

**Mass Media and Education: Locating the Functions and Influence of
Newspaper Model Examinations on KCPE Performance in Kenya**

By

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K50/69612/2013

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DECLARATIONS

I declare that this is my original work and has not been submitted for award in any college or university for academic credit.

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This project has been submitted to the University of Nairobi for the examination with my approval as the candidate supervisor.

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ABSTRACT

This study sought to find out the role of mass media in education: Locating the function of newspapers and their influence on KCPE exams within Nairobi county Kenya. The objectives of the study are to examine the perceptions of teachers, students, media and policy makers on the importance of model examination found in newspapers, their use and their influence on the candidates doing KCPE examinations. The analysis has indicated that newspaper model examinations are an important tool of revision for the standard eight candidates as they prepare for the final national examinations after their eight years of studies. Mostly, candidates use the questions for revision. And this, revision, is done through sharing of information amongst the students.

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CHAPTER ONE: INTRODUCTION

1.0 Background to the Study

Luhmann (2000) asserts that whatever we know about our society, or indeed about the world in which we live, we know through the mass media. He argues that the term ‘mass media’ includes all those institutions of society, which make use of copying technology to disseminate communication. This, he observes, principally means books, magazines and newspapers manufactured by the printing press but also all kinds of photographic or electronic copying procedures, provided that they guarantee large-scale quantities of products.

In view of this, Kirkorian, Wartella and Anderson (2008) affirm that the mass media plays a key role in human life today. From its traditional functions of entertainment, education and providing general information to the masses, the authors argue that, the media today is also the major socialization tool thanks to technological development.

This study defines the mass media as a sunshade term for the different kinds of tools that enrich humankind with knowledge, vital information and entertainment (Kirkorian, Wartella and Anderson, 2008). They include the form of visual, print and audio channels, namely - television, newspaper (magazines, tabloids and newsletters), radio and the Internet.

These mediums have made possible global exchange of views, news and information on a variety of subjects between a wide range of people from across the world (Lowery and

Defleur, 1995). The authors also argue that tele-films and documentaries revolving around social issues, for instance, increase social awareness in children and develop their concern towards society. Besides these, the media has also been instrumental in such noble courses as enhancement of democracy.

This means that the media is powerful. The power of the media has been subject of many studies. Lowery and Defleur, (1995) acknowledge that various studies have been done on the power of the media and the findings have indicated that it leads to change of attitude and belief of a people. This means that even the positive roles of the media cannot go unchallenged. The power of the media and its persuasive ability, therefore, is so strong that people tend to take as gospel truth, whatever information is relayed.

So as children grow up in a society full of these mediums of communication they are not immune to both positive and negative effects of the media. Whereas the media has evolved from a vital entertainment and information tool, it has equally had great impact in education (Katz, Gurevitch and Haas, 1978). For instance, school children have had many lessons delivered in class through radio, television and print media.

These observations bring the question of mass media and education among the children. This study takes a critical look at print media, and particularly the role of newspapers in education. This focus has been reinforced by findings of Katz, Gurevitch and Haas (1978), who explored the use of mass media for important things. The authors analysed media preferences by educational level and found that print media, the book and newspaper, assume increased importance with increased education, and that electronic media decline in importance.

The study by Katz, Gurevitch and Haas (1978) also assessed the ranking of the relative helpfulness of the mass media with respect to a given need. And in six of the fourteen clusters of needs, the study found out that needs to do with ‘feeling confident about matters of state and education,’ the ranking for all media groups was the newspaper. This therefore makes newspapers a fitting mass media for study.

In fact, newspapers have been described as best medium in developing reading habits in Children, (The Times, 2000), a fact that the site argues has seen the growth of Newspapers in Education (NiE) across the world. The Times website defines NiE as an international program that promotes and increases children’s literacy by using the newspaper as a teaching tool.

In Kenya the Daily Nation (of Nation Media Group) and the Standard (of Standard Media Group) together with their weekend editions, constitute the main newspapers. NMG through its Taifa Leo publication has successfully implemented the newspapers for school’s program, which was launched in 2013. Each school subscribes to the daily editions at a cost of Sh24, 000 per year (Ngare, 2015). The initiative is aimed at improving the Kiswahili language among primary schools

The Nation and Standard newspaper editions also publish examination model papers pullouts of several pages, complete with answers. This they do towards the start of Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) examinations (Maina, 2015). The model examinations are published between the month of September and October (Maina, 2010). These examination pullouts are the

major focus of this study.

The effects of high stakes examinations in Kenya have also immensely contributed towards teachers, parents and students enhanced search of possible measurers that can guarantee academic success (Kaimenyi, 2015). In his view, Kaimenyi argues that the intention of the two mainstream newspapers to publish the model examination program has arguably been informed by the quest for students to excel in aggressive examination competition. But as Godia (2015) stated, newspapers have even more economic interests in their publications.

Godia (2015) observes that the limited spaces in secondary schools and public universities has been fertile ground for the growing cases of examination irregularities in secondary and primary education. He asserts that limited space during admissions and the quest to post higher grades have prompted, teachers and candidates to employ every possible strategy to post better grades. Godia (2015) posits that towards the start of national examinations newspaper model newspaper examinations are part of key revision materials for candidates who can access them.

And the rising cases of examination irregularities in Kenya seem to support the view by Godia (2015) and Kaimenyi (2015) that high stake examinations push candidates to seek various ways of passing examinations and also fight for the limited spaces in upper classes. A summary of examination irregularities in KCPE for the last five years indicates a steady rise in the vice (Kneec, 2015). In 2010, of the 357, 488 who sat KCSE examinations, only 539 candidates were involved in examination irregularities. In 2011,

the number shot to 2, 927 against 411, 783 who sat the examination. And in 2012, some 1, 254 cheated. In 2013, of the 446, 696 who sat KCSE examinations, 3,812 cheated. And last year, some 2, 975 students were involved in examination irregularities. Some 483, 630 sat the examination. Strom and Strom (2011) also acknowledge that the increasing concern about examination irregularities in schools is a result of high stakes examinations.

Strom and Strom (2011) also posits that one line of speculation is that dishonesty in school is merely a reflection of the broader erosion of ethical behavior which has become commonplace in societies that tend to support self-centeredness over concern for others. This argument would mean that high stakes examinations would as well not be the reason cheating is prevalent. And thus, publication of newspaper model examination may not be so critical to candidates as they prepare for national examinations.

This study therefore seeks to investigate whether newspaper model examinations are part of the students' revision strategy to escape the failure tag and whether the use of these materials influences the final grade. The study therefore investigates the adoption, use and influence of newspaper model examination papers on primary school children's academic performance.

1.1 Problem Statement

Vockel and Cusick (1995) argue that many people use the media because they believe the content carried in the channels of communication. Newspapers as a form of mass media are therefore key informational and educative tools to learners thus serving as instruments

of promoting literacy among the pupils and students according to the Times, (2000). This is why more countries are increasingly embracing newspapers as a critical tool to improving quality education.

Cusick and Vockel (1995) argue that schools and candidates, for the sake of passing examinations, do not leave anything to chance. Writing in their article that explores teachers' attitudes towards using newspapers in the classroom, the authors affirm that newspapers give students the opportunity to apply skills used in the classroom and to be exposed to more up-to-date information than that found in textbooks. They also contend that teachers know that students who read many sources (including newspapers) build the background knowledge necessary to understand progressively more difficult reading material.

The argument here is that the two print media Houses-Standard and Nation-probably, basing on Cusick and Vockel (1995) arguments continue to publish and distribute many copies of model examination papers, which they carry as supplements towards the start of national examinations. And with the summative national examinations of form four and standard eight that puts a lot of emphasis on end term grades, the stakes are high (Kaimenyi, 2015). Could these arguments lead students and teachers to trust model newspaper examinations as a means to excelling in examination scores?

And further, writing on examinations, Ritter (2015) observes that a lack of comprehension of meaning as well as a lack of knowledge may be responsible for many

of the mistakes and odd ideas found in the answers to examination questions. Could this quest for broad knowledge mixed with anticipation of a possible recurrence of examination questions prompt many schools and candidates to use these newspaper model examination papers ahead of examinations? Maina (2015) noted that most of the questions are derived from Kenya National Examination Council (KneC) past papers test bank. Could the source of the examination questions bolster teachers to encourage their candidates to access them on newspapers for their revision purposes?

The quantity of model newspaper examinations is increasing (Kimathi, 2015). But it is not clear whether there is a corresponding rise in growth in the use of these examination materials. The question that begs is whether the efforts by print media houses to circulate the model papers is a business strategy or it is a genuine course to improve candidates' academic scores.

Clearly, there is an urgent need for a comprehensive study that would explain the adoption, use and influence of this newspaper model examination especially on academic performance of primary school students.

1.2 General Objective of the Study

To locate the functions and influence of newspaper model examinations on the performance of candidates in KCPE examination

1.2.1 Specific Objectives of the Study

1. To analyze perceptions of teachers and KCPE graduates in Langata Sub County on model examination in newspapers
2. To find out the use of newspaper model examinations among KCPE candidates in Langata Sub County.
3. To determine the influence of newspaper model examinations in the academic performance of KCPE candidates in Langata Sub County.

1.3 Research Questions

The study sought to answer one overarching question: What is the influence of newspaper model examinations on KCPE performance of class eight candidates in Langata Sub County?

Specifically, the study sought to answer the following questions:

1. What were the perceptions of teachers and candidates in Langata Sub County on model examination in newspapers?
2. What was the use of newspaper model examinations among KCPE candidates in Langata Sub County?
3. What was the influence of newspaper model examinations in the academic performance of KCPE candidates in Langata Sub County?

1.4 Justification of the Study

The use of mass media as teaching instruments in classrooms has increased considerably at all grade levels over years (Aiex, 1991). Commenting on using newspapers as effective

teaching tools, Aiey (1991) argues that newspapers are widely used to compliment and supplement traditional classroom texts and resource materials. He posits that some teachers have even developed classroom material using the newspaper for more specialized instructional purposes.

Sundin (1998) however argues that even though discussion on the value of newspapers in education dates back to early history, there are only a limited number of studies in this area of research. And the few researches that have been carried out have mainly comprised follow-ups of school projects carried out on behalf of newspapers own organizations (Sundin, 1998).

Sundin (1998) further argues that the reason for this gap is because the press has different functions in different parts of the world. He argues that in other countries, newspapers are only a means of dictatorial control. But he acknowledges that many countries have raised questions on the value of newspapers as an educational tool.

In Kenya, education stakeholders have been quick to blame media use for promoting poor academic performance. Ndunda (2015) argues that excessive mass media use by primary school children have led to poor performance in core subjects such as English and Science. He argues that the mode of language used and the content in mass media are not supportive of young mind's educational progress. But this has been a blanket statement (Maina, 2015). No study has been done in Kenya, specifically, to investigate the role of newspapers model examination on student academic performances. In fact, most

newspapers are written in English and the contents are good fodder for young minds in school (Godia, 2015).

Given the power of the media the assumption that excessive media use results to poor academic performance may hold and this view is likely to be perpetuated even more if a specific study is not done to generate informed conclusions. This study therefore seeks to confirm or allay some of the fears with regard to the media use, and specifically the newspapers on primary school candidate's performance.

1.5 Significance of the study

This study will be beneficial to various education and media stakeholders in the country once complete. To the parents in urban centers, the study will clarify whether there exist real concerns over newspaper model examinations that their children are exposed to. It will also help them to decide which newspapers they should allow their children to be exposed to and whether the timing of the models are detrimental to their educational development.

To school managers and teachers, this study will support or discard newspaper model examination in their revision programs. It will be clear to them whether the investment on newspaper model examinations is a worthy venture or just another gambling course.

To Ministry of Education officials and sector stakeholders, the study shall inform various high level policies on media and education, and particularly, the use of newspapers in children's education.

This study will also be beneficial to print media organisations. As Sundin (1998) observes, newspapers would obviously want to know the findings since it is a source of potential subscribers. Sundin (1998) argues for instance that, it has been shown that people are more likely to subscribe to a newspaper if they have grown up with a daily newspaper in the home. In light of this, it may be of interest to initiate another study of newspapers in school education and that examines this objective and provides results to gain fuller understanding or future readership of newspapers.

This research would be of particular interest especially in an age where the structure of media is increasingly becoming complex and integrated with new technologies. These developments would probably lead to new patterns of use in media consumption of persons currently growing up (Sundin, 1998). It is already apparent from current research that the young read newspapers less than older people.

Finally, the research will provide additional literature on the role of media especially newspapers on education. For instance, Sundin (1998) posits that it is not easy to investigate how reading newspapers in education affects newspaper reading in later life.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter examines literature on media and education that are applicable to this study. It also presents the theoretical framework guiding this study. These theories are Social Cognitive Theory, Cultivation Theory and Uses and Gratification.

2.1 Empirical Literature

Most of the literature on impact of media on education deals with a number of issues. These issues include: newspaper in education, influence of media on learning, the role of parents and teachers in learning, self-efficacy and the education system and assessments.

Others include role of television in education, child and the media, media effects on the role of the teacher, media effects on children in schools, learning theories and media utilization, role of educational media.

2.1.1 Newspapers in Education

Newspapers in Education (NiE) are an international program that promotes and increases children's literacy by using the newspaper as a teaching tool (The Times, 2000). NiE is a unique way for schools, businesses and the local newspaper to work together in a partnership that benefits all. The Times website observes that NiE program helps motivate and teach students with a textbook as fresh as each day's news. It also states that through the use of daily news, editorial, features and even advertising, students at all grade levels can learn math and cost comparison skills, geography and meteorology,

history and current events and how they shape our world, all while improving reading and comprehension.

In her paper, 'Newspapers as tools of literacy in Uganda', Namata (2010) lays a raft of advantages of using NiE. She argues that the enormous variety of subject matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. Namata further argues that the diversity of information in newspapers enables teachers of English for specific purposes as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students.

But the use of newspapers in education is not an entirely new idea in education of children. According to The Times, (2000) it dates back to 1930s when the New York Times and the Milwaukee Journal sponsored NiE by delivery papers free of charge to education classroom. By 1950s the use of newspapers became a nationally supported program such that by mid-1970's more than 350 newspapers sponsored local programs. By 1980s, newspapers were used in the classrooms from kindergarten through college in almost all subjects. Today, more than 950 NiE programs are delivering newspapers and educational programs to nearly 40 per cent of all public school's students in the United States of America (Times, 2000).

Guethrie (2002) observes that most well established findings in reading research agree that comprehension develops through variety of purposeful, motivated reading activities.

The scholar argues that educators should encourage students to become actively, engaged readers by making them gain competence and a sense of self-efficacy. The print media is therefore an important tool for learning (Assimonye, 2004).

2.1.2 The Influence of Media on Learning

There have been serious debates about the efficacy of media on learning. Richard Clark in his paper 'Media will never influence learning, states that the claim of no 'learning benefits' from media has been made and substantiated many times in the past. In his analysis of researchers' works, he observes that several of them have argued that media have differential economic benefits but no learning benefits.

Clark (1994) gives an example of Handbook of Research on Teaching, which concluded that the benefits of media were primarily economic and that their use was 'to develop the technology of instructional method.' Clark cites an article by Mielke (1968) where the author argued that adequately designed research on the learning benefits of various media would yield no significant differences between treatments. Also cited by Clark (1994) is a prolific media research reviewer Wilbur Schrum (1977) who claims that learning is influenced more by the content and instructional strategy in a medium than by the type of the medium.

An earlier study by Gavriel Salomon and others in 1979 brought an interesting dimension to the media and learning debate. They argue that it was not the medium that influenced learning, but instead certain attributes of the media that can be modeled by learners and can shape the development of unique 'cognitive process' (Salomon et al, 1979). This

argument is at the core of this study. To what extent do newspapers content influence learning, generally, but specifically on academic performance of children?

The argument by Salomon (1979) shapes the intention of this study, which seeks to establish whether the newspaper model examinations can truly influence a child's academic performance. Could the model examination papers be the 'certain attributes' in the context of this study? Salomon (1997) defined instructional method as any way to shape information that activates supplements or compensates processes necessary for the cognitive process necessary for achievement or motivation. In his conclusion, Clark (1983) indicates that media do not influence learning under any condition. Rather, he argues that media are mere vehicles that deliver instruction but do not influence student achievement any more than a truck that delivers groceries.

2.1.3 Parents and Teacher Role in Education

Another group of researchers contested the arguments by Solomon (1979), Clark (1994) and Schrum (1977) on the media role and learning. Jonassen, Campbell, and Davidson (1994) respond to the debate. In their work, 'Learning with media: Restructuring the Debate, Educational Technology Research and Development, Jonassen, Campbell, and Davidson (1994) state that Clark, Kozma, and others debated the wrong issue. They argue that rather than focus on instruction or media, the scholars would have considered the attributes of the human being involved in a mediated learning process. The scholars continue to argue that this learning process is surrounded by a fusion of conveyances, teachers, instructional design, the environment, the learning context, and the social context. Within this process, Jonassen et al. (1994) observed that learning was contingent

upon context and situation and that media and technologies were part of this context, not just deliverers of context and content.

Wenglisky (2002) explores the link between teacher's classroom practices and student academic performance and finds that the effects of classroom practices, when added to those of other teacher characteristics are comparable in size to those of student background. He concludes that this suggests that teachers can contribute as much to student learning as the students themselves. He argues that the key to improving a student's performance lies in improving the schools. Wenglisky (2002) indicates that if academic standards are rigorous, curriculum and assessment are aligned to those standards, and teachers possess the skills to teach at the level the standards demand, students' performance will improve.

Hoover, Dempsey and Sandler (1997) writing on parental involvement in children's education spell out clearly the role parents play in their children's academic performance. They conclude: "We assert that the most important questions on parental involvement in children's education address why parents choose to become involved and why their involvement, once underway, often positively influences educational outcomes. We present a model suggesting that parents become involved primarily because (a) they develop personal construction of the parental role that includes participation in their children's education, (b) they have developed a positive sense of efficiency for helping their children succeed in school and, (c) they perceive opportunities or demands for involvement from children and schools. Parents then choose specific purposes for

involvement in response to the specific domains of skills and knowledge for involvement from children and the school...” (p311).

Steinmayr and Spinath (2008) bring another dimension to the argument. Writing about the importance of motivation as a predictor of school achievement, they argue that beyond intelligence, differential motivational constructs incrementally contribute to predictions of school achievement. They made the observation based on findings of a study they conducted on a sample of 342, grade 11 and 12 students in Germany.

In the study by Steinmayr and Spinath (2008), students were asked to give self-reports on domain specific values, ability of self-perceptions and achievement motives. Domain specific ability, self-perceptions and values showed the highest increments whereas achievement motives and goal orientations explained less additional variance, the study found. Steinmayr and Spinath (2008) reveal that even when prior achievement was controlled, some motivational concepts still proved to contribute to the prediction of subsequent performance.

2.1.4 Self Efficacy and Performance in Examinations

Some authors have also argued that the individual factors in academic performance cannot be ignored. Writing on self-efficacy in academic settings, Pajeres and Frank (1997) argue that self-efficacy beliefs are important influences on motivation and behavior in part because they mediate the relationship between knowledge and action. That is, environmental, cognitive and affective factors influence behavior partly by influencing self-beliefs. As such these beliefs are strong predictors of individuals' subsequent performances.

Pajeres and Frank (1997) explore the link between self-efficacy theory to the study of self-regulation and motivation in academic settings. In the overall findings, the scholars find that the results demonstrated that, when self-efficacy is included in statistical models with other, more global, self-beliefs (such as self-concept, anxiety, and attributions), and with variables such as academic background, gender, ethnicity, ability, and socio economic status, self-efficacy is a strong predictor of academic performance and mediates the influence of other determinants.

Another author, Frank (1995), argues that this self-system includes the abilities to symbolize, learn from others, plan alternative strategies, regulate one's own behavior, and engage in self- reflection. In his work 'Self efficacy in academic settings,' Frank (1995) argues that human behavior results from the interplay between this self-system and external-environmental sources of influence. He concludes that it is the capability for self-reflection, however, that is most uniquely human, for this form of self-referent thought allows people to evaluate and alter their own thinking and behavior. These self-evaluations include perceptions of self-efficacy, personal judgments of capability to accomplish specific tasks and deal with different realities'

2.1.5 Education System and Assessments

Stiggins (2005) argues that assessment has served as the great intimidator. In his work, 'From Formative Assessment to Assessment For Learning: A Path to Success in Standards-Based Schools, he dispels the notion held that pressure to get high-test scores and good grades would motivate greater effort and thus more learning. Kohn (2000) states that standardized tests pose more damage than good in students learning process.

He argues that tests have lately become a mechanism by which public officials can impose their will on schools, and they are doing so with a vengeance.

In his paper ‘the case against standardized testing: raising the scores, ruining the schools’ Kohn (2000) argues that never have the tests been given so frequently and never have they played such a prominent role in schooling. He posits that exams were used mostly to decide where to place kids or what kind of help they needed; only recently have scores been published in the newspaper and used as the primary criteria for judging children, teachers, and schools. He observes that this is used as a basis for flunking students or denying them a diploma, deciding where money should be spent.

The education sector in Kenya has experienced massive expansion in enrolment and number of institutions over time. According to the Ministry of Education’s Management Information System (EMIS, 2012), the number of public and private primary schools increased from 6,058 in 1963 to 27,489 in 2010.

Enrolment in primary education has grown from 892,000 pupils in 1963 to about, 10.1 million (5.1 million and 5 million male and female respectively) in 2013. The pupil completion rate remained above 75 percent during the period with transition from primary to secondary increasing from 66.9 per cent in 2012 to 73.3 percent in 2013.

The main issues facing the education sector in Kenya have been challenges of access, equity, quality, relevance and efficiency in the management of educational resources (Odhiambo: 2012). And as Kaimenyi (2015) notes, several interventions have been initiated to promote access, retention, equity, quality and relevance to enhance the sector’s efficiency. However, assessment and quality assurance have been the next

challenge for the sector (Kaimenyi, 2015).

The current summative assessment at the end of primary cycle does not adequately measure learners' abilities while school based assessment is not standardized (Mugo, 2015). He argues that assessment is mainly used as a means of determining who can move to higher education. In essence, the current system of summative assessment at the end of the various cycles together with the limited availability of student places at secondary and higher education level dictates the teaching/learning process towards examinations as opposed to learning (Mugo, 2015).

Wasanga and Kyalo (2007) in their report, *National Assessment Initiatives in Kenya and their Impact on Quality Education*, reviewed various national assessment studies carried out in Kenya. In their paper, they indicate that examinations tend to provide a measure of achievement at the end of a cycle without necessarily providing the requisite evidence of learners' achievement of the prescribed competencies at various levels progress through school. They argue that such examinations therefore do not provide a systematic evaluation and intervention system to improve learner achievement.

Wasanga and Kyalo (2007) argue that in Kenya, it has been felt that the decline in candidates' performance in national examinations particularly in primary leaving examinations had been as a result of lack of monitoring of learning achievement system that could provide a basis for provision of intervention strategies to address the weaknesses portrayed by candidates before they take the national examinations. Kenya runs an 8-4-4-education system since two decades ago.

Odhiambo (2012) in his report, *'Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond* also argues that the current summative assessment at the end of primary cycle does not adequately measure learners' abilities while school based assessment is not standardized.

Wasanga and Kyalo (2007) also observe that assessment is no longer seen as part of the teaching and learning process but as a means of determining who can move to higher education in ever decreasing numbers. They conclude that this system creates failures and fail to identify individual aptitudes, skills and competencies.

Odhiambo (2012) thus proposed a new system of education of two years at pre school level, six years in primary, another six years at secondary, and at least three years at the university (2-6-3-3). In addition to this, the report proposes development of standardized competency based assessment tests items (Competence Assessment Tests (CATs), to assess core competency areas, and to align each to all specific levels within the basic education cycle. The idea here was to deemphasize national examinations, which currently are high stake.

2.1.6 Television as a Medium of Instruction: The Role of Educational Television

Kirkorian, Wartella and Anderson (2008) argue that electronic media, particularly television have been criticized for their potential impact on children. They state that one area for concern is how media exposure influences cognitive development and academic achievement.

The authors argue that although research clearly demonstrates that well designed, age appropriate, educational television can be beneficial to children of preschool age, studies on infants and toddlers suggest that these young children may better understand and learn from real life experiences that they do from video. Moreover, Kirkorian, Wartella and Anderson (2008) state that some research suggests that exposure to television during first few years of life may be associated with poor cognitive development.

Razel (2001) examines the relationship between amount of television watched and children's educational achievement. Author observes that previous studies have yielded contradictory achievements. Razel (2001) notes that some researchers have found that the relationship is negative-that the more television is viewed, the lower educational achievements. While others have found positive relationships, he argues that other researchers found no relationship at all between television viewing and educational achievement. Razel (2001) describes his findings 'inverted check mark'-that for small amounts of television viewing, achievements increased with viewing. But as viewing increased beyond a certain point, achievements decreased.

Sharma (2006) blames television for children's lack of hand on capabilities. He argues that the great majority of today's children have not set traps, fed chickens, milked cows, cooked a dinner, driven a horse, cut corn; picked fruit, sold newspapers, or even played sandlot baseball. Some of the activities of the modern school are set up to provide some of the direct experience with reality that their parents, or at least their grandparents, had in their day credit for the course.

Like other audio-visual instruction, television is most effective- in the perceptual phases of learning, in providing sensory experiences, pointing up significant cues, and more broadly, orienting the student, informing him, and perhaps inspiring him to carry his learning further (Sharma, 2006). There is still some question as to whether pictures should be used to explain words, or words should be used to explain pictures, and the matter is not yet resolved. However, Education TV usually features the lecture in spite of the criticisms of this form of instruction.

To summarize, the chief advantage of educational television is that it can carry instruction to different classrooms where it might not otherwise be provided, or where it would have to be repeated. It can provide superior lecture demonstrations for extensive curricular content, and it makes possible close-up views of what is being demonstrated and of on-going events for class observation. Beyond this, it has the advantage of all audio-visual instruction, that of enhancing the value of perceptual instruction (Sharma, 2006)

2.1.7 The Child and Media

The concern over the role of media in children's development has never been a higher in public debate (Roberts 1999). Writing on kids and media at the new millennium, the author notes that hardly a week goes by without a public debate about violent video games, educational TV, depressed computer users, gender stereotypes in rap music, the technological gap between rich and poor or the online dangers lurking just behind the computer screens. He argues that 'media environment' for kids of all ages have changed radically in recent years. Parents have also been accused of failing to set rules of

television usage as children are left alone with the media for large portions of the day.

Perhaps this explains Haney and Ullmer (1970) argument that teachers today are constantly amazed at what children already know about what they are going to be taught. Upon holding up pictures of prehistoric scenes, a third grade teacher may find her pupils identifying dinosaurs such as the brontosaurus, and the triceratops, and wondering where the pterodactyls went (Haney and Ullmer, 1970).

However, with the Razel (2001) findings that gave a comparative analysis of media use and educational achievements, the true effect of media on children still requires further interrogation. The media exposure to the world at large tends to broaden the sources of influence on children. Similarly, Razel (2001) proposes three main functions of media in the life of children:

Providing Information: Educators have performed considerable amounts of research on the value of the new media in achieving this function, that of transmitting information (Haney and Ullmer, 1970). The authors argue that much less is known, however, about the contributions of media to the other two functions of socializing and mobilizing. It is very difficult, if not impossible, to gauge the effect of media among several factors—heredity, environment, religion, ethnic background, family structure—-in an individual's social and cultural makeup (Haney and Ullmer, 1970).

Socializing: Media is a critical socializing tool for children. The authors argue that this is the first generation in which the young are the same all over the world. What happens in one neighborhood, or country, for that matter, becomes community property in the global village. As the young become increasingly unified through media while the old retain

their traditional differences, the generation gap widens. The school should add structure and direction to the learning process, but not by decreasing the level of information available to children or by relying on print and speech as the only media forms in regular use (Haney and Ullmer, 1970).

Mobilizing: As Haney and Ullmer (1970) posits that mobilizing powers of media seem to be considerable. Media reporting of certain events such as riots and warfare may serve as training films for impressionable youth who are motivated to try similar tactics in their own neighborhood. And, of course, the power of advertising media to mobilize consumers is well known.

2.1.8 Media Effects on Children in School

The variety of media now available to the teacher provides them with powerful and flexible communications tools. Kirkorian, Wartella and Anderson (2008) also argue that these media can significantly affect the quality of learning experiences for pupils. And as Haney and Ullmer (1970) indicate, media extends the normal limits of communication through the use of films about foreign lands, videotapes of great personalities, live telecasts of important events, and many other types of uses.

Some media enable teachers to communicate to large numbers of children simultaneously and thus extend their influence. Media also serves as storage banks of information, easily retrievable for display in the classroom. Haney and Ullmer (1970) also state that media provide a vehicle for pupils to participate in creative expression by making their own materials, either for teaching purposes or for pupil projects.

As learning becomes increasingly individualized through media utilization, pupils need not feel held back by their classmates, nor will they feel the competition for grades that is now so prevalent. And as learners gain increasing proficiency in teaching themselves with media, so will they be able to develop individual interests and talents and thus amplify their differences from other pupils. This occurrence contrasts significantly from the common practice of leading every pupil through the same content in the same time period.

The availability of numerous forms of new media, such as film loops, filmstrips, synchronized slide tapes, dial access gear, and new methods of display and control, enable the teacher to emerge from the traditional lecture-discussion format and give much more varied and individualized instruction. This general discussion of the broad functions of media provides the context for showing how media can be beneficial to the educational process.

2.1.9 Learning Theories and Media Utilization

Teachers are probably not so much interested in theories as they are in getting their job done. And probably none of the above theories provides a complete basis for educational practice although each seems to have something to contribute. An individual who is strongly committed to one of these theories will undoubtedly be 'affected' by that theory in the way he approaches educational tasks, either as a teacher using media or as a writer or producer creating materials.

In general, these various theories will tend to cause producers and teachers to adopt one of two orientations toward the creation and use of media materials. One can be termed a stimulus or perceptual view and the other the behavioral view (Haney and Ullmer, 1970).

In creating or selecting media materials from the stimulus viewpoint, primary consideration is given to the technical or message characteristics of the materials. Interesting content, careful writing, fine photography, and good picture composition are considered as being highly important (Haney and Ullmer, 1970). Producers and teachers, in terms of their being -clear, exciting, moving, or stimulating to them and their colleagues, judge excellence in materials. The behavioral orientation places less concern on these types of criteria; of prime importance is the question: "Does the material produce the kind of behavior in children that it was designed to produce?"

Materials producers holding to a stimulus or perceptual view tend to create programs rich in sensory stimuli. They often utilize multimedia presentations in which several images can be directed to the pupil simultaneously. They tend to think of using visuals to illustrate concepts rather than to enable learners to acquire specific behavioral responses. Learner participation would normally be expected to take place in some follow-up activity after the presentation.

Producers favoring a stimulus-response view tend to create materials that incorporate direct practice of desired learner behavior, in the presence of specific stimuli, during the program. They tend to include stimuli for which desired responses can be measured and validated and to exclude stimuli for which such measurement is difficult or unpredictable.

When scripting or programming, the behaviorist questions each item of content in terms

of its contribution to the final learner behavior. Special effects, or other embellishments that many television and film producers consider useful in making a presentation more interesting and enjoyable, would be considered superfluous by most behaviorists if these embellishments had no effect on behavior change (Haney and Ullmer, 1970).

Which of these two theoretical orientations a teacher favors will obviously affect the way he approaches his work and the way he employs media in the classroom. The behaviorist would likely say that the principal reason for using visual media is to enable the learner to make visual discriminations, that is, make identifications of specific visual phenomena in the presence of other visual stimuli that are potentially confusing. Naming different types of plants, identifying different organs of the body, identifying cells that are healthy or diseased, discriminating between the two types of camels, dromedary and, Bactarian -all these identifications require the learner to make visual discriminations (Haney and Ullmer, 1970).

The stimulus-oriented teacher will likely take a less structured view. He will, of course, test some learning as outcomes of media presentations, but mainly he may use visual media to show what something looks like or to provide more concrete experience. He sees media presentations as contributing to a variety of abilities, attitudes, and values and would likely consider it an impractical task to *try* and make accurate measurements of all these effects. His technique is less certain than the behaviorist's, but it is more opportunistic (Haney and Ullmer, 1970).

Thus one's theoretical orientation and philosophy of education can greatly affect his approach to producing, evaluating, and using media materials. Each teacher must decide for himself just what orientation or blend of theory he will bring to his teaching and to media utilization (Haney and Ullmer, 1970).

2.2 Theoretical Framework

There are various theories that can be used to support media and education but for the sake of this study, three main theories have been chosen. These include Social Cognitive Theory, Media Cultivation Theory and Uses and Gratification Theory.

2.2.1 Social Cognitive Theory

Social Cognitive or Learning Theory highlights the idea that much human learning occurs in a social environment. By observing others, people acquire knowledge, rules, skills, strategies, beliefs, and attitudes. Individuals also learn the functional value and appropriateness of modeled behaviors by observing their consequences, and they act in accordance with their beliefs concerning the expected outcomes of actions (Bandura, 1986).

In Social Cognitive Theory, learning is largely an activity in which information about the slim line of behavior and about environmental events is transformed into symbolic presentations that serve as guides for action (Bandura, 1986).

Operant conditioning theory also says that people learn by doing, but social cognitive and conditioning theories have different explanations. Skinner (1953) noted that cognitions may accompany behavioral change but they do not influence it. Social cognitive theory

contends that behavioral consequences, rather than strengthening behaviors as postulated in operant theory, serve as sources of information and motivation. Consequences inform people of the likely outcomes of the behavior. If the outcome is failure, they know that they are doing something wrong and they take steps to produce success the next time.

While learning, people selectively process information; they engage in such activities as attending to instruction and rehearsing information, which they believe will promote learning. From a motivational perspective, people strive to learn behaviors they value and believe will have desirable consequences (Bandura, 1986). This theory applies to the current study by insisting that most students who access and use model examination papers always get advice from their colleagues who passes the said examinations after relying on the papers (social modeling). They also gain confidence after reading and revising much of these model examinations (self efficacy)

2.2.1.2 Learning and Performance

Social cognitive theory involves the distinction between learning and performance of previously learned behaviors. By observing models, people acquire knowledge they may not demonstrate at the time of learning (Rosenthal and Zimmerman, 1978). Although some school activities (review sessions) involve performance of previously learned skills, much time is spent learning. Students acquire declarative knowledge in the form of facts, scripts (e.g., events of a story), and organized passages (words in a song or poem).

2.2.1.3 Modeling Processes: Functions of Modeling

Modeling is a general term that refers to behavioral, cognitive, and affective changes deriving from observing one or more models (Berger, 1977; Bandura, 1978; Rosenthal &

Zimmerman, 1977). A distinction is usually drawn between live models, who appear in person, and symbolic models, who are presented via oral or written instructions or in pictures, TV, films, or other audiovisual displays (Bandura & Walters, 1963).

Response facilitation effects are similar to inhibitory and dis-inhibitory effects in that behaviors reflect actions people have learned. Unlike inhibitory and dis-inhibitory effects, response facilitation effects are neutral in the sense the behaviors are socially acceptable and not accompanied by potential restraints (Bandura, 1986).

Observational learning through modeling occurs when observers display new patterns of behavior that prior to modeling had a zero probability of occurrence even with motivational inducements in effect (Bandura, 1969). A key mechanism in observational learning is the information conveyed by models. Models inform observers of ways to produce new behaviors (Rosenthal & Zimmerman, 1978). Observational learning is hypothesized to comprise the following four sub processes:

2.2.1.4 Sub Process Activities

Attention: Student attention is directed by physically accentuating relevant task features, subdividing complex activities into parts, using competent models, and demonstrating usefulness of modeled behaviors.

Retention: Rehearsing information to be learned increases Retention, coding in visual and symbolic form, and relating new material to information previously stored in memory.

Production: Behaviors produced are compared to one's conceptual (mental) representation. Feedback helps to correct deficiencies.

Motivation: Consequences of modeled behaviors inform observers of functional value and appropriateness. Consequences motivate by creating outcome expectations and raising self-efficacy.

Observer attention to relevant environmental events, the first sub process, is necessary for them to be meaningfully perceived. At any given time, there are countless activities to which one can attend. As discussed later in this chapter, factors associated with model and observer influences one's attention to models. Distinctive activities also command attention. An activity can "grab one's attention" because of its size, shape, color, sound, or unusual location.

Teachers apply this principle when they add such distinctive features to their modeled demonstrations as bright colors and oversized cutouts. Modeled activities differ in their perceived functional value; those judged by observers as important and likely to lead to rewarding outcomes command greater attention. The application of this theory in this research is that students will tend to practice with the model KCPE papers as instructed by their teacher with the believe that it is going to improve their final grade.

2.2.2 Cultivation Theory

George Gerbner and his associates introduced the cultivation theory in the United States of America in the 1970 (Baran, 1999). The theory deals with the effects of television viewing on people's perception of the world and state that heavy television viewers are more likely than light television viewers to think that the world is like what is presented on television. They find that heavier viewers tend to perceive the real world as more violent and similar to television and similar to television world than it really was. In the

case of model newspaper examination because of media believability and credibility students are likely to think what are published in the papers could be real examinations.

The theory presupposes that television and mass media such as newspapers generates a world view that although possibly inaccurate becomes a reality because people believe it to be so. Television is not without effects on us, cultivation theory concentrates on television and predicts not direct impact on our thinking (Miller, 2005). It claims television cultivates or promotes a view of social reality that is inaccurate but that viewers nonetheless assume it reflects real life. In the case of students taking KCPE model exams from newspapers they are likely to believe that those questions will be in their exams thereby offering maximum attention to the model papers to the extent of buying newspapers daily to check if there are more model papers.

2.2.3 Uses and Gratification Theory

This theory is interpretive, where the message is what the receiver makes of it not what the sender intends (McQuail, 1972). In the uses and gratification theory a person is said to have certain needs that can only be met or gratified through mass communication. The person therefore chooses what in the media will meet those needs and then he/she chooses the medium. The uses and gratification approach has been centrally concerned with choice reception and manner of response from the media audience (McQuail, 1994).

The audience choices of media are determined by particular needs, which the audience have. These needs of the media are similar to functions that are surveillance, the cognitive ordering of the environment, personal relationships, substitute of mass media for

companionship, diversion, escape from routine and problems, personal identity, the sense of self meaning value reinforcement or reassurance (Little John, 1983, Severin and Tankard, 1997).

McQuail (1994) has his own list of needs categories, which he refers to as motives and satisfactions for media use. These are getting information and advice, reducing personal insecurity, learning about society and the world finding support for one's own values, gaining insight into one's own life, experiencing empathy and problems of others having a basis for social contact, having a substitute for social contact, feeling connected with others, escaping from problems and worries, gaining entry into an imaginary world, filling time, experiencing emotional release and acquiring a structure for daily use (McQuail, 1994). These motives and satisfaction can be categorized into five needs as posited Katz, Gurevitch and Haas (1973). In the current study this theory explains the various needs and gratifications that KCPE candidates get from depending on newspaper model examinations.

Cognitive Needs

Fiskqe (2002) also confirms that this is interpretive by claiming that different audience members may use the same program to gratify different needs. Students will pick what they think is important to them in the model papers and practice with the hope of succeeding in their exams.

Affective Needs (emotional, pleasurable or aesthetic experience)

Personal integrative needs (strengthening credibility, confidence, stability and status), social integrative needs (strengthening contact with family and friends, etc). Tension release needs (Severin and Tankard, 1997). The study intends to find out from respondents what uses and satisfaction they get from model newspaper examinations and has a bearing on performance

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methods used in this study. It entails the research design, study location, target population, sample size and sampling strategy, data collection instruments and methods, data analysis techniques, testing validity and reliability of research tools as well as ethical considerations for the research.

3.1 Research Design

This study used descriptive survey design, utilising both qualitative and quantitative data from respondents on the influence of newspaper model examination on academic performance in KCPE examinations. The importance of this design is that the mixed method approach taken to complement each methodology so as to ensure validity and reliability of data collected.

3.2 Area of Research

The study was conducted in Langata Sub County located within Nairobi County. It rests in an area of about 196.80 square kilometres and has a population of 176, 314, based on 2009 census (Nairobi County Education Report, 2014).

3.3 Target population

Table 3.1: Target population

School Name	Zone	Total School Enrollment	2015Form One Enrollment	TSC Teachers
Langata High (Mixed)	Kibera	825	150	9
Langata Barracks (Mixed)	Magomoini	408	60	7
Raila Educational Centre (Mixed)	Kibera	452	100	11
Olympic (Mixed)	Kibera	825	225	12
Karen C (Mixed)	Kibera	245	90	16

Source: Nairobi City County Education, (2015)

The study mainly targeted form one students from the five secondary schools within Langata Sub County. However, all secondary school students were eligible respondents by virtue of having been KCPE candidates at one time. These students did their KCPE in 2014 and the study found it easier to reach them in their current schools than in other environments. The study only took place in secondary schools in order to track the 2014 KCPE candidates who have since been enrolled. Additionally, the students in form one were preferable to their senior colleagues because they sat KCPE examinations more

recently and could easily remember the usage of model newspaper examinations. The study however did not interrogate secondary schooling.

The five public secondary schools in Langata Sub County include Langata High, Langata Barracks, Raila Education Centre, Olympic and Karen C secondary schools with an approximated population of 2,755 students and 50 teachers (Nairobi City Education, 2015). The study also targeted the Ministry of education and national examination council officials, as well as the local leaders within Langata Sub County.

3.4 Sample Size

According to Kombo and Tromp (2006), an ideal sample is 10 per cent of the total population. In this case, the sample size for the students was 275 and five teachers, making a total sample size of 280 respondents.

Also targeted were two senior education editors one from the Nation Media Group and the other from Standard Media Group, two senior ministry of education official, two examination council official in charge of primary education, one Kenya Institute of Curriculum Education (KICED) official, two local leaders, one representing civil society organisation especially the Elimu Yetu Coalition. The total sample size was 290 respondents.

3.4.1 Sampling Procedure

As described above, the sample size comprised of 290 respondents, 275 of whom were students and the other 15 were key respondents drawn from among teachers, education officials and local leaders.

From each school total of 55 students were drawn, specifically from one, using systematic random sampling based on the class register provided by class teachers. That is the average number of respondents per school based on the students' sample size of 275. Due to the fact that the number of students in form one in the five secondary school averages at 130 (from researcher's interviews with school principals), selecting the 55 students as demanded by the study would require a systematic random sampling using class register, by simply establishing the class interval 'k.'

In selecting the 15 key informants, a total of five teachers, each representing a school were interviewed, these being the class teachers of form one. And in selecting the Ministry of education officials, two administrators in charge of Langata sub county examinations were purposively selected.

Additionally, two examination council officials in charge of primary education, one KICD official, two local leaders, one representing civil society organisation especially the EYC were selected using purposive sampling strategy.

3.5 Data Collection Method

The study requires both quantitative and qualitative data. Survey method was used to collect quantitative data from 2014 KCPE candidates. Key informant interviews were used to collect qualitative data.

In summary, this study used two methods of data collection, namely, survey method to collect qualitative data. Personal interviews were conducted with all the key informants

to document their views on the adoption use and influence of newspaper model examinations on academic performance.

3.6 Data Collection Instruments

This study relied on questionnaires and interview guides.

3.6.1 Questionnaires

The questionnaires entailed both closed and open-ended questions targeting key areas such as adoption, use and influence of newspaper model examinations on their performance on KCPE. The rationale for choosing this method was to solicit candidates' views as individuals in order to expose the state of affairs regarding the adoption, use and influence of model newspaper examinations. The respondents were also literate and would be able to read and understand the questions. Questionnaires were also easy to process, besides saving time given the time limitation for this study.

3.6.2 Personal Interview Guides

Interview guides were used to collect qualitative data from the key respondents comprising of parents, teachers, Ministry of education officials and KneC representatives and local leaders to document their opinions on adoption, use and influence of model newspaper examinations. The value of this method was that it will provide general or expert views on the subject matter.

3.7 Testing Validity and Reliability of Instruments

Validity is the ability of a test to measure what it purports to measure while reliability is the level of internal consistency or stability of the test over time, or the ability of the test

to obtain the same score from the same student at different administrations (given the same conditions)

Test validity is the degree in which one test or other measuring device is truly measuring what it is intended measure. Whenever a test or other measuring device is used as part of the data collection process, the validity and reliability of that test is important. We rely on results to show support or lack of support for our theory and if data collection methods are erroneous, data we analyze will also be erroneous.

To test validity or reliability of the instruments the researcher used a pilot study with form one students from Lenana School in Dagoreti. With this data, the researcher reviewed the items in the instruments to ensure they collected useful information.

3. 8 Data Collection Procedure

Research permit was sought from the National Council for Science and Technology (Nacosti) after the University of Nairobi approved the proposal. After that, a research assistant was selected from among qualified Bachelor of Arts student who was trained in data collection. With the permit and trained assistants, the researcher made the necessary introductions at the research site or with the prospective respondents or link persons before commencing data collection. Punctuality was observed during data collection.

3.9 Data Analysis Procedures

This research gathered both qualitative and quantitative data, which was analyzed and presented differently. For the qualitative data collected using interview guides and thematic analysis was applied in the data analysis. These data was presented using narrative format where findings were both directly quoted and reported.

In analyzing quantitative data, all questionnaires were coded, entered into SPSS software and analysed using basic descriptive statistical measures such as frequencies and percentages. The data was presented using chats, tables and graphs.

3.10 Ethical Considerations

Ethical considerations were observed. The researcher explained the implications the study on the respondents. No respondents were forced to complete the questionnaire or engage in interviews. The researcher did not lead the respondents to a desired outcome of the study objectives. All information submitted by the respondents was considered confidential. The respondents' available or limited time was taken into account by having a short and understandable data collection process. The researcher ensured that the methodology used to carry out research led to unbiased conclusions.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPLATION

4.0 Overview

This chapter was dedicated in the presentation of research findings of this research and interpretation for the same. Data was analyzed and tabulated in form of tables, percentages, graphs and pie charts. Qualitative method of data was also used and analyzed.

Data was collected from various students across Langata Sub-County. Some 150 questionnaires were used to collect data from the selected students. The initial intention of the researcher was to use 275 questionnaires but used only 150. This was because on comparing the responses of students from the filled questionnaires against those from the pilot data analysis, the results were found to correlate.

4.1 Demographics

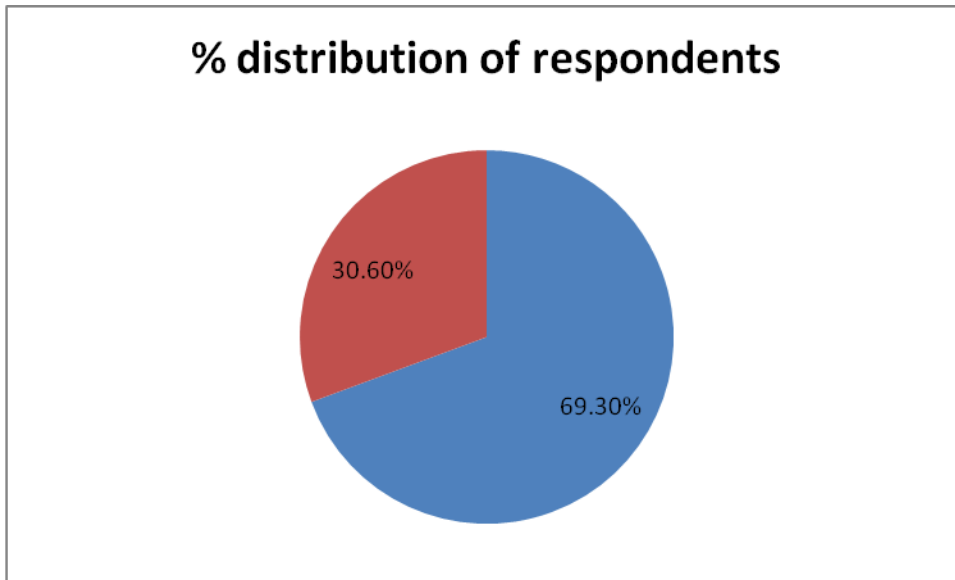
The respondents in this study were required to state whether they are male or female. Other demographic factors such as age and income were not recorded, as they were not significant to the study.

4.1.1 Distribution of Respondents Across Gender

Respondents were required to indicate their gender, which was either male or female. Out of the 150 respondents, 104 of them were male representing 69.3 per cent of the total respondents. The remaining 46 respondents were female, which represents 30.6 per cent. From the analysis it can be deduced that the number of male to female is higher. This is

because all the five schools are of mixed gender with boys dominating enrollment. Statistics indicated that of the 2, 755 form one students who were enrolled in the five schools this year, 2, 066 were boys constituting some 75 per cent. This means that girls were slightly below 700, representing about 25 per cent. The ratio of boys to girls was also higher per class, including form ones.

Figure 4.1: Distribution of respondents across gender



Source: Researcher, (2015)

Andrew Mwanthi, an educationist in the area observed that girls are faced with many challenges in the Sub-county. He indicated that early marriages and early pregnancies in the Sub-County reduce the enrollment figures and completion rates of children.

Janet Muthoni, the national coordinator of, a civil society group, Elimu Yetu Coalition (EYC), indicated that domestic chores are priority to educating the girl child. Muthoni

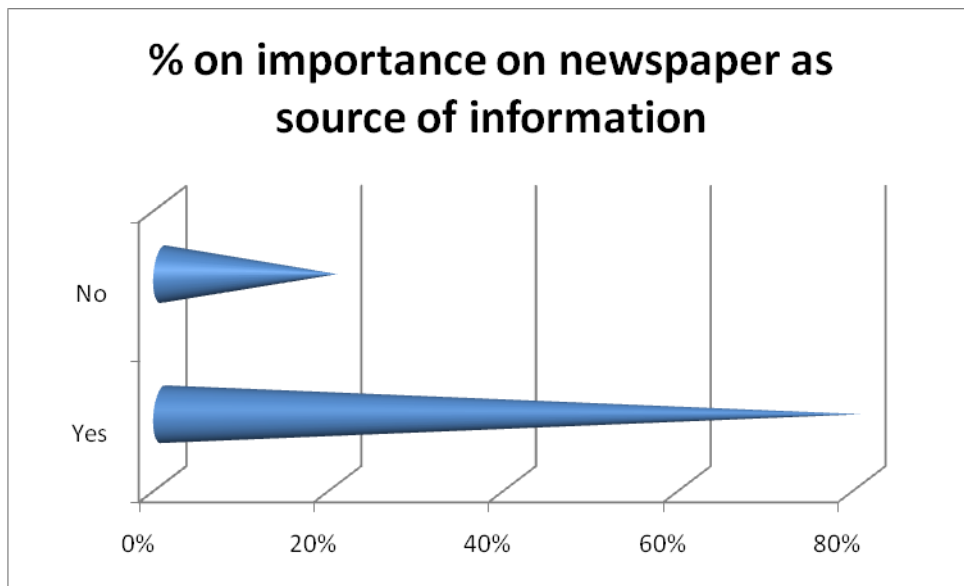
noted that most school going girls fall pregnant as soon as they turn 12 further, forcing them to drop out. This she indicated, to some extent, contributes to the poor enrollment rates of girls. Maurice Okumu, Olympic high school principal, said boys have always been higher in enrollment compared to girls. He observed that the girls in the area experience a lot of challenges ranging from early marriages to family issues that drive them out of school.

4.2 Perceptions of Teachers and KCPE Graduates on Newspapers Model Examinations

4.2.1 Newspapers as an important source for obtaining examination information

Majority of the students responded positively to this question. They argued that newspapers were an important source of examination materials for their use.

Figure 4.2: Importance on newspaper as source of information



Source: Researcher, (2015)

According to the table above, some 80 per cent of the respondents argued that newspapers were an important source of education material while only 20 per cent argued against. The respondents noted that despite the general news and entertainment they get from the newspapers, the newspapers were also important because of the model examination materials which, they argued, help them revise and increase their confidence as they prepare for KCPE.

David Aduda a senior education editor with the Nation noted that, there is only much that newspapers can do, since their role is to supplement and are not the core player in preparing candidates for national exams. He argued that the main aim of publishing model newspaper examinations is to help candidates have an encounter with what other students have done before. Aduda noted that newspaper model examinations help candidates gauge how certain concepts are assessed besides taking the candidates right into the examination room. Parents who were interviewed also shared this view.

Brian Odhiambo, a parent at Olympic secondary school argued that newspaper model examinations help candidates have a wide variety of questions. However, Aduda said, the aim is not to give an impression that newspaper examination material are the real questions but to expose students to all sorts of assessment strategies employed by examiners.

4.2.2. How Often Students Encountered KCPE Exam Material on Newspapers

Under this question, the respondents were supposed to indicate whether in their reading of newspaper they encountered any KCPE oriented material.

Table 4.1: How often students encountered KCPE material on newspapers

Responses	% On how they encountered KCPE oriented material
Yes	77%
No	23%

Source: Researcher, (2015)

Some 77 per cent of the respondents said that they encountered KCPE oriented material while 23 per cent said they did not. On how frequently they encountered such material, 74.3 per cent of the respondents argued that they encountered the model questions very often. Those who said it was rare to find such material were only 25.3 per cent. This was because mostly such newspaper examination materials only appear in third term when students are preparing for KCPE examinations.

During the first and second term, the respondents argued that it was rare to find such material. And on the rare occasions they accessed such material, they were derived from newspapers from previous years. Accessibility of the newspapers also influenced access of the material.

Maurice Maina, the Kenya National Examination Council (KneC) in the area noted that most candidates would tend to over rely on examinations questions and observed that introducing the papers towards the start of examination time is also a good idea. He however noted that with good use, the examination material would be best introduced much earlier in the year to facilitate the learning process of the candidates as well.

4.2.3 How Often Students Shared Model Exam Material

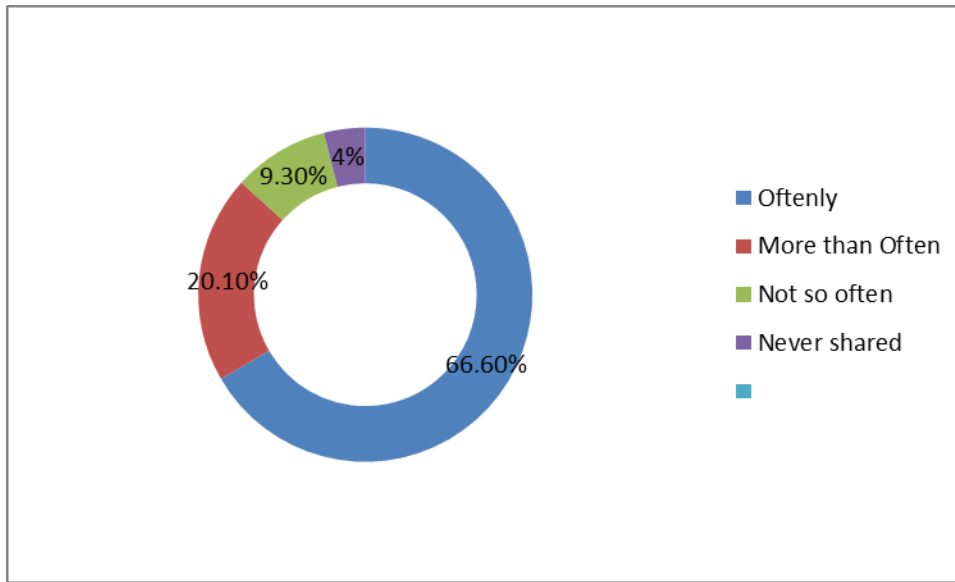
The question was asked to gauge whether even after finding such exam oriented, material they would share the same with their colleagues. Some 66.6 per cent said that they shared such material oftenly while 20.1 per cent said they shared such material more often than the previous group. 9.3 per cent of the respondents said that it was not so often that they would share such material. 4 per cent of the respondents said that they did not share such material at all.

Cumulatively, this means that 94 per cent of the respondents share model examination material with their colleagues. Only four per cent saying they never shared such material. The high number of sharing the information was necessitated by the urge of the students in helping one other in building confidence to face the final exam. This was done through group discussions in the school. Some of the respondents also said that teachers would always encourage them to share such material.

Raila Education Center principal Paul Ojera noted that sharing of exam material is common because most candidates never want to be left behind. Ojera observed that in the spirit of comparing answers and or working the problems together, the candidates share the examination material.

Vincent Onyango, a class teacher at Olympic primary school noted that teachers often create a free consultative environment. This he observed, allows candidates to come in groups to seek assistance from the teachers of various subjects.

Figure 4.3: How often exam materials are shared



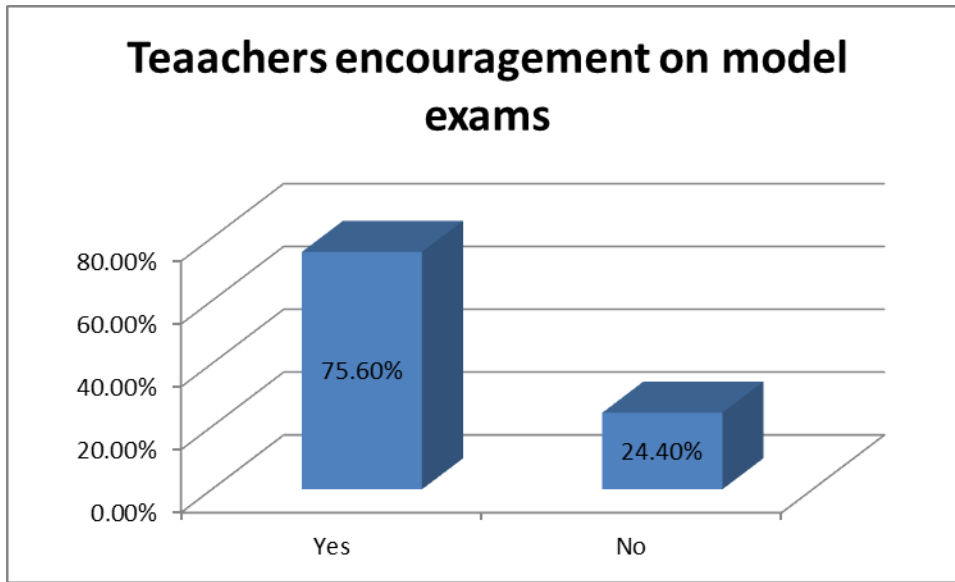
Source: Researcher (2015)

4.2.4 How Often Teacher's Encouraged Students on Model Examination

About 75.6 per cent of the respondents said that teachers played a role in encouraging them to use all sorts of examination models papers for their revision to improve on their results. Only 24.4 per cent of the respondents said that teachers did not encourage them to use test models questions to revise. This response could partly be informed by the fact that teachers fear early exposure to examination materials which would in turn shift student's focus from covering syllabus to only concentrate on the revising question papers.

As earlier argued by Maina, the KneC officer in the area, Samwel Aroka, standard eight class teacher Olympic primary school observes that teachers often discourage use of examination material for certain instances because candidates take them for real examinations and forget to revise for the other areas examinable in the subject area.

Figure 4.4: Teacher’s encouragement on newspaper exam model



Source: Researcher, (2015)

However, there were many issues that led the teachers in encouraging their students in using the model exams. One of the reasons cited was that with an improved score the students would get awarded. Also the teachers with highest mini score would be awarded both by the school and at zonal level.

Education Cabinet Secretary Prof. Jacob Kaimenyi argued that internally, the Ministry of Education encourage teachers to provide Continuous Assessment Tests (CATs) to test the students’ level of understanding. He argued that ‘this would keep the students alert and help erase the tension that comes with the thought of examinations.’ Kaimenyi argued that weak students would be identified and assisted within the school timetable, without necessarily conducting holiday tuition.

4.3 Use of Newspaper Model Examinations among KCPE Candidates

4.3.1. Usefulness of Model Examination Papers

The students were asked to respond to the usefulness of newspaper model examination. From the analysis the research found out that model examination papers were important to the students. This is because the model examinations come at a time when the students are preparing for the KCPE and they look for any material that can help them score good grades. They hence facilitate easier revision and preparation for the exams.

Table 4.2: Usefulness of Model Examination for KCPE

Usefulness of model papers	% Of usefulness in model exams
Yes	80%
No	20%

Source: Researcher, (2015)

From the table above, a majority of the students agreed that newspapers were an important source of obtaining examination information. Although they encountered KCPE oriented materials in newspapers, they said it was not so often since the examination materials are only available in third term. They however said that they made good use of the newspapers of previous years. The students also said that there exist other examination model papers from neighbouring schools and other past examination papers, which they access for their revision.

Kenya National Examination Council (KNEC) Chief Executive Officer Joseph Kivilu argued that newspaper model examinations are useful revision tools to students because they support students' preparedness to examinations. He noted that KNEC supports the examinations as long as they meet the set standards. Kivilu observed that Kneec encourages students to use model newspaper examinations because they are good for practice. He argued that the newspaper model examinations are mostly extracted on the original KNEC past papers, many of which he argued are available to the public. Kivilu said the questions are also derived from model papers available on the streets. Most of these past papers engage teachers to develop them, and most of these teachers have been trained by KNEC, argued Kivilu.

However, the CEO noted that KNEC is yet to conduct a study to see whether some of the questions contained in the newspaper model examinations have ever appeared in real examinations. But he argued that all the questions in newspaper model examinations are set from the syllabus, which is the main source of KNEC examinations.

Education Cabinet Secretary Jacob Kaimenyi argued that the Ministry does not condemn newspaper model examinations. He argued that the model questions 'are good.' He stated that the questions help students appreciate how examinations will be and also enables candidates to be in an examination environment away from the real environment. Kaimenyi observed that newspaper model examinations 'take students right into the examination room and challenges them enough to think and crack their brains for answers.' He further argued that model examinations give tips on examinations and noted

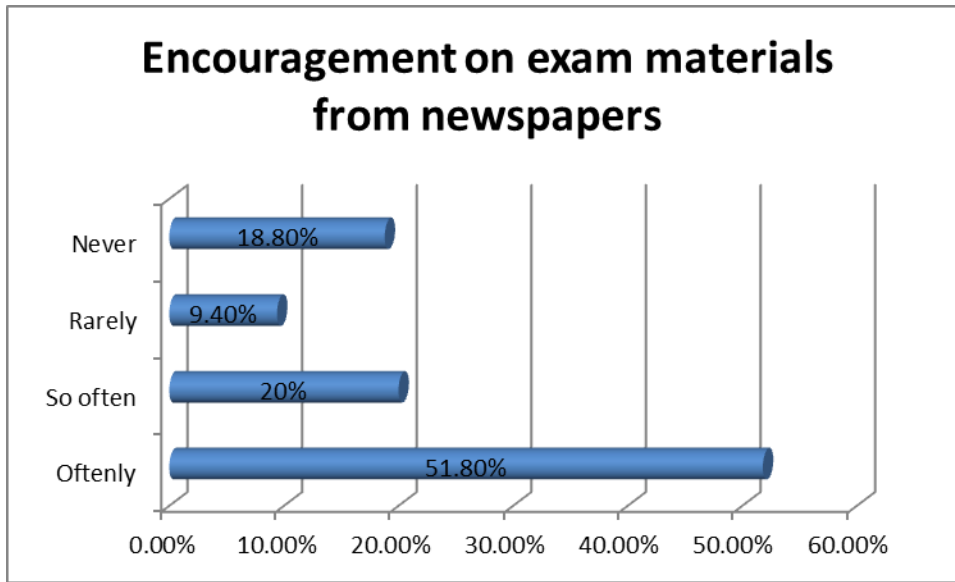
that they are an opportunity to candidate's knowledge and understanding.

Kaimenyi finally argued that there is a high likelihood that when candidates get good access to these newspaper model examinations, they may perform well. He argued that they are 'a good confidence building exercise because some concepts are examined the same way.'

4.3.1 How Often Teachers Encouraged Students on Use of Model Newspaper Examination Materials

The students were asked to give their views on whether teachers encouraged them on the use all forms of model examination materials. Majority of students said that teachers played a role in making them revise by use of model papers. The results after analysis indicated that 51.8 percent of the respondents said that teachers encouraged them oftenly. Some 20 percent of the respondents said that the teachers did encourage them so often while 9.4 per cent of the respondents said that they rarely encouraged them. It was only 18.8 per cent of the respondents who said that teachers never encouraged them to revise on model examination papers published on newspapers.

Figure 4.5 : Encouragement on model exam papers



Source: Researcher, (2015)

There are many reasons as to why the teachers encouraged the students on the use of model examination papers. First the model papers give the students a view of how the major examination would be and expose the students to a variety of questions testing many concepts. These examinations are from the past papers of the previous years hence very good for revision. Due to competition the teachers also encourage the students to use the model exams. This is because with the students passing the exams there is always a reward to the teachers in terms of better placement in ranking.

4.3.3 Model Examination which Students have Come Across

The students were asked to give the model examinations that they have come across in the course of their reading. Model examinations from the newspapers were the most that the students have come across. Over 70 per cent of the students said that examination models from the newspapers were the most accessible. Only 28 per cent said they have come across other model examinations such as past test papers. This is because the

newspapers were readily available because it is the schools that buy them. This is unlike the model papers from the publishers which one has to access them at a cost. Students also believed that because newspapers are current and believable, they had current questions unlike the previous test paper.

Table 4.3: Preference in Model Examinations

Model examinations	%Preference in model papers
Model papers from publishers	72%
Model papers from newspapers	28%

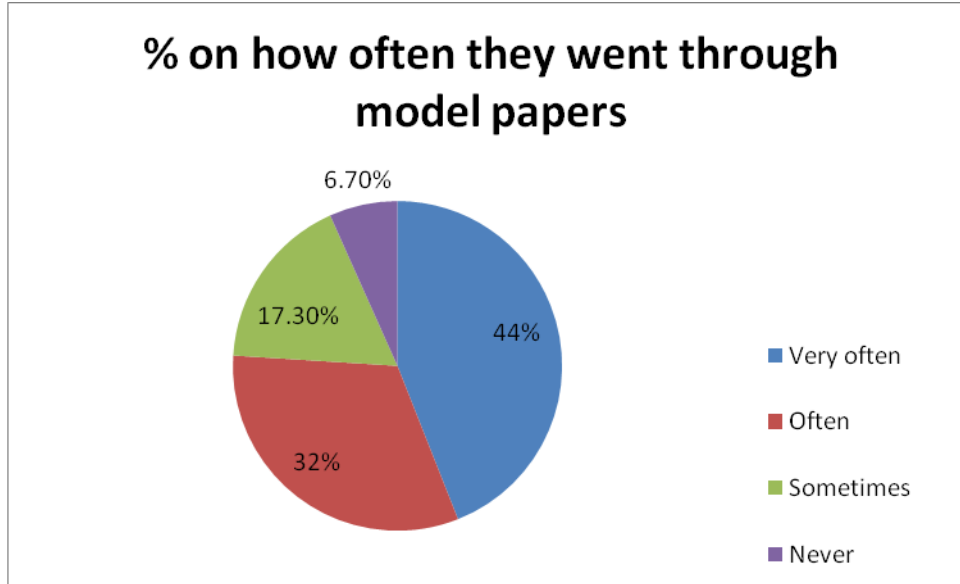
Source: Researcher, (2015)

4.3.5 How Often the Respondents Went Through Model Papers

The respondents were asked to indicate how often they went through the model examination materials. The analysis found out that respondent's oftenly went through the newspaper examination materials.

According to the chat bellow, majority of the respondents 44 per cent said that they went through the model exams, while 32 per cent said they oftenly went through the other model papers. Only 17.3 per cent of the respondents said that they went through model papers at times with some six percent saying they never went through model papers.

Figure 4.6: How often respondents went through model papers



Source: Researcher, (2015)

From an earlier analysis it was found that model examination from newspapers were more preferred. From the data analysed and presented, it is indicated that cumulatively, 93.3 per cent of the respondents said they went through the newspaper model examinations. The model newspaper examinations were however preferred due to various reasons among them availability of newspapers, easily accessible at no cost incurred.

4.4 Influence of Newspaper Model Examination in Academic Performance

4.4.1 Major Motivation for Reading Newspapers

This question was asked to gauge the importance of reading the newspapers. One of the key issues that arose from the respondents is about the current issues in the country. These current issues as highlighted by the students included sports, entertainment, financial issues and governance (politics). Other issues that came about were lifestyle,

celebrity news and to a smaller group matters education. The above reasons made the newspapers key sources of information amongst the students.

Table 4.4: Newspaper dependency

Dependent	78%
Not dependent	21%
Don't know	1%

Source: Researcher, (2015)

The analysed data above shows that about 78 per cent of the students stated that they are dependent on newspapers for information while 21 per cent of the respondents said they were not dependent on newspapers for information. This is despite the fact that they read newspapers. The major reason as to why they are not dependent on newspapers for information is that there have arisen other platforms with which they can access the information a key example being the Internet.

The Internet has become a major source of information. Information is accessible through smart phones (with internet), laptops or personal computers. Schools today have set up computer laboratories in schools where students can easily access any information through them. Parents have also invested in smart gadgets such as tablets and I pads.

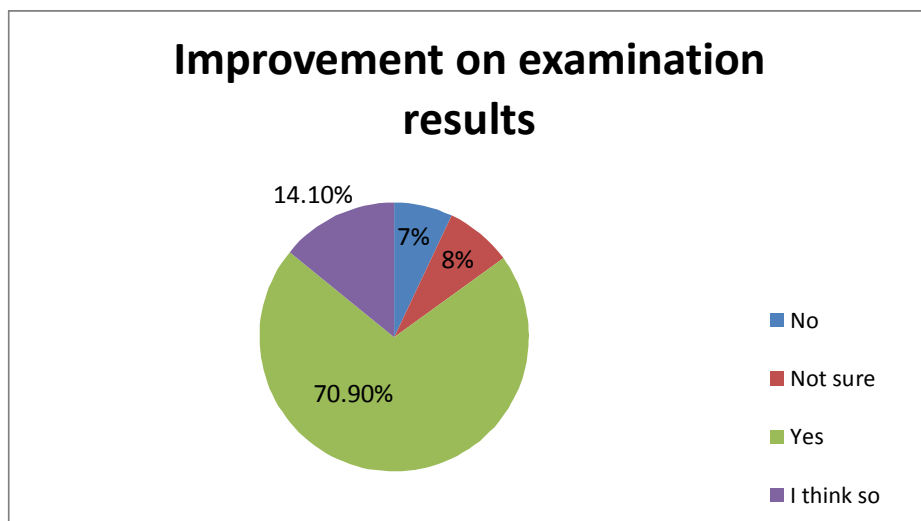
Education Cabinet Secretary Jacob Kaimenyi argued that newspapers are good for children's general understanding of current affairs. He observed that it is important for every school to encourage students to read newspapers, as it is important if children get

exposed to them because of their potential of enlightening students away from classrooms. Kaimenyi however noted that it is also important for students to get information from radios and television as other sources of information.

4.4.2: Whether the Exam Result Improved Because of Use of Newspaper Model Exam

Majority of the students said that they believed that the model examinations published on newspapers helped them improve on their results.

Figure 4.7: Results improvement due to use of model exams



Source: Researcher, (2015)

This is illustrated by the pie chart above, which shows that 70.9 per cent of the respondents said that the newspaper model exams helped them improve on their marks on KCPE. Some 12 per cent of the respondents said that they thought that the model exams played a role on the marks they got after KCPE. Cumulatively, this means that some 82.6 per cent of the respondents in a way, believed that model newspaper examinations helped

improve their grades. Only eight per cent of the respondents said they were not sure whether the model papers played a role on their marks while only seven per cent of the respondents said that they didn't believe that the model exams played any role on their KCPE results.

The students said that there were improved results from the use of model exam from newspapers. There was much confidence while doing the KCPE. The respondents also said that some of the questions they had encountered during their revision were repeated hence they found the questions easy to answer.

From the percentage arising from data analysed, it is clear that use of model newspaper examination papers led to an improvement in KCPE marks of the candidates. Those who used model papers in newspapers said that there was an improvement in their marks hence improved marks unlike those who disregarded them.

Mr Maina of KNEC further supported the argument by observing that over the years the use of newspaper model examinations has given candidates good morale and confidence ahead of examinations.

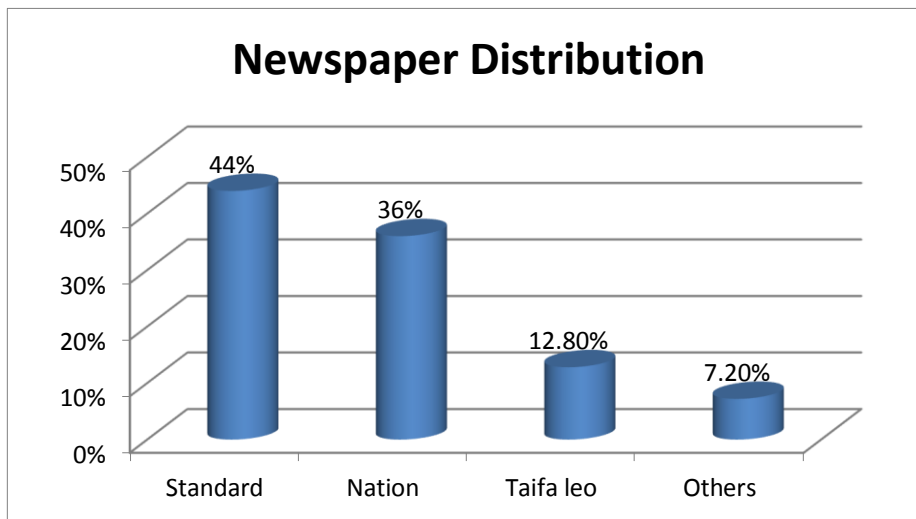
4.5. Access and Use of Print Media

4.5.1 Accessibility to Newspapers

The respondents were asked to indicate whether newspapers were accessible in their various schools. All the respondents gave a positive response with regard to accessing

newspapers. They all agreed that newspapers in their respective schools were accessible hence read them. However, accessibility to the newspapers differed from school to school. This is because only a few schools could access all the major newspapers while the rest did not access all. The graph below shows the extent to which various newspapers were read in and across various schools.

Figure 4.8 : Newspaper distribution



Source: Researcher, (2015)

Standard newspaper is the most accessible newspaper among the students. This was represented by 44% of the total number. This is closely followed by nation at 36% while Taifa Leo and other newspapers hold the remaining percentage. Examples of these other newspapers read included Mwanasporti newspaper that exclusively deals with sports news and sports celebrities. Another example was the people daily.

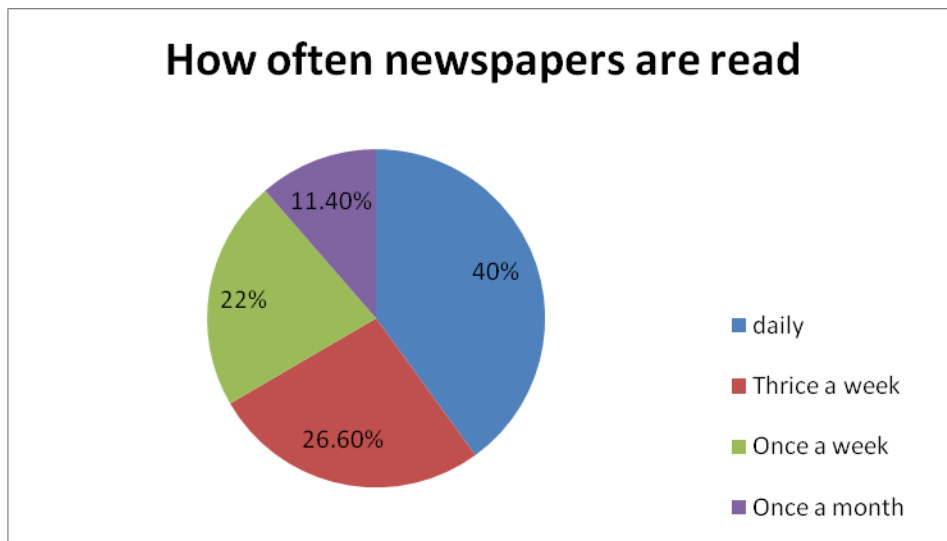
Newspaper accessibility however differed from various schools and students due to various preferences. First various headmasters from various schools preferred certain newspapers to others. An example is standard since as indicated had the highest number

in accessibility. It is regarded to have more educative materials that the rest hence most preferred from majority. Preference was also dependent on which type of newspapers the parents read at home. The analysis found out that standard was the majority preferred for most of the parents. This was seen more among the boys whose sports news have become of great interest.

Accessibility also depended on the content of various newspapers. Mostly the schools would go for the newspaper with higher education content. In this case standard newspaper was found to have higher education and more space for the same than any other newspaper.

4.5.2 How often students read newspapers

Figure 4.9: How newspapers are read



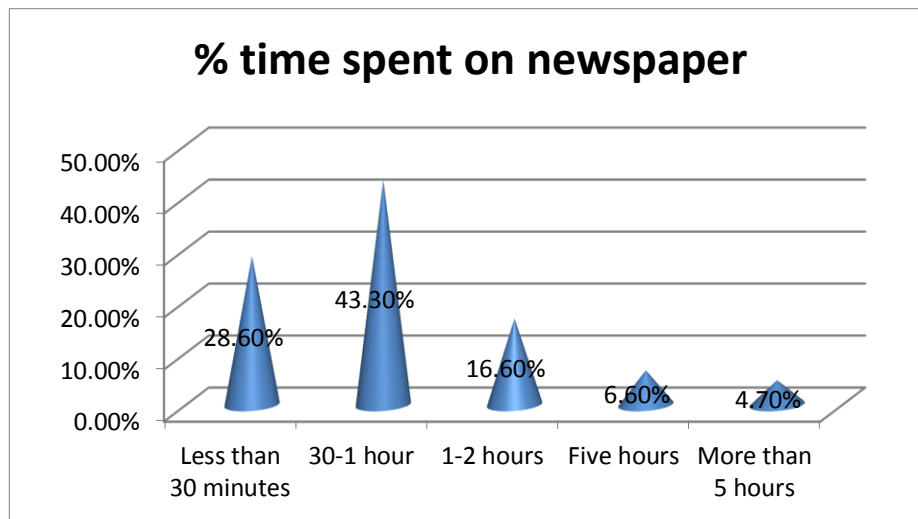
Source: Researcher, (2015)

The researcher wanted to find out how often the students read the newspapers. The table above gives a breakdown of how the newspapers are read.

Most of the students read the newspapers on a daily basis. This was shown by high percentage of those responding to this question. 44% said they read newspapers daily. Most schools place the newspapers on the students' notice board where they all access the same after four o'clock class. The students would pass through the notice board and have a look at them. 26.6% of the respondents said that they read the newspapers once a week. Those who said so said that they had a weekly lesson in their school where they could go to the library and read them. 22% said that they read the newspaper thrice a week while only 11.4% said they read the newspaper once a month.

4.5.3 Time Spent on Reading the Newspaper

Figure 4.10: Time spent on reading the newspapers



Source: Researcher, (2015)

The students were required to indicate time spent on reading the newspaper. The researcher found out that at list the students do access and read the newspapers. Here below is a chart of the distribution on time spent reading the newspapers.

From the graph above, about 30 minutes to one hour is the period of time most spent reading the newspapers as found from data analyzed. This was represented by 43.3%. The reason behind this time is because as from how often they read the newspapers the majority said they do once a week during lesson time. Most schools have lessons where students could go to the library and read the newspapers. 28.6% read the newspapers for less than 30 minutes. These are the students who found the newspaper in the notice board, go through them in haste and leave. 16.7% of the students read the newspaper from one to two hours. The respondents argued that even after the limited time in the library they would still find time go to the library and read the newspaper. The rest, 6.67% and 4.67% read the newspapers for five to more than five hours.

4.6 Usefulness of Model Examination on Candidates in KCPE

The general objective of this study was to determine the impact of model examinations found in newspapers and their usefulness in improved results for candidates of KCPE. It also wanted to get a general perception from teachers, policy makers and media on the effectiveness of the said in education.

The first objective wanted to gauge/analyze the perceptions of teachers and KCPE candidates on model exams. From the study it is clear that model examination from newspapers is very important for candidates sitting for KCPE. A majority of the respondents said they depended on newspapers for information. There are many type of information they look for in a newspaper among them education, entertainment, governance, sports among others. There was high regard for the model exams from

newspapers and the respondents tend to believe them most.

The teachers also had a higher perception of the model exams. Though the teachers supported the use of these examination materials to be used during certain period of learning. The respondents argued that teachers always encouraged them to use the model exams for revision purposes only. Through teachers it could also be deduced that the papers helped in making the students use the model papers more, revise more. Most schools as from the analysis had set aside a 45 minutes' period within which the students would go to the library to just look and analyze the questions in the model papers. By having a dedicated time from teachers show that they valued the newspapers as an important tool for education.

Social cognitive theory states that human learning occurs in a social environment. The school set up is basically a social environment. There is where different type of students, from different backgrounds, culture meet interacts and share information. It is mostly through the use of the model papers' revision that candidates could find time to read and also to share information. During this time the fast learners would also meet with the slow learners, discuss and share information. Hence this makes the theory relevant with regard to this study.

The second objective wanted to find out whether there was use of model examinations among KCPE candidates in Langata Sub County. From data analyzed the study found out that there was wide spread use of newspaper model exams by the students in Langata.

More than 60 per cent of the respondents said that they preferred model papers from newspapers than any other. According to cultivation and social modeling theory, people tend to trust and believe more what they see or observe. They also tend to gain confidence and view newspapers as credible source of information. Due to that credibility the students would prefer the model paper from newspapers than any other. Through observation in school the students find their parents buying such newspapers, they then tend to copy and hence trust them most since their parents also read them.

Newspaper model exam were also found to play a greater role in academic performance of the students as the objective stated. Majority of the students more than 70 per cent said that their KCPE results improved due to the use of model exam from newspapers. The newspapers are readily available; at school they have subscribed while at home the parents buy them. This would make them readily available for use since they would get the model revision questions at no cost.

People tend to learn behavior and mostly through observation. In Uses and Gratification Theory readers tend to use different types of media as long as they would make them satisfied and feel fulfilled. The students hence would go through the newspapers to look for the model exams. The result is the belief by use of the model exam from the newspapers their need in this case passing their KCPE would be satisfied. From the study the respondents said that their results improved due to the use of model newspaper exams

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of key findings

After close analysis and presentation of the data collected on mass media and education on locating the functions and influence of newspaper model examinations on KCPE performance in Kenya here is the summary of data presented.

5.1.1 Perception of Teachers and KCPE Candidates on Newspaper Model Examinations

From the data presented, teachers view newspaper model examinations as important tools of revision for KCPE candidates. This is seen from the high percentage of candidates who said teachers encouraged them to use the material (51.4 per cent). Data indicate that teachers played a key role in ensuring that the students did make use of the model examination materials for revision.

Candidates also frequently accessed model newspaper examinations, (76 per cent) an indication that affirms the importance attached on the material by the candidates. Accessibility to the model newspaper examinations, however, differed from one candidate to another, depending on the source of the newspapers and available time to the candidates. However, none of the five schools had access to all the four major newspapers. This limited candidates and use of the material. This means that access and use of the newspaper model examinations would be higher if all the school would make available the newspapers.

According to the analysis The Standard newspaper was the most read (44 per cent) among the students in the Sub-County, followed by Nation (36 per cent). It can then be deduced that most schools preferred to buy The Standard and Nation newspapers against the others, because they are the only two major dailies that publish the model examinations.

And also it can be deduced that model newspaper model examinations are regarded highly by candidates because a huge percentage of them recommended use of the same to their colleagues. From the data, some 66.7 per cent of the candidates said they shared the newspaper model examinations with their colleagues. Only four per cent of the candidates said they never shared the examination materials with fellow students.

5.1.2 The Use of Newspaper Model Examinations

The candidates indicated that they read the newspapers for educational content. They argued that model newspaper examinations published towards the start of KCPE push them to read newspapers. They argued that the newspaper model questions help them during revision and preparation of the exams.

From the data analysed, candidates' access to newspaper model examinations (77 per cent) was high. The frequency of accessing the model newspaper examinations (76 per cent) was equally high. The candidates cited various reasons for access to the newspapers. News, especially sports news, both local and international football, were the most read. Football has become very popular in Kenya. Candidates also cited lifestyle and current affairs news as major motivation for accessing newspapers. This is with

regard to the new trends in fashion the latest celebrity in both Kenya and across the world.

Data analysed also indicated that teachers encouraged the students to use the model newspaper examination material. More than half the respondents (51.4 per cent) said their teachers encouraged them to use the examination material from newspapers. And also based on the data, 74.4 per cent of the candidates said their teachers encouraged them to use all other model examinations, which includes those in newspapers among others.

The candidates also spent considerable amount of time going through the newspaper model examinations. A majority of the candidates (74.9 per cent) said they spent between 30 minutes and one hour going through the newspaper model examinations. And based on the data, most of the candidates access the newspaper model examinations daily (44 per cent). From the analysed data, it is clear that the use of newspaper model examinations is high from the access to frequency of use and time spent reading the examination material.

5.1.3 Influence of Newspaper Model Examinations

Candidates believed that newspaper model examinations helped improve their academic performance in KCPE. Analysed data indicates that only a small fraction of the candidates (seven per cent) believed that newspaper model examinations did not play a key role in improving their KCPE grade. Eight per cent said they were not sure the model examinations played a key role. This could be interpreted to mean that there is a chance the candidates grades improved after reading newspaper examination material. But the

major impact on these model newspaper examinations materials were felt by 70.6 per cent who believed their grades were improved. Another 14 per cent of the candidates said the model examinations ‘may’ have played a key role in improving their grades. This means that, cumulatively, some 84.6 per cent of the candidates believed that their KCPE grades improved because of the model newspaper examinations.

5.2 Conclusions

This study has found that newspapers are a relevant information source for students preparing for KCPE because of the newspaper model exams published in them. Data indicates that 84.6 per cent of the candidates believe their KCPE results improved because of use of model newspaper examinations is a major indicator that the influence of this examination material is strong.

However, it can be said that the full potential of these model examinations is not fully exploited because of limitations in the access to newspaper collections since none of the schools could make available the four major newspapers. Several sets of results confirmed indeed the students read newspapers both for the purposes of education content as well as entertainment purposes.

The study has also shown that newspapers are a key information source to students in schools. Majority of the students said they read newspapers to obtain information and for recreation/entertainment. The range of specific information sought by the students from the newspapers include information on politics/governments, sporting events, entertainment, health matters, world affairs and their academic work.

The majority of respondents use newspapers occasionally, but the number of respondents who use newspapers in search of model exams, regardless of how often they use them, is aggregated, the use of the same is significantly high. This confirms the premise that newspapers are used and perceived as a useful information source in school by students.

5.3 Recommendations

5.3.1 Recommendations for Policy

The first objective of the study was to gauge the perception of teachers and students regarding the model examination from newspapers. Both teachers and students regard newspaper model examination at a high rate. The study has hence proven that the perception, use and influence of newspapers is great and must therefore be tapped. To hence ensure that there is a continuous process in availing these newspapers as from the objective, the Ministry of Education ought, therefore, to come up with a school's newspapers reading policy that would see schools allowed to spend a fraction of Free Primary Education (FPE) school capitation money to procure at least some copies of the major newspapers.

Use of newspaper model examination from newspapers is the most preferred and hence used among the students and teachers. The students' rating of the newspaper services by libraries shows the need for considerable improvement on how best schools can meet the needs of the students. This includes the need to increase the number of copies that schools buy for their schools to ensure that all the students get access. The study also revealed that there is never enough variety of newspapers for the students to choose from.

There is hence need for more varieties of newspapers in schools to expand the knowledge base of students.

Kenya National Examination Council (KNEC) ought to ensure that the model newspaper examinations published in local dailies are vetted and up to the standard because research has shown most candidates depend on them. There is therefore also need for more benchmarking to give accurate, well-researched questions that are of the best standards. The newspaper publishers should also increase the period of publishing the model examinations. Research has shown that the period the examination material is made available to candidates is too short hence limiting use and impact of their use by candidates. This short time also has the potential of making candidates believe the newspaper examinations are the real ones.

5.3.2 Recommendation for Future Research

The objective of the study was to investigate the influence of newspaper model examinations in the academic performance of KCPE candidates. The study hence specifically dealt with newspaper model examinations. This study recommends further research on the functions and influence of other model examination papers other than those published in newspapers.

Another objective of the study was to find out the use of newspaper model examinations among KCPE candidates. Data analyzed indicated that there was wide spread use of newspaper model exams by the students. Also, from the analyzed data, 26.6 per cent of candidates said they read newspapers once a week. Another 22 per cent said they read

newspapers thrice a week as 11.4 per cent of the candidates said they read newspapers once a month. The new study should seek to establish whether this huge number of candidates who use newspaper model papers have access to and use the alternative examination material for their revision. Data indicates that 28 per cent of the candidates prefer other model examinations papers to newspaper model examinations. This is a significant number of candidates who do not regard the newspaper model examinations to have much influence on their KCPE grade. There is need hence for such a study to be conducted to establish these other sources of exam materials used.

The study also sought to determine the influence of newspaper model examinations in the academic performance of KCPE candidates. Whether by use of newspaper model examination, their results did improve. Greater percentage of the respondents (70%) believed there was improved results due to use of model papers from newspapers. However, some seven per cent of candidates said they did not believe their grades improved because of newspaper model examinations. Another eight per cent said they were not sure their KCPE results improved because of the newspaper model examinations. Cumulatively, some 15 per cent of the respondents did not regard newspaper model examinations to improve their results. There is hence need for further studies to attempt and establish what other factors these candidates believe contributed to their grades.

Lastly future research should also attempt to establish whether the questions candidates encountered in newspaper model examinations ever appear as real questions during their final examinations. Does the more candidates revise newspaper model examinations

increase their chances of scoring high grades because it increases their chances of encountering the same questions again?

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Appendix I: Questionnaire

SECTION ONE: DEMOGRAPHICS

1. Please state your gender (Highlight or tick):

Male Female

SECTION TWO: NEWSPAPER MODEL EXAMS

2. Did you consider newspapers as important source for obtaining examination information? (Tick/highlight)

i. Yes

ii. No

3. Did you encounter KCPE-oriented material?

i. Yes

ii. No

4. How often did you encounter such material?

i. Very often

ii. Often

iii. Not so often

iv. Rarely

5. How often did you share such material with fellow students when you encounter it?

6. Did your teachers encourage you to revise such materials from newspapers as you prepare for examinations?

- i. Very often
- ii. Often
- iii. Not sure
- iv. Rarely

7. Did your examination results improve because of revising newspaper examination material?

- i. No
- ii. Yes

SECTION THREE: MODEL EXAMINATIONS

8. Which of the following examination material have you come across? (Highlight or tick)

- i. Model examinations from publishers
- ii. Model examination from newspapers

9. How often did you go through such papers?

- i. Very often
- ii. Often
- iii. Sometimes
- iv. Never

10. What aspects of newspaper were useful to you as a KCPE candidate?

SECTION FOUR: ACCESS TO AND USE OF PRINT MEDIA

11. Do you read newspapers?

- i. Yes
- ii. No

12. If yes, which ones do you read? (Tick or highlight)

- i. Standard
- i. Nation
- ii. Taifa Leo
- iii. Education
- iv. Other (specify)

13. How often do you read newspapers?

- i. Daily
- ii. Thrice a week
- iii. Once a week
- iv. Fortnightly
- v. Once a month

14. How much time, on average, did you spend reading newspapers during your primary education?

- i. Less than 30 minutes
- ii. 30 minutes – 1 hour
- iii. One – Two hours
- iv. Five hours
- v. More than five hours

15. What was your major motivation for reading newspapers during? (List your reasons)

i.

ii.

iii.

iv.

16. Would you say you were dependent on newspapers for information? Please tick as appropriate:

i. Dependent

ii. Not dependent

iii. Don't know

17. In what ways can candidates use newspapers in school?

INDEPTH INTERVIEW QUESTIONS

1 .Do you agree that newspaper model examinations improve performance in KCPE?

2. Which other strategies, interventions and tools would you consider to be key in improving performance other than newspaper model exams? Please explain.

3 Do you consider newspaper model examinations as an instructional material?

4 .Do you believe media in general has a role to play in enhancing education?

5. What should newspapers do differently to enhance academic performance among candidates other than the use of model papers? Please explain why.