

## **An Evaluation of Training Standards in Kenyan Media Colleges: A Case Study of Public and Private Middle Level Media Training Colleges in Nairobi.**

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**Abstract:** *Of the three Kenyan suspects for crimes against humanity at the International Criminal Court (ICC), one of them is radio Journalist Joshua Arap Sang. The ICC prosecutor has again issued an arrest warrant on yet another Kenyan journalist Walter OsapiriBarasa for allegedly corruptly influencing the ICC witnesses. These raise questions about the Kenyan Journalism training standards. This Case study set out to establish Kenyan Middle Level Media Training standards based on: the availability of the training facilities and the competencies of newly trained Journalists in Media houses. The study's objectives include: To establish if Middle Level Media Training Colleges have necessary training facilities and; to find out if the Kenyan Media houses are contented with the capabilities of newly trained journalists. The study established that there is an acute shortage of training facilities in Media Colleges, with less experienced trainers. The Newly employed Journalists could only do well in news reporting because it is more artistic than technical; while print editing and studio operation were poorest performed. Trainers, Students and Media house respondents were sampled, data collected from them and then interpreted.*

**Key words:** *ICC, Journalists, Kenyan, Standards, training,*

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### **I. Introduction**

Unlike other professions, journalism is a discipline that embraces various skills to give a lively version of content in newspaper, radio, television and now online publication (1). Whereas it takes many workers to run a news room: photojournalist, headline and lead writer, foreign correspondent, literary critic, graphic designer, continuity announcer, cartoonist, sub editor, producer - who are all journalists, there is no common training for all of them (1).

The world over, there are raging debates on training methodology in professional journalism. This prompts the thought about Kenyan journalism training institutions; do they have the capacity, facilities, infrastructure and manpower required for the training? (2). Indeed The BBC World service trust argues that whereas scholars like William Friedkin, a French TV Director, think on-job-experience is the best way to train in journalism- In newsrooms; others like Wilbur Schramm think curriculum of study at a school of journalism is the perfect way. Nonetheless, journalism is an art which can be nurtured in school to competency levels (3).

It was the need to Africanise mass media in East Africa that gave rise to professional journalism training in the 1960s (4). The International press ran six months series for training in Nairobi for English speaking African countries, setting standards for the curriculum content in the training institutions that came up there after. Kenya Institute of Mass Communication (KIMC) and School of Journalism and Mass Communication (SOJ) in the University of Nairobi established in 1965 and 1968 respectively then dominated Kenyan training in Journalism (5). Later, private Universities like United States International University, Daystar University, Catholic University of Eastern Africa through Tangaza College and Moi University started offering generalised courses in Journalism and Mass Communication with a specialisation in the final year in either Broadcast or Print journalism, Public Relations or Development Communication (5).

Were it not for the 1990s liberalisation of media, Middle Level Journalism Training Institutions may not have sprung up to a level out of control; all in attempt to meet the demand for trained journalists (6). The industry witnessed stiff competition that resulted in poaching and counter poaching of experienced and popular journalists; more so within the main stream media houses (1). Even more recent, a local newspaper ran a news story with a headline 'Turbulent times for Kenyan media' where massive poaching from Nation Media Group, KTN Standard group, Royal Media services to Al-Jazeera and Central China TV (CCTV) was reported (7). Later, many complaints from the public were raised against journalism training in Kenya prompting the Media Council of Kenya (MCK) in 2005 to facilitate the formation of Media Educators and Trainers Association

(META) whose objective, among others, is to facilitate high calibre media educators with emphasis on producing ‘thinkers’ at University level as well as Technical Middle Level Training (8).

According to The BBC World Service Trust quarterly journal (as cited in Republic of Kenya, 2010) (9), to help control the mushrooming media training institutions, the Department of Technical Training of the Ministry of Education, Science and Technology (MOEST) invited META to address the issue of unscrupulous media training institutions. The BBC World Service Trust, takes the argument further by saying that inspection and recommendations on individuals intending to set up middle level colleges was carried out with the focus on curriculum, facilities and quality of trainers. This has however not yielded the desired outcome, prompting MCK and META to involve the Ministry of Information and Communication in drawing guidelines on how to improve media.

All in all, whereas the working experience is accrued by on job learning, curriculum training is proving better today (6). As a result, lack of a standard mode of training in presence for need for a free market place for idea dissemination has denied the harmony that is highly needed (10). This study seeks to find out the anomalies in the journalism training in Kenya and give recommendations on how to improve it. This is against the fact that the value of on job training has not proved better.

### **1.2 Statement of the problem**

Of the three suspects for crimes against humanity in Kenya by the International Criminal Court (ICC), one of them is radio Journalist Joshua Arap Sang. In fact, the ICC prosecutor has issued an arrest warrant on yet another Kenyan journalist Walter OsapiriBarasa for allegedly corruptly influencing with the ICC witnesses. One wonders whether it is the Kenyan Journalism training standards that are wanting or the individual Kenyan Journalists have own personal shortcomings.

Since the liberalisation of the media in Kenya during the 1990s, demand for trained journalists shot up resulting in the mushrooming of Middle Level Journalism Training Institutions; to meet the demand (11). However, the institutions are neither controlled nor harmonised and with questionable professional standards (12).

For over a decade, questions have been raised by individuals as well as organisations about media training in Kenya. The Standard on 07.12 2010 said, ‘Some of the mushrooming institutions purporting to offer media courses are empty shells without qualified staff, facilities or equipment to train journalism on basis of news gathering and processing.’ In fact the then Attorney General (AG) Hon. Amos Wako reacted on the issue, advising the relevant government Ministry that media training institutions should be controlled to make them more responsible. According to Wako (AG), freedom of the press goes with responsibilities and failure to obey certain professional ethics can lead to destruction of the country (13). While addressing the nation after the Westgate terrorist attack (21.09.2013), the Kenyan President Uhuru Kenyatta also complained of media irresponsibility when reporting on the attack (14).

By most standards, there is lack of professionalism and ethical conduct in Kenyan journalism, as portrayed by mediocre stories written lacking balance and structure (13). Again, more defamatory and libel cases have gone up. Freibrun, a Times writer says that there is a worldwide increase in defamation which has a direct relationship with technology (15). He says that psychologists attribute the worldwide increase in defamation to technology where journalists unknowingly engage in defamation due to ease of publication only for it to come back to bite them.

An audit into the training facilities in the media training institutions is needed; especially in electronic media training (10). In order to attain accuracy, honest reporting, diversity and self-restraint, good training is a must; it is then that adequate political representation, pluralism of opinion and citizen participation in democracies, (16). Indeed, the rapid expansion of media industry in Kenya; constant rise in the demand for trained journalists presented both opportunities and challenges to media institutions and the government.

It is against the above problem statement that this study attempts to evaluate the Middle Level Journalism Training Institutions to establish if the quality of journalism practised is as a result of inadequate training facilities. Media practitioner’s (Media houses) insights were also included to help identify potential alternatives for better journalism training.

### **1.3 Objectives**

The overall objective of the study is to evaluate the Middle Level Media Training Institutions based on the availability of necessary Training Facilities and the contentment of the job market (Media houses) with the newly employed journalists.

The specific objectives include:

- i. To establish if Middle Level Media Training Colleges have necessary training facilities;
- ii. To find out if the Kenyan Media Houses are contented with the capabilities of newly trained journalists;

#### **1.4 The research questions**

This study answers the following research questions:

- i. What main training facilities are used in Middle Level Training Institutions?
- ii. Are Kenyan media houses contented with the capabilities of newly trained journalists from Middle Level Institutions?

#### **1.5 Research hypotheses**

The research hypotheses include:

- i. H1: Middle Level Colleges do not have necessary training facilities.
- ii. H2: Kenyan media houses are not contented with the capabilities of newly trained Journalists from middle level institutions.

#### **1.6 Justification of the study**

Democracy and Human rights are being championed all over the world; including places never thought of - the Muslim world (17). Media is central in advancing these fundamental values of mankind. It is therefore only fair that journalists be well trained so as to play this role well enough.

Media in developing society is relevant for information, social integration, socio-economic development, cultural identity, political unity and stability (16). Kenya by all standards, is striving to unite itself and regain political stability especially after elections. For this to happen, journalists need to be well trained, (18). The role of media in fighting terrorism- now at our door steps cannot be ignored; in attempt to report truthfully about terrorism, journalists must be well trained, otherwise they will fuel it to the benefit of the terror groups. Think of a reporter who misses out or mixes up facts on terrorism activities and the unnecessary panic he or she can cause to the public.

Kenya's efforts to have a healthy nation depend on professional journalism, whereby the informers must have the knowledge and knowhow to pass it on (16). The facts on HIV/AIDS for instance are misrepresented; the false dichotomy of treatment vis a vis nutrition and stigma, the mixing of unhealthy doses of AIDS denial. In Suba region on the shores of Lake Victoria for example, a journalist demonstrated to a group of women on how a condom is worn in readiness for sex by using his finger. The women went home and put condoms on their fingers before having sex with their husbands so as not to get pregnant. Of course they got pregnant and blamed it on the journalist.

In overall, the journalists lack knowledge about their audience, presentation skills, as well as Content on which to report effectively on health issues (16). Besides, we need a journalism that create awareness as well as mobilise public opinion to the citizens and this can only be achieved through well-defined researches on various issues in society; of which only well trained journalists can be entrusted with such a responsibility (19).

During the 2013 Kenyan Journalist of the year awards, the MCK Chief Executive Officer (CEO) HaronMwangi said Kenyan journalists need media responsibility more than they need media freedom. He argues, the new constitution has provided much freedom whereby journalists are misusing it. He cited Radio Africa's Classic 105 early morning shows which contain a lot of sexual connotations.

This study will help bring together Middle Level Journalism Training Institutions to come up with a common minimum acceptable Training Facilities. The views of all stakeholders especially the media will be brought forth; and indeed, the whole industry will re-evaluate itself and possibly realise where the rain started beating them. The study will also provide an enabling environment for all other interested players to share experiences, challenges, technology, build good relations as well as harness the mutual benefits due to harmony and unity realised. Indeed, the trainees will have a clear view of what the industry is all about and what the market expect of them, hence can hold their trainers accountable.

Better still, the study will help the Ministry of Education and Ministry of Information & Communication in developing a policy guideline to organise and control the journalism training institutions.

#### **1.7 Scope of the study**

The study was done in Nairobi due to the high concentration of Media Training Institutions as well as Media houses. The study was done on the Middle Level Media Training Institutions because they are entrusted in training journalism middle level workers in media houses as opposed to Universities which train managerial workers in the same (20). The study evaluated key factors that affect media training in Middle Level Colleges as identified in a case study by Kareithi (21). This is because the study provides in depth analysis of the factors including: Training Facilities, Media house attitude towards journalism interns and Trainers' competency. This Survey employed a qualitative and quantitative approach. A case study was used since it provides an in-depth and conceptual analysis of similar situations in various middle level media training institutions needed for analysis. The sample size to be picked was adequately representative and gave findings that can make inferences to the whole media training industry.

### **1.8 Significance of the study**

This study will help the Ministry of Education and Ministry of Information & Communication to develop policy guideline to organise and control the journalism training institutions. It will also help bring together Middle Level Journalism Training institutions to come up with a common curriculum across the industry. Since, the trainees will have a clear view of what the industry is all about and what the market expect of them, they will hold their trainers accountable hence effectiveness in training. Media houses, Media Council of Kenya and Training Institutions will have the opportunity to give suggestions on how to improve training standards and harmonisation in both public and private institutions. Parents and Guardians will no longer lose money paid as fees to fraudulent Colleges. With all stakeholders on board, new ideas will be raised to help identify potential alternatives for better journalism training in Kenya. This is besides providing, an enabling environment for all other interested players to share experience, challenges, technology, build good relations as well as harness the mutual benefits due to harmony and unity realised.

### **1.9 Definition of key terms**

**Journalist:** This study defines a journalist as a person who works as a reporter, writer, News anchor, editor and news cast on radio/television stations or newspapers. Scholars like Joseph Dominick (16) however define a journalist as a person trained in the media profession. Today, with citizen journalism, a journalist is anyone who passes information to masses usually by the aid of modern communication technology.

**Student entry level:** The qualification a college considers in the selection of students based on Kenya Certificate of Secondary Education (KCSE) and any other recognised body usually stipulated by the Ministry of Education.

**Journalism/Mass Communication:** In the study Journalism, Mass Communication/ Mass Media mean the same. It means an organisation in the business of communicating to the masses as defined by Joseph (16). They will be limited to broadcasting radio/TV stations and daily newspapers

**Standard:** A set of conditions by the media industry which a journalist must fulfill so as to comply with the profession. In this study MCK sets the standards as stipulated in the Mandates of MCK in their annual report (11).

**Media Training Institutions:** Are the Institutions that train journalists to work in media. In the traditional sense, it means institutions where formal learning to acquire profession in a specific area of study take place (22).

**Middle level colleges:** Colleges that train journalism students for certificate and Diploma awards. A broad and scholarly meaning is, Institutions which offer post-secondary short professional courses as a bridge to University training (23).

**Media:** In the study, it means professional people with the interest and in the business of informing the public on what is of public interest. Thompson, (24) says it means public information and information handling in the interest of the public

**Training:** In the study it means subjection to learning conditions involving theory and practice. It is a process of taking a student through a structured series of instructions to cause an intended impact(25).

**Student:** Is a trainee in a field of study. Anderson, (26) defines a student as someone ready to adhere to instructions given and then question them for refinement.

**Training facilities:** Necessary equipment for quality training in a specific field of study. Oketch, (27) defines it as the realia and tools of work during teaching.

### **1.10 Theoretical framework**

The research will be founded on Systems theory of Communication, which dates back to the 17th Century where it was applied to fix Engineering problems (28). Its history includes contributions from such thinkers as Alfred North Whitehead, Ludwig von Bertalanffy, Anatol Rapoport, Kenneth Boulding, Paul A. Weiss, Ralph Gerard, Kurt Lewin, Roy R. Grinker, William Gray, Nicolas Rizzo, Karl Menninger and Silvano Arieti (29).

The Systems theory was later borrowed into communication world by Harold Lasswell in 1930s. He defines a system as a unit of entities that interrelate with each other. Objects in the unit interrelate for mutual benefit. According to J.S. Jordan, an editor of the system theories (30), the theory holds that a system is open when it interrelates with the environment and closed when it does not, that homeostasis is the change in the system due to change in the environment. It also holds that the system is goal seeking as finality, and that the system has characteristics different from the units, individuals or objects. The characteristics are that a system has structures defined by parts, they have boundaries, have functions, are a unit, are goal seeking, are interrelated to achieve a goal and that a system creates feedback.

A system receives an input from outside. It then takes the input through a transformation process of value addition. The end result is a more quality output compared to the initial input. This output is the intended end product. This Theory is relevant to study in that Middle Level Colleges (System) admits students from the public (Input) and then train them into journalists- (Intended output) who are intended end products for media houses. Media houses will utilise the end products (Journalists) and take feedback to Training Institutions for adjustments (Industrial attachment assessment results).

## **II. Literature Review**

### **2.0 Introduction**

Literature review play an important role in research since it helps one acquire an understanding of the topic; through reading what has been done on it, how it has been done and key issues on it. This helps one understand previous researches thereby knowing the main theories in the subject area, how they have been developed, applied as well as the criticisms made on the work(s), which creates expertise in the field (31). This chapter presents literature that has been reviewed on the middle level media training institutions in Kenya in comparison with the rest of the world. Deliberate attempt to dwell on citations written between the years 2000 and 2013 has been made so as to capture the latest trends and developments in the field; except where unavoidable or for special reasons. The review helps identify the gap(s) which this study intends to fill.

### **2.1 Status of media training colleges in Kenya**

The first step towards the introduction and development of media training in Kenya was taken in 1961, when the need to Africanise mass media in East Africa arose resulting into professional journalism training in the 1960s (22). The International Press ran six months series for journalism training in Nairobi for English speaking African countries, (5).

Kenya Institute of Mass Communication (KIMC) and School of Journalism and Mass Communication (SOJ&MC) of University of Nairobi (UoN) were established in 1965 and 1968 respectively, and then dominated Kenyan Journalism training, (5,20). Later, private Universities like United States International University, Daystar University, and Catholic University of Eastern Africa through Tangaza College (Ibid). UNESCO and London University sponsored the then Royal College, now University of Nairobi, under a special arrangement with a mission to produce adequate human resources for the civil service, national corporations, as well as the private sector, (32). The graduates produced were to help foster an intellectual community in the country.

Of late, interest in private media training in Kenya has been promoted by significant shifts in the attitude of the government, international agencies, and donors, (33). In the 1960s and 1970s, there was a sense of optimism in higher education in the region driven both by the human capital theory and the social demand (34). In the 1980s, however, this optimism began to diminish. Higher education entered an era of instability from which it has never fully recovered. Increased expansion beyond the public's financial capacity, with declining economic performance, weak institutional management, as well as numerous wars, fueled the crisis (35). The crisis forced a major reanalysis of the region's higher education policy.

Revitalisation became a common phrase used within academic, government, international agencies, and donor forums. Although the record of expansion looked impressive, there was still concern that only 3.5% of the college-age group was participating (36). International comparisons revealed that the region was lagging far behind in the attainment of higher education (22). It became clear that the government alone could not support the continued demand for journalists in the region, and private finance emerged as a significant avenue to provide higher education resources (27).

The higher education reform agenda was guided by the assumption that the market would create competition and therefore improve media training efficiency (36). This shift allowed private media training colleges to emerge for the first time, with the main issue to be addressed however being; will these emerging private media training institutions be able to creatively address the challenges of increased numbers of students seeking journalism training, establish new forms of accountability, and innovate technologically driven training programmes? Revitalisation is a development term that was popularised by the World Bank in the 1980s to mean restore or bring back to capacity (36). Higher education in Africa was in a crisis resulting from poor economic performance and lack of appropriate managerial skills. Research had declined, and physical infrastructure lacked appropriate maintenance.

Swahili word Harambee which means let's pull together was coined in the 1970s, and was popularised by Kenya's first president, Jomo Kenyatta, as a means of using community resources such as land, labour, and finance to establish training institutions mainly in rural areas (37). In as much as it was a development partnership slogan with a noble and successful idea, Harambee institutions mainly remained bottom ranking in the country. Nonetheless, they served a very important part in augmenting government resources and were a good idea at the time- as village polytechnics).

However, to improve the private media training sector, a few questions beg for answers: Can the models of the prestigious private colleges, most notably in the United States, be adapted to provide guidance to the newer institutions in Kenya? Will development assistance agencies help protect quality and represent interests of students and of society in the new private college subsector? How will the Kenyan government relate to the private colleges in terms of public policy, and how can constructive partnerships between private and public college interests be forged? (38).

As Banya puts it, (22) there are five reasons why private colleges have blossomed recently in Kenya: The demand for trained journalists to take over institutions immediately after Kenyan independence in 1963 so as to help develop human capital to meet the needs of the emerging economies. The success with which the Kenyan government expanded the public media training colleges led to the demand for space in the few that existed. Combined with Kenya's population growth rate of about 4% in the 1970s and 1980s, demand for college training overwhelmed the Kenyan government higher education establishment. In the 1990s, the children of the 1970s and 1980s became of college age, and the government had not planned well enough to accommodate them. The impact of this demand was visible during the university double intakes of 1986 and those of 1990. This forced the government to convert some of the teacher training colleges and government institutes to constituent colleges of Universities and this trend has been consistent to date leading to exploitation of the opportunity to fill the gap.

He noted that in 1996, the sharpest increase in middle level media training enrollment worldwide was reported in sub-Saharan Africa, where the number of students registered was 7.5% more than the previous year. In Kenya, middle level media training colleges have been the fastest growing segment of higher education sector in the past 10 years, averaging 6.2% each year; according to the republic of Kenya, 2007-2008. The enrollment surge is the product of both increased demand for more journalists in the country and the limited opportunities in the country to obtain the training. At the public middle level media training colleges, classrooms have become increasingly crowded, and computers as well as training equipment are lacking (27).

Thomas Odhiambo of the University of Nairobi lamented that the Kenya Polytechnic University College used to be an effective institution in its earlier days, but things have changed. The number of students has overwhelmed the institution; from a modest enrollment of a few hundred in the 1980s, the college now enrolls approximately 8,000 students, both in its regular and parallel programs. The facilities are so few that all the students cannot be at college at the same time, prompting the second- year or third-year students to be sent on vacation to create room for freshmen when they are admitted.

In 1999, 66% of students who qualified for middle college admission could not be placed at any one of the country's public middle level media training colleges because of lack of space (25). That left 5,000 students without access to public media training. The complex situation, as noted by a leading World Bank education specialist, is that most African countries, Kenya included, will have to double their higher education enrollment over the next decade to simply maintain this current, very high demand yet very low participation(9).

In Kenya, this expansion is only possible within the private higher education sector; the private Colleges represent "an idea whose time has come," says Professor Thomas Odhiambo, founder of Mbeji training Centre, a private institution in Western Kenya (12). Africa needs to rehabilitate the existing public training Institutions and develop new ones, as Odhiambo further pointed out in his report to the United Nations Educational, Scientific, and Cultural Organisation.

The privatisation agenda in Kenya can also be explained within the context of the global trends in educational policy coupled with the success of private primary and secondary school academies that mushroomed throughout Kenya's urban centers in the 1980s (5). The Education for All agenda resulted in high priority being given to the expansion of secondary schooling in development planning and for external assistance worldwide (39).

This agenda was propelled by the belief of the World Bank and other donors that investment in education should be at the primary and secondary levels. In recent years, this view has come under severe criticism, and the Bank has most recently relented on this issue, as seen in the latest report by the international committee convened jointly by the Bank and UNESCO. The Bank has accepted the validity of the criticism: "narrow and, in our view, misleading economic analysis has contributed to the view that public investment in universities and colleges brings meagre returns compared to investment in primary and secondary schools" (36).

In Kenya, the policy of universal primary and secondary education led to shifts in the funds availed to support higher education. Aware of the impacts of huge cuts, the government has successfully reduced budgetary allocation to the public colleges. This reduced allocation and shifts in educational level priorities robbed Kenya's public universities and middle level Colleges of the prestige and financial advantage that they enjoyed over the private institutions.

As it is all over in developing countries, confidence in public colleges in Kenya has diminished tremendously through the 1990s into present where several factors have contributed to this diminishing confidence. Among them are the introduction of direct tuition charges to students under the cost sharing

programme; the deteriorating physical facilities; rigid course programmes that are not responsive to the labour market; student unrest, which lead to long closures; and the expiry of the public Colleges' mission, which closely linked them to automatic jobs in the civil service (26). The Ominde Report (1964), (16) says the condition of the deteriorating physical facilities is so acute that it is not uncommon to find windows and doors that fall apart. Residential halls sometimes stink, Subscriptions to journals have become characteristics of the good old days, Tutorials no longer occur and Large lecture halls lack microphones thereby leading to a special interest in the country's private colleges as an alternative to a more decent learning environment.

In the 1990s, the three Public Media Training Colleges in Kenya were shut down following student unrest (36). This unrest was a result of the withdrawal by government full sponsorship of students prompting the colleges to introduce the private sections for income generation; these changes were implemented simultaneously and termed cost sharing. These sudden changes challenged the students; the loss in training facilities, prestige and power associated with three-course meals and free accommodation without paying for it angered them and stimulated strikes and subsequent government responses, which handicapped the functioning of colleges as well as universities for years.

### **2.1.1 Private Media Training Colleges in Kenya**

Increased prominence of private media training colleges can also be attributed to the policy of educational decentralisation, which has been advocated by various international agencies such as the World Bank in the 1990s (33). The policy of educational decentralisation, particularly in the developing countries, has created the conditions for greater private sector involvement in educational provision. This policy has deregulated state monopoly over education in countries such as Kenya. This deregulation forced the Kenyan government to abandon its traditional British higher education framework, which was mainly public oriented and supported (24). Moreover, the first independent Kenya Commission of Education Report (the Ominde Report of 1964) did not encourage private higher education (40). The Commission took cognisance of the fact that Kenya had just become independent in 1963 and that government monopoly of educational development was desirable in legitimising and strengthening the new leadership.

In neighbouring Tanzania, the socialist leadership of Julius Nyerere motivated the desire for government control of educational provision at all levels (41). The ideological divide of the West and the former Soviet Union further encouraged the monitoring of higher education, especially the media training and all these were conditions that would not allow a private college enterprise to thrive. Even public media training Colleges and Universities were controlled by the government to the extent that lecturers who were seen as radical could not be tolerated (42). Criticism of the government was not allowed, and courses were monitored and lectures were full of informer students (22).

With political liberalisation in 1990, leading to multiparty politics, Kenya's higher education also ushered in a new era. The government's strong control in training Colleges was diminished, which provided an incentive to many investors who had felt that too much control from the government would not allow private colleges to thrive.

The factors which explain the significant growth in Private Media training Colleges in the 1990s are that: Private Colleges are a response to market demand; In instances in which public provision of higher education is insufficient to meet the demand, it is suggested that the private sector may grow to fill in the gap (43) referred to as the crowding thesis (or excess demand) in which oversubscribed public universities and middle level colleges systems resulted in unsatisfied demand that migrated to private institutions.

Again, that there is differentiated demand for educational services. Even if the state were to provide sufficient places in public Colleges, a need would remain to meet the demands of religious and other specific social groups (34).

Still, the notion of elite demand where Private Colleges have emerged in response to the demands of the wealthy and prosperous sections of society for something better for their children that will enable them to have a competitive advantage in the labour market, but still be priced lower than higher education in Europe or North America (27). Private higher education is perceived as being of higher quality.

Indeed, higher education is much less likely to be regarded as a right that the state has to deliver universally; thus, a much wider range of patterns of financing is found for higher education. In this argument, the market is regarded to be complementary to state provision of higher education and is argued to be more efficient, in that it can respond quickly to changing patterns of demand.

Needless to mention the credibility of the currency or capital that is associated with qualifications from international overseas providers who themselves find the export of education to be good business practice (33). Some private Colleges in Kenya have an affiliation with universities in North America or the United Kingdom. These countries have aggressively internationalised their education through admission of large numbers of international graduate students.

This has, in turn, internationalised the institutions. Specifically, overseas private higher education is perceived to provide an additional advantage for learners with regard to having, for example, an international qualification that the local public institutions are unable to provide (International Extension College (IEC), (1999) in (33). For example, Institute for Commercial Management (ICM) and City & Guilds have international students from 45 countries.

In the context of globalisation, there is a demand for qualifications that have currency internationally to give employment opportunities and other forms of mobility for graduates (33). The growth of this sector within the context of globalisation is also a response by overseas institutions to capture the higher education market. The international education is a significant contributor to Britain's gross national product.

## **2.2 Future of journalism training in Kenya**

With increasing recognition that private colleges can play an important role in meeting excess demand for media training, Kenya now has over 30 private media training Colleges in Nairobi, and over 500 nationwide which either operate with a certification from the Ministry of Higher Education or have affiliation to local Universities (17). Kenya is currently leading the East African countries in the number of private higher learning institutions.

Such private Colleges as Nairobi Aviation, East African School of Media Studies, Mageto College, Nairobi Institute of Business Studies (NIBS), Zetech College, and Universities like United States International University (USIU), Daystar University, Catholic University of Eastern Africa through Tangaza College offer Diploma and Certificate programme in journalism and Mass Communication (17).

Since the technocratic mission of the state Middle Level Media Training Colleges has declined, these journalism programmes have emerged very strongly in private colleges, with Nairobi Aviation college almost competing with the Kenya Institute of Mass Communication (KIMC), Kenya's oldest and most prestigious media trainer, and performs much better in the eyes of the public than most of the other Middle Level Media Colleges, both public and private.

### **2.2.2 Challenges facing Media Training Colleges in Kenyan**

Due to high costs of establishing media training equipment, training institutions have limited supply (17). Learners are therefore subjected to theoretical work with only little practice. Still trainers for practical lessons are hard to come by. Needless to mention the expensive and unavailable text books published in the United Kingdom (UK) and the United States (US).

In reaction to an article in a local newspaper then called East African Standard Dated 12. 2. 2007, a former Permanent Secretary in the Ministry of Information and Tourism Ms Eunice Muthama commented that the issue of illegal colleges has been of great concern; and that the Ministry will start vetting all media trainers.

This was in response to an article by the then student at Kenya Institute of Mass Communication, complaining of the high student population at the college; hence affecting training due to high pressure on the training facilities. That the Institute is forced to send first year students on internship after one year of training to create space even when they are not yet well trained for internship. In another article carried by the Daily Nation dated 23.4.2002, the then minister for Information and Tourism Hon. Kalonzo Musyoka argues that government would not allow charlatans to fleece desperate students and parents of their money by offering substandard media training. He promises that the ministry will work with the relevant organs and mainstream media to help regulate and standardise the industry.

John Schultz and Oxfordshire(2004/2005) (44) attempted to justify why communication programmes in Boston University are considered as among the best in the world; Stress is put on strong writing and speaking skills as well as solid grounding in liberal arts education as the first essential building blocks to success. They say, undergraduate take 70% of their courses in other disciplines; with concentration in areas outside communication. This helps learners to face the uncertain future, in case of need to take up a job in a different field. Again, they argue that liberal arts give the learner information about other disciplines; and it is needless teaching someone communication skills and techniques in various media if the person has nothing worth saying.

Schulz observes that learners must master a field within the vast ever growing communication industry so that with diligence they may be able to acquire two or more areas of concentration professional knowledge. He argues that networking and internship are the secrets that have made Boston University what it is. Practitioners in Boston- a media rich city are used to serve as part time teachers and guest speakers. Separately, they and the alumni give the needed internships and mentoring programmes.

And from the horse's mouth is Connie Chung, an award winning reporter with the USA CBS TV station KNXT in Los Angeles California observes; 'You people who want to work in journalism should read newspaper every day and keep up with current affairs. I would not recommend majoring in journalism in radio or Television in college. It is more worthwhile to study English, History or political science. If you want to study journalism, do it at post graduate level.'(45).

Lack of sufficient infrastructure severely restricts use of the Internet, which is primarily limited to scientists and the academic elite of the least Developed Countries (LDCs) like Ghana and Burkina Faso (R. Similarly, estimates that less than 1% of Africans have access to the Internet. With a majority of workers involved in subsistence agriculture, the Internet world is removed from the lives of most people (Ibid). Advanced technologies rely heavily on parts and technical support from Developed Countries (DCs), thus creating further dependencies for LDCs (38).

A major difference between students in LDCs like Kenya and DCs is that media training institutions without sufficient equipment are the only choice for the students, who have to imagine the equipment or see it without using it (38). This is not the case with DCs countries that have enough training equipment. Though wealthy nations employ the most advanced technologies, in Kenya there is a varying degree of employing technology in mediatraining. Poorer training Institutions are restricted in the use of television and radio broadcasting due to lack of resources and infrastructure for other relevant technologies like computer applications.

International collaboration is required to attain modern training equipment in effort to strengthen the training (23). International collaboration can move ahead on several other fronts as well, including accreditation, transfer of credit, course production, and consulting with institutions based on successful models.

## **2.5 Theoretical framework**

This study was guided by System theories of communication to help explain how different units interrelate, play roles in media training and there effects on each other. A system is a unit of entities that interrelate with others and with interrelating objects. Open systems interrelate with the environment while closed systems don't. Open systems change in a process called homeostasis in the process of interrelating with the environment. A system has own characteristics different from the individuals or units. The characteristics are that a system has structures defined by parts, they have boundaries, have functions, are a unit, are goal seeking, are interrelate to achieve a goal and that it creates feedback.

With structures defined by parts, a system has boundaries and creates feedback. In as much as System theories aroused interest in Electronic Engineering in 1930s, where it was developed to pursue and adjust goals, and monitor environment, it dates back to 17th C, (28). Developed in the engineering sub-field called cybernetics, systems theories were used to regulate and control complex machines.

The systems models were seen as ideal means of representing communication process (16). Lass well provided a succinct version of this model when he described communication as- Who says what to whom through what medium and with what effect. This mode emphasised on the effect on the receiver ignoring the fact that the receivers' message too affects the sender's actions. However, Bruce Westley and Malcolm Maclaen (1957) (46) provided a good example of feedback loop in communication using this model. They argue most conversations involve mutual influence; participants send out messages, receive feedback then adjust their actions.

This study attempts to put media training Institutions as a system, which is affected by variables such as training facilities, trainers' competency, curriculum content and students' entry qualification,. These variables interrelate affecting each other; learning takes place when necessary facilities are available, qualified trainers are present, a good curriculum is followed and qualified students gotten. The training institutions are also part of the larger system called media industry. The variables check each other and feedback is usually through examinations and industrial attachments. The system is goal oriented in that it aims at creating competent graduates upon completion to fit in media industry.

The system can monitor the environment and alter their operations in response to environmental changes through high performance in both theory and practical examinations. Poor performance will raise questions on the calibre of students, how they were trained and the competency of the trainers responsible. Further comparison with the past students would bring out corrective measures needed thus a self-regulated system. The media council of Kenya comes in as an overseer who checks the overall functioning of the media industry, prescribing the best practices and downplaying the vices in the industry.

After establishing the extent the System theories is applicable, this study will suggest solutions to the training institutions and by extension the media industry. This will help the media institutions create a system for self-regulation to help maintain standards.

Again, industrial attachments will among others alter operations in response to market demands or media house expectations. It will also reveal new demands thus forcing the training institutions to change accordingly; thus feedback loops.

### **2.5.1 Critique of system theories**

System theories have been debated and criticised for long. One argument has been that it escapes from reality and is not always productive (46). System theories have been criticised for ideological tendencies. System

theories concept is a view that emphasises certain perspectives and relatively ignores other perspectives. It is always important to consider what the consequences of ignoring certain perspectives are. In studying journalism, one can apply a systems perspective and thus ignore the specific attributes and the specific historical circumstances. This may be fruitful for some purposes such as automation and cooperation, but may be at the cost of losing, for example, specific experiences in developing specialised services.

Habermas criticises Luhmann's systems theory on several levels. Theoretically, Habermas criticises Luhmann for ignoring the continuing role of institutions, and thus of social integration, in 'anchoring' systemic mechanisms in the cultural life-worlds of their members. Because of the interaction of social and systemic integration, systemic mechanisms can have perverse effects, disrupting and 'colonising' the domain of cultural reproduction. Methodologically, Habermas argues that action descriptions from the agents' point of view remain a necessary condition for any social explanation. Normatively, Luhmann's methodological anti-humanism' blinds the theory from the start to the possible influence of a society-wide and critical public sphere on complex, institutional processes.

### **III. RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the methods and procedures that the study employed to collect data from the target population for analysis. The chapter discusses the research design adopted, target population for the study, sample size and sampling procedure, data collection methods, data validity and reliability, data collection procedures, procedures for data analysis and ethical issues the in research.

#### **3.1 Research design**

Research refers to an organised, systematic, data-based, critical, objective, scientific inquiry or investigation into a specific problem, undertaken with the purpose of finding answers or solutions to it (47). A research design is a logical task undertaken to ensure that the evidence collected enables one to answer questions or to test theories with least ambiguity possible. It maximises the chance of drawing correct underlying inferences from data collected.

Research design, has a great bearing on the reliability of the results arrived at and as such constitutes the firm foundation of the entire edifice of the research work. It helps the researcher to organise his or her ideas in a form whereby it will be possible to look for flaws and inadequacies (48). Research design is determined by the research purpose which could be explorative, descriptive, diagnostic or experimental in nature. When designing research it is therefore essential that the researcher identifies the type of evidence required to answer the research question in a convincing way. There are three research designs: quantitative, qualitative, and mixed methods approach. In quantitative research one aims at determining the relationship between one thing and another in a population. Quantitative research designs are either descriptive or experimental. A descriptive study establishes the performance of given sets of alternatives and the researcher has no control over the variables, he can only report what has happened or what is happening while Qualitative research is research involving detailed, verbal descriptions of characteristics, cases, settings, people or systems obtained by interacting with, interviewing and observing the subjects. In mixed methods research, the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single inquiry or series of studies.

This study employed a case study strategy with both quantitative and qualitative research design. A case study is an in-depth, conceptual analysis of similar situations in other middle level media training institutions, where the nature and definition of the problem happen to be the same as being experienced in the current situation. Case study assumes that things may not seem as they seem and provides in-depth inquiry over coverage: understanding 'the case' rather than generalising to a population at large. It is particular, descriptive, inductive and ultimately seeks to 'illuminate' the readers' understanding of an issue.

#### **3.2 Target population**

A target population is the entire assembly a study is interested in, from which a sample is gotten in order to draw conclusions (49). This study's target population was the public and private Middle Level Media Training Institutions in Nairobi. It targeted college Administrators/trainers and students in sampled Colleges. It also involved the main stream Media Houses including the print, radio and Television divisions. The students were used to validate or invalidate what the administrators say

#### **3.3 Sample size and sampling procedure**

A sample design is a definite plan determined before any data is collected for obtaining a sample from a given population. The sample size must be large enough to allow the researcher to make inferences about the population. So as to ensure that inferences made about the population characteristics on basis of the sample

characteristics are accurate, the elements in the sample must be representative of the population and the sample size must be adequate.

The study used Stratified sampling and random sampling to determine who to administer questionnaires to. Strata were formed according to students' level of study then simple random sampling was used to draw the individual samples. Purposive sampling was used on the Administrators- in both colleges and media houses to ensure the samples have the relevant knowledge the questionnaire ask for. To ensure an unbiased sample, every member of the journalism student population had equal opportunity to be selected in the sample. To reduce on sampling error, effort to increase sample size as well as use of stratified random sampling was made: Institutions were divided into two, on grounds of ownership thus: Public owned Institutions are four, two of which were sampled. Private owned institutions are 30, 10 of which were sampled. A total of 12 institutions out of 34 institutions made the study's sample size. This forms a Sample fraction of 12/34. Simple random sampling was then used to pick individual journalism student respondents.

### **3.4 Data collection methods**

Data can be obtained from both primary and secondary sources. Primary data refer to information obtained firsthand by the researcher on the variables of interest for the specific purpose of the study (49). Secondary data refer to information gathered from sources already existing. Data can be collected in a variety of ways in different fields.

Three instruments will be used for data collection: trainers' survey questionnaire, Students' or trainees' survey questionnaire and the media house survey questionnaire. Trainers' survey questionnaire was designed to collect information for evaluation the learning facilities or equipment used and the qualifications of the trainers at the Middle Level Colleges Training in journalism. The second was the students' or trainees' survey questionnaire which was used to evaluate entry qualifications and technical skills acquired to make them competent in the market. The last instrument was the media house questionnaire to evaluate their attitude in terms of contentment or satisfaction with the students' work. This acted as a feedback loop to establish the students' competency on job market. Besides, the questionnaire was used to determine what the industry expects of the media training colleges. The media house survey questionnaire was used as the external system in media training as well as for external validation.

All the questionnaires consisted of both open ended and closed ended questions to help minimise on the disadvantage of each other and utilise the advantages of both to the fullest. The questionnaires were hand delivered to the respondents to be completed under no supervision so that the respondents may be free to provide the required information without intimidation. The questionnaires were distributed and collected by the researcher.

A pilot study can be described as getting the bugs out of the instrument so that the subjects in the study may have no difficulties completing it. It also helps one to carry out preliminary analysis which helps detect and resolve difficulties potential to respondents. The pretest will be done with a selected number of students at KIMC; to check for general content, context, validity and thoroughness. Their advice and opinions will be incorporated in the final instruments. This will help minimise ambiguity and make questions answerable.

### **3.5 Data collection procedures**

Upon successful defense this study's proposal, data collection will be embarked on. A letter seeking research permit from the National Council of Science and Technology (NCST) will be sent to allow the study to be conducted. Communication to selected institutions' administrations will be made prior to the study informing them of its intentions. The three survey methods for collecting data include: face- to- face interviews, telephone interviews and self-administered questionnaire. Due to high literacy rate in Nairobi, self-administered questionnaires were used. They were distributed in selected colleges and administrators requested to distribute them to respective students and trainers. Explanation about the intentions and objectives of the research were given. Follow up visits and telephone calls were made to ensure effective responses. Later, the questionnaires were collected from each college for analysis.

### **3.6 Data presentation, analysis and interpretation**

Data analysis refers to a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision-making. In qualitative data analysis, emphasis is laid on the stated experiences of the participants and on the stated meanings they attach to themselves, to other people and to their environment. Sometimes, the study may make use of direct quotations from respondents, if they are appealing. Analysing qualitative data consists of three parts: noticing, collecting, and thinking about interesting things (50). The data analysed will then be organised according to subsections in the questionnaire then translated into meaningful messages. The study gathered all the information obtained from the questionnaires filled by respondents and then arranged the items of information into various groups in a

preliminary way. If a given item elicits a common response among several groups, then it implies that more respondents hold it as the truth about the issue.

### **3.7 Ethical Issues**

Ethics, in academics, is a branch of moral philosophy concerned about the study of conduct that strives to answer age-old questions about duty, honour, integrity, virtue, justice, the good life, and so on. Areas of dishonesty to constitute unethical issues include: plagiarism, fabrication and falsification, non-publication of data, faulty data-gathering procedures, poor data storage and retention, misleading authorship, sneaky publication practices, involuntary participation, uninformed consent, anonymity and confidentiality. The above mentioned variables constitute ethical research and are dependent entirely on the researcher conducting the study. With the significance of ethics in mind the study exercised honesty at its every stage: avoiding biasness in data analysis, interpretation and exaggeration in data presentation. While collecting data from the various college students and administrators, the study exercised caution and integrity in harmonising the data to ensure that the ideas of respondents are well captured. The study's findings need to be published to enhance wide sharing of knowledge with the many interested parties so as to help improve media training in the country and the world at large.

## **IV. Presentation And Discussion Of Findings**

### **4.1.0 Introduction**

This Chapter deals with presentation and discussion of Findings of the study. The aspects covered herein include: Demographic characteristics of the respondents, Training Facilities in Media Colleges, Capabilities of newly employed Journalists in media houses as well as viable interventions that can be adopted for the future of Journalism training. It consists of three sections: Trainers Findings, Students Findings and Media house Findings.

### **4.2.0 Demographic characteristics**

The demographic information that was gathered from the respondents includes sex, age, religion, College name, teaching experience and academic qualification. The study was interested in establishing the kind of participants who took part in the study. The section deals with trainers, trainees and media houses.

#### **4.2.1 Demographic characteristics of trainers**

The response on the respondents' gender identity included 63.2% male and 32.8% female. This means that majority (about two thirds) of trainers are male while only a third are female. On age, 33% were aged 18-25 years, 28.7% were 26- 30 years, 28.2% were 31- 34 years, 23.1% were 35-40 years, while 19.1% of the respondents were 41 years and above 50. Majority of trainers are the ages between 18-25 years followed by 26-30 years at 28.7% and 28.2% respectively. This can be attributed to the young trainers' preference to teach due to the relative ease to handle both teaching and furthering their studies in nearby university town campuses. Trainers the age of 41 and above are the fewest at 19.1%. This is because after furthering their education, they are absorbed by universities and other higher paying jobs.

On the duration students take to complete a course, the trainers response is summed up as follows: A majority 37.2% of the respondents wanted a Certificate course to take less than a year because there is less work load due to the fewer units taught. 30.9% wanted Certificate course to last for a year to avoid rushing through the course content on limited time bounds. On Diploma course duration, 46.2% of respondents wanted it to last for two years. This is because of the more units to be covered unlike the Certificate course. 31.5% wanted it three years arguing that a six month industrial attachment should be included. 13.8% wanted it to take less than one year arguing that external examinations (from Britain) do not require much preparations sit and pass the examinations.

On the question about teaching experience of the trainers, a majority 61.2% had less than five years of teaching experience. 21.8% had 6-10 years while 10.6% had 11-20 years of teaching experience. This means most Trainers have less teaching experiences, thus not best qualified.

### **4.3.0 Trainer's Survey**

#### **4.3.1 Availability of necessary training facilities**

In the objective the researcher wanted to establish if Middle Level Training Colleges have necessary training facilities; available and adequate for quality training. The respondents were asked whether there are any training facilities needed in the course they teach. A large majority of 91.5% of the respondents said there is need for training facilities in the media courses they teach. This means that almost all colleges agree to the view that training facilities are necessary for media training. 2.1% said there is no need for training facilities in the

courses they teach; perhaps because they teach theoretical units, not core to the course. 6.4% did not respond to this question, perhaps for lack of knowledge of whether training facilities are needed or not.

When asked to list the training facilities needed in their teaching of media courses, the trainers responded as follows:

A majority of 12% said computers are most needed, meaning that computer is the most needed training facility in the media colleges. This implies that most colleges want to use new media technology in training so that their students may suit the technological media world. 8% said Newspaper is needed for training, meaning newspaper is the second most needed training facility in media colleges. Need for Newsroom, Digital Audio Editing suit and Microphones had 7.3% response each. Radio Studio and Analogue Cameras had 6% each. Still Camera, Digital Radio Recorder, Analogue Radio Recorder, Analogue Audio Editing suit, Television Studio and Digital Camera enlisted 5.3% response each.

Least response was from Analogue Video Editing suit at 2%. This is because the world has turned digital and therefore analogue training facilities may only be studied to trace the history of the present digital facilities and not for production.

Trainers also mentioned the training facilities available in their institutions and they included:

A majority 16.2% have computers, meaning most media colleges have computers as training facilities. 9.4% said they have Newspapers, another 9.4% said they have Darkrooms while another 9.4% said they have TV studios. This means the above mentioned facilities are second most commonly available in most colleges. Microphone availability was 9.1%. Digital Cameras and Analogue Radio Recorder had 6.7% response each. Digital Audio Editing suit, Digital Radio Recorder had 5.4% response each. Digital Video Editing suit and Still Camera had 2.7% response each. Least response was from Analogue Video Editing suit and Analogue Cameras at 1.3%, implying that the analogue training facilities are not needed in media training colleges.

When asked to state whether the training facilities available in their training are adequate, 71.9% majority said the training facilities are not adequate. 16% response from private Colleges said there are enough training facilities but this was aimed at concealing information thought potential to damage the image of their colleges. 12% did not respond to the question.

#### **4.4.0 Students survey**

##### **4.4.1 Students responses**

For the students, majority of respondents were female at 58.8% while male respondents were 41.2%. This is because the majority (58.8%) of journalism students is female. This means therefore that Journalism courses attract more females than males.

On trainee ages, majority of respondents were between 18-25 years old, at 92.5%. This is because 18-25 years is the prime college training age in Kenya; after completing fourth form (Secondary School) at 18 years. The age between 26-30 years had 5.8%. These are the few who lacked fees or were inconvenienced not to start their college education immediately after fourth form, while 1.7% did not respond to the question on age.

When asked to identify colleges from where they train, student respondents from KIMC had highest response at 62%. The Kenya Polytechnic had 12% response. KIMC's high response may be because being a public institution it is obliged to be transparent as opposed to private ones like Nairobi Aviation College which did not respond to the question.

On specialisation, a majority 20.3% of the student respondents are studying Mass Communication while 17.5% are taking General journalism courses. These two courses are not specialised and have less depth in approach, making students think they can cast their nets wide in the job market and escape details while studying. Specialised courses include Film/Video Production at 13.7%, Radio Production at 13.5% while Television Production had 13%.

About the students' response on how long the course should take, a majority of students (74.56%) want the diploma program courses to take three years, saying industrial attachment is important and should be included. 25% of them want it to take two years saying the units can be compressed to fit into two years for them to save on fees payment.

##### **4.4.2 Training Facilities used in Media Colleges**

The study wanted to establish the type of training facilities used vis a vis what is needed. A large majority of 94% of the respondents said training facilities are needed. This implies that media colleges do not have enough training facilities and need to acquire them for effective training. 4.2% say training facilities are not needed, possibly because they are not aware of the training facilities they are supposed to be having or they are taking theoretical Units in journalism.

The list of the training facilities needed and the responses include: 21.6% of the respondents said Computer is needed as a training facility. This is because of the many things computers can be used for when training journalism; News writing, digital recording, digital editing. Newspaper had 12% response; this is

because students learn writing skills from the newspaper stories. Still Camera had 11%, Television Studio had 7.5%, Darkroom had 7.3%, Microphones had 6.9%, Digital Radio Recorder 5.5%, Digital Camera and Digital Video Editing at 4.4% each. Other training facilities had less than 4% response meaning they are not essential for media training.

The respondents also listed the media training facilities available in their respective colleges, whereby 25.7% response said computer is available as a training facility in their Colleges. This means that most colleges have computers as media training facilities. Darkroom had 17.6% response, still camera had 11.6% response, while Newspaper had 9.6% response. Newsroom, Radio Studio and Digital camera had 6% response. Other facilities had less than 4% response each; meaning the facilities are not essential or are too expensive to buy.

A large majority of respondents (90%) said training facilities in their respective colleges are not sufficient. This means that most colleges do not have sufficient training facilities. 6% did not respond to the question while 4% said the facilities are enough; perhaps attempting to conceal information that may discredit their colleges as it is the case with some private colleges.

#### **4.5.0 Composition of the Media house respondents.**

Most of the respondents were news reporters at 30%, because they work with interns attached to them during field reporting for training. Print Editors had 20% while Radio producers, TV producers and News Anchors had 10% each, as per the ratio of their regular contact with the interns.

A majority, 70% of the respondents were male while 30% were female. This implies that male workers are the majority at the media houses. Majority of the respondents (30%) were ages between 18-25 years, meaning most young people start working in media as field reporters.

#### **4.5.1 Level of contentment of media houses with newly trained journalists**

Majority of newly employed students do well in Field reporting at 29.7%. This is because field reporting requires more of artistic than technical skills; which interns tend to possess. Television and Radio Production were at 13.6% and 11.4% respectively. This is because electronic media excite interns and so they try hard to impress their immediate bosses hoping to be retained after the attachment. News Anchoring was 10.5%, Radio Presentation had 9.8%, Print Editing had 9.7% while program directing had 8.9%. studiooperation had the least at 7.5%, because Interns lack the technical skills required in electronic technical operations due to lack of the training facilities back at their colleges.

Majority (77.2%) of media house worker respondents agree that Training Facilities affect the quality of journalism training. 61% of them also said media house contentment with interns affects the interns' quality of training in that it can inspire the journalist to greater heights or condemn him or her into hopelessness.

#### **4.5.2 Media houses' preferred Colleges to employ from**

Majority of students employed in media houses are from KIMC at 20.9% of the response. This is because of its public status and training facilities available as well as long standing reputation it has acquired over time since its establishment in 1960s. Still, Most of the media house policy makers are alumni of KIMC and therefore have a favourable image of the college.

Kenya Polytechnic follows at 12.9%. This is because as much as it is a public college, it is a late entrant into media training thus no many alumni to boast of. East African School of Media Studies, Nairobi Aviation and Eldoret Aviation had 9.6% each; the less employment levels here may be because the private colleges started operating recently and have no alumni networks to help achieve job connections. Still, the private colleges lack the training facilities even more than it is the case in public colleges.

## **V. Conclusion**

The discussions in chapter four of this study logically leads to the following conclusions:

Media training Colleges need Training Facilities as per the student and trainer findings (91.5% and 94%) respectively. The Training Facilities needed include computers, newsrooms, Newspapers and other technical training facilities specific for media training. Since the training facilities are expensive, more budgets have to be dedicated to it. Most media colleges lack training facilities especially in electronic media due to poor prioritisation.

There is need to improve on what media houses are not contented with so as to strike a balance in journalism training. Such area include: Electronic media operations which was least with 7.5%, Print Editing (9.5%), Radio presentation (9.9%), Radio production (10.4%) In fact media houses were only contented with Field reporting. All other areas mentioned above need to be improved. This can be realised through involving the very media houses when training.

## VI. Recommendations

This study was set to evaluate training standards in Kenyan Media Colleges. As a result, the study points out the following recommendations:

- i. Media Training Colleges should acquire more training facilities required for media training. In fact student enrollment for media training courses should be pegged on the available training facilities,
- ii. There should be set standard for media trainers to be employed in media training colleges- A minimum working experience through retaining experienced trainers. The study also pointed out an acute shortage of technical trainers in media training colleges; a situation that culminate into emergence of quack trainers. Frequent refresher courses and contract renewal would be ideal for media trainers.
- iii. Enhance stronger networks between media colleges and media houses. Media houses being external and in practice, are more versed with what the media market expects. It can provide such services as part time lecturers, guest lecturing and advice with regard to modern training facilities and media practice to media students

In conclusion, the excitement to use media facilities often makes newly trained journalists to misreport facts as the rush on air or in print. They need proper induction into media house equipment use after college training to reduce the excitement. To broaden their mental horizons media students must read widely; material ranging from Newspapers, text books to listening to interviews so as to keep up with media career requirements. Besides, broadening thinking, creativity and vast knowledge make people special; but they must watch out not to run in conflict with the law as it is the case with Joshua Arap Sang -an ICC indictee and Walter Barasa-now fighting to resist an ICC arrest.

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