting of education policy, funding and choice of school for 25 years. According to the report, funding formed the most reported factor affecting education followed by choice of school. The report further found out that reporting on education was rising with decline in reporting of matters related to educational policies.

Media plays a critical in shaping education policies. Gerstle Pepin (2017) notes that:

There is a pressing need for educational researchers to systematically examine the media’s role in educational politics...particularly in terms of how educational problems are defined, how they are portrayed, and whether they are grounded in a nuanced understanding of research and educational issues.

Media around the world have different focus in their coverage of education. According to a report by United Nation Nations as reported by Beijing.net (2013), 28.5 million children in the world are denied access to education in areas plagued by conflicts. In his analysis of examination coverage in United Kingdom, McCaig (2004) notes that the coverage has revolved around issues of election manifestos and legislation relating to education. McCaig (2004) links the intense media coverage of examination with the establishment of New Labour in 1994. During this period of New Labour, media coverage reflected rising standards of education in UK. Murphy (2004) points out that successive governments have

been able to create debate through the media with a promise of rising the standards of education, which pundits argue that some journalists inflate the coverage of education and examination results.

2.6 Media Coverage of Education in Kenya

More often than not, negative media coverage gives most governments sleepless night. For instance, news reporting claiming the education standards are failing may lead to potentially undermining public trust on the education systems and the government in general. Moreover, media attack on the examination body may influence public perception about the results and the credibility of the results originating from it. Cresswell (1996) notes that the standards of examination depend on its credibility where media reporting on such examinations plays a role in enhancing level of trust. Therefore, media may lead to trustworthiness hence enhanced public reliability of the examinations.

Chevalier (2001) notes that media has been blamed for presenting a one-ended discourse about issues of social importance. However, although media may devote its resources in pushing a certain agenda, there are varying issues that media has been covering worldwide regarding education sector in both the nationally and international fronts. Media worth its salt must be involved in creating and recreating social structures and reflecting issues affecting the society through highlighting salient issues to the policy makers and the audiences well. This practice enables media houses to stay afloat as the society considers media as its defender as it keeps watch of the excesses within the authorities.

For decades, proliferation of media coverage about examination results has been on the rise. The coverage mostly focuses on examinations as way of assessing examination standards and promise for a better future (Chevalier, 2001). Every end of year in Kenya,

debate regarding whether examinations results are a reflection of raising education standards have been forming the public debate in the print, social and electronic media. The release of national examination results always attract attention from the media because large segments of the population including parents and pupils have a direct stake. Even small details relating to examinations can lead to sensational reporting (Murphy, 2004). Media forms debates in their studies inviting ‘analysts’, some of whom have no moral or educational qualification in analysis of educational matters. The Kenyan media has also involved itself in analysing the technicalities of examination marking and grading which sometimes extends the coverage to issues that affect parents and pupils, where some pupils feel offended by KNEC. Remarkably, Kenyan media has been covering education as long as it has existed. However, the issues of interest vary depending on the issues making news at any given time. Nevertheless, Chevalier (2001) points out that issues of education are not given much priority as they rarely make to headlines except during the release of national examination results.

2.7 Why Media Reporting on Education Matters

Governments across the world spend enormous amount of money to fund education. In a study about education coverage in print, television, radio and website, (West et al., 2009) found out that 1.4% of the topic discussed addresses issues related to education. Most of the topics related to finances and education relation to politics. Despite this coverage, this research led to conclusion that educational coverage in United States was very invisible (West et al., 2009). In his study in 5,000 local, regional and state media coverage of education, Campanella (2015) found out that educational issues only comprise of 2.3% of

the national coverage. The two studies by Campanella and West affirms the fact that coverage of education is low compared to other societal issues.

Sound democratic governance relies on how informed the public is and the media has an obligation to keep the public informed (Moses, 2007). As indicated in the two researchers above, current coverage of education is not adequate. According to Moses (2007), media coverage is often “superficial, lacking historical and practical context.” Hass (2007); Hess, (2008) found out that media reporting on education is not informed on research hence it often provides biased view of issues by including voices and perspectives of sources such as politicians at the expense of others like teachers and pupils.

According to a research by Ndungu (2008) on “coverage of educational issues in Kenya’s print media”, media often gives educational issues splash headlines during results release. Ndungu notes that such reporting is mainly driven by profit making from selling of the newspapers during the release of national examination results. The researcher further argues that despite the fact most Kenyans regard educational as a critical social issues, media does not give it much attention. Ndungu postulates that if media plays its role fairly just like it reports politics and corruption, it could help to promote education in the country.

Media’s work is shaped by structure and practices of journalism in a given media house. FairClough (1995) notes that media coverage is likely to be shaped by its structure, policies and finances which may either based on professionalism or biases in achieving its agendas. Lawrence (2000) establishes that in case of huge institutional struggle in control of news in the media, only strong media can be able to frame news events with a balanced voice. As such, the inadequacy in coverage of educational issues in the media may be because of lack of interest but also by limited independence on the part of media.

2.8 Free Education Versus Quality of Education

Access to quality education forms the United Nation's Sustainable Development Goal No. 4. As such, many countries in the world have been trying to make education accessible to majority of its citizens. However, the question of whether such education meets the required quality standards still lingers. Ogola (2010) notes that the quality of free education has been lower due to the government's inability to adequately provide the necessary facilities and resources.

Just like in Kenya, President Nana Akufo Addo promised free secondary education for all during the electioneering period (Kremer, 2017). After getting into power, the president was keen on keeping his promise. Kremer further notes that following the introduction of free secondary education in Ghana, the rate of enrolment rose with 20 percent from previous 75 percent. Kremer further states free secondary education has both positive impacts like development of transformative economy and social growth as well as negative outcomes such as little learning given the weaknesses present in many schools that cannot cope with rapid expansion of access to the overstretched resources.

Uganda, just across the border has been offering free primary and secondary education since 2007. This has resulted into remarkable increase in the number of enrolment from 814,087 in 2006 to 1,362,739 in 2013 (Barungi et al, 2014). However, unlike the government of Kenya, the Ugandan government has put in place several measures over the years as opposed to rapid introduction of free education which bring along several constraints. Some of the measures includes, private partnerships, teacher salary increment, and infrastructure subsidy as well as capitation grant to government schools. Other African

countries that offer free primary and secondary education includes; South Africa, Gambia, Gabon, Angola, Cameroon, Ivory Coast and Tanzania (UNESCO, 2004).

Free primary education was reincarnated in 2003 under the President Mwai Kibaki following its attempt in the mid-1980s under President Daniel Arap Moi. The Kibaki's government also introduced measures to ensure capitation of fees that secondary schools used to charge. Following this rapid implementation, the number of enrolment rose from 77.3 percent in 2002 to 86.5 percent in 2006 in primary schools (Munene, 2006). Munene further notes that this had a ripple effect on the rate of transition to secondary schools from 46.5 percent to 60 percent in 2006. This led to strain in the education system in most schools due to shortage of classrooms and teachers.

The Daily Nation of February 17, 2018 carried out a story titled, "Schools in crisis as number of form one admissions increases." The writer analysed the status of education after free secondary education was introduced in January 2018. The institutions were grappling with increased students number and shortage of teachers-the classes are congested. Within a month, 794,366 candidates out of the 993,718 who sat KCPE 2017 had already taken their places in secondary schools. ("nation," 2018). Some single classrooms in some schools had 90 students against the recommended 45 students. The increase has been associated with the government's commitment to ensure 100 percent transition to secondary from primary schools. Nevertheless, more than 200,000 pupils are yet to be admitted into secondary schools ("education", 2018). The national government released 29 billion to cater for free primary and secondary education which is barely enough to meet the needs of all public schools. This problem is similar in most secondary schools in Kenya where schools have poor infrastructure, higher number of students

compared to teachers who are poorly motivated among other compounding problems such as early pregnancies, high dropout rates, poverty as well as Female Genital Mutilation in some communities leading to early marriages (Kehinde, 2014).

Over the years, bright and needy students have benefitted from scholarships and financial support from Constituency Development Fund, County government bursary funds, Equity Bank Foundation, Jomo Kenyatta Foundation, Kenya Commercial Bank Foundation and Cooperative Bank among others. However, these organizations only reach out to a handful of students who are in need of financial assistance to join secondary schools. In Kenya, Wings to fly is the most notable form of private scholarship, mentorship and leadership to needy students who pass their KCPE and KCSE examinations. So far, Wings to fly scholarships has benefitted 14,168 needy pupils from all over the country (“nation,” 2018). Several schools have also come forward to support needy students to join their schools by catering for part of the school fees.

2.9 Theoretical Framework

2.9.1 Overview

This study is guided by agenda setting and priming theories. Agenda setting theory was developed by Maxwell McCombs and David Show. The theories denote the power of the media in influencing the public agenda. The two theories are helpful in exploring media influence on audience perception and interpretation of media messages. In this study, agenda setting theory is used hand in hand with the priming theory.

2.9.2 Priming Theory

Priming theory was premised by Shanto Iyengar, Donald Kinder and Mark Peters (1982) aiming at establishing how media could go beyond telling the audience how to interpret issues to their advantage. The theory states that when one thing happens, it can activate the occurrence of another resulting to availability of more information to the public. The theory premises on the argument that media has the capacity to provide context on which public discussions are held and setting the agenda for understanding of the audience.

According to Fiske and Taylor (1984), media independently selects information to avail to the public and consecutively shape how the public evaluates such information. Generally, media is able to develop ideas and shape the thinking and reasoning of the audience. The powerful role of the media enables it to determine the information that reaches the public and what it consists.

Priming is key in media as Fiske and Taylor (1984) notes that it is able to apply benchmarks to shape and evaluate the thinking of the audience. This is so because media's key role involves dissemination of information. The two scholars further argue that priming influences the setting of standards that audience use on evaluation of political issues. This happens when news contents point the audience to a certain direction that they intend them to adopt and follow.

This occurs when the media deliberately selects issues and occurrences that they consider more salient than others hence setting the pace to be followed by the members of the society. As a result, priming takes place when the media plans to guide the audience on what to think about based on what is availed to them. Higgins (1996) states that media selectively decides what it wants people to focus on using physiological cues.

Consecutively, people are compelled to make conclusions about issues based on the information that media avails to them. For instance, political leaders use the media's priming effect in the context of elections to particularly influence the way the electorate evaluates them.

Miller and Krosnick opines that most societies depend on the media to gain knowledge about emerging issues. In cases where media gives more attention to some issues more than others, the knowledge gained is normally skewed based on the information consumed. People end up making judgments and conclusions about critical societal issues hence influences their perception. Krosnick and Brannon (1993) supports this argument by stating that normally, people make decisions on the recently acquired knowledge but not what is stored in the memory. For example, during elections, politicians ordinarily give a lot of promises but their implementation is mainly a challenge. In fact, some politicians make such promises to gain sympathy and hence get elected. In the run up to 2017 general elections in Kenya, politicians made pledges to make primary and secondary education absolutely free, a theory that was regularly published by the media. Upon election, the argument changed as secondary boarding school students still had to pay school fees. Media ran stories about failed promises and how government negated on its promise of absolute free education yet it was the same media running stories about how education is going to be free without questioning how such enormous initiative is going to be achieved.

In reporting education issues throughout the world, media points out specific issues about examinations, funding, access, and quality among others. In his analysis of media reporting about education in United States "Leading the News: 25 Years of Education Coverage," Andrew Campanella (2015), the President of the National School Choice Week states that

for the past 25 years, media reporting has been focusing on three main issues; policy, funding and school choice. However, education funding is the most covered issue followed by choice of schools. As a result, Campanella states that families and policy makers have strived to provide alternatives for educational funding which forms the most covered topic in education in America.

Education is treated as any other commodity. Murphy (2004) argues that in United Kingdom, parents and guardians treat education as any other commodity. This has resulted into inflated media coverage of education especially the grading of examinations, which has often led to annual crisis over examination results. He argues that some media houses' coverage of examination and grading is done even without the required expertise. For instance, with the introduction of new curriculum in 2002 in England to enable more candidates obtain A-levels, Warmington et al (2005) states that there was 5 percent increase from previous year. There were allegations that arose in the media about government's manipulation of grading to enable more students pass. Cresswell et al (1996) comments that media coverage of examination results and grading became an issue for the government and UK examination body such as GCSEs.

As evident in media priming issues of education funding in United States and examination grading in United Kingdom, media in Kenya is not exceptional. The Kenyan media has been on the forefront on coverage of various issues in the education sector, which has mainly focused on examination results, cheating, grading, free primary and secondary education, education infrastructure, corruption among others (Sifuna, 1990). However, key issues that are prevalent in the media coverage includes examinations (KCPE and KCSE) coverage and free primary and secondary education initiatives.

Every end of year and beginning of year, there is usually increased media coverage about issues of examination administration, marking, release of results as well as the admission of students. Issues of free education also takes significant coverage. For almost a decade, Kenyan media has been awash with coverage of the leakage in KCPE and KCSE. In a story published on Standard on November 6, 2015 titled, “Exam leakage: The craziness of a now level playing field” Vollah Owino acknowledges how school exam leakage caught the attention of the media to become the most discussed topic more than even Kenyan shilling against the dollar. The media coverage of exams leakage in 2015 was extensive such that it caused outrage among parents and the government officials. It was widely spread even in village schools and social media platforms, Owino states. This led the government to act where Dr. Fred Matiangi took over the education docket and instituted surgical reforms in the ministry that saw the vice almost eradicated in the years that followed. In this case, media priming of examination leakage was so strong that even the government had to act.

2.9.3 Agenda Setting

Media has the power to bring out salient issues to the attention of the public. On the same, media exerts influence in choosing issues they devote more attention as they perceive them important to the public. As a result, when the media picks a certain topic say, examination results, they make the public to think about the topic shaping their opinion about the issues surrounding the examinations (McCombs, 1972; Shaw, 1973). Therefore, what media thinks as being newsworthy ends up gaining traction and prominence to the targeted audience.

Agenda setting theory was developed by Maxwell McCombs and Donald Shaw in 1972. The theory generated debate on the role media played during the 1968 Presidential campaigns in the United States where the authors found a strong correlation between what the media reported about voters and public opinion about the candidates. Media has with centrality shaped stories on needy students, examination results and form one admission. These are some of the headlines that run on major Kenyan newspapers during and after release of KCPE 2017; *poor girls treks to her dream school; Needy top KCPE boy gets chopper ride to his new school; Low admission numbers: Cost records fewer form 1 admissions; Pain of fees: Kwale parent collapses over fees; student fail to join Kapsabet boys due to lack of fees* among others. Chevalier (2001) indicates that the centrality of issues reported in the media formed the discussions in the public spheres, in the families and even on the streets regarding the performance.

McCombs and Reynolds (2002) demonstrates how media influences our picture of the real world. Agenda setting focuses on how issues are depicted than which issues are given prominence in the media. Cohen (1963) notes that media may not sometimes succeed in telling the audience what to think but may succeed in defining what readers think about. For example, it is possible to find a group of people in an office discussing a headline that appeared in the news bulletin last night. This implies that audiences are still thinking about that particular story. However, they may be preoccupied with other issues that were equally given prominence in the news hence, media does not fully restrict the audience what to think about. For instance, immediately after the release of KCPE 2017, Goldlyn Kakuya became the darling of the media. Everyone wanted to interview her for toppling other students despite her albino condition. Despite the media giving prominence to the coverage

of Kakuya, audiences were still thinking about several others issues regarding the release of the results.

Therefore, agenda setting and priming theories depict the powerful role of media to its audience. However, McQuail (2005) suggests that audience have the power to construct their own meaning from media stories. He notes that audiences are not passive “nor are all their members equal” as some have more experience and active than others. Both theories bridges analysis of how news messages are developed, processed and effects produced by the news items.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter entails the following areas; philosophical paradigm, research design, study site, research approach, research method, data needs, types and sources, target population, sampling procedure, data collection, data analysis, data presentation, validity and reliability as well as ethical considerations.

3.2 Philosophical Paradigm

Mills and Francis (2006) states that for a researcher to develop a strong research design, one must be able to choose a philosophical paradigm that is consistent with ones beliefs about nature of reality. Mills and Francis (2006) further defines paradigm as a system of ideas or worldview that a group of researchers use to develop knowledge.

This study applied the interpretive paradigm as it involved the use of qualitative and quantitative approach (Mixed methods). This involved interpretation or discovery of the reality and the underlying meaning of phenomena (Krippendorf, 2004). It also involved themes identification and coding of data collected through content analysis of *the Nation* and *the Standard* for the period under study where the underlying meaning of words, phrases and titles used to describe educational issues were established. Editors and subeditors of the newspapers under study were also interviewed.

3.3 Research Design

According to Kombo and Tromp (2006), research design refers to an overall strategy that is used in a study to integrate different components of the research in a coherent and logical structure to achieve the research purpose. Burns and Grove (2003) further indicates that research design forms the blue print for a study to ensure there is control of factors that may interfere with the findings. This study employed a descriptive research design that Burns and Grove (2003) defines as being designed to provide a picture of a situation as it happens. In this case, the study involved collection of data without changing the research variables in an attempt to establish the objectives of the study.

3.4 Description of the Study Site

The study site for this study is to explore media coverage of educational issues in Kenya. The study focused on content analysis of the Nation and the Standard coverage from December 2017 to February 2018. The researcher also interviewed five (5) editors and or subeditors from each of the media station. The study site was at Jomo Kenyatta Memorial Library (JKML) and at the Nation and Standard media houses.

3.5 Research Approach

Creswell (2007) defines research approach as the process and procedures that a researcher uses to study a particular topic. This research applied mixed methods approach to allow for triangulation of data. Through, the quantitative method, content data from the two newspapers under study was described, decoded, translated and meanings deduced. Corbetta (2003) notes that quantitative research is interactive and open where the theory precedes observations. Quantitative content analysis was used to capture and categorize the content of texts under study to derive the intended message that could be counted and

quantified (Krippendorff, 2004). In addition, interviews were conducted on five editors and subeditors from each of the two newspapers under study. Open-ended questions were used during the interview to derive a qualitative data.

3.6 Research Method

According to Kothari and Garg (2014), research method is a technique for gathering information using a certain method. This study applied case study research method as it involved exploration of data within a specific context. Lovell (2006) notes that case studies involves selection specific segment of population to investigate real-life phenomenon through contextual analysis.

Based on the research objectives, selected texts were coded into categories that included word, set of words, phrases as well as patterns that indicated the research questions. This study entailed the study of two major newspapers in Kenya, *the Standard* and *Daily Nation*. The researcher developed a code sheet that included details of stories published by the two newspapers in the months of December 2017, January and February 2018. This enabled the researcher to analyse the content and prominence of stories in the said newspapers.

3.7 Target Population

Mugenda and Mugenda (2003) defines target population as specific group that is relevant to a given study. Population therefore refers to individuals or objects that have similar characteristics from which the researcher can draw generalizations for the study. The target population for this study consisted of daily publication of *Daily Nation* and *the Standard* for the period of three months (December 2017, January and February 2018) that totals to 180 newspapers. Only articles covering educational issues were extracted from these newspapers during this period to suit the objectives of this study. In addition, 10 editors

from the same media houses were selected purposively for in-depth interviews. The two newspapers were selected due to their high circulation hence available to majority of Kenyans especially in urban setups (KARF, 2014).

3.8 Data Needs, Types and Sources

The primary source of data for this study were stories and materials from the *Nation* and the *Standard* newspapers. The two newspapers are published on daily basis seven days a week. The researcher extracted the relevant information based on the topic and objectives of the study from the two newspapers for the period from December 2017 to February 2018. The type of data to be used in this study included pictorials, commentaries, editorials, news and features published in relation to the topic under study for the period of three months in both the *Nation* and *the Standard* newspapers.

3.9 Sampling Frame

According to Kothari (2004), sampling frame involves listing of accessible population from which the sample of the study is drawn. This study used content analysis where the sampling frame included data drawn from two major newspapers in the country; *the Standard* and *the Nation* for a period of three months. The units of study include; news, commentaries, opinions, letters to the editor, features and editorials.

According to Geopoll (2016), *the Standard* and *the Nation* are the most popular and widely read newspapers in Kenya. Further, Geopoll research shows that *the Nation* had an average daily sale of 200,000 and *the Standard* had an average sale of approximately 100,000. This translates to *The Nation* having a 40 percent share while *the Standard* has 20 percent share of the market (Geopoll, 2016). However, Geopoll (2015) report suggests that *The Nation* has an approximate daily readership of 4,379,400 while *The Standard* has 2,223,500. This

implies that a single newspaper is read by approximately 20 people. The Geopoll report shows that *The Nation* sells at a ratio of 4:1 to *The Standard*. However, in some Counties especially in Nyanza and Western regions, the two newspapers sell almost at par.

The study conducted an analysis of the *Nation* and *the Standard* newspaper publications over a period of three months (December 2017, January and February 2018). This translated to 180 editions of both newspapers. During this period, there was a wide coverage about examination results, marking and form one admissions as well as education funding among other issues. Therefore, the study focused on *the Nation* and *Standard* newspaper publications as well as in-depth interview of ten (10) editors and or subeditors from the two media houses.

Table 3.1: Number of newspapers sampling by months

MONTH	NEWSPAPERS		
	Nation	Standard	Total
December 2017	31	31	62
January 2018	31	31	62
February 2018	28	28	56
Total	90	90	180

3.10 Sampling Procedure

According to Krippendorf (2004), sampling refers to a class of subjects, variables and concepts that is normally composed of various elements. Sampling depends on the type of content analysis to be undertaken. Reinard (2006) notes that purposive sampling composes

of known category of sampling selected deliberately as representative of the population. In this study, mixed methods was used. Therefore, purposive sampling was applied. This gave room for continued gathering of themes and patterns as they emerged during the study (White and March, 2006).

In the study, the sample was selected on the basis of researcher's knowledge of population under study, the elements as well as the objectives of the study. This implies that the researcher's knowledge on the reach and production patterns of newspapers in the country. Both *the Nation* and *the Standard* are produced daily and sold at Ksh 60 every day, both weekdays and weekends. Therefore, the researcher collected all the dailies published in the month of December 2017 and January and February 2018 where selected articles under the study were established and recorded. The unit of analysis in this study was articles. Wildemuth (2009) defines unit of analysis as the recording or the coding unit that may be physical, temporal or even conceptual.

Purposive sampling enabled selection of newspapers and newspaper articles that informed the study. The newspapers were selected based on their national circulation, regional and influence (KARF, 2014). Through purposive sampling, 180 editions of *the Nation* and *the Standard* newspapers were analysed, articles covering the topic under the study were extracted from the newspapers in the months of December 2017, January and December 2018.

3.11 Data Collection

The data collection techniques and tools used in this research to collect primary data includes; content analysis and in-depth interviews with editors and or subeditors of the media under study to be guided by an interview guide (Appendix III). Parahoo (1972)

defines data collection as instruments used in collecting data. The following data collection methods were used;

3.11.1 Content Analysis

According to Morgan (1993) content analysis can be used in both qualitative and quantitative research. Morgan further postulates that content analysis involves interpretation of meanings from the content of text data. This is echoed by Nandy and Sarvela (1997) who describes content analysis as a flexible method for text data analysis in intuitive, interpretive and systematic manner. The researcher further states that the type of content analysis chosen depends on the theoretical and substantive interests that the researcher is undertaking and the problem statement in the study.

Weber (1990) states that content analysis must undergo through; identification of population, defining the units of analysis, selection of sample, designing of procedures to be used in coding for variables to be measured and testing procedures of coding. Weber (1990) further notes that the text might be verbal, print or even in electronic form which might be gotten from various sources such as interviews, observations, surveys and print media. This study relied on content from print media.

To undertake content analysis, the researcher developed a code sheet where the following variables were captured; placement and prominence of stories, issues associated with education covered in the newspapers and frequency of coverage of education issues in the media. Themes relevant to the subject under study were identified and classified to be utilized in investigating the education content in Kenyan print media. The code sheet was shared with the supervisor for his input, thereafter adopted. The tool was pre-tested to

ensure it collected the relevant data. This was done through administration of the code sheet to the newspapers that were published in a week in the month of January.

3.11.2 In-depth Interviews

The researcher conducted in-depth interviews to 10 editors, 5 from each of the two print media houses. This is because most editors act as gatekeepers of what goes into the newspapers. The set of questions in the interview guide (Appendix II) were administered to the 10 editors and subeditors on different times and places. Some of the interviews were done over the phone.

3.12 Data Analysis and Presentation

In this section, the researcher indicates the analysis of the data in relation to the study questions. The data was analysed using content analysis where themes were generated based on the objectives for this study. The unit for analysis was news stories, commentaries, and letters to editors, editorials and features.

In this study, 180 editions of both *the Nation* and *the Standard* were analysed out of which 216 articles were found fit for the study based on the research objectives. The data was analysed through content analysis based on themes that were developed from the objectives. The quantitative data was coded and analysed using the Statistical Package for the Social Sciences (SPSS). The data was presented using graphs, charts, tables and narration.

3.13 Validity and Reliability

According to Krippendorff (2004), reliability offers an empirical grounding that provides the basis for interpretation of data to mean the same to everyone who might analyse it. Krippendorff adds that reliability ensures that the results of a given study may be replicated when a similar procedure of research is applied as well as ensure the measurements throughout the study are consistent.

In this study, validity and reliability was obtained by the use of two newspapers with highest readership in Kenya. The study covered the *Nation* and *the Standard* publications of the stories under study for a period of three months that is December 2017, January 2018 and February 2018. The results from the publications were analysed consistently over this period and represented the population under study who includes students, parents, teachers and policy makers, who have access to the two major newspapers in the country. The researcher also pretested the data collection tools and techniques as well as analysis methods to ensure the results were genuine and reliable.

The researcher also ensured that the editors and subeditors who took part in the interview were well-informed of the ongoing and processes in their media house. Most importantly, they are involved in the daily running of the publication in the given media house. This helped to enrich the findings of the study. Therefore, this study fulfils the threshold of validity and reliability.

3.14 Ethical Considerations

Walton (2006) posits that ethics helps in conducting research in a way that serves interests of individuals or groups and looking at issues of risk management, confidentiality and general process of engaging and undertaking a research.

This research was guided by integrity and strict adherence to ethical procedures and considerations. Upon approval of the concept paper and topic by the University of Nairobi, School of Journalism, the researcher began writing the proposal working with the assigned supervisor. The researcher appeared before a panel for the proposal defence on 8th June 2018 after which the necessary corrections were undertaken and upon the approval of by the Supervisor, the researcher was given the green light to collect data by obtaining a signed Certificate of Fieldwork (Appendix IV).

The researcher then obtained the necessary clearance from the supervisor and the University of Nairobi before proceeding to the field to collect data. A clearance was obtained from the officer in charge of the archive section at the Jomo Kenyatta Memorial Library (JKML) where most of the newspapers were obtained. However, the researcher also obtained clearance to assess the few newspapers that were not available at JKML at the *Nation* and *Standard* media libraries. After presenting the final defence, the researcher proceeded to test the work for plagiarism where a certificate of originality was obtained (Appendix V). Afterwards, the researcher obtained a Certificate of Corrections (Appendix VI) from the supervisor after undertaking all the necessary corrections. Moreover, the information the researcher obtained during the study was utilized with confidentiality and purely for academic purposes only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Overview

This chapter discusses the findings of the study, analyse and interpretation of the data collected from the content analysis and interviews.

The study focused on media coverage of educational issues in Kenya. The analysis focused on stories in *The Nation* and *The Standard* newspapers for the period between December 2017 and February 2018. The stories collected from the newspapers were then categorised in line with the research objectives. This chapter is presented into sections according to objectives of the study.

4.2 Content Analysis

A quantitative content analysis of 180 printed copies of *the Nation* and *The Standard* from the months of December 2017 to February 2018 was done. In undertaking the analysis, the focus was given to stories that accorded coverage to stories about education in the country. According to Krippendorff (2004), content analysis allows systematic and replicable analysis of messages. Further, Krippendorff defines quantitative content analysis as creation and utilization of predetermined categories to enhance understanding and description of media messages in manner that it can be counted and quantified. The analysis of frequency and placement assisted in finding out the prominence and dominant frames in the print media under study.

4.2.1 Frequency of Stories

In this study, frequency is used to refer to the number of times articles touching on educational issues were published by Kenya's print media under study. As indicated in table 1, both *The Nation* and *The Standard* had a combined coverage of 216 articles sharing at 114 and 102 articles respectively. Most of the coverages was inform of news stories.

In terms of news stories, the Standard out did the Nation by just three stories with *the Standard* standing at 88 articles (74.6%) while *The Nation* stood at 85 articles (86.3%) based on percentages of individual newspaper. This implies that the Standard had more news stories compared with the Nation newspaper.

The Nation had a higher publication of letters to the editors at 10 (8.8%) articles compared to the Standard that had only a single letter (1%) published regarding educational issues. This implies that The Nation attracted more readers and writers to its column and subsequently offered them a chance to get published as compared to *The Standard*. In terms of editorials published, *the Nation* stood at 3.5% while the Standard had 4%. *The Nation* has 8 opinion stories (7%) while *the Standard* had 6 (5.9%). *The Nation* had 4 feature stories (3.5%) while *the Standard* had 2 features stories representing 2%. *The Nation* had 3 Cartoons depicting education issues while *the Standard* had just one cartoon (1%) depicting the topic under study.

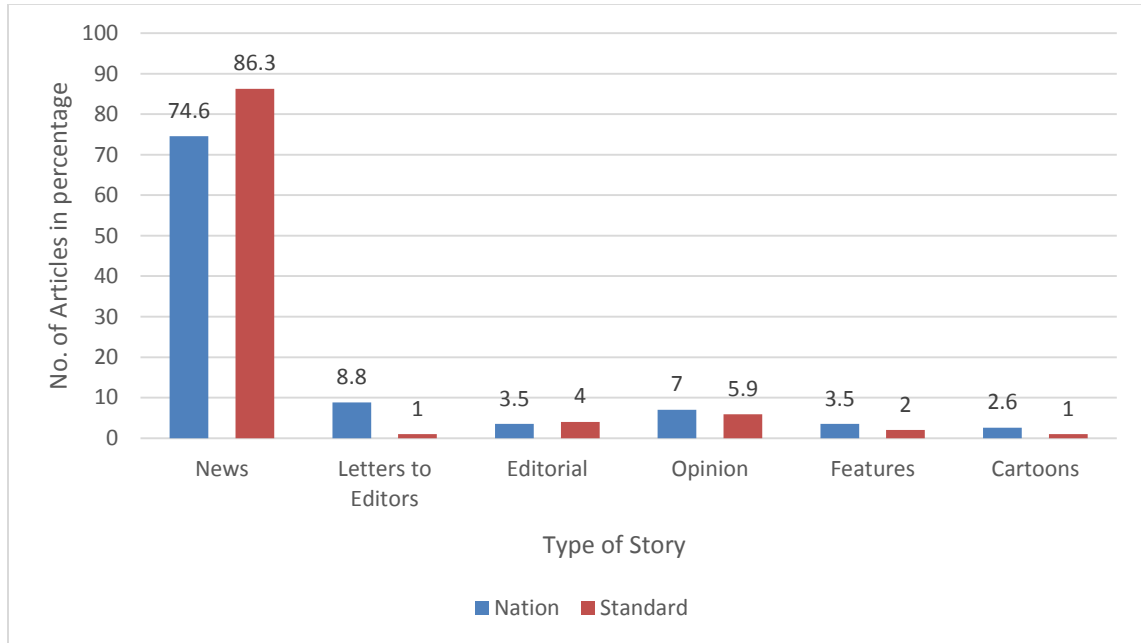
Figure 4.1 shows a bar graph depicting frequency by story type of various stories that covered educational issues in terms of news, letters to editors, opinions, features, cartoons and editorials. The bar graph involves a comparison of the publications by both *the Nation* and *the Standard* of education issues.

According to Goidel et al (1997), the production of news is influenced by the standards by which media selects issues to run with and which issues to ignore. This is the reason why *the Nation* had a relatively higher coverage of the educational related issues than *the Standard* although they happened at almost the same time.

Table 4.1: Frequency of articles published (Nation versus Standard)

Type of story	Nation		Standard		Total	
	No.	%	No.	%	No.	%
News	85	74.6	88	86.3	173	80.1
Letters to Editors	10	8.8	1	1.0	11	5.1
Editorial	4	3.5	4	4.0	8	3.7
Opinions	8	7.0	6	5.9	14	6.5
Features	4	3.5	2	2.0	6	2.8
Cartoons	3	2.6	1	1.0	4	1.9
Total	114	52.8	102	47.2	216	100

Figure 4.1: Frequency of published stories (in percentages)



4.2.2 Prominence of Stories

This study analysed how the stories about educational issues were placed on the newspapers under study. Placement of stories involves priming and shows how prominent a story is considered by a given media house. Stories can be placed at the front page as a lead story, inside pages and on the back page.

In the period under study, both *the Nation* and *the Standard* accorded 16 articles on their newspapers front page as either a lead story or front-page sub story. The Standard had 6 stories (6.4%) while the Nation had 10 stories (8.2%). The bulk of stories were placed in the inside pages of both newspapers. In this case, *the Nation* had 108 stories (88.5%) while *the Standard* had 88 articles representing (93.6%). *The Nation* had just 4 stories (3.3%) on the back page while *Standard* had none.

Most of publications was in form of news from reporters who delved on issues affected the educational the period under study. The coverages mainly involved coverage of government officials during press conferences and events for example during the release of national examinations (KCPE and KCSE) and admission to form one places in January 2018. Therefore, most of the issues published were fronted by government officials. The media did not themselves go deep to query issues of public concern.

For example, immediately after the release of KCPE results by Education CS, Dr. Fred Matiangi, and media gave a lot of focus on the top student, Goldalyn Kakuya. The media went deep to find her background and published such information (Daily Nation, December 23, 2017 & The Standard, December 23 2017). These stories were splashed on front pages of both newspapers. Although this coverage warranted this nature of coverage to show students who are less privileged can also shine in their examinations, it did not help to expound on the real issues that would put the government officials into task on other important education related issues. This implies that most of the journalists do not did deeper into the issues and interpreted their news and news sources.

4.2.2.1 Placement of Stories

Placement of stories is defined by how stories are positioned in a given newspaper. According to Cohen (2006), prominence of a given story is determined by quantity and weight of how it is placed within a medium. Placement determines whether a given story will gain the intended attention from the targeted audience. TuchMan (1972) notes that placement of stories in newspapers is determined by the importance of the issue, the value of the article, timing of the issue, proximity to targeted audience and size of affected population. Prominence also determines the value attached to a particular issues for

example, when an issue involves politicians, state actors, celebrities, it is likely to be considered more newsworthy.

Table 4.2: Placement of stories in the newspapers

Newspapers	Front page		Inside pages		Back page		Total
	No.	%	No.	%	No.	%	
The Nation	10	8.2	108	88.5	4	3.3	122
The Standard	6	6.4	88	93.6	0	0	94
Total	16	7.4	196	90.7	4	1.9	216

Figure 4.2: Placement of stories in the Nation newspaper

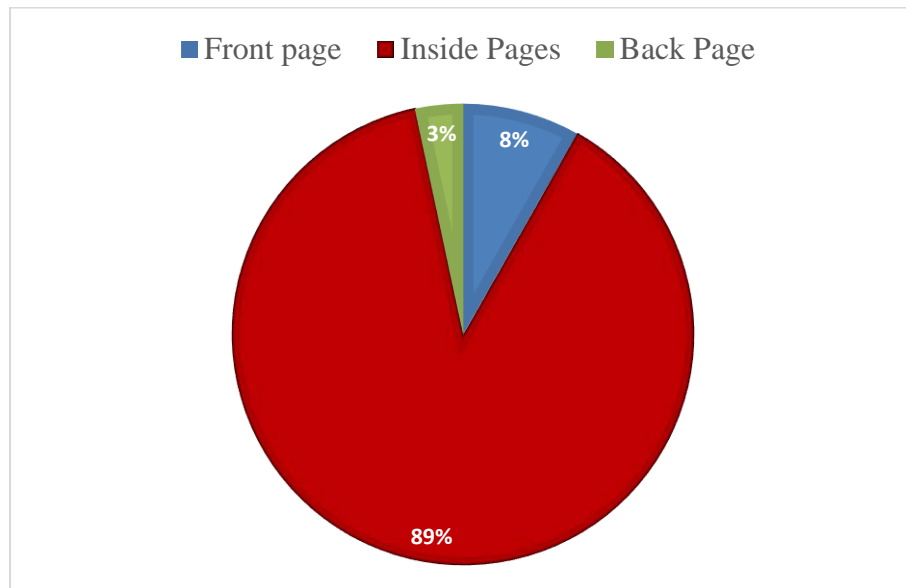


Figure 4.3: Placement of stories in the Standard newspaper

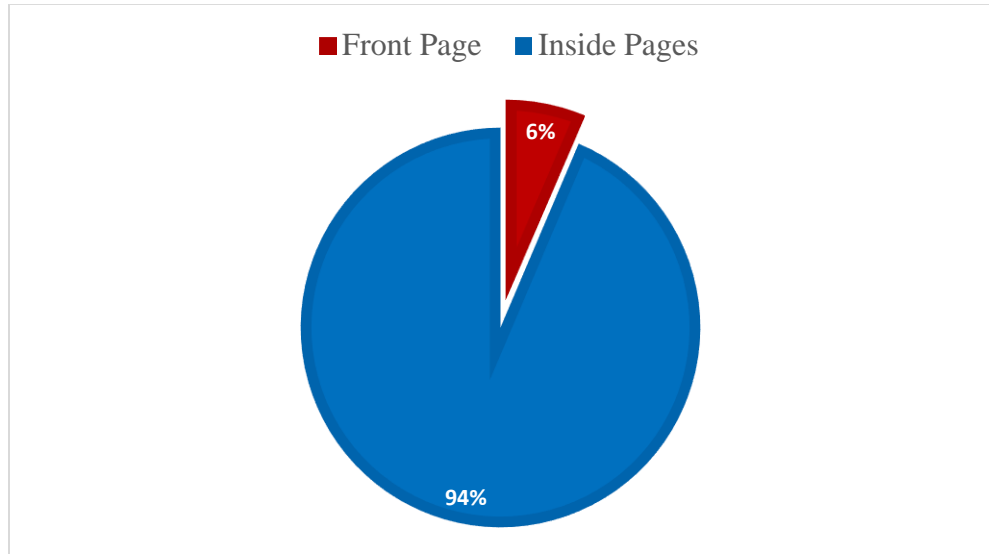


Figure 4.4: Placement of stories in both newspapers (Nation and Standard)

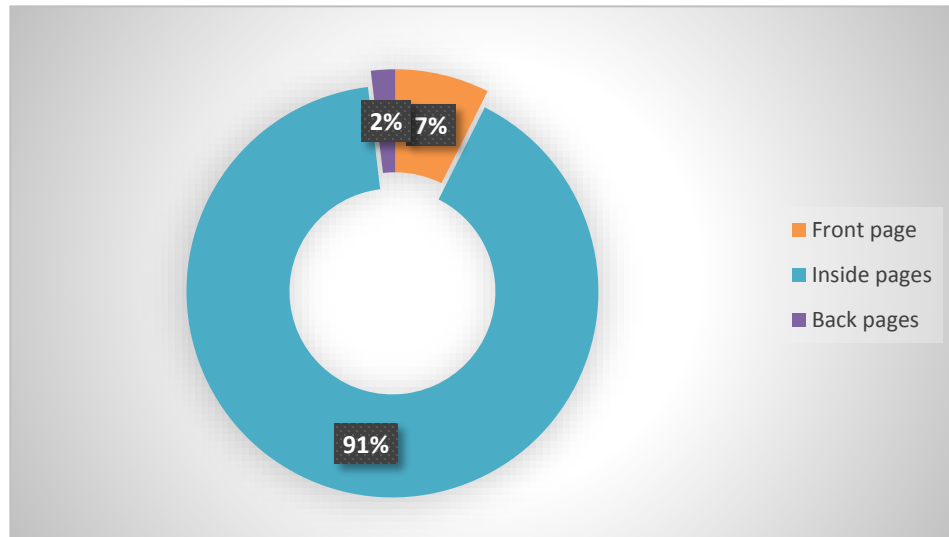


Figure 4.4, shows placement of stories in *the Nation* and *the Standard* newspaper where the front page had 16 stories (7.4%), inside pages had 196 stories representing (90.7%) while the back page had 4 stories (1.9%).

From the findings, editors are always keen to use headlines to capture issues or incidents they perceive as important or will capture public attention. It was observed that both newspapers used splash headlines mostly when reporting incidents related to educational issues that had a higher impact to the audience. There was no investigate piece on educational issues that was given a front page during the period under study. Many stories were confined in inside pages of both newspapers. Showmaker (1991) notes that there is usually a fierce fight for space on the front page for any newspaper and when a story makes it there, it has the importunity to receive the best packaging, placement or even repetition. However, stories on the inside pages are mostly likely to be overlooked by majority of the readers as a result, a lot of important information might be missed.

4.2.2.2 Story Size

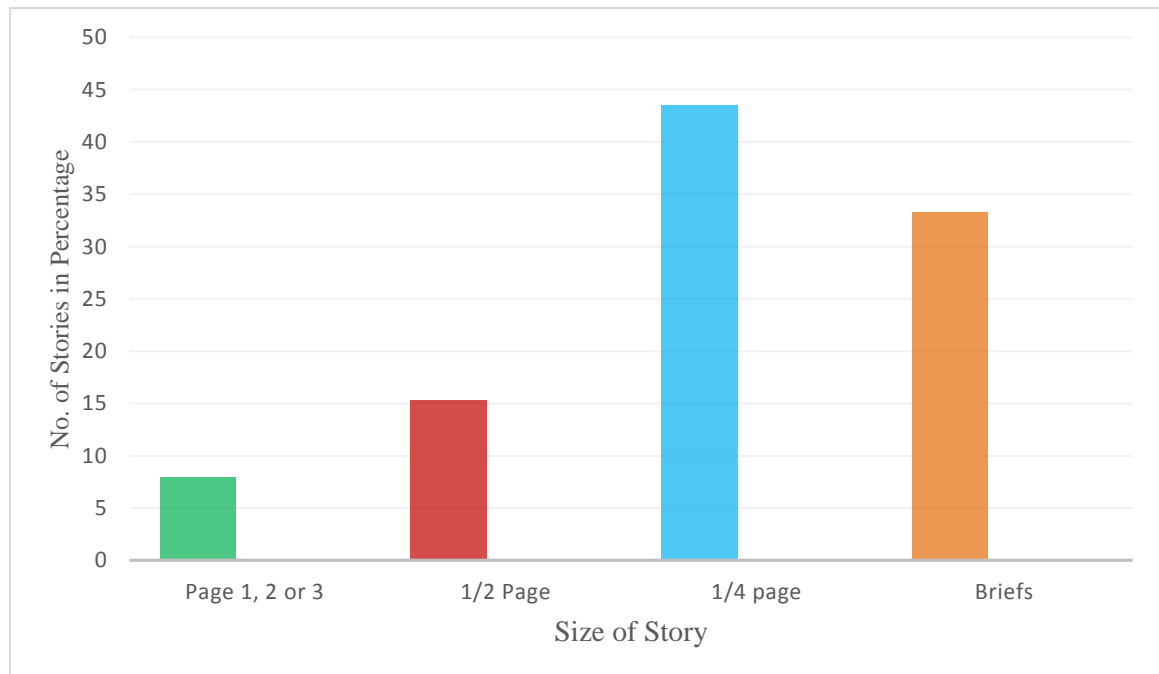
The length of a story has a significant influence on its prominence (Cissel, 2012). Long articles are given more space hence are able to present a broader range of issues. In this study, the researcher classified the articles as either full page, half, quarter or either briefs. This was determined by the number of words per article. Articles with between 1 to 100 words were classified as briefs, articles with between 100 to 200 were classified as quarter pages, those between 200 to 400 words were classified as half pages while those with above 400 were categorized as full pages. However, the analysis also considered the presence of photos, blurbs and physical size allocated in any given article during the classification.

Generally, the size of a story shows the importance given to particular issues and hence the editorial policy of that particular media house.

Table 4.3: Prominence of stories in both The Nation and Standard

Newspaper	Pages 1, 2 or 3		½ page		¼ page		Briefs		Total
	(Size of Stories)								
	No.	%	No.	%	No.	%	No.	%	
The Nation	9	8.3	14	12.8	49	45	37	33.9	109
The Standard	8	7.5	19	17.6	45	42.1	35	32.7	107
Total	17	7.9	33	15.3	94	43.5	72	33.3	216

Figure 4.5: Prominence of stories in both *The Nation* and *The Standard*



As shown in Table 4.2, both newspapers had 17 stories that occupied between pages either 1, 2 or 3, there was 33 stories that occupied half a page, 94 stories that were accorded quarter page and 72 stories that were regarded as briefs.

According to Fang (1991), newspapers habitually accord sizes to stories depending on how a story is perceived important to the audience. Story that are given either full pages, two pages or even three pages are considered more prominently placed and it is hard for any reader to miss. Readers will most go through the headlines and sub headlines and if a story is interesting, one is likely to read through. Stories that are placed as briefs are easily ignored as focus is mainly given to stories with big and bold headlines. A brief story is not mainly projected to capture the attention of the audience.

4.2.3 Dominant Educational Frames

This research also sought to find out the dominant educational frames published in the newspapers during the period under study. As indicated in Table IV; examinations were most published educational issue. This was so because during the period under study that is December, January and February, the months marked the period when the examinations done and results released followed by analysis by a myriad of writers and opinion leaders.

In this study, there was 98 stories (30%) related to examinations. Education funding came second with 63 published articles representing 19.3%. This was because during the period of transitioning to form by 2017 candidates, the government had promised free secondary education beginning January 2018.

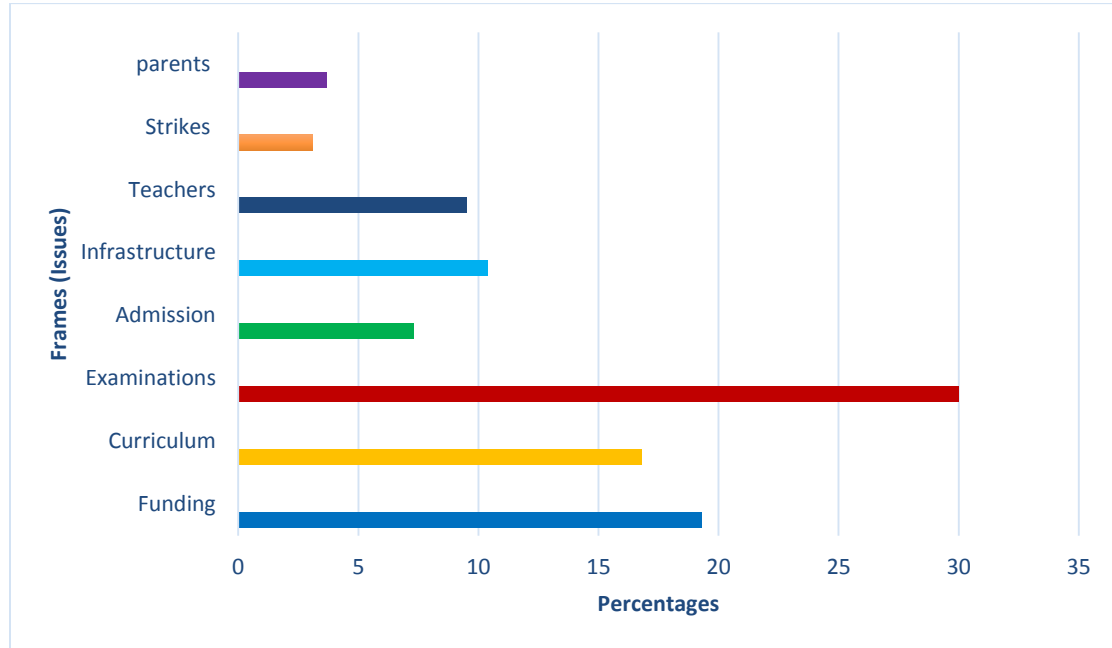
Moreover, during the period, the media is usually awash with news of students who cannot raise fees to join the secondary where they have been admitted. This explains the reason for increase in the number of stories related to funding.

During the period, the transformation of curriculum from 8.4.4 to 2.6.6.3 was on the final stretch. The government started national pilot programmes on January 2018 that has already taken place in a few schools in the country. As a result, there was 55 articles (16.8%) that the newspapers accorded to curriculum change or development during the period. Figure 4.5 shows educational issues published by both *The Nation* and *the Standard*.

Table 4.4: Dominant educational issues published in the newspapers

Newspaper	The Nation (Frequency)	The Standard (Frequency)	Total	Percentage
Examination	48	50	98	30.0
Funding	33	30	63	19.3
Curriculum	32	23	55	16.8
Admission	14	10	24	7.3
Infrastructure	20	14	34	10.4
Teachers	20	11	31	9.5
Strikes	4	6	10	3.1
Parents	3	9	12	3.7
Total	174	153	327	

Figure 4.6: Dominant educational frames



4.2.4 Audience Response

During the period under study, there most of revolved around examinations and education funding and curriculum development as shown in Figure 4.5. Issues of examinations were more about how students had passed or failed as compared to previous years. Individual students who had excelled in either KCPE or KCSE were picked as subjects of stories in both newspapers. A conspicuous case was that of Goldalyn Kakuya, the top KCPE candidate. Among various responses to the media coverages such as sponsorship, increased, media coverage, social media buzz, release of free education funding among others, this researcher focused on analysing the audience response as a result of media coverage on needy students covered by the two newspapers under study.

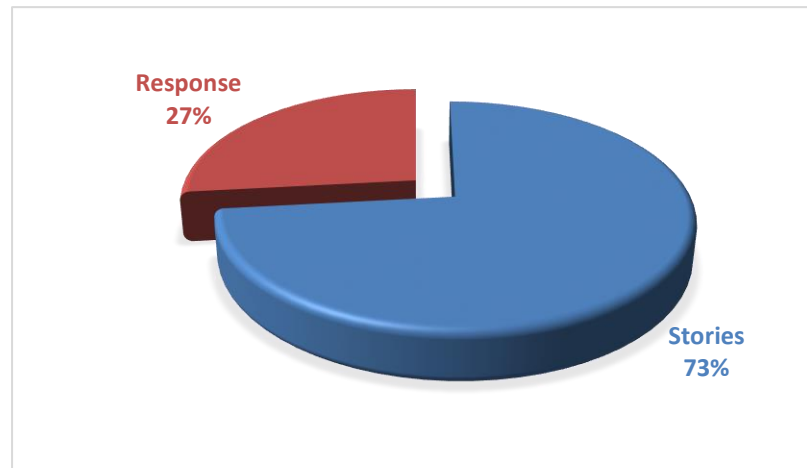
During the period, there was equally a relatively high media coverage about students who had passed their KCPE examinations but could not raise school fees to join their respective secondary schools. As a result, the researcher sought to undertake a comparison between the stories the print media did for students pleading for help to raise fees and stories that media published of students who had been assisted to raise or join school based on the published fee pleas stories.

As shown in Figure 4.6, there were 30 articles in both *the Nation* and *the Standard* for students' pleas for help to raise fees out of which eight (26.7%) responses to the pleas were published in both newspapers. This may mean two things; the articles published by the newspapers of students' pleas for help to raise fees did not get the intended response or the media did not bother to do a follow-up whether the students' received the help they needed. Moreover, this may imply that the media did not see the need to cover their success stories.

Table 4.5: Stories on fees pleas versus audience responses

Nation		Standard		Total		Percentage	
Article	Response	Article	Response	Articles	Responses	Articles	Response
10	6	12	2	22	8	73.3	26.7

Figure 4.7: Comparison of stories on fee pleas versus audience responses



4.2.5 Nation versus Standard Newspapers Coverages

As shown in table 1, out of 216 stories combined coverage of stories about education issues, the Nation had a total of 114 (52.8%) while *the Standard* had 102 stories (47.2%). This implies that *the Nation* gave a relatively higher coverage of education issues compared to *the Standard* Newspaper. However, the Standard had higher news stories of 88 articles compared with the Nation that had 85 articles.

According to GeoPoll (2015), *the Nation* and *the Standard* are the most prominent newspapers in Kenya in terms of audience size and market share. GeoPoll (2015) statistics shows that Nation readership is about 4,379,400 per day while the Standard has an average readership of 2,223,500 per day. This implies that *the Nation* has a market share of about 40% and *Standard* an average of 20%.

Although both newspapers are able to tap to news countrywide, the type of publications is sometimes determined by geographical location, gender, age, culture among others. As a result, GeoPoll (2015) notes that the topics of stories published may differ based on the

target audience. Educational stories cut across the country and affects almost everyone irrespective of gender, race, culture, religion and even age. This is the reason why there is no much difference in the number of stories published by both *the Nation* and *the Standard*. However, the prominence given to such stories differs from one newspaper to another. For example, as shown in figure 4.1, *the Nation* published more letters to the Editor stories (10 Stories) while the *Standard* has just one. Both newspapers had 4 editorials published regarding the topic under study.

The Nation had more features (4 stories) while *Standard* had two stories. On the same, *The Nation* had 8 opinion stories while *the Standard* had 6 stories. *The Nation* had 4 Cartoons depicting the topic of study while *the Standard* had just one.

Despite the newspapers having almost equal stories published within the period of study, the placement of such stories differed in terms of how and where they were placed and their type. In terms of placement, *The Nation* had 10 articles placed on the front page as either front page lead stories or front page sub stories while the *Standard* had 6 stories. *The Nation* had 108 stories on its inside pages while *the Standard* had 88 articles. While *the Nation* had 4 stories related to the topic under study, *the Standard* had none on the back page.

The findings also show that *the Nation* had 9 articles that occupied either full page, 2 pages or three pages while *the Standard* has 8 articles. *The Nation* has 14 Articles that occupied half the page while *the Standard* had 19 Articles. While *the Standard* has 49 Articles that occupied quarter pages, *the Standard* has 45. *The Nation* had 37 Brief stories while *the Standard* had 35 stories. The size of the accorded to an article was premised on the news values of proximity, currency, relevance, prominence, human interest and oddity (Cissel,

2012). Hence, most of the stories that were awarded either splash headlines or full pages were deemed to meet some of the news values. For instance, both newspapers had splash headlines after the release of national examinations.

4.3 In-depth Interview

In-depth interviews were also used to collect data from editors and sub-editors to enhance understanding of the objectives of the study. This was critical to expound the reasons why and how some media houses cover educational issues. Since editors have influence in gate keeping information that gets into their media.

From the interviews conducted, the interviewees attempted to respond to the objectives of the study. On the prominence given to needy students, most of the interviewees opined that the published stories in their editions are based on veracity, importance and accuracy given to a certain story. The stories are evaluated on prominence and neediness of a given story as well as proximity to the readers. “There is no specific in-house policy on education coverage but a general reporting policy,” said a subeditor with *the Nation*. He added that stories are assigned to reporters based on their unique aspects and editors picks the story that is deemed to have been given more prominence.

On dominant issues covered by the media, most of the interviewees tended to concur with the findings of the newspaper analysis that found out that examinations were given prominence by various media houses. However, the editors felt that such stories are seasonal as examinations are normally released towards the end of the year yet other educational issues are also covered such as strikes by teachers and students, unrest, infrastructure, curriculum, funding, teachers and various government policies. Most of the media houses have reporters assigned to cover educational matters in the country. A

subeditor with *the Standard* Newspaper states “After the exam results, we highlight the stories of bright and needy students but the follow-up is wanting. Media rarely undertakes fact-finding to know why schools are not performing well. The real stories get highlighted when they touch politics or have a political agenda”

Most of the interviewees felt that, the work of the media is to inform. This was based on the argument that there is usually a lot of reporting about needy students seeking help to raise fees to join form one. However, little is covered as to whether the needy students receive the assistance they so much needed. One of the interviewee at *the Standard* felt that the media considers their work done once they report the matter as the action is cascaded to the relevant authorities, policy makers or individuals to take action.

4.4 Conclusion

The findings of this study support the priming theory that states that media has the power to create attention to particular issues and translate them into meaning (Bateson, 1972). The findings show that media was able to select issues they considered ‘important’ by regularly publishing such articles hence giving more prominence. This is evident by the findings that even most of the opinions and letters to the editor focused on the issues that the media themselves published. From the interview conducted, most of the editors and sub-editors also states that they choose the stories based on the uniqueness of that particular story. For instance, a story about a needy student trekking for miles to her school as opposed to a needy student in the city. The prior is considered a unique story that the media picks and runs with and is able to deduce meaning and hence create a buzz about issues of how students are struggling to get admission to form one despite government’s promise of absolute free secondary education.

The findings also depict how media is able to set the agenda for the public. For instance, during the period under study, the media gave prominence to issues of examination, education funding and curriculum. Despite the fact that there were other educational issues happening at the same such as strikes and head teachers transfers, media gave more attention to these three issues. The editors were also key in determining which issues were accorded coverage hence setting the agenda for the public in their publications. This depicts how the findings supports the Agenda setting theory by (McCombs, 1972; Shaw, 1973). To depict the power of the media in setting the agenda, the research findings show that both *the Nation* and the *Standard* had 89.1% and 76.5% respectively news articles during the period. This implies that the articles were written by journalists in the media house and sanctioned by their editors.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents a summary of the findings, discussions and conclusions drawn from the study as well as recommendations. The findings and conclusions are presented in line with the objectives of the study. The chapter also highlights the implications of the study, limitations as well as suggestions for further research.

5.2 Key Findings

The findings are summarized into the four objectives of this study which seeks to; examine quantity of print media coverage and prominence given to stories on needy students; establish frequency of media coverage of educational issues; find out dominant educational issues in the media and establish the audience response.

5.2.1 Frequency of Coverage

The first objective of the study was to examine the frequency of print media coverage of educational issues. Both newspapers gave a fair coverage to education issues in most of their editions. The coverage of education related issues was frequency during the months of December and January but reduced in the month of February. Most frequent coverages were about examinations as the period marked the time when KCPE and KCSE examinations results were released followed by issues of education funding, curriculum development and admission.

The increase in coverages of education funding was influenced by the fact that most parents expected secondary schools to be absolutely free beginning January 2018 following the promise of the Jubilee government to provide such. However, bright students who had passed their KCPE and got letters of admission to national and county school found out that they still had to pay between Kshs 40,000 and 50,000. This resulted into increase in the pleas for fees, where media offered quite a good platform for the needy students to raise their concerns. Moreover, the period under study marked the timed when examinations results were being released and there was talk of curriculum being changed. Most of the coverage about education was in form of news articles with both newspapers having over 80 percent of news articles. This implies that the media houses under study gave fair coverage to the educational issues during the period under study.

5.2.2 Prominence of Coverage

Both the Nation and the Standard had at least a story about education whether at Primary, secondary or tertiary levels in the country in most of the editions analysed. However, the size, type and placement of the story differed from one edition to the other. It was also evident from the analysis that most of the editions had a dedicated reporter who wrote about education related matters. This was supported from the interview findings with the editors who opined that they had specific writers who were regularly assigned coverage of education matters. In terms of placement which defines how prominent a story is in a publication, both editions did not give much prominence to stories of education.

Both newspapers recorded less than 10 percent of educational stories that appeared in the front page as either lead stories or front lead sub stories. The few stories that were accorded front page were during the KCPE and KCSE examinations release in the Month of

December. Therefore, more than 80 percent of the stories about education was placed in the inside pages in form of news stories. Editors also gave a fair priority to publication of educational issues during the period under study by according specific writers to enable continuity and follow-up. Most of news stories were news items covered from national level. However, some news items especially that focused on individual students or institutions emanated from the Counties. *The Nation* had a page spread for County Stories where at times salient educational stories from the Counties were also highlighted.

Through agenda setting, media selectively gives prominence to certain issues. As indicated in the findings, media selected issues of examinations and funding and gave much attention to them during this period making the issues become the most covered during the period under study.

Table II depicts that media used splash headlines only during events or activities related to education. This according to Tuchman (1978) is meant to make the stories relevant to issues at hand at a particular moment. Tuchman also argues that readers mostly use newspapers stories according to the order of pages mainly from the front page to the end. This is why newspapers are likely to place the most prominent stories on their first pages beginning from the front page. However, from the analysis, majority of stories that were placed as briefs could have been scaled as they touched on salient educational issues in the country for example, a Student Trekking 40KM to her dream school. Instead of just mesmerizing about the issue, the media could have gone deeper to interrogate whether the government had failed on its promises of free secondary education and whether the policies put in place were indeed helping the needy students.

5.2.3 Dominant Issues

The third objective was to find out dominant educational issues in the media. From the newspaper analysis and interviews, it was found that examinations dominated the period under study followed by funding and curriculum respectively. The reason why examination frame dominated was because the period under study marked the time when the examinations results were being released followed by subsequent admission to form one. As a result, parents and guardians had to seek for funds to get admission to form one.

The government had promised to cater for educational expenses of all secondary schools in the country. Hence, the issue of school gained momentum during the period either from students seeking fees for admission from the government or well-wishers promising to cater for the educational expenses for certain students or the schools in general in the case of the government. Curriculum also became an area of interest by the media as there was talk of effecting the new curriculum beginning January 2018 but the government opted to undertake national pilot programme before fully commissioning the new system of education in the country in 2019.

Through media's ability to set the agenda for the issues within the public arena, media focused on issues as they come out or as breaking news. For instance, examinations coverage was dominant during the Month of December followed by issues of admission to form one. Despite the success of the media in setting the agenda for the public, there were various education related issues such as secondary and primary head teachers transfer which given some prominence during the period.

As Sifuna (1990) notes, media focuses on most issues as they break and becomes fatigued by coverage of the same issues over a period. For instance, the findings of this study shows that although secondary school was supposed to have been free hence facilitating students' admission to form one, there was limited coverage of admission and education after two weeks of student admission to form one. There was no coverage as to whether Government's plan to have 100% transition to form one was achieved. The media managed to set the agenda for issues they considered dominant in the public arena failing to ask fundamental issues of public concern. In fact, most of issues that were dominant during the period was mainly sourced from the government or policy makers such as Cabinet Secretary for Education, politicians commenting on education issues as well as KNEC. There was limited follow-up on thorny education issues affecting Kenyans which could have changed the issues that media considered important to the public.

5.3.4 Audience Response

Lastly, the research sought to find the audience response from coverage of educational issues. As indicated in objective one, the newspapers covered students' pleas to raise fees. The media highlighted the plights of certain students seeking help to raise fees for admission to form one. Despite having quite a number of coverage about these needy students, there was just a handful of coverage about the success stories of this nature of coverage by the same media. This begs the question as to whether the coverage was effective or not. Some of the interviewees felt that the work of the media ends when they highlight the plight that the members of the society are facing and subsequently passes the ball to the policy makers or other members of the audience.

Notably, the newspapers analysis and interviews conducted highlights issues of sponsors coming on board to help needy students such as Wings to Fly, Master Card Foundation, NGOs and Individuals. However, the media does not interrogate whether such initiatives really help the students or are just meant to promote individuals and companies riding on plights of the needy students as there is limited coverage of such issues.

5.3.5 Nation versus Standard Coverages

As observed from Table 4.1, and Figure I, most of the coverages was in term of news sanctioned by the media houses. This implies that the newspapers reported the educational issues as they occurred. Moreover, the news articles main sources were the state actors such as KNEC, Education Cabinet Secretary, politicians, commentators, teachers and related government agencies. There was little investigate coverages in terms of features or columns which are in-depth.

Consecutively, since news were reported as they occurred, both newspapers had relatively insignificant difference in the number of news articles they published. This is because both newspapers gave priority to almost the same sources of news about educational issues. However, *the Nation* published more letters to the editors and columns. From the analysis, it was also evident that both newspapers had dedicated writers who did a follow-up on education issues in the country. The findings also showed that both newspapers accorded publication space differently. For instances, *The Nation* has 14 Articles that occupied half the page while *the Standard* had 19 Articles. While *the Standard* has 49 articles that occupied quarter pages, *the Standard* has 45. *The Nation* had 37 Brief stories while *the Standard* had 35 stories. As earlier stated, the size accorded to an article was premised on

different news values. The newspapers treated similar stories differently hence accorded them different sizes and placed them on different pages.

5.3 Conclusion

From the findings, it was concluded that despite having 22 articles published about students' pleas for help to raise fees by *the Nation* and *the Standard*, there was only 8 articles (26%) of corresponding responses of the articles in both papers. This defeats the purpose of covering such students as they expect to get help through such mediums. It can therefore be concluded that 73 percent of the students covered by the media did not get the required help through the media that they so much sought assistance from. This is because the media does not report whether their stories were successful or not. Hence, they failed to report their successes in case there was any.

Secondly, most of the coverages on education was on inside pages of *the Nation* and *the Standard*. Out of the 216 stories analysed, only 16 articles (7.4%) was placed on first pages either as a lead story or a sub-story, most of which were about examinations, education funding and curriculum development. The back page had only 4 articles (1.9%) for the period under study. With examinations being seasonal, it implies that the most salient educational issues are given a blind eye especially on funding and infrastructure. Media rarely interrogates pertinent educational issues that could unearth the rot or successes in the education initiatives taken by the government or private sector.

From the analysis, it is also evident that most of the coverages about education takes the form of news. Out of the 216 articles analysed, 178 articles (80.1%) was in form of news articles. Whereas other sources of news such as features, opinions, letters to editors and

editorials also contain in-depth information, they were merely taken accorded 19.9% of the coverage for the three months under study in both publications.

It was also observed that the media primes stories based on how they perceive them important to the public. This determines how such stories are placed and the page and size allocated. From the analysis (Table 4.1), it is evident that most of educational stories were placed as either quarter pages or as briefs. As a result, it was concluded that placing stories on the inside pages and as briefs makes them less prominent despite the fact that although some of the stories that were compressed to briefs carried more weight if only they could be expounded and in-depth analysis done before priming them into the publication.

5.4 Recommendations

Based on the findings of this research, the researcher recommends that the mainstream print media should:

- a) Be more proactive in the coverage of educational matters in the country. This will play a great role in enhancing policy decisions in the country. For example, media should not only focus on examinations that are seasonal. Rather, the media should endeavour to explore pertinent educational issues compounding education sector in Kenya. The coverage should not only be at the peak when educational issues have a political agenda. In this case, media should endeavour to unearth issues bedevilling education sector such as mismanagement, corruption, poor infrastructure as well as education funding.
- b) Cover its own success stories. This is adduced from the fact that despite media highlighting reports of students' pleas for help to raise school fees, there is limited coverage on whether such stories are successful or not. The media should go back

and identify whether its coverage reached the targeted audience and the action taken to alleviate the situation at hand.

- c) Provide more space for well-researched information. This is related to the finding that most of the coverages on education is in form of news. There is limited publication of features and opinions that are normally extensive in what they cover. Therefore, the researcher recommends print media to consider giving more space to coverage of elicited information about education.
- d) Develop a policy on coverage of education issues in the country. This is because education forms the basis for any country's growth and hence the media should carry it with the weight it deserves.
- e) Establish special segments within their newspapers to cover exclusively matters of education in Kenya.

5.5 Suggestions for Further Research

Since this study is about media coverage of educational issues in Kenya, a further study should be done to assess the success of print media dissemination of education in the country. This is because, over the years, print media has been publishing past examinations for revision among other learning materials but there is no recent study to establish whether such publications reach the targeted audience such as the students.

REFERENCES

- Aduda, D. (1998). *'Education in Kenya' in the reality of aid 2000*. London: Earthscan.
- Amukowa, W. (2013). A call to reform secondary schools in Kenya. *American International Journal of Contemporary Research*, 3(1).
- Asayo, O. (2006). Does free secondary education enable the poor to gain access? A study from rural Kenya Create Pathways to Access Research Monograph
- Barungi, M., Wokadala, J. & Kasirye, I. (2014). Implementing Universal Secondary Education Policy in Uganda: How Has the PUBLIC-PRIVATE Partnership Performed? EPRC Research Series, (115).
- Bateson, G. (1972). Steps in an ecology of mind: Collected essays in anthropology, psychology, evolution and epistemology. San Francisco, CA: Chandler.
- Blackmore, J. & Thorpe, S. (2003). Media/ting Change: the print media's role in mediating education policy in a period of radical reform in Victoria, Australia, *Journal of Education Policy*, 18(6), pp. 577-595.
- Campanella, A. (2015). Leading the News: 25 years of education coverage: Campanella Media and Public Affairs, Inc.
- Carron, G. & Chau, T.N. (1996). *The quality of Primary Schools in different development contexts*. Paris: UNESCO.
- Chevalier, A. (2001). "Further Results on the Returns to Education in the UK." E. Elgar Pub.I: 302-330.

Constitution of Kenya 2010

Corbetta, P. (2003). *Social Research: Theory Methods and Techniques*. SAGE Publications Ltd., London.

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Encounters. *Law & Society Review*, 40 (2): 283-324 June.

Eshiwani, G.S. (1990). "Implementing Educational Policies in Kenya" (PDF). Africa Technical Department Series Discussion Paper (85). World Bank.

Ferre, C. (2009). "Age at First Child: Does Education Delay Fertility Timing? The Case of Kenya" Policy Research Working Paper (4833). World Bank.

Gerstl-Pepin, C. (2002) Media (Mis) representations of Education in the 2000 Presidential Election, *Journal of Educational Policy*, 16(1), pp. 37-55.

Gudo, C. (2014). Financing higher education in Kenya: Public – Private partnership approach. *Int. J Educ. Policy Res. Rev.*1(1):001-005.

Higher Education Loans Board (HELB) Review. Higher Education Loans Board (HELB) (2012). Sunday Nation July 8, P.19.

IMF, (2012). Kenya: Poverty Reduction Strategy Paper Progress Report, Washington, IMF Publication Services

Kehinde, A. (2014). "Does School Quality Improve Student Performance? New Evidence from Ghana." IED Discussion Paper 260.

- Kenya African Research Foundation, KARF (2014). Audience Survey. Retrieved from:
<http://www.karf.or.ke/what-to-find-in-the-research.html>
- Kenya Institute of Curriculum Development (KICD, 2017). "Basic Education Curriculum Framework "Kenya Institute of Curriculum Development. Retrieved 18 October 2017.
<https://www.kicd.ac.ke/images/downloads/Curriculumframework.pdf>
- Kenya National Bureau of Statistics, (2009). "The 2009 Kenya Population and Housing Census Volume II – Population and Household Distribution by Social Economic Characteristics p. 397-398".
- Kondracki, N. L. & Wellman, N. S. (2002). Content analysis: Review of methods and their applications in nutrition education. *Journal of Nutrition Education and Behavior*, 34, 224-230
- Kremer, D. (2017). The impact of free secondary education: Experimental evidence from Ghana. *Review of Economics and Statistics* (91)3: 437-456.
- Krippendorff, K. (2004). *Content analysis an introduction to its methodology* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Lang, K. (1993). "Ability Bias, Discount Rate Bias, and the Return to Education." Manuscript. Boston: Boston University, Department of Economics.
- Lauglo, J. (2004). 'Basic Education in Areas Targeted for EFA: ASAL Districts and Urban Informal Settlements in Kenya', *AFTHI*. Washington DC: World Bank

- Lazarsfeld, F. & Robert, K. (1957). *Mass Communication, Popular Taste and Organized Social Action*. Bobbs-Merrill Reprint Series in the Social Sciences, S163
- Lovell, G.I. (2006). *Justice Excused: The Deployment of Law in Everyday Political*
- McCombs, M; Shaw, D (1972). "The agenda-setting function of mass media". *Public Opinion Quarterly*. 36 (2): 176.
- Mills and Francis, (2006). The development of constructivist grounded theory. *International Journal of Qualitative Methods*, 5 (1), 1-10.
- Morgan, D. L. (1993). Qualitative content analysis: A guide to paths not taken. *Qualitative Health Research*, 3, 112-121.
- Mugenda, O. M. & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative Approaches*. Nairobi: African Centre for Technology Studies.
- Munene, I. (2006). *Achieving Education for All: Dilemmas in system-wide reforms and learning outcomes in Africa*. Lexington Books: The Rowman & Littlefield publishing Group, Inc
- Nandy, B. R. & Sarvela, P. D. (1997). Content analysis re-examined: A relevant research method for health education. *American Journal of Health Behaviour*, 21, 222-234.
- Neuman, S. (2014). "Oxfam: World's Richest 1 Percent Control Half Of Global Wealth". NPR. Retrieved 25 January 2014.
- Nezavdal, F. (2003). The Standardized Testing Movement: equitable or excessive? *McGill Journal of Education*, 38(1), pp. 65-79.

- Parahoo, K. (1972). *Nursing Research: Principles process and Issues*. Macmillan International Publishers.
- Paul, C. Gorski (2018). *Reaching and teaching students in poverty. Strategies for erasing the opportunity gap*, 2nd edition. Teachers College press. Columbia University.
- Pan, Z. & Kosicki, G.M. (1982). *Priming and Media Impact on the Evaluations of the President's Performance*. Communication Research: Columbia University.
- Polycarp, J. (1993). "Press Freedom and the Role of the Media in Kenya". *Africa Media Review*. 7 (3) – via Michigan State University Libraries, African e-Journals Project.
- Reinard, C. (2006). *Communication Research Statistics: Language Arts and Disciplines*. College of New Jersey.
- Serafini, F.W. (2002). Dismantling the Factory Model of Assessment, *Reading & Writing Quarterly*, 18(1), pp. 67-86.
- Shiundu, J.S. & Omulando. S.J. (1992). *Curriculum theory and practice in Kenya*. Nairobi: Oxford University Press.
- Thomas, S. (2002). Contesting Education Policy in the Public Sphere: media debates over policies for the Queensland school curriculum, *Journal of Education Policy*, 17(2), pp. 187-198.
- UNESCO (2004). *Education for all: the quality imperative*. EFA (Education for All) Global Monitoring Report 2005: Paris, UNESCO.

www.education.go.ke, 2018

www.nation.co.ke

Weber, R. P. (1990). *Basic content analysis*. Beverly Hills, CA: Sage.

Wildemuth, M. (2009). *Applications of social research methods to questions in information and library science*. Library science. 2nd Edition. Thousand Oaks, CA: Sage.

World Bank, 2014. Literacy rate, youth total (% of people ages 15-24). United Nations Educational, Scientific and cultural organizations (UNESCO) Institute for statistics. Retrieved at <https://data.worldbank.org/indicator/SE.ADT.1524.LT.ZS>.

World Data on Education-Kenya, IBE (2010) - Overview and statistics of the Kenyan Education system.
http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Kenya.pdf.

APPENDICES

APPENDIX I: CODING SHEET

CODING SHEET

Date	News		Editorials		Letters to Editors		Opinions		Placement				Funding		Examinations		Curriculum			
	Nation	Standard	Nation	Standard	Nation	Standard	Nation	Standard	Front page	Standard	Back page	Standard	Inside pages	Standard	Nation	Standard	Nation	Standard	Nation	Standard
21/11/17	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22/11/17	5	6	1	0	0	0	0	0	2	1	0	0	5	0	0	0	1	6	0	0
23/11/17	3	2	0	1	0	0	0	0	0	0	0	4	3	0	1	1	3	7	0	1
24/11/17	2	1	0	0	0	0	0	0	0	0	1	2	1	0	0	2	1	1	0	0
25/11/17	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0
26/11/17	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1
27/11/17	2	1	0	0	0	0	0	0	0	0	0	2	2	0	0	1	0	0	0	1
28/11/17	1	1	0	0	0	0	0	0	0	0	0	1	2	0	0	1	1	0	0	1
29/11/17	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	2	0	0
30/11/17	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0
1/12/17	2	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
2/12/17	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1
3/12/17	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1
4/12/17	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1
5/12/17	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1
6/12/17	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1
7/12/17	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1
8/12/17	3	2	0	0	0	0	0	0	1	0	0	2	3	1	1	0	2	1	1	1
9/12/17	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10/12/17	2	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
11/12/17	2	1	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0
12/12/17	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13/12/17	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14/12/17	0	1	0	0	0	0	0	0	0	0	0	1	3	1	0	0	0	0	0	0
15/12/17	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
16/12/17	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
17/12/17	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18/12/17	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
19/12/17	2	1	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0
20/12/17	2	1	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0
21/12/17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22/12/17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23/12/17	3	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
24/12/17	5	1	0	0	0	0	0	0	0	0	0	7	1	0	0	0	0	0	0	0
25/12/17	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26/12/17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27/12/17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28/12/17	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29/12/17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30/12/17	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
31/12/17	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
1/1/18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2/1/18	0	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
3/1/18	2	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
4/1/18	1	4	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0
5/1/18	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
6/1/18	2	2	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
7/1/18	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8/1/18	1	2	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
9/1/18	3	1	0	0	0	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0
10/1/18	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
11/1/18	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
12/1/18	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13/1/18	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0

APPENDIX II: INTERVIEW GUIDE

I am a student at the University of Nairobi undertaking Masters in Communication studies. I am currently undertaking my research project. The main aim of the project is to examine media coverage of basic education (Primary and Secondary) in Kenya. You have been identified as one of the sample interviewee of my study. I would be grateful if you give me your time and respond to these questions. Your responses will be solely used for this academic research, and shall be treated with utmost confidentiality. Thank You for your cooperation.

OBJECTIVE ONE: Frequency of media coverage of educational issues

1. In your publication, is education issues given a priority? Explain
2. Do you believe your publication has given education issues the seriousness it deserves?
3. How do you source your news when deciding which issues to publish on newspapers? How regularly do you publish educational related stories?

OBJECTIVE TWO: Prominence given to stories on educational issues

1. As far as coverage of educational issues is concerned, does your publication follow a certain agenda? Explain.
2. Does your media have an in-house policy on reporting education matters? If yes, what does the policy say and if not, explain why.
3. How does your media house choose stories on examination, students or education to publish? What criteria do your publication follow in placing such stories in the newspaper? Explain.

OBJECTIVE THREE: Dominant educational frames in the media

1. Which are the dominant educational issues regularly published in your newspaper?
2. What guides your publication on educational topics you pick for publication? Explain.
3. What is your response to the accusation that your publication mainly use bright needy students to gain popularity?
4. Do you believe your reporting on educational issues could help to inform government policy on funding free primary and secondary education? Explain.

OBJECTIVE THREE: Audience response after the coverage

1. Does your media have a channel for feedback for its coverages?
2. What type of feedback have you received after coverage of educational issues? Relate with the coverages of examinations results and candidates during the KCPE and KCSE 2017?
3. Did your media cover the successes of the stories you published for students appealing for help.? How did the audience perceive or receive such stories?

APPENDIX III: REQUEST LETTER FOR INTERVIEW

10th August 2018

Samwel Irungu,
P.O Box 67839, 00200
Nairobi, Kenya.

Nation Centre,
Kimathi Street,
P.O Box 49010-00100, GPO, Nairobi Kenya.

To Whom It May Concern,

**RE: REQUEST FOR AN INTERVIEW ABOUT MY STUDY ON MEDIA
COVERAGE
OF EDUCATION ISSUES IN KENYA**

I am student at University of Nairobi School of Journalism, currently pursuing Masters in Communications studies. I am undertaking my research project on media coverage of education issues in Kenya.

Your newspaper (Daily Nation) has been identified as one of the sample key informant of my study. I wish to interview five (5) editors and or subeditors from your media house to inform the findings of my study.

Your responses will be used solely for purposes of this academic research and will be treated with utmost confidentiality.

Thank You for your time and responses.

Sincerely,



Samwel Irungu

APPENDIX IV: CERTIFICATE OF FIELD WORK



**UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
SCHOOL OF JOURNALISM & MASS COMMUNICATION**

Telegram: Journalism Varsity Nairobi
Telephone: 254-02-3318262, Ext. 28080, 28061
Director's Office: +254-204913208 (Direct Line)
Telex: 22095 Fax: 254-02-245566
Email: director-soj@uonbi.ac.ke

P.O. Box 30197-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF FIELDWORK

This is to certify that all corrections proposed at the Board of Examiners meeting held on 8/6/2018 in respect of M.A/PhD. Project/Thesis Proposal defence have been effected to my/our satisfaction and the project can be allowed to proceed for fieldwork.

Reg. No: K50/87018/2016

Name: SAMUEL IRUNGU

Title: PRINT MEDIA FRAMING OF NEEDY STUDENTS: THE CASE OF

NATION AND STANDARD NEWSPAPERS COVERAGE OF EDUCATION ISSUES IN KENYA.

Dr Samuel Siringi Siringi 25/7/2018
SUPERVISOR SIGNATURE DATE

Dr Samuel Siringi Siringi 25/7/2018
ASSOCIATE DIRECTOR SIGNATURE DATE

Dr. Ndleth Ndlethi NDlethi 25/7/18
DIRECTOR SIGNATURE/STAMP DATE



APPENDIX V: CERTIFICATE OF ORIGINALITY

Document Viewer

Turnitin Originality Report

- Processed on: 30-Oct-2018 07:44 EAT
- ID: 1029466850
- Word Count: 18620
- Submitted: 1



PRINT MEDIA COVERAGE OF BASIC EDUCATION ISSUE... *By Samwel Irungu*

Similarity Index

5%

Similarity by Source

Internet Sources:

3%

Publications:

1%

Student Papers:

2%

exclude quoted exclude bibliography excluding matches < 5 words ▾ download refresh print
mode:

☒ <1% match (Internet from 17-Jul-2018)

<http://journals.sagepub.com>

☒ <1% match (Internet from 10-Oct-2018)

<http://erepository.uonbi.ac.ke:8080>

☒ <1% match (publications)

"International Handbook of Education for the Changing World of Work", Springer Nature America, Inc, 2009

☒ <1% match (Internet from 01-Mar-2015)

<http://en.wikipedia.org>

☒ <1% match (student papers from 07-Apr-2015)

Submitted to Kenyatta University on 2015-04-07

☒ <1% Kishore Singh. "Universalizing access to basic education: UNESCO's nor

APPENDIX VI: CERTIFICATE OF CORRECTIONS



UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
SCHOOL OF JOURNALISM & MASS COMMUNICATION

Telegram: Journalism Varsity Nairobi
Telephone: 254-02-3318262, Ext. 28080, 28061
Director's Office: +254-204913208 (Direct Line)
Telex: 22095 Fax: 254-02-245566
Email: director-soj@uonbi.ac.ke

P.O. Box 30197-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF CORRECTIONS

This is to certify that all corrections proposed at the Board of Examiners meeting held on 28/9/2018 in respect of M.A/PhD. Project/Thesis defence have been effected to my/our satisfaction and the project/thesis can be allowed to proceed for binding.

Reg. No: K50/87018/2016

Name: Samuel Irungu

Title: Print Media Coverage of basic education issues

In Kenya: A Content Analysis of the Nation and Standard newspapers.

Dr Samuel Siringi
SUPERVISOR

[Signature]
SIGNATURE

09/11/2018
DATE

Dr Samuel Siringi
ASSOCIATE DIRECTOR

[Signature]
SIGNATURE

09/11/2018
DATE

Dr. Ndeth Ndeth
DIRECTOR

[Signature]
SIGNATURE/STAMP

9.11.18
DATE

