THE EFFICACY OF JOURNALISM TRAINING PROGRAMMES IN MIDDLE LEVEL COLLEGES: A STUDY OF ELDORET TOWN, KENYA

BY

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DECLARATION

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This study is dedicated to my daughter; Hope Ashley Chaboka Marti, she is the link between my present and future.

ACKNOWLEGEMENT

ABSTRACT

With recent improvement of media freedom in Kenya, there has been an increase in the number of media houses in the country. In response to the subsequent increased demand for media practitioners, many institutions have come up seeking to train journalists to meet the increasing demand for media personnel. However, the manner in which these colleges sprout is wanting. Therefore in order to determine the efficacy of journalism training programmes in middle level colleges in Eldoret town, this study sought to find answers to the following key questions: how does the training in the specified colleges in Eldoret town prepare students for careers in media industry? How is the journalism syllabus for training diploma and certificate students in the middle level colleges developed? To what extent is the content and process of training at middle level colleges consistent with journalistic job requirements? Curriculum theory of John Dewey guided the study. This took a cross sectional study design with a target population of 18 journalism training colleges in Eldoret town. Purposive sampling was used to arrive at participants who were class representatives and heads of departments. Data was collected using questionnaires, document analysis, and interview schedules. Qualitative data was analysed thematically based on specified categories while quantitative data was processed and analysed descriptively. The findings of the study showed that there is no standardized form of curriculum implementation, journalism tutors don't participate in curriculum development, there are insufficient training equipments and the graduates from theses colleges are not exposed, hence making it difficult for these colleges to achieve their ideal role as training institutions. The study recommends for the establishment of a strong link between journalism training institutions and other stakeholders like the Kenya institute o of curriculum development (KICD), and Ministry of education science and technology to effectively serve the society.

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LIST OF ABBREVIATIONS

ABE: Association of Business Executives.

ABMA: Association of Business Managers and Administrators

ECJ: European Council of Journalists

ESJ: European School of Journalism

ICM: Institute of Commercial Management

KICD: Kenya Institute of Curriculum Development

KIMC: Kenya Institute of Mass Communication

KNEC: Kenya National Examination Council

UNESCO: United Nations Scientific and Cultural Organization

SPSS: statistical package for social sciences

OPERATIONAL DEFINITION OF TERMS

Efficacy: Capability of the training process to achieve optimal results. In this study efficacy means capability of the journalism training process to produce competent journalists who are able to discharge optimally professional services as required by the media industry in the manner of news gathering and dissemination.

Middle level colleges: institutions offering certificate and diploma courses in journalism and other media related courses

Media: the channels that disseminate information to a mass audience

Training: imparting practical skills for the current work requirement

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This section presents the introduction and background to the study, the statement of the problem, key research questions that guided the study, the scope, justification, limitations to the study and the theoretical framework. At the end of the chapter, there is a summary that gives brief outline the structure of this chapter

1.2 Background

UNESCO (2007) states that the world summit on the information society recognized the essential role that the media have in the development of knowledge societies, this is a role that goes beyond basic journalism of news reporting but also contribute to the freedom of expression, empowering communities, underpinning sustainable development and good governance. The world summit on information made more deliberations in relation to the essentials of the media in the society, with establishments that effectiveness of the media depends on the journalistic training, journalistic institutions, and structure of journalistic education.

Within the framework of UNESCO's programme in communication and information and particularly in view of the commitment to building professional and institutional capacity for media training, there is recommendations that document media training processes which require media training institutions and schools in the world focus their analysis on the quality of journalistic training. Working closely, Rhodes University's School of Journalism and Media Studies, European School of Journalism (E. S. J.) and UNESCO jointly agreed that journalism training should be equipped and be given a professional

treatment. Under this context, UNESCO cited various forms of pedagogical bodies and institutions to be incorporated into a special structure known as school of journalism to be included in higher education institutions such as universities as well as private colleges and NGOs.

1.2.1 History of journalism training in Africa

In January 2007, European School of Journalism (E.S.J) and Rhodes University began to identify points of commonality between the journalism schools, singling out perceived differences. It was noted that many of the initial 22 criteria set out and the additions to the draft document could be aggregated as indicators under a much narrower number of criteria. Three criteria with related indicators were then proposed by Rhodes University to ESJ and UNESCO. They covered at the general level; curriculum with theory and practice, professional and public service responsiveness, existence of mid or long term strategy of development in relation to media training development.

Borrowing from history of media education, the United Kingdom has an exemplary scenario. In the United Kingdom entrants to media education used first to complete non media studies related degree course, giving maximum education breadths, prior to taking a specialist post graduate pre entry course. However, this has changed over the; last ten years with journalism training and education moving to higher educational institution. The national council for the training of journalists in Britain (2010) exposes that the first programme for journalist education was introduced by former confederate general Robert Lee during his presidency at Washington and Lee university. This had an impact on practice of media education in Europe.

Chibita (2009) observes that traditionally, journalism training focused on the print media. In the African context however, journalism training takes place against the background of a poor reading culture, related to lack of access to information as well as newspapers being unaffordable. As a result media like radio and television have become more relevant to the needs of the majority of Africans. However, this has not been reflected in journalism curricular in Kenya.

Banda (2009) when addressing the Pan-Africanism agenda for journalism education pointed out that; interrogating the epistemic- ontological foundations of African journalism education begs for critical analysis of the historical context of African journalism education, de-westernization, of African journalism and legitimizing of African philosophies as valid knowledge system that our pedagogy can draw upon.

Banda (ibid) goes ahead to argue that as part of historicizing and there by decolonizing African journalism studies, one has to look upon Mano (2009), Zelzer (2009) and Toit (2009) in Banda (2009) as a reminder on how south African media history demonstrates that the construction of journalism education has been profoundly shaped by struggles around the production of knowledge within the institutions of journalism and the university. This therefore suggests the need for a continuing historic-intellectual struggle in redefining journalism education to speak to the African particular contexts in the ways that promote greater and less, democracy, citizenship and development.

Mugari (2009) in Banda (2009) analyses the political context of education policies in Africa by projecting that Africa will certainly face a challenge of politics when it comes to developing media education policies that are friendly both to practice of journalism and to the teaching as well as researching of journalism. Mugari (ibid) further reminds us how Zimbabwean media educators are constrained in their efforts to influence media education policies, appealing to Zimbabwe's media and academics in the Diaspora to seize the opportunity to make a positive contribution to shaping the future of the media of their country.

Banda (2009) further pointed out that there are issues that mark out a pan African agenda for journalism education. They center on interrogating the epistemic ontological foundations of African journalism education, making sense of the impact of African journalism education on journalistic practices and social economic change, experimenting with new teaching and learning innovations in journalism education and lastly analyzing the complexities of national education policies as well as their implications in journalism education.

Akinfeleye (2003) traces journalism education in Nigeria to have started in an informal way. He states that journalism training in Nigeria started in 1954 with a two week vocational course for working journalists at the University of Ibadan. Two years later, a two year in service journalism training was organized for Nigerain radio broadcaster by the news department of the Nigerian broadcasting corporation. Akinfeleye (ibid), further states that formal training in journalism in Nigeria started in 1962 with the establishment of Jackson College of journalism at the University of Nigeria, Nsukka. The college was

later turned into the department of mass communication, since then, other universities have sprung up giving courses in journalism.

Emery and Ault (2000) posit that enlightening the public is a difficult task. Few can succeed as practitioners in mass communication without mastering the principles and practices of broad areas of knowledge that comprise the basic ingredients of a college education. Society has become so complex, its specialties so numerous, and its varying relationships so involved that only a person with a sure intelligence and a comprehension of many facets of human activity can understand the meaning of events. And without understanding, any attempt at reporting or interpreting is not only superficial but actually dangerous to the security of a democratic nation.

Nordenstreng and Kwame (1988) notes that in the current society of' mind-media' control, the Media is possibly the most powerful tool of all in ensuring general awareness and influencing public opinions. Working with the Media is therefore key and the organization should make it a priority to find journalists, radio, TV, news websites as well as print media to talk to and to work with. It should endeavour to devote much time and energy into issuing press releases and encouraging press campaigns on equality and human rights issues. Nordenstreng and Kwame make a further observation that the media can also be an effective tool in broadcasting and disseminating relevant information. The organization should therefore use the Media to inform and educate people by ensuring they reach the right people by identifying target groups.

1.2.2 History of journalism training in Kenya

Nguri et al (2009) observes that history of professional training for journalists in east Africa dates back to the early 1960s.The reports that that the intention then was to Africanize the mass media. Between 1963 and 1968, the international press institute ran series of six months training programmes for journalists from English speaking African countries. To continue with the programs, the ministry of education approached UNESCO in 1968 to assist in settin up more intensive training program at the University of Nairobi. The later on became school of journalism at the University of Nairobi.

The Media Council Kenya (MCK) (2012) reports that present training of journalism and media studies in Kenya is carried out by different learning institutions at different levels. The Council highlighted Daystar university, USIU, Multimedia university, Kenya institute of mass communication, Egerton university, university of Nairobi, Moi University, Maseno, Kenya polytechnic and mount Kenya university among others as the public and private institutions that over journalism training.

The MCK (2013) has also displayed efforts in supporting media education in tertiary level colleges. Currently the council has listed the best media colleges and schools in Kenya. Some of the listed colleges are: East Africa school of Journalism (Nairobi), Jamuhuri film and Television academy (Nairobi) Media School Africa (Nairobi), Chako Training Centre of journalism and media studies (Nairobi), Jordan College of Technology (Thika), Eldoret Aviation institute (Eldoret), St. Anne's college (Nairobi), East Africa media institute (Nairobi) Kenya institute of media and technology (Nairobi), Andrew Crauuford media training school (Nairobi), Top Media institute Meru, Star Media

institute (Nairobi), ;Leaders institute of Journalism and Legal studies (Nairobi), institute of media and technology Thika, East African school of media studies (Nairobi), and Foundation college of professional studies (Nairobi).

Though most of the colleges listed seem to be Nairobi based, there are many journalism training colleges in Eldoret town. This therefore brings out the argument on whether the MCK is aware of the existence of these colleges in Eldoret or not? How are these colleges established and what do they teach since they have students.

Tankard, (2009) posits that as we move into what is being called the information age, the obligations facing the field of mass communication seem greater than ever before. However with the free market economy and liberalization of the air waves, contemporary media trainers face numerous challenges of customizing their products and out living the increasing competition from the rampant expansion of the media.

This is due to fact that mass communication is part skill, part art, and part science. It is a skill in the sense that it involves certain fundamental learnable techniques such as focusing a television camera, operating a tape recorder, and taking notes during an interview. It is an art in the sense that it involves creative challenges such as writing a script for a television documentary, developing a pleasing and eye catching layout for magazine advertisement, and coming up with catchy, hard hitting lead for a news story. It is a science in the sense that certain verifiable principles involved in making communication work can be used to achieve specific goals more efficiently (Tankard, 2009).

Nguri, et al. (2009) argues that the opening up of these new FM radio stations created a demand for journalists to work in those stations. In regard to this pressure room for training of more journalists was created. Wamari (2010) however, observes that the manner in which this training is done is wanting. Most journalism training proprietors just wake up one day and due to demand start recruiting students. No proper policy guideline is followed hence posing the danger of producing 'half baked graduates.'

Every education program should be socially relevant and culturally sensitive through development of learning outcomes that are of immediate benefits to the learners. Indeed, Ehindro (1986) postulates that without proper policy guidelines training cannot serve the society. It is on the basis of this conceptual position that this study was provoked to assess the efficacy of journalism training programmes in middle level colleges in Eldoret town in relation to effectiveness learning and practice.

However, Nguri,et al. (2009) posit that there is a deterioration of standards in basic practice of journalism in Kenya. The authors observe that reports from a series of training workshops that the media council of Kenya conducted on media and the General Election from August to November 2007 all over the country indicated that: many journalists are ignorant of the code of conduct for the practice of journalism and the laws that impede media practice in Kenya. The report also showed that many journalists are not clear what the role of the media council is and especially what arbitration is all about.

Nguri, et al. (ibid) further argues that inadequate knowledge of the code of conduct for the practice of journalism contributes a lot to the lack of professionalism exhibited by many media practitioners. Of particular note are issues of lack of balance, opinionated

and sensational reporting conflict. This in turn contributes to lack of trust of media by media public/audience and especially the Government .In addition; it means that the media is not carrying out its Fourth estate role effectively. This ineffectiveness among media practitioners can be hypothesized to be a problem of curriculum and, or curriculum implementation based on Kelly's arguments.

Kelly (1999), counsels that if curriculum is to serve its real purpose, it must assist the pupil to see the value of the past in relation to the present and the future. Kelly states that the curriculum must equip the child with necessary skills for modern living and it must help to keep the child a fully integrated member of his community. The question that arises here is as to what extent do journalism training programmes in middle level colleges in Eldoret town assist journalism students to see the past, present and the future in the context of their environment and practice?

Smith (1996, 2000) quoting Dewey (1900), states that good education should have both societal purpose and purpose for the individual student. Therefore educators have a responsibility for providing students with experiences that are immediately valuable and which equip the students to contribute to society. Smith (ibid) argues that these can be done through experiential education which is a process that occurs between the teacher and the student that infuses direct experience with the learning environment and content. Whether this type of training is being practised in journalism training colleges in Eldoret remains unclear something that this study will seek to determine.

Nationally a few of Kenyan Universities have earned approval from distinguished organizations for their journalistic training levels. For instance, the University of Nairobi's school of journalism has recently been identified by UNESCO as a potential centre of excellence in journalism training. The same organization featured Daystar University as a centre of reference in journalism and communication education in Kenya.

The mid level colleges that offer diploma programmes have however not received as much attention. Nguri et al (2009) says that, only the Kenya institute of Mass Communication (KIMC) has been distinguished in the quality of media practitioners it produces. The rest, mostly privately owned, award diplomas usually arranged with overseas-based institutions. These, Nguri et al says, attract little oversight, if any, from the government and other prominent stakeholders in the industry. Nguri et al (2009) reports that the registration for media training is not professionally regulated as is the case with; say pharmacy, accounting and medicine, where training cannot start before professional boards validate the institution. Such control ensures that quality training is pursued however this is not the case in the media training. Thanks to the absence of such regulatory authority to ensure every trainer is offering the right kind of instruction and exposure, and in a conducive atmosphere several institutions have come up, to train media practitioners, whose quality the study seeks to determine.

Wamari (2010) quoting the chief information officer at the department of information, observed that "There is no chaotic training field that beats the media. Journalism is even being offered in the cyber cafes by any person who feels like it, well assured that nobody will raise questions." Wamari (2010) says that a proprietor of one of the unregulated media colleges in Nairobi admits that there is indeed hardly any control over standards of

training, but argues that the interest is in fulfilling the aspirations of individual who want training but have not gained access in the mainstream journalism institution. It is on this background that the study seeks to determine the efficacy of journalism training programmes in middle level colleges.

1.2.3 Training and development

Training and Development is defined by Dessler (2005) as a process that utilizes various methods to provide new and existing employees with the skills they need to perform the job. This definition is similar to that used by other authors' (Beardwell & Holden, 2003; Mondy and Noe, 2005). Noe (2002) however differentiates between training and development by stating that training refers to a planned effort by an organization to facilitate employees' learning of job related competencies. Brinkerhoff (1987) says that training pertains to efforts made to develop knowledge, skills and attitude through a learning experience to perform a given task or job more effectively. Development, on the other hand, is viewed as a more long term endeavor to enhance and grow an individual's knowledge and skills in preparation for future tasks and responsibilities (Hashim, 2001).

Thus, from the above, it is clear that training is related to learning and practicing competences required to perform the current job while development is focused more on preparing the employee for future advancement. The focus of this study will be on training and not development as the training intervention conducted under the quasi-experimental condition is focused on improving existing job competencies.

Mort (2004) opined that training plays an important role in employee motivation and retention and helps to build loyalty and commitment. Pazy et al (2006) had also found that training intervention had reduced turnover of candidates in the Israeli Air Force. On the other hand, Chella (2006) contended that training empowers and adds value to the participants, thereby enabling them to seek better employment opportunities beyond the present organization. As a result, instead of retention, there is attrition.

1.2.3 The status of Journalism Training in Eastern Africa

Nguri et al (2009) states that a good professional media is a core pillar of responsible governance and strong democracy. He argues that development cannot be achieved without checks and balances. Professional media plays its role in achieving this and media workers help create a stable, peaceful and functioning society.

Nguri (bid) says that the pursuit of a stable society is however not incompatible with being critical, as some politicians think. Jacobsen as cited by Nguri et al (2007) deliberates that the media has a moral duty to tell the truth, challenge the leaders and make them accountable to the people. This has a final public governance benefit of securing a stable democracy.

As a result of the Kenya events of 2007 post election violence, a spot light has been focused on the system of training journalism in the country. According to media professionals, the light of scrutiny is exposing uncomfortable places, including the proliferation of uncontrolled low-quality institution of learning. What do they teach? And above all, what is the place of professional ethics in media training? Has ethics been sufficiently taught in media training institution? The media practitioners suggested that

whatever is taught is not given due prominence. According to the Kenya government, there is a need "to determine why despite training in ethics gaps continue to exist in the conduct and practice of journalism (Nguri, Mumbi, and Kamweu 2009)

Obonyo (2009) observes that, there are issues touching on ethics, which are covered in the "code of conduct" developed by media professionals together with the media council of Kenya and made available to Kenyan journalists. However, there are strong suggestions that ethics need to be given greater prominence in Kenya's institution to journalism training.

The fact alone stands in sharp contrast to the fact that majority of Kenyan journalists hold a diploma qualification. University graduates account for just 20 percent of all Kenyan journalists. The reason is that media trainees are in great demand in others (better paying) industries including public relations, advertising and development, among others. The results is that their limited or no experience, compounded by their relative youth, makes most actual practicing journalists insufficiently developed to critique the system and effectively play the watchdog role. Nguri, Mumbi, and Kamweu "Media Training in Eastern Africa" Journal for the media Council of Kenya, 2009:1).

A few of Kenyan Universities have even earned approval from distinguished organizations for their journalistic training levels. For instance, the University of Nairobi's school of journalism has recently been identified by UNESCO as a potential centre of excellence in journalism training. The same organization featured Daystar University as a centre of reference in journalism and communication education in Kenya.

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The most alarming, however are the last category – colleges that spring up overnight and are housed in some downtown facility but which are outside any formal control. Most of these run programmes that' are difficult to monitor and much of what they offer may not be known outside their premises, (Obonyo, 2009).

Obonyo goes ahead to show that while there has not been a dramatic rise in players in the print media, the electronic media has experienced something of an explosion. "Scores of licenses have been granted to individuals and institutions and dozens of stations subscribing to various philosophies today broadcast in a variety of languages. Obonyo steers clear of blaming the media in any way over the violence. He however, states that ethics should be taught and should aim to stimulate ethical sensitivity, improve ethical reasoning, develop moral responsibility and cope with ethical challenges.

Like in Kenya's case Tanzania has experienced impressive growth in the media industry and increased demand for media experts. Bernardino. F. Mfumbusa of St Augustine University of Tanzania says that at the time of independence in 1961, Tanzania boasted of only two trained indigenous journalists. By 1990s, the figure was estimated at 600

journalists employed as civil servants. It is estimated that the current number of journalists is well over 5,000 (Nguri et: al 2009)

The trouble with this large army is that it is ill – trained and " lack practical skills", Dr. Mfumbusa says, quoting the media council of Tanzania (MCT). As in Kenya's case, the journalists are perceived to be armed with too much theory and not enough practical skills.   Kenyan journalists are perceived to be armed with too much theory and not enough practical skills.   Kenyan journalists are fairly well-respected. In Tanzania however, the situation is dire journalists are called 'machinga' and 'Kanjanja'. "The former connotes a lack of education and the latter suggest a person lacking requisites professional training," Mfumbusa says. In Kenya, mwandashi' the Kiswahili reference for a journalist or writer, is a well – respected person. In Tanzania it is a synonym for 'liar'. The sorry state of affairs is blamed on lack of training. Mfumbusa argues that a curriculum in journalism education should include units in the foundations of journalism designed to promote intellectual and craft skills. "A recent study identified 40 journalist schools in East Africa, of which majority are in Kenya and Tanzania. The qualities of education these institutions offer, however, vary vastly." The case however is different in Uganda. Delivering her paper media training in Uganda Aisha Nakawala, from Makerere University, said that besides university, there were tertiary institutions that offered training in mass communication and awarded national diploma in journalism. However, these institutions follow media syllabus developed by the National Curriculum Development Centre in consultation with other stakeholders like the Eastern Africa Media Institute (EAMI) Uganda chapter in 2002 (Nguri et:al; 2009).

1.3 Statement of the Problem

Boyd (1988) in Emery and Ault (2000) states that informing and enlightening the public is a difficult task. Few can succeed as practitioners in mass communications without mastering the principles and practices of broad areas of knowledge that comprise the basic ingredients of college education. Boyd (ibid) argues that society has become so complex, its specialties so numerous, and its varying relationships so involved that only a person with a sure intelligence and a comprehension of many facets of human activity can understand the meaning of events. And without understanding, any attempt at reporting or interpreting is not only superficial but actually dangerous to the security of a democratic nation.

Ehindero (1986) states that every education programme should be socially relevant and culturally sensitive. In other words application of learning outcomes should benefit the immediate community of the learner and should suit and impact on the learner's cultural background. Ehindero (ibid) argues that any education programme that seeks to segregate the learner from his cultural background should be held suspect. He further notes that the aims of education and curriculum are to serve the society in some important ways which include preserving, rediscovering and critically transmitting the cultural heritage, and contributing to the improvement of the society by helping to refine and redefine national aims and techniques through the use of the best and most relevant knowledge, currently available.

According to Ciano (2009), a specific industry must have a polished   supply chain for human resources with a design for training to fit industrial specification. Media industry is not an exception to this. A particular media house only enjoys competence if it has compatible human resources in terms of talent and training.

However, Oriare, et al. (2010) observes that the media practitioners lack the will, intellectual leadership and capacity to address the diversity of legal, policy and regulatory challenges facing them. Their desultory handling of media laws and regulation is indicative of its lack of commitment to address critical issues facing the sector radically and speedily. Oriare et al 2010 posits that media organizations place a low premium on investigative journalism and hardly prioritize it. In an attempt to counter this Mugo (2011) reports that employers in the media industry have often spend more money on training to boost the skills of graduates that they employ fresh from media colleges. This leaves the question as to whether training in media colleges is benefiting the immediate community of the learner and the media industry in general. What is it that employees were not taught in colleges that prompts employers in media industry to spend more on training?.

While Eldoret is among the very fast growing towns in Kenya with many tertiary colleges, document analysis from the documents posted on the Media Council of Kenya website, on best media or journalism colleges in Kenya, only one college from Eldoret appears yet there are very many. What is happening to the others? Could they be the ones producing graduates that need to be trained again by employers? It is in view of these, that the researcher was provoked to undertake this with broad aims of establishing the

extent to which programmes in journalism training colleges in Eldoret town are serving ideal industrial media requirements.

Kibas (2006) reports that, there has been in the last couple of years, an increase in the number of Universities starting departments of communication and journalism education in Kenya. Besides the School of Journalism at the University of Nairobi that has been in existence for long, other public universities such as Kenyatta, Jomo Kenyatta University of Agriculture and Technology, Moi and Maseno where all have either course or departments of communication or journalism being developed. The same is true for private universities. Probably the oldest communication and journalism department in the private universities is at Daystar University, which began, in the late 1970s, offering graduate degrees in communication theory.

1.4 Research Questions:

This study was guided by the following three research questions:

1. To what extent does the training received in the middle level colleges prepare students for careers in the media industry?

2. How are the journalism syllabi for training diploma and certificate students in middle level colleges in Eldoret town developed?

3. To what level is the content and process of journalistic training at middle level colleges consistent with job requirements?

1.5 Scope of the Study

The study was carried out within the journalism middle level training institutions in Eldoret town. The study paid attention to the training programmes in the 18 journalism training institutions within Eldoret town. It concentrated on the heads of departments and class representatives in the said colleges. The study further considered the mode of curriculum delivery, assessment and evaluation procedures and the skills imparted on the students in reference to available facilities observed. To answer the key research questions, the study used survey questionnaires, document analysis and interview schedules. Questionnaires were administered on the sampled population of 72 participants who were 18 heads of departments and 54 class representatives. There after interviews followed sequentially again with the 18 heads of department. Document analysis was used to generate data from existing literature, particularly ICM curriculum and course outlines.

1.6 Limitations of the Study

In-spite of the highly anticipated research, the researcher was faced with the problem of generalization of information from the respondents, particularly the heads of departments during the interviews. However the researcher managed this limitation by applying both interviews and document analysis on top of the questionnaires. The study does not also compare journalism training programs in middle level colleges with those in the universities. The comparison would have helped to project a better understanding of the gaps between the two training levels.

1.7 Significance of the Study

The study is meant to set training standards in journalism by hopefully highlighting the relationship between media training institutions and the media industry and the necessity of media professionals' participation in the formulation of journalism training curricula and regulatory body in the country. The management of journalism schools in Eldoret town is also bound to benefit from the findings and recommendations of the study to get more information on the journalism education procedures and how they are effectively or ineffectively being managed.

The study also is of great importance to the policy makers in the ministry of higher education and the board of governors and other stakeholders who are directly or indirectly concerned with the management and running of journalism and media training institutions. The study's findings inform them in the process of setting up to regulate journalism training procedures in all institutions.

Employees of respective journalism training graduates will get insights into why there employees need to be trained again. This will give them an opportunity to know how and on what issues to advice training colleges to facilitate their efficacy in training.

1.8 Theoretical Framework

This study was guided by the curriculum theory of John Dewey as ratified by Berding (1999) and Kliebard (2004). The curriculum theory of John Dewey puts the curriculum as the ultimate basis of tuning the learning process to achieve practical outcomes for the graduates of the training process. Dewey as cited by both Kliebard and Berding shows

that the curriculum should not be presented as finished abstractions but instead, it should include the preconceptions of the learner and as well incorporate his or her outlook towards the world. Thus, Dewey uses instincts or impulses to describe characteristics of the learner's behavior. In his book, Child and Society (1935), he identified four instincts useful in the learning process. These are: social instincts, constructive instincts, expressive instincts, and artistic instincts. According to Dewey therefore, the learning process should be a connection between the practical world and the learning process as a basis of social construction.

Dewey's interest in the philosophy of education reflects his belief in empirical knowledge which evolved from his practice as a high school teacher. He displayed his concern with the relationship between curriculum, learning, and societal benefits in his works like; My pedagogical greed, the school and the society, the child and curriculum, democracy and education as well as experience and education.

Dewey believed that learning was active and schooling was unnecessarily long and restrictive. Children came to school to do things and live in a community which gave them real guide to experiences that fosters their respective capacity when it comes to contributing to the society. Similarly, Dewey came up with an analogy between education and nutrition in which he uses to explain his curriculum theory by arguing that what nutrition and reproduction are to physiological life, education is to social life. This education consists primarily in transmission through communication. Communication is a process of sharing experience until it becomes common possession.

According to Dewey, good education should have both a societal purpose and a purpose for the individual student. Under this position the long term as well as short term objectives of education equally contributes towards quality of an educational experience. Dewey proposed that education be designed on the basis of a theory of experience which rest on two tenets known as continuity and interaction. Dewey uses continuity to refer to the notion that humans are sensitive to experience and education is critical for providing people with skills to live in society with interaction, Dewey means that the notion of continuity explains how past experience interacts with the present situation to create one's present experience.

Dewey also categorizes experiences as mis-educative and non-educative. A mis-educative experience is an experience that stops or distorts growth for future experience while a non-educative experience is an experience where a person has not done any reflection and so has obtained nothing for their mental growth that is lasting. Dewey has a strong emphasis on the subjective quality of student experience and the necessity for the teacher of understanding the student's past experience in order to effectively design a sequence of liberating educational experiences to allow the person to fulfill their respective potential as a member of society. For Dewey therefore education has a broad social purpose of helping people to become more effective members of a democratic society.

Jeff and Smith (1990; 1999), have argued that Dewey was correct and practical in his notion of curriculum. The curriculum provides dividing line between formal and informal education. They contend that the curriculum theory and practice applies well in a

structured context of learning. However, it does not work well when it is introduced into informal forms of pedagogy. The adoption of curriculum theory and practice centers around the idea that learning activities must finally accumulate to practical outcomes, outcomes may not marked by a high degree of specificity. In Dewey' s suggestion therefore the activities which capture the center of learning process amount to progressive education, this is what he called experiential education. Dewey shows that the best indicator of good learning process is dominance of experience in education otherwise known as experiential education. Experiential education is a process that occurs between the instructor and the instructed that infuses direct experience with the learning environment.

In relating theory to practice, Dewey pointed out that professional instruction is not exclusively theoretical but involves amount of practical work. The two controlling purposes may be entertained in this situation in the sense of altering the amount, conditions and method of practice. On one hand practical work can be carried out during the training process to give a working command of necessary tools to the persons under training. On the other hand practice can be used as an instrument of making theoretical instruction vital and real. All these aims at control of intellectual methods required for personal and independent mastery of practical skill rather than risking in complete training during the learning process.

Generally, Curriculum theory has acquired significant application in the field of curriculum development, technical education, formal education, and informal education

as well as any other formalized environment of pedagogy with the main focus of removing mechanistic approach to content creation in the learning process.

The curriculum theory of John Dewey therefore stands out as the preferred educational communication theory to this study due to its link to curriculum and the training process as a basis of achieving practical outcomes from education process. The theory brings out a framework of effective learning or training that this study based on to evaluate the effectiveness of media training colleges in Eldoret. The theory addresses both independent and dependent variables of the study. Journalism training as an independent variable and the efficacy of the training as the dependent variable are both addressed by the theory where the praxis of curriculum and education is tried to be achieved through Dewey's theory. Curriculum theory looks at process of learning as an input and industrial application as an output. In a similar tandem, this study looks at the process of journalism training as an input which aims at achieving desirable outcomes through effective and optimum practices via media facilities. The link between journalism training and media effectiveness is a typical praxis of journalism curriculum as a theory and effective practice of journalism as an outcome. These two positions borrow from Dewey's curriculum theory which states that education as a learning experience must be translated into practical outcomes that can be felt as a societal benefit within the broad society.

1.9 Chapter's Summary

Chapter one introduced the research objectives, questions, research problem, justification, scope, background information and theoretical framework. Chapter two looks at the literature that is related to this study, gaps that exists in the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section explores the literature reviewed for the purpose of the study. It explores empirical and analytical, as well as critical and theoretical literature review, literature on journalism training, media interest in journalism training and model curriculum in both UNESCO and Kenyan education system. At the end of the chapter, missing gaps in literature are established to give direction to the study.

2.1 Media Studies and Journalism Training

Emery and Ault (2000) posit that enlightening the public is a difficult task. Few can succeed as practitioners in mass communication without mastering the principles and practices of broad areas of knowledge that comprise the basic ingredients of a college education. Society has become so complex, its specialties so numerous, and its varying relationships so involved that only a person with a sure intelligence and a comprehension of many facets of human activity can understand the meaning of events. And without understanding, any attempt at reporting or interpreting is not only superficial but actually dangerous to the security of a democratic nation.

Jeffs and Smith (1999) state that the etymology of curriculum is traced to a Latin word 'curus', which simply means a running course or racetrack for chariots. However curriculum contemporarily means structured plan of action that guides the process of

education. It entails all learning opportunities that are planned and offered to the child during the process of schooling.

Kelly (1999) defined curriculum as a set of planned learning experiences offered in the school. Kelly counsels that if curriculum is to serve its real purpose, it must assist the pupil to see the value of the past in relation to the present and the future. Kelly (ibid) states that the curriculum must equip the child with necessary skills for modern living and it must help to keep the child a fully integrated member of his community. The question that arises here is as to what extent do journalism training programmes in middle level colleges in Eldoret town assist journalism students to see the past, present and the future in the context of their environment and practice?

Smith (1996, 2000), states that good education should have both societal purpose and purpose for the individual student. Therefore educators have a responsibility for providing students with experiences that are immediately valuable and which equip the students to contribute to society. Smith (ibid) argues that these can be done through experiential education which is a process that occurs between the teacher and the student that infuses direct experience with the learning environment and content.

Abiero (2009) states that Education and Curriculum are related concepts. He observes that whereas education deals with the process of imparting knowledge, skills, attitudes and values, curriculum defines clearly the knowledge, skills, attitudes and values to be imparted, how to impart them and how to determine the level of acquisition.

Cole (2003) looked at the concept of the curriculum as more than a list of topics to be covered. Cole (ibid) viewed a curriculum as a policy statement of education and the ways of realizing the policy through a programme of action. This shows that a curriculum is the sum of all activities, experiences and learning opportunities for which an institution or teacher takes responsibility.

Oluoch (2006) explains curriculum 'as all that is planned to enable the student acquire and develop desired knowledge, skills and attitudes'. Therefore, from these, one can deduce that curriculum acts as a guide to the process of education.

Abiero (2009) gives some notions that are important in the understanding of curriculum that include;

   i. Planned Learning programmes with activities, experiences, materials and resources.
   ii. Useful in the acquisition of knowledge, skills, values and attitudes.
   iii. Aims at attaining the goals and objectives of education and
   iv. Contains content to be covered, learning experience, methodology and ways and means of ascertaining whether education goals are achieved.

Therefore, curriculum is a programme, a course of action, with learning objectives, content activities, experiences, materials, resources, methodology and means of evaluation used to attain the goals of education.

Abiero (2009) reports that a curriculum guides the process of imparting in learners necessary knowledge, skills, attitudes and values to make them useful and productive members of society.

Eshiwani (1993) notes that Kenya's struggle for political independence served as a major foundation for her educational development and change. The colonial legacy consisted of a racial system of education, education for exploitation of African labour and resources and education which lacked comprehensive and integrated programmes to serve the nation as a whole. Eshiwani (ibid) reports that the Kenya Government had to take quick action immediately after independence in 1963 to develop new education policy and strategy to satisfy individual and national needs.

Eshiwani (1993) reports that owing to increase in demand for high education and the need for highly qualified man-power. The government came up with more acts in the 1950s to establish more universities. The university Act of 1985 also established the Commission of High Education (CHE), now the Commission for University Education. CHE's responsibility was to accredit universities co-ordinate the long term planning, staff development, scholarship and physical development of the university education. Later K.I.E was mandated to develop curriculum for tertiary level colleges. However, K.I.E is yet to come up with a single curriculum for training journalism.

2.2 Journalism and the Scientific Tradition

There was a time when all it took to become a journalist was a dedication to truth, plenty of energy, and some talent for writing. They are still needed but not sufficient. The world has become so complicated, the growth of available information is so explosive, that the

journalist needs to be a filter as well as a transmitter, an organizer and interpreter as well as one who gathers and delivers facts. In addition to knowing how to get information into print or on the air, he or she also must know how to get it into the receiver's head. In short, a journalist has to be a database manager, a data processor, and a data analyst.

It takes special training. In the good old days, there was serious doubt in professional circles about whether journalism, as a discipline, included any body of knowledge at all. Journalism, in this view, is all procedure, not substance (Lovell, 1987). When James Bryant Conant had to deal with a windfall bequest to Harvard to "improve the standards of journalism," he chose substantive training for mid-career journalists. "Mr. Conant felt that there was not a sufficient knowledge base to justify a journalism school . . . this conclusion led to a remarkably successful program which we have no desire to alter," Harvard president Derek Bok recalled fifty years later (Lovell, 1987).

According to Lovell, journalism programs that ignored journalism might have been justified. In the information society, the needs are more complex. Read any of the popular journals of media criticism and you will find a long litany of repeated complaints about modern journalism. It misses important stories, is too dependent on press releases, is easily manipulated by politicians and special interests, and does not communicate what it does know in an effective manner. All of these complaints are justified. Their cause is not so much a lack of energy or talent or dedication to truth, as the critics sometimes imply, but a simple lag in the application of information science–a body of knowledge–to the daunting problems of reporting the news in a time of information overload.

Harvard's Nieman program, which gives selected mid-career journalists an academic year to repair whatever educational gaps they perceive, is used by some to broaden their scope as generalists. But more and more are using it to adapt to the new demands by becoming more specialized. In a world where the amount of information is doubling every five years, it takes a specialist to understand, let alone communicate, very much of it. The journalistic body of knowledge, therefore, must include these elements: How to find information, How to evaluate and analyze it, and how to communicate it in a way that will pierce the babble of information overload and reach the people who need and want it.

To the extent that journalists learn how to do these things, they are meeting one of the elements of a profession: access to an esoteric body of knowledge. We are learning, and journalism is becoming more professionalized, but, as with any sweeping change, it is proceeding unsteadily and at different rates in different places.

2.3 Journalism Training Programmes

Nguri, et al. (2009) observes that reports from a series of training workshops that the media council of Kenya conducted on media and the General Election from August to November 2007 all over the country indicated that: many journalists are ignorant of the code of conduct for the practice of journalism and the laws that impede media practice in Kenya. The report also showed that many journalists are not clear what the role of the media council is and especially what arbitration is all about. Nguri, et al. (ibid) further argues that inadequate knowledge of the code of conduct for the practice of journalism contributes a lot to the lack of professionalism exhibited by many media practitioners. Of

particular note are issues of lack of balance, opinionated and sensational reporting conflict. This in turn contributes to lack of trust of media by media public/audience and especially the Government .In addition; it means that the media is not carrying out its Fourth estate role effectively.

2.4 Falling Standards in Media Training

Kibas (ibid) reports that the department expanded beginning in 1984 when it launched undergraduate communication course with tracks in print and electronic media, public relations, and communication theory. But now there are departments of communication or journalism at United States International University-Nairobi, Moi University, Maseno, Masinde Muliro and at the Nazarene University. There are also smaller colleges and institutes that offer training in media and other associated areas of interest.

Wamari (2010) states that, the Kenya institute of mass communication for a long time was the main training institution for Kenyan journalists (East and Central Africa). It offers nine to 12 months post graduate courses in print and electronic media leading to certificates and diploma in journalism. Ochieng (2003) argues that Kenyan journalists complain of the caliber of the institution that executes training services to media workers. He argues that; a case can be made that a situation is greatly changing so much so that-the problem now is getting employment in journalism and mass media but not training for the same .While the number of the institutions and course being offered continue to rise, the same cannot be said of the faculty, the literature, and academic journals. In many instances it is difficult to find teachers for the course that are being offered leave alone finding people who are going to conduct research in mass media.

Nguri,et al.(2009:4) posit that there is a deterioration of standards in basic practice of journalism in Kenya. Mr. Waruru once chair person of the media council of Kenya in (Nguri, et al. 2009:4) argued that this state of affairs has been engendered, by the uncontrolled mushrooming of institutions purporting to offer journalism training.

Bourdieu (2003) states that Journalism trainers and educators should take the criticism against journalism seriously, including the deep-rooted mistrust of journalism and question of media objectivity, and use it as a point of departure in their curriculum development. Bourdieu's views are about the structural limitations of journalism and the fact that these limitations are not questioned by journalists.

Minogue (2008) argues that, to raise the quality of journalism, studies should adopt a more fundamental approach to the understanding of journalism and the journalist's work instead of focusing predominantly on professional skills, there is need for journalism studies, also in terms of raising its own status as an academic discipline, to focus more on intellectual skills such as reasoning, argumentations, and persuasion, contextualization, the skills of historical thinking, description, interpretation and evaluation. Apart from this, Minoque (ibid) further argues that African journalism studies should also focus on the development with a close link to the media industry.

Fourie (2005) argues that; the skills versus theory debate is usually set against the background of industry demands and turns on how to satisfy the needs and dictates of the industry. Whereas individual media houses have policies on these issues, the problem can be traced back to the training institutions which are just waking up to the importance of

including some important but neglected aspects of training like ethics and media law in their training curriculum. Many institutions have yet to do this.

Mugo (2011) reports that there is a huge disconnect between courses on offer at these institutions and what is required of graduates on the job market. Mugo (ibid) regretted that it is employers who are then forced to spend more money on training to boost the skills of such graduates.

Mugo (2011) argues that the many colleges being set up in these towns, some without capacity to effectively offer the courses they teach together with poor quality curriculum means that their graduates cannot match the demands of a competitive work place. Wamari (2010) observes that if there is a training area that needs urgent regulations, is journalism. He points out that there is no professional regulatory body that oversees the training and the result is that it is very easy for one to start offering lessons on journalism.

Wamari (ibid) argues that investors have noted a demand in this area and many streets for instance in Nairobi and other towns now have a college or two offering media studies. Nguri et al (2009) posits that the problem is that many of these colleges are not doing a good job. They are purely commercial-keen only on numbers and money and rarely bothered about the quality. Wamari (2010) posits that the result of this is that innocent "graduates" are knocking on doors for employment, unaware that they have been given a raw deal. Wamari says that this reality dawns on them when they notice they can't effectively compete for positions.

Nguri et al (2009) reports that this is the implications that the registration for media training is not professionally regulated as is the case with; say pharmacy, accounting and medicine, where training cannot start before professional boards validate the institution. Such control ensures that quality training is pursued. This is not the case in the media training, thanks to the absence of such regulatory authority to ensure every trainer is offering the right kind of instruction and exposure, and in a conducive atmosphere.

Wamari (2010) observes that it is the reason former principal of Kenya institute of mass communication called for a policy to streamline the regulation of commercial media colleges. The bogus media trainers, he, complains, "Take advantage of the legal inadequacy to operate like casinos."

Wamari (2010) quoting chief information officer at the department of information observed that "There is no chaotic training field that beats the media. Journalism is even being offered in the cyber cafes by any person who feels like it, well assured that nobody will raise questions."

Wamari (ibid) says that a proprietor of one of the unregulated media colleges in Nairobi admits that there is indeed hardly any control over standards of training, but argues that the interest is in fulfilling the aspirations of individual who want training but have not gained access in the mainstream journalism institution. But what is the point if they are not getting jobs?

Information shapes our world and how we think about issues. However, those trading in it must follow particular tenets. For instance as quoted in the UNESCO (2007) Journal,

"We can't have good information without good journalism. Despite rapid changes in media technology, the fundamentals of journalism have not changed. The journalist needs to research a topic, weigh the evidence and conflicting views, and present affair and balanced story to an audience. The journalist needs to be aware of the power of media and maintain high ethical standards. Good journalism is vital to understanding the complex issues of our world from government policies to sustainable development, gender, climate change and biodiversity."

UNESCO (2007) reports that over the last few years, the number of news media outlets in developing countries and emerging democracies has grown rapidly. There has been an increased recognition of the crucial role of journalism in promoting democracy, and this has created an urgent demand for well-trained journalists. As the UN agency in promoting freedom of expressions and access to information and knowledge, UNESCO has taken various initiatives to improve the quality of journalism education worldwide.

UNESCO (ibid) states that for instance in December 2005, in response to numerous requests from Member States for help in the design of journalism education curricula, UNESCO convened an experts' consultative meeting in Paris. Major outputs of the consultation were the identification of courses, which should be included in a journalism curriculum.

A team of four UNESCO experts, commissioned for the initial development of the journalism education curricula initiative, solicited a response to their first draft from twenty senior journalism educators who were deemed to have considerable experience

working in developing counties and emerging democracies. Their responses proved to be essential for the establishment of appropriate and applicable curricula.

The revised draft design thus featured a list of courses for both undergraduate and post-graduate levels, a brief description of each course and an outline of fundamental journalism competencies. Journalism instructors with experience working in developing countries or emerging democracies were then carefully selected from Africa, Asia, Europe, the Middle East, and North and South America to write the syllabuses for seventeen core courses. The draft curricula was reviewed at a second experts' consultative meeting at UNESCO in Paris, selecting a number of model syllabuses to qualify the document for formal presentation to the World Journalism Education Congress in June 2007 in Singapore.

UNESCO (2007) posits that in December 2005, UNESCO convened a meeting of journalism education in Paris to consider the broad outline of a curriculum in the study of journalism that world be suitable for use in developing countries and emerging democracies. The initiative was a response to request for guidance from UNESCO member states seeking to establish journalism programs within their educational systems. These concerns should serve as an eye opener to the government of Kenya and particularly the commission for higher education in checking journalism training standards in the country.

For as a source of information analysis and comment on current events, journalism performs a number of functions in modern societies. The basic goal of most journalists, however, is to serve society by informing the public, scrutinizing the way power is

exercised, stimulating democratic debate, and in those ways aiding political, economic, social and cultural development.

2.5 Participative training of journalism

The European Policy Manual on training (2000) observes that colleges have a vital role to play in making anti-discrimination legislation understood and enforced on the ground. They are essential in speaking on behalf of and defending those they represent as well as raising awareness, of both victims and potential victims of discrimination, who are all too often unaware of their rights, and also of the general public. The manual identifies three training approaches outside formal learning. These approaches are identified as needs analysis, training of trainers and national seminars. The journal further points out that, there are many ways for media to communicate knowledge and information on equality of issues to the social partners and the wider national community. The journal shows that social participation by the community can fairly achieve these objectives of the media. Just like observation of other scholars like Nguri et al (2009) this informal and participative approach to media studies is not given central positions in formal media trainers.

Hennessy (1997) like Nguri et al (2009) observes in a similar tempo that the basic consideration of journalism training need to be addressed to a whole range of different audience. The content of the training will obviously depend on the target groups; enforcement authorities, journalists, schools built up, its own profile and acquired the necessary training expertise it will be in a position to offer training to promote equality. The organization should consider running well publicized seminars and workshops,

particularly for lawyers, judges, officials in local authorities, private sector employers and services providers through their associations. It may wish to target a particular group e.g. prosecutors in relation to encouraging prosecutions for criminal offences such as incitement to racial. Part of the professionals skill of providing training is designing and providing training materials and information packs as a supplementary way of disseminating information. Obviously the type of training courses will depend on the profile, the objectives and skills of the journalism trainers.

2.6 Institutional Awareness and Journalism Training

BBC-World service Trust (2007) Journal in its research carried out by major funders and media consortia established similar position like the one of European policy manual by concurring that, for media to work effectively, they not only need to raise awareness of the issues they espouse but also both their own, and the public's awareness of themselves as organizations. This is a separate but related issue to raising awareness of the discrimination issues they seek to address. It is also often overlooked.

Government involvement in support of media training activities is encouraged. UNESCO (2005) reports that media specifically dealing with discrimination issues therefore need to develop parallel strategies to raise awareness of themselves and their own aims and objectives as well as of the discrimination issues their work seek to address. This strategy might include; establishing a visible presence by participating in relevant meeting and events or by joining committees or taskforces on issue of importance. Such events may be ideal places to meet and set up individual meetings with other organizations looking for partners, as well as donors, who can fund training directly.

UNESCO (2007) observed that co-operating together with other organizations other NGOs with a shared, even if diverse, focus on discrimination issues. This can include meeting, coordinating activities, and identifying for the community. Acquiring materials and technical expertise-for example; asking for a specialist in the discrimination field to provide technical assistance or to be seconded to those media trainers requesting specific areas of training; establishing partnership with other organizations to implement specific programmes; Understanding the relationship of NGO programmes to long-term Government plans. It is important for NGOs to be able to state collectively where their activities fit into these larger plans. Some NGOs are often better able to address an unmet need, offer an alternative viewpoint, and stimulate debate on issue that are not yet mainstream by the Government. Media trainers in raising their own profile will also be raising awareness of the particular areas of discrimination which are their interest.

In this capacity therefore, it is correct to view that media trainers can have an important role to play in monitoring and influencing the development of policy and law as they are unique well placed to bring grass roots knowledge of the problems and thoughtful consideration of possible solution to the attention of the authorities. Journalism trainers need to make a policy decision as to whether this is an activity they have the expertise and capacity to undertake. Good monitoring will lead to relevant and reliable information and is a prerequisite for effective lobbying.

2.7 The Media Interest in Journalism Training

Nordenstreng and Kwame (1988) that in the current society of' mind-media' control, the Media is possibly the most powerful tool of all in ensuring general awareness and influencing public opinions. Working with the Media is therefore key and the organization should make it a priority to find journalists, radio, TV, news websites as well as print media to talk to and to work with. It should endeavour to devote much time and energy into issuing press releases and encouraging press campaigns on equality and human rights issues.

Nordenstreng and Kwame make a further observation that the media can also be an effective tool in broadcasting and disseminating relevant information. The organization should therefore use the Media to inform and educate people by ensuring they reach the right people by identifying target groups.

Nordenstreng and Kwame again notes that, the Media could consider taking the following steps in Journalism training: Issuing press release when new policies are unveiled by local or national Government; Issuing press release when landmark or newsworthy judgment are handed down; Holding press conferences; Inviting members of the Media to attend regular training course organized by the NGO; Writing letters to newspapers with a view to getting them published; Finding out the names of relevant journalists in newspapers/TV/radio etc dealing with discrimination and adding these to the contacts database; and Regularly briefing such journalists on relevant issues, Monitoring the Media in order to detect inaccurate information, biased opinions, discriminatory images and stereotypes, and working with the Media to eliminate this.

Hennessy (1997) notes that above can only be effective if Media training institutions do the right thing on the trainees. Most journalists are ill trained to an extent where they are not able to tell the media's role to the society.

2.8 Journalism Education and ICT

Zuckerman (2007) observes that each media trainer should consider having its own website. It needs to give careful consideration to the specific purpose it is intended to serve and weigh up costs and benefits. This is a more practical possibility for even small media trainer in the target countries than in Western Europe where website design, creation and maintenance is very expensive. One of the problems of busy media trainers is that they hold vast amounts of every important information, but often in the heads of keys workers, who will say that they are too busy being activities and lobbying for change or dealing with victims to take time to record what they know, what they are doing, how and why. When they are away others are not able to take over and when they leave the organization has a huge information gap.

Zuckerman (ibid) notes that media trainers need to be far more rigorous in establishing simple systems for recording information that specific people within the organization can access. It may be that this is done in part by weekly meetings where attendance is compulsory so everyone knows what each is doing, and then an additional system for record keeping, contact lists, reports on outcomes of key meetings. A variety of knowledge management systems will be an important tool in helping the organization to

function efficiently. Maintaining the contacts, legal (and other) precedents, and other relevant databases will ensure that the organization keeps itself organized and up-to date.

It should be able to store information about individuals' ongoing and recently published research on its system, and furthermore, should have a way of being able to share and exchange contacts and other information with other parties. If a media trainer handles its own advice, complaints or litigation caseload then an integral part of its knowledge management, will be its case management system which will track and record all cases which the organization is handling. This can be very simple, as sophisticated case management system are likely to be beyond the resources of many media trainers, (Vandana and Robert, 2008)

Schechter (2000) supports Vandana by complementing that Information technology is a tool which no modern organization can do without. Media trainers should carefully identify their IT needs and consider what other relevant IT software would add value to their services and further their potential. Obviously there will be cost implications involved here, particularly if there are no appropriate trained personnel available.

2.9.1 Where craft meets theory

In journalism schools, the concept of precision journalism–the application of social and behavioral science research methods to the practice of journalism–found a ready market. The ready acceptance of this concept in academe was due in part to its contribution to the healing of the breach between the green eyeshade and chi-square factions. It demonstrated the applicability of social science research methods to the very real problems of newsgathering in an increasingly complex society. It produced work that

both the researchers and the craft people could appreciate. The tools of sampling, computer analysis, and statistical inference increased the traditional power of the reporter without changing the nature of his or her mission–to find the facts, to understand them, and to explain them without wasting time.

In the profession, however, the barriers were greater. Precision journalism threatened the twin traditions of journalistic passivity and journalistic innocence. The former tradition holds that media should report news, not make news. Media involvement in public opinion polling has been criticized on the ground that the media should not do polls but should wait passively until other people do them and then report on them (Lovell, 1987).

The trouble with being a passive and innocent journalist is that, like any passive and innocent person, one can be too easily taken advantage of. The underlying theme in most modern criticism of journalism is that the media are too easily dominated by powerful politicians and their skillful "spin doctors" whose desires too easily determine what is defined as news and what is not. To defend against being manipulated, the media need more self-confidence, and the best route to self-confidence is through knowledge. Media polls proliferated in the 1980s precisely because the editors no longer trusted the polls that politicians tried to give them and armed themselves with their own data-collection operations out of self-defense. Thus polling became not so much a way to make news as an enhanced tool of the newsgathering process itself–provided, of course, that journalists are in charge of the entire process, from conception, through research design, to analysis and interpretation. The precision journalist does not hire a pollster to create a news event; the journalist becomes the pollster. Jim Norman of *USA Today*, Rich Morin of the

Washington Post, and I. A. (Bud) Lewis of the *Los Angeles Times* were among the prototypes.

2.9.2 Beyond objectivity

The model of the journalist as passive innocent had at least one virtue: it provided a kind of discipline. It was consistent with the tradition of objectivity, a tradition that keeps the journalist from imposing personal viewpoints on the readers. But the objectivity model was designed for a simpler world, one where unadorned facts can speak for themselves. Frustration over the unmet ideal of objectivity led some of the media in the 1960s to embrace something called the "new journalism," which freed journalists from the constraints of objectivity by granting them artistic license to become storytellers. Jimmy Breslin and Tom Wolfe were among the first successful practitioners, and their methods worked until they reached a point where they stopped being journalism. The literary tools of fiction, including exquisite detail, interior monologue (what a newsworthy person is thinking as well as his or her overt behavior), and short-story structure, with a character, a problem, and a resolution in a short span of words, can yield journalistic products that are a joy to read. Unfortunately, the data-collection process is extremely difficult.

To make life appear to be a short story, one has to be extremely selective, and that requires gathering a very large number of facts from which to select. The constraints of daily journalism will not support that level of effort day after day. Some practitioners of the "new journalism" took to making up their facts in order to keep up with the deadline pressures. Others stopped short of making things up, but combined facts from different

cases to write composite portrayals of reality that they passed off as real cases (Lovell, 1987).

Despite the problems, the new nonfiction remains an interesting effort at coping with information complexity and finding a way to communicate essential truth. It pushes journalism toward art. Its problem is that journalism requires discipline, and the discipline of art may not be the most appropriate kind. A better solution is to push journalism toward science, incorporating both the powerful data-gathering and -analysis tools of science and its disciplined search for verifiable truth.

This is not a new idea. Walter Lippmann noted seventy years ago that journalism depends on the availability of objectifiable fact. "The more points, then, at which any happening can be fixed, objectified, measured, named, the more points there are at which news can occur." Scientific method offers a way to make happenings objectified, measured, and named.

2.10 UNESCO Journalism Model Curriculum.

UNESCO (2005) journal suggests that, journalism education should teach students how to identify news and recognize the story in a complex field of facts and opinions, how to conduct journalistic research, and how to write for, illustrate, edit and produce material for various media formats (newspapers and magazines, radio and television, and online and multimedia operations) and for their particular audiences. It should give them the knowledge and training to reflect on journalism ethics and best practices in journalism,

and on the role of journalism in society, the history of journalism, media laws, and the political economy of media including ownership, organization and competition.

It should teach them how to cover political and social issues of particular importance to their own society through courses developed in co-operation with other departments in the college or university. It should ensure that they develop both a broad general knowledge and the foundation of specialized knowledge in a field important to journalism. It should ensure that they develop – or that they have as a prerequisite – the linguistic ability necessary for journalistic work in their country, including, where this is required, the ability to work in local indigenous or vernacular languages, it should prepare them to adapt to technological developments and other changes in the news media (UNESCO 2005).

In a bid to come up with a model curriculum for journalism training, UNESCO (2007) recommends for a simple guiding principle of developing a strong core educational structure with a balance between the practical and the academic aspects. Like in the university, UNESCO (2007) reports that journalism education is normally organized around three curricular axes or line of development. These are: An axis comprising the norms, values, tools, standards, and practices of journalism; an axis emphasizing the social, cultural, political, economic, legal and ethical aspects of journalism practice both within and outside the national borders and an axis comprising knowledge of the world and journalism's intellectual challenges.

UNESCO therefore proposes that a curriculum in journalism education should include units in the foundations of journalism, which are designed to promote prerequisite intellectual and technical media skills. These foundations include: An ability to think critically, incorporating skills in comprehension, analysis, synthesis, and evaluation of unfamiliar material, and a basic understanding of evidence and research methods, am ability to write clearly and coherently using narrative, descriptive, and analytical methods , Knowledge of national and international political, economic, cultural, religious, and social institutions, as well as Knowledge of current affairs and issues, and a general knowledge of history and geography.

UNESCO (2007) proposes a model curriculum for undergraduate programs with such foundations because it is believed that a number of basic skills and capacities cannot be assumed when students begin their undergraduate studies in journalism. The axis that guides the portion of the curriculum dedicated to intellectual development therefore includes journalism as well as arts and science courses.

The model curricula proposed by UNESCO reflect the principles of the three axes discussed above. Other than the three axes, the proposed curriculum put is clear that other than emphasizing on writing and reporting, there should be a careful allocation of time in the curriculum to ensure that courses dedicated to content and intellectual development are not overlooked.

2.11 Media council of Kenya model curriculum

There are a lot of things that are required to do journalism in Kenya. You have to pursue a course in journalism and also select an area of interest to the latter. Foe example you can select print media studies or simply electronic media where you master the techniques required. Media council of Kenya lists twelve course units that are supposed to be offered at certificate and diploma levels for one to fully become a journalist; Print media, Electronic media, Newspaper journalism, Magazine studies, Mass communication, Rhetoric, English studies, History of journalism, Contemporary studies, Report writing, Business journalism and Translation.

According to the media council of Kenya, having a good education background that go about mastering your language of use like English, Swahili or a second language. Also being fluent is paramount and good articulation makes your work even easier. The media council emphasizes the mastering of the niche market be it print, broadcast, reporting, anchoring, radio presenting and many more as a rule to becoming a better journalist.

2.12 Research on Journalism & Professional Efficacy

The ways journalists view themselves and their work has been an interest for a number of mass communication researchers (Weaver & Wilhoit, 1986; Wilnat & Weaver, 2003). Such research has examined, among other things, journalists' sense of accomplishment, job satisfaction, income levels, and frequency of promotion. Studies like these have asked journalists how satisfied they are with their bosses, whether their offices are pleasant work environments, and whether they feel they are fairly compensated for their work.

While most of these studies have used scales related to, but not exactly, professional efficacy (such as a sense of professional achievement), a few others have. Kim and Oh (1974) examined professional efficacy among a sample of South Korean journalists, defining the concept as the extent to which journalists feel they are trusted by the public and therefore have a significant impact on public opinion." Marron (1995) examined professional efficacy among Irish journalists, defining the concept as Kim and Oh did: possessing the feeling that one is trusted by the public and that one can exert considerable sway over public affairs.

Burke & Matthiesen (2005) measured workplace efficacy among a sample of Norwegian journalists using items from Maslach's Burnout Inventory General Survey (Schaufeli, Leiter, Maslach & Jackson, 1996) a measure which includes a subscale of professional efficacy defined as the perception of one's workplace accomplishments and abilities. Reinardy (2008) also used the Maslach Burnout Inventory to assess professional efficacy among female newspaper reporters in the U.S.

While these studies approach a sound definition of journalistic professional efficacy, their definitions operationalizations of the concept present a few problems, and a slightly different definition of journalistic workplace efficacy is used in the current study. Take both Kim & Oh's and Marron's studies, for example, in which professional efficacy depends on one's sense of public trust in their competence. Although journalists' perceptions of public trust may be a correlate of professional efficacy, trust might not be a necessary component. A British tabloid editor, for example, may be aware that public

trust in her journalistic genre is low, but may at the same time possess high levels of professional efficacy if her publication is selling and if her reporting is spurring debate among readers. By equating professional efficacy with perceptions of public trust, Marron and Kim and Oh may be confusing the former with some form of professional esteem or self-esteem.

In the studies by Burke & Matthesen and Reinardy, the authors rely on the Maslach Burnout Inventory in order to measure journalists' professional efficacy, which largely defines professional efficacy as one's sense of workplace accomplishment (see Maslach, Schaufeli & Leiter, 2001). The original Maslach Burnout Inventory's assessments of professional efficacy included items such as "I have accomplished many worthwhile things in this job" and "I feel exhilarated after working with my [noun depends on the nature of the field research]" (Maslach & Jackson, 1981). One's sense of past accomplishments no doubt contribute to a sense of efficacy—confidence in one's ability to contribute to some future outcome—but it seems possible that acknowledgment of one's accomplishments may represent just one component of professional efficacy.

Due to some of these operational concerns, the current study defines journalistic professional efficacy in a slightly different way, drawing partly from the work of Marron and Kim et al., but also from literature in occupational psychology and educational research. Specifically, this study builds on scales of professional efficacy from educational field research by Friedman & Kass (2002) and from a definition of professional efficacy in occupational psychology research by Schutte, Toppinen, Kalimo & Schaufeli (2000), who describe workplace efficacy as "employees' expectations of

continued effectiveness at work." (p.54). In their scale measuring professional efficacy among primary school teachers, Friedman and Kass (p.682), measured workplace effectiveness by asking teachers to what extent they agreed with statements such as "I believe my teaching produces positive change in my students' lives," and "I think I know how to tie my teaching with my students' everyday interests."

For the purposes of this study, Schutte et al.'s definition of professional efficacy will be used, as well the second half of both Kim and Oh and Marron's definitions. And the scale by Friedman and Kass, tweaked slightly in order to be appropriate for mass communication research, is used to measure Arab Americans' sense of professional efficacy. Professional efficacy is here defined as Arab American journalists' sense that they can effect changes in public affairs and public opinion. Journalistic professional efficacy is the extent to which journalists can, through their professional activity, effect change. Put even more simply, professional efficacy is the belief that one's work makes a difference of some kind.

In most cases, scales assessing "efficacy" of any form measure some capacity for change. Political efficacy, for example, is the feeling that a political system responds to one's actions (Finkel, 1985), while self efficacy is a person's belief that they can control life (Bandura, 1982). And although new to political communication literature, political information efficacy is a feeling of being well-enough informed of current events to participate in politics and in political discussions with others (Kaid, McKinney, & Tedesco, 2004). It follows, then, that professional efficacy in journalism should involve feelings that one's professional activities are effective. As in the definitions of political

efficacy, self efficacy, and information efficacy, journalistic professional efficacy is the feeling that one's activities are impactful.

Part of Kim and Oh's study tried to determine the extent to which Korean reporters felt their profession could effect change and have an impact on public opinion. The educational research of Guskey (1998), too, examined change, suggesting that teachers' levels of professional efficacy were strong predictors of their likelihood to adopt instructional innovations in the classroom. Believing their work was meaningful and efficacious, these teachers were willing to try something new.

2.13 Gaps in knowledge

Emery and Ault (2000) report that it's a truism, of course, to point out that a college diploma, or its equivalent in individual attainment, is only the beginning of a lifetime of education. For no other group does this fact hold greater validity than for those who embark on careers in mass communications. Every aspect of human experience and emotion can become their concern; the world changes and so must their ability to understand and interpret those changes, making it necessary to advance their education level.

The man or woman who wants to develop his fullest potential in the field of mass communications cannot neglect his reading, both fiction and nonfiction. Aside from sheer enjoyment and enrichment of the inner self, books and magazines of high quality provide information and insights that surely will improve his performance as a mass communicator. The reading of trade and professional publications is essential to this process on continuous educational development. Just as the physician peruses similar

periodicals to keep abreast of advances of knowledge, so the journalist must examine on a systematic, continuing basis such research journals.

There are three categories of courses in these curricula, corresponding to the three axes: professional practice, journalism studies, and arts and sciences.

Fourie (2005) sates that Journalism trainers and educators should take the criticism against journalism seriously, including the deep-rooted mistrust of journalism and question of media objectivity, and use it as a point of departure in their curriculum development.

This research will investigate the early criticism against journalism, after which the two main streams of contemporary criticism, namely critical political economy and professional criticism are briefly discussed. Fourie (2005) notes that, to raise the quality of journalism, journalism studies should adopt a more fundamental approach to the understanding of journalism and the journalist's work instead of focusing predominantly on professional skills, there is a need for journalism studies, also in terms of raising its own status as an academic discipline, to focus more on intellectual skills such as reasoning, argumentation, and persuasion, contextualization, the skills of historical thinking, description, interpretation and evaluation.

Apart from this, Minogue further argues that African journalism studies should also focus on the development of African media standards for the practice and evaluation of journalism with a close link to the media industry. Fourie (2005) notes that; the skills versus theory debate is usually set against the background of industry demands and turns on how to satisfy the needs and dictates of the industry. It is based on such conflicting

accounts that the researcher decided on this topic. In a similar context Cowling (2009) supports that the problem of media studies and practice is the divide between the media and the rural populations. Traditional training of the media has inbuilt mechanisms that make the media mostly to serve the elite in the urban areas leaving out large number of people in rural communities, either through language use, distribution, the kinds of topics that are addressed and the type of professionalism practiced by journalists. Cowling further notes that there are set of media training problems around actual professional skills with regard to ethics, ability to write on necessary matter and lack of technical linkage between student preparation and actual news rooms' structure. Under this context, Cowling takes a contrasting position against traditional journalist scholars, by pointing out that there is need for the media trainers to address problems of rural audience of the media alongside the urban elite. A part from UNESCO (2007) which appreciates the concept of needs analysis in the process of journalism curriculum development, other sources did not address the unique needs of the media service consumers.

Indra and Harber (2009) in contradiction with other scholars surveyed in the conceptual section of the literature, raises that the key approach to media training other than class work, has to be project based, collaborative learning with students taking responsibility for a finished product, working in an environment modeled on professional working conditions and having the conditions under the control of the students.

Indar and Harber further argue that the core curriculum should move away from the print bias that dominated almost all journalism teaching to a more media neutral position. To achieve this, Indra and Harber suggested that there is need to distinguish the roles and skills of journalism into those that are platform specific and those that are platform neutral. At the same time there is need to offer students the opportunity to produce journalism in as wide range of media as possible so that the students experience wide range of media specific contexts.

Every education program should be socially relevant and culturally sensitive. In other words, application of learning outcomes should benefit the immediate community of the learner and should suit and impact on the learners cultural background. Any educational program that seeks to isolate the learner from his cultural background should be held suspect, (Ehindro 1986). Ehindro, further states that the aims of education and curriculum are to serve the society in some important ways which include preserving, rediscovering, and critically transmitting the cultural heritage and contributing to the improvement of the society by helping to refine and redefine national aims and techniques.

Just like Ehindro (1986) Cormack (2007) notes that the field of journalism is delineated by the politics of language and the media's relation to language. It is driven by attempt to understand the role of minority languages in contemporary society intending to contribute to their survival. And this is the foundation for a theory of indigenous language media. Every curriculum therefore should strive to be sensitive and to reflect this important value. Communication is not possible without language, while language occupies central position in culture. Thus, any curriculum for communication education or journalism education should prioritize the issue of language. For a journalism curriculum to be

socially relevant and culturally sensitive, it must therefore emphasize teaching in the indigenous languages of the society.

Berger (2009) goes beyond the theoretical boundaries of contemporary media training literature to make a distinction between reams of networking, bonding, bridging, and linking. Berger defines bonding as connections between similar people where applied to journalism education it becomes connections among journalism trainers. He defines linking as the growth of ties among journalism trainers whereas bridging is the developing of trusted and reciprocal connections with colleagues and other journalism schools. The prestige of these media training levels of networking has been recognized by UNESCO where it funded 19 schools in South Africa to become a media trainer's network. Berger (2009) further refined the concept of media trainers' network by pointing out that the drivers of successive networking hinge on simplicity, focus and resources. The driver would include interest groups, and other really benefits associations like media trainers centre of excellence.

2.14 Conclusion

Conclusively therefore, all the literature surveyed covered empiric, conceptual and rudimentary perspectives of the study. The conceptual literature surveyed all the existing views of earlier writers on journalism, curriculum as well as synergy of media education and media practice. The empiric literature uncovered current media training practices as well as journalistic practices of different media houses in the world. Under this perspective, UNESCO, Media council of Kenya and the European council on journalism training revealed different deliberations on what is to be taken as a model curriculum for media trainers. Rudimentary positions of the literature displayed both conflicting and

overlapping ideas, Dewey overlapped with other sources in championing for curriculum as a basis of training to reflect desired practical outcomes in industrial application within the broad frame work of media and mass communication practices. Some scholars like Indra and Harber stressed for project based and hands on work approaches to media training and education. Collectively, all ideas in the literature point out that journalism is a dynamic profession and hence the approaches to journalism training must also be non static by continuously going against the status quo in order to maintain effective and relevant mass communication in the society.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. 1 Introduction

This section discusses the research strategy or design that the study adopted for expedition of the research process. The study adopted mixed methods research with a bias of the survey design. This was because the number of colleges that were targeted by the study was only 18 in total and this number was small given the volume of data that was expected to be collected. The study also used a target population of 72 respondents that were made up of Class representatives and head of departments from the 18 colleges used as study institutions. Research reliability, validity, and level of ethics observed are discussed at the end of the section.

3.2 Research Design

Schindler, (2003) defines a research design as a blueprint for fulfilling the objectives and answers to research questions. The writer emphasizes that a research design is a plan and a structure of investigation so conceived as to obtain answers to research questions. The research design expresses both the structure of the research problem and the plan for investigation used to obtain empirical evidence on the relations of the research problems. Being both quantitative and qualitative research, this study described and explains the situation of the training environment in the selected colleges in Eldoret town. The study adopted a descriptive survey approach. According to Orodho (2005) a survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals to obtain data useful in evaluating present practices and improving basis for

decisions. This type of design was appropriate for gathering information in this study because, it enabled the researcher to gather qualitative and quantitative data (Orodho, 2005). This method was chosen in order to describe the entry behaviours, and curriculum suitability and implementation in colleges with an intention to apply the knowledge in improving the media industry practices.

3.3 Research Approach

Mixed methods research was adopted for this study it used both qualitative and quantitative methods. Onwuegbuzie and Leech (2006) opines that conducting mixed methods research involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon. As noted by Johnson and Onwuegbuzie (2004, p. 17), "its logic of inquiry includes the use of induction (or discovery of patterns), deduction (testing of theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one's results)." Because of its logical and intuitive appeal, providing a bridge between the qualitative and quantitative paradigms, the researcher utilized mixed methods research to undertake the study.

Somekh and Lewin (2000) posit that mixed-method approaches to social inquiry involve the planned use of two or more different kinds of data gathering and analysis techniques, and more rarely different kinds of inquiry designs within the same study or project. Using methods that gather and represent human phenomena with numbers (such as standardized questionnaires and structured observation protocols), along with methods that gather and represent human phenomena with words (such as open-ended interviews and unstructured observations), are classic instances of mixing data gathering and analysis techniques.

Somekh and Lewin (ibid) argue that early on, mixed-method approaches to social inquiry were advanced as uniquely able to generate *better understanding* than studies bounded by a single methodological tradition (Greene,2007). Over time, a set of *purposes for mixed-method inquiry* evolved from these early beginnings, each offering a different form of better understanding: (1) understanding more defensibly, with stronger validity or credibility and less known bias, as with the classic approach of triangulation; (2) understanding more comprehensively, developing more complete and full portraits of our social world through the use of multiple perspectives and lenses; (3) understanding more insightfully, with new ideas, fresh perspectives, creative concepts and meanings, as when findings diverge and thus require reconciliation via further analysis, reframing or some other shift in perspective; and (4) understanding with greater value consciousness and with greater diversity of values, stances and positions through the inclusion of different methods that themselves advance different values.

This study, being a mixed methods research used questionnaires content analysis and interview schedules in collecting data. Creswel and Clark (2007) observes that mixed methods research, as a methodology involves philosophical assumptions that guide the direction of collection and analysis of data and the mixture of quantitative and qualitative approaches in many phases in research process. Questionnaires were administered to both class representatives and heads of departments. The questionnaires collected quantitative data which was very important in answering the research questions. Thereafter for follow up, interviews schedules followed with the 18 heads of departments. The interview was to give in-depth information on the facilities and how

middle level colleges in Eldoret town prepared their graduates in line with the demands from the media or job market. Questionnaires and interview schedules sequentially followed each other. The questionnaires administered were collected, analyzed and results presented. Thereafter interviews followed. Responses from the interviews helped in explaining the discrepancies brought about by the quantitative data. Interviews dug out further information on entry requirements, physical facilities and the general curriculum development and implementation in journalism training colleges in Eldoret town.

3.4 Study Area

The study was carried out within journalism training colleges in Eldoret town, found in the Uasin Gishu County of Kenya. Eldoret was picked upon because it is among the very fast growing towns in Kenya with many tertiary media colleges, however, document analysis from the documents posted on the Media Council of Kenya website, on best media or journalism colleges in Kenya, only one college from Eldoret from among the very many colleges in this town. Eldoret which is also believed as the home of athletes is one of the fastest growing towns in Kenya. Eldoret town is a head quarter of three districts: Eldoret West, East and Wareng. Eldoret town hosts three public universities: Moi University, Nairobi and Kisii University College. It also hosts some private university like Mount Kenya University, Catholic university of east Africa, Bugema and Baraton. With its increasing population due to rural urban migration, the town hosts many middle level colleges with different orientations. However the town is heavily populated with more commercial colleges than public ones. Among them are the 18 journalism training institutions focused on in this study.

3.5 Target Population

The study population comprised of 18 journalism training colleges in Eldoret town. The study targeted heads of journalism department in these colleges, they total up to 18 heads of departments. The heads of departments were chosen by the study because they are in charge of training in there department and are expected to monitor the full implementation of the curriculum. This puts them in a position to understand in-depth information concerning the area of study

The study also targeted class representatives for all the three cohorts of training, first years, second years and third years. From the 18 colleges the total target populations of class representatives were 54. Class representatives were targeted because they are the consumers of the training programme and are also a link between lectures and students and therefore are in good position to explain the process of curriculum implementation from students' perspective in light of teaching fraternity challenges.

Table **3.1: Target Population**

COLLEGES	TARGET RESPONDENTS		
	HODs	Class Representatives	Total No. of target respondents per college
Alphax	1	3	4
Nairobi Aviation	1	3	4
Eldoret Aviation	1	3	4
Regions group of colleges	1	3	4
African Institute of Research and Development Studies	1	3	4
Eldoret Professional Accountancy college	1	3	4
Hezz College	1	3	4
Royal College	1	3	4
Elgon View College	1	3	4
Eldoret Institute of Prossional Studies	1	3	4
Kenya Institute of Banking	1	3	4
Herbadeen College	1	3	4
African International College	1	3	4
Excel Texas Institute	1	3	4
Splendid College	1	3	4
Chesters Institute	1	3	4
Tropical College	1	3	4
Hitec International College	1	3	4
Total	**18**	**54**	**72**

3.6 Sample Procedure

The study targeted 18 colleges with a total target population of 72 participants. That is three class representatives from each college (54), and the 18 heads of journalism department. Due to the small number of target population Census technique was used in the collection of data from class representatives and heads of departments from the 18 colleges. Thereafter, through purposive sampling, all the 18 heads of departments were sampled and had an in-depth interview with the researcher. The reason for using all the 18 heads of department was due to the fact that each college was unique in its own way and therefore difficulty for one to sample. This approach to sample construction helped in eliminating bias and thus promoted scientific reliability of the study.

3.7 Data Collection Instruments

The study collected data from sampled respondents by using Questionnaires and interview schedules. The questionnaires were both open ended, closed ended, and likert type scale. Different types of questionnaires collected different types of data. However all questionnaires were used to collect data from both the trainers and student respondents given that they already commanded good knowledge of the phenomenon under the study therefore they were able to answer the questionnaires independently.

Out of the 72 sample population, a total of 63 respondents answered questionnaires given to them. This means that 9 other targeted respondents did not complete the questionnaire for various reasons. This gives the questionnaire a success rating of 87.5%. The breakdown of the respondents to the questionnaire is as follows (49 students out targeted

54 and 14 out of the targeted 18 Heads of Departments), largely the student population. The Questionnaire standardizes and organizes the collection and processing of information. The study adopted mixed methods research questions for sequential designs. The quantitative phase of the study informed the qualitative phase.

This was done sequentially that after, administration and analysis of survey questionnaires, there followed in depth interviews with heads of departments to confirm as well as fill the gaps in the information collected through survey questionnaire. The quantitative research design was descriptive in nature and the qualitative research design sought for in-depth information, involving all the 18 heads of department who participated in the survey questionnaires who were interviewed in regard to the study. Quantitative data for instance showed discrepancies in the entry requirements, who developed the curriculum, the manner in which the curriculum was implemented, course duration, qualification of lecturers, legal framework of the colleges and the necessary equipments for training journalism.

An interview guide was developed containing rough and general topics to be covered by interview questions in answering the research questions. The interview questions were designed in a manner that they promoted positive interaction kept the flow of the conversation going and motivated the subjects to talk about their feelings and experiences. The guide was common to all interviews (structured and unstructured) only to be segregated accordingly to be directed to appropriate interviewees during the course of the qualitative interviews. The interviews addressed the gaps realized in the questionnaire like entry requirements, curriculum development, curriculum was

implemented, course duration, contextualization, qualification of lecturers, legal framework of the colleges and the necessary equipments for training journalism.

The advantages of semi structured interviews for this study were as follows in reference to Jwan and Ong'ondo (2011), Semi structured interviewing enables the researcher to develop a relationship with the participants. They posit that given the dialectic nature of knowledge construction in such interviews, establishing rapport is fundamental to the quality of the inquiry.

Jwan and Ong'ondo (2011) argue that semi structured interviews allows an interview to proceed as conversation rather than as a formalized exchange in which the interviewer imposes his or her authority on the interviewee.

3.8 Data Collection Procedures

The study firstly developed the data collection instruments of both the questionnaires and the interview schedules. After which the instruments were pilot so that it could be established if: There was any item that was ambiguous; the developed instruments could collect the required information; there was any problem and complexity that could be encountered during data collection and analysis and if the research instruments were reliable. The researcher visited the selected colleges and informed the respective principals about the study by presenting both the research permit and authorization letter. After obtaining the principals permission, the researchers worked closely with the heads of departments to identify class representatives.

The researcher informed both heads of departments and class representatives about the study. Based on their permission the instruments were administered on the sampled respondents. Response rate was reinforced through prompt follow up and encouragement of the respondents.

After the first round of data collection using questionnaire the research once again visited the colleges to interview the heads of department. The reasons for a second visit were explained to college principals and heads of departments. With permission of heads of departments the researcher interviewed them to shade more light on unclear data that had been collected using questionnaires. The researcher recorded each of the interviews with the heads of department.

3.9 Data Analysis

In the analysis of the empirical material, the researcher followed the procedures prescribed by Rubin & Rubin (1995). The first step was to code the data from the respondent interviews. Coding is a process in which "the researcher creatively scans and samples data-texts, looks for commonalities and differences, and begins to formulate categories" (Lindlof, 1995: 224). Similar concepts, ideas or themes were categorized together in order to label, separate, compile and organize the data. The dominantly appearing themes and ideas were interpreted as more important, while the seldom appearing patterns were viewed as less important to the phenomenon of efficacy of journalism training programs in middle level colleges in Eldoret Municipality. Direct quotations from the interviewees, and exemplars were also useful in the analysis, especially to advance argumentation.

The other phase was the 'triangulation' of data, which involves a 'compare-and-contrast' assessment of more than one form of evidence about an object of inquiry (Lindlof, 1995: 239). In doing the triangulation, the different data from respondent Interviews were synchronized, distilled, gleaned for evidence and compressed. Besides 'constant comparison' of the responses from the different interviewees, the moderator/interview guide was equally a useful tool for data analysis. Since one interview schedule was adopted for all the sampled head of departments, these provided the 'frame' within which to make comparative analyses of the data (Morgan, 1988).

Quantitative data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) program. Descriptive statistics techniques were used to analyze quantitative data and these were mean and percentages. The data was presented in form of tables and graphical presentations such as pie charts and bar graphs.

3.10 Research Ethics

Jwan and Ong'ondo (2011) define research ethics as the moral principles that guide research from its inception through to its completion and publication of results. Jwan and Ong'ondo (2011) observe that ethics embody individual and communal codes of conduct based upon adherence to a set of principles which may be explicit and codified or implicit and which may be abstract and impersonal or concrete and personal.

Somekh and Lewin (2000) say that ethical principles and guidelines tend to focus on protecting participants from harm or in some cases on empowering them. The study therefore was bound to be within the accepted social science research standards. No foul play was done to access data or enjoys any advantage at any stage of the research process. Citations were done without any failure, every data item was collected after informed consent and feedback was affected to share joy of knowledge with all those who participated in the research process.

Somekh and Lewin (2000) states that with some exceptions, those who argue that certain participant observation studies could never be conducted if informed consent was the norm, most writers of social science ethics adhere to a concept of informed consent. This means that those interviewed or observed should give their permission in full knowledge of the purpose of the research and the consequences for them of taking part.

The researcher maintained Confidentiality and anonymity where necessary in the process of research. Somekh and Lewin (ibid) report that the second common assumption in ethical social science practice is confidentiality in the process of conducting the research and the anonymization of individuals in reporting. These are often linked as though the second, that is to say using pseudonyms in reporting, justifies the reporting of information obtained in confidence. However, the two concepts require separate consideration. Confidentiality is a principle that allows people not only to talk in confidence, but also to refuse to allow publication of any material that they think might harm them in any way. Anonymization is a procedure to offer some protection of privacy and confidentiality. Though helpful in the attempt not to identify people, anonymization cannot guarantee that harm may not occur.

Informed consent of the interviewees was also obtained in advance and during the interview processes. Informed consent encompasses notifying the research subjects about the overall purpose of the research and the main features of its design, as well as possible risks and benefits of *efficacy of journalism training programmes in middle level colleges in Eldoret municipality* from participation in the research project. Without this initial step, it would not have been easy, if at all possible, to get interviews from people familiar with the sensitive academic issues in these colleges. Jwan and Ong'ondo (2011) say that "an interview is literally an interview, an inter change of views between two persons conversing about a theme of mutual interest." The author metaphorically refers to the interviewer as a miner who unearths a valuable but buried metal, which is knowledge.

The researcher too obtained a research permit from the National Council of Science and Technology that was sent to college in-charges as a proof and evidence of the use of the information gathered.

3.11 Validity and Reliability

The developed questionnaire was assessed for both content and constructs validity. Content validity was to ensure the questionnaire covered exhaustively the study objectives. Construct validity was to ensure the questionnaire was measuring what it was supposed to be measuring. The instruments were given to lecturers to asses these validities.

The developed questionnaire was further assessed for reliability. The test-retest method was used in assessing reliability. The researcher administered questionnaires to respondents who were not used in the study. After a period of two weeks the researcher again administered the same questionnaires to the same respondents under the same conditions. Both sets of questionnaires were scored and the scores correlated using Pearson product moment correlation coefficient. The correlation coefficient was above 0.7, in accordance to Fraenkel & Warren, (2000), the questionnaire was considered reliable.

The issue of trustworthiness of the study for qualitative data was discussed in terms of the criteria suggested by Lincoln and Guba (1985): credibility, transferability, and conformability. Credibility was established mainly through member checking and peer debriefing. Member checking was used in four ways at various stages of data collection and data analysis: (1) at the pilot stage, the interviewer discussed the interview questions with participants at the end of each interview; (2) during formal interviews, the interviewer fed ideas back to participants to refine, rephrase, and interpret; (3) in an informal post-interview session, each participant was given the chance to discuss the findings; and (4) an additional session was conducted with a sample of five participants willing to provide feedback on the transcripts of their own interview as well as evaluate the research findings. Peer debriefing was used in the study to "confirm interpretations and coding decisions including the development of categories" (Foster, 2004, p.231).

The transferability of the study was ensured by "rich description and reporting of the research process" (Foster, 2004, p.230). The findings were reported by describing each component in the colleges. Diagrams and tables were used to facilitate the description. Quotations from participants were provided to reinforce the author's abstraction.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter concentrates on presentation, analysis and interpretation of the data collected from the field. Data was analyzed by using both qualitative data analysis tools and quantitative analysis tools. Frequency percentages, diagrams and descriptive statistical values have been used in quantitative analysis of data where as themes and categories were adopted for qualitative data analysis. The procedures in either of these cases are presented below

4.1 Demographic Information about the study Participants

For the feasibility of the study the researcher divided his research tools into two parts; A-demographic information of the respondents and B- general Likert styled statements presented to the participants for responses as presented below.

4.1.1 Gender

The study used both class representatives and HODs as respondents. From the selected sample of class representatives it was found out that there were both male and female respondents. The male respondents were 54% while the female respondents were 46%. Thus there is a difference of 10% between male and female participants involved in journalism.

Figure 4.1 below represents the gender of respondents involved in the study.
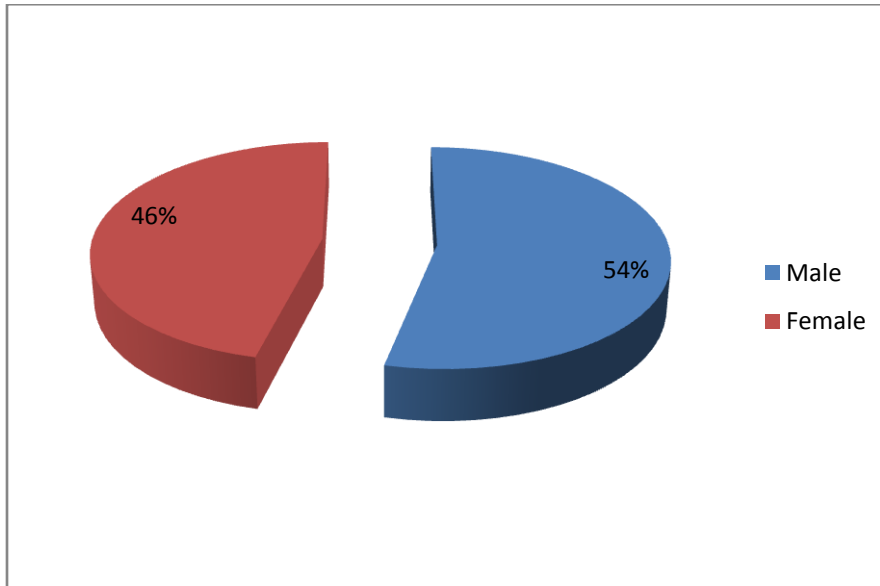
Figure 4.1: Gender of Class Representatives

When the heads of departments were sampled to participate in the study, it was realized that 78% of the sample were male and 22% were female. Figure 4.2 below represents the sample used in the study in relation to gender.
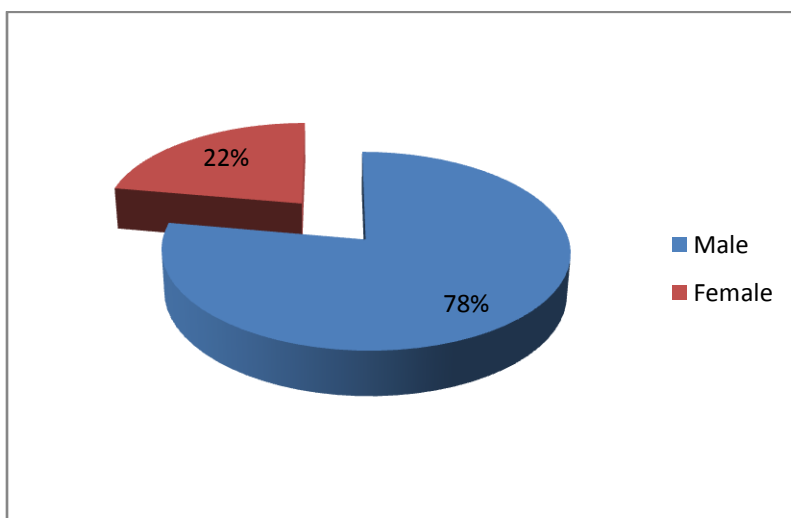
Figure 4.2: Gender of Head of Department

4.2.2 Program of Training

When the class representative respondents were asked to state their program of training, majority of them (61%) stated that they were enrolled for a diploma course, while 39% were enrolled for a certificate course. This meant that the data collected for the study was collected from respondents pursuing different programs offered in colleges and hence the data is representative. Figure 4.3 below represents the different percentages of respondents in each program.

Figure 4.3: Program of Training of Class Representatives
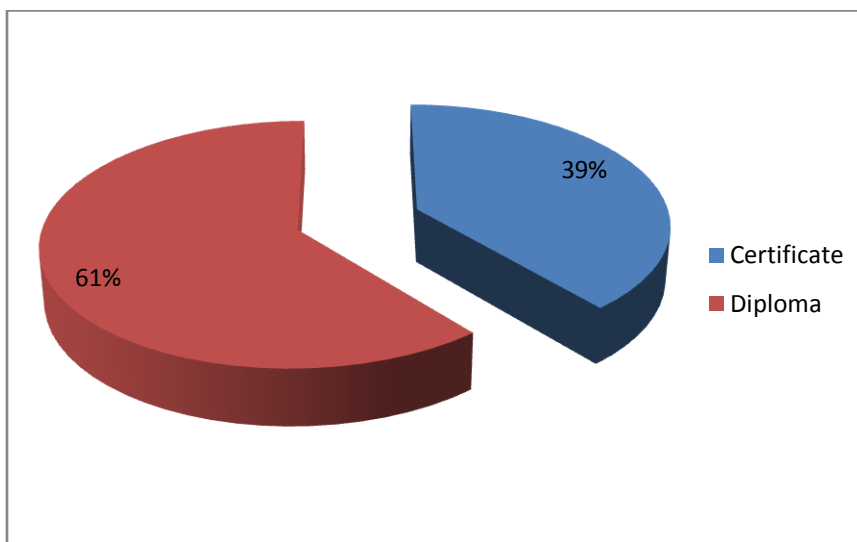
4.2.3 Level of Education

When the HODs respondents were asked about their level of education, 78% said they had a degree certificate while 22% said they had a master's certificate. This meant that all the HODs involved in the study had a degree certificate and above and therefore their responses as HODs could be relied on because they qualify to hold their positions.

However, while the HODs have degrees, the interview results show that there is a mixed staff and even some colleges dominated by diploma holders teaching diplomas. This is as shown in the excerpts below obtained from the head of department of college X:

Interviewer: Madam, how do you source for these lecturers?

Respondent1. Actually sourcing for lectures we do not have protocol. At some time it happens that may be a teacher leaves for green pasture in the middle of the sessions, so we are forced to run to any available replacement regardless of the qualifications so long as students do not suffer. We do not have a clear protocol that we may interview and grill

somebody before we engage the person. That simply shows how chaotic this department can be sometimes.

Interviewer. Do you have a policy on the minimum level of education of the teachers to be recruited in the department?

Response. Actually in written it is that somebody should have a degree. But when you come on the ground you realize even diploma guys are given chance.

Interviewer. Now in your four staffs do you have diploma holders?

Response. Yes. From ICM.

Even one of the heads of departments in an intensive interview revealed that, she started teaching immediately she attained her diploma.

Interviewer. So you are in both. By the way for how long have you been teaching?

Response. I have been teaching from 2003.

Interviewer. 2003 to date? When did you graduate?

Response. Ok. I started teaching after I had done my diploma from Aviation with ICM as my examining body. Therefore I taught as I was pursuing my degree that I graduated in 2008.

From the conversation above the researcher therefore, feels that graduates from these colleges taught by people of the same qualifications might not be as competent as such when they get to the job market. This is the reason as to why some scholars have described journalism training as the most chaotic field. Wamari (2010) observes that "There is no chaotic training field that beats the media. Journalism is even being offered in the cyber cafes by any person who feels like it, well assured that nobody will raise questions" (Daily Nation Friday July 2, 2010 pg 9)

Figure 4.4 below represents the distribution of respondents by education level as per survey questionnaire.
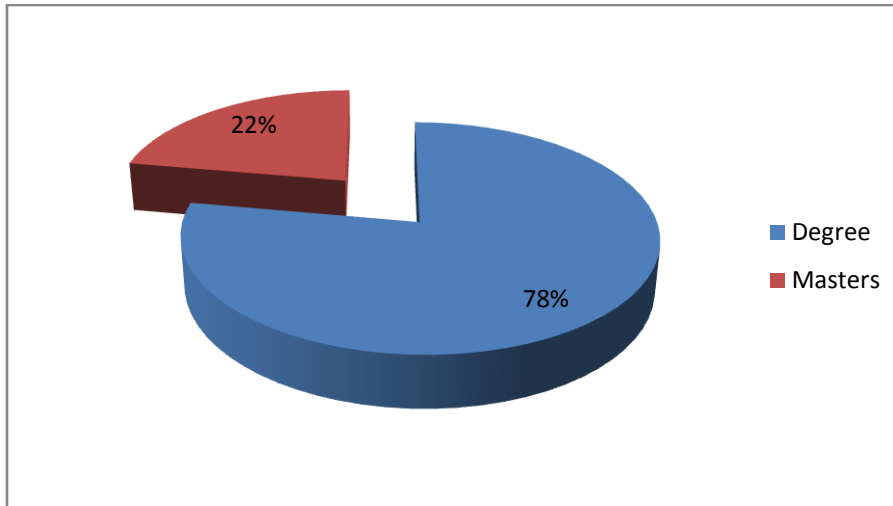
Figure 4.4: Level of Education of HODs

4.2.4 Teaching Experience

The teaching experience of the HODs was asked. The study found out that three of the sampled HODs had an experience of between 1 to 2 years, nine had an experience of between 3 to 4 years and six had an experience of more than 5 years. Owing to the fact that majority of the sampled HODs had an experience of more than 2 years meant that they had knowledge of how the institutions carry out the training process.

Figure 4.5 below shows the teaching experience of the sampled HODs.
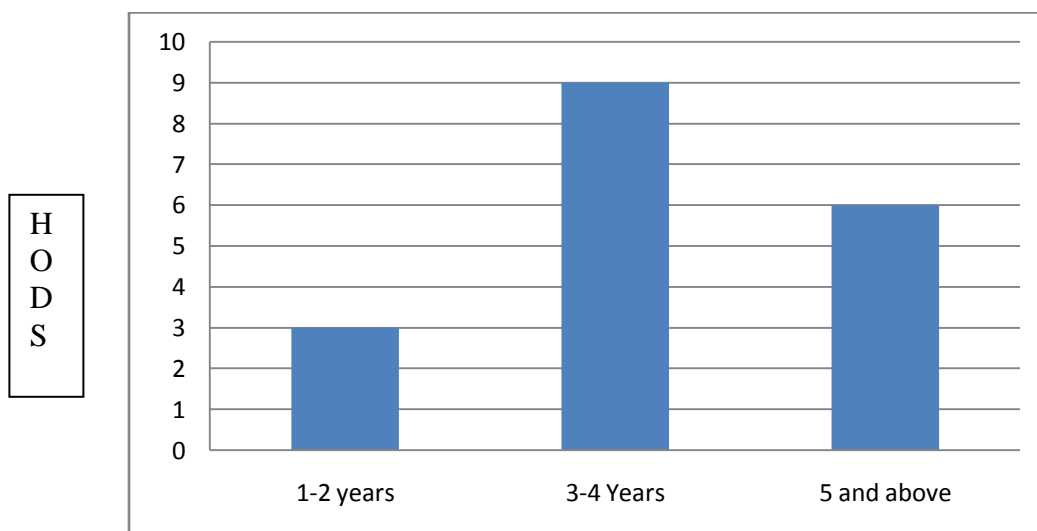
Figure 4.5: HODs Teaching Experience

4.2.5 Examining Body

The respondents were asked to name the examining body of their institution. This was important because the examining body determines the curriculum to be used by the colleges. When the class representatives were asked, 81% (15) said they were to be examined by ICM and 19% (three) said they were to be examined by City and Guild. Figure 4.6 below shows the percentages of the responses. When the HODs were asked the same question 83% (15) said their institutions are examined by ICM and 17% (three) said their students are examined by City and Guild.

In an interview session most of the HODs said that they rely on ICM as their examining body as one of the responded said, "… I must start saying that these students are doing the ICM program. I know we shall come to that but they are doing the ICM program."

Most colleges choose these foreign examining bodies because currently there are no local examining bodies offering certificate and diploma examinations. Also these foreign bodies don't have the minimum admission grade for students to enroll for various courses. This lack of entry requirements was also evident in the interview schedules. For example one of the heads of department said that for them minimum entry requirements did not exist due to their examining body that only gave an age limit of above 18 years.

> **Interviewer**. In this college, what is your minimum entry requirement for diploma in journalism?
>
> **Response**: As per my department we do not have minimum entry requirements for we are doing ICM which focuses on the age. With this curriculum it is like anyone who has attained an age of 18 years is legible. However as a department, we have said somebody must have done KCSE and attained at least a D".

This is further proved on document analysis in a journalism and media studies diploma document retrieved from http://www.icm.ac.uk. The document states that "the institute operates an 'Open Entry' policy in respect of most of its certificate level vocational programmes, subject to appropriate work experience. As observed from the document all students are required to commence their studies at the certificate level unless they are able to claim subject for subject or level exemptions. The extracted document, further reports that, the minimum age for registration for the majority of programmes is 18 years. It states that applicants over age of 20 who do not hold one of the recommended entry qualifications may also register for some certificate level programmes provided they have been in full time employment for a minimum of two years and can produce a letter from their employer to confirm this.
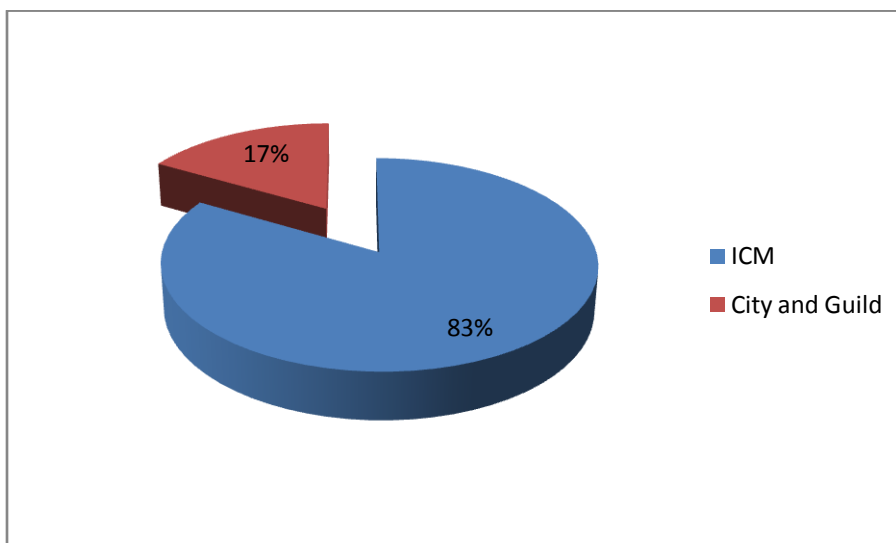
Figure 4.6: Examining Body for Final Examination

The lack of minimum entry requirements by the ICM curriculum, and allowing applicants on the basis of age has a negative impact on the quality of graduates produced by journalism middle level colleges in Eldoret town. The result of this is journalism graduates like Media Council of Kenya (2012) reports finds it hard to sail through the media industry demands. Therefore making some graduates to decide for otherwise careers. MCK (2012) further argues that becoming a journalist in Kenya and a prominent one requires proper training and zeal.

4.2.6 Area of Specialization

The HODs were asked to state their area of specialization as per their academic qualifications and what they teach. A majority of the respondents (10) were specialists in electronic media, six were specialists in print media and two were specialists in public

relations. All the HODs were specialist in media related fields and therefore they were relied on in their responses as it was also established in the interviews:

>**Interviewer:** What is your area of specialization?
>
>**Response:** I have specialized in broadcast journalism.
>
>**Interviewer**. That is good, for how long have you been teaching madam,
>
>**Response**: I have been teaching for two years.
>
>**Interviewer**. Two years and you are already a head of department.
>
>**Response:** Yah, it is only because of my specialization that I raised this first. Most of those we are working with have done general mass communication.

Figure 4.8 below shows the areas of specialization of the HODs who participated in the study.
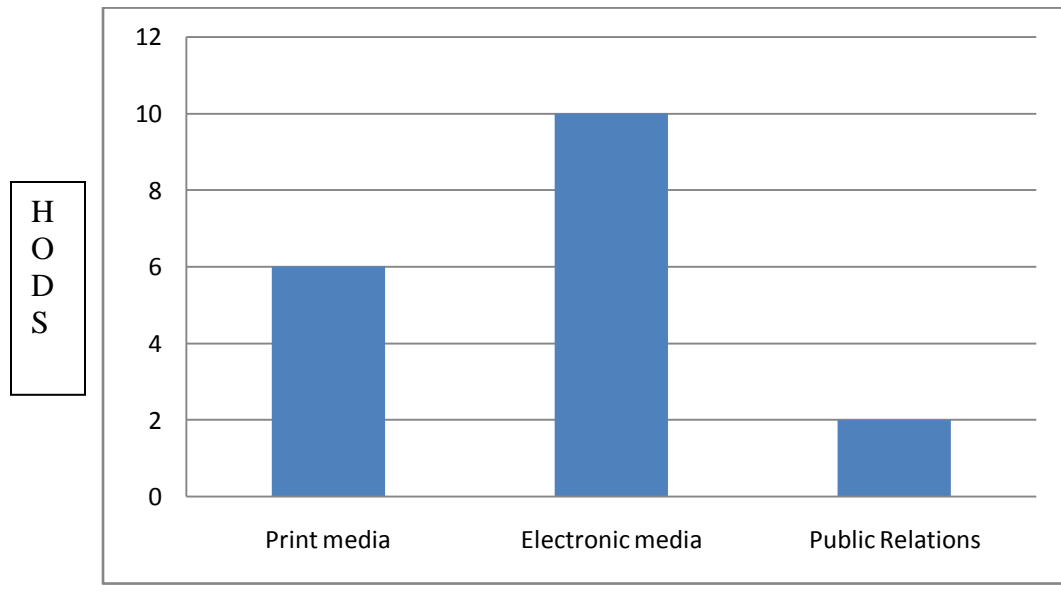
Figure 4.8: Area of Specialization of HODs

4.2.7 Grades in KCSE of Class Representatives

The class representatives were asked for the grades that they scored in high school in their KCSE examination. A majority of the respondents (19) had a D+, two had D, 15 scored a mean grade of C- and 18 managed to score a mean grade of C. In total 33 students had a mean grade of above C-, this could explain the 33 students who said they were undertaking diploma program. Figure 4.9 below summarizes the scores of the respondents in their KCSE.
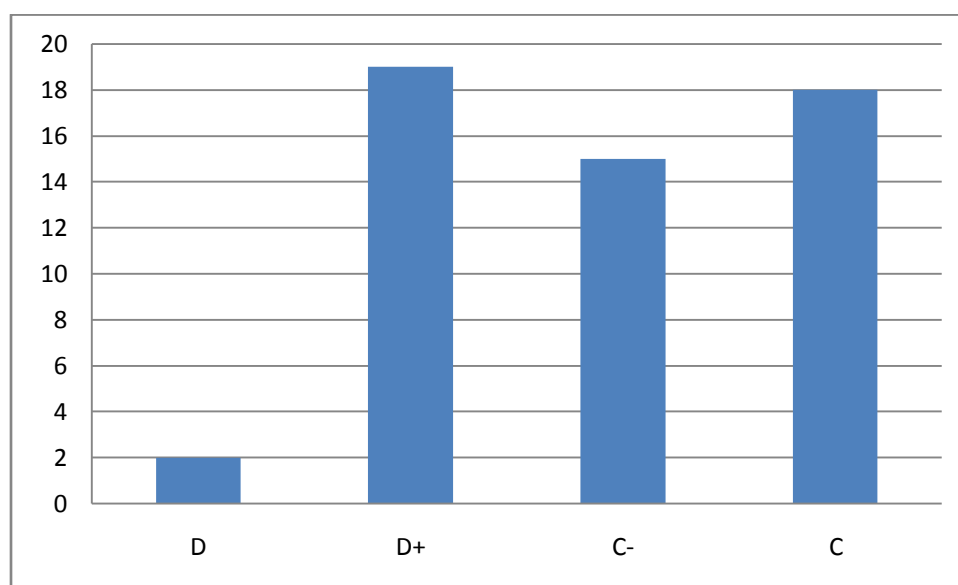
Figure 4.9: Class Representatives Score in KCSE

While the questionnaire survey data shows that most of the students had a mean grade of C- and above, interview schedules reveals otherwise. One of the heads of department revealed that entry qualifications were just in papers but not practiced.

The verbatim below explains: interviewer. In this college, what is your minimum entry requirement for diploma in journalism.

> **Response**. As per my department we do not have minimum entry requirements for we are doing ICM which focuses on the age. With this curriculum it is like anyone who has attained an age of 18 years is legible. However as a department, we have said somebody must have done KCSE and attained at least a D.

4.2.8 Level of Study of Class Representatives

The class representatives were further asked their level of study. This was asked with an intention of determining the duration they have stayed in the institution. Majority of the respondents 70% were in their second semester. This population could be relied on in their responses because they had been in the institution long enough to understand how the learning and curriculum implementation is carried out. The remaining 30% were in their first semester. Figure 4.10 below summarizes the percentages of respondents and their respective levels of study.
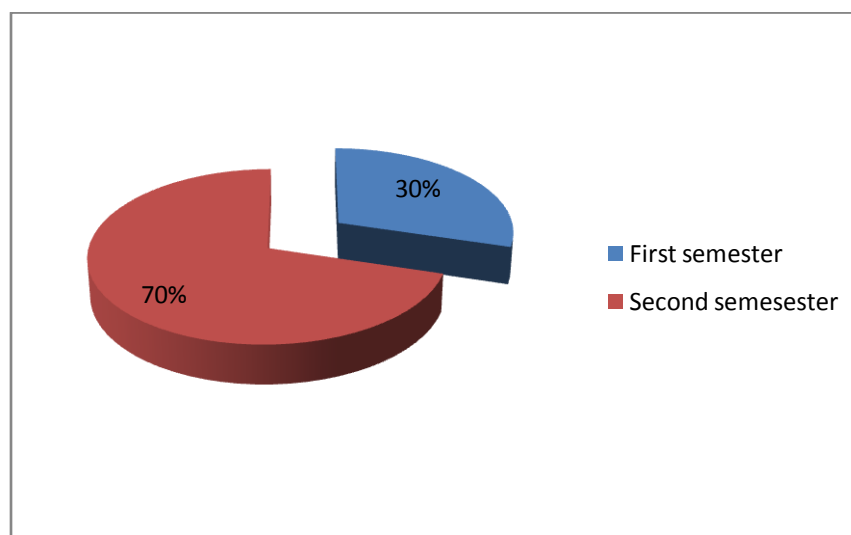
Figure 4.10: Class Representatives Current Level of Study

4.3 Middle Level Journalism Colleges Preparation of Students for Careers in the Media Industry

The first research question focused on how journalism training in the middle level colleges prepare students for careers in media industry? In an attempt to answer this question a series of statements were presented to both HODs and class representatives concerning this question. Respondents were asked to respond to the statements using a five point Likert Scale ranging from; 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree and 5 = Undecided / not applicable.

In the analysis class representatives agreed that; Middle level Journalism Colleges in Eldoret offer high quality market oriented training; Journalism training in middle level colleges' balances theory and practical; Media colleges in Eldoret fully prepare their graduates for all careers in journalism and they also agreed that Journalism training in middle level colleges has a great emphasis on specialization. The class representatives however, disagreed that there college fully exposes its graduates to contemporary media issues and that there college involve students in media production. Table 4.1 below shows the respective statements and the means for each statement as given by the class representatives.

Table 4.1: Student's Preparation for Careers in Media Industry

	Percentages					Mean
	SA	A	D	SD	N/A	
My College offer high quality market oriented training	7.4	92.6	00	00	00	1.93
My college balances theory and practical	70.4	29.6	00	00	00	1.30
My college fully exposes its graduates to contemporary media issues	00	00	7.4	53.7	38.9	3.24
My college involve students in media production	7.4	38.9	7.4	00	46.3	3.39
My college fully prepares its graduates for all careers in journalism	24.1	61.1	14.8	00	00	1.91
My college has a great emphasis on specialization.	7.4	68.5	24.1	00	00	2.17

When the HODs were asked they agreed that; Curriculum in middle level colleges balances between theory and practical application as regards the teaching and practice of journalism. On the other hand they disagreed that Middle level journalism colleges in Eldoret offer high quality market oriented training and also disagreed that Middle level college curriculum links students to media and democracy.

This corroborates the findings got in the interviews from the HODS and the interviewer as one of them said:

> **Interviewer.** Then how marketable are your products?
>
> **Respondent**. I can have it that may be in a class of 20, two or three can manage due to their dedication and commitment. Most of what we are doing is to perfect in theory but you when it come to practical we have no option. But again remember that even some of the teachers trained in such

environment that telling what is right and wrong is a challenge. This students if am to be sincere have a big challenge. Imagine finishing the course without seeing or touching on the tools of trade. Therefore in terms of job market and performance I will say that their competence is really low.

Interviewer. That sounds okay to me for this college but may be just to enquire how balanced is your curriculum in terms of theory and practice
Respondent: These curricula for sure are theory based .There are very few practical assignments. Even if the curricula required practical, it won't be possible given the situation in these colleges. I have looked at ICM curriculum that I did, much is theory. However there is also mismanagement of this ICM because non from ICM based in London visits to see how the training is done. Colleges just apply and get permission to offer ICM examination without physical proof of the existence of the college and facility required for training.
Interviewer. As a trainer, what is your general comment on journalism training in this town?

Respondent: I would say that it is still very low despite of many mushrooming colleges .Many of us who are trained just by chance get employed .Otherwise some of the students decide to change courses. When I was a student I remember our lecturers in some areas seemed not to be sure of what they were teaching. Some of them had never practiced journalism and there pausing a challenge to the practice of students in the field. You know students trained in this trial environment that has just limited facilities, really require well trained and experienced personnel to train them. Like I mentioned some journalists are employed yet they have never even had a chance to see or touch the real tools of trade. This is horrible. Failure by the government also to check on the training might completely water down the career.

Table 4.2 below shows the respective means for each statement.

Table 4.2: HODs Perception of Student's Preparation for Careers in Media Industry

	Percentages					Mean
	SA	A	D	SD	N/A	
I offer high quality market oriented training	00	00	44.4	16.7	38.9	3.00
My curriculum, balances between theory and practical application as regards the teaching and practice of journalism	22.2	55.6	00	00	22.2	2.44
My curriculum links students to media and democracy?	22.2	00	5.6	38.9	33.3	2.83

4.4 Development of Curriculum in Journalism in Middle Level Colleges

The second research question was how is the syllabus for training diploma and certificate students in middle level colleges developed? The data to answer this question was collected by presenting a series of statements to both HODs and class representatives concerning this question. The responses to the statements were ranked as 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree and 5 = Undecided / not applicable.

The class representatives agreed that; Journalism training institutions in Eldoret participate in college curriculum development; Media professionals are involved in the development of the curriculum used for training in middle level colleges; Curriculum used in middle level colleges is approved by a professional body, and agreed that diploma

curriculum in middle level colleges involves reporting on key issues like HIV, Health and community media. The class representatives disagreed that Journalism training institutions in Eldoret have a frequency of curriculum review; Journalism training institutes in Eldoret have a statutory body that regulates their establishment and that all media training institutions in Eldoret have one harmonized curriculum in use. Table 4.3 below shows the statements and their respective means as collected from the class representatives.

Table 4.3: Class Representative's Perception of Curriculum Development

	Percentages					Mean
	SA	A	D	SD	N/A	
My college participate in curriculum development	16.7	83.3	00	00	00	2.83
My college involve media professionals in the development of the curriculum used for training	37.0	55.6	7.4	00	00	1.70
My Curriculum is approved by a professional body.	63.0	31.5	5.6	00	00	1.43
My college has a frequency of curriculum review	9.3	31.5	14.8	00	44.4	3.39
My college has a statutory body that regulates its operations	37.0	40.7	14.8	00	7.4	3.00
All media training institutions in Eldoret have one harmonized curriculum in use	7.4	31.5	22.2	7.4	31.5	3.24
My curriculum involves reporting on key issues like HIV, Health and community media	53.7	14.8	00	00	31.5	2.41

The HODs were also asked a series of statements concerning curriculum development in middle level colleges. They agreed that; Journalism training institutions in Eldoret have annual or medium strategies on the future of their departments. The HODs disagreed that they participate in college curriculum development, disagreed that Journalism training institutions in Eldoret have a frequency of curriculum review and disagreed that Journalism training colleges in Eldoret have regular timetable for experts to lecture specialist subjects in curriculum.

This was a general agreement among the interviewees. One of them concurred by saying that:

> "I have no idea. Personally I only implement. Like I said the ICM curriculum is from London. Here we have no chance to suggest on what maybe we think should have been offered. This to me is again a challenge, though many say journalism is all the same throughout the world. There should be away in which the curriculum is domesticated. For example most of the cases in media law are foreign cases. Now if a student is not clever enough applicability in the Kenyan context might be a real problem. Most of even the other referred books are also foreign authored; no single book from Kenya has been referred. I tell you if you are not careful, students treat those laws and ethics taught as foreign. All these lecturers here have no idea am sure how the curriculum they are teaching was developed."

A document obtained from ICM web site reported that ICM teaching centres are provided with a detailed syllabus and a reading list for each subject area. Each unit syllabus clearly defines the areas that a lecturer requires to cover for each subject and examination questions are based on the areas and topics detailed for each unit. The document further states that each unit syllabus is normally linked to one main textbook and the examiners base their questions on the content of the nominated core text.

Table 4.4 below shows the results for each statement.

Table 4.4: HODs Perception of Curriculum Development

	Percentages					Mean
	SA	A	D	SD	N/A	
I have a regular time table for experts to lecture specialist subjects in curriculum.	00	00	33.3	66.7	00	2.67
I participate in college curriculum development	00	00	55.6	44.4	00	2.56
I have a frequency of curriculum review	00	00	77.8	22.2	00	3.22
I have annual or medium strategies on the future of my department	11.1	88.9	00	00	00	1.89

The agreement from class representatives and HODs that there is no harmonized curriculum and tutors do not participate in curriculum development shows un-coordination in carrying out this program in middle level colleges. For instance Journalism training colleges, with the reluctance of Kenya institute of Mass Communication (KIMC) in conjunction with Kenya national examination council (KNEC), to demystify, adopt different curricular in their trainings basing on different examination bodies such as Institute of Commercial Management in London (ICM), ABMA and ABE. The many un-harmonized curriculums pose some danger.

In the interview sessions with the HODs, they were also in total agreement as it is evidenced from the following excerpt.

> **Interviewer**. What is the role of your lecturers in curriculum development?
>
> **Response**. For the time I have been around, we have no role. We are all guided by the curriculum from ICM. It comes when it is set and ready for implementation.
>
> **Interviewer**. Does it mean, your lecturers do not participate in the making of the curriculum?
>
> **Response**. Yah its difficult for the curriculum like I said is just sent or uploaded by the ICM in UK. So our work is simply to teach as per the set curriculum. We teach as the ICM examines and marks the set and done examinations. Therefore this makes our work easier.

4.5 Efficacy of Journalism Training Programs in Middle Level Colleges

The third research question was to find out to what extent is the content and process of training at middle level colleges consistent with the students' job requirements? The data to answer this question was collected by presenting a series of statements to both HODs and class representatives concerning this question. The responses to the statements were ranked as 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree and 5 = Undecided / not applicable.

The class representatives agreed to several statements that were put to them. They agreed that; Middle level colleges in Eldoret town have adequate technology for students to learn practical dimensions; Journalism students in middle level colleges in Eldoret are linguistically and mult-linguistically developed; Journalism students in middle level colleges in Eldoret are well prepared to report on key issues; Journalism middle level

training institutions in Eldoret have opportunities for practical media production by learners; Journalism training institutions in Eldoret have competent systems in place to assess learning in regard to the practice of journalism, Journalism training institutions in Eldoret have formal mechanisms for interaction within the profession, and lastly they agreed that Journalism training colleges in Eldoret are internationally networked and recognized.

When asked the class representatives disagreed with the following statements; Journalism training institutions in Eldoret have a balanced Instructor-Learner ratio for practical courses; Journalism training colleges in Eldoret have a regular time table for experts to lecture specialist subjects in curriculum and; Journalism training institutions are usually invited to serve on editorial boards and evaluation of other journalism programs. Table 4.5 below indicates the specific means for each statement.

Table 4.5: Class Representatives Perception on Content and Process of Training in Regard to Job Requirements

	Percentages					Mean
	SA	A	D	SD	N/A	
My college has adequate technology for students to learn practical dimensions	37.0	55.6	00	00	7.4	1.85
In this college we are linguistically and mult-linguistically developed	29.6	48.1	7.4	00	14.8	2.22
My college has a balanced Instructor-Learner ratio for practical courses.	00	31.5	22.2	00	46.3	3.61
My college has opportunities for practical media production by learners	00	85.2	7.4	00	7.4	2.30
My college has competent systems in place to assess learning in regard to the practice of journalism	16.7	68.5	7.4	00	7.4	2.13
My college has formal mechanisms for interaction within the profession	25.9	59.3	7.4	00	7.4	2.04
My college has a regular time table for experts to lecture specialist subjects in curriculum.	14.8	14.8	7.4	00	63.0	3.81
My institution is usually invited to serve on editorial boards and evaluation of other journalism programs	00	25.9	29.6	00	44.4	3.63
My college is internationally networked and recognized	7.4	85.2	00	00	7.4	2.15

When the HODs were asked for their views concerning this area, they had mixed reactions. However in general they agreed that; Journalism students in middle level colleges in Eldoret are well prepared to report on key issues; Journalism educators in

Eldoret are highly qualified and skill set; Journalism training institutions in Eldoret have formal mechanism for interaction within the profession and; Journalism training institutions in Eldoret have effective staff development strategies. They disagreed as far as the following statements are concerned; that they have competent systems in place to asses learning; Middle level colleges in Eldoret have adequate technology for students to learn practical dimensions; Journalism students in middle level colleges in Eldoret are linguistically and malt linguistically developed; Journalism students in middle level colleges in Eldoret have opportunities for practical media production by learners and that they have high connections with community organizations. The HODs also disagreed that; Journalism training institutions in Eldoret have a balanced instructor-learner ratio for practical courses and that they are usually invited to serve on editorial boards and evaluation of other journalism programs.

Table 4.6: HODs Perception on Content and Process of Training in Regard to Job Requirements

	Percentages					Mean
	SA	A	D	SD	N/A	
I have adequate technology for students to learn practical dimensions	00	16.7	38.9	00	44.4	3.72
My students are linguistically and mult-linguistically developed	00	22.2	16.7	00	61.1	4.00
I prepare my students well to report on key issues.	22.2	66.7	00	00	11.1	2.11
I have a highly qualified and skill set staff	11.1	88.9	00	00	00	1.89
I have a balanced Instructor-Learner ratio for practical courses.	00	00	77.8	22.2	00	3.22
I have opportunities for practical media production by learners	00	61.1	27.8	00	11.1	2.61
I have competent systems in place to assess learning	00	27.8	27.8	00	44.4	3.61
I have formal mechanisms for interaction within the profession	16.7	61.1	11.1	00	11.1	2.28
I m usually invited to serve on editorial boards and evaluation of other journalism programs	00	00	77.8	22.2	00	3.22
I have high connections with community organizations	00	38.9	33.3	00	27.8	3.17
I 've an effective staff development strategies	00	88.9	00	00	11.1	2.33

The HODs disagreed that students were linguistically and multi-linguistically developed. This can partly be attributed to the fact that the students do not understand what is being linguistically and multi-linguistically developed. To them, learning how to report in English with some bit of translation in Kiswahili is being linguistically and multi-linguistically developed. However on analysis of their curriculum, there was no where those students studied anything on language leave alone foreign languages. The students basically studied the basic five journalism courses. This was also observed from one of the documents downloaded from http://www.icm.ac.uk/icm-qualifications on course structure. ICM document lists the following subjects for diploma students. Broadcast Journalism, Newspaper reporting, Sub-Editing, Freelance and feature writing and Media law and ethics. The indication is that there is no where language development is mentioned. This proves that students were wrong or mis-understood what multi-linguistic development meant.

Something important that came out in the interview sessions with HODs is lack of facilities to train students. One HOD is quoted by the interviewer as saying that, "we don't have any facility here. We bombard our students with theories."

In other colleges studios were still under construction meaning that even facilities had not been bought as the following excerpt shows.

> **Interviewer:** Now madam, what facilities do you have for training in your department?
>
> **Response**. Like I said, our studio is still under construction. We are yet to purchase the facilities though we are optimistic that once the studio comes to a conclusion, the management will procure for us. But what normally happens like I said, we rely on out sourcing, visiting the media houses available for familiarization.

Interviewer. A studio is a room, but probably madam, any basic facilities, like computer, cameras…?

Response. We sincerely do not have.

Interviewer. As a head of department, may be are there any formal linkages you have developed between the college and another college that is better equipped or a media house.

Response. No we don't have. We are looking forward of gaining from, this collaboration with Kisii University

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of research findings, conclusions and recommendations based on the study results in regard to efficacy of journalism training in middle level colleges in Eldoret Town, Uasin Gishu County. The chapter is structured in such a way that it begins with summary of research findings based on the data analyzed, conclusions of the results and recommendations for changes to be adopted in journalism training that can help in achieving the efficacy of training process of journalists in middle level colleges. The chapter also points out areas of further research.

5.1 Discussion of the Findings

The study focused on the efficacy of journalism training in middle level colleges in Eldoret Town of Uasin Gishu County in regard to answering the following research questions; how does the training in the middle level colleges in Eldoret town prepare students for careers in the media industry? How are the curricular for training diploma and certificate students in middle level colleges in Eldoret town developed? To what extent is the content and process of training at middle level colleges consistent with job requirements?

The study findings in relation to the first question of how does the training in the middle level colleges in Eldoret town prepare students for careers in the media industry captured data on the programme of training, level of education of the trainers, teaching experience

of the trainers, examinations body, areas of specializations, assessment and the manner in which students undergo career preparation in the media industry. The study found that most of the students enroll for diploma courses and a few for certificate courses. Most of the heads of departments were first degree holders. However there were also other unspecified qualifications among teaching staffs in the journalism department. Most of the heads of departments had a work experience of two years and below with a few having experience of more than three years. The dominant examining body was the Institute of Commercial Management (ICM) with a few students being examined by City and Guild. All these examining bodies are from the United Kingdom. Most of the HODs were specialized in electronic media, then print and a few in PR.

This is in contradiction with contemporary recommendations by the media council of Kenya (2012) which require media educators to focus on specialization that address emerging media issues like advocacy journalism, Online journalism, Civic journalism, Social media journalism, Literary journalism, Environmental journalism and citizen journalism. Mostly students that were admitted in to the programmes had grade C and D plain at their KCSE or O levels. Most respondents agreed that there is no good and efficient preparation of students for careers in media industry among the journalism training colleges in Eldoret town. This finding is supported by the results in document analysis which showed that the main examining body ICM operates on an open entry policy in respect to certificate and vocational programmes as long as the applicant is able to read and write in English, and has registered a majority age of 18 years.

The study further found that there were discrepancies between the HODs and the class representatives in relation to the manner in which journalism curricular were developed and implemented among the middle level colleges in Eldoret town. The collective position of the class representatives was that curricular were approved by professional bodies. However the specific professional bodies were not mentioned. The HODs on the other hand contradicted the position of the class representatives that in every year HODs had an annual strategy for curriculum review and that were approved by professional bodies. Thus, there's an agreement that there is no harmonized curriculum and harmonized way of implementing the curriculum in a coordinated way in middle level colleges. The main activity is teaching as per particular programme among these colleges.

The HODs agreed that; Curriculum in middle level colleges balances between theory and practical application as regards the teaching and practice of journalism. On the other hand they disagreed that Middle level journalism colleges in Eldoret offer high quality market oriented training and also disagreed that Middle level college curriculum links students to media practice. Hence there is absence of efficacy in training of journalism among the colleges. The contradiction between HODs and class representatives in an opinion on the marketability of the courses offered in middle level colleges is due to lack of information by the students. Most students don't know and believe that the colleges are giving them high quality market oriented training, only to realize that it was not when on the job market.

The study also found out that the content and process of training at middle level colleges is not consistent with the dynamics in the media industry. The data in relation to these findings was based on the response by the HODs and class representatives. They agreed that; Middle level colleges in Eldoret town have adequate technology for students to learn practical dimensions; Journalism students in middle level colleges in Eldoret are linguistically and mult-linguistically developed; Journalism students in middle level colleges in Eldoret are well prepared to report on key issues; Journalism middle level training institutions in Eldoret have opportunities for practical media production by learners; Journalism training institutions in Eldoret have competent systems in place to assess learning in regard to the practice of journalism; Journalism training institutions in Eldoret have formal mechanisms for interaction within the profession, and lastly they agreed that Journalism training colleges in Eldoret are internationally networked and recognized.

When asked the class representatives disagreed with the following statements; Journalism training institutions in Eldoret have a balanced Instructor-Learner ratio for practical courses; Journalism training colleges in Eldoret have a regular time table for experts to lecture specialist subjects in curriculum and; Journalism training institutions are usually invited to serve on editorial boards and evaluation of other journalism programs. When the HODs were asked for their views concerning this area, they had mixed reactions.

However in general they agreed that; Journalism students in middle level colleges in Eldoret are well prepared to report on key issues; Journalism educators in Eldoret are highly qualified and skill set; Journalism training institutions in Eldoret have formal mechanism for interaction within the profession and; Journalism training institutions in

Eldoret have effective staff development strategies. They disagreed as far as the following statements are concerned; that they have competent systems in place to assess learning; Middle level colleges in Eldoret have adequate technology for students to learn practical dimensions; Journalism students in middle level colleges in Eldoret are linguistically and malt linguistically developed; Journalism students in middle level colleges in Eldoret have opportunities for practical media production by learners and that they have high connections with community organizations.

The HODs also disagreed that; Journalism training institutions in Eldoret have a balanced instructor-learner ratio for practical courses and that they are usually invited to serve on editorial boards and evaluation of other journalism programs. In view of these agreements therefore, the study established a finding that the content of journalism training in middle level colleges does not have a degree of efficacy required to support media practices as required by the contemporary media industry.

5.2 conclusions

5.2.1 Preparation of Students for Careers in the Media Industry

The first research question was how does the journalism training in the middle level colleges prepare students for careers in media industry?

From the data collected, it can be concluded that journalism training colleges in Eldoret town do not fully prepare students for careers in the media industry. The colleges are ill equipped in terms of the necessary tools or equipments for training journalism. Some colleges barely have training studios or laboratories. This agrees with Mugo (2011) who observed that the many of the journalism colleges being set up, some without capacity to

effectively offer the courses they teach together with poor quality curriculum means that their graduates cannot match the demands of a competitive work place. In agreement with Mugo (2011) Wamari (2010) also observed that the problem seems to be that many of these journalism colleges are not doing a good job. The ultimate result of this is that innocent "graduates" are knocking on doors for employment, unaware that they have been given a raw deal. The reality dawns on them when they notice they can't effectively compete for positions

5.2.2 Development of Curriculum of Journalism in Middle Level Colleges

The second research question was how is the syllabus for training diploma and certificate students in middle level colleges developed?

It is conclusively clear that journalism trainers in middle level colleges in Eldoret town do not participate in the development of the curriculum used in these colleges. All the 18 colleges surveyed relied on foreign examining bodies, mostly from United Kingdom. The trainers as from the HODs response only implement the curriculum as it comes from the examining body without any alteration. However there is no harmonized way of training. Each college had its own style and duration of training given that there was no regulatory body that checks on the establishment and operation of these colleges. The failure of the college trainers participating in the development of curriculum raises the question of contextualization and curriculum reviews based on the dynamics of Kenyan media given that all colleges offer foreign examinations with recommended text books from their countries of origin. These findings agree with what Oriare, et al (2010) says that because of the absence of common journalism education standards, quality training of journalists

is wanting. Inadequately trained and inexperienced journalism lecturers, ineffective regulation of training colleges and lack of financial and material resources all militate against quality journalism education.

5.2.3 Efficacy of Journalism Training Programs in Middle Level Colleges

The third research question was to find out to what extent is the content and process of training at middle level colleges consistent with the students' job requirements?

In view of above, it is clear that students and HODs disagree in their response on the adequacy of technology in journalism training middle level colleges for students to learn practical dimensions. While the students agree, the HODs strongly disagreed. This is an indication that students are ignorant of the required technology for training of journalism. This ignorance can be partly explained as lack of interaction between the media industry and the training institutions for the trainees learn of the practical demands of the media industry. This lack of exposure, is dangerous on the future of journalism given that the middle level college graduates only realizes the truth when they fail to get places of employment or if they get, they must be trained once again for them to cope up.

Like Fourie (2005), the skills versus theory debate is usually set against the background of industry demands and turns on how to satisfy the needs and dictates of the industry. Whereas individual media houses have policies on these issues, the problem can be traced back to the training institutions which are just waking up to the importance of including ethics and media law in their training curriculum. Many institutions have yet to do this.

Also given that on job training is in journalism, is something of the past, no media houses have chances for half baked graduates. Like Nguri, et al. (2009) inadequate knowledge of the code of conduct for the practice of journalism contributes a lot to the lack of professionalism exhibited by many media practitioners.

The HODs also while the students agree that they are linguistically and multi-linguistically developed, disagree. This can partly be attributed to the fact that the students do not understand what is being linguistically and multi-linguistically developed. To them, learning how to report in English with some bit of translation in Kiswahili is being linguistically and multi-linguistically developed. However on analysis of their curriculum, there was no where those students studied anything on language leave alone foreign languages. The students basically studied the basic five journalism courses.

5.3 Recommendations

In examining the road in which the efficacy of journalism training is being undertaken in Eldoret, some recommendations must be charted based on the lessons that have been learned in response to the guiding research questions: what do students of journalism in middle level colleges learn, how are the students in the middle level colleges prepared for their jobs and to what extent is the content and process of training journalism at middle level colleges consistent with their job requirements? Some of these recommendations are new and some are not entirely new. Those that are not entirely new have been articulated at various levels by a number of individuals and organizations concerned with journalism training. Some of the proposed areas for the efficacy of journalism training are:

a) Exposure of Trainees for optimal training

Based on the research findings and analysis above, the researcher recommends that journalism training programs in middle level colleges be tailored in such a way that trainees are fully exposed to contemporary media issues in order to cope up with the changing needs in the field of journalism and media industry in general. Failure to expose the trainees to contemporary media issues puts the colleges at risk of producing half baked graduates. In such an event, the graduates will contribute less to the society as in regard to the ideal role of journalism.

For instance Middle level colleges should know that media training should go beyond merely technical competence – the foundation of journalism practice. But training in technique should also attempt to stretch the understanding of technique to incorporate an awareness of the democratic discourse and empowering people. This means media workers who understand the full range of media theories, their social context, the meshing of existing media institutions into the power relations in society, possible alternative configurations of media organization/media technology and the relationship between existing media technology and research-development-funding. This requires an education in critical theory, where the connectedness of theory and practice is emphasized through the study of contemporary media issues.

Trainers in this area should know that although training should aim to produce critical, thinking media people, not technicians, it is equally important to recognize that it is also not enough to produce pure media or communication theorists. Media/communication theorizing can too easily become an ivory tower theoretism and/or an intellectualism

outside of real organic concern with the social context within which media workers have to work.

Media trainees would ideally establish working relationships with community groups as a practical extension of the above training. This could be achieved through the program where trainees and perhaps media workers themselves could engage in community service. In other words, in designing media syllabi, it is important that the training institutions and thereby trainees form some sort of organic relationship to the energies of the social struggles taking place around. The insufficient connectivity between theory and practice among middle level training institutions in Eldoret can result in half baked media practitioners who cannot be able to connect with the society.

Like Emery and Ault (2000) informing and enlightening the public is a difficult task. Few can succeed as practitioners in mass communications without mastering the principles and practices of broad areas of knowledge that comprise the basic ingredients of a College education. Society has become so complex, its specialties so numerous, and its varying relationships so involved that only a person with a sure intelligence and a comprehension of many facets of human activity can understand the meaning of events. And without understanding, any attempt at reporting or interpreting is not only superficial but actually dangerous to the security of a democratic nation.

b) Involvement of Trainers and Trainees in Media Production

In regard to this study I wish to recommend that for efficacy of journalism training programs in the middle level colleges in Eldoret Municipality to be attained, media

trainers should be involved or invited to serve on editorial boards of media industries and evaluation of other journalism programs in other places. The trainees too should equally be given room to participate in particular media productions. Such would build a lot of confidence as well as expose the trainees to gaining of the necessary skills and competencies to effectively work in the media after the training. Otherwise without involvement of the two, makes it difficult for the trainees to acquire space in the media as well as difficulty for the trainers to produce well refurbished journalists in regard to the demands of the contemporary media industry. Therefore I recommend that an aspect of production be entrenched into the curriculum and made compulsory. This would probably go hand in hand with the technical industrial training policy of education and training.

c) Involvement of Experienced Media Experts in Training

The researcher also recommends that experienced media experts should be given room to lecture specialist subjects in the curriculum. This is due to the fact that specialization is the way to go in the media today. Therefore when an expert of print, or electronic media or Public relations teaches, he/she is able to give trainees practical examples as faced in the field but not only as theoretically put in books. Such builds the students as well as uplift training standards.

d) Curriculum Development and Review

I wish to recommend that for efficacy of journalism training programs in the middle level colleges to be attained, journalism trainers ought to participate in curriculum development. They also need to have a regular schedule of reviewing the curriculum in order to cope with the changing needs in the media industry. This is due to fact that media since it deals with informing is such a dynamic industry. In addition, if the trainers

are not involved in the development of the curriculum and keep teaching foreign curriculum, some domestic issues are likely to be neglected which puts the media at stake.

For example researchers in journalism should know how currently our universities and technicians tend to rely on conventional methodologies and texts from Europe and North America. Teachers of media should first consider the extent to which training methods from the developed world carry with them the ideological baggage of highly developed technician societies. Such methods would fail to equip future media workers with knowledge appropriate for the Kenyan context, which has very different social problems to those of Europe and the United States.

For instance on documentary analysis in middle level colleges examined by the Institute of Commercial Management (UK), it was found that all recommended teaching text books were UK authored. The emphasis on foreign written books with examples from countries of origin complicates the Kenyan student in middle college from interconnecting journalism to local community.

Therefore it would be important that some locally authored books with a clear focus on the practical situations in Kenya were considered in the training. Otherwise a complete foreign book reference makes journalism foreign and difficult to local practitioners hence running into trouble with the communities due to different set ups. Based on Rights approach to human development, people best know their challenges, and therefore if involved such challenges are easily solved. In specific terms the research found out that the journalism middle level colleges in Eldoret town based on the adopted syllabi had

only five basic journalism units: broadcast journalism, newspaper reporting, freelance and feature writing, subediting and media law. This still paused the challenge on the quality and competence of the products from these colleges on reporting of key issues like politics, and democracy.

e) Establishment of a Legal Body to Oversee Journalism Training

The researcher recommends for an establishment of a legal body that would regulate the training of journalism. The body would be responsible for assessing and setting standards on the requirements of one to run or start a journalism training institution. The body would also give guidance on how to develop a journalism curriculum that would serve both the local and international unlike the current over reliance of foreign curricula.

In addition Researchers in this field should take a keen interest on the fast growth rate of middle levels in Kenyan towns in relation to training facilities. From research it is clear that these colleges have a high potential of growth due to created work force demand by economic liberalization. Emery (2000) notes that since the liberalization of the economy in Kenya and the fast growing populace, education has become a major agent of development with the ever shrinking resources.

Therefore training has become pertinent as one of the ways of catching up with time. In respect to this the search for knowledge among the Kenyan populace has almost become insatiable. Furthermore with the liberalization of air waves and increased democratic space, many media have cropped up. This includes print and electronic and others. As such media are established and labor demand is created. In the event an avenue of training is created. This is attributed to the fact that we are living in an information age,

and the freedom of expression is upheld by the United Nations as one of the fundamental freedoms and human right.

However the manner in which this training is done is wanting. Most journalism training proprietors just wake up one day and due to demand start recruiting students. No proper policy guideline is followed hence pausing the danger of producing half baked graduates. For instance as survey results shows, most of the middle level colleges in Eldoret town do not have practical facilities for training. Some barely had even a computer leave alone studio and studio equipments. The reluctance by college proprietors to invest in journalism equipments for students training is also a clear indication that colleges are out to mint money rather than focusing on quality of training.

f) Diversification of courses for optimal results

The researcher recommends that with the mushrooming of mass communication training institutions, there is need to examine their curricula.

The colleges need to design their syllabi to include disciplines such as history, economics and political science just like Kenya Institute of Mass communication (KIMC) is doing. This way the colleges will produce all round graduates for the domestic and international job markets.

A critical analysis of the media today, shows that the various media companies are promoting specialization. They are going out of their way to hire people outside the profession to bring in the special knowledge that will lure the audience, putting people who have been trained in only the professional mass communication at a disadvantage.

Thus classroom journalism is the best away to learn the skills and techniques of the profession, the cub reporter needs to have a grasp of a wide range of discipline that affect human life, and not just reporting and sub editing as prescribed in the ICM curriculum.

One needs to have some knowledge of the history of the country he or she intends to work in or the general history of various things so that a reporter is an authority in the reporting on historical issues.

Besides understanding a country's political history, one needs to be exposed to various philosophical theories and their exponents. This requires one to have some knowledge of political science or liberal arts in general. But most of journalism training institutions in Eldoret Municipality have become victims of the foreign examination bodies; so much that most offer only five basic journalism courses in news paper reporting, Freelance and feature writing, Sub editing, Media law and ethics and broadcast journalism with the option of either Public relations or Advertising as electives.

In conclusion therefore, the only way out is the government to update the mass communication syllabi and censure institutions that do not offer quality training.

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APPENDIX I

QUESTIONAIRE FOR CLASS REPRESENTATIVES

Dear Sir / Madam

I'm Felix W. Sialo, a Master of Science- Communication Studies' student from Moi University taking research on Efficacy of Journalism training Programs in middle level colleges in Eldoret Municipality. You have been selected as a participant in this study and I kindly request you to participate by responding to the questions set in this questionnaire. You will answer the questions by ticking the correct answer as per your analysis or provide the information in the space provided. The questionnaire takes you fifteen minutes.

Participating in this study is voluntary and you are free to decline if you don't feel comfortable answering the questions. I assure you that all the information you provide will be treated confidential and will only be accessible to myself and my supervisor for the purpose of research.

Thanks.

SECTION 1: Demographic Data

1.1.	**Gender**	1	Male
		2	Female

1.2.	**Which Programme are you undertaking currently?**	1	Certificate
		2	Diploma

1.3.	Which is the Examining body for your final exam?	1	KNEC
		2	ICM
		3	ABMA
		4	City and Guild
		5	Local University
		6	Foreign University
		7	Internal (My College)

1.4	What was your score in KCSE?	1	D-
		2	D
		3	D+
		4	C-
		5	C
		6	C+
		7	B-
		8	B
		9	B+
		10	A-
		11	A

1.5	What level of study are you at the moment?	1	First year
		2	Second Year
		3	Third year
		4	Other (Specify_____)

SECTION 2

2.0	To what extent do you agree with the following statements	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ not applicable
2.1	Students preparation for careers in media industry					
a.	My College offer high quality market oriented training	1	2	3	4	5
b.	My college balances theory and practical	1	2	3	4	5
c.	My college fully exposes its graduates to contemporary media issues	1	2	3	4	5
d.	My college involve students in media production	1	2	3	4	5
e.	My college fully prepares its graduates for all	1	2	3	4	5

	careers in journalism					
f.	My college has a great emphasis on specialization.	1	2	3	4	5
2.2	**Curriculum Development**					
a.	My college participate curriculum development	1	2	3	4	5
b.	My college involve media professionals in the development of the curriculum used for training	1	2	3	4	5
c.	My Curriculum is approved by a professional body.	1	2	3	4	5
d.	My college has a frequency of curriculum review	1	2	3	4	5
e.	My college has a statutory body that regulates its operations	1	2	3	4	5
f.	All media training institutions in Eldoret have one harmonized curriculum in use	1	2	3	4	5

g.	My curriculum involves reporting on key issues like HIV, Health and community media	1	2	3	4	5
2.3	**Content and process of training in regard to job requirements**					
a.	My college has adequate technology for students to learn practical dimensions	1	2	3	4	5
b.	In this college we are linguistically and mult-linguistically developed	1	2	3	4	5
c.	My college has a balanced Instructor-Learner ratio for practical courses.	1	2	3	4	5
d.	My college has opportunities for practical media production by learners	1	2	3	4	5
e.	My college has competent systems in place to assess learning in regard to the practice of journalism	1	2	3	4	5
f.	My college has formal mechanisms for interaction within the profession	1	2	3	4	5

g.	My college has a regular time table for experts to lecture specialist subjects in curriculum.	1	2	3	4	5
h.	My institution is usually invited to serve on editorial boards and evaluation of other journalism programs	1	2	3	4	5
i.	My college is internationally networked and recognized	1	2	3	4	5

APPENDIX III

QUESTIONAIRE FOR HEADS OF DEPARTMENTS

Dear Sir / Madam

I'm Felix W. Sialo, a Master of Science- Communication Studies' student from Moi University taking research on Efficacy of Journalism training Programs in middle level colleges in Eldoret Municipality. You have been selected as a participant in this study and I kindly request you to participate by responding to the questions set in this questionnaire. You will answer the questions by ticking the correct answer as per your analysis or provide the information in the space provided. The questionnaire takes you fifteen minutes.

Participating in this study is voluntary and you are free to decline if you don't feel comfortable answering the questions. I assure you that all the information you provide will be treated confidential and will only be accessible to myself and my supervisor for the purpose of research.

Thanks.

SECTION 1: Demographic Data

1.1.	**Gender**	1	Male
		2	Female

1.2.	**Highest level of education**	1	Certificate
		2	Diploma
		3	Degree
		4	Masters

1.3.	**Which is the Examining body for your college**	1	KNEC
		2	ICM
		3	ABMA
		4	City and Guild
		5	Local University
		6	Foreign University
		7	Internal (My College)

1.4	**What is your area of specialization?**	1	Print media
		2	Electronic media
		3	Public Relations
		4	None of the above

1.5	**What is your teaching experience**	1	1-2 years
		2	3-4 Years
		3	5 and above
		4	Other (Specify_____)

2.0	To what extent do you agree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree	Don't know /not applicable
a.	I offer high quality market oriented training	1	2	3	4	5
b.	My curriculum, balances between theory and practical application as regards the teaching and practice of journalism	1	2	3	4	5
c.	My curriculum links students to media and democracy?	1	2	3	4	5
d.	I have adequate technology for students to learn practical dimensions	1	2	3	4	5
e.	My students are linguistically and mult-linguistically developed	1	2	3	4	5
f.	I prepare my students well to report on key issues.	1	2	3	4	5
g.	I have a highly qualified and skill set staff	1	2	3	4	5
h.	I have a balanced Instructor-Learner ratio for practical courses.	1	2	3	4	5
I.	I have opportunities for practical media production by learners	1	2	3	4	5
j.	I have competent systems in place to assess learning	1	2	3	4	5
K.	I have formal mechanisms for interaction within the profession	1	2	3	4	5
l.	I have a regular time table for experts to lecture	1	2	3	4	5

	specialist subjects in curriculum.					
m.	I m usually invited to serve on editorial boards and evaluation of other journalism programs	1	2	3	4	5
n.	I have high connections with community organizations	1	2	3	4	5
o.	I participate in college curriculum development	1	2	3	4	5
p.	I have a frequency of curriculum review	1	2	3	4	5
q.	I have annual or medium strategies on the future of my department	1	2	3	4	5
r	I have an effective staff development strategies	1	2	3	4	5

APPENDIX IV

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENTS

Introduction

I'm Felix W. Sialo, a Master of Science- Communication and Journalism' student from Moi University taking research on Efficacy of Journalism training Programs in middle level colleges in Eldoret Municipality. You have been selected as a participant in this study and I kindly request you to participate by responding to the following questions. The interview takes you ten minutes.

Participating in this study is voluntary and you are free to decline if you don't feel comfortable answering the questions. I assure you that all the information you provide will be treated confidential and will only be accessible to myself and my supervisor for the purpose of research.

SECTION 1: SECTION A: BACKGROUND INFORMATION

1. a). Highest level of education

   b). What is your area of specialization ....

   ....

   c). What is your teaching experience ....

   d). How many lecturers do you have in your department ....

   e). How do you source for them? (*probe for qualifications, institutions, teaching experience and specialization*)..

   ....

   f). What is your student population (*probe for total number in the department and per intake, total number of students per specialization*)...................................

g). What is the college's minimum entry requirements for pursuing journalism *(probe for certificate and diploma entry requirements, examining bodies, strength of the examining body and recognition)*...

....

SECTION B

2.   How is the syllabus for training diploma and certificate students in your college developed? *(Probe for lecturers' and media industry participation, frequency of curriculum review, course structure, duration, grading, approval, contextualization and curriculum harmonization and monitoring, emphasis on specialization)* ....
....

3. Do your students go for attachment? *(Probe for: supervision, assessment frequency, value placed on attachment, student induction for attachment, where they are attached, attachment evaluation form, attachment policy and the attachment policy,)* **....................**

...

4. What facilities do you have in your college to facilitate journalism training? *(Probe for; accreditation, professional audit, industrial involvement, equipments, studio, productions, computers, cameras, formal linkages with media industries)*..........................

....

....

5. What is your graduates' level of competency?

(Probe for: average performance in final examinations, rate of employment, practical skills, *college recognition, reporting on key issues; HIV, Health and community media aired documentaries and published stories.)*…………………………………………

……………………………………………………………………………………..