

**PRINT MEDIA AND LITERACY PROMOTION IN PRIMARY SCHOOLS:
A COMPARATIVE CASE STUDY OF AVAILABILITY AND UTILIZATION
OF UGANDAN AND NIGERIAN ENGLISH NEWSPAPERS**

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ABSTRACT

This study compared the availability and utilization of English newspapers in literacy promotion among Ugandan and Nigerian primary schools in response to the Newspapers in Education campaign. The objectives of the study was to establish if there is a significance difference between Ugandan and Nigerian primary schools in terms of English newspapers availability and utilization in teaching reading literacy. When conducting the study, four primary schools were selected; two from Kampala, Uganda and two from Kano, Nigeria. The sample size used for this research was 268 respondents. This comprised 240 primary five pupils and 28 English teachers of the selected primary schools. Therefore, 268 questionnaires were distributed to the respondents where the researcher retrieved 260 correctly filled questionnaires. The data obtained was analyzed using three different tools: frequency and percentage distribution, mean and standard deviation as well as T-test analysis. When the data analyzed, the findings revealed that newspapers are not adequately provided in the primary schools, but teachers are utilizing the few ones available. However, when the comparisons were made on availability and utilization of English newspaper among Ugandan and Nigerian primary schools in teaching reading literacy, the findings revealed that there is significant difference among the two countries' primary schools in terms of English newspapers availability and utilization in teaching reading literacy, where the availability and utilization of English newspapers in literacy promotion in Ugandan primary schools is more. Based on this, recommendations were made that both teachers, parents, government, newspapers publishing companies and other relevant organizations need to work together to ensure that English newspapers are available and utilizing effectively in teaching reading literacy in the two countries' primary schools to sustain the reading culture of the pupils.