

University of Nairobi
School of Journalism
Masters of Arts in Communication Studies

**Topic: Coverage of Education Issues in Kenya's Print Media: A Case of Two
Kenyan Dailies /1**

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EAST AFRICANA COLLECTION

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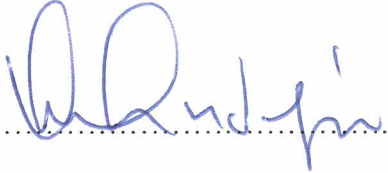


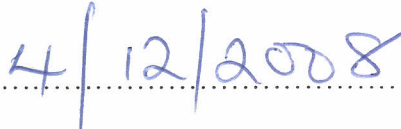
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DECLARATION

Declaration by Candidate

I declare that this research project is my original work and has never been presented to any examination body before.





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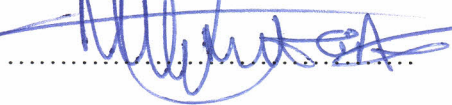
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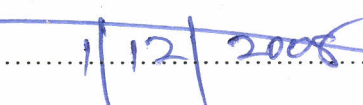
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This research project has been submitted to the School of Journalism in partial fulfillment of the Award of Masters of Arts Degree in Communication Studies.





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DEDICATION

I dedicate this work to my late father Stephen Ndungu Manyeki and mother Rosemary Mumbi, on whose laps I first learnt the virtues of hard work. I also dedicate it to my sisters Njeri and Wanjiku, brothers Muchai and Njoroge for their encouragement. Lastly to my loving son Martin Ndungu who made great sacrifices for me and to him I say,

“Muriu, Ngai arokurathima, ukohotithie kurumirira makinya makwa.”

LIST OF ABBREVIATIONS AND ACRONYMS

ASAL- Arid and Semi Arid Land

ACCE- Africa

CHE- Commission for Higher Education

EFA- Education for All

ERS- Economic Recovery Strategy

ECD- Early Childhood Development

FPE- Free Primary Education

GOK- Government of Kenya

HIV/AIDS- Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome

ICT- Information Communication Technology

KESSP- Kenya Education Sector Support Programme

MDGs- Millennium Development Goals

MOEST- Ministry of Education Science and Technology

NACECE- National Centres for Early Childhood Education

NGO- Non Governmental Organization

TIVET-Technical, Industrial, Vocational, and Entrepreneur Training

UPE- Universal Primary Education

UNESCO- United Nation Educational Scientific Cultural Organization

ABSTRACT

The provision of quality education and training to all Kenyans is fundamental to the success of the government's overall strategy. In a road map to development status, the government in its *Vision 2030*, cited education as vehicle to this attainment. In view of this, the government introduced free primary education in 2003 and is in the process of implementing free secondary education. The government's commitment to the sector is largely seen in the huge funding allocated to the education sector.

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This study is of the view that the media plays a big part in the promotion of education in this country. It therefore analyzes coverage of education sector issues by the print media. Education issues here include early childhood development (ECD) primary, secondary, and university sub sectors. The study has also analyzed the coverage given to the ministry's semi-autonomous government agencies (SAGAs) in relation to education. They were coded in one category with Ministry of Education's administrative issues. Cross cutting issues in relation to education such as HIV/AIDs, ICT, gender, were put in another category. The study answers such questions as: What aspects of education issues receive coverage in Kenya's print media? For those that receive coverage, what type of coverage is it? News coverage or well investigated coverage that can educate readers? What level of importance is given to education issues? The study analyzed the content of two mainstream daily newspapers, Nation and the Standard over a period of three months.

The findings show that the secondary schools sub-sector attracted most media coverage compared to other education issues. News was the main product in the coverage, giving this study reason to conclude that journalists do not conduct exhaustive investigation in their coverage. Finally, not much importance is given education issues since they hardly get splash treatment or “make headlines”. In the period under the study, the media only gives education issues splash headlines during release of a national examination, probably to make quick sales from parents and the public eager to know the results.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Background to the Study

For any country in the world provision of education and training is fundamental to the success of the overall development strategy. In Kenya, the long-term objective is to provide every Kenyan with basic quality education which Sessional Paper No 1 of 2005 defines as 2 years of pre-primary, 8 years of primary and 4 years of secondary/technical education.

Kenya inherited her formal education system from colonialists after independence. The first commission on education after independence came up with the Report of the Kenya Education Commission (Ominde Report, 1964) that sought to reform the education system inherited from the colonial government to make it more responsive to the needs of independent Kenya. The Commission proposed an education system that would foster national unity and creation of national development. The Sessional paper No 10, of 1965 on African Socialism and its Application to Planning in Kenya formally adopted the Ominde report as a basis for post independence education development.

Since the Ominde Report the government has addressed challenges facing the education sector through other commissions, committees and taskforces. Notable among these included the Report of the National Committee on Educational Objectives and Policies (The Gacathi Report, 1976) which focused on redefining Kenya's educational policies

and objectives, giving considerations to national unity, economic, social and cultural aspirations of the people of Kenya. It resulted in government support for “Harambee” schools and also led to establishment of National Centres for Early Childhood (NACECE). Five years later, the Report of the Working Party on the Second University in Kenya (The Mackay Report, 1981) led to the removal of advanced (A) level of secondary education, and the expansion of other post-secondary training institutions. In addition to the establishment of the Moi University, it also recommended the establishment of 8:4:4 system of education and the Commission for Higher Education (CHE).

The report of the Presidential Working Party on Education and Man Power Training for the Next Decade and Beyond (The Kamunge Report, 1988) focused on improving education, financing, quality and relevance. This led to the introduction of cost sharing between government, parents and communities.

Later, the Commission on Inquiry into the Education System of Kenya (The Koech Report, 2000) was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning and adaptation in response to changing circumstances. While the government did not adopt the report due to cost implications, some recommendations such as curriculum rationalization were adopted and implemented.

In the recent past rationalization of the sector has been enabled by the Sessional Paper No 1 of 2005 on Policy Framework for Education, Training and Research. The framework has provided the rationale for major reforms in the current education system in order to enable Kenyans to have access to quality life-long education and training. The Sessional Paper aimed at harmonizing various policies, Acts, guidelines and registration as well as addressing emerging priorities and issues. As a sequel, the Sessional Paper recommended that the Ministry of Education Science and Technology (MOEST) develop an education sector support programme that provided for a comprehensive framework for programme implementation. Recent policy initiatives are focused on attainment of international conventions and development commitments such as, and millennium development goals (MDGs) and universal primary education (UPE).

It is within this context that the Kenya Education Sector Support Programme (KESSP) was developed comprising 23 investment programmes grouped around six (6) thematic areas of Financing, Access, Sector Management, Quality, Retention, Secondary, Tertiary and Higher Education.

Mutahi (2005) says KESSP fits well within the broader framework of the national policy set out in the Economic Recovery Strategy (ERS) and domesticated in the Sessional Paper No 1 of 2005, on Education, Training and Research. In addition, it is based on the belief that quality education and training will contribute to economic growth, enhance equity and lead to the expansion of opportunities for all. Mutahi says KESSP is a roadmap for the education sector development in the short and term.

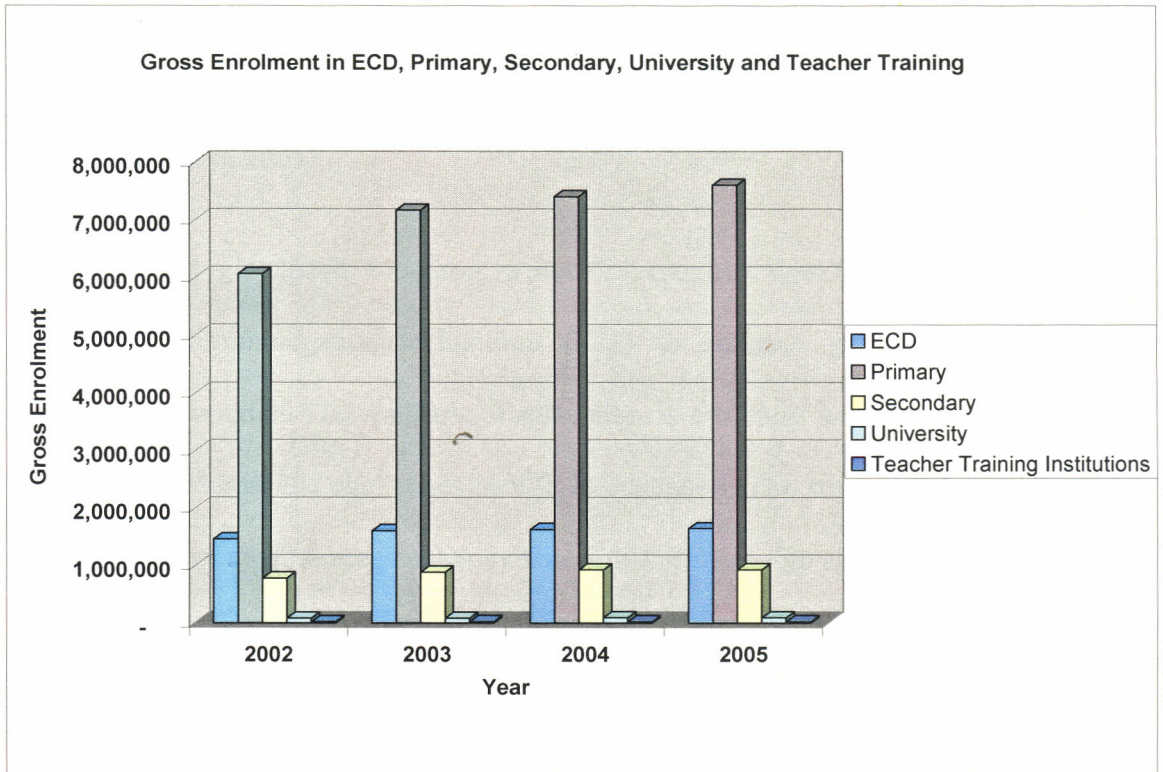
1.1.1 Performance of the Education Sector

Since independence in 1963, the number of students enrolled at various levels of education has substantially increased. At early childhood education level, enrollment grew from 1,602,232 in 2003 to 1,643,175 in 2005. At primary level, enrollment in formal public primary schools grew from 891,533 in 1963 to 7.2 million pupils in 2004. At secondary school level, enrolment grew from 30,000 in 1963 to 862,908 students in 2003, (See Graph 1). The number of public secondary schools has also increased from 151 at independence to 4,111 schools today.

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Sessional Paper No 1 of 2005 notes that enrolment and growth in universities have been increasing since the establishment of the first Kenyan university, the University of Nairobi in 1970. There are now six public universities and 13 private universities. The total enrolment in public universities has increased from 3,443 students in 1970 to 58,017 students (18,317 females and 39,700 males) in 2003/04.

Graph 1: Enrolment in ECD, Primary, Secondary, University and Teacher Training



Source: Ministry of Education

According to the Sessional Paper No I, 2005, non- formal education (NFE) in Kenya is mainly provided and managed by communities and non governmental organizations (NGOs). The main challenges facing NFE relate to low quality of education offered and lack of linkage with the formal education system. The sub-sector also suffers from inadequate teaching and learning resources, poor physical facilities and low prioritization by government in terms of budgetary allocations. Following the implementation of free primary education in 2003, a total of 1.2 million out of school children were absorbed in formal public primary schools and 200,000 in NFE centers.

The teacher training sub-sector has grown with an enrolment of 16,794 students in the 21 public colleges in 2003.

In the current globalized economy, a country requires workforce that is literate in information communication technology (ICT) to enhance its participation in the knowledge economy. The ministry of education is currently working on a number of strategies to address the challenges in ICT in education. The strategic plan (2006-2011) outlines some of these strategies that include collaboration with private sector.

1.1.2 Funding of Education Sector Since 2003

Since the implementation of FPE in 2003, Saitoti (2007) says that the government spent Sh.32.905 billion yet still needed much more resources to invest in infrastructure, quality assurance services and capacity building. The net estimate of ministry of education for the financial year 2006/2007 amounted to Sh.92, 868,900,000 as compared to the net provision of Sh86, 977,995,390 for the 2005/2006 financial year (GOK Financial Estimates 2006/2007). Saitoti (2007) says the government has been allocating huge amount of its budget to education because of the need to invest in human capital.

1.2 STATEMENT OF THE PROBLEM

In any country in the world education is widely recognized as key to national development. An increase in access and quality relative to the national population is critical to socio- economic growth and productivity, increased individual earnings and subsequently reduced income inequalities and reduction of poverty. It also contributes

significantly to improved health, enhanced democracy, good governance and effective leadership.

However despite rise in enrolments, the transition rate from secondary level to university still remains low at 12%. Regarding gender parity, female students constitute 32% of the total enrolment in public universities and 54% in private universities. The 1999 population census estimated that there were 4.2 million illiterate adults in Kenya. Illiteracy manifests itself more dramatically among the poor, particularly women who constitute 61% of the total illiterate population.

The ministry of education (KESSP, 2005) acknowledges that it is critical to work towards ensuring quality and to improve access especially for about one million school-aged children in the urban slums and the arid and semi arid lands (ASALs) who are still not in school. Many of these children in the ASALs are out of schools due to lack of schools within walking distance (Gender Policy in Education, 2007). In addition, many school buildings are generally in a state of poor maintenance and lack enough classrooms and latrines for the increasing number of children. International reports, for example the EFA Global Monitoring (UNESCO 2003) indicate that at the national level, Kenya has virtually attained gender parity in enrolment at both the primary and secondary education levels. However, close scrutiny reveals serious gender disparities in enrolment exists between regions in favor of males with regard to access, retention, performance and transition. The gender gap widens as one goes up the education ladder. In addition, it is

evident that gender disparities are particularly large in the performance of science mathematics and technical subjects. (Gender Policy in Education, 2007).

The mass media in Kenya can contribute the efforts to provide quality education through various ways, including bringing these issues to the fore to make them visible in the development discourses using their agenda-setting role. The media can provide accurate and comprehensive information on school enrolment, retention, gender issue in education, disbursement of free education funds, among other issues. In the agenda setting theory of the media, McCombs and Shaw (1970) provided evidence that the media play an important role in influencing what the public *thinks about*. The media therefore can set an agenda about the most important education issues and events thus provoking public reaction.

The media can provide accurate and comprehensive information on issues that deter access and retention of children especially in the arid and semi arid lands (ASALs), and urban slums, issues of child labor and what the law says in regard to parents who refuse to take their children to school. The media can help address the culture of silence that surrounds the maturation of girls and boys and most reproductive health issues by opening up channels of communication and fostering discussions on these issues (Global Media Aids Initiative, 2004).

Further the media can create a supportive and enabling environment to encourage free debate on cultural and other barriers that hinder attainment of education for all (EFA). The media can challenge cultural practices and encourage pro-active participation in

education matters by communities. And finally, the media can empower women and girls with relevant information in their fight against gender inequality.

This study therefore sought to examine trends and patterns of media coverage of education sector issues in the print media in Kenya. The study sought to answer the questions: What education issues are covered in Kenya's print media? What level of importance is given to these issues? What type of coverage are these issues given in terms of news, features, and commentaries?

1.3 OBJECTIVES OF THE STUDY

The broad objective of the study is to analyze trends and patterns of media coverage of the education sector issues in Kenya. The specific objectives are to:

1. Determine the patterns and trends in the coverage of education sector by the Standard and the Nation.
2. To investigate how the media treats education sector issues.
3. Determine the quality of coverage in terms of balance, informativeness and technical competence.

1.4 RESEARCH QUESTIONS

Research questions included but not limited to the following:

- 1) How frequently are education sector issues featured in the print media?
- 2) What aspects of education sector issues are covered?

- 3) What form does the coverage take? News, adverts, commentaries, cartoons, features?
- 4) How are education issues placed in the newspapers? Splash headline, inside page, short item, filler, sports pages, back page?
- 5) What is the frequency of use of photographs?
- 6) How are the articles used portrayed? Negative, positive, or neutral

1.5 GUIDING THEORY- DEVELOPMENT COMMUNICATION

This study is informed by development communication theory often associated with US scholars Daniel Lerner (1958), Wilbur Schramm (1964) and Everett Rogers (1967). They saw the spread of modern means of communication, from roads to mass media proper, as essential for the development of pre-modern societies. As a result of the mass media they argued, old habits would die, new modern beliefs and attitudes would become widespread and society would develop normally.

The modernization theories were the dominant development paradigm from the 1960s to the mid 1970s. Basically this is the proposition that international communication is the key towards the process of modernization and development for the "Third World, i.e. developing countries. Modernization theory states that communication and media are conduits for the spread of modernization. Political and economic reform is one goal of modernization. The transformation of "traditional societies" to "modern societies" is the impetus.

The major academic influences to this theory included the idea that economies define modern societies through industrial revolution, and capital intensive technological development. Theories of communication, modernization and development supported

theoretical justifications for empirical relationships which they claimed existed between communication and development. These theoretical beginnings formed the basis of the body of work now known as development communication.

The relevance of the development communication theory to this study is premised on the fact that communication plays an important role in development. As discussed earlier, education plays an important role in the development of any country. Behavior change models have been dominant paradigms in the field of development communication (Waisbord 2001). These models have shared the idea that problems of development are rooted in the lack of knowledge, and that consequently interventions need to provide people with information on behavior. Development communication theorists of this dominant paradigm of persuasion have focused on identifying the role communication plays in the development process (Nwokefor and Nwanko 1993). Researchers such as Learner (1958), Pye (1963), Schramm (1964), and Rogers (1976), have all held the view that communication has the potential to facilitate people to behave, reason, and think differently (Nwokefor and Nwanko, 1993).

Thus in the context of this study, communication has the ability to promote positive participation in regard to education, hence social change. Moemeka (2000) argues that *development* and *social change* are basically similar. He says “both are directed towards increased knowledge and skills, growth of new consciousness, expansion of human mind, the upliftment of human mind and the fusion of human confidence”. Most, if not all, of these can be facilitated through communication which strongly attests to the importance of communication in development, supporting this view that communication has a role in

development. Wete (1996) says that there is no denying that the media can, if properly used, be an indispensable force in the mass education of the society, the sharing of consciousness, the creation of nationhood and the promotion of socio-economic development. Mass communication for instance is vital in the development approach, which accords importance to self-development at the village and neighborhood levels. Self-development means that each group or village is responsible for deciding what type of development it needs most, planning how to achieve this goal, obtaining necessary government and other support services and to implement their development activities.

With this approach, the mass media can be used to transmit information to a target audience about their expressed needs, and disseminate innovations that may meet some of their needs.

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These kinds of media messages as De Fleur and Ball-Rockeach would put it, have “an alteration effects”, in terms of cognitive, affective, and/or overt activity. Consequently, the role of the mass media in self development is more permissive and supportive than in the top-down development approach where people are told what their problems are and persuaded to follow certain specific lines of action to solve them.

Burnlund (1970) and Rogers (1976) suggest that the appropriate strategy for developing countries in their development efforts should be one that makes use of the general media system of communication to effect two way communications between governments, planners and members of the public. Following a similar line, Inayatullah (1976 as quoted by Nwokeafar and Nwanko, 1993) suggested an approach to development which

emphasizes people's control of their lives and sees development as a "change towards patterns of society that allow for better realization of human values, that allow a society greater control over its individuals to gain increased control over themselves".

This study, therefore views development in a holistic manner encompassing economic, political, social, and cultural aspects; and communication has a role to play in each of these aspects. The media need to understand government's policies on economic, political, social and cultural development and work towards supporting their achievement. Supporting this view, Moemeka (2000) describes a development communicator as one who maintains the road on which development goals and objectives are met. The role of such communicator is that of "...smoothing the path to arrive at development objectives... Increased production, better health, nutrition, and social practices..." (Moemeka 1987:132). McQuail (1987) argues that one of the main principles of development communication is that "media should accept and carry out positive development tasks in line with a national established policy".

Orenje (2007) argues that this principle should not be interpreted to mean that the media should not be critical of government, but that the media in its efforts should be able to question government policies, or pronouncements that do not promote development. For example, in the context of this study, the media should question why the government has failed to allocate funds for sanitary towels, yet many girls in primary and secondary schools miss class every five days per month on average due unavailability of the towels. Thus guided by the development and modernization theories of communication, this

study examined the role of print media in promoting education objectives and goals which eventually translate to both social and economic development.

1.6 JUSTIFICATION OF THE STUDY

When at independence, Sessional Paper No 10, 1965 declared that the government was out to fight hunger, poverty and disease, the media was largely seen in the context of facilitating that vision. About two decades later, James (1990) also saw the media in the same context, “that an African communicator must be trained not merely as a journalist in the western sense but as a “development agent or rural communicator”.

This study will show that the media in Kenya does not give adequate attention to the education sectors, and that distortion of news happens from time to time. UNESCO (1980) acknowledges that while there is ample evidence of advances in news collection and circulation all over the world, paradoxically, almost everywhere it acknowledged that there are lacunae and distortion in information. There are many reasons for the inadequate space, lack of in-depth analytical features, and inaccuracies and distortions.

The media may lack access to information sources, may be impeded by bureaucracy or some official censorship. There may be vested interests in the misinterpretation of facts, or lack of space.

A gate keeping and selection process may influence news content, emphasis and presentation while some journalists may quite simply find it difficult to understand and interpret some statistics or situations in the education sector.

This study therefore will use content analysis to study the Nation and Standard, show the treatment the print media accords the articles from the sector under investigation. Content analysis attempt to code, describe objectively the content of communication. It will involve selecting units of analysis, defining categories, sampling and coding.

Findings will reveal what has been the nature of coverage of these issues. Its methodology could be useful for replication by future researches too. The study will inform the education sector managers who will look for innovative ways of engaging with the media in the country.

1.7 ASSUMPTIONS AND LIMITATIONS

This study assumed that critical examination of the education sector by the media and importance these are given will inform efforts to sensitize journalists and the media owners on the importance of promoting education. If media focuses regularly on education issues that are not prioritized by the government, the government will be obliged to prioritize these issues in its development plans and programmes.

Concentration of Kenyan media on politics can overshadow the major functions of the media that is, to educate the public on other issues including education matters. The

media is a key source of information for many people in Kenya and members of the public find information on education sector in the media credible. The media have access to relevant education sector information to communicate to members of the public and the government.

Some of the limitations of this study include, a study period that covers only three months. This may not be representative enough for generalization of the findings. The study covered January to March 2007 as the period of the study. While the year selected had no significance, the first three months of the education calendar are considered “peak months” because of the magnitude of the workload and therefore generate lot of public and media interest. This study looks only at two dailies (There are other dailies in Kenya), thus its findings may not be generalized to all print media in Kenya. Due to limitations of time, this study will only examine a few education sub-sectors, namely early childhood education, primary, secondary, and university. Issues that cut across these sectors will also be analyzed and coded.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

There is general agreement among scholars and international agencies concerned with Third World issues that national development should be the forward thrust of these countries' policies. James (1990) says African journalism therefore comprises only one of the numbers of groups working actively towards the attainment of this goal. The journalists therefore have an obligation to the public they provide information. In the agenda-setting role, the media influences the public, which in turn acts in complex ways to influence their own perception. The media thus have a profound role in influencing and conditioning public perception.

There are several theories that try to explain why media presents favorable slants to some news and not others. The reasons range from ownership, journalists attitudes, news sources, political interference and external factors.

UNESCO (1980: 157-158) notes that the media does distort information. Distortion of news, in the strict sense of the phrase, occurs when inaccuracies or untruths replace authentic facts or when a slanted interpretation is woven into a news report for example through use of pejorative adjectives and stereotypes

Some reasons for distortion in the presentation of news reflect the realities of the society in which the news is distributed. One reason is that many journalists and editors take their cue from public tastes and interests. It cannot be denied that many people show little interest in the major issues of social, economic, political – unless they perceive themselves to be directly affected by them. Catering to the public interest is obviously a valid editorial criterion, yet is it not reasonable to invest communicators with a certain responsibility to inform the public on matters that ought to concern them and not just appeal to their real or imagined interests?

In many instances, communicators may lack access to government sources or the freedom to gather information may be impeded by government controls, bureaucratic intervention or other forms of official censorship. There may be vested interests in the misinterpretation of facts. A gate keeping and selection process may influence news content. Among technical reasons, restrictions on newspaper space make it difficult to give in depth treatment for news item.

2.1.1 Commercial Interests

UNESCO (1980) notes that today in many parts of the world, communication operations such as the press, periodicals, books, films, broadcasting are commercial activities. In the recent years, it is difficult to find many equivalents in business activities, having the tremendous expansion like the mass media, with billions of shilling revenues from the sales of cultural and leisure products, and the ever rising advertisement budgets, the interlinking between various media and between media and other industries to form huge

conglomerates. This notes UNESCO (1980), brings many problems in its wake, but one stands out more than all others, for it is concerned with the very nature of communication message itself. *The content of communication, information or entertainment or a mixture of the two is treated as merchandise, marketed and sold in the same way as other commodities.* As a number of observers have pointed out, this is a consequence of commercialization which is an economic reality. The “social service” aspect of many communication media has diminished just as the quality of a large portion of information and messages has decreased their value as a “social good”.

Today, commercial considerations are seldom absent from decisions which affect choices and priorities in communication. Some analysts assert that even news has become a commercial product; at least its presentation is influenced by an explicit conception of the audience. In internal reporting, important developments in the country are pushed aside by unimportant, even trivial news items concerning urban events and the activities of “personalities”. Public interests are certainly one justifiable reason for selection of news, but deference to the market is behind many of the distortions that we have discussed.

The same considerations apply to broadcasting particularly television. Programmes with narrow audience appeal attract fewer viewers and therefore less advertising. In a competitive situation, the television broadcaster is naturally unwilling or simply cannot afford to forego revenues so he produces programmes which appeal to the widest possible audience and which all too often lack content of high quality. In such instances, the ratings – audience polls of viewers’ preferences – decide in a large measure what is

shown on the screen. It is, therefore, not surprising that media coverage of education sector show that, like other development issues, takes a backstage. In his MA project, Matunga (2003) makes an observation of the *New York Times* that for Africa to be part of “all the news that’s fit to print”, the stories must include three elements: events, crises and conflict.

In conclusion, there is evidence that various factors influence what is covered in the press (content). These include among others, media ownership (private or public), the level of economic strength and independence enjoyed by the press and the level of professional education and training of journalists. These factors determine how well the press carries out its role in societal development. For instance, privately owned press are mainly profit-driven and are likely to concentrate more on stories that are perceived to have ability to sell the paper at the expense of public good stories. Also, journalists with general journalism training may shun away from development stories or policy related topics in education, as they lack professional ability to understand these issues.

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2.1.2 Distortion of News and News Values

To evaluate whether news is “distorted” or not, depends not only on the accuracy of the particular information but also on a definition of “news” and “news values”. Today, many journalists and researchers no longer accept a limited definition. They take the view that there are several more criteria which should govern the content of information, if it is to be of maximum relevance and use for those who receive it.

The divergence between different criteria of what makes news is probably not as wide as it first appears, and certainly they are not mutually exclusive. Most can agree at least that good news is as worthy as bad news, provided it is authentic and significant. If one accepts that communication plays an essential part of mobilizing the public support and cooperation in any society's development, the communicator role includes not the only objective reporting of "hard" news but also commentaries offering analyses and instruction. In this way they could play a role in the worldwide struggle to promote human progress. Distortion of news in the strict sense of the phrase UNESCO (1980), outlines various other ways in which the total picture of events and situations may be distorted.

This occurs when events of no real importance are given prominence and when superficial or the irrelevant issues are interwoven with real facts of real significance. News is cobbled together from random facts and presented as whole or partial truths are assembled to form the appearance of a complete truth. UNESCO (1980) says facts are presented in such a way as to cause misinterpretation by implication, where implicit conclusion drawn by the audience is favorable to particular interests. Individuals or even communities and governments present events in a way that stirs unfounded or exaggerated doubts and fears with the aim of condoning subsequent action. Silence is maintained on facts or events presumed to be of no interest on the public.

Mutunga (2003) agrees that manipulation often lurks in things left unmentioned. The most common form of media misinterpretation is suppressing by omission. Sometimes

the omission included does not just have details of the story but the entire story itself, even of major importance.

2.2 Mass media coverage of education issues in Kenya

Every month the ministry of education releases a lot of information that requires mass communication. This is during release of national examination results, selection of Form 1, pupils, release of guidelines for use by the sector, disbursement of government funding to schools. More information is also generated during sports, drama, music festivals, advertisements and employment of teachers, and annual observation of education days.

Apart from these official functions, “beats” generated by education sector include strikes, accidents, deaths, national examination leakages, pregnancies and common crime. The media has an upper hand in portrayal of the education sector in this country. Is coverage positive compared to the amount of information generated? Indeed in its service charter 2007, the ministry of education recognized the media as a partner in the role “...to enhance public awareness on our mandate vision, mission, values, core functions and other range of services...”

2.3 Newspaper Readership in Kenya

Newspapers are a major source of news and provide information on what occurs daily around the world. As noted earlier, information access is essential in increasing the people’s knowledge and awareness of what is taking place around which may eventually affect their perceptions and behavior. Moreover, the print media can still make significant

contributions to development as they can be read anywhere without needing any technology, they can also be kept and used for reference.

In Kenya, there are five leading daily newspapers, namely the Daily Nation, the Standard, the People Daily, the Kenya Times and Taifa Leo. The Sunday Nation, the Sunday Standard, the Sunday Times and the People on Sunday are weekly papers usually distributed on Sundays. Readers of newspapers in Kenyans have the option of choosing among any of these for access to news. There are also several magazines and other weekly papers providing various topical issues on current affairs in the country.

In a baseline survey of media in Kenya 2005, the Media Council of Kenya (2007) found that the readership of papers in the country was practiced by 45.6% of the population. The habit of reading newspapers varies widely among various sub populations in the country. It was noted that a large proportion of the urban folk 54.5%, read newspapers in comparison to 36.1% of their rural counterparts. It was also noted that the female population accesses the print media in a lower proportion of 35.7% compared to 53.9% of the male.

The survey further noted that among all the papers in the circulation, 80.4% of the respondents read the Daily Nation. It was further observed that half of the proportion of the readers of Daily Nation read the Standard at 40.3%.

2.4 DEVELOPMENT COMMUNICATION

The concept of development communication emerged five decades ago from a paradigm of causal relationships between communication and development. This paradigm was suggested from the works of, among others Daniel Lerner (1958), Wilbur Schramm (1964), and Lucien Pye (1963). In their optimism of the development decades, these and other authors believed that increases in information made possible through broadcasting and print technologies would pull through the “developing countries up to the level of their neighbors to the north”.

Daniel Lerner’s “passing of traditional society” (1958) analyzed research carried out in the early 1950s in the middle eastern countries that looked at how these people were exposed to national and international media. Lerner came up with the idea that contact with the media eased the transition from “traditional” to “modern” societies. He contended that looking at media forces people to reassess their lives and that the western media’s presentation of “development” was beneficial.

Wilbur Schramm’s “Mass Media and National Development” (1964) also viewed the media as a way of expanding the horizons of traditional societies. When his book was published, the United Nations proclaimed the 1960s as “The Decade of Development”

Lucien Pye (1958) was also concerned with the role of communication in the political development of new countries. In his book, “Introduction to Communications and Political Development” published in 1963, he posed the question, “has the modern world

been communicated as being a friendly and sympathetic place?" Pye was concerned with how communication influences and affects patterns of political change and the practical policy problems of how governments in transitional societies can best manage the communications media to facilitate modernization.

Pye was also of the opinion that a people can easily debate their collective actions only if they share a common fund of knowledge and information. He held that modernization depends upon people receiving new messages, new pictures and images of how life can be, and learning new responses to new stimuli. Lucien states that quality cadres of intellectuals possess modernizing skills and that the masses need to have a sense of popular involvement and emotional identification with national life.

The masses need to be exposed to new ways of thinking that can lead to adoption of new attitudes, in order to stimulate economic development. Pye proposes that modernization of a country and its citizens implies a widening of participation in order to affect the decision making process. He summarizes his ideas by stating that a modern communications system consists of a fusion of high technology and special professionalized processes of communication with informal, society based and non-specialized processes of person to person communication.

This implies that the measurement of modernization of the communication system should not be related only or primarily to the degree to which a society obtains an advanced technology and mass media systems. The real test of modernization instead, is the degree

to which there is effective feedback between the mass media systems and the informal interpersonal communication. Wilbur Schramm identified six essential functions of communications for development:

- 1) Communication must be used to contribute the feeling of nationness. Radio and newspaper must carry news and viewpoints of the nation as this will encourage people in the village to develop literacy skills.
- 2) Communication must be used as a voice of national planning. He also advised that there's need for a national news service and also need for more local correspondents
- 3) Communication must be used to teach the necessary skills. Literacy training is a must using a wide array of communication tools text books, general books, print media, radio, film etc
- 4) Communication must be used to help expand the effective market through widespread expansion of telephone and telegraph systems, postal services and transportation
- 5) Communication must be used to help prepare people to play their role as a nation among other nations; the eyes of the common man must be lifted from his village to the world.

Economic modernization requires a widespread system of mass communication involving widespread literacy and adult education. Technical and basic infrastructure is needed e.g. electricity, printing and broadcasting equipment, school building. Daniel Lerner, when expressing his theory of "the revolution of rising expectations" identified mass media as the major instruments of social change as it makes indispensable inputs to the psycho-political life of a transitional society via the minds and hearts of its people. He proposed

that mass media bring new aspirations to people as well as dissatisfaction (the revolution of rising expectations). The scholar argued that modernization can succeed only if clarifying communication practice and theory is activated. Modernization here is defined as maximization of satisfaction.

Everest Rogers, famous for his "Diffusion Theories" proposed that development as modernization was a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization. Rogers questioned earlier theories and method of development communication and called for a shift from earlier surveys of audience effects to studies of mass media systems where queries must be made about control of the media and how decisions about policy and programming are made. Rogers also says that development communication must be viewed as total process that includes understanding the audience and its needs, communication planning around selected strategies, message production, dissemination and feedback.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 METHODOLOGY

The research design employed in this study is content analysis. The content analysis method can be used to answer the basic question of communication research of who says what, to whom, how and what effect (Lerner 1958). It can be applied to analyze any piece of writing or occurrence on recorded communication.

This study will evaluate and analyze relevant newspaper articles, editorial policies in the studied newspapers. Berelson (1952 as quoted by McQuail 1987) defines content analysis as “a research technique for the objective, systematic and quantitative description of manifest content of communication”. This is the most appropriate technique for this study because it is the most capable method of providing the best indication of the explicit role of Kenyan media in promoting education. This is because content analysis enables researchers to shift through large volumes of data or information in a systematic way (US Government Office 1996 as quoted by Orenje 2007). Content analysis offers two other main advantages to researchers who use it. First, it allows for both quantitative and qualitative operations. Secondly, it is an unobtrusive method of gathering data and, therefore, the undue influence on study subjects and participants does not arise. What makes content analysis particularly rich and meaningful is its reliance on coding and categorizing the data.

3.2 THE SAMPLE

There are five daily newspapers in Kenya today: The Standard, The Daily Nation, The People Daily, Taifa Leo and The Kenya Times. Among these, the most widely read are the Daily Nation with readership of 120,000 and the Standard, 75,000. This study therefore examined these two newspapers including their Saturday and Sunday editions.

This sample size was considered adequate for answering the study questions because a review of studies using content analysis techniques has shown that a researcher who uses a small well chosen sample may achieve more accurate results than one with too large a sample. The sampling unit was a newspaper story on education in the following sub-sectors: primary, secondary and university. Editorial commentaries for two dailies were also included for analysis. This study will code the data according and not limited to categories identified:

1. Extra curriculum activities –sports, drama, music etc.
2. Teacher training, discipline, employment, deployment
3. National examinations
4. FPE-disbursement, infrastructure, school feeding programme
5. Policy announcements- fees guidelines, gender policy, HIV/Aids policy
6. University sector-admissions, graduation, trade unions,
7. Other occurrences e.g. strikes, trade union matters, fires

3.3 ACTUAL STUDY

The Nation Media Library was a prime source of information for the Nation newspapers under review, published from January 2007 to March 2007. Similarly, the Standard Group library was a choice for the Standard daily and the weekly pull out used in this study. Due to costs involved in accessing the libraries, where available some of the newspaper files were accessed from the ACCE library at the University of Nairobi which receives a daily copy of the Nation newspaper from the Nation Media Group.

3.4 DATA ANALYSIS

Data was analyzed using a coding sheet to record the coverage of approximately 606 articles, 358 issues in The Standard and 247 issues in the Nation. This study did not use centimeters or inches to measure the length of the articles but every story however small was evaluated as long as it was an education issue. The data was then organized into chosen categories and themes, and then analyzed and interpreted. The coding sheet used listed down the frequency of coverage in the two dailies. The articles were tested to show if they were biased, negative or positive based on the use of negative labels and frames. Further, stories under review were tested for clearly drawn out sources and adequate background information. Placement of the articles in the newspapers pages were also analyzed because of the significance accorded to space by the print media. For purposes of this study, headlines have been used to refer to articles accorded splash treatment by media. The frequency in the use of photographs was also studied. The photos were coded either as action photographs or mug shots.

CHAPTER FOUR

RESEARCH FINDINGS

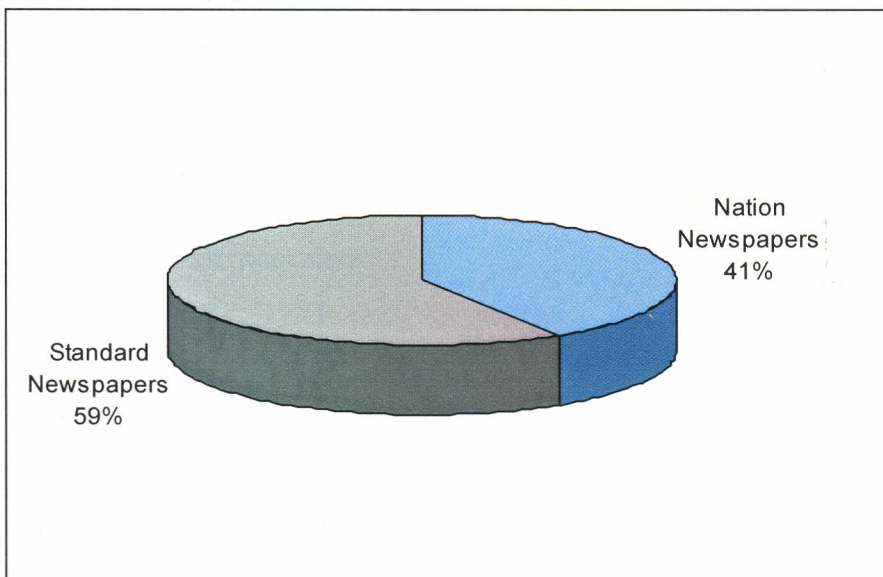
4.1 INTRODUCTION

The findings are presented in term of type of coverage (news, commentary, feature, and advert), frequency and placement of education issues in the two newspapers under study (*Nation* and *Standard*).

4.2 NEWSPAPERS UNDER REVIEW

Overall, a total of 605 items on education appeared on both the *Nation* (247) and *Standard* (358) newspapers during the period January-March 2007. The above items from each newspaper translated into 59% in *Standard* and 41% in *Nation* as shown in the pie chart below

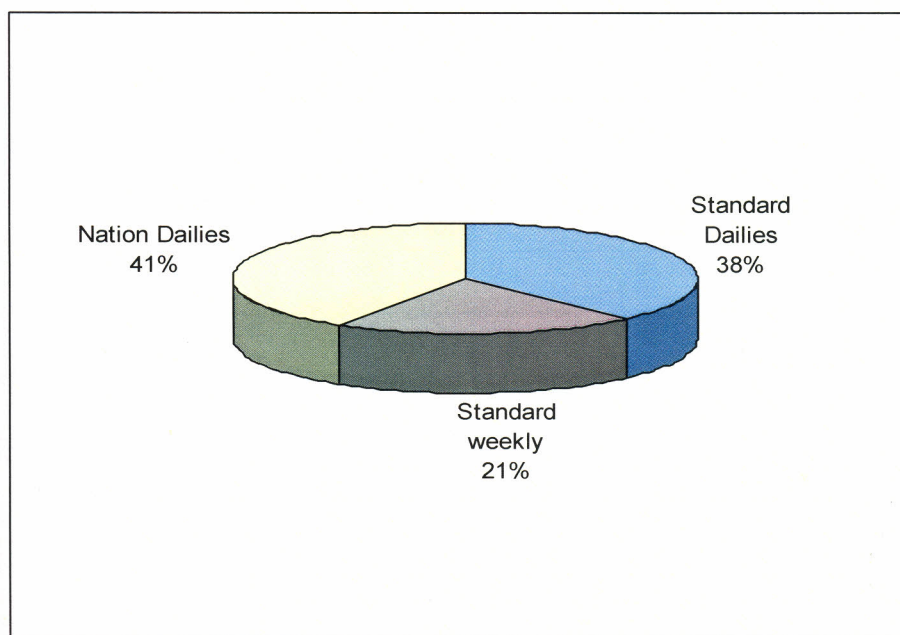
Pie Chart 1: Newspapers under review



4.2.1 The specific newspaper under analysis

From the broad categorization of two main newspapers, Standard and Nation, that made up a total of 605 education issues, in a percentage total of 58%, the Standard dailies made up 38% while the Standard Weekly was 21%. The Nation remained the same at 41% as there was no other edition apart from the Nation daily.

Pie Chart 2: Specific source of data



The Standard under analysis included both the Daily Standard and the Standard weekly education pull out magazine.

4.3 Type of coverage

Type has been used here to refer to how the item was presented in the newspaper and the position in which it took in the structure of the newspaper. The results are first presented in tables, individually specific to the month of analysis before they are later compiled and presented as a graph for the entire period of study (January to March). However the

‘photographs’ and ‘mug shots’ are later analyzed individually and do not constitute the graph 3 presented after the tables.

4.3.1 Presentation of education issues in January 2008

Table 1: Type of coverage of educational issues in the dailies and weekly for January 2008

	NATION & STANDARD DAILIES				STANDARD WEEKLY				GRAND TOTAL
	HEAD LINE	INSIDE PAGE	SHORT ITEM	BACK PAGE	HEAD LINE	INSIDE PAGE	SHORT ITEM	BACK PAGE	
NEWS	4	34	14	0	0	4	0	0	56
COMMENTARY	0	5	2	0	0	17	0	0	24
FEATURE	0	1	0	0	0	18	0	0	19
ADVERT	0	0	2	0	0	0	0	0	2
CARTOON	0	0	0	0	0	4	0	0	4
SPORT	0	0	0	0	0	0	0	0	0
PHOTO	0	16		0	0	25	0	0	43
MUG SHOT	0	1	0	0	0	14	0	0	15
LETTERS TO THE EDITOR	0	0	19	0	0	0	8	0	27
TOTAL									128

From the table above, education issues presented as ‘news items’ from the Nation and Standard dailies were only 4 as the headlines, with majority presented in the inside pages at 34 and 14 as short items. None was in the back page. In the Standard Weekly, the news items occurred at the inside pages of the newspaper.

Education issues treated as ‘commentaries’ were presented in the inside pages of the dailies and the weekly. A feature on education was placed at the inside page of the dailies, while 18 features were carried in the inside pages of the Standard weekly

In the month of February, education issues covered as news were 38 in total for both the dailies and the weekly newspapers. Two of these were headlines in the dailies and 27 items in the inside pages as well as 3 items as short items in the inside pages. The weekly had 6 items in its inside pages.

4.3.3 Presentation of Education issues in March 2008

Table 3: Type of coverage of education issues for March 2008

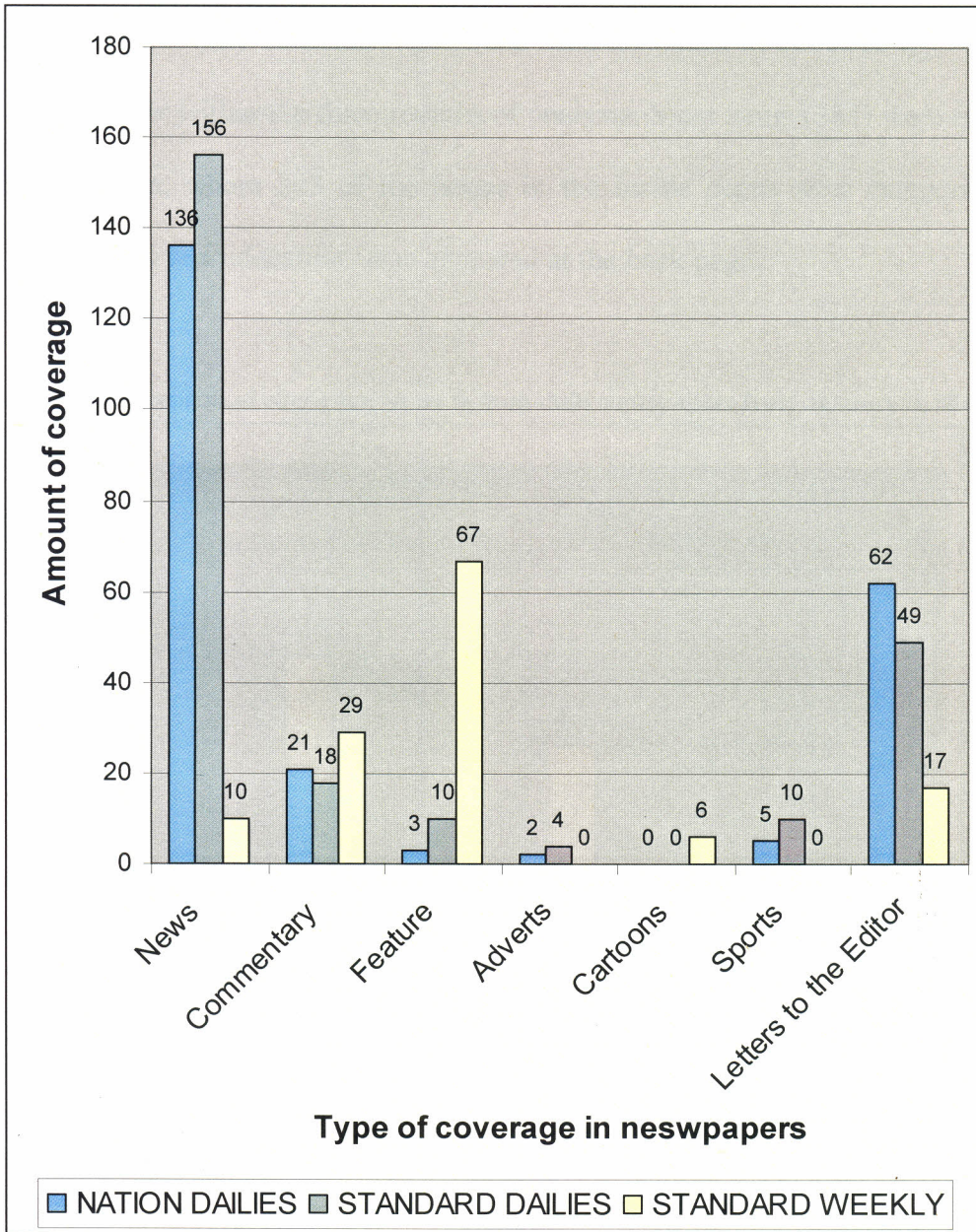
	NATION & STANDARD DAILIES				STANDARD WEEKLY				
	HEAD LINE	INSIDE PAGE	SHORT ITEM	BACK PAGE	HEAD LINE	INSIDE PAGE	SHORT ITEM	BACK PAGE	GRAND TOTAL
NEWS	5	46	1	0	0	0	0	0	52
COMMENTARY	0	10	0	0	0	10	0	0	20
FEATURE	0	0	0	0	0	30	0	0	30
ADVERT	0	2	0	0	0	0	0	0	2
CARTOON	0	0	0	0	0	4	0	0	4
SPORT	0	0	0	0	0	0	0	0	0
PHOTO	6	7	0	0	0	23	0	0	36
MUG SHOT	9	0	0	0	0	8	0	0	17
LETTERS TO THE EDITOR	0	0	27	0	19	0	8	0	35
TOTAL									139

4.4.4. Presentation of education issues from January to March 2008

When the findings for each month, that is January February and March were tallied to show the type coverage (Graph 1), news coverage covered most educational issues at 303 times which translated to 38% of all the educational items. Letters to the editor were 129 making up 16% of all the education issues under review. Features appeared 82 times

(10%), commentary at 68 (8%) appearances, mug shots at 43 (5%), sports at 15 times, cartoons at 13 and advertisements 6 times.

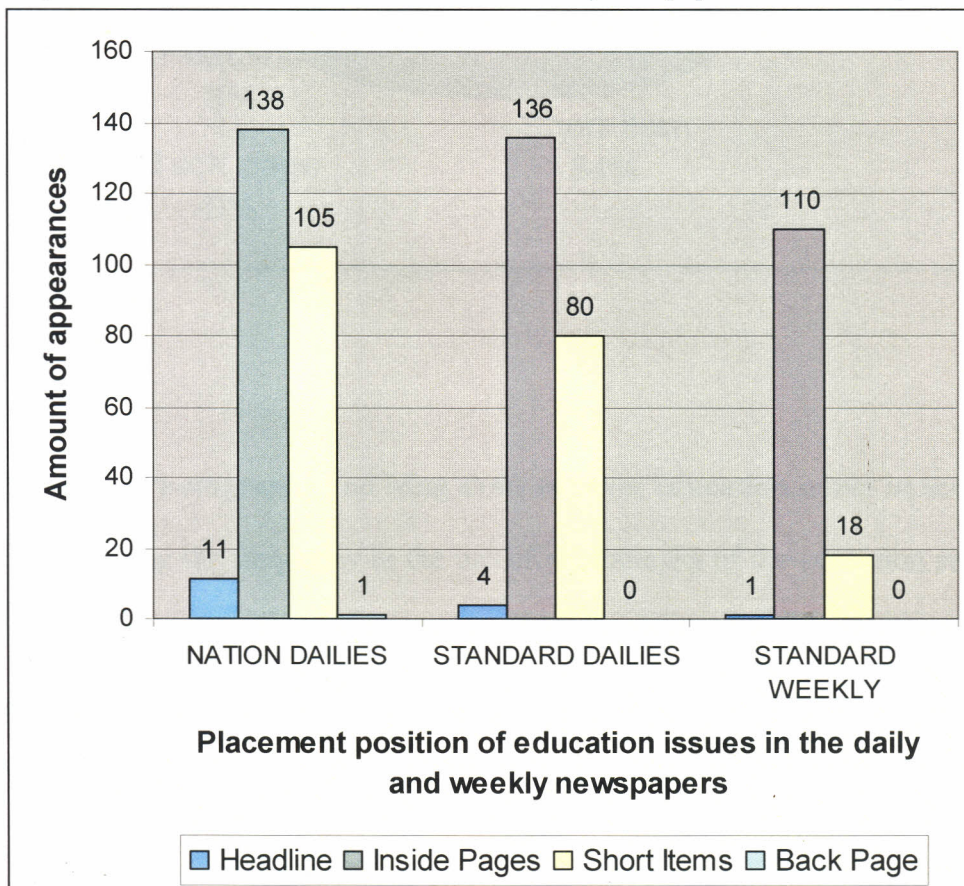
Graph 1: Type and amount of coverage by the three type of newspapers from January to March



4.4 Placement of education issues in newspapers

Considering that the issue of placement of education issues in the newspapers was of importance to this study, a further analysis was done for the period under review to identify the exact location of the issues of interest. As shown in (Graph 2) below, issues in the inside pages of both dailies and in the weekly magazine published by respective media houses, only 16 items were in the front headlines in the three type of newspapers under review within the three months of analysis. Most items (384) were observed at the inside pages, where 203 of the issues in the inside pages were categorized as ‘small items’. Only one education issue appeared at the back page.

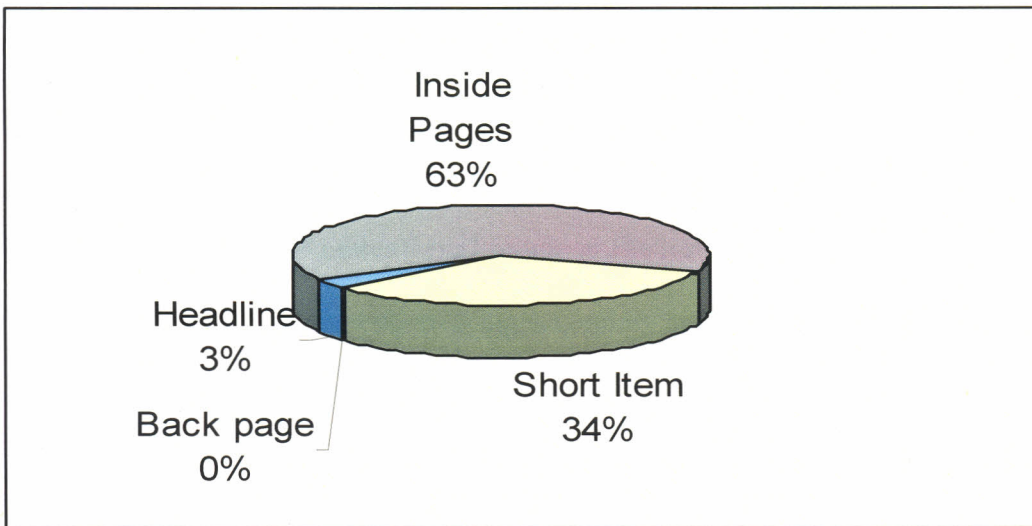
Graph 2: Placement of education issues in both daily newspapers from January to March



4.4.1 Percentage distribution of placement

Coverage of educational issues on the Inside pages of both the Standard and the Nation accounted for 63% of the placement, 34% of all the placement were categorized as the 'short items or fillers' in the inside pages. Only 3% of the content was in the headlines as shown in the pie chart below.

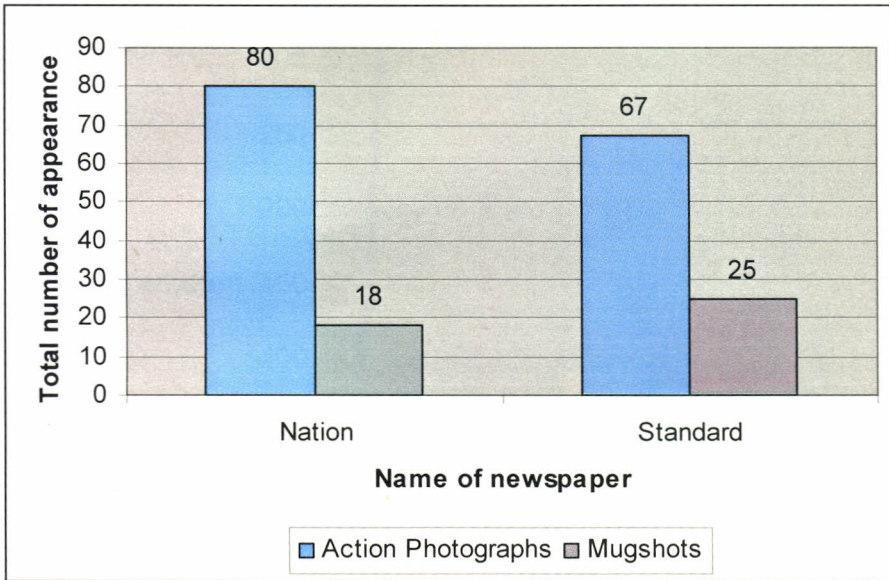
Pie Chart 3: Percentage distribution of placement of coverage



4.5 Use of Photographs and Mug shots to cover education issues in the newspapers

On analyzing the frequency in the use of photographs of the education sector issues, this study found out that a total 190 photographs were used, 49% (88) appeared in the dailies and 51% (92) in the weekly magazine. Out of these 77% (147) were action photos while 23% (43) were mug shots.

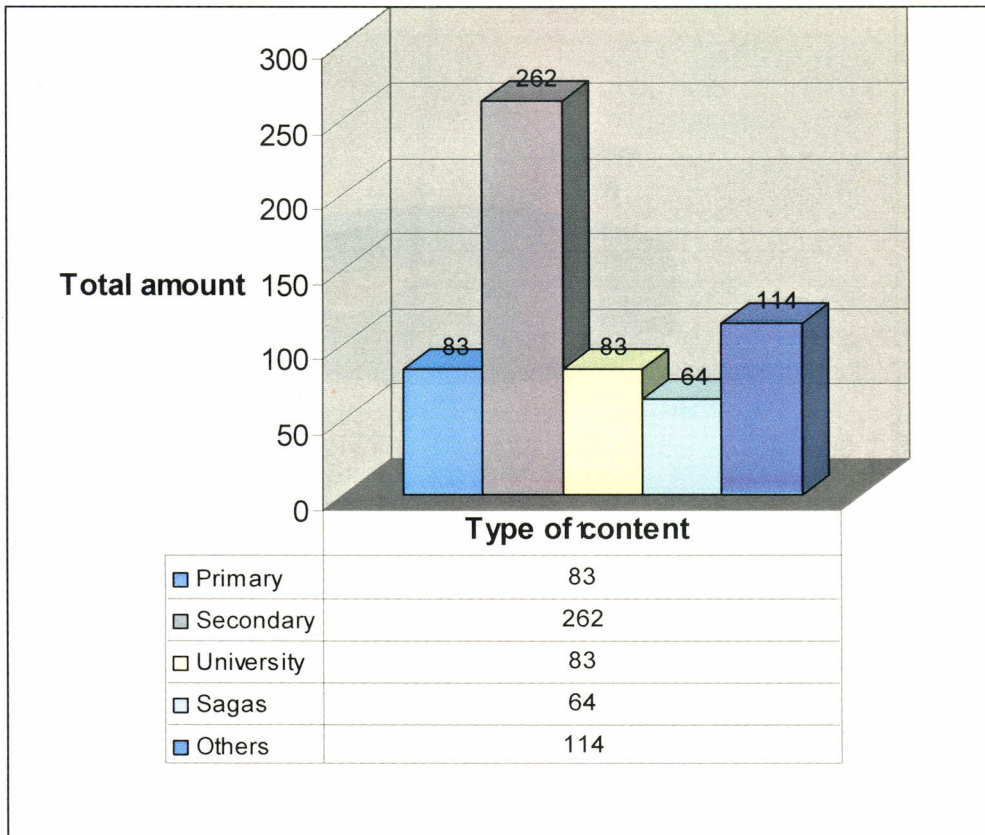
Graph 3: Use of pictures in coverage of education issues from January to March



4.6 Area of coverage of educational issues in the newspapers

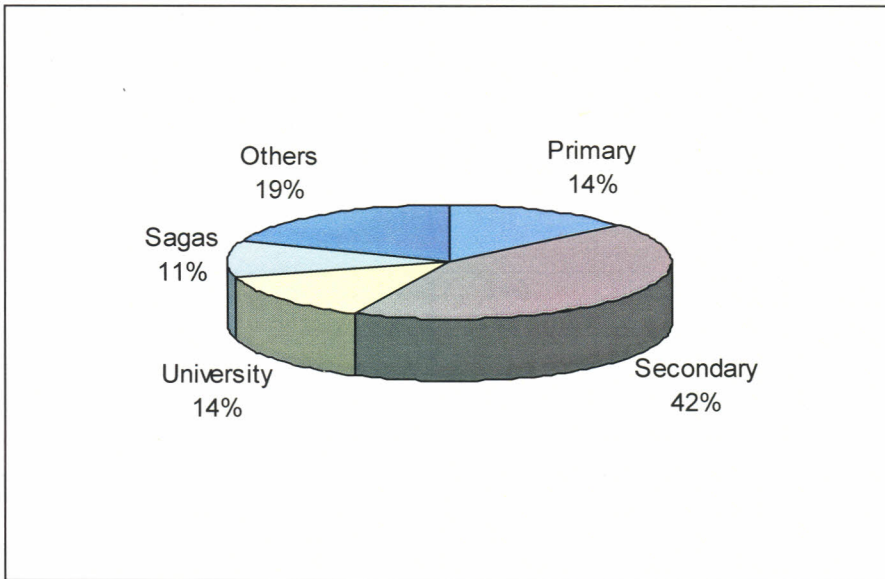
The tally indicated that content covering secondary school section was more prominent in the two newspapers accounting for 262 mentions. Primary and university issues were recorded at 83 mentions while SAGAs surrounding educational issues appeared 64 times. This is illustrated in graph (4) below.

Graph 4: Areas of coverage



4.6.1 Percentage Analysis on type of content on educational issues

As shown in pie chart 2 below, secondary sub-sector received the most coverage (42%), followed by cross-cutting issues (19%) followed by basic education, and universities which tied with 14%. Coverage of SAGAs and administrative issues were least with 11%. The results are displayed in the pie chart (4) below

Pie Chart 4: Area of coverage of education issues from January to March

4.7 Portrayal of education issues in the newspapers from January to March

This study also examined portrayal of the education sector by the two dailies. The issues were first presented according to specific months as tables before presented as a pie chart in for the entire period of study, which is January, February and March. The table presentation was first subdivided into the level of education and the ways in which it was portrayed.

4.7.1 Portrayal of education issues for month of January 2008

In this analysis, Positive was denoted by digit (1), Negative was denoted by the digit (0), neutral was denoted by digit (2). Lack of any portrayal was denoted by (3).

Table 4: Portrayal of education by the dailies issues for January 2008

NATION DAILIES			STANDARD DAILIES		
ASPECT COVERED	NO. OF ARTICLES	PORTRAYAL	ASPECT COVERED	NO. OF ARTICLES	ASPECT COVERED
PRIMARY ECD	17	1=12 2=1 0=4 3=0	PRIMARY ECD	23	0=10 2=1 1=12 3=0
SECONDARY	33	1=27 2=0 0=2 0=6 3=0	SECONDARY	35	0=11 2=0 1=24 3=0
UNIVERSITY	4	1=27 2=0 0=2 0=6 3=0	UNIVERSITY	17	0=10 2=1 1=16 3=0
SAGAS	17	1=2 2=0 0=2 3=0	SAGAS	15	0=2 2=0 1=13 3=0
OTHERS	12	0=0 2=0 1=10 3=0	OTHERS	25	0=6 2=7 1=12 3=0

4.7.2 Portrayal of education issues for month of February 2008

The results for the month of February are displayed in the table below. In this analysis, Positive was denoted by digit (1), Negative was denoted by the digit (0), Neutral was denoted by the digit (2). Lack of portrayal was denoted by digit (3)

Table 5: Portrayal of education by the dailies issues for February 2008

NATION DAILIES			STANDARD DAILIES		
ASPECT COVERED	NO. OF ARTICLES	PORTRAYAL	ASPECT COVERED	NO. OF ARTICLES	ASPECT COVERED
PRIMARY ECD	3	0=1 2=0 1=2 3=0	PRIMARY	14	0=4 2=2 1=18 3=0
SECONDARY	20	0=7 2=1 1=12 3=0	SECONDARY	42	0=13 2=3 1=26 3=0
UNIVERSITY	8	0=6 2=0 1=0 3=0	UNIVERSITY	22	0=5 2=0 1=17 3=0
SAGAS	3	0=0 2=0 1=3 3=0	SAGAS	3	0=0 1=3 2=0 3=0
OTHERS	4	0=1 2=1 1=3 3=0	OTHERS	14	0=0 1=8 2=5 3=1

4.7.3 Portrayal of education issues for month of March 2008

The results for the month of March are displayed below. In this analysis, Positive was denoted by digit (1), Negative was denoted by the digit (0), Neutral was denoted by the digit (2), while lack of portrayal was denoted by digit (3)

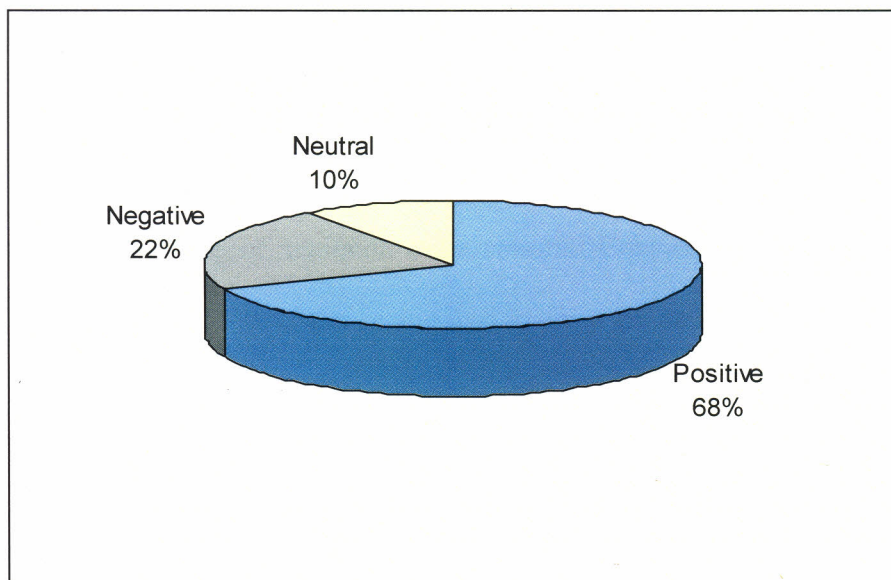
Table 6: Portrayal of education by the dailies issues for March 2008

NATION DAILIES			STANDARD DAILIES		
ASPECT COVERED	NO. OF ARTICLES	PORTRAYAL	ASPECT COVERED	NO. OF ARTICLES	ASPECT COVERED
PRIMARY	7	0=2 2=0 1=15 3=0	PRIMARY/ ECD	11	0=1 1=10 2=0 3=1
SECONDARY	66	0=11 2=3 1=52 3=0	SECONDARY	63	0=12 1=46 2=2 3=3
UNIVERSITY	12	0=3 2=1 1=8 3=0	UNIVERSITY	11	0=3 1=7 2=0 3=1
SAGAS	16	0=2 2=1 1=8 3=0	SAGAS	12	0=0 2=1 1=10 3=0
OTHERS	10	0=1 2=2 1=6 3=1	OTHERS	35	0=12 2 15 3=5

4.7.4 Portrayal of education issues in the dailies from January to March

All the portrayed issues were combined for the three months of study. At least 22 % (130) articles were found to portray education sector negatively while 68 % (412) were positive. 10% (58) of the stories were neutral while 6 of them (1%) were not distinct in their portrayal. The results are illustrated in the pie chart (5) below

Pie Chart 5: Portrayal of education issues in both newspapers from January to March



CHAPTER FIVE

5.0 ANALYSIS AND DISCUSSIONS

This study set out to assess the coverage of education issues in Kenya's print media. It is perhaps worth noting that this study coincided with the release of KCSE examinations and therefore most of the coverage was in form of news aimed at "breaking KCSE news" rather than indepth educative analysis. Therefore in this study, news at 38% was found to form the biggest component of the print media coverage, followed by photographs at 18% and commentaries at 16%, letters to the editor 16%, features accounted for (10%),

The secondary school sub-sector attracted the highest coverage with 262 articles out of 606 selected for the study while education sector issues rarely make headlines, until the time of release of national examinations. Considering that over half (50%) of the coverage accorded to the sector was in form of news, then it follows that most of the articles (68%) were positive based on the clearly drawn sources, balanced with positive frames and labels. The media used education related photographs to "spice up" their pages though in some cases it was clear that the content was of other nature.

5.1 Secondary sub- sector was most covered by the print media in Kenya

The media concentrated more on this sector mainly due to the attention it receives from politicians, religious leaders, and trade unions. The government through the ministry of education allocated a lot of resources and efforts thus attracting more activities by government officials to the sector. Moreover focus is given the sector through numerous

occasions the such as parents' days, prize giving days, and sports days with prominent personalities as chief guests hence attracting media attention. The study coincided with the release of 2007 Kenya Certificate of Secondary Examination (KCSE). The sub sector compared to others studied had its share of bad publicity due to strikes and other violent behavior attributed to the students.

Other education issues received considerable minimal coverage from the print media. Cross-cutting issues such as information communication technology, gender mainstreaming in education, HIV/AIDS, infrastructure development and discipline in schools took second position in coverage with 114 articles. Despite implementation of free primary education that saw the ministry of education disburse huge sums of funds to the sector, only 83 articles were reported about the sector by the print media. The university sub-sector received similar number of articles although most were trade union matters and university intake for parallel and regular students. Administrative matters that included reshuffle of teachers, and education officers, policy guidelines, workshops and conferences took a paltry 64 out of 606 articles on education issues.

5.2 News forms majority of print media coverage of education issues in Kenya

Considering that news accounts for nearly half (38%), of all coverage given to education, means that media are mainly reporting education issues happening in the Kenya or pronouncements by leaders. They thus inform people about what is happening around them regarding education. This implies that the media do not take the initiative to do

indepth investigation into education matters, especially to highlight matters that are not prioritized by government.

Also, this implies that the media does not provide much information on the value of education to the society. This value is best illustrated through feature and commentaries because these offer space for explanations and details. Features and commentaries can withstand tests of time, and can be used for future reference unlike news which becomes stale by the day.

As mentioned elsewhere in this paper, media are a major source of information of education issues to society and society heavily relies on the media to “break the news”. For example every year, two major national examinations KCPE and KCSE are released through media. Likewise, disbursement of education funds and release of policy documents is done through the media. The media could make a follow up beyond the news to investigate more underlying issues of say, performance of rural/urban schools, private/public schools, and candidates from poor/rich backgrounds. The media could investigate the degree success of committees in managing resources disbursed to their schools by the government. The media analysis could also inform government and society thus bringing the desires change. Wete (1996) agrees that there is no denying that the media can, if properly used, be an indispensable force in the mass education of the society in the sharing of consciousness, the creation of nationhood, and the promotion of socio-economic development.

5.3 Education issues hardly make headlines in Kenya's print media

Headline news is considered the most important news of the day thus placement on the front page. The newspapers studied are privately owned and therefore out to make sales through catchy headlines. Headline stories on the front page will be seen and read by more people than one short item hidden inside the newspaper. When the media wants to set an agenda, they put the story on the front page as a headline because they want society to focus on the issue.

In *The Emergence of America Political Issues* (1977), McCombs and Shaw state that the most important effect of the mass media is its ability to mentally order and organize our world for us. In short, the mass media may not be successful in telling us what to think, but they are stunningly successful in telling us what to think about.

This study recorded 2% (16) headline stories covered by the two newspapers in the period under the study. This study coincided with the release of KCSE examinations, and therefore the 9 of the 16 headlines were recorded after the release of the said examination. This study found out that the media's intention was to make quick sales by publishing results of 100 top schools and candidates in order of ranking. 274 articles translating to 45% were stories the inside pages and 13% were short items used as fillers. This implies that education issues are not given much priority by the media unless the content like the exams attracted sales.

5.4 Portrayal of the education sector by the print media in Kenya

412 of the 606 articles selected in this study were positive and portrayed education sector in good light. These articles were rated positive based on clearly drawn out sources, adequate information and use of positive labels and frames. Considering that over half of the articles covered were news, then it follows that journalists reported pronouncements in formal meetings or other education sector gatherings, to generate these positive articles. 130 articles were negative, basically due to journalist use of negative labels and frames. In one inside page “Transfer of deadwood teachers to be done”, or “Ministry’s ranking of schools promoting unfair”. 58 articles were neutral mainly because they were humor or human interest feature articles published in the weekly magazine of The Standard. In 6 articles, one could not tell the tone, though the subjects covered were education related.

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5.5 Frequency of photographs in the coverage of education sector by the print media in Kenya

It is said that a photograph is worth a thousand words hence the importance of photography in the coverage of education issues by the print media. From this study, 190 photos were used out of which 147 were action oriented, while 43 were mug shots mainly used in *voice pox*. 80 action photos and 18 mug shots were used along with news covered during the release of KCSE examinations while the weekly magazine published by The Standard used 67 action photo and 25 mug shots. Education photos were also used to “spice up” up pages carrying other issues such as use of ICT in Kenya was demonstrated with school children in a computer laboratory.

CHAPTER SIX

CONCLUSIONS AND IMPLICATIONS

In its *Vision 2030* the Kenya government strategized that by 2030, Kenya will have attained a developed status. Education was cited as one of the sectors that would assist the government to achieve this vision. The role of media in promoting education has been the gist of this paper. As mutual partner, the media need to integrate development communication along with other products that they offer.

As noted elsewhere in this paper, the power of media can bring desired change in people. This is because media may not tell us *what to think*, but are successful in telling us what to *think about*.

Considering 50% of education sector coverage is in form of news, this study recommends that journalists and editors should go beyond press conferences and other formal meetings to investigate and unpack information, data and any other statistics given by the ministry of education officials to provide comprehensive educative commentaries, features and analysis of the education sector.

This study points to the need to constantly sensitize journalists on the impact of education in national development. Players working with education sector need to engage with journalists to share information and statistics on the magnitude of education sector challenges facing Kenyans, and possible ways of addressing these challenges.

Finally the findings of this study could also be useful to policy makers while drafting communication policy guidelines which will strike a balance between the commercial and public sectors of the media. This can be done mainly by encouraging community media and discouraging monopoly of the corporate media ownership.

Journalism education and training perhaps has a big impact on how news and media products are created and produced by mass communicators in Africa. Adosaye (1990) says one the greatest criticism against journalism education in Africa is its utter dependence on western textbooks and its uncritical adherence to western journalistic model. This study suggests that journalism education must be informed by types of development activities taking place in Kenya. In this sense, a communicator will be trained not merely as a journalist in the western sense, but a “development agent and a rural communicator”.

Quoting Standard Group Chief Executive Officer Mr. Tom Mshindi (2005), that “Kenya is such a political society and as such the group’s media products cover mainly political content because that is what Kenyans want to read/hear”, Orenje (2007), disagrees because no study has been done to verify if this is true-that indeed Kenyans only want political content in the media. This study recommends further research on the kind of media content Kenyans really want in their print media.

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PART ONE

SECTION A

DAILY NATION

1) JANUARY

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

2) FEBRUARY

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

3) MARCH

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

SECTION B:
STANDARD NEWSPAPERS

APPENDIX

SECTION B:

1) JANUARY

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

2) FEBRUARY

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

3) MARCH

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

SECTION C:
STANDARD WEEKLY

1) JANUARY

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

2) FEBRUARY

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

3) MARCH

	Headline	Inside Page	Short Item	Back page	TOTAL
NEWS					
COMMENTARY					
FEATURE					
ADVERTS					
CARTOONS					
SPORTS					
PHOTO					
MUG SHOT					
LETTERS TO THE EDITOR					
TOTAL					

PART THREE
SECTION A
POTRAYAL OF ISSUES
DAILY NATION

JANUARY

SECTORS	Topics	POTRAYAL				
		Positive	Negative	Neutral	Others	TOTAL
PRIMARY/ECD						
SECONDARY						
UNIVERSITY						
SAGAS						
OTHERS						
TOTAL						

FEBRUARY

SECTORS	Topics	POTRAYAL				
		Positive	Negative	Neutral	Others	TOTAL
PRIMARY/ECD						
SECONDARY						
UNIVERSITY						
SAGAS						
OTHERS						
TOTAL						

MARCH

SECTORS	Topics	POTRAYAL				
		Positive	Negative	Neutral	Others	TOTAL
PRIMARY/ECD						
SECONDARY						
UNIVERSITY						
SAGAS						
OTHERS						
TOTAL						

SECTION B
POTRAYAL OF ISSUES
STANDARD

SECTION B

JANUARY

SECTORS	Topics	POTRAYAL				
		Positive	Negative	Neutral	Others	TOTAL
PRIMARY/ECD						
SECONDARY						
UNIVERSITY						
SAGAS						
OTHERS						
TOTAL						

FEBRUARY

SECTORS	Topics	POTRAYAL				
		Positive	Negative	Neutral	Others	TOTAL
PRIMARY/ECD						
SECONDARY						
UNIVERSITY						
SAGAS						
OTHERS						
TOTAL						

MARCH

SECTORS	Topics	POTRAYAL				
		Positive	Negative	Neutral	Others	TOTAL
PRIMARY/ECD						
SECONDARY						
UNIVERSITY						
SAGAS						
OTHERS						
TOTAL						