

**THE ROLE OF MEDIA IN PROMOTING BASIC EDUCATION CURRICULUM
REFORMS: A CASE STUDY OF KIAMBAA CONSTITUENCY**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED AT THE SCHOOL OF
JOURNALISM AND MEDIA STUDIES IN PARTIAL FULFILMENT FOR THE
REQUIREMENT FOR THE AWARD OF MASTER OF ARTS COMMUNICATION
STUDIES AT THE SCHOOL OF JOURNALISM AND MEDIA STUDIES, UNIVERSITY
OF NAIROBI**

2018

DECLARATION

I, the undersigned, hereby affirm that this project is my original work and has not been previously presented in part or in whole to any other institution of learning for the award of any degree or examination.

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This research project has been submitted with my approval as the University Supervisor

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DEDICATION

I wish to dedicate this research project to my father, the late Mwalimu Alexander Kariuki, who served his people with utter dedication.

ACKNOWLEDGEMENTS

I thank the Almighty God for His grace and faithfulness throughout my study. I wish also to thank my family for their support and guidance during the pendency of this research. I salute Rev Mrs. Margaret Wangui Kariuki, Patrick Kinyanjui, John Muthuma and Samuel Kamau. I wish also to thank Mr. Ngatia (TSC), Mr. Kega (KICD), Mr. Gicharu (KNUT) and Mr. Peter Gakwa (Gretsa University). My sincere appreciation goes to Dr. Ndeti Ndati (Director, School of Journalism and Mass Communication at the University of Nairobi), Dr. Elias Mokua, Dr. George Gathigi and Prof Wambui Kiai for their unwavering support.

I wish to acknowledge Dr. Consolata Mutisya who went out of her way to make this research possible guiding in every aspect of the study.

I also acknowledge my classmates for providing support and keeping up the team spirit.

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ABSTRACT

This study examined the role of media in promoting basic education curriculum reforms in Kenya. The objectives of this study were to investigate the role of media in promoting basic education curriculum reforms, to examine the effectiveness of media messages on basic education curriculum reforms and to find out the level of media involvement of key stakeholders and audiences in Kenya. The research was carried out in Kiambaa constituency of Kiambu County. Two theories, namely, the Diffusion of Innovation theory and the Social Learning theory were utilised in the study. The study employed the mixed method approach where structured questionnaires and in-depth interviews were used as data collection methods. The method of proportional allocation was used to determine the sample size of 76 respondents. The study captured qualitative and quantitative data from the field which was analysed and presented in charts using the descriptive statistics. Findings from the field indicated that the senders and receivers of the curriculum reformation messages relied on media for information dissemination and influence. However, according to the respondents', media was undependable because their content was based on a commercial perspective driven by specific customer interests. Key stakeholders like the Curriculum Support Officer, the headteachers and the teachers relied on ministry circulars for information. The study also found that there was minimal or no public participation before, during and after implementation of the new curriculum. This study recommends that the Education Ministry should set, maintain and occasionally evaluate public views by taking charge of the messages the media is disseminating. Country-wide civic education should also be done to create strategic alliances that support the curriculum reform agenda. The Education Ministry should also employ a county-based-management communication system to ensure that public participation included information exchange, public consultation and engagement, shared decisions, and shared jurisdiction.

LIST OF ABBREVIATIONS

CA	Communication Authority of Kenya
CASASE	Curricula, Examinations, and Assessment in Secondary Education in Sub-Saharan Africa
CBA	Competency Based Approach
CEDEFOP	European Centre for the Development of Vocational Training
CS	Cabinet Secretary
IBE	International Bureau of Education
KEPSHA	Kenya Primary School Heads Association
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
LAB	Learner Activity Book
LCE	Learner Centered Education
LSB	Learner Support Book
LSM	Learner Support Material
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VET	Vocational Education Training

CHAPTER ONE

OVERVIEW

The chapter contains an introduction of the research, background of the study, problem statement, research objectives, research questions, justification of the study, scope and limitations of the study.

1.1 Research Introduction

Curriculum is a key pillar of education in Kenya. It guides the working of an education system and directs planning, implementation, monitoring and evaluation. Curriculum also assigns obligatory inputs, outputs, expected and exogenous outcomes for the implementer, learners, and other key stakeholders in the education system. Change of the curriculum therefore ought to be strategically communicated to all stakeholders who include every citizen by virtue of being a parent(s), pupils, school owners, teachers, children and relatives of learners. The Ministry of Education in Kenya assessed the 8-4-4 system in 2016 and recommended an overhaul of the whole education system. Findings and recommendations from a summative evaluation of the primary and secondary education curricula by the Kenya Institute of Curriculum Development (KICD) in 2009 together with a national needs assessment study of 2016 that is informed by Kenya's Vision 2030- a roadmap for national development, necessitated reformation of the Kenyan education system.

The 8-4-4 curriculum system was blamed for being inflexible with limited prospects that support the education system in Kenya with learners' career interests, talents, and what they can do after the process. The system was said to be rigid representing the interests of only the students who scored high grades in subjects of their interests which was seen as a

promotion to institutions of higher learning and eventually a gateway to secure white-collar jobs. In the absence or scarcity of these white-collar jobs therefore, the assessment found that learners are curtailed by prevailing socio-economic factors that have focused development to cash reward and benefits. KICD as a result of the need assessment study of 2016 proposed to reform the 8-4-4 curriculum. The reformed curriculum planners were mandated with giving a clear pathway to implementation and communicate not only what they planned to change but look at other unforeseen factors that could impact the implementation of the reformed curricula.

The national needs assessment study of 2016 revealed a perception that the 8-4-4 education system emphasised acquisition of knowledge and did not encourage the application of that knowledge. The study also found out that examinations offered at the end of each level of education majorly tested and rewarded memorisation. The proponents of the reformed curriculum as a result recommended for adoption of a system where students are assessed according to their abilities otherwise referred to as the competency- based- curriculum. The goal of the approach was to promote acquisition and application of the learnt knowledge. The competency-based approach will be supported by a three-tier curriculum system the 2-6-6-3. Two years will be spent in pre-primary school, six years in primary school, another six years in junior high school and three years for tertiary education.

Education Ministry adopted several strategies to communicate the curriculum reformation process among them conducting workshops, effecting circulars, promotional advertorials, flip chart notes, having instructor guides, ice breaker activities, exercise files and using the

media. In a workshop in Mombasa on December 8, 2017, Kenya Primary School Head Association (Kepsha) promised to support the government initiative to implement the new curriculum and asked for training through seminars, conferences and workshops to implement the new system. Media was key in disseminating reformed curriculum information to the public and education stakeholders. This research thereby sought to examine the effect of using media to promote basic education curriculum reforms looking at the role it played, the effectiveness of reformation messages and the level of involvement of key stakeholders. The team assigned to review the curriculum was mandated with conducting extensive consultations with key players in the education sector. Looking at the role media played will ascertain whether the promotion of the curriculum accomplished the goal of the targeted message and how effective the messages were. The role of media is examined by looking at how the messages were understood, acted upon, supported, misunderstood and or ignored. Key messages are targeted message to audiences to bring out desired outcomes. The study seeks therefore to examine the effectiveness or lack thereof of these key messages. The research also seeks to examine the level of involvement of key stakeholders and audiences. This will give insight on why there was and still is opposition to the reformed curriculum roll out. It will also help find out the role of key influencers within the stakeholder and audience groups.

1.2 Background of the Study

Yager, (1976); Townsend (1976); Welch, (1968 & 1969) illustrate the concept of national curriculum projects by their nature of assessment and evaluation information used to inform policy and drive reforms in the education sector. In the United States (US), among the common aspects that have incited curriculum reforms is the assertion that education is

in crisis thereby necessitating new programs and education initiatives geared towards resolving the education crisis. Such programs that have been implemented in lieu of curriculum reformation process include a Nation at Risk and the No Child left Behind Act (2001).

Sadler, in: Phillips (1993) holds that when learning foreign education systems, one must not forget that external factors influence what is done inside the school and these factors govern and interpret things that happen inside the school. He likens a national education system to a living plant that depends on outside factors for its survival and to sustain growth. Sadler says that a national education system should be viewed in the perspective of a plant whereby one cannot pick a flower from one garden and pick leaves from another and expect that what was picked will stick together and blossom. He appreciates that the environment of a development influences the uptake of that development. He looks at education as the outcome of collective inputs, challenges and people tasked with implementing the education system.

A 1983 publication of A Nation at Risk looked at US workers and the impact of an inadequate national education system on the economy of US. The idea that inadequate education hampers effective workforce which derails a nation's progress was key in developing a new curriculum. Those who proposed an overhaul of the entire education system looked at the German and Japanese systems and adopted the vocational education system where the workplace plays a critical role in developing the individual. After President Bill Clinton ascended into power, his labor secretary Robert Reich commenced the process of establishing a comprehensive school-to-work education system that was

geared toward improving the workforce made up of young people which resulted into the School-to-Work Opportunities act of 1994.

William H. Schubert (1986) while examining historical ideas, practices and factors that contribute to reformation of education established that the community, learners, the subject matter, technology, reviews on key issues and the industry players are key in shaping curriculum reforms. He explored curriculum literature from the 1900 to 1980 and came up with three orientations to curriculum reform namely the intellectual traditionalist, the social behaviorist and the experientialist (Schubert and Lobez 1980). For the intellectual traditionalist, Schubert holds that curriculum should not only supplement knowledge and skill acquisition but also brings the learner closer to the deepest concern of humanity throughout the ages. In the social behaviorist orientation, Bobbitt (1918, 1924) and Charters (1923) set up scientific inquiry on curriculum to identify what characterises successful people. The inquiry found that people use activities and the ideals they represent as a basis of inducting the young in the society. Behaviorists encouraged the use of tests as a basis for determining what curriculum is best for adoption. Brameld (1955). Dewey 1902, 1916) held that experientialists champion for progressive organisation of curriculum which is by moving from the psychological (feelings) to a logical order. Brameld (1916) continues that the interests and concerns of a moment merge around existing questions, issues that affect humanity in different cultures and historical settings. The primary beneficiaries of curriculum i.e. the teachers and the learners, develop ideas and structures to understand in a detailed way the problems they encounter in their day to day experiences.

European Centre for the Development of Vocational Training (CEDEFOP) notes that curriculum is an integral part of the educational process of the entire learning process. Curriculum reforms according to CEDEFOP is therefore a means to achieve the aims of an education or training which are ever-changing, and their development is dependent on the social and economic transformation happening in a community. This is to say that curriculum changes reflect the changing trends in the education, training and labour markets.

A framework for the European cooperation in education and training (ET 2020) and the Bruges communiqué highlights curriculum reforms and reformation as important tools for modernising vocational education and training (VET) for it to become more responsive to learners personal and employment needs. According to the strategic framework, there is a need for learners to develop and apply a set of key competences and have the relevant job skills. The skills the framework says cannot be acquired through fragmented and overloaded curriculum that is far away from the real life demands at the work place and at home. Design of the curriculum and how curriculum is taught affects learners motivation to either further their studies or end it abruptly. The core principle in ensuring design and implementation is done the right way is assessing the flow of new entrants into the labour market and the outcomes of implementing the system. Some of these outcomes could be a wholesome individual who is equipped with knowledge, skills and competence to become successful, confident and a responsible citizen.

Curricula, Examinations and Assessment in Secondary Education in Sub-Saharan Africa (CASASE) report by the World Bank notes that secondary education in Africa is seen as a stepping stone towards realising the social and economic empowerments ascribed by societies.

*“With the increasing access to education and the stagnation of economies, neither tertiary education nor white-collar business can provide for the increased number of graduates leaving junior and senior secondary schools. The absorptive capacity of tertiary education is limited, and neither universities nor the white-collar job market can absorb present numbers of school leavers, let alone the increased numbers of secondary students in the years to come.”*CASESE (2008)

The report outlines alternative ways Africa intends to incorporate in education reforms. These ways will streamline student perceptions not only in secondary education but in technical and vocational education (TVET) which are a major education reform agenda. TVET will train on occupational areas ranging from agriculture, manual and technical expertise, trade and crafts, ICT, business and the service sector.

Everard Weber (2009) exploring Education Change in South Africa labelled Reflections on Local Realities, Practices and Reforms looked at the teacher aspect and found that the most dominant and universal influencer of teacher curriculum decision-making and classroom practice was the Learner Support Material LSM. Weber also held that a separate Learner Support Book, a Learner Activity Book and a Teacher’s guide are jet in reformation of curriculum. A Learner Activity Support Book that has a number of learner activities primarily in the form of worksheets aims at discovery learning, content, concepts and principles covered in the learner support book.

Reformation of curriculum is expected to deduce new outcomes. Weber (2009) posits that the Outcome-Based-Curriculum makes South-Africa teachers autonomous in planning and designing appropriate material, creating needs-based learning programs within the parameters of critical and specific outcomes in principle to provide teachers with the flexibility to choose and sequence learners content according to the learners interests, developmental levels and needs.

In April 6, 2016 the Ministry of Education picked a team to evaluate the 8-4-4 education curriculum system and recommend the implementation of a new curriculum. The team comprising of education ministry officials, state departments officials, teacher union representatives, religious organisations, higher education officials, education researchers and technocrats was mandated to come up with a guideline on education reforms at the different levels of education with a critical look at curriculum development, its implementation and assessment. The team was also mandate with coming up with an education and training policy. These levels include post-primary, primary, secondary and tertiary levels. The team was in addition tasked to coordinate the drafting of budgets and the implementation frameworks for the new curriculum and facilitate the designing of effective frameworks for teachers' orientation to service, monitor and evaluate the progress of the reformed curriculum.

Kenya Institute of Curriculum Development (KICD) proposed a 2-6-3-3 education system to succeed the 8-4-4 system in 2016. It then piloted the new system in 470 schools country wide from May 2017 and pursuant to the reviews and recommendations of the pilot test, the education ministry then rolled out the new system in pre-primary and lower primary

classes from January 2018. The new system has been rolled out in 2018 as scheduled but faces handles relating to lack of proper information, training and or non-consultation with key players like the head teachers, school boards of management, teachers and the parents. On December 7, 2017, teachers threatened to take legal action or resort to industrial action if the national government did not shelve proposals contained in the new school curriculum. The Kenya National Union of Teachers (Knut) also demanded that the planned rollout of the new curriculum be deferred to pave way for ‘intensive and extensive’ consultations. On December 10, 2017, Kenya National Union of Teachers dismissed the new proposals as impractical, draconian, and unconstitutional. KNUT said that some of the proposals in the new curriculum, like the removal of summative exams, have been tried in the USA, Britain, Rwanda, and Uganda and had failed. The union and head teachers insisted that the review of the curriculum should be refined and not hurried. The union said teaching materials for the new curriculum had not been tested and teachers had yet to be trained, making it impractical to implement the new curriculum in January. The teachers said haphazard implementation of the 2-6-3-3 system of education could erode the gains of the current 8-4-4 system.

On November 14, 2017, Teachers demanded that the rollout of the new curriculum in January 2018 be pushed to 2019. Kenya National Union of Teachers (Knut) said teachers were not well prepared for the exercise, as the one month training they were given was not adequate. Instead, KNUT said 2018 should be used for proper piloting of the curriculum, adequate preparation of teachers and testing of learning materials. The union also said that there had not been enough public participation right from curriculum design to the development of learning materials. Looking at the prevailing situation, uncertainty and

opposition to the new curriculum, the research seeks to examine the role of media in promoting basic education curriculum reforms, effectiveness of reform messages sent out concerning the new curriculum, the level of involvement of key stakeholders and audiences.

1.3 Problem Statement

The Education Ministry is tasked with developing a communication framework among stakeholders to ensure that information on the change of 8-4-4 curriculum meets the set objectives. (Daily Nation: April 6, 2016 Education CS Matiangi set to unveil team to steer curriculum reform). Despite the commissioning of the team which recommended an overhaul of the 8-4-4 curriculum that was informed by a national need assessment study of 2016 by KICD, a pilot program rolled out in 470 schools countrywide and implementation of the new curriculum starting in January 2018, the new curriculum has attracted opposition. On December 7, 2017, teachers threatened to take legal action or resort to industrial action if the national government did not shelve proposals contained in the new school curriculum. They also demanded that the planned rollout of the new curriculum be deferred to pave way for intensive and extensive consultations. Communication addresses underlying policy, cultural and social-economic conditions that influence why people act the way they do (Jackson 1997). The public is the center of any development initiative and as such all approaches towards realisation of the proposed development must involve the people, mobilize support for the development, build confidence to raise awareness, involve the publics in decision making and actions, sharing of knowledge and influencing attitudes, behavior and lifestyles (FAO 2006). Examining the effect of media in promoting

curriculum reforms was therefore critical to establishing the effectiveness of this strategy or lack thereof.

1.4 Research objectives

1. To examine the role of media in promoting basic education curriculum reforms in Kenya.
2. To examine the effectiveness of media messages on the basic education curriculum reforms in Kenya.
3. To find out the level of media involvement of key stakeholders and audiences in Kenya.

1.5 Research Questions

1. What role did the media play in promoting basic education curriculum reforms in Kenya?
2. How effective were the media messages on reformed curriculum in Kenya?
3. What was the level of media involvement of key stakeholders and audiences in Kenya?

1.6 Research Justification

Curriculum reforms is an integral part of development because it is through this initiatives that members of a society are taught, educated and trained on executing their duties and responsibility. Pai Obanya on Curriculum Reform for Educational Development in Africa: The role of UNESCO (1994). Communication of curriculum reforms therefore ought to be well planned and executed to ensure the complete implementation and acceptability of the proposed change. Media as a strategy used to reach the message recipients is a key source of change information. The goal of this research therefore was to investigate the role of

media in promoting curriculum reforms information, establish the effectiveness of purposeful messages sent out to audiences on curriculum reforms and find out the level of involvement with audiences and stakeholders. Communication as a critical part of reform forms the basis of relationships between stakeholders, their level of engagement, strategies used by a program to reach the intended recipients. It is therefore important to measure the effectiveness of media as a communication strategy in lure of the intended outcomes of a program.

1.7 Significance of the study

The study contributes to the existing works on media roles in promoting curriculum reforms. It adds knowledge on media influence and the effects of media in promoting education reforms. In addition, the study adds to contextual factors that influence media messages and their reception.

1.7 Scope and Limitations of the Study

The research was carried out in Kiambaa constituency which has five wards namely, Cianda, Karuri, Muchatha, Ndenderu and Kihara. Kiambaa borders Nairobi to the north with a population of 181, 617 (KNBS 2017). A Kenya Television and Radio Statistics report of 2017 indicate that 87.6% of the residents of the constituency have access to the radio, television and the internet. Television, radio and social networking sites such as Facebook and twitter are some of the media channels used to communicate basic education curriculum reforms. Kiambaa constituency was a strategic curriculum piloting location as three of its schools were incorporated in the pilot program; Muchatha, Gacharage and Kamuiru primary schools. The pupils in Kiambaa constituency are beneficiaries of the

reformed curriculum and media messages on curriculum reforms were consumed by every Kenyan including the residents of the constituency. The research thereby examined the effect of media in promoting basic education curriculum reforms with its case study being Kiambaa constituency.

The Kenya National Union of Teachers opposed the roll-out of the new curriculum. The agitation by the union could hamper and or influence the kind of responses or opinions held by key respondents. Refusal to cooperate and respond could also be a key obstruction as well as interference by key participants.

1.8 Operational Definitions

1. Curriculum - all the approved subjects taught or programmes offered and include all the activities provided at any institution of basic education.
2. Reform - improve, refine, overhaul, make something better
3. Basic education - educational programmes offered and imparted to a person in an institution of basic education and include adult basic education and education offered in pre-primary educational institutions and centres.
4. Cabinet Secretary - minister for the time being responsible for matters relating to Basic education and training.
5. Strategic communication - purposeful communication geared towards achieving a certain objective
6. Key stakeholders - persons directly involved in the operationalization of a programme
7. Audiences - recipients of targeted messages

8. Targeted messages - planned out verbal and non-verbal communication geared towards achieving a specific goal.
9. Public participation - policies, principles, and techniques which ensure that citizens have an opportunity to be involved in a meaningful way in making decisions that will affect them, or in which they have an interest.
10. Promoting - actively encourage adoption of a new idea or cause.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Matthias Kreysing (2001) exploring vocational education reforms and results in the United States identified the growing problem of youth unemployment which precipitated a look at the national interest in vocational education. Kenya having a similar situation saw the need to empower persons being churned out of learning institutions from primary to tertiary schools. The education ministry lamenting on the current workforce suggested that graduates entering the job market could be under-trained and under-skilled. The minister said,

“Our higher education institutions continue to churn out graduates who are increasingly finding themselves unemployed yet there are Kenyan companies facing difficulties in recruiting workers with an appropriate mix of applicable skills and knowledge,” (Daily Nation of December 3, 2016).

The economic situation in the United States precipitated a focus on education reforms. The reformation of the system was directed towards vocational training and the link between education and remaining relevant in the world economy to bring about a competitive edge. There was need to have a skilled workforce in the structuring of the reforms and the workforce. A new systematic approach was thus suggested to improve design and execution of proposed vocational education reform curriculum instead of creating a new job training programme.

This approach suggested four thematic levels of education reforms at the high school level, two years in college, on-the job training and apprenticeship. The approach therefore diversified the different forms of vocational education looking at the learning process,

specialisation and organisation. Efforts by education partners and government in the US birthed the National Apprenticeship Act of 1937. The approach ascribed the US government's role to include the development of apprenticeship in comparison to industry standards. The standards relate to equal employment opportunities, the wages to be paid to workers and ratio of apprentices to journeymen at the work station. In this period the structure of the apprenticeship program shifted from protection of the employer to the rights and protection of the employee.

Sarkar Arani Mohammad Reza (2008) studying the Japan's National Curriculum Reforms discusses a resolution made by the curriculum council of Japanese government to assist children have a balanced development and educating them to be sound members of the nation and the society they were living in. Reza (2008) agrees with the council on the importance of constantly reviewing the national curriculum standards for improvement focus on integrated curriculum citing five fundamentals to these reforms. The council outlines five key areas for address namely, the people's ever-increase demand for synchronisation of education programs with their daily experiences, their environment, social and cultural needs of the modern information communication technology age. It looked at the importance of having the necessary preparations proportionate to the needs of the 21st century, public demand for a life-long education that would Japanese position in the international field and the schools daily increasing request for having more control over curriculum planning. (Lee, 2001. Monbusho 2001, 20001; Kariya 2000b).

The key element that the education reforms in Japan considered was revising fundamental goals of the education system and the school curriculum. The main education goal in

schools was to assist students acquire the necessary skills to live other than just passing the fundamental knowledge and teaching to them (Monbusho, NCER-GJ, 1998). A study conducted between 1993 and 1995 by the Japanese Education Ministry found that their learners especially those of the general education period were ahead of their competitors in other fields like reading, writing, mathematics and sciences. The study also revealed weakness in problem solving ability, in designing, critical thinking, and complex problems analysis based on individual abilities. (Monbusho, 2001). The Japanese government acknowledged the cause of the problem as too much emphasis being placed on students' memorisation, knowledge acquisition and transfer and insufficiencies in educational assessment system.

Irmelí Halinen (2016) on Curriculum reforms in Finland looked at reforms in terms of objective, lesson-hour distribution, the national core curricula and local curricula. In the study carried out between 2012 and 2016/2017, Halinen (2017) observed that any process of drawing up a core curriculum document involves broad-based co-operation with education experts and various stakeholders, as well as support for local curriculum development efforts. She identified accountabilities within the curriculum process to be at school level, education provider level (local authority) and national level. At the school level, Halinen(2017) drew academic leadership, goals leading the development of the school culture and realization of the school-based curriculum as key pillars in driving curriculum process accountability. At the local authority level, she described strategic leadership and management, decisions on the local curriculum, organisation, resourcing, monitoring and development of local efforts as integral part of answerability and at the national level curriculum accountability process draws its sustenance from national core

curriculum, education Acts and policies, government decrees, education policy guidelines, development plan for education and research. Halinen also outlines several questions that inform curriculum reforms in Finland; among them is the vision of the proposed curricula, what education will mean in the future, what types of competencies will be needed and what kind of practices would best produce the desired education and learning? Secondly, she identified the action to be taken; how will change be realized in municipal and school cultures and in every lesson, the significance of personal vision and will. Third, is the teacher education probing the kind of skills that teachers and other school staff require to be able to work so as to promote education and learning for the future. Lastly, Halinen identified education standards as key on how the national core curricula and local curricula guide and support the work of teachers and the school community.

Everard Weber (2009) on education reforms in South Africa looks at the local realities, the practices and reforms that actualise change in the education sector. He notes that the African National Congress championing for radical education change in South Africa emphasised on access and not the quality of education. He found that parents in Africa demand more schools and more access to schools not what their children get from schools. African parents demanded more schools and more access, not different schools. Weber (2009) queries on who should therefore explain to them that the structure of schooling is not as important as the knowledge the learner is acquiring from a school and that it is not simply about racial exclusiveness but a fundamental change in the perspective of what a school, at their level should endeavor to achieve. In this respect therefore, education in South Africa in post 1994 focused on integration and increasing access with most schools remaining hierarchical, authoritarian, and teacher-centered. Important aspects in education

such as critical reasoning, self-reliant learning, cooperative approaches, community responsiveness, environmental awareness, self-confident assumption of responsibility, political consciousness, engaged citizenship were overlooked. Weber holds that evolution of teacher roles forms the backbone of education reforms. The teacher, he says is the primary implementer of the reforms and as such must be fully and sufficiently equipped to handle the change and any other technical issue that may hamper the success of the reform. As teachers play a critical role in the implementation of curriculum reforms, Weber notes that the introduction of outcomes-based education in South Africa brought with it inadequate preparation and support for the new curriculum because already the teachers were insecure.

Inconsistent messages about the direction and pace of political change, uncertainty about the consequences of curriculum reforms and the provincialisation of education for job tenure were key in focusing on the practicality of the education system. Teacher Unions pushed for improved wages, working hours and protection of teachers who were facing termination. The bulk forms external factors outside the school that influence what goes on inside the schools. As the primary implementers, teachers should participate in the planning, operationalisation, and execution of a reformed system. This is to say that the success or failure thereof in curriculum reforms is dependent on its implementation.

International Bureau of Education (IBE-UNESCO, 2015), on curriculum reforms in Kenya notes that curriculum is a vehicle through which a country empowers its own citizens with the necessary skills and competence to navigate problems by influencing attitudes and

values that enable them to be socially and economically empowered for personal and national development.

Tyler (1949) identifies parameters key in planning curriculum reforms; the goal of the reform that a school should attain, its implementation and experience to learners and teachers, and monitoring and evaluating the effectiveness of these goals. Since independence in 1963, Kenya has only reformed the curriculum once. This reform was informed by the change in the structure of governance; Kenya gained independence, got new leaders and systems to lead government from a repressed people as can be noted from the struggle for independence. This is to say that education reform was incidental, and not initially anticipated because the end of colonisation was not expected- Kenya was not adequately prepared to take up the structures of government from its colonizers. In 1981, the government of Kenya set up an education commission dubbed the presidential working party on the second university in Kenya with the mandate to examine and give recommendations on the establishment of the second university in Kenya. However, during the scrutiny and analysis of the university system, the university education commission endorsed a recommendation to overhaul the whole country's education structure and curriculum, a suggestion the government ratified. The reformation of the curriculum culminated in change of education structure and systems from seven years primary school education to eight years, six years of secondary school to four years and four years of university education from three years. The change endorsed the 8-4-4 system which has been in operation since its implementation in 1985. The curriculum however underwent several reviews, in 1990, 1992, 1995, and 2003. Despite the recent review being in 2003, fourteen years later, Kenyans felt that the system was not fit for the attainment of Kenya's

development agenda. An evaluation by the Kenya Institute of Curriculum Development in 2009 assessing the primary and secondary curriculum and a national needs assessment study of 2016 informed the need to reform the curriculum to address the present challenges and align the system with Kenya's vision 2030 which is the blue print of development. The aim of the new education system was to equip citizens with the necessary knowledge, skills, attitudes, and values to achieve the nation's social, economic, and political aspirations.

Havelock and Hubberman (1978) hold that one of the major challenges in planning and implementation of reforms in the education sector is the tendency to formulate ambitious transformations without adequate plans about its implementation. Looking at structures of education reforms, communication and implementation, Havelock and Hubberman (1978) identify the top-down structure as one that is heavily relied upon by many governments. This is to say that the reform, its planning, implementation, communication, monitoring and evaluation is dependent on the top organ or government that initiates the change- the implementers look up to the government for policy direction, structuring of the reform and funding. However, the success of a reform, they say is a heavily dependent on education stakeholder involvement. So, in pursuing curriculum changes, it is crucial for policy-makers and other stakeholders to have a thorough understanding of the roles, expectations and interests of the various actors, groups and institutions that are involved in, or affected by the change process (IBE-UNESCO, 2013).

UNESCO in a report found out that learning in the Sub Saharan Africa classrooms has been limited to low-level learning of memorising subject facts and figures. In Kenya, the

curriculum was said to be too inflexible that it limited opportunities instead of expanding them by aligning basic education with learners' career interests and abilities. Those who scored high grades in the subjects offered are given an opportunity to proceed with university education and probably take up white-collar jobs (IBE-UNESCO). An argument on the quality of learning has been advanced evaluating the processes that happen in a classroom setting- teaching and learning processes and methodologies. The argument holds that in classrooms, learning is focused on transfer of knowledge from the teacher to the learner. This approach is referred to as the chalk-talk methodology. According to IBE-UNESCO 2013, the methodology is not achieving its actual purpose and that the system solely depended on the abilities of the teacher and not those of the learner. A number of factors then come into play like, is the teacher knowledgeable about the content, what is the level of motivation and the school culture. According to UNESCO, the search for improved learning standards and quality in learning should focus on improving the present teaching and learning approaches by incorporating the modern ones.

Modern curriculum looks at learner centered education which is considered an effective remedy to the dominance of teacher-centered instructional classroom practices. The teacher centered instructional classroom practices are claimed to support passive learning, and the stifling of critical and creative thinking (Rowell and Prophet 1990). They add that advancement of Learner Centered Education LCE is a result of high development ambitions. Kenya is looking at a population that will deliver the Vision 2030.

Of critical importance then is to examine curriculum variations from time to time based on the prevailing, compelling factors and standards. The research seeks therefore, to examine

the effect of media in promoting Basic education curriculum reforms looking at the role media played, the effectiveness of media messages on curriculum reforms and to establish the extent of media involvement of key stakeholders in the education sector.

2.2 Theoretical Framework

The study explores two communication theories, their concept and application in the study. They are the Diffusion of Innovations and Social Learning theories. The diffusion of innovation theory seeks to examine the path to adoption of the new curriculum whereas the Social learning theory looks at the social context that has fortified and or discouraged the development of the new curriculum.

2.2.1 Diffusion of Innovations Theory

Everett M. Rogers (1962) exploring innovation-decision making holds that diffusion of innovation is a process by which an innovation is communicated through certain channels over time among the members of a social system. Rogers argues that diffusion is a communication concerned with the spread of messages that are perceived as a new idea(s) in this case defined as innovation.

Identifying key elements of diffusion of new ideas, Rogers (1962) explores the innovation where he looks at innovation as a new idea (s), how it spreads and gets adopted in a social system. The new curriculum is justified by the diffusion of innovation theory for being a new idea that must go through the adoption process within a social setting. He further outlines characteristics that determine the rate of adoption and acceptability of the new idea them being relative advantage which he holds is the rate at which the new idea is perceived

better than the idea it comes after. The new basic education curriculum is perceived better than the previous curriculum and as such the government has established policies that govern its implementation. Rogers (1962) also looks at compatibility of the new idea as complimenting existing values, past experiences and needs of potential adopters. The new curriculum that is competence based adopts and ascribes to the values of the country outlining the intended outcomes in terms of the specific beliefs that the new curriculum should achieve. He then looks at complexity of the innovation which he says happens when the new idea is deemed difficult to understand and or use. After implementation of the reformed curriculum, teachers' bodies and other stakeholders like booksellers deemed the innovation as difficult to understand and use. Kenya National Union of Teachers has gone ahead to demand that the implementation of the new curriculum be halted to give the proposed change time for more consultations.

Rogers (1962) further explores trialability of an innovation which he says concerns piloting of the new idea and exploring the findings and recommendations for improvement of the innovation. The piloting of the new curriculum was done in 470 schools countrywide in 2017 with the aim of addressing the shortcomings of the new change before the new education system was rolled out countrywide. Findings and recommendations to improve the new curriculum were tabled in December 2017. Rogers (1962) also see an innovation as one that requires the people within a social system to see and learn about the innovation. This he calls observability which ascribes the role of influence on the source of the information to get a desired outcome. Others may imitate what they see persons the early adopters do when using the innovation or ignore the existence of the innovation wholesomely.

Another aspect is communication which he holds happens when participants in a social system generate and share information to arrive at shared meanings and understanding. This information is created and shared using communication channels, equipment, tools and people within the system. It is notable that many people assess innovation on subjective evaluations of near-peers who have adopted the new idea and not on scientific inquiry. The time taken to adopt an innovation he says is the period an innovation goes through a social system with the assumption that it will be fully adopted also referred to as the rate of adoption. It is the relative speed with which an innovation is adopted by members of a social system in this case referred to as the infected population borrowing from the description of diffusion. A social system can be described using the members of a social unit like youth between the age of 17- 25 years or a middle age unit at the age of 25- 40 years etc. Members or units of a social system may be individuals, informal groups, organisations, and/or subsystems. An innovation diffuses within the social system which is made of various social units. A social unit has its values, norms, perceptions, attitudes and behaviour which influence the rate of adoption of a new idea. Within a social unit are individual (s) perceived as leaders and seen as the change agent because they influence overt behaviour in a certain way.

The new curriculum is a new innovation with new strategies, programs, plans and its implementation. The curriculum being a new idea, communicated within a social structure in a specific time therefore qualifies as an innovation and can be looked at using the lenses of diffusion of innovation theory. How this innovation messaging has spread within the

social system is critical to understand and analyse so as to examine the effectiveness of the communication plans and strategies used to promote curriculum reforms. Additionally, Rogers (1962) affirms that an innovation is an idea, practice, or object perceived to be new by an individual or social unit.

Discussing the diffusion effect, Rogers (1962) holds that systems self-generated pressures toward adoption change as an increasing proportion of members of the system adopt the innovation. However, the change agent effort has a different effect on different system members at different times in the sequence of an innovation rate of adoption. The absorption of information concerning an innovation increases the degree of influence on an individual to adopt or reject the innovation, resulting from the activation of peer networks within that social setting. This is to say that the norms of the system or individuals affected by an innovation change over time as the diffusion process proceeds, and the new idea is gradually adopted into the life-cycle of the system. Roger holds that the environment at which an innovation is communicated in influences the uptake of the innovation. For example, if one introduces a new mobile phone in the market at a university (environment/system) and the innovation is taken up by members within the system, the number of people adopting it will increase. So as an innovation can exert influence on an individual or groups, messages concerning the new idea must be targeted to a specific audience. Targeted messages have their own language, tone and essence behind the reason to direct it to a specific audience. Rogers argues that the degree of interconnectedness in a social system is positively related to the rate of adoption of innovations.

This study looks at two important elements in decision making that have characterised the new curriculum in Kenya the collective innovation decisions and the authority innovation decisions which are choices made by individuals in a social system to either adopt or reject an innovation. This is to say that there are several factors that influence the uptake of a new idea within a social system as discussed here under.

2.2.1.1 Collective innovation-decisions

These are choices made through consensus by members of a system to adopt or reject a proposed or new innovation. Because of the collective decision, all members within a unit must conform to the system decision once it is made. Looking at the new curriculum, the journey to coming up with the new curriculum, former education Cabinet Secretary Dr Fred Matiangi invited all stakeholders for a meeting that resolved and recommended the change of the former curricula. This decision was made out of consensus between important stakeholders in the education sector. The decision then overhauled the whole 8-4-4 system setting guidelines, policies and timelines for implementation of the new curricula. Therefore, the collective decision was based on consultation and agreement by stakeholders of the education sector (the social system) and everyone within that system agreed to the decision of the system.

2.2.1.2 Authority innovation-decisions

Here choices are made by a few individuals in a system that are powerful, have a higher society/system status and or are technically experts in a field. The choice is on whether to adopt or reject an innovation. Other members of the system have little or no influence in

the innovation decision. Whether the innovation is beneficial or destructive the elite simply implements the decision. In Kenya, the system of government is made up of the executive, the legislature and the judiciary which system influences decisions. Then education Cabinet Secretary Dr. Fred Matiangi who belongs to executive made recommendations in cabinet meetings to overhaul the system of education and proposed policy change informed by findings and recommendations of a Needs Assessment Study of 2016. Although various stakeholders were invited to meetings on reforming education, Kenya National Union of Teachers on December 7, 2017 accused the Cabinet Secretary of ‘bulldozing’ the new curriculum on teachers and students alike arguing that the new system should be halted to allow for further consultations in its implementation. KNUT also accused the CS of forcing implementation of the program on teachers and students as he claimed it was a pet project for President Uhuru Kenyatta and as such believed that the executive headed by the president was pushing its implementation.

2.2.2 The Social Learning Theory

Albert Bandura (1969) argues that learning occurs within a social context and proposed the Social Learning Theory. He holds that individuals within a social system learn from each other by observing the behaviour of the other person. The behaviours of others within the social system make them grow parallel actions. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. According to Bandura, imitation involves the actual reproduction of observed motor activities. (Bandura 1977)

The fundamental concepts that Bandura holds imperative in learning behaviour are paying attention to behaviour, retaining the behaviour, reproducing the behaviour and motivation to perform that behaviour. The social learning theory borrowing from the audience research theory of Uses and Gratifications looks at the needs of an audience and the gratification they derive once the need is satisfied. U&G focuses on what people do with media- the effect of media on recipient. For example, Watching TV helps to shape audience perceptions, needs and expectations. Social learning therefore is a critical aspect of the uses and gratification theory as it falls on social uses of media in terms of social relations. Below, the study wishes to expound on the different concepts.

2.2.2.1 Attention

Attention is a key element in the learning process. For one to learn, Bandura (1977) holds that they must first focus on the task. He describes attention as understanding the reason for focusing. Paying attention to a task, he says, helps reinforce perception. Dan Goleman (2013) suggests that focus is the ability to stay concentrated on something, ignoring and avoiding distractions. Focus influences world views which then influence behaviour towards or against stimuli. Attention was drawn to Kenyans on the need to reform the 8-4-4 education system. This attention was sold through the use of media and other communication channels like the social media. As such, the information drew attention that informed the reformation of the curriculum.

2.2.2.2 Retention

After being attentive to behaviour and or stimuli, the next step is a deliberate effort to retain it. Bandura (1977) holds that we learn by internalizing information in our memories. It is after internalizing the information, behaviour or stimuli that one recalls it when required to respond to a situation that is similar to the situation within which we first learned the behaviour. After the messages on reform were sent out, the recipients preserved it within themselves which informed their decision to allow for curriculum reforms.

2.2.2.3 Reproduction

Behaviour, skills and or knowledge are learned within social contexts and can be reproduced when required Bandura (1977). Reproduction is dependent on the contextual realities one is facing. An important element however of reproduction is practice which is done through mental and physical activities to improve a response towards stimuli. The ministry of education sent out information on reformation of the curricula. The recipients of this information were convinced that reformation of the curricula was paramount and as such supported initiatives towards the review of the 8-4-4 education system.

2.2.2.4 Motivation

Kleinginna and Kleinginna (1981) describe motivation as an internal state or condition that activates behaviour and gives it direction. Franken (2006) asserts that motivation is an internal state that arouses, gives direction and persistence of behaviour. Motivation originates from our observation of someone else being rewarded or punished for something

they have done or said. Bandura (1977) this usually motivates us later to either do or avoid doing the same thing.

Learning occurs at different developmental stages and contexts. A baby learns from the mother, an adult learns internally from experience or externally from peers and other influencers such as media and society. Bandura (2006b) posits that people learn from one another through observation, learning, imitation and modelling. People learn by observing the behavior of others and the outcomes of those behaviors. Learning may or may not result in a behavior change (Bandura, 2006b). He also identified three basic models of observational learning.

A live model, which involves an actual individual demonstrating or acting out a behavior.
A verbal instructional model, which involves descriptions and explanations of a behavior.
A symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

This then introduces the second and third way of learning that is imitation and modeling. Learning as earlier alluded occurs in social settings. This is to say that in the social setting are members of those units and or society. These are the people that are observed and are referred to as models and the process of learning these members is called modeling. People are often reinforced for modeling the behaviour of others, a concept referred to as imitation. Zentall TR, Anim Cogn (2006) defines imitation as copying behaviour. Bandura (2006b) suggests that the environment or social setting reinforces modeling in various ways as listed below:

The observer being reinforced by the model. For example, a student can alter dressing to conform to a certain social unit in school thereby increasing the likelihood of being accepted into that group. The student (observer) behaviour is reinforced by that social unit (model).

The observer is reinforced by a third person. The observer models the actions of someone else like an outstanding leader. In the political set up in Kenya, a child (observer) model the words or actions of a leader (model) and their parents (third person) compliments and praises that child for modeling the behaviour of that leader.

The imitated behaviour itself leads to reinforcing consequences. Behaviour learnt from others satisfies and reinforces the results of that behaviour. For example, giving to the poor by a friend satisfies and reinforces the behaviour of the model and as such one picks up that behaviour and they too get satisfied and reinforced for giving.

Consequences of the model's behaviour affect the observer's behaviour vicariously. Here there is adverse reinforcement of the behaviour of the model on the observer. For example, is watching wrestling, a child may see a model (a competitor they love) using a unique winning style that the child may imitate and use on their friend. Reinforcement can be positive or negative and as such is a change in the behaviour of a person.

Stephen E. Brock, (2014) discussing social cognitive learning denotes requirements for a model alluding to four elements that characterise these persons, competence,

power/prestige, stereotypical and relevance. Competence he says is whereby a model is seen as a competent and or capable person to influence behaviour; such a person could be a teacher. Secondly, he says that power or prestige is a requirement that the model has a high status and respect in the social setting. Thirdly, he notes that a model should not be stereotypical that they should display appropriate gender sensitive behaviour and lastly, he talks about a model having relevance alluding to the thought that a model's situation should be similar to that of the observer.

The social learning effect of media can be explored looking at the limited-effects perspective that proposes that the media exerts negligible influence on people who choose what to watch or read based on what they already believe. Well-informed people rely more on media based on their personal experience, prior knowledge, and their own reasoning to decide and are more likely to be swayed if they are less informed. At the class- dominant perspective the media and its content represent the views and interests of a minority elite, which controls it; they manipulate what people can see or hear. What is said or written by a journalist, how they say or write it influences opinions and attitudes towards accepting a new idea. At a culturalist perspective people interact with media to create their own meanings out of the images and messages they receive. Media researchers argue that when people approach material, whether written text or media images and messages, they interpret that material based on their own knowledge and experience. Personal perspective plays a more powerful role in how the audience members interpret messages.

Communication of the new curriculum in Kenya has borrowed largely from the social learning theory. Through reviews by the ministry of education, it was recommended that the previous curriculum be overhauled. At this review stage, the ministry observed and drew recommendation and conclusions from the study population which served as reinforcements which influenced their resolve and behaviour to review the curriculum. After the recommendations were adopted, the ministry embarked on reviewing the curriculum, piloted it and in 2017 rolled it out in schools countrywide. The message of reform was driven by the ministry through its then Cabinet Secretary Dr. Fred Matiangi. This message drew attention to the understanding that the previous curriculum was defective, and something had to be done. The understanding was retained and reproduced through various incentive and government actions like allocating funds to evaluate the curriculum, organisations decrying the sort of graduates churned out into the market (behaviour) which informed the need to review that curriculum. The motivation for review was based on the skills and competence of graduates, reformation of exam marking and change of education policies at the pre-primary, secondary and tertiary levels. The Primary stakeholders in the education ministry, teachers and students have also been subject to the social learning theory. Teachers as well as students have adopted the new curriculum through training (imitation and modelling) and several evaluations are set to take place to outline the benefits and or failures of the system. (Reinforcements for behaviour) it is notable that education reforms in Kenya have been driven by society needs which society must possess requirements for models who are the proponents of the reform as power in this case the government, competence and relevance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This section contains the research design, target population, sample size and sampling procedures, data collection instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

This research adopted a descriptive research design. Bryman (2003) holds that descriptive research involves obtaining data on the current status of a phenomenon in order to describe what exists in relation to conditions and variables in a situation. This design was particular to this research as it provided evaluation parameters of the findings. The design further gave an in-depth and comprehensive exploration of the findings necessary for this research. It involved in-depth analysis and examination of the role of media in promoting basic curriculum reform, the effectiveness of messages and the level of involvement of key stakeholders in the education sector.

3.3 Research Approach

This study adopted a mixed method approach using both qualitative and quantitative methods of collecting, analysing and interpreting qualitative and quantitative data (Creswell, 2007). The mixed-methods design is critical in finding answers to the research questions and objectives. Interrogations raised in the structured questionnaires and key-informant interviews will be of both qualitative and quantitative nature. Using the mixed

method approach was meant to increase reliability and depth to the research data hence minimising fragmentation of explanatory models. Further, bringing together both quantitative and qualitative research in the study extracted the strengths and diminished the weaknesses in both approaches.

3.4 Target Population

With the study seeking to conduct In-depth Interviews, and Structured Questionnaires, it focused on Kiambaa Constituency of Kiambu County. Kiambaa constituency has a finite population of 181,617 people (KNBS 2017 estimates). A population is said to be finite if it consists of a fixed number of elements so that it is possible to enumerate it in its totality (C. R. Kothari. Second revised edition).The constituency has five wards namely Kihara, Ndenderu, Muchatha, Karuri and Cianda wards.

Kothari (2009) proposes the method of proportional allocation under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata. If P_i represents the proportion of population in a stratum i , and n represents the total sample size, the number of elements selected from stratum i is n_i . Supposing we want a sample of size $n = X$ to be drawn from a population of size $N = 253, 751$ which is divided into three strata of size $N_1 = 10, 000$, $N_2 = 10,000$ and $N_3 = 10,000$ and $N_4 = 10,000$. Adopting proportional allocation, we shall get the sample sizes as under for the different strata:

For strata with $N_1 = 10,000$, we have $P_1 = 253,751$

$$N_1 = \frac{181,617 P_1}{10,000}$$

$$N1 = 18.2 \text{ and } N1 = 19$$

Similarly, for strata with $N2 = 10,000$, we have

$$n2 = n \cdot P2 = 19 (10,000/10,000) = 19$$

for strata with $N3 = 10,000$, we have

$$n3 = n \cdot P3 = 19 (10,000/10,000) = 19$$

and

for strata $N4 = 10,000$

$$n4 = n \cdot P4 = 19 (10000/10000) = 19$$

The sample size then is.

$$N1 + N2 + N3 + N4 = \text{Sample size} = N$$

$$N = 76$$

If the sample size is 76 and we have five wards.

Then $76 / 5 = 15.2$ participants per ward

For each ward then is 15 respondents and 1 Curriculum Support Officer

3.5 Sample Size and Sampling Procedures

The research targeted 15 participants from each ward bringing the total sample size to 75 respondents and one Curriculum Support Officer. The study employed purposive and simple Random sampling procedures. The study used the simple random sampling for questionnaires. Each participant member in the elementary unit had an equal chance of being included in the questionnaires.

Purposive sampling was also used to conduct in-depth interviews as the elementary unit was made up of education officials and key implementers of the new curriculum like the head teachers and the Curriculum Support Officer (CSO) stationed at the constituency. Amin, 2005 and Orodho (2012) holds that purposive sampling gives equal chance of selection of participants.

3.6 Data Collection Instruments

The study used in-depth interviews and structured questionnaires as data collection instruments for primary and secondary data.

3.6.1 In-depth interviews

This method is particularly suitable for intensive investigations and is usually carried out in a structured way. It uses a set of predetermined questions and highly standardised techniques of data collection. White (2005) holds that an in-depth interview is an instrument with closed or open-ended questions, or statements to which respondents must react. The interview focuses attention on a given experience of the respondent and the lessons learnt from that experience. This method also gives the interviewer freedom to decide the manner and sequence in which the questions will be asked and also the freedom to explore responses by a participant. Five in-depth interviews were conducted for each ward within Kiambaa constituency bringing the total to 25. The method targeted five participant members' key in implementation of the new curriculum. They were education ministry official in the constituency, school administrators, and teachers. The participants

gave both quantitative and qualitative data based on the response to questions in the interviews.

3.6.2 Structured Questionnaires

The research used the structured questionnaires because they have definite, concrete and pre-determined questions. The same set of questions were presented with exactly the same wording and in the same order to all respondents. This method had closed and open-ended questions. 10 structured questionnaires were distributed to members of the public in each ward bringing the total number of these questionnaires to 50 so that the study can establish the general sense on the curriculum reforms. Before employing this method, the study conducted a pilot survey to test the questionnaires. This illuminated the weaknesses of the questionnaires and also of the survey techniques. Findings and recommendations from the pilot survey informed improvements of the questionnaires. Fifteen (15) pilot questionnaires were given out in Kiambaa constituency in two wards namely Ndenderu ward and Karuri ward. The method of data collection was free from the bias of the interviewer because answers were in respondents' own words. Respondents too had adequate time to give well thought out responses and those not easily reachable were reached conveniently.

3.7 Validity of the Research Instruments

Kothari (2004) defines validity as the degree to which a test measures what it is supposed to measure under a study. Before the actual data collection, piloting of the in-depth interviews and structured questionnaires was done where 10 participants from each ward participated. The wards were Ndenderu and Karuri. Piloting of the study tested the validity

and reliability of the research instruments. It also helped identify items in the In-depth interviews and structured questionnaires that were ambiguous to the respondents and therefore were clarified and some changed completely.

3.8 Data Collection Procedures

The study used five ward coordinators/facilitators who administered the in-depth interviews and structured questionnaires. The five ward coordinators were in-charge of each of their ward. Each ward had five In-depth interview guides and 10 structured questionnaires guides. The ward coordinators had 2 assistants each to help distribute the study material bringing the total to three facilitators per ward and fifteen in the whole constituency. These facilitators were briefed on the objectives of the study and were tasked with ensuring that data collected addressed those objectives. The researcher headed the group of coordinators and facilitators.

3.9 Data Analysis Techniques

After collecting data, it was processed and analysed in accordance with the outline of the research plan. This ensured that the study had all relevant data for making contemplated comparisons and analysis. C. Kothari (2004) holds that processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis. Analysis, he adds refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups. Descriptive analysis was relied upon by the study as it largely illustrates the distributions of one variable. This sort of analysis may be in respect of one variable described as unidimensional analysis, or in respect of two

variables described as bivariate analysis or in respect of more than two variables described as multivariate analysis. The study measured relationships between two or more variables. Data was then arranged and grouped according to the relevant research questions. Inferential statistics was used to analyse qualitative data while descriptive statistics was used to analyse quantitative data. Inferential statistics enabled the researcher make inferences about the populations using data drawn from the study population. Purposive and Random sampling identified the elementary units within the study population from thousands of residents to make inferences about the entire population using the sample. C. Kothari (2004) holds that Inferential analysis concerned with the various tests of significance for testing hypotheses in order to determine with what validity data can be said to indicate some conclusion(s). It is also concerned with the estimation of population values. It is mainly on the basis of inferential analysis that the task of interpretation (i.e., the task of drawing inferences and conclusions) is performed.

3.9.1 Quantitative Data Analysis

The study captured data collected from in-depth interviews and structured questionnaires in Excel for analysis. Tallying of frequencies, calculation of means and standard deviations was done using Statistical Package for Social Sciences (SPSS) which is in line with Orodho (2009) analytical plan for analysing quantitative data.

3.9.2 Qualitative Data Analysis

Qualitative data from the two instruments was analysed using the process of theme identification and analysis exploring data in the manuscripts thoroughly. Creswell (2008) describes this as a preliminary exploration analysis. Theme Identification and analysis

process is used to obtain a general sense of the data, memo the ideas and think about how to organize the data. Nvivo computer program was then used for coding data. Coding is a process of segmenting and labeling text in order to form descriptions and broad themes in the data (Creswell, 2008). Through the coding identification process, the study organised the codes into potential themes from the data which were then analysed by inferential statistics such as chi-square and t-test.

3.10 Data presentation

Data was processed, analysed and presented using textual, tabular and graphical tools. Charts were used to present the data.

3.11 Ethical considerations

Respondents/participants in the study remained anonymous and all the information gathered from each one of them was treated with confidentiality. The significance of the study was also clearly explained to the participants.

The study acknowledges all ideas borrowed from authors in an effort to avoid plagiarism. A Certificate of Field Work (Appendix IV) was obtained from the university before proceeding for data collection. Willing respondents to the study questions were given the structured questionnaires to fill. Respondents voluntarily gave data without coercion or influence from the interviewers. Potential respondents were fully aware of the procedures involved in collecting data. For the in-depth interview, respondents were given an introductory brief that necessitated collection of data. There was also an affirmation that the study would not identify them in person. A Turnitin Originality Report (Appendix VI) was also done which was used to get the certificate of corrections. (Appendix VII)

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Overview

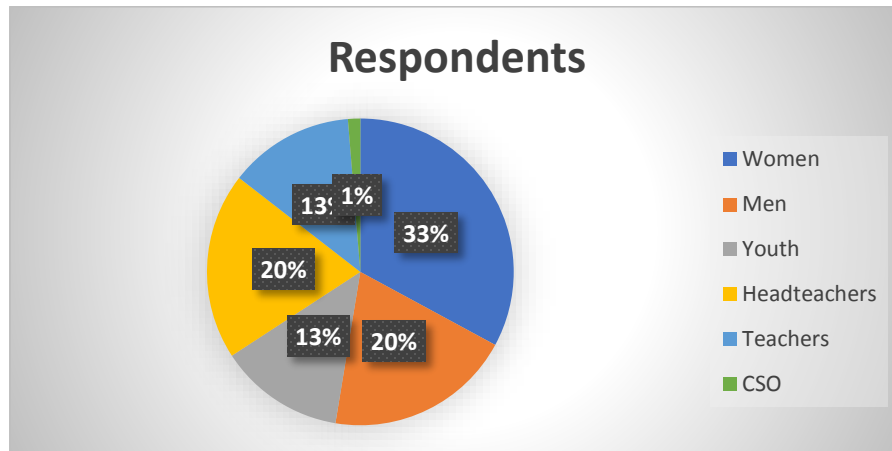
This chapter contains presentation, analysis and interpretation of data collected from the field. Data is presented in charts and thematic description to assist in interpreting complex findings.

4.2 Presentation, analysis and interpretation.

4.2.1 Composition of Respondents

The study found that 33% of the total respondents were women, 20% were men, the youth at 13%, headteachers were 20%, teachers were 13% and Curriculum Support Officer at 1% as outlined in figure 4.1 below. Women, men and the youth responded to structured questionnaires, whereas headteachers, teachers and CSO responded to in-depth interviews. The disparity in the number of respondents in the questionnaires, the study found, was due to the level of involvement with children welfare. Women were more involved in their children affairs like schooling as compared to men who were attending to their businesses and would not want disturbance and the youth who had little or no time to answer “lengthy” questionnaires.

Figure 4.1: Composition of respondents for the study



4.2.2 Role of media

The study examined the role of media in promoting basic education curriculum reforms looking at the source of information, the awareness levels on curriculum reformation, the role and result of information respondents received from their source. For the questionnaires responses, all women, men and youth said that they were aware that the 8-4-4 education system had been reviewed. On the question on the source of information, 68% of women said that they got the information from medias such as radio, television and newspapers and social media sites like Facebook, Twitter and Instagram. The remaining 32% of women said that they got the information from colleagues in women meetings “*ngumbato*” (informal women meetings), at church gatherings, while others overheard rumors about reformation of the curriculum in markets. Men accounting for 87% of the total number of men said that they got the information from media such as television, radio and newspapers. The remaining 13% said that they got the information from friends. The total number of youth said that they got the information from television, radio, Instagram, mobile phone application WhatsApp, Facebook and Twitter. Teachers also said that they got the information on curriculum change on television, radio, newspapers and mobile

phone sites (WhatsApp groups like the Kiambaa Teachers). Headteachers and the CSO said that they relied on Education Ministry circulars for communication on curriculum change. Headteachers and the CSO also said that they followed curriculum reformation debates on, television, newspapers and at an end of year KEPSHA conference held in Mombasa.

“This is where we were made aware of the structure of the new curriculum, when the planned roll out would begin and we assured the Cabinet Secretary Dr. Fred Matiangi that we would fully support the initiative,” headteacher A said.

Table 4.2 and 4.3 below show the source of information for men, women and the youth and an analysis of media use by women, men and youth. The study therefore concluded that medias such as radio, television, newspapers, WhatsApp, Facebook, Twitter and Instagram were a critical tool in information dissemination among women, men and the youth. A key stakeholder, the teacher, also used media get information on curriculum reforms and its progress and debates.

Figure 4.2: Source of curriculum information for the respondents

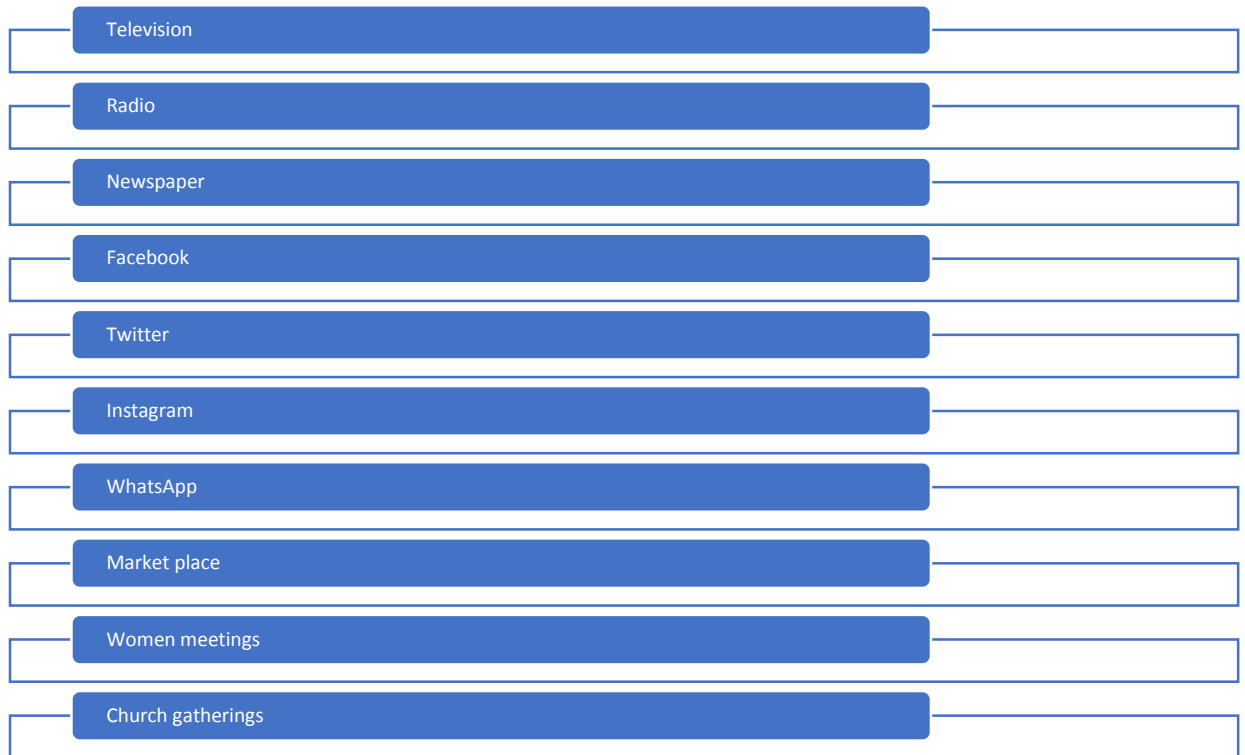
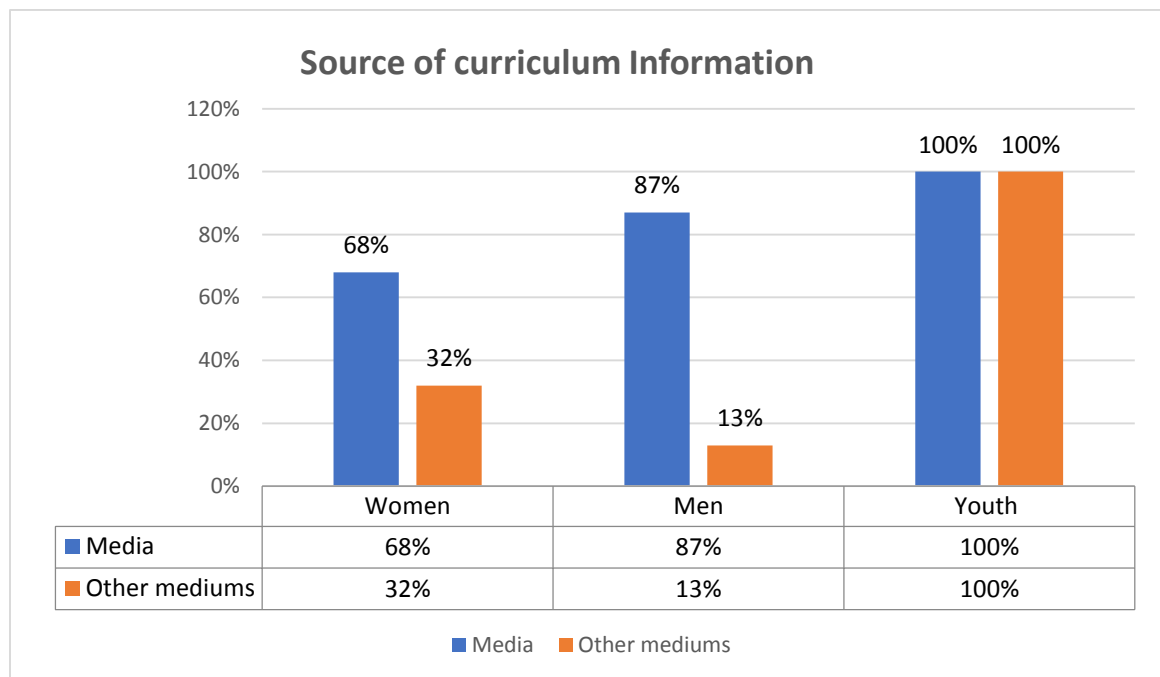


Figure 4.3: Media as a source of curriculum information among women, youth and men



The instrument went ahead to probe on the use of media in promoting curriculum reform. At one point the respondents were required to describe or draw the structure of the reformed education system. The study also sought to find out whether the information given by the source was helpful, whether messages sent out were important to the respondents and whether curriculum reforms were necessary. Women accounting for 52% said the information they got from media was helpful. The remaining 48% said that the information passed through media was shallow.

“News zilikuwa tu zajuujuu. Ata hakuna kitu mtu alikuwa anashikanisha. Kitu important ka change of curriculum niya kuletwa two minutes kweli”
(News given on curriculum were shallow, you could not grasp anything, something important like curriculum reforms cannot be aired for two minutes), woman C said.

On whether the messages were important to respondents, 52% of women said the information they got from media was important as it helped them trail development of debates about new curriculum.

“The debates made me aware of the weaknesses of the new system. Obviously, you will be able avoid the pitfalls spoken about like the issue of parenting. My role as a parent was well set out in the conversations,”
woman F said.

However, 48% of women found the news very shallow and as such the conversations surrounding the new curriculum debates were not important to them.

On the question of either drawing or describing using words the new curriculum structure, only 11.2% of women were able to describe the new structure. However, 88.8% of the women could not draw or describe using words the structure of the new curriculum as shown in figure 4.3.

Men accounting for 93% said the information they received from their source was helpful and *“very timely,”* Man A said. However, 7% of men felt that the information was shallow.

“if you were to decide, for sure you would not rely on our local media for information. This are just personal businesses meeting personal interests. Who knows, maybe they were paid by the Ministry of Education to promote the curriculum,” man D said.

The 93% that said the information was helpful also said that the messages were important and key in them supporting implementation of the new curriculum.

“Dr Fred Matiangi is not a joke. Atalaainisha elimu, (He will straighten education) you see what he did in the other government ministry he served. Alifanya nini media, alifanya nini security, ICT alifanya nini. (what did he do to the media, what did he do to security, what did he do in the ICT sector) Just watch that space,” man A said.

Men totaling to 83.3% were able to draw or describe the structure of the new curriculum and only 26.7% of men were unable to describe or draw the new structure.

Youth accounting for 10% said the information they got from their source was helpful and important to the extent of *“only what the minister said.”* The remaining 90% said that the information was not helpful, was shallow and they grasped nothing.

“Ask this people how the new structure will look like. If 5 are able to draw or describe, come to my shop and I will give you Sh100,” youth G said.

Figure 4.4: Draw or Describe structure of new curriculum

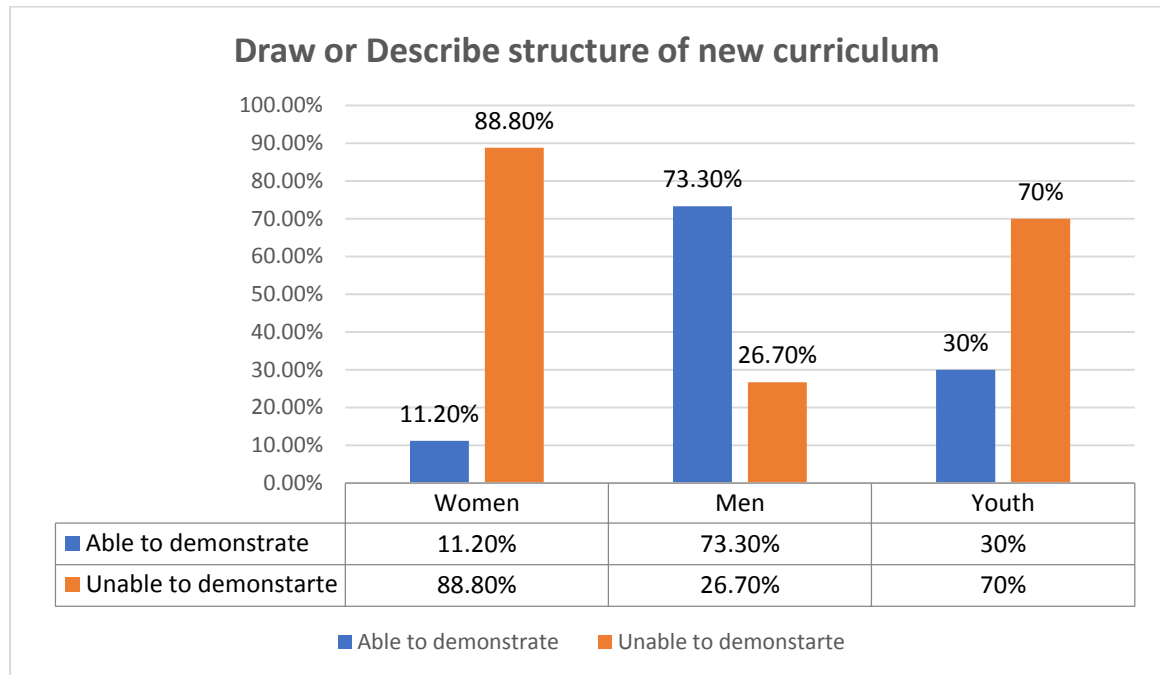


Figure 4.4 shows that 90% of the youth said the messages were not helpful and such were not important to them. Only 10% of youth said that the messages were important. Men accounting for 93% said the messages were helpful, whereas 7% said the information was not helpful. Women accounting for 52% said that the information was helpful and 48% said the messages were not helpful.

4.2.3 Effectiveness of media messages on curriculum reforms

The study having established that media was a strategic source of communication for the respondents like the women, men, youth, teachers, headteachers and the CSOs, looked at the effectiveness of media messages on curriculum reformation. It looked at the importance of curriculum reform messages to respondents and role of these messages on the respondents.

4.2.3.1 Women

Women accounting for 52% of the total number of women said that the information they got from media was helpful. This, they said enabled them to make informed decisions to support the new system pointing to the role of media in influencing decisions.

“Media walifanya kazi yao safi kabisa. Tungejuaje kama curriculum inachangiwa. At least walitusaidia sana kuexplain mambo kadhaa. Hatungejua anything kuhusu hii curriculum ya Matiangi if not for the media assistance,” woman P said. (Media did a commendable job. How would we have known that the curriculum was being changed? At least they- media assisted us in several issues. We wouldn't have known about Former Education Cabinet Secretary Dr. Fred Matiangi new initiative if not by the media.)

However, only 12% of women could illustrate the structure of the new curriculum. Despite the women finding the information helpful they could not illustrate by drawing or even describe using words how the structure of the new curriculum looked like.

Woman C among the remaining 88% said, *“I really don't know how the new structure will look like, but I can tell you for a fact that I know it was changed.”*

Another question probing the information the respondent got queried whether there was need to review the 8-4-4 curriculum. Women accounting for 92% said that there was need to review the new curriculum.

“we were told that the 8-4-4 curriculum was responsible for lack of jobs among our children. How then would we trust a system that has failed to deliver success for the future of our children. I remember the CS say that they will implement a system that will enable every child in Kenya prosper not based on their memorisation but on talents. True to this, if you check well, our children have different abilities,” woman P said.

4.2.3.2 Men

Men accounting for 93% said that the information disseminated by media on curriculum reforms was helpful.

“The information I got really helped my worldview. There was a lot of distortion in the public space. At least we have some media houses that we can trust with such information,” man A said.

“You can imagine in the absence of media, what would happen. A lot of propaganda and false information would be going around. But, I thank the media for giving us the much-needed resource that is information. It was really helpful for me. I knew what was happening and how it would happen,” man E said.

Unlike women who were unable to illustrate by either drawing or describing the new curriculum, men accounting for 73% were able to illustrate how the new education structure would look like. However, 27% were unable to illustrate the new structure.

“Ask me whether I know the structure changed. But, if you ask me how it looks like, I will not tell you because I don’t know,” man G said.

A question probing whether according to the information the men received there was need to review the 8-4-4 system, men accounting for 73% said there was need to review.

“You know, this system will give equal rights to every child in Kenya. No one will be discriminated. Imagine a country where everyone’s abilities are used to build the economy. Do you think even we can experience hunger? The old system was just flooding the market with white collar job seekers. They were not taught to think for themselves. Their abilities are challenged by the system that is too rigid. That is the work of our colonisers. We are so colonised even in our education system. Why is it that our colonisers don’t have such a system in their countries? Their children use the talent-based system but for us in Africa we are still holding onto those retrogressive systems of the white man,” man D said.

4.2.3.3 Youth

Youth accounting for 10% said that the information they got from the media was not helpful. With a skeptical view, youth A said that,

“Who doesn’t know what the media is looking for? This are just money miners. They don’t care whether a policy is bad or not. As long as they get what they are looking for (money), then everything else becomes secondary.”

“Media is like buying and selling trade. Whoever pays the piper calls the tunes. If you pay handsomely like I think the Ministry of Education did, then media will sing your tune until you tell them to stop. It’s a man eat man society,” youth F said.

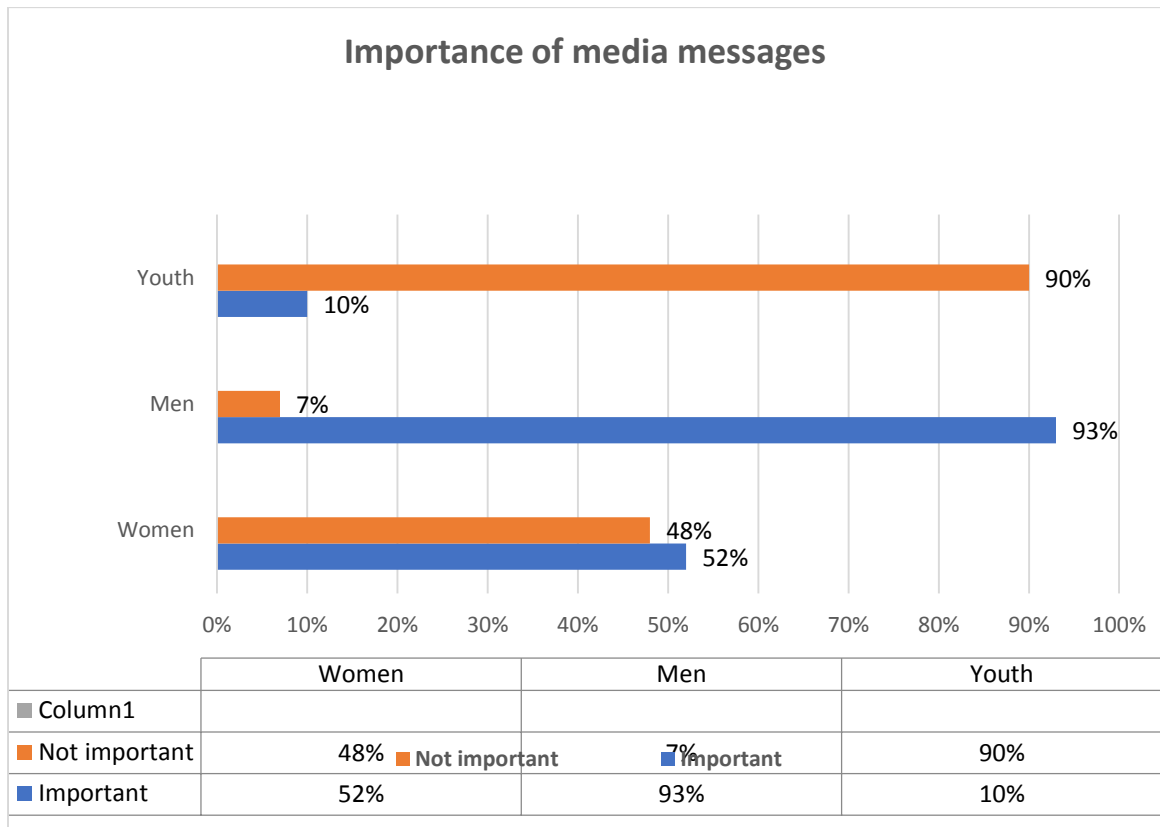
Youth accounting for 30% were able to illustrate through a diagram how the new education structure would look like. However, 70% of the youth did not understand let alone know how the new structure would look like.

“I just want to forget that old system. It has brought so much pain to me. I went to school but imagine four years later I don’t have a job for what I went to campus to study. I started my own venture. Imagine if I was nurtured from the onset, the likes of Chris Kirubi would be toddlers compared to how much I could make. Tell me why Bill Gates, Mark Zuckerberg and Jack Ma are so successful. Their systems of education supported them,” youth E said.

Also 70% of youth said that there was urgent need to review the 8-4-4 system. they accused the system of denying them opportunity and equality compared to their colleagues who came from affluent families.

Hii Kenya msee, nivenye unaroll maze. Ukiwa na beste yako anajua beshte mwingine utafaulu. Lakini ataukiwa chopi aje na huna msee wakukushikamkono, utaumia tu uku nje nama A zako,” youth H said. (This Kenya my friend, success depends on how affluent you are. If you have a friend who knows a friend, you will succeed. But, despite being very clever and have no one to hold your hand, you will just suffer outside here with your A)

Figure 4.5 below shows the importance of curriculum reform messages on women, men and youth



4.2.3.4 Teachers

The study sought to find out the source of curriculum reforms information for teachers and examining the adequacy of the information. This was key in finding out the uses of media. The teacher is a critical part of the curriculum implementation process and therefore information regarding curriculum must be valuable to the teacher informing the reason for probing the adequacy of the information the teacher received from the media.

Teachers accounting for 98% said that they received information from the media. The teachers, however, did not act on the information as the only regarded form of policy

communication in the ministry was through circulars. Instead, teachers used the media to track curriculum debates and Education Ministry's communications.

"To be sincere, this information was on our mobile phones, television, radios and even in our staffrooms where we openly discussed the new structure. We were optimistic that the transition would be smooth, but the new system has so many failures. We do not have teaching aids let alone understand this system. year 2017 should have been a pilot year so that together as stakeholders in the education sector, we could come up with solutions to address the challenges that would hit implementation of the system," teacher D said.

A similar 98% said that the information they got from the media was inadequate and that they used the media for information and tracking curriculum debates. The role of the media therefore was relegated to informing the teacher. A probe on whether the teacher received meaningful information from the media found out that media was a key source of communication, but the messages media relayed were disregarded by teachers.

"We only rely on circulars for communication. These others are just political statements that are meant to achieve individual politician interests," teacher A said.

4.2.3.5 Headteachers (HT)

Headteachers accounting for 95% said that media was a critical part in the communication passed concerning curriculum reforms, but they rely on ministry circulars for communication.

"We cannot rely on pedestrian talk on television and radios. Nowadays, everyone is an expert. So, there is a lot of information that is convoluted and distorted opinions. You cannot trust the media with information because they will create their perspective about an issue which they have a platform to air. What about you? You don't have such a facility," HT G said.

However, 5% of headteachers said that media was key in tracking developments in the curriculum reform process.

“The Ministry of Education in its own wisdom saw that the easiest way to reach everyone was use media with nationwide coverage. If you are asked to go to Nairobi by foot while there is a car that can get you there faster than walking, what would you choose? So, the media was just a platform to communicate the Education Ministry’s agenda,” HT A said.

4.2.3.6 Curriculum Support Officers (CSO)

The study also found that curriculum support officers accounting for 94% rely on ministry circulars for communication on policy change. Curriculum reforms being among the policy issues was communicated through Ministry of Education circulars.

Moreover, CSOs tracked media publicity on new curriculum to ensure the messages being sent out resonates with what the circulars were communication.

“we would close-check what the media is saying against the circulars we receive from the ministry. When teachers, their school heads and even parents see us as the ministry. Some of them don’t even understand our role but push us to explain complex issues raised in the media. That is why as much as we rely on circulars, we keep our ears on the ground to ensure that whatever is being spoken about, we are in a position to respond appropriately. So, in essence media was very important to us to the extent that they were the source of communication but all the headteachers, teachers and parents were confirming the messages through us or through ministry circulars which are the source and mediums of Education Ministry communication,” CSO A said.

Querying whether the information disseminated by media was adequate, CSO B said,

“Although the media did not give so much information on the new curriculum, we ensured that schools and teachers understood what the curriculum is all about, what it was meant to achieve and the structure of the new system.”

“Whenever there is change, some people will accept it, others will reject it, and some will even question it. So, whether enough information was passed through the media or through circulars, there will be an element of opposition. The media played it role of advocacy or if you may like promotion. It up to us as Curriculum Support Officers, headteachers and

teachers to pull together so we can achieve the dream of this new system,” CSO A said.

4.2.4 Need for curriculum review

The study sought to find out whether there was need for curriculum review with questions ranging from trusting the source of information on curriculum reforms, genuineness of calls by teacher unions asking the Ministry of Education to consult before implementing the new education system and the medium of communication respondents in the study felt were neglected.

4.2.4.1 Women

Women accounting for 92% said that there was need to review the curriculum. “A change is better than a rest,” Woman F said.

“Hii 8-4-4 ndiyo tulitumia. Si ata wewe ulitumia hiyo system. Baba yangu pia alitumia 8-4-4, kuna shida gani serikali ikiimprove system kulingana nazile needs zenye ziko for now. Watoto wanasoma, hawapati kazi, sasa system ikukuja itawaajiri kazi, hiyo ni positive improvement. Mi na support 8-4-4 ibadilishwe kabisa,” Woman J said. (This 8-4-4 system is the one we used. Even you used the same system. my father used the 8-4-4 system. What is the problem if the government improves the system according to the existing needs? Students are schooling, there are no jobs for them. The new system will ensure they get work to do and that is a positive improvement. I support that the 8-4-4 system be revised completely.)

The remaining 8% of women said that there was no need to review the old curriculum.

“That system,” they said, *“has churned out very prominent people. Ata akina Kibaki walitumia hiyo system nani watu in the society. Imeabusiwa tu kama vile most of the laws in Kenya are abused. Kila mwamba ngoma huivutia kwake. Matiangi ameivuta kwake.”* (That system has churned out very prominent people. The likes of former President Mwai Kibaki used the same system. the system has been abused just the way laws in Kenya are abused. Every drum beater pulls the drum to their side. Former Education Cabinet Secretary Dr Fred Matiangi has pulled the drum to himself)

The study also found that 96% of women did not support calls by teacher unions to a shelve implementation of the new curriculum saying that the calls were farfetched and that did not resonate with the mood of the people on the ground. *“Teachers just look out for themselves and not for our children. Let them agitate for other things but not fight the new curriculum.”* woman A said.

However, 4% of women felt that the calls were genuine as, *“teacher unions cannot just wake up and decide the system is bad without any just cause.”*

4.2.4.2 Men

Men accounting for 53% said that the system should be reviewed. Some of the reactions were that the new system would cure an alleged *“biting problem of unemployment.”*

“The change has been long in coming. We take our children to schools, but they don’t get jobs. As a parent I welcome this move by the government. If it will save our drunk boys, then why not embrace it. The only person who would embrace such could actually be one who is able to manipulate the system for their benefit,” man P said.

However, 47% of men felt that the 8-4-4 system was the best for their children and ought not to be changed. *“This system has helped us put plates on the table, it was a very robust system which was just misused,”* Man H said.

“Compare a graduate of 1987 and a 2017 graduate. There is a big difference. Education has not changed. Its only that our children have grown to be extremely lazy. The system was teaching someone to be responsible, but today with the advent of technology, all the values, the cultures and beliefs we held on have been eroded. This includes our education values. I have never heard a union in the US going on strike demanding for pay, but in Kenya, you have seen it yourself (referring to calls by teacher unions to strike), man B said.

Men accounting for 99% said that the calls by teacher unions were not genuine and were just empty threats because *“Matiangi has seen where the shoe has been biting. Let him*

implement the system and then we can talk later whether the system was bad or good,” man C said.

4.2.4.3 Youth

Youth accounting for 70% said that there was need to review the 8-4-4 system. The system they said was so rigid that even companies seeking to hire, just recruit candidates of a certain caliber.

“They don’t look at a person’s capabilities, how to grow that person but how what they can get from you within the shortest time. There is no mentorship like what this new system will offer,” youth A said.

“It has been long in coming but the 8-4-4 system was meant for specific people to just get papers. These papers will then act like a gate way and a shield at the work place. They are not hired out of merit or what they can do, but because they know someone, or they are connected. When will some of us have the opportunity to build our country. So, we just sit and wait for fate to take its course,” youth D said.

“This system is a game changer, I see Kenya now moving because every citizen will be involved in the development of our country. If my talent is in art, then art will be my gate way to success. Again, this notion that some jobs are well paying that others will end because everyone will be doing what they love doing. I am optimistic that this new system will transform the landscape of business, innovation and technology in Kenya,” youth B said.

On the other hand, 30% of the youth felt that the system should remain as it is. This was based on a belief that the new system was just a political tool that was used to campaign for the re-election of President Uhuru Kenyatta.

Youth accounting for 80% said that the calls were genuine. *“Where there is smoke there is fire. Unions agitate when rights have been violated,”* youth D said.

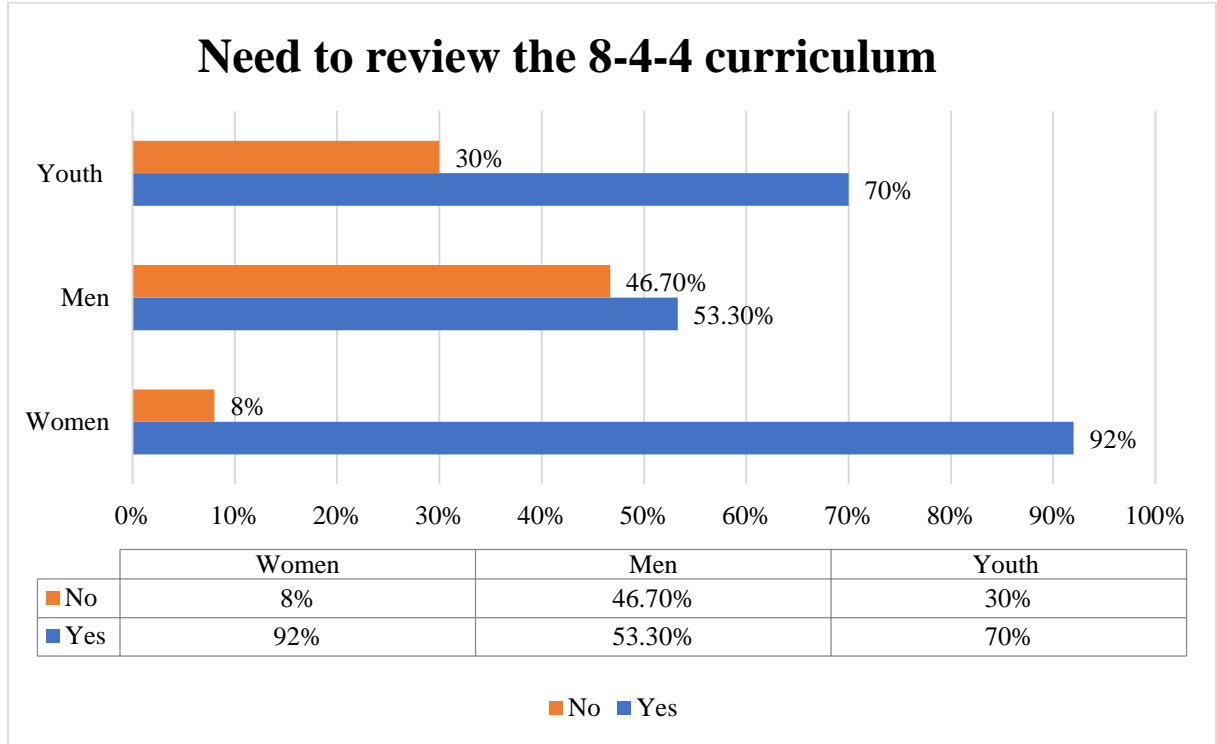
“I am not opposed to change of the curriculum, but what I just want is a progressive curriculum that will ensure equal opportunity for all. Let everyone be involved before we implement the curriculum fully. The CS should call a meeting so that before implementing we are all on the same page,” youth A said.

“The change was hurried. Do you think the unions are mad? Everyone is looking out for the welfare of our children and children’s children. Why the hurry to implement if the curriculum has been approved by everyone. I support teachers. Year 2018 should have been a pilot year and then we implement it in 2019 when we have identified and addressed the challenges of the new system. or are you telling me, the system will have no challenges,” youth F said.

However, youth accounting for 20% said that the system is “best” implemented now than later because nothing much will be changed from the system. only the implementation framework will be customised for different regions.

The study therefore concluded that women, youth and men averaging 75% as showed in table 4.6 below supported the reformation of the new curriculum and saw the need to reform it. Only 25% of the total respondents (women, men and youth) felt that the implementation of the new curriculum was pegged on other interests like the re-election of President Uhuru

Figure 4.6: Need to review the 8-4-4 curriculum



4.2.5 Information adequacy

On key respondents, the teachers, headteachers and CSOs, questions probing on whether the information passed on by the media was adequate, which medium of communication respondents felt was neglected and whether respondents should have been given more time to adequately prepare to implement the new curriculum were asked.

4.2.5.1 Curriculum Support officers (CSO)

On the question on whether the information relayed by the media was adequate, the CSOs said that, “the media played it role so well. The information was adequate to some extent and we believe that everyone was reached by curriculum reforms information.” Probing on who was targeted by the media, CSO A said that the messages were for all persons by virtue of being in Kenya.

*“Media was meant to inform the public, but it also acted as a big influencer of the decisions the public made on whether to support or reject the new system. For the key stakeholders like teachers and headteachers we communicated using circulars, workshops and various other forms like resolutions made in assessments like the National needs assessment of the 8-4-4 curriculum in 2016. This was commissioned by the Kenya Institute of Curriculum Development, the Ministry of Education and other stakeholders in the education sector. At all levels we had a specific form of communication. I believe we achieved what was intended to be achieved through media and we got so much more from the media,”*CSO A said.

The CSOs also felt that no medium of communication was neglected and that everything that was meant to be communicated is in public domain. *“Check online, every bit of information regarding curriculum reforms, the processes and executions was out there.”*

CSO B said.

On the question on whether they (CSOs) should be given more time to adequately prepare to implement the new curriculum, CSO A said that,

“The new curriculum is the best and aims at resolving perennial societal problems. The 8-4-4 system was only rewarding those who performed well. So, it left so many gaps in our communities, a gap christened the bright and the non-performers. The new curriculum is addressing this challenge. It is giving equal opportunities to all students based on their talents. Again, education will be universal as envisaged in the constitution. It is for all whether bright or poor.”

4.2.5.2 Headteachers (HT)

Headteachers accounting for 53% said that the information passed by the media was adequate. The information, they said was meant to inform the public about the planned change of curriculum.

“The use of media was to inform mwananchi that this and this is happening in the education sector. At least, someone (referring to the then Cabinet Secretary Dr. Fred Matiangi) has seen the problem killing our education sector - lack of equality. If you want to know why our county is the leading alcohol abuser, the statistics could go back to when

we started discriminating our children by telling them, this one is brighter than this one,” HT F said.

The information, HT B said was adequate because it was targeted to a specific audience within the public. *“It was not targeted to our senior citizens who have already studied and taken their children to school. it was targeted to the current parents and parents to be.”*

However, 47% of headteachers said that the information was inadequate as when holding parents, teachers’ meetings otherwise called PTA meetings, very few parents could understand what the curriculum was let alone even comprehend the structure of the new system.

“If the media did a good job, don’t you think that the parents could at least understand that children will attend two years in pre-primary, six in primary, six in secondary and three in the colleges or university. Now telling them about junior high school and senior, these parents will not even listen to you, let alone comprehend because they are products of the discriminatory 8-4-4 system that only awarded performers,” HT G said.

Headteacher H said that as much as the media was used to sell the reform agenda, the only communication that they regard is the circulars. *“All other communication is secondary. Circulars are what communicate in the Education sector.”*

On the question of which medium, the respondents felt was neglected, 73% of headteachers said that participatory communication was neglected.

“There should have been stakeholder briefings on the progress. To create alliances that support the reform process, the Ministry of Education should have used participatory communication and involvement. Some teething problems are only precipitated by not involving people,” HT J said.

“The Education Cabinet Secretary bulldozed the new curriculum on us. We were not consulted. You see we are different cultures in Kenya and live in different setting; In our cultures we have systems of communication. media in some cultures in Kenya is a foreign thing. How many households in Kenya can afford a radio let alone a TV. Go to Turkana, this people are pastoralists, they have their unique ways of communicating. Because Dr Fred Matiangi’s children study in well off

schools, he thinks every child has similar opportunity. I wish he could have divorced himself from the reformist thoughts and come to the ground to see the conditions of the people he is pushing reforms on,” HT L said.

Headteachers accounting for 87% said that they should have been given more time to implement the new education system.

“Education is for prosperity. It will be here for the next 10 or so decades. Why should we rush the implementation? I wish 2018 was used as a pilot year, a review of the pilot findings and then implement the new curriculum in 2019. That would have made sense, at least there would have been change of the mind set but these radical changes are not only hurting us who are implementing but even the child receiving substandard quality because of lack of critical amenities such as teaching materials and so on,” HT C said.

However, 13% of headteachers felt that those refusing the change were either afraid of the outcome of the changes or were unsure of the future the changes would bring. Headteacher M said that a change is better than a rest and that colleague headteachers should be optimistic about the change the new curriculum would bring.

4.2.5.3 Teachers

Teachers accounting for 90% said that the information passed by media was adequate. Media was the main source of curriculum change information for teachers and as such was heavily relied upon to communicate the change, the processes and debates surrounding curriculum reforms.

However, 10% of teachers felt that media was inadequate because their content was based on promotion and skewed information that targeted a certain outcome.

“Curriculum change information on media was skewed. This is because media was tasked with promoting the new curriculum to be accepted. If I gave work to promote a brand, let us say, a spice, you would not tell me the negative side of using that spice. Instead, you would only tell me the benefits of using it. This is what the media did, and they are supposed to do it that way anyway. Keep in mind that they (medias) are businesses

that are out there to make profit, so whoever paid for curriculum promotion had the final say,” teacher C said.

Despite 90% of teachers saying that information passed on by media was adequate, a similar 90% said that stakeholder briefing, and stakeholder participation were neglected and should have been used to create alliances that would have ensured smooth uptake of the new curriculum.

“The Ministry of Education knows this well and this is the reason we have different regions and counties. Different regions have people with different worldviews and perspectives. These regions too have different strategies of communicating. Why then should the ministry assume that because Nairobi, Kiambu and other counties neighbouring the capital have proper infrastructure to support a new system, all other counties of Kenya have similar infrastructure. The problems in Nairobi are different from the problems in Taveta and the problems in Wajir,” teacher E said.

Only 10% of teachers said that there was no communication medium that was neglected.

Teacher B said, “the media was one form of communicating curriculum change. After getting information from the media, the societal structures of communication now take over. The media was the principle form, but other forms in the community complement what is said by the media. So, there was no form or medium that was neglected.”

Teachers accounting for 10% also said that implementation of new curriculum should continue.

“The new curriculum is meant to help our children. It is not for the benefit of the teacher, headteacher or any education official. It is for our children. You see, every child in Kenya will now have a place in the society. None will be labelled a failure because every child’s abilities and talents are the ones to secure them a place in the society; Not high grades anymore,” teacher E said.

However, the 90% who felt that they should be given more time to prepare to implement the new education system said that the new structure *“was really rushed.”*

“Some of the required facilitation has not been forthcoming as the headteachers who are meant to help us assimilate this new structure do

not even understand it. Now, how can a blind man lead another blind man. Let the ministry organise school visits and see how the new structure is being implemented. Most if not all schools within our zone are just teaching using the old methods, you know the teacher centered. But the new structure is learner centered. Now, that is a big problem,” teacher J said.

Teacher K said that,

“Information is essential to any kind of a communication. I wish the Education Ministry spared time to evaluate this new structure. I feel, it was not time yet to roll it out. Although it is meant for success, it has been sabotaged from the top. The people mandated to communicate the change just sit in the offices and send circulars that are either understood or misinterpreted. For the new curriculum, the requirements have been misinterpreted. I cannot tell you what is expected of me as a teacher and what is expected of a student. Why is that, miscommunication from the top there. Maybe the Cabinet Secretary wanted the change, but the juniors could be they swore to sabotage the initiative. Who knows. Whenever two bulls fight, the person who feels the heat is the person down there.”

The study therefore concludes that information concerning curriculum reforms relayed by the media was adequate for a key stakeholder- the teacher. Headteachers and CSOs rely on Ministry of Education circulars for directives and policy information. The study also found out that as much as teachers used the media for information teachers were affirming curriculum changes on Ministry of Education circulars.

4.2.6 Media reliance for information

The study concludes that teachers, headteachers and CSOs do not rely on media to influence them on education matters. They use media for information and to monitor trends and debates on development of an education story. Teachers, headteachers and the CSOs rely on Ministry of Education circulars for policy change and directives.

4.2.7 The level of involvement of key stakeholders and audiences

The study also sought to find out the level of involvement of the publics in this case respondents such as men, women and youth and key stakeholders like the teacher, headteacher and the Curriculum Support Officer. Question posed to the public sought to find out whether the public was given an opportunity to discuss curriculum change and whether implementation of the new curriculum should be suspended.

4.2.7.1 Women

The study found that no woman among the respondents was consulted let alone involved in the process of curriculum change. However, despite their lack of involvement in curriculum reforms, women said that implementation of the new curriculum should not be suspended as it was meant for the wellbeing of their children.

Woman A said, *“watoto wetu ata wako na laptop. Mimi niliona computer lini”* (Our children even have laptops. Where did I say a laptop?)

Woman B said, *“How will a government give its future leaders a low deal if this is not sedition by teacher unions?”*

Woman F said, *“Implementation should continue whether teachers like it or not. Whether Sossion wants it or not.”*

4.2.7.2 Men

Men on the other hand said they were not involved neither did they participate in the curriculum reform process. Just like women, men held that implementation of the new curriculum should continue without teachers and *“some ministry”* officials sabotaging its implementation.

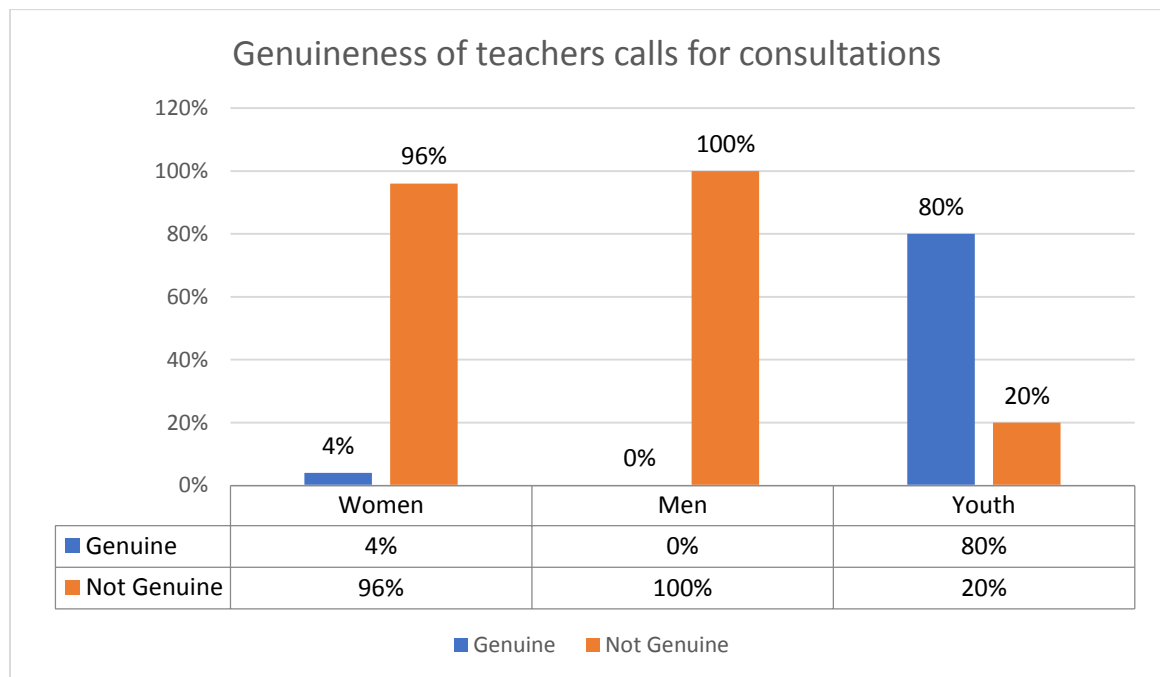
4.2.7.3 Youth

The youth said that they too were not involved in any way on reformation of the curriculum.

Youth A said, “That ministry is landlocked (blocked). I sent an email but even a response that it had been received did not come.”

The youth too said that implementation of the new curriculum should continue as it will benefit the future generations.

Figure 4.7 below probes the genuineness of teachers calls for consultations



On the key stakeholders, questions were asked ranging from whether calls by teacher unions to suspend the curriculum were genuine, whether there were stakeholders who should have been involved and whether implementation of new curriculum should be put on hold to allow for consultations.

4.2.7.4 Headteachers

Headteachers accounting for 73% said that teacher unions call for suspension of the new curriculum were genuine.

“Implementation of the new system was really rushed. The government anticipated that all schools in Kenya had infrastructure that would support the new system. what the teacher unions are agitating for is proper planning. Not forcing change on people,” HT A said.

Another HT said,

“For once I support the teacher unions. I can tell you for a fact, some of us don’t even know what this new system is all about. It seems like it was a reelection strategy for President Uhuru Kenyatta. We feel that Matiangi who had the blue print on the implementation of the new system should have stayed longer in the system,” HT F said.

Also, 53% of headteachers felt that implementation of the new curriculum should be suspended to allow for further consultations.

“There are no enough resources to implement this new system. there are no books, trained teachers and even curriculum support staff. It is just chaotic,” HT D said.

A question probing on whether there were stakeholders who headteachers felt were not involved found that all stakeholders according to the headteachers who were interviewed were involved and none was left out. However, 87% of headteacher were not involved in the process of curriculum reforms.

4.2.7.5 Curriculum Support Officers

The CSOs said that the calls by teacher unions for suspension of the new curriculum were not genuine. *“All processes were followed including meetings with teacher unions representatives. Why the change of tune now?”* CSO A said.

The CSOs also said that no stakeholder was left out before, during and after implementation of the new curriculum.

Probed on whether implementation of the new curriculum should be stopped to allow for more consultations, the CSOs said that,

“If all the processes were followed then implementation should continue as scheduled. The problems that will be encountered during implementation will be solved along the way. We cannot keep going around and round, we should stop somewhere,” CSO B said.

4.2.7.6 Teachers

Teacher accounting for 96% said that the calls by teacher unions were genuine and that the Ministry of Education ought to listen to the demands.

“Unions represent us as teachers and not the interests of politicians. I can read mischief in the rushed implementation. Why does the government ignore a critical stakeholder like teachers through the unions? The unions are our voice, we should be listened to, we are not mad,” teacher C said.

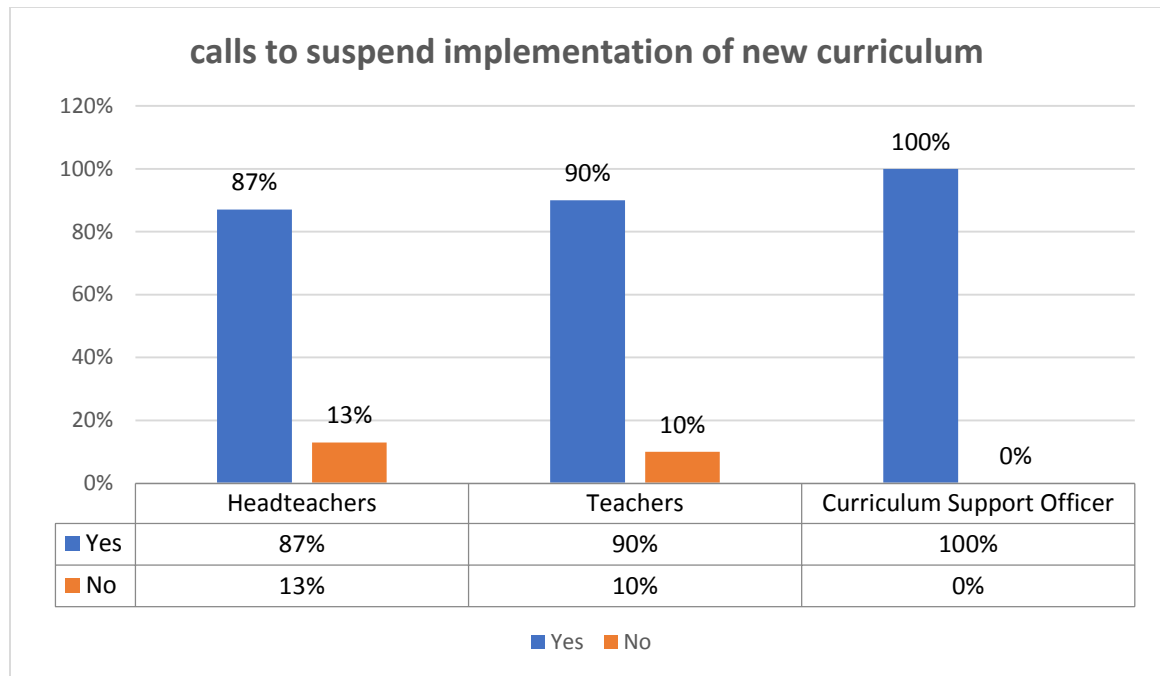
Only 4% of teachers felt that the calls by teacher unions were not genuine as everyone was involved in the curriculum review process including the unions.

Teachers accounting for 99% said that there is no stakeholder they felt was left. However, 78% of the teachers who felt no stakeholder was left out queried on whether the input of all the stakeholders was considered justifying their support for teacher union support for the suspension of implementation of the new curriculum.

Teachers also felt that implementation of the new curriculum should be put on hold.

“Let us give consultations a chance. what is the essence of implementing a system and then along the way realise that there is something you may have not done and go back and redo it? I feel consultation calls have been misinterpreted by the ministry to think that we don’t want the new system. On the contrary we are just requesting for more information, so we can move as a country,” teacher E said.

Figure 4.8 below shows key stakeholders responses to calls to suspend the new curriculum



From the findings of this research, Newspapers, radio, television and social media played a critical role in communicating curriculum reform information. The use of those mediums therefore acted as a bridge between the education ministry and the people- a bridge to pass information. The media was used to communicate policy change and the process of curriculum reformation. The findings of this research ascertained therefore that Mass media was a critical source of information for individuals as well as society.

Walter Weis (1970) says people’s attitudes and habits to a proposed change can be influenced by information disseminated by the mass media. He holds that the idea behind development of a region or a country is a matter of transformation where practices and concepts are harnessed with the media to promote the desired change. Mass media play an

important role in communicating change by giving the necessary information, and sometimes skills. By the term necessary, Weis (1970) ascribes the role of media in giving specific impressions so to influence a certain reception of the message. People use the mass media for various reasons among them for information and teaching. Findings of this research agree with the assertion that media helps bring about change by demonstrating how things will work reaching a wide audience at a go. The media was a source of information and influencing change.

A World Bank study of 2004 using distance to the nearest newspaper outlet examined a Ugandan newspaper campaign to inform teachers about education grant funds. It found that the nearest newspaper outlet had a wider exposure revealing a strong relationship between proximity to a newspaper outlet and lower capture. David Stromberg (2004) found that better informed citizens are more likely to vote, which in turn encourages politicians to be responsive. Finding from the research on how radio penetration impacted relief program fund allocations revealed that that governors allocated more relief funds to areas where a larger share of the population had radios. Access to information in Kenya allowed the education ministry and the populace to coordinate on good conjectures leading to the successful implementation of the proposed curriculum changes. The targeted, well executed media campaigns reached audiences and stakeholders via the medium they payed attention to leading to increased knowledge and acceptance of the proposed curriculum.

Mass media is a powerful tool in modern culture, particularly in Kenya. Mediated culture is where media reflects and creates the culture. Communities and individuals are constantly

fed with messages from diverse sources like the TV, newspapers, radio and social media. These messages affirm a belief, mood, attitude and behaviour towards a proposed change and as such promote a sense of what acceptance or rejection. Mass media promotes the concept of reach across thousands of miles. According to a report by the Communication Authority of Kenya (2017), access to television, newspapers, radio and social media has increased in Kenya. The widespread availability therefore exposes Kenyans to diverse messages and views on a certain topic.

Bandura (1969) argues that for learning to occur there exists a certain social context that influences the receiver of a message to conform to the impressions of the message or ignore that message. He holds that people learn from each other by observing. The behaviors of others influence their behavior making them develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. Bandura 1977 holds that imitation involves the actual reproduction of observed motor activities. The underlying concepts that Bandura holds imperative in learning behavior are paying attention to behavior, retaining the behavior, reproducing the behavior and motivation to perform that behavior. The social learning theory borrowing from the audience research theory of Uses and Gratifications looks at the needs of an audience and the gratification they derive once the need is satisfied. U&G focuses on what people do with media- the effect of media on recipient. e.g. Watching TV helps to shape audience perceptions, needs and expectations. Social learning therefore is a critical aspect of the uses and gratification theory as it falls on social uses of media in terms of social relations. Three

sociological perspectives on the role of media messages can expound the effect of media; the limited-effects theory, the class-dominant theory, and the culturalist theory.

The limited-effects sociological perspective proposes that media exerts negligible influence on people who have the freedom to choose what they watch or read based on what they already believe. 1940 and 1950 testing of the theory found that a well-informed people relied more on media based on their personal experience, prior knowledge, and their own reasoning to decide. However, further research revealed that people are more likely to be swayed if they are less informed. Media plays a critical role in framing and limiting discussion and debate of issues. How media frames the debate and what questions members of the media ask to change the outcome of the discussion and the possible conclusions people may draw. From the findings of the research, the messages sent out by the media on curriculum reforms was received but respondents especially the stakeholders relied on other sources like the circulars to affirm the message. The public trusted the information source, but a further probe ascertained that a negligible percentage could explain the structure that was proposed.

The class-dominant perspective argues that media and its content represent the views and interests of a minority elite, which controls it. The people who own and control the corporations that produce media comprise this elite. They include media owners, governments, and those who bring business to the media. The elite have the ability to manipulate what people can see or hear. This brings in the issue of sponsorship content. The campaign geared towards reformation of the curriculum used this structure of

communication. The decision to change the curriculum whether it was good or not was sponsored by the executive. This influence extends to programming and content for specific programs. Media scholars argue that a corporate elite controls media, a variation on this approach argues that a politically “liberal” elite controls media. Media language can be revealing; what is said or written by a journalist, how they say or write it influences opinions and attitudes towards accepting a new idea.

The culturalist perspective argues that people interact with media to create their own meanings out of the images and messages they receive. The audiences are viewed in the lenses of being active rather than passive in relation to mass media influence. This theory asserts the effect of media messages on an audience. One perspective of the research focuses on the audiences and how they interact with media while the other strand focuses on those who produce the media, particularly the news. The theory holds that audiences choose what to watch among a wide range of options, choose how much to watch, and may choose the mute button or the VCR remote over the programming selected by the network or cable station. The findings of this research affirm the trend of media uses by the audience and the effect of the uses. Media researchers argue that when people approach material, whether written text or media images and messages, they interpret that material based on their own knowledge and experience. Information on the new curriculum was widely covered in the media, however, 100% of respondents knew the reformation process of the new curriculum but were unable to explain the structure. This points to either less information was given about the structure and or people ignored the messages on the structure of the reformed curriculum. Therefore, the theory asserts that, while a few elite

in large corporations may exert significant control over what information media produces and distributes, personal perspective plays a more powerful role in how the audience members interpret those messages.

The Social Learning theory borrowing from the Uses and Gratification theory explore how the public consumes media. It looks at how audiences use the media to satisfy specific needs or desires. People use the Internet to seek out entertainment, to find information, to communicate with like-minded individuals, or to pursue self-expression Papacharissi, (2009). Each of these uses of the media gratifies a particular need, and the needs determine the way in which media is used. Researchers have also identified common motives for media consumption which include relaxation, social interaction, entertainment, arousal, escape, and a host of interpersonal and social needs. In promoting the new curriculum, the media was used to appeal to individuals and society. However, respondent in the research revealed that the information they got from the media was shallow. The audience was influenced by media messages but did not get enough information concerning the new curriculum as this was ascertained by their lack of knowledge on the structure of the new system.

Findings from this research indicate that there was no public participation in Kiambaa constituency. Akin Jimoh (2012) holds that public participation is meant to ensure that the public have the opportunity to be involved in a meaningful way in making decisions that will affect them, or in which they have an interest. The role of media in public participation was neglected as the media is used in framing and leading public discourse. The ministry of education was mandated with ensuring that there was public participation. Respondents

in the research revealed that they were not involved in the process, decision and implementation of the new curriculum. A negligible percent of 13.3% of key stakeholders headteachers was involved and the CSO. This percentage was not representative because the headteacher were not sent out as ambassadors of the proposed change but as a matter of record that there was public participation. This is to say that involvement of the headteachers in the reformation of the curriculum had no effect on the rest of the headteachers. Thurston WE(2005) found that key persons within the targeted group influence behaviour patterns and opinion of other society members.

A special policy study on Media and Public Participation Policies on Promoting China's Green Development recommended that members of the public concerned should be informed of their opportunities to participate at an early stage in the decision-making process. Access to information is critical to public participation in an era of rising citizen concern. It is therefore critical to create sustainable strategies to disseminate information. The study went on to recommend a joint partnership between a government and its people with the concept of crowdsourcing and two-way communication flow. Effective long-term, and reliable institutional mechanism allow effective public opinion solicitation and the widest possible incorporation of expert opinion, including opinion from beyond the scientific and technical community. The ministry of education should give full play to the media to advance citizens' legal rights and interests in the process of information disclosure and public participation. This in return will foster an informed citizenry where accurate and responsible information flourishes and social conflict is reduced.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the findings from the data collected from the field, a conclusion and recommendations for considerations.

5.2 Summary of findings

Media was key in distributing information concerning the reformed curriculum. Despite media being the most popular source of curriculum reform information, it was used sparingly by the key stakeholders like the Curriculum Support Officer, teachers and school administrators who felt that the best way to communicate any change in curriculum is through ministry circulars. The public is a big consumer of media content. However, the research found that information provided by media lacks content. This is to say that not much information is disseminated through the media and thus trust in media is waning. Media messages by key stakeholders were disregarded by headteachers and CSO. The targeted messages through the media were meant for consumption by the public. One other key factor that came out was that there was little or no involvement at all before and during the reformation of the curriculum.

The research findings agree with the social learning theory of media and audiences. This is established through the information sent out by media to the public concerning change of curriculum. Bandura (1969) holds that people learn from each other by observing. The behavior of others makes them develop similar behaviors. After observing the behavior of

others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. The theory establishes that audiences follow a certain model. These models can either be a person, a message or a certain behavior. An adult learns internally from experience or externally from peers and other influencers such as media and society. Bandura (2006b) posits that people learn from one another through observation, learning, imitation and modelling. People learn by observing the behavior of others and the outcomes of those behaviors.

Learning may or may not result in a behavior change (Bandura, 2006b). He also identified three basic models of observational learning. Stephen E. Brock, (2014) discussing social cognitive learning alludes to four elements that characterize a model; competence, power/prestige, stereotypical and relevance. Competence he says is whereby a model is seen as a competent and or capable person to influence behaviour; such a person could be a teacher. Secondly, he says that power or prestige is a requirement that the model has a high status and respect in the social setting. Thirdly, he notes that a model should not be stereotypical that they should display appropriate gender sensitive behaviour and lastly, he talks about a model having relevance alluding to the thought that a model's situation should be similar to that of the observer. Use of media as a tool to communicate curriculum change can borrow from the social learning theory. Findings from the research indicate that the public, teachers learnt of curriculum reforms from the media. The media had models such as education journalists, education officials and stakeholders to push the message of

curriculum reforms. These individuals were models that influenced reception of the reform message.

Rogers (1962) on the diffusion of innovation theory looks at the process a new idea goes through for it to be accepted within a social system. Exploring two elements of the theory, complexity he says is whereby the new idea is deemed difficult to understand and or use. Findings from this research established that information on the new curriculum was inadequate from media. The research also found out that Head teachers and teachers want the implementation of the new curriculum shelved to allow consultations and proper planning. It was also established that there was little or no consultations with key stakeholders. The new curriculum, an innovation is thus seen as complex to understand and or implement. Respondents accounting for 13% also felt that the new curriculum should be implemented and because they will learn its dynamics as they get along. They even accused their counterparts of being fearful. This introduces the second element that is observability which posits that people within a social system see and learn about an innovation. They imitate what they see others who are using the innovation doing. Exploring collective innovation-decisions Rogers (1962)says that choices are made through consensus by members of a system to adopt or reject a new innovation. Because of the collective decision, all members within a unit must conform to the system decision once it is made.

The journey of coming up and implementing the new curriculum was made by the education ministry officials and the cabinet. All members with the social unit, Kenya are therefore required to conform to the new innovation processes and directives. In terms of the authority innovation-decisions, choices were made by a few individuals in a system that are powerful, have a higher society/system status and or are technically experts in a field. The choice is on whether to adopt or reject an innovation. Other members of the system have little or no influence in the innovation decision. Whether the innovation is beneficial or destructive the elite simply implements the decision. Findings from the research indicate that there were little or no consultations with key stakeholders. The cabinet sanctioned the implementation of the new curriculum, its inputs and process with little involvement from other stakeholders.

5.3 Conclusion

Media played a key role in dissemination of information on curriculum reforms to the public and a critical stakeholder the teacher. Media was therefore used as a tool for message dissemination and influence on the public and the teachers. However, the messages sent out by the media lacked content and as such the youth relied on other forms of communication like Facebook, Twitter and Instagram.

Key stakeholders in the ministry like headteachers and Curriculum Support Officers rely heavily on information from the ministry through circulars and not the media. Headteachers who ensure that the policies that the ministry directs are implemented and the Curriculum

Support Officers use the media for information but consider circulars from the ministry as the major sources of policy information.

Media messages on reformed curriculum were effective on the public and teachers. The role of information and influence impacted the decision by the public and teachers to support implementation of the curriculum. Findings from this research found that the public support implementation of the new curriculum despite only 7% being aware of the structure of the new education curriculum.

Media messages on reformed curriculum were disregarded by the headteachers and Curriculum Support Officers rendering them ineffective. Headteachers and the Curriculum Support Officers trusted ministry communication through circulars. A headteacher said that, *“Media exaggerates messages so if you trust them, you can even burn down a school.”*

There was no involvement of key stakeholders, headteachers, teachers, the Curriculum Support officer and audiences through the media. The public, teachers, headteachers making about 96% were not involved in process before, during and after implementation of the new curriculum. The ministry involved 4% of headteachers and the Curriculum Support Officers. The study also found out that teachers at 100%, who will implement the new system, relied on their headteachers for directives and information regarding the new curriculum. Neither were teachers invited for meetings or conferences to discuss reformation of curriculum. Teachers, and headteachers accounting for 96% received updates from the media on the progress of curriculum reformation and implementation.

5.4 Recommendations

Findings from this study found that media was a critical tool in distributing information. However, it emerged that media did not provide enough information on the new curriculum with 100% of women, 98% of men and 100% of youth unable to describe or even draw the structure of the reformed curriculum. The Education Ministry therefore, should set, maintain and occasionally evaluate public discourse. Evaluation of media performance looks at the functions of the media and the effects of media messages on the public. Hans Peter Peters (1994) holds that media plays three critical functions in information distribution; Popularisation, public education and technological controversies. Popularization he holds is when a journalist explains complex information, methods and results to person of diverse levels of knowledge. This communication leaves it to recipients to use it if it has practical relevance and to draw conclusions from it. Public education provides members of the public with information useful for acting reasonably in a political process. Media education influences public consent into either doing or avoiding doing something. Peters (1992) holds that, in the public technological controversy, a journalist looks at the competing claims of factual truth which are based on evidence promoted by key persons. The controversies question the validity of knowledge and the credibility of the expert giving the information.

The ministry of education should take charge of the messages the media is disseminating. To push a development course, adequate and quality information should be given to the publics. UNESCO (1962) found that over 70% of the world lacked access to adequate

information and called on countries to include a media development strategy within the economic development plans. The UN body held that a quality, independent media has a positive impact on the society and is a critical development outcome. It held that for development to be just and sustainable, the citizens of that country must be involved in decisions that shape their day to day lives. Inclusive messages would have informed ownership of the reform agenda. *“A free and independent media supply timely and relevant information to citizens allowing them to change their own behavior and demand higher social standards for society.”* UNESCO (1962)

According to the findings of this research, the public accounting for 100% was not accorded an opportunity through the media or any other forum to approve or disapprove the proposed change to curriculum. The research therefore concluded that public Participation was neglected. Participation is about taking the message to the people. From the findings of this study, country-wide civic education was not done. In the civic education forums, members of the public appreciate realities of the problem or development plan, get an opportunity to raise cardinal issues which are then integrated in the process and implementation of the new curriculum. Civic Education identifies possible areas of collaboration and partnership. In such engagements, opportunities and avenues of various impediments are explored and made clear. Through public participation also, the Education Ministry would have created strategic alliances that support the curriculum reform agenda. A finding from the teachers that they received information through the media and were neither involved in deliberations of what they would implement is worrying because the teachers are key in implementation of the curriculum. The ministry of education should

look at public participation as a key pillar in driving the reform agenda. Public participation is having an open, accountable and structured process where citizens or people or a segment of a community can interact, exchange views and influence decision making. 10% of youth said that they wrote an email to the ministry of education which was not responded to.

The education ministry should employ a county-based-management communication system that ensures that public participation includes information exchange, public consultation, engagement, shared decisions, and shared jurisdiction. The system will enhance effectiveness of policy implementation, public consent and commitment to a policy directive. The strategy will hear the direct voices of affected individuals central to the public debate, enhances the relevance, legitimacy, inclusiveness and accessibility of that debate. It will also inform the use of diverse communication methods and get different reactions from various audiences. Involving the local elites and gaining their support was critical in reaching a higher level of policymakers.

5.5 Areas of further research

Examine the effect of circulars in promoting education directives. The research found out that circulars are regarded as the genuine source of information for Headteachers and teachers. Headteachers and teachers disregard communication from media and other sources such as community conversations. Findings from this research indicate that Headteachers and teachers rely on circular for information. However, despite use of ministry circulars the biggest percentage felt that implementation of the new curriculum

should be shelved or stopped forthwith. What other factors therefore affect the implementation of circulars and what the circulars are meant to achieve?

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APPENDICES

APPENDIX I: STRUCTURED QUESTIONNAIRE GUIDE

Tick appropriately

1. Biodata

Name (optional/can use initials)			
Place of Birth (Ward)			
Sex	Male	Female	Others
Education level			
Primary			
Secondary			
Post-Secondary			

2. Are you aware that the 8-4-4 education system has been reviewed?

Yes

No

3a. Where did you get this information from?

Media

Others

3b. If your answer in 3a is **Others**, give details of the source

.....

3. Did you find the information about curriculum reforms helpful?

Yes

No

APPENDIX II: INDEPTH INTERVIEW GUIDE

1. Biodata

Name (optional/can use initials)	
Position held now	
Highest Qualification	

2a. Do you think the new curriculum should have been implemented?

2b. Give your reason for question 2a above.

3. Were you involved in deliberations that informed curriculum reforms?

3b. If yes, what is the one perception you got from the deliberations?

1. Where did you get information concerning curriculum reforms?

2. Do you think the information on curriculum reforms was adequate?

Yes

No

5b. If no, why?

3. Media was a key pillar in disseminating reform messages. Do you think enough information was passed through this medium?

6b. If no, explain your answer.

6c. Which medium of communication do you feel was neglected?

4. Implementation of the new curriculum was executed in the beginning of the year. Do you think you should have been given more time to adequately prepare to implement the new curriculum?

6. Do you think teacher unions' calls for suspension of the new curriculum are genuine? Explain your answer.

7. Are there stakeholders you feel should have been involved before, during and in the rollout of the new curriculum?

7a. If yes, who do you think was left out?

8. Should implementation of the new curriculum be put on hold or suspended to allow for consultations as the teacher unions allude?

8a. If yes why?

8b. If you answered No why?

APPENDIX III: BUDGET

Attached is a budget for the same.	
1. Questionnaire and In-depth interview	Sh750
2. Transport	Sh2000
3. Water	Sh600
4. Food	Sh4500
5. Pen and paper	Sh100
6. Copy of field work certificate	Sh50
7. Pay	Sh3000
8. Precautionary money	Sh1000

APPENDIX IV: FIELD REPORT

Timelines:

The study was conducted between: August 1, 2018 and September 21, 2018.

1. Fieldwork- August 17 and August 31, 2018.
2. Processing, analyzing and clustering data- September 1 and September 18, 2018.
3. Interpretation and recommendations- September 18, 2018 and September 21, 2018.
4. The Questionnaires were administered on August 20, 2018 and August 24, 2018.
5. The In-depth interviews were administered on August 27, 2018 and September 1, 2018.

4.2.1 Work distribution

The research has a total of 15 staff and the researcher.

The staff total was derived from the number of wards which is five.

Each ward had a ward coordinator and two facilitators.

The researcher was present in person at the field.

Meetings were also held by the 15 staff and researcher to group data and address challenges witnessed in the field.

Each staff-group received 10 questionnaires and 5 in-depth interview guides per ward.

Each group was given initials to identify with- Group Ndesh, Group Karuri, Group Cianda, Group Gachie, Group Muchatha.

Each group had a specific day to administer the questionnaires.

The groups were on the second week swapped to ensure that the quality of data collected was maintained.

Attached are challenges unforeseen from the field report.

4.2.2 Field instruments

Questionnaires, In-depth interviews, transport, water, food, pay, pens, paper, copy of field work certificate.

4.3 Research participants

For the structured questionnaire, 10 participants were targeted in each ward.

Five structured questionnaires were given to women, three to men and two to youth below the age of 30 years per ward.

For the In-depth interview, five participants were targeted from each ward.

Three in-depth interviews were administered to school administrators- primary school headteachers in each ward, one was administered to the Curriculum Support Officer -CSO for the constituency and 10 were issued to teachers within the constituency.

One in-depth interview was issue to a private school head per ward.

APPENDIX V: CERTIFICATE OF FIELDWORK



**UNIVERSITY OF NAIROBI
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SCHOOL OF JOURNALISM & MASS COMMUNICATION**

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REF: CERTIFICATE OF FIELDWORK

This is to certify that all corrections proposed at the Board of Examiners meeting held on 29/6/2018 in respect of M.A/PhD. Project/Thesis Proposal defence have been effected to my/our satisfaction and the project can be allowed to proceed for fieldwork.

Reg. No: K50/88320/2016


Name: Thomas Mioroge Karume

Title: The Effects of media in Promoting Basic

Education Curriculum Reforms: A case study of Kwanaoa Constituency

Dr. Consolata Mutisya 
SUPERVISOR SIGNATURE

9/08/2018
DATE

Dr Samuel Springi 
ASSOCIATE DIRECTOR SIGNATURE

15/08/2018
DATE

Dr. N. N. Ndlovu 
DIRECTOR SIGNATURE/STAMP

16.8.2018
DATE



APPENDIX VI: TURNITIN REPORT

Document Viewer

Turnitin Originality Report

- Processed on: 2018年11月14日 17:23 EAT
- ID: 1038861348
- Word Count: 17789
- Submitted: 1

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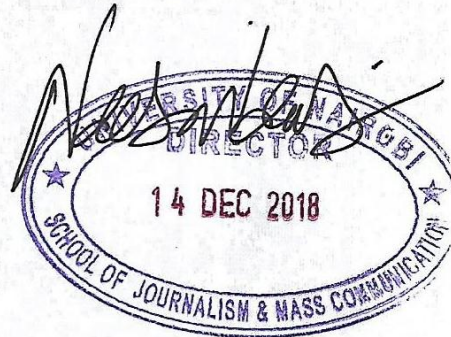
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APPENDIX VII: CERTIFICATE OF CORRECTION



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REF: CERTIFICATE OF CORRECTIONS

This is to certify that all corrections proposed at the Board of Examiners meeting held on 02/11/2018 in respect of M.A/PhD. Project/Thesis defence have been effected to my/our satisfaction and the project/thesis can be allowed to proceed for binding.

Reg. No: K50/88320/2016

Name: THOMAS NYOROGI KARUKU

Title: THE EFFECT OF MEDIA IN PROMOTING BASIC EDUCATION

CURRICULUM REFORMS: A CASE STUDY OF KIAMBA CONSTITUENCY

Dr. CONSOLATA MUTISYA

[Signature]
SUPERVISOR

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SIGNATURE

8/11/2018
DATE

Dr. Samuel Siringi
ASSOCIATE DIRECTOR

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SIGNATURE

14/12/2018
DATE

Dr. Ndethi Ndethi
DIRECTOR

[Signature]
SIGNATURE/STAMP

14.12.18
DATE

