Smartphones and news consumption in Kenya

How technical devices are used by university students at the Technical University of Mombasa

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Abstract

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Our study has explored how university students at the Technical University of Mombasa, TUM, in Kenya consume news. The aim of the research has been to get a snapshot picture of what the consumption look like in a time and context when the development of Internet Communication Technology, ICT, has increased rapidly in a short period of time.

Our empiric data has been collected through three different methods. First we approached the area of the Technical University of Mombasa with an ethnographic method. Then we went on with an in-depth interview with one of our key informants before handing out a survey to collect quantitative data to analyse.

Through theoretical framework rooted in the theories of Digital divide and New media we interpreted our data to be able to answer our research questions.

The results show that the use of the smartphone is widely spread in order to consume news among students of TUM. Money is still a big obstacle for the majority of the students in our population in how they can access news through technical devices. The gap between those who can afford and those who fight with financial issues is still large. Our study confirms that the gap in the digital divide is still big but we could read signs telling us that the gap maybe is about to shrink.

**Keywords**  
Kenya, smartphone, news consumption, ICT, ICT4D, the digital divide, New Media
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1 Introduction

1.1. The concept of news
To define what news are one first has to observe what journalists describe as news. Nord and Strömbäck (2012) writes that most people define the term, in comparison with other written words, as something that has happened and presented in a truthful way. In addition, it has to be a previously unknown story or an angle not told before. Some argue that news is something that is created by journalists and media houses only. We are well aware that the definition is complex and how news actually relate to reality is a matter of debate.

We told the respondents that our definition of news are journalists working at a media house, for example a newspaper.

1.2. Aim of research
"The first thing people buy when they get money is a smartphone. That is more important than buying a computer in today’s Africa. But it is expensive and not everyone can afford it. It’s still a privilege”, (Bonface Wangio, Bachelor student at the Technical University of Mombasa, TUM).

In the last decade the mobile and Internet subscriptions have grown rapidly in Kenya. But still, Kenya is a very poor and unequal country. We want, through our study, to investigate the media use among university students and look deeper into how interested the students are in consuming news and what the terms of service and conditions are. Through the data, which we will measure, we will analyze it by the theory of digital divide.

According to the quote from Bonface Wangio we have a hypothesis that the smartphone can play an important role when it comes to consuming the latest news. We have chosen a quantitative method to collect data so we can measure how it looks in a university in Kenya where the students come from all kinds of families from all over the country.
1.3. Background
During the summer of 2009 Kenya went to set up a cyber-broadband under water. The President at that time, Mwai Kibaki was not going to let this fly under the radar and used the most rememberable words he could come up with once the submarine cable reached the port of Mombasa:

"With the launch of this project Kenya is now equipped with one of the most advanced and cost effective, nation-building tools," (AFP, phys.org, 2009, June 12)

Six years earlier in January 2003 one of the biggest reforms in modern day Kenya was established. The government announced free primary school for everyone without any tuition. In 2007 the government went even further to substantially subsidize secondary school. The enrollment in school has since gone up remarkably in primary and secondary (Ministry of Devolution and Planning, 2013).

As a result of that, many youths now can get educated at universities even though they come from a poor community. The system is built in the way that if your grades are a minimum of B+, the government pays for your tuition fees. These milestones can be considered as the basis for our research question and the purpose of our study. The school reforms combined with Kenya’s rapid development opens up for an interesting question; how these terms of service affect the consumption of news among Kenyans now when more and more people are educated.

In the year of 2000 127 404 mobile phone subscriptions were registered in Kenya. Between 2000-2013 the number rose to 31 309 017. The total population of Kenya 2013 was 41 800 000 million people. An outcome of those 13 years is that the numbers of Internet users exploded (Ministry of Devolution and Planning, 2014). Safaricom is the leader in telecom and holds 85 per cent of the market in total. Since the government backed out of a deal to expand 4G in 15 of the country’s major cities, the telecom company decided to carry on by itself (Okuttah, 2014, November 5).

One might think that the battle is won for Safaricom but one of its opponents, Airtel, has made an agreement with and via Facebook’s application Internet.org to offer free services online such as Facebook, Daily Nation (Kenya’s largest
newspaper), BBC, BBC Swahili, SuperSport etc. The reason for making this agreement is Facebook’s will to grant the entire world with access to the Internet (internet.org, 2014).

In the last decade the mobile phone and Internet subscriptions has grown vastly in Kenya. The country's international bandwidth increased more than fifty-fold between 2009 and 2013 and the price has dropped more than 90 percent (BuddeComm, 2013). The Internet use in Nairobi and Mombasa, the two biggest cities, has grown vastly and the mobile phone ownership is around 80 percent. While that is a huge development in the last couple of years, the advantage of living in those counties can be compared with such areas as Mandera where 1,3 percent use Internet and in Turkana where only 15,9 percent owns a mobile phone (Ministry of Devolution and Planning, 2014). The development aside, it is still a very poor country with over 40 percent living in poverty which makes the inequality widely spread (CIA, 2014).

Keeping the differences in mind we aim to investigate the media use among university students and search deeper into seeing how interested the students are in consuming news and what the terms of service and conditions are. Seeing that these are the developmental stages and the things Kenya has been struggling to achieve, the mobile phone, and in this case the smartphone is a tool for information, education and news gathering. Van Binsbergen (2004) writes that too much focus has been applied to whether and what Information and Communication Technology, ICT, has done and does for Africa instead of what Africans do with ICT. He also argues that the old ways of communicating, the footpath, talking drums and mail coaches, made the ways of cultivating possible. The same way modern communicating, via ICT such as smartphones, according to van Binsbergen, will illuminate the culture to a digital level.

We believe that Kenyan students use their smartphone to a great extent and that they search for and consume news in ways that has not been quantified in previous empiric works. At least not on “our group”, being the students at TUM. And because of the complexity of fitting journalism in this field of science intend to combine several theories such as the digital divide, New Media and partly by handing out
questionnaires we will be able to analyze the results to get an understanding of the situation at TUM.

This is of course a matter of the method part of this research and we have no intention of problematizing it any further in this section. While interviewing students to get background information and as a tool to shape our survey in the best way possible we found that Bonface Wangio, one of our key informants, who gave us a quote to our hypothesis that the smart phone is and will continue to play an important role when it comes to consuming news and in the long run, be a key tool for democratization in Kenya. Another quote is entitled Francis B. Nyamnjoh:

“[..] how this new technology is (re-)shaping social realities in African societies and how Africans and their societies are, in turn, shaping the technologies of communication. And there is no one direction in the relationship between technology and society. They affect each other and in turn the journalism is shaped as well as shaping the society by and with the new technology” (de Bruijn, Nyamnjoh, Brinkman, 2009)

With the knowledge of development in Kenya one may assume that the rules have changed in the way media’s role will be played today and in the future. But how do these changes affect the way students at TUM consume news? Can we know for a fact that it will?

Back in the days the way we consumed news was through a printed newspaper and later on via radio and TV. The media system was limited to either the room or time and in that sense it could not shift in between. The digitalizing of media has changed the way we can access news and nowadays the consumer can navigate in and out of cyberspace with a device in his or her hand (Karlsson, 2012).

Students at TUM should therefore be able to use this new technology in order to meet the description that Karlsson talks about. But as we have learned from the development in Kenya above that might still not be an option everywhere. Considering that the students arrive from all over the country and with very different backgrounds they may not have had the chance to own or even use a smartphone.
2 Previous research
In this chapter we will present previous research in the scientific field relevant for our study and research questions. Our field study's aim is to give a snapshot of how the news consumption look like at the Technical University of Mombasa. In order to better interpret and understand the picture we will describe and present previous research on various socio-economic factors in relation to new technology and the mobile phone's role when it comes to news consumption. We will also present some relevant facts from previous quantitative studies.

2.1.Different approaches to ICT for development
Scientists belonging to the digital divide sphere see the future in an optimistic perspective. The reason being that mobile phones and especially smartphones have been widely spread through its popularity. One of them is Jack Challoner (2008) who writes; "Even the poorest people will have access to cheap yet powerful devices, hopefully, empowering them with the access to information and the chance to take part in the increasingly global economy" (s. 212).

In his book Desirable Future? Consumer Electronics in tomorrow’s World Challoner argues that even if the gap between rich and poor possibly will continue to increase, the digital divide is about to shrink due tomorrow's cheap but functioning technology. The mobile phone is predicted to play a leading role in developing countries and thus also in Kenya. But everyone is not as positive towards ICT's role in reducing the gap. Dinuka Wijetunga (2014) draws a different conclusion when he examines the use of the mobile phone by underprivileged Youth in Sri Lanka in a comparative study between two different groups in the ages 19-25. A group who is represented by the socio-economic elite; "New Urban Middle Class" in the capital city Colombo. The second group consisted of young people who came from lower socio-economic in the rural regions of the country.

According to Wijetunga the use differs between the groups. Comparing to previous habits of technical devices the transition is made smoother by the privileged group seeing that they already had great computer skills and the transition to mobile phones therefore went about in a convenient way. The underprivileged group on the other hand had no computer skills what so ever. Another obstacle was the language, which is considered as a concern by the underprivileged group who
argued that the language was difficult, often in English, which in turn means that they did not know how to use different applications and features,

"This means that because the design of the phone requires skills these users do not possess they are prevented from getting the full benefit of facilities that are available to them through the phone, thereby perpetuating the digital divide, even though they have physical access to the facilities. (s. 720)

In his conclusion Wijetunga writes that his study did not intend to argue that the phones are totally unsuitable for bridging the digital divide. Even though it is not probable, the technology has the opportunity. Rather, perhaps on the contrary, widening the gap instead of bridging it.

2.2. News Consumption through mobile phones
Oscar Westlund (2012) examines news consumption through the mobile phone. He states that many people today have access to news through rapid emergence of ICT worldwide. Westlund presents empirical evidence that consumption of news through mobile phones had a tremendous uptake in recent years. Furthermore, that this transition from legacy news to online news through New Media has journalists and media houses rethinking in order of surviving. Westlund claims that news through mobile phones big break came in conjunction with the touchscreen, particularly in connection with Apple's launch of the iPhone in 2007.

2.3. The mobile phone's role in Kenya
According to an extensive study by InfoDev (2012) 60,5 percent of the population in Kenya living on less than $2,50 a day owns a mobile phone. The total penetration of mobile phones in the country reaches about 79,2 percent (Communications Authority of Kenya, 2014). And almost 50 percent of the Kenyan population (41 800 000, 2013) uses the internet (Internet World Stats, 2014).

Thus, the importance of mobile phones even make people who are living in extreme poverty to skip meals in order to have credit on their phone. Respondents in the study believe that it is worth the money spent if a phone call or an internet search can lead to earning more money, which in turn creates opportunities for the future;
"Why not buy credit and forgo bread so that I make more money for daily use than bread for a day’s use." (s. 56)

With this background, we note that the mobile phone’s rampage, thanks to an expansive investment in ICT, plays a major role for many people in Kenya. Westlund (2014) argues that the classical studies within the journalistic research tends to only study the journalists and the newsroom. According to Westlund more knowledge could be fetched if one were to study the perceptions/recipient to look a the consumption of news through the channels of New Media.

This is where our study begins. We can point out that the mobile phone is well established in Kenya, even among those with very limited financial resources. Investments in ICT in Kenya have led to increased use of mobile phones and internet. But what does the consumption look like? Our research question is how university students consume news. In the next section we will describe our theoretical framework in which we will mainly explain and problematize the theory of the digital divide.
3 Theory

In this section we will explain the different approaches to ICT for development (ICT4D), through the theory of digital divide. We will also explain the basic features of the theory of New Media and briefly on communication. We will initially provide a background on the development of ICT in an African and Kenyan context. This theoretical framework is relevant for our study because we better want to understand how different socio-economic conditions affect news consumption among a young student audience.

3.1. Information and Communication Technology and the development of media in an African context
Francis Nyamnjoh (2005) wrote that only a small elite group in Africa had the ability to keep up with global technological development. The Western world, with Europe and North America on top, talks about new media taking over from legacy news, but Nyamnjoh believes that legacy news still is undergoing a process to take over from the indigenous forms of communication. However, over the past two decades the development of ICT in the African context vigorously expanded and development has expanded rapidly. In a recent article Nyamnjoh (2013) writes that Africa has gone from hopeless to hopeful. In a survey Ernest and Young (2013) concludes that Africa is the last of the continents that is relatively unexplored from an economic perspective “there are, however, an increasing number of multinational investors that are believers and actively investing for long-term growth in Africa” (s. 3).

Ericsson (2014) predicted ICT for development (ICT4D) in Africa to go faster than one previously had anticipated. Internet use via mobile phones is believed to increase by 20 times within the next five years.

When talking about Africa one should be well aware of the continent's size and its different conditions. Development and terms of use differ greatly between countries that are at the forefront; (Nigeria, South Africa, Morocco, Egypt and Kenya) compared to those who place at the bottom being, the Democratic Republic of Congo, Burundi, Sierra Leone and Somalia (CIA, 2014).
Previously we discussed the progress of ICT in Kenya, the launch of an underwater cyber broadband in 2009 and how it increased broadband usage with more than fifty times over a period of four years.

The development affected Kenya in several directions. But how does the new technology affect university students? What interest do they have in consuming news? What does the terms of service and conditions look like, and what obstacles are the students experiencing right now? By consulting a range of communication theories, the aim is to better interpret and understand the empirical data we collected during our study.

3.2. The historic development of ICT in Kenya
According to Innis (1986) one must understand the communication infrastructure of the country in order of understanding the society. The gist of Innis’s argument is that a society that is based on oral culture differs from that of a culture based on books different from one based on computers.

For the major part of human history the interaction between humans mainly consisted of interaction face to face (Thompson, 2012). In Kenya, as the rest of the world the communicative development is something that is ongoing. Many times it can be difficult to identify what is happening right now without inserting the development of a causal context.

The communication possibilities look different today compared only to 15 years ago in Kenya where interaction consisted mainly of meeting face to face. But through the mobile phone and most of all smartphone advent, the opportunities for communication is far more accessible in an African context today where the fixed telephony never has been natural for majority of the people (Nyamnjoh, 2009).

Thompson expands his argument by stating that through new communications media foster new social and cultural conditions which in turn affects society. The written language, printing press, radio, television and the internet have all been lobbying to different extents.

The development of the media has made it possible to communicate beyond time and space, between continents and information is transported at a speed of
pushing a button on a computer. However, not everyone is part of this development. The condition for participation is primarily interest in participating, secondarily tools and thirdly knowledge in forms of language, symbols and codes. (Thompson; Nord & Strömbäck, 2012).

Nyamnjoh (2005) argues that it is meaningless to talk about ICT for development and growth in an African context without talking about participation and equality. He believes that Phenomenal achievements in ICT do not seem to go hand in hand with greater justice and equality among individuals. Nyamnjoh revises his opinion slightly in a later publication where the approaches ICT and the mobile phones role in Africa to have the potential and impact on society in a more democratic spirit.

"African youth want democracy, not an American or a Western democracy [...] They want freedom of expression and representation. They want the power to imagine and to fulfill their imagination." (s. 131)

By examining how the interest take part in the public domain, we can create a picture of what role the new technology plays. We can also identify and present the obstacles that university students are experiencing and provide a picture of what the terms look like and how they actually use the new technology to consume news.

3.3. Theoretical framework
The groundwork of our theoretical framework is based on the theory of digital divide but we will also touch the theory of New Media. In addition, this section explains our key concepts and look closely at three different orientations within ICT for development and the digital divide. The modernization theory, the dependency theory and the multiplicity theory. Finally, we summarize the arguments and explain how it relates to our study and research question.

3.4. The digital divide
The definition of digital divide varies slightly but substantially it is about the gap between rich and poor countries and regions and their opportunities to take part in ICT. That is to say, differences between individuals, companies, regions and countries access and use of ICT for socio-economic development (Steyn & Johanson, 2011).
Before the concept of digital divide was recognized, the term "knowledge gap" was introduced by Mcquail (2005). He argues that there are two main aspects of the theory of knowledge gaps. One concern is the distribution of aggregate information in society between social classes. Mcquail means that the problem is that it is rooted in the whole structure of society and the media alone cannot modify.

The second aspect relates to specific subjects or topics that some are better informed than others. There are arguments and opportunities that media both can open and close the gap. However, Mcquail believes that media both open and close doors simultaneously.

The scientific debate of ICT for development has for some time been divided into two main camps. One theory, modernization theory, has a more positive perspective on ICT4D. Dependency theory on the other hand is more pessimistic. We will in the next section describe these two theories main arguments, and also introduce a third theory, being the multiplicity theory.

3.4.1. Modernization theory
This is the belief that low-income and under-developed countries can learn from the developed, wealthy, countries. Developing countries should adopt technological innovations made in the countries most developed to reduce the gap. By studying the mistakes made by the wealthy nations, they can quickly and effectively reduce the gap (Steyn & Johanson, 2011).

3.4.2. Dependency theory
This theory proposes dependency in that even if developing countries adopt innovations from the wealthy nations they will always stay left behind. When it comes to the question of how developing countries’ dependence can change Amin (1976) argues that the whole economic system with the prevailing capitalism must change and be changed to allow a real change.

3.4.3. Multiplicity Theory
Kwaku Kyem (2011) argues that a paradigm shift is needed in ICT4D. The focus must be moved from a previous single vision of development based on an outdated approach of development, an approach that builds on the wealthy nation’s premisses and references. Instead, the local actors must be involved. Kwaku Kyem
believes that both the dependency theory and modernization theory portray the local and regional actors as passive elements;

"Rather than active objects of the development process. The development must be rooted and built up locally from local players. We need a development paradigm which treats the interaction between local actors and agents of global networks as a true multiplicity, where trajectories are manifold and can lead to many development models."

The debate on the digital divide is not new. The discussion about the role ICT4D can play in the future will most likely be continued. Kwaku Kyem (2011) believes that the gap between those who have and those who don’t may be reduced but there are many factors that come into play. Meanwhile, as the digital divide inequality debate rages on, the global digital divide deepens in many fronts and citizens of many low-income countries rush to join the digital revolution without any proper national plan to channel such subscriptions into economic productive ventures (Kwaku Kyem, 2011). A recurring factor that most theorists within the digital divide reflect on is the importance and significance of wi-fi (Steyn & Johanson, 2011).

Many more Kenyans have the opportunity to go to school. Many more Kenyans own a smartphone with internet access, and many more Kenyans study at the university than ever before. What we will look at is how Kenyan students make use of new medium in the form of consumption of news and what obstacles the students are experiencing.
4 Purpose

The purpose of this study is to investigate the media usage among university students and look deeper into how interested the students are when it comes to consuming news and how good the terms of service and conditions are. Our hypothesis is that a smartphone with access to Internet is an important tool when searching for and being able to consume news. By previous research we can state that the mobile phone is well established in Kenya, even among those who have a limited economic situation. Investments made with ICT in Kenya has been a contributor to the increasing usage with mobile phones and Internet. But what does the news consumption look like? To what extent is new medium, technical devices, used for the purpose of consuming news?

Our questions are:
* What does the news consumption look like among students at the Technical University of Mombasa?
* To what extent are new medium used for the purpose of consuming news?
* Are those with better access to new medium more interested in news and do they in fact consume more news?

The first two of our questions will contribute in the way of a unique snapshot in how the news consumption is portrayed in a major university town in today’s Kenya. Our third question is interesting and relevant because it can derive to our theoretical framework that is build around the theory of the digital divide and new media.
5 Method

In this chapter, we describe the methodological choices we made and how we carried them out. We will also describe how we processed and analyzed the data we have collected.

5.1. Ethnography

As we conducted our study in Mombasa, Kenya, a country we have never visit before, we chose an ethnographic approach as our method in combination with in-depth interviews with key informants and later a questionnaire in order of collecting quantitative data. Seeing that the culture is very different to what we are used to, it felt appropriate to begin our time to observe and to approach the Kenyan culture among students as much as possible. But to assume that we could perform a full-scale ethnographic study in a foreign country in eight weeks would be unreasonable. Therefore, we chose a method Bryman (2013) calls micro-ethnography. The micro-ethnography can be advantageously used when one wants to examine a particular aspect of a particular subject when time is limited. Since our study intends to investigate and provide a snapshot of what students' news consumption look like through new technical devises, we chose to narrow our field of work.

During our first four weeks we dwelt at the Technical University of Mombasa's general areas every day for eight hours. By the general areas we are referring to the schoolyard, cafeteria, student dining hall, library, sports complex and in some areas just outside the school where many students take their lunch. We talked to a dozen students each day to better understand what their everyday is like and to what extent they are interested in news. The questions posed to the students varied widely but we tried to steer the discussions onto new technology, journalism, economic conditions and terms of use. After acquainting us a little more in depth with some 20 students through a kind of snowball effect, where we were introduced to new students through those we met, we selected two suitable key informants.

Our method selection with ethnographic observations and with two key informants helped us extensively to better understand what the terms look like among the students at TUM, how much interest they have in news and what type of news mainly attracts.
5.2. Technical University of Mombasa
There are approximately 7800 full-time students at TUM. The University is divided into three faculties; Faculty of Business and Social Studies (FOB), Faculty of Engineering (FOE) and Technology and the Faculty of Applied and Health Sciences (FOAS). Within these three faculties are a total of 13 departments. At TUM there are also several different academic levels; Certificate, Diploma, Bachelor and Master. The tuition fee costs about 54,000 Kenyan schillings (approximately 4 500 SEK) but varies between the different faculties and departments. The government contributes tuition fee to the high performing, while the rest pays with their own means.

The reason we wanted to dwell at the university was to get in touch with as many students as possible in order to better equip ourselves with an idea of what their day-to-day life looks like. It would have been interesting to obtain information outside academia but that approach would have been too time consuming and also led several unnecessary risks since the atmosphere in Mombasa was turbulent during our time in the city (Daily Nation, 2014, October 27- December 20).

5.3. Permission
Before we left Sweden to go to Kenya we emailed the school and announced our arrival and asked if the university had an opportunity to assist us in our work. When we did not receive a response, we visited the school immediately at our arrival. On site we asked who we would seek to gain permission to reside in the school to carry out our study.

Schools and universities are often non public area and that also applies on TUM. In an ethnographic study, it is very important to quickly find the right environment (Bryman, 2013). To be granted permission was no problem and they welcomed us with open arms at the various departments we visited.

5.4. The ethnographic role
Bryman and Gold (2013) propose to choose an open role as ethnographers and therefore we were clear about what we would investigate. We were also distinct to describe our study’s size and grade.

Very quickly we realized that the students at the school come from all sorts of places in Kenya and that the culture is very different from place to place between the villages and
towns. About 40 Different ethnic groups belonging to three linguistic families reside in Kenya.

An obvious topic of conversation with our respondents touched issues regarding technology (mobile phones, computers) as well as the interest in news reading. A phenomenon that we observed is that very many students often have their phone out in the open. Whether they are studying at the library, wandering the schoolyard or snacking at a kiosk, there is often a cell phone in hand. It can be interpreted by Nyamnjoh (2009) namely that the mobile phone has become a status marker in Africa.

"The mobile phone is Associated with modern life, with new dimensions of speed and immediacy [...] The function of the status of soils related to the mobile phone has shifted to middle-class residents and even to those on low income's. They save up to buy the latest model, decorate it with lights and other accessories” (p. 83)

The image that Nyamnjoh gives the use of mobile phone is confirmed by many students we talked to and also through our observations.

5.4.1. Adaptation to the environment
We realized that there was a dress code that we broke the first few days. Men should not wear shorts and baseball caps at the school grounds. But when it was 40 degrees outside it happened that we used the cap when we were outside and we were even acknowledged by teachers and department heads of various departments that it was okay if we wanted to wear shorts, even if pants were preferable. At first we gave our phone numbers to all students who asked for it but when we got too many text messages, we chose to be a bit more restrictive. One of them were of this character; "Hi Sir, I'm XXX a student in Mombasa, taking my degree in commerce if you can recall we meet in library Sir but now don't I'll have anything to spent for supper. My saf ice. 072XXXXXXXX"

Many times the students we spoke with on the schoolyard summoned their cell phones and showed them to us. Then we showed our mobile phones (iPhone 4S and iPhone 5), and noticed that it created great admiration and even envy in some cases. The times we sat in the library, each with an Apple Macbook and two Iphones we noticed that it attracted attention. Therefore, we tried with utmost discretion to not use our technical
devices when we observed the students at the school. Instead we took notes on paper. We go deeper into the difficulties and complications regarding this in the methodological limitations and reflections section.

5.5.Key Informants and in-depth interviews
After the first two weeks, we selected two suitable key informants. Bonface Wangio, 24, and Jane Kyalo, 27. According to Bryman (2013), key informants can be very useful during the fieldwork. Jane and Bonface served as important support which facilitated our work extensively during our time at TUM. The choice of informants was partly because we wanted a guy and a girl to get information from both genders and partly because we felt a mutual confidence in each other's company, which resulted in us not being afraid or cautious to ask all kinds of questions. Another important aspect was that Bonface is a student at the school and Jane Kyalo works at the school's admissions office. Thus, we received a lot of important information from Bonface about how he and his friends consume news and moreover Bonface could show us around the school, introduce us to his friends and tell us about life at campus. We also conducted a taped semi-structured in-depth interview with Bonface which we prepared with an interview schedule containing relevant themes. We conducted the interview outdoors in close proximity to the stadium in a quiet part where the atmosphere is much more relaxed than in the schoolyard or in the library. Both the language and clothing were more relaxed at this proximity and the students smiled and laughed to a greater extent than in other parts of the school grounds.
During the interview one of us led the interview while the other took notes directly onto a laptop computer. The questions were of mixed character, but predominantly open. Some of the benefits of open questions is that the respondent can answer freely in their own words, it leaves room for unexpected answers and it is particularly suitable when the area is new to the researcher (Bryman, 2013). We followed up with questions to make sure we understood what he meant at times when it got too complicated. In order to design a good questionnaire as possible we saw this as a great opportunity and gained a lot more knowledge. One of the aspects we had not thought of was that far from all students at the school had access to electricity in their homes. Another was that many students are careful not to use Facebook if they do not have wi-fi. The reason is that Facebook "eat" much more bundles than Twitter or WhatsApp. From Jane, we received
invaluable assistance in obtaining statistics concerning school's enrollment. In addition, she helped us with booking offices, printing paper and so on.

5.6. Survey
After the in-depth interview with Bonface we began to sketch a first draft of our survey. We experienced some difficulty in getting all the underlying variables, but thanks to our observations, conversations and interviews, we felt that we had a good base to our survey with 30 questions to test drive on a few volunteers at the school's library. We selected a group of seven volunteers with a convenience sample which subsequently did provide comments and feedback. Thanks to comments from two of the respondents, and by scrutinizing their answers, we felt that some of our questions were leading us in the wrong direction. We improved the survey and version 2.0 was then tested on a small sample group of three people who previously had not seen or answered any of the questions. As the three respondents felt that they understood all the questions we decided that the survey was completed.

During the fourth week, we collected our data/empiricism with an attempt to do it in a pre-determined small sample of the population. Simple random sampling is the most basic form of probability sampling according to Bryman (2013) and we tried to collect our data in a similar way. When it did not go as we had planned we had to change it to a convenience sample. In the next section we will thoroughly explain how it went about.

5.7. Selection and population
Since our study was limited by both time and money, we decided to establish our population to an appropriate size. We did not say in advance an exact number but had between 300-500 respondents in mind.

In order to scale down the population, we decided to gather data from students of the same faculty. We gave each faculty a number (1,2,3) and ran them through a random number generator on the internet, http://www.psychicscience.org/random.aspx (available 2015-01-02) and ended up with Faculty of Business and Social Studies. As we wanted a homogeneous group, we decided to only select students studying Bachelor second year. To speak of homogeneity in Mombasa and Kenya is complex. And with the already-mentioned background of language, ethnicity and cultures but also because of the different regions socio-economic conditions. In Mombasa County 88.3 percent of the population own a mobile phone. In Turkana, the corresponding figure is 15.9
percent (Ministry of Devolution and Planning, 2013). The inequality in the country can thus be concluded to be very wide.

One of the departments in Faculty of Business and Social Studies is Bachelor of Journalism and Mass Communication. A reasonable assumption is that these students read a lot of news and use new technology to a higher extent. As our research intends to investigate young "regular" news consumers it felt better to leave this department out, seeing they are not particularly representative.

When the population process was finished, our population ended up being 410 students studying Business Studies, Hospitality and Tourism and Liberal Studies and Community Development.

The next phase was to determine the size of our sample. In order to address any questions as well as collect all of the results on the same day we decided a random sample of 100 units, which meant that we could hand out the survey directly to the students. With a random probability sample, we gave all students a number between 1-410 and put them in the random number generator psychicscience.org to make sure they all had an equal chance of being a part of the survey (Bryman, 2013).

Jane helped us out at the Admissions office to contact the 100 students. For organizational reasons, we had to divide the group into 25 students per session.

On Monday morning, November 24th, we arrived early to the school so that we could print our surveys with the help of Jane. She then told us that her staff was in full swing printing and stapling our surveys. We told her we had expected to do it ourselves and we wanted to help. Jane told us that it would be interpreted as an insult to her staff. That we did not trust them to be able to do it themselves. When Jane's assistant arrived with 130 surveys we browsed them quickly to make sure they looked good and that no page was missing. 9.30 am we set off to the place Jane said we would meet the first group. 13 students waited for us in a classroom. They seemed surprised to see us. We politely introduced ourselves and the kind of study we were conducting.

After the introduction Fredrik (researcher) was provided with the first group, while Emil (researcher) went to another classroom where Jane said that the second group waited.
On the way Emil asked why there were only 13 of 25 in the first group. Jane replied that there had been some changes to their schedule but it was not anything to worry about. When Emil presented himself and the study to the next group, about 30 respondents, he realized that something was not right. When Emil collected the questionnaires afterwards he noticed that everyone had answered that they belonged to a department called Technical Engineering. Emil asked Jane why they were students from a group that was not in our original sampling frame. She replied that they were the right students but sometimes they enroll in several different programs simultaneously. Emil then asked some of the students if they had enrolled in multiple programs simultaneously and they answered no. They studied the first year of Technical Engineering.

In Group 1, all students wrote that they studied the Hospitality and Tourism program. A program not included in our randomized selection. We then realized that Jane had taken us to random classes which meant that our sample of the population was invalid and unusable and explained this to Jane. She said she did not believe it and that we would double check it later. However, we had three classes to visit, she said. We had counted four but chose to ignore it and carried on. Afterwards we understood that it would be very difficult to get 100 randomly selected students to show up at a given place at a given time. We decided to proceed with Plan B. Distribute more surveys but now with a convenience sample. If the staff at the Admissions Office, which is the department at TUM in charge of administrative data, are unable to collect students, (where many have neither email or phone information) we realized that it would take too much time and resources to try again.

On Tuesday, November 25th, we distributed 200 questionnaires to students who studied at the library between 9 am and 12 pm. To each student who received a questionnaire we presented ourselves, our study and asked if they had the time to help us answer it. Only a few refused (5 out of 200 respondents.) We went around to every department of the library and approximately 90 percent of all students who were at the library that morning filled out a questionnaire.

5.8.Statistical tools
According to Bryman (2013) SPSS is a good way of analyzing empiric data. We attempted to download the software through our institution, but after many failed
attempts we found out that the license was not functioning correctly, hence we had to go about it in our own way. Despite several new attempts of downloading other programs such as PSPP, we did not succeed. The version of SPSS we used was a two week trial which made it stressful and we had to be swift. We did not have money for buying the license and downloading it illegally was not an option. As previously explained, we had 317 answered surveys to analyze, which took a while to enter into the program. All in all we entered 11 412 answers into SPSS.

5.9. Methodological limitations and reflections
Our original plan of using a simple random probability sample was thwarted. Being dependent on Jane could sometimes be a bit difficult to manage. When visiting Jane in her office if it was difficult to just ask a question. We often ended up sitting there for more than one hour. The cultural way of conversing felt impolite to violate.

On some occasions we arrived very late to the university. The reason for this was that no taxi would drive us there because they were afraid of riots on the streets. During our time in Kenya, the political situation was extremely turbulent. On November 2nd 20 perpetrators attacked a naval base in Mombasa. Six of them were shot dead and one was captured. On November 4th an Imam was shot dead in Mombasa. Mosques in Mombasa were temporarily closed down, which led to riots and demonstrations. In addition to the uncertainty in Mombasa two major terrorist attacks occurred in the northern parts of Kenya during our time in the country. On November 22nd 28 people were killed in Mandera and on December 2nd 36 people were shot dead in the same region. Al-Shabaab has claimed responsibility for both terrorist attacks (Utrikesdepartementet, 2014).

These events have affected our freedom of movement and maybe also the students interest in reading news. The two major newspapers Daily Nation and The East African Standard reported about these disturbances during November and December almost daily. Via WhatsApp a student of whom we familiarized ourselves with sent images of the six perpetrators who attacked a naval base where they were shot. The images depicted the dead men whose brain substance flowed out of the skull. These images were shared through social media at the school, which scared and shocked us. That type of images is not something we are accustomed to seeing and even less shared through social media. Such events sometimes made it difficult for us to feel safe in the city.
5.9.1. The researcher
It has been impossible for us to blend in naturally at the university. During our eight weeks at TUM we did not see a single white man or woman, which made us the interesting individuals. Nor did we observe anyone with a Macbook or an Iphone, and we understood that Apple products are considered the most exclusive in the market.

When we received the question of how we financed the trip to Mombasa we told them that we received financial support through a grant from Sida. When asked how much money we received it was difficult to answer. 27 000 SEK (about 324 000 Kenyan schillings) is a lot of money for a Kenyan student. Hence, we instead responded that we had help with airfare and accommodations. Sometimes it really felt like we represented the image of the white man in Africa with a lot of money and with the latest technical equipment. The text message of a student who asked for money for food is an exception but the role and image as a wealthy and privileged white man has been inevitable. However, we have tried to be as humble as possible in our work and did not experience any major problems or complications in our roles as Western ethnographers in an African country.

5.10.Ethical considerations
Each researcher conducting a study must take notion of the various ethical considerations (Vetenskapsrådet, 2011). This has been affirmed by always telling who we are, where we come from and what purpose our study had. The times we photographed, we asked for permission and when we used tape recorders we made sure they understood the purpose of it. The students who responded to our survey and agreed upon conversations and interviews have all been offered anonymity (except Bonface Wangio and Jane Kyalo who gave their approval to participate with name and age).
6 Results

Earlier in the study we described the way in which we went about the collecting of data. We used observations at TUM, interviews with our key informant Bonface Wangio and a questionnaire.

In this chapter we will present univariate and bivariate results from our survey in different tables. We will shortly present some of the most interesting quotes from our key informant Bonface and we will also present some of the quotes that are representative and of special interest from the open ended questions. In the next chapter, we will go deeper in our analysis and answer our study questions.

6.1. Respondents
Gender: The questionnaire contained 36 questions and were at the beginning to be answered by 100 students. After a few turns it ended up being 317 instead. The results shows that the majority of the respondents, 67.4 percent are male.

Table 1. Gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>213</td>
<td>67.2</td>
<td>67.4</td>
<td>67.4</td>
</tr>
<tr>
<td>Female</td>
<td>103</td>
<td>32.5</td>
<td>32.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>316</td>
<td>99.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9.00</td>
<td>.3</td>
<td>.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.2. Age
Out of the 317 respondents the age varies but one can easily spot that the group of 19-24 years old are overly represented.

Table 2. Age:

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-18 years</td>
<td>17</td>
<td>5.4</td>
<td>5.4</td>
<td>5.4</td>
</tr>
<tr>
<td>19-24 years</td>
<td>270</td>
<td>85.2</td>
<td>85.4</td>
<td>90.8</td>
</tr>
<tr>
<td>25-29 years</td>
<td>24</td>
<td>7.6</td>
<td>7.6</td>
<td>98.4</td>
</tr>
<tr>
<td>30-34 years</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>98.7</td>
</tr>
<tr>
<td>35 and over</td>
<td>4</td>
<td>1.3</td>
<td>1.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>316</td>
<td>99.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9.00</td>
<td>.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.3. County
Because of the diversity among different culture groups in Kenya we thought that it was interesting to get an understanding where the students come from. As it turns out there are representatives from all of the 47 counties and even some from neighbor countries such as Tanzania and Uganda. Obviously Mombasa county is represented more than any other but 12 percent each come from Kilifi, Kitui, Machakos, Kisumu and Nairobi.

6.4. Terms and conditions
Some of the questions in the survey sought to bring clearance to what devices such as smartphones and laptops students use most and to what extent. We also examined if they read printed newspapers, listen to radio and watch tv.
The question regarding new media devices was interesting because it shows that 76,5 percent of those owning a mobile phone (99,1 percent) had a smartphone.

Table 3. Smartphone ownership:

<table>
<thead>
<tr>
<th>Smartphone</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>241</td>
<td>76,0</td>
<td>76,5</td>
<td>76,5</td>
</tr>
<tr>
<td>No</td>
<td>74</td>
<td>23,3</td>
<td>23,5</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>315</td>
<td>99,4</td>
<td>100,0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>0,6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When speaking of using the smartphone our survey concludes that out of these 76,5 percent of the student population, 44 percent (138/317) search for and consume news on the Internet many times per day. Comparing that with the rest of the numbers it gives us a good measuring of the usage among the students.

Table 4. News consumption through the use of smartphone:
To really show the difference between what students use to browse for and consume news this descriptive statistics below show that the smartphone is the first and foremost choice among the population and the closest to it is laptop with only 18 percent. When conducting this survey we had no clue if the numbers would be this significant but we had a hunch. In another of the questions we wanted to know if the students own laptop, desktop computer and tablet and with 40 percent answering hat they owned a laptop it is a close opponent to the smartphone but still far off.

Table 5. What students use when consuming news on the internet:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smartphone</td>
<td>206</td>
<td>66,0</td>
<td>66,2</td>
<td></td>
</tr>
<tr>
<td>Laptop</td>
<td>56</td>
<td>17,7</td>
<td>18,0</td>
<td>84,2</td>
</tr>
<tr>
<td>Tablet</td>
<td>2</td>
<td>,6</td>
<td>,6</td>
<td>84,9</td>
</tr>
<tr>
<td>Desktop computer</td>
<td>24</td>
<td>7,6</td>
<td>7,7</td>
<td>92,6</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>7,3</td>
<td>7,4</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>311</td>
<td>98,1</td>
<td>100,0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9,00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.5. Internet and bundles
When interviewing students at the school to get the proper questions to our survey we found out that there was an issue regarding buying bundles (minutes you have on the Internet). Most students told us that money was an issue and that they would prefer to only browse the web whenever they had wi-fi. The numbers below show that 63,1 percent of the population consider the expenses when browsing the Internet. There are a few hotspots (places where the wi-fi can be accessed) at TUM and hawkers take the chance to visit those as soon as they get an opportunity. When observing the library we saw that students almost sit on top of each other in order of getting the most out of the hotspots.

Table 6. The expenses of browsing the internet:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>197</td>
<td>62,1</td>
<td>63,1</td>
<td>63,1</td>
</tr>
<tr>
<td>No</td>
<td>115</td>
<td>36,3</td>
<td>36,9</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>312</td>
<td>98,4</td>
<td>100,0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9,00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The main reason for wanting to use the wi-fi is as previously explained the expenses of browsing without free Internet connection. People in Kenya buy bundles to browse the web. 80 Megabytes, MB, in bundles cost 100 shillings (approximately 8 SEK), which may not seem as a lot of money, but for a Kenyan student it is, and as the theoretical framework shows, people skip meals in order to buy bundles or air time. The figure below shows that there is no specific frequency between the amount in which they charge their phone. Though it seems that 101-400 MB is more popular.

**Table 7. Buying data bundles:**

<table>
<thead>
<tr>
<th>Data_bundles_per_month</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-50 MB</td>
<td>61</td>
<td>19,2</td>
<td>19,3</td>
<td>19,3</td>
</tr>
<tr>
<td>51-100 MB</td>
<td>65</td>
<td>20,5</td>
<td>20,6</td>
<td>39,9</td>
</tr>
<tr>
<td>101-400 MB</td>
<td>101</td>
<td>31,9</td>
<td>32,0</td>
<td>71,8</td>
</tr>
<tr>
<td>401-700 MB</td>
<td>54</td>
<td>17,0</td>
<td>17,1</td>
<td>88,9</td>
</tr>
<tr>
<td>701-1000 MB</td>
<td>15</td>
<td>4,7</td>
<td>4,7</td>
<td>93,7</td>
</tr>
<tr>
<td>1001 MB or more</td>
<td>20</td>
<td>6,3</td>
<td>6,3</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>316</td>
<td>99,7</td>
<td>100,0</td>
<td></td>
</tr>
<tr>
<td>Missing 9,00</td>
<td>1</td>
<td>.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.6. Interest in consuming news

The survey gives us numbers that the students are "very interested" or "interested" in news to a higher degree than "not very interested" or "not interested at all". The foundation of a democracy is partly built of citizens chance to know what is happening in the society and how they can affect it.

**Table 8. Interest in news:**

<table>
<thead>
<tr>
<th>Interested_in_news</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Very interested</td>
<td>160</td>
<td>50,5</td>
<td>50,5</td>
<td>50,5</td>
</tr>
<tr>
<td>Interested</td>
<td>117</td>
<td>36,9</td>
<td>36,9</td>
<td>87,4</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>.6</td>
<td>.6</td>
<td>88,0</td>
</tr>
<tr>
<td>Not very interested</td>
<td>38</td>
<td>12,0</td>
<td>12,0</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>
Now that we know the smartphone is the most commonly used tool for searching and consuming news among the technical devices it is time to check the difference between printed newspapers, watching TV and listening to the radio. So how much time do they spend on consuming news?

When it comes to consuming news on the Internet 66.2 percent of the students ticked smartphone, hence we will elaborate on that technical device and compare it with "old media" being newspapers and so on. As the figure shows, 30 percent says that they consume news between 16-30 minutes and 21.5 percent that they consume news more than 60 minutes.

**Table 9. Time spent on consuming news on the internet:**

<table>
<thead>
<tr>
<th>Time spent on consuming news on internet</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 0-15 minutes</td>
<td>61</td>
<td>19.2</td>
<td>19.2</td>
<td>19.2</td>
</tr>
<tr>
<td>16-30 minutes</td>
<td>95</td>
<td>30.0</td>
<td>30.0</td>
<td>49.2</td>
</tr>
<tr>
<td>31-45 minutes</td>
<td>57</td>
<td>18.0</td>
<td>18.0</td>
<td>67.2</td>
</tr>
<tr>
<td>46-60 minutes</td>
<td>36</td>
<td>11.4</td>
<td>11.4</td>
<td>78.5</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>68</td>
<td>21.5</td>
<td>21.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Comparing this to listening to radio we get a slight difference in news consumption. 45.7 percent say that they listen about 0-15 minutes and 21.9 percent that they listen more than 60 minutes. The question did state "actively listening" but it did not ask for actively listen to news on the radio which makes this one tricky. We thought about putting the news perspective in play but seeing that news are being told on the radio all day through it is hard to measure the consumption comparing to normal listening.

**Table 10. Listening to radio:**

<table>
<thead>
<tr>
<th>Listening to radio</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 0-15 minutes</td>
<td>144</td>
<td>45.4</td>
<td>45.7</td>
<td>45.7</td>
</tr>
<tr>
<td>16-30 minutes</td>
<td>53</td>
<td>16.7</td>
<td>16.8</td>
<td>62.5</td>
</tr>
<tr>
<td>31-45 minutes</td>
<td>30</td>
<td>9.5</td>
<td>9.5</td>
<td>72.1</td>
</tr>
<tr>
<td>46-60 minutes</td>
<td>19</td>
<td>6.0</td>
<td>6.0</td>
<td>78.1</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>69</td>
<td>21.8</td>
<td>21.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>315</td>
<td>99.4</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing 9,00</td>
<td>2</td>
<td>.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If one compares radio consumption to TV the numbers are significantly different. Only 8,5 percent of the students watch TV every day and 37,9 percent about 16-30 minutes.

**Table 11. Watching TV:**

<table>
<thead>
<tr>
<th>Watching_TV</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-15 minutes</td>
<td>91</td>
<td>28,7</td>
<td>28,7</td>
<td>28,7</td>
</tr>
<tr>
<td>16-30 minutes</td>
<td>120</td>
<td>37,9</td>
<td>37,9</td>
<td>66,6</td>
</tr>
<tr>
<td>31-45 minutes</td>
<td>52</td>
<td>16,4</td>
<td>16,4</td>
<td>83,0</td>
</tr>
<tr>
<td>46-60 minutes</td>
<td>27</td>
<td>8,6</td>
<td>8,6</td>
<td>91,5</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>27</td>
<td>8,6</td>
<td>8,6</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>

One of the most interesting figures is to what extent the students read printed newspapers every day. Only 2,8 percent say that they read more than 60 minutes a day but more than half, 57,3 percent read 0-15 minutes. We will problematize later on between this and the reading news on Internet, in order to get an understanding of why the numbers are the way they are.

**Table 12. Reading printed newspapers:**

<table>
<thead>
<tr>
<th>Reading_printed_newspapers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-15 minutes</td>
<td>181</td>
<td>57,1</td>
<td>57,3</td>
<td>57,3</td>
</tr>
<tr>
<td>16-30 minutes</td>
<td>84</td>
<td>26,6</td>
<td>26,6</td>
<td>83,9</td>
</tr>
<tr>
<td>31-45 minutes</td>
<td>27</td>
<td>8,5</td>
<td>8,5</td>
<td>92,4</td>
</tr>
<tr>
<td>46-60 minutes</td>
<td>15</td>
<td>4,7</td>
<td>4,7</td>
<td>97,2</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>9</td>
<td>2,8</td>
<td>2,8</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>316</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>9,00</td>
<td>0,3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now we have arrived at the interest in local versus national and international news. The students believe that it is "very important" or "important" to a larger extent than "not so important" or "not important at all". The numbers show that the understanding and news hunger is high among our population.

As seen below, national news is the most important of all the news variations. Even though the students live in Mombasa and will stay there between 3-5 years they still see national news as the most important. While only 14,2 percent of the population derive from the Mombasa area it is still 61,5 percent saying that it is "very important”. One of the reasons national news are considered more important might be that they belong to counties from all over Kenya with 69,7 percent saying it is "very important".
International news seem to be important but not in those large numbers as the other two, hence they focus on the country instead of the world. One of our respondents answered, quote “first you look at what’s happening around you, then you look beyond to the rest of the world”.

**Table 13. Interest in Mombasa County news:**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>195</td>
<td>61,5</td>
<td>61,5</td>
<td>61,5</td>
</tr>
<tr>
<td>Very important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>84</td>
<td>26,5</td>
<td>26,5</td>
<td>88,0</td>
</tr>
<tr>
<td>I don't know</td>
<td>6</td>
<td>1,9</td>
<td>1,9</td>
<td>89,9</td>
</tr>
<tr>
<td>Not so important</td>
<td>28</td>
<td>8,8</td>
<td>8,8</td>
<td>98,7</td>
</tr>
<tr>
<td>Not important at all</td>
<td>4</td>
<td>1,3</td>
<td>1,3</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>

**Table 14. Interest in national news:**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>221</td>
<td>69,7</td>
<td>69,7</td>
<td>69,7</td>
</tr>
<tr>
<td>Very important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>75</td>
<td>23,7</td>
<td>23,7</td>
<td>93,4</td>
</tr>
<tr>
<td>I don't know</td>
<td>6</td>
<td>1,9</td>
<td>1,9</td>
<td>95,3</td>
</tr>
<tr>
<td>Not so important</td>
<td>14</td>
<td>4,4</td>
<td>4,4</td>
<td>99,7</td>
</tr>
<tr>
<td>Not important at all</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>

**Table 15. Interest in international news:**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>110</td>
<td>34,7</td>
<td>34,7</td>
<td>34,7</td>
</tr>
<tr>
<td>Very important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>142</td>
<td>44,8</td>
<td>44,8</td>
<td>79,5</td>
</tr>
<tr>
<td>I don't know</td>
<td>10</td>
<td>3,2</td>
<td>3,2</td>
<td>82,6</td>
</tr>
<tr>
<td>Not very important</td>
<td>52</td>
<td>16,4</td>
<td>16,4</td>
<td>99,1</td>
</tr>
<tr>
<td>Not important at all</td>
<td>3</td>
<td>.9</td>
<td>.9</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>
6.7. Social media
In order of understanding the use of social media, the graphs below demonstrates the cross tabulation between owning a Facebook- and/or Twitter account to how often these media are used. The main difference is the fact that those owning a Facebook account and use it daily are 131 more than the ones with a Twitter account. In fact, the daily Facebook users are circa 64 percent while daily Twitter users reach 23 percent. This also concludes that owning an account and using it daily makes news consumption higher.

Table 16. How often students use Facebook:

<table>
<thead>
<tr>
<th>Facebook_account</th>
<th>How_often_use_Facebook</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>201 Daily</td>
<td>81 Weekly</td>
</tr>
<tr>
<td>No</td>
<td>0 Daily</td>
<td>0 Weekly</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>201 Daily</td>
<td>81 Weekly</td>
</tr>
</tbody>
</table>

Table 17. How often students use Twitter:

<table>
<thead>
<tr>
<th>Twitter_account</th>
<th>How_often_use_Twitter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70 Daily</td>
<td>69 Weekly</td>
</tr>
<tr>
<td>No</td>
<td>0 Daily</td>
<td>3 Weekly</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70 Daily</td>
<td>72 Weekly</td>
</tr>
</tbody>
</table>

6.8. Quotes of special interest
In addition to results presented in previous sections by univariate and bivariate analyzes our survey also contains three questions where respondents had the opportunity to develop their answer (question 26, 28 and 31). These questions were not inserted by SPSS but instead manually coded one by one to discern certain themes that were of interest. One reason for this was our two-week trial period of SPSS which expired. In addition, we noticed through our questionnaires that it was relatively easy to discern recurring thematic answers.
6.9. Question Number 25 and 26
On question 25; “Do you see any obstacles when it comes to obtaining news?”, the respondents had the option of answering either “yes” or “no”. We chose not to include any possible answers in the category “I do not know” or “no comment” because we wanted our respondents to consider the issues, Bryman (2008).

46 percent answered that they experienced obstacles when retrieving news. The most frequent answer we got to question 26, “If your answer was yes on the previous question, what kind of Obstacles?”, was economic in nature.

Many answers touched the problems surrounding the purchase of bundles (internet time). It is worth noting that the issue is not limited to news consumption via the internet. Yet, many wrote that "lack of money for buying bundles" as the major obstacle when consuming news. Some respondents mentioned that the newspapers were expensive for students but these were a minority.

Furthermore, many respondents also stated that they were not able to consume news to the extent they wanted because they did not own a smartphone. Answers concerning economy such as "poor wi-fi connection" was a recurring answer. In addition to these two themes we circled three themes that recurred more than ten times. The most common being "slow Internet or Internet problems", "Lack of electricity/blackouts" and "political insecurity" concerning the role of journalists to provide news in times of insecurity.

Below follows some of our respondents’ answers. We have chosen to write them word for word, spelling errors and grammatical incorrect sentences may occur.

"Lack of money to buy bundles for the internet access"
Female from Kirinyaga County

"When away from campus where i can access free wi-fi it becomes an uphill track to buy Safaricom internet bundles which are usually expensive e.g. 80 mb 100 bob
(bob = schillings)"
Male from Kisumu county
"I am not able to get news daily on what is happening since i don’t have smartphone that can enable me to browse or visit internet frequently"

Female from Homa Bay county

"Buying a newspaper everyday is costly for a student”

Male from Meru County

"Limitation of data bundles. Imbalance in wi-fi networks due to power loss re-blackouts”

Female from Siaya County

"Internet problems due to slow loading”

Male from Nyamira County

6.10.Question Number 27 and 28

On question number 27 in our survey; "Do you consider the expense of browsing the Internet without WiFi connection?”, 63.1 percent said they did. On follow-up question 28; "How does that affect the way you consume news?”, a majority replied that without a functioning wi-fi the consumption of news was less. Again we chose not to include any options of responding with the ability to not take a stand as we believe that ninety-nine percent of our respondents have thought about the issue in one way or another. Hence, we do not let laziness be an easy way to avoid having to develop a reply (Bryman, 2008).

Below follows some of our respondents' answers. We have chosen to write them word for word, spelling errors and grammatical incorrect sentences may occur.

"At times it is costly so it holds me back from consuming news deeply”

Male from Kilifi County

"It affects how I consume the news as it leads to expense in that sometimes I don’t have the bundles to obtain the news”

Male from Nairobi County
"I consume less news if I can't access a wi-fi connection"
Male from Machakos County

"Sometimes I got no money for purchasing bundles so it hinders your access to news"
Male from Mubarliga County

"If I can't get a wi-fi connection I will certainly consume very little news"
Male from Kakamega County

"Lack of smartphone leads to me lacking important information on what is happening nationally or internationally at the finger point; Since I can only get news through television or news paper and that consume time"
Female from Homa Bay County

6.11.Question number 31
On questions number 31; “Do you think that the new technical devices such as; smartphones, laptops, and tablets stimulate the interest of reading news?”, 92.1 percent believed that new technology stimulates the interest of consuming news. 6.9 percent did not think it stimulate the interest and 0.9 percent said that they did not know. The reason for choosing "I don't know" as an option on this question and not the ones before boils down to two arguments. First of all, not all of our respondents have the habit of consuming news through technical devices and to force them to answer would not be fair. Secondly there is the issue of seeing two sides of the question, being that they would not be certain whether to answer "yes" or "no".

A recurring answer used by the respondents was that new technology stimulate the interest of reading news because smartphones and laptops are portable and "convenient to use".

Below follows some of our respondents' answers. We have chosen to write them word for word, spelling errors and grammatical incorrect sentences may occur.

"Modern Devices browse the internet very fast"
Male from Taita Taveta County

"They have very many interesting applications that contain jokes, news, gossip that stimulate me to want to read more and more. They are portable”

Female from Kakamega County

"This is because they are portable and easily available for those who afford”

Male from Kenya

"You can access information any time irrespective of the area/place you are in unlike the newspaper”

Male from Siaya County

"The interest comes in how it is presented. One can obtain visual or written news. Visual through the video. It is also quicker in getting news as it happens as it updated each time”

Male from Machakos County

First of all it is portable and reduce the stress of carrying magazine and newspaper which are bulky and also it provides with video clips of the related news which helps to understand the news properly.

Male from Nakuru County

"My smartphone updates me on every lettest news delivery news, when it occurs hence pushing me to view every now and then”

Male from Kisumu County

"It is dependent on many things, electricity, credit and bundle (internet) which is costly and honesty not impressive. I hope for Wi-tricity in the future and probably on news free-site that does not require bundles to read through”
Female from Mandera County

"Because you will be updated anywhere especially when you are travelling"

Male from Kericho County

6.12. Notable quotes from our key informant
During our time in Kenya we have had continuous contact with our key informant Bonface Wangio. In our semi-structured in-depth interview with Bonface some of the answers we got were of high interest. They rounded up some of the themes of our research questions of which we wanted to investigate and answer. At first the interview was to get background information to design our survey and for time reasons we chose not to transcribe the entire interview. We took notes during the interview which cover about 60 percent of the interview. We consider some of the answers to be of special interest. These quotes were double checked by our sound recording in order to exactly reproduce how Bonface expressed himself;

Relevant background information is that Bonface has owned a smartphone about four years and a laptop for three years. He is 24 years old and has electricity at home. Bonface studies the last semester in Bachelor of Engineering and Applied sciences.

One of our research question is:

* Are those with better access to new technical devices more interested in news and do they in fact consume more news?

In Bonface case he told us that he feels "left back when i do not have a smartphone". Furthermore Bonface says that his interest in consuming news "always is on top, ten out of ten." When we asked what Bonface meant when he said that he "feels left back", his answer was that he depends on technology;

"When things happens in Kenya, I want to know directly [...] a newspaper is only for one day. One day. Bundles I can use for New York Times. I can have it in my smartphone and I do not have to wait for suppliers. But everybody cannot afford a smartphone. First year most of us did not have a smartphone. But all the savings go
to afford a smartphone, or a major part of the saving at least [...] Now when i have my smartphone I'm addicted to the fact that I can consume news whenever I want [...] Getting knowledge is gonna affect you. Information is power."

Over the years Bonface has owned a number of different models of smartphones and laptops. The reason for this according is that Bonface depends on the terms and conditions, saying "with a good smartphone you can browse much faster and thereby also consume more, and more convenient."
7 Analysis

In this chapter we will present conclusions, connect our data with previous research, interpret and discuss our results through the theoretical framework.

7.1. Interest in news through new technical devices
What does the news consumption rate look like among students at the Technical University of Mombasa? That was our first question when sitting at home in Sweden wondering how Kenyan students consume news. Although the question may seem somewhat broad and sprawling we chose to stick to our original question when we began our study in Mombasa. After operationalizing our question into two sub-categories, we felt that we could examine an adequate manner; The first thing we wanted to find out was what the interest in consuming news looked like. The second was the opportunities and obstacles that existed in the form of user conditions and availability. Furthermore, we wanted to get a deeper understanding of what news students were mostly interested in. After observations and hundreds of conversations with students at TUM we had accumulated enough prior knowledge in order of designing a survey that could give us the answers we were looking for. Below follows the results of our study findings and several interpretations in relation to previous research and the theoretical framework.

Our data show that students at the Technical University of Mombasa are very interested in consuming news. As many as 87 percent of our respondents stated that they were very interested or interested in news. A possible contributing factor to take into consideration is the prevailing situation in Kenya. Terrorist attacks executed by Al-Shabaab caught the attention of the vast majority. Negotiations in the trial of the country's President, Uhuru Kenyatta, at the International Criminal Court, ICC, in Hague may also be a contributing factor to why so many stated that they were very interested.

However, our data indicates that new technology is by far the biggest factor to why the interest in consuming news is so high. 92,1 percent believe that new technologies such as smartphones, laptops and tablets stimulate news interest. 65,9 percent indicated that they think news on the internet is more credible, which can be interpreted in several ways. One interpretation is that it is easier to check multiple sources through internet, which a lot of respondents answered in the open ended questions. Another interpretation is that the government exerts a negative influence that interferes with the press freedom
to a greater extent in legacy news than the news published online. In addition, online consumers can share, comment and discuss the news which is not possible in the same way when it comes to legacy news.

76.5 percent owns a smartphone, and the majority of them prefer to consume news through it. Portability, easy access, cost effectiveness and speed were some of the responses stated to why they preferred smartphone as a primary news supplier.

7.2. New media devices are well adopted and widely used
Nyamnjoh (2009; 2013) argues that the mobile phone is a status symbol in Africa. According to him, the latest model is an indicator of prosperity and modernity. As described earlier this was a recurring factor at TUM. Reasons may be that they were waiting for a call or a text message. Maybe they were scared to have the cell phone loose in the backpack or pocket because that might damage it. But actually, it was more common to see students with new models in their hand which proves Nyamnjoh’s hypothesis.

Our second research question mainly focused on New Media; "To what extent is New Media used for the purpose of consuming news?"

Those who spend more than 45 minutes a day consuming news are also the ones with access to new technical devices. About 32 percent of our population reported that they spent 45 minutes or more reading the news via the Internet while using legacy news were significantly lower. Only 7.5 percent stated that they spend more than 45 minutes per day reading a newspaper and 17 percent watching TV.

These figures support the picture that new technical devices are widely used to consume news. According to our data, those students with access to new technology consume more news.

7.3. The effects of having or not having
Students with access to technical devices belong to a privileged group, at least the ones in our study. This means that they have a greater opportunity of retrieving news than others. Newspapers are free to borrow at the university but they have to stay within the premises. This means that they often are occupied and thus the accessibility is not the same if you don’t have a smartphone or a laptop. Seeing that a newspaper is expensive to buy that is not an option for many students. Those who browse the internet then have an advantage and can, whenever they please, consume news free of charge as long as
the school's wi-fi is functioning, which during our time was almost every day.
Wijetunga (2014) notes that smartphones probably won’t bridge the digital divide, but
may just as well increase it. Responses from our respondents confirms the hypothesis;

"I am not able to get daily news on what is happening since i dont have the smartphone
that can enable me to browse the internet or visit frequently."

"Lack of smartphone sales leads to me lacking important information on what is
happening nationally or internationally at the finger point; since I can only get news
through television or newspaper and that consume time."

Challoner (2008) approaches technology in the future in a positive way where everyone
will have access to powerful and efficient technology that allows the consumption of
news online. It is not difficult to argue against Challoner when it comes to our
observations. We have seen the digital divide in closeup and it seems as if our
respondents without the possibility of using technical devices end up not getting the
same information as those with better access and are left behind.

Seen through a short historical perspective, technology has figuratively soared the last
decade in Kenya. If the technology will be made available to all citizens in the future is
not anything we can speculate in on the basis of our data and in truth, no one can know
with certainty what lies ahead. Based on our theoretical framework, the theory of digital
divide, we sifting to the more optimistic fold. Today's technology has become cheaper and
more accessible to Kenyan youth.

Cole and Berg (2002) argue that a paradigm shift in ICT4D can allow the gap between
those who have and those who don’t to reduce the gap, provided that the development is
anchored locally. We believe that such a paradigm shift now is taking place in Kenya.
Africa as a whole is part of the globalized world and future generations of Kenyans will
not stand still while the rest of the world continues to develop, Nyamnjoh (2013);

"The cell phone has also proved a vital tool for social networking, and for learning and
education. Indeed, Africa is in the forefront of the creative appropriation of new ICTs –
The cell phone in particular" (s.134).

However, one might say that our population still has a long way to go before bridging
the divide is reachable. 23.5 percent does not own a smartphone and a number of them
feel that they are left back. The big reason is spelled financial resources.
7.4. The Money issue
A recurring answer to the question about what obstacles our respondents see when it comes to obtaining news they said; "M.O.N.E.Y.". In fact, 63.1 percent consider the expenses when browsing the Internet without connection to wi-fi.

The expansion and development towards accessible wi-fi is ongoing in Kenya. One of our respondents' desire for "wi-tricity" and "news free society into the future" may already be a reachable goal. Nakuru, a town in western Kenya planned to launch free wi-fi throughout the city in March 2014. Although the multi-million project failed, Nakuru tried again in October and wi-fi was installed in "38 strategic locations in the town centre" (Ogembo, 2014, October 23).

Furthermore, the telecommunications company Airtel recently launched a service that offers some applications for free via their service with access to, BBC, Daily Nation and Facebook amongst others (internet.org, 2014). How these services will live up to its promises is too early to give an answer to. But it is possible to discern many positive ambitions and intentions.
8 Discussion and summary

In this chapter we will describe the conclusions that we have reached during our fieldwork. These are discussed and summarized in relation to our research questions, theories and theoretical framework.

Our study has examined how university students at the Technical University of Mombasa consume news. We had a hypothesis that smartphones with access to internet was an important tool for this. Our results and analysis show that the smartphone is well spread and used among the students for browsing the Internet to consume news.

But once again we want to underline that our results cannot be generalized on the common youth in Kenya or to the population of students as a whole at TUM. Due to the aforementioned reasons about our failed attempt to do a simple random sample we had to change to a convenience sample. Obviously, it is observance with a critical eye. Therefore we only talk about those students who participated in our study when we are talking about university students.

The purpose of the study was also to investigate how interested the students were to consume news, and how good the terms of service and conditions were and what kind of obstacles the students identified to be able to consume news in a desirable manner.

Our first research question; What does the news consumption look like among students at the Technical University of Mombasa? can briefly be summarized as follows.

The majority of the students at TUM prefer to consume their news via smartphones but the majority of those say that they are dependent on a free and properly functioning wi-fi. The use of social media is well-spread and approximately 60 percent share news through these every day.

We can easily say that the interest for consuming news through new technical devices is high. 92,1 percent of our population believe that the new technology stimulate the interest of consuming news.
Just as Oscar Westlund (2013) concludes in the sense that people have access to updated news wherever they are because they have it in an “arm’s length” and therefore choose to browse news via ICT.

But our numbers show that 63,1 percent consider the expense of browsing the Internet without wifi and only 6,3 percent top up with more than 1 GB of data bundles per month. It means that not everyone can enjoy browsing the Internet to its full extent while others with more funds can use their smartphone more. It all boils down to how much money you have to spend on bundles unless you are in an area that has access to wifi.

Oscar Westlund sees the present and the future in a positive way when it comes to the access and news consumption through new technical devices.

But comparing that statement with the data of our questionnaire we found that 23,5 percent do not own a smartphone but even this group has a great interest in consuming news through new technical devices.

That leads us to our theoretical framework, which mainly is about the theory of digital divide.

8.1 The future possibilities of bridging the gap
In our study, we have presented theories and thoughts about ICT’s role of bridging the gap of the digital divide in developing countries such as Kenya. Our research question; To what extent is new media used for the purpose of consuming news? can briefly be answered with a simple; In a large extent. But our data also shows that far from everyone has the same opportunities. Even in a relatively homogeneous group such as university students.

Jack Challoner (2008) argues that the gap between rich and poor will be reduced because of cheaper ICT in the future. Comparing his argument with the answers in our open ended questions we found that many of the respondents do not have the possibility of browsing the internet because they have to make other priorities.

“because having money for consumption is minimal and there are too much daily need other than Internet news to look upon. Therefore I decide to forgo the expense for something else”, as one respondent answered.
The aforementioned quote gives deeper understanding of our third research question; *Are those with better access to new medium more interested in news and do they in fact consume more news?*

We can conclude that money still controls the possibilities of consumption. Although with phones, laptops and cheaper Internet many people still lack financial resources.

The reason why we chose to be positive about the future depends on the ambition we think we can see among the various actors in society. The state invests considerable resources in ICT, companies want their products and services to be an opportunity for everyone and the consumers that we looked at in our study both believe in and are interested in the new technology.

**8.2. Suggestions to further research**

It would be interesting to carry out a similar study but under different circumstances. A similar question to ours but with a population less privileged. For example, young adults living in Kibera, Africa's largest slum.

Moreover, through a qualitative study it would be exciting to proceed in depth to examine how news consumers all over Kenya experience the transition from legacy news to New Media.

WhatsApp is a very well used form of social media, at least in our group of respondents and it would be interesting to investigate to what extent it is used in order of sharing news. A study on the news that usually tends to be shared and disseminated widely among university students may be conceivable. Why do some news spread often than others and are there any recurring themes of news?

Public journalism, sometimes called citizen journalism, seem to grow in Kenya. Some of the studies we have read call upon the fact that people send images and texts to the media houses. It would be exciting to examine how the established media in Kenya adapt its journalism via internet and integrate with their audience.
9 References


10 Appendix

10.1. Missive letter

Hi!
We are two students from Linneaus University in Sweden. We are studying journalism and media production and right now we are doing our Bachelor thesis here in Mombasa. The purpose of this field study is to research how new media affect the way students consume news through technical devices. We are using several ways to research news consuming and a part from reading literature, observing the area of interest (being the Technical University of Mombasa), we are also conducting a survey by handing out questionnaires to the students at this institution. In order to make our study as valid as possible we have randomly selected 100 students out of all the Bachelor students enrolled in the second year on the Faculty Of Business And Social Studies. This is why you have been chosen and by filling out this questionnaire you are providing information of great value to our study. The questionnaire contains 36 questions and takes about 15 minutes to answer. When producing this survey we have been following the ethical principals of the Swedish Science Council which means that your participation is voluntary. If you do not want to fill the questionnaire you are not considered a part of our research anymore. Your participation will be handled anonymously and the result will only be used for the purpose of our research. Once our Bachelor thesis has been approved we will destroy the questionnaires.

If you have any questions or thoughts please ask us at any time and we will try our best to be at your service.

Thank you for your time and participation!
Best regards,

Emil Moberg Lundén
el222pf@student.lnu.se

Fredrik Jarl
fj222dq@student.lnu.se
10.2. Survey

- Make sure you have read all the questions thoroughly,
- Feel free to ask if you have any questions,
- Tick where appropriate (but only one option to each question).

1. Do you own a mobile phone?

Yes □ No □

(If your answer was no then go to question number 4)

2. If Yes, is your phone a smartphone?

Yes □ No □

(If your answer was no then go to question number 4)

3. If Yes, For how long have you used your smartphone?

0-6 months □ 1
7-12 months □ 2
1-2 years □ 3
More than 2 years □ 4

4. Do you own a laptop?

Yes □ No □

5. Do you own a tablet?

Yes □ No □

6. Do you own a desktop computer?

Yes □ No □

7. Do you have electricity at home?

Yes □ No □

8. How often do you browse the Internet in order to consume news?

Many times per day □ 1
Once a day □ 2
A few times per week □ 3
Once a week □ 4
Never □ 5

9. Which of the following do you usually use when consuming news on the Internet?

Smartphone □ 1
Laptop □ 2
Tablet □ 3
Desktop computer □ 4
Other □ 5
10. Are you interested in news?

- Very interested □ 1
- Interested □ 2
- Neither □ 3
- Not very interested □ 4
- Not interested at all □ 5

11. What kind of news are you mostly interested in?

- Sports □ 1
- Business/Economy □ 2
- Life and style □ 3
- Politics □ 4
- Other (please indicate) ___________________________ 5

12. How much time do you spend on consuming news on the Internet on an average day?

- 0-15 minutes □ 1
- 16-30 minutes □ 2
- 31-45 minutes □ 3
- 46-60 minutes □ 4
- More than 60 minutes □ 5

13. How much time do you spend on reading printed newspapers on an average day?

- 0-15 minutes □ 1
- 16-30 minutes □ 2
- 31-45 minutes □ 3
- 46-60 minutes □ 4
- More than 60 minutes □ 5

14. How much time do you spend on watching the news on TV on an average day?

- 0-15 minutes □ 1
- 16-30 minutes □ 2
- 31-45 minutes □ 3
- 46-60 minutes □ 4
- More than 60 minutes □ 5

15. How much time do you spend on actively listening to the radio on an average day?

- 0-15 minutes □ 1
- 16-30 minutes □ 2
- 31-45 minutes □ 3
- 46-60 minutes □ 4
- More than 60 minutes □ 5
16. How important is it for you to be able to follow Mombasa County news?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
</tr>
<tr>
<td>I don't know</td>
<td>3</td>
</tr>
<tr>
<td>Not so important</td>
<td>4</td>
</tr>
<tr>
<td>Not important at all</td>
<td>5</td>
</tr>
</tbody>
</table>

17. How important is it for you to be able to follow national news?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
</tr>
<tr>
<td>I don't know</td>
<td>3</td>
</tr>
<tr>
<td>Not so important</td>
<td>4</td>
</tr>
<tr>
<td>Not important at all</td>
<td>5</td>
</tr>
</tbody>
</table>

18. How important is it for you to be able to follow international news?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
</tr>
<tr>
<td>I don't know</td>
<td>3</td>
</tr>
<tr>
<td>Not so important</td>
<td>4</td>
</tr>
<tr>
<td>Not important at all</td>
<td>5</td>
</tr>
</tbody>
</table>

19. Do you have a Facebook account?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

20. Do you have a Twitter account?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

21. How often do you use Facebook?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
</tr>
<tr>
<td>Weekly</td>
<td>2</td>
</tr>
<tr>
<td>Monthly</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
</tbody>
</table>

22. How often do you use Twitter?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
</tr>
<tr>
<td>Weekly</td>
<td>2</td>
</tr>
<tr>
<td>Monthly</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
</tbody>
</table>
23. How often do you share news with your friends or family through social media? (Facebook, Twitter, What’sapp etc.)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
</tr>
<tr>
<td>Weekly</td>
<td>2</td>
</tr>
<tr>
<td>Monthly</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
</tbody>
</table>

24. How often do you consume news that someone shared through social media?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
</tr>
<tr>
<td>Weekly</td>
<td>2</td>
</tr>
<tr>
<td>Monthly</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
</tbody>
</table>

25. Do you see any obstacles when it comes to obtaining news?

Yes ☐ No ☐

(If your answer is no then go to question 27)

26. If your answer was yes on the previous question, what kind of obstacles?

______________________________________________________________________________
______________________________________________________________________________

27. Do you consider the expense of browsing the Internet without WiFi connection?

Yes ☐ No ☐

(If your answer is no then go to question 29)

28. If your answer was yes on the previous question, how does that affect the way you consume news?

______________________________________________________________________________
______________________________________________________________________________

29. How much data (bundles in megabites, MB) would you say that you purchase on an average month?

<table>
<thead>
<tr>
<th>Data Range</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-50 MB</td>
<td>1</td>
</tr>
<tr>
<td>51-100 MB</td>
<td>2</td>
</tr>
<tr>
<td>101-400 MB</td>
<td>3</td>
</tr>
<tr>
<td>401-700 MB</td>
<td>4</td>
</tr>
<tr>
<td>701-1000 MB</td>
<td>5</td>
</tr>
<tr>
<td>1001 MB or more</td>
<td>6</td>
</tr>
</tbody>
</table>
30. How would you rate your knowledge of how to use technical devices such as laptops, smartphones and tablets to consume news?  
(With "knowledge" we mean to search for news from various sources, share news with others and use various applications as a tool for consuming news)

Very good □  1
Good □  2
I don't know □  3
Bad □  4
Very bad □  5

31. Do you think that the new technical devices such as; smartphones, laptops, and tablets stimulate the interest of reading news?

Yes □  No □  I don't know □  1 2 3

Please elaborate your answer:

__________________________________________________________________________

__________________________________________________________________________

32. How would you say that the reliability of news on the Internet is compared to news on hard copy? (By hard copy we mean printed newspapers, tv, radio)

More reliable □  1
Equal reliability □  2
Less reliable □  3
I don't know □  4

33. What is your age range?

0-18 □  1
19-24 □  2
25-29 □  3
30-34 □  4
35 and over □  5

34. To what department at the Technical University of Mombasa do you belong?

__________________________________________________________________________

35. What county are you from?

__________________________________________________________________________

36. What is your gender?

Male □  Female □  1 2
Thank you for your participation!
Please make sure that you have answered all the questions.

If you want us to contact you for a longer interview about media use, please put your name and telephone number on the lines to enable us to get in touch!

// Emil Moberg Lundén and Fredrik Jarl
Linneaus University
Sweden