

**THE ROLE OF THE MEDIA AND THE FACILITATION OF IMPLEMENTATION OF
THE NEW CONSTITUTION IN RURAL KENYA.
(A Case Study of Ndeiya Location of Kiambu County)**

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UNIVERSITY**

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DECLARATION

This research project is my original work and has not been presented to any other examination body university or institute of higher learning. No part of this work should be reproduced without my consent or that of Kampala International University.

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APPROVAL

This research project has been submitted with my approval as Kampala International University Supervisor.

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For and on behalf of Kampala International University

DEDICATION

This work is dedicated to my mother, Mary Mugure Thiong'o who has faced a lot of trials and tribulations, hence teaching me that the greatest obstacles are sometimes meant to make you strong. Her will to fight divorce and still afford a smile all the time and a word of encouragement is a sure inspiration to me. Bravo mum! God bless you.

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ABSTRACT

This study seeks to critically appraise the role of the media in Kenya in the implementation of the new constitution. It attempts to critically analyze how and why the media is important in the process. It also shows that there is a direct relationship between press freedom, the roles of the media, and the nature of the government and power. Relations between the media and the implementation of the new constitution cannot be ignored. However, this paper seeks to engage with the media and its role in the implementation of the new constitution in the rural Kenya, with special reference to Ndeiya Location of Kiambu West.

A descriptive research design was used for in-depth analysis of the phenomenon. A questionnaire was used as a research instrument and targeted the population of 135 public servants and teachers in Ndeiya location of Kiambu County. A total of 45 questionnaires which represented the sample were sent out and 40 questionnaires were successfully received back. Data was analyzed through statistical tools and presented using tables, bar charts and pie charts.

The study recommended that the government should give the media freedom to exercise this right to inform people and also employ and involve media houses to propagate the importance of successful implementation of the constitution which would be beneficial to the country in form of devolved government and socio-economic development.

The members of parliament in Kenya should use the media to educate the public on the importance of implementing the new constitution. Many a time is when parliamentarians and policy makers complain that part of the challenge of communicating about development issues with the public is how little people understand the structure or responsibilities of the various government agencies working on key policy issues like health, education, agriculture, or trade. With the constitution, the policy makers should use the media to educate the public about the implementation of the new constitution.

CHAPTER ONE

1.1 Background of the Study

The media in Kenya is a diverse and vibrant growing industry. It includes four major daily newspapers, that is, The Daily Nation, The Standard, The People Daily and The Kenya Times. It also has five major broadcasting television stations, that is, Nation TV (NTV), Kenya Television Network (KTN), Citizen TV, K24, and the Kenya Broadcasting Corporation (KBC) - the only nationwide broadcaster and more than 20 FM radio stations.

According to Ochillo (1993), it is important to note that the media has had a long way to go since its very early days; it was not as it's known today. During colonial periods it was used by the European residents and settlers primarily for the dissemination of news and information legitimating their political and cultural domination. So it was used as a device to maintain status quo, hence, it played a minimal, if any significance role, like to educate and inform the indigenous people on issues that were of great relevance to the nation at large.

The same situation was adopted by the post-colonial administration where the media was used to propagate propaganda suitable for the survival of the political elite. So even the media having come from some kind of dark ages in as far as dissemination of information is concerned, and there is a notable improvement, the same cannot be said with certainty with regards to the rural people.

This may have some serious ramifications with the implementation of the new constitution. It is important that each and every Kenyan should understand what the new constitution has for them, but this cannot happen without education on the core values enshrined in the new constitution.

It is an open secret that the media has played critical role in disseminating important information to the Kenyan people. For instance, After Kenya gained independence during the reign of President Mzee Jomo Kenyatta, the media played a great role in enforcing the Kenyan culture,

by broadcasting languages in Kiswahili and there was a focus in African music and dance (Mwangi, 2008).

Again, the media has played an important role in the constitution making process in Kenya, which started over two decades ago. The key role played by the media in the process was in shaping up opinions from the very early time when Kenyans started the clamour for a new constitution (Mwangi, 2008).

There is no doubt also that the media has played an active watchdog role in keeping the government on its toes seeing to it that it does not overstep its boundaries. Indeed, the media played a critical role to bring back multi party politics in Kenya. It certainly and significantly sensitized the Kenyan people on the virtues of a democratic system. (Kothari, 2004).

It has continued to play a critical role in exposing social vices such as nepotism, negative ethnicity, tribalism, corruption (for example, the Goldenberg and Anglo-leasing scandals as well as the recent cemetery scandal involving the City Council Nairobi. Daily Nation (2010).

Also, the media has played a basic role of informing, entertaining and providing a basis of economic support through advertising as one of the ways of being able to ensure financial independence (Mcquail, 1983).

It is therefore clear that the media has played a dominant role in the social interaction, political and economic discussions and the formation of public opinion without which, Kenyans would remain ignorant of issues that resonate with their continued existence.

Yet while it is clear that the media has played a big role in the development and building of Kenya, it is good to note that the same media has also been an instrument of channeling ethnic animosity in the rural areas, especially through vernacular FM radio stations. Perhaps these vernacular radio stations capitalize on the ignorance of their audience and so expose them to easy manipulation with the claim that they are helping their audience to safeguard their ethnic identity.

This therefore, shows the great influence media may have to people, and if this influence is channeled to the implementation of the new constitution, then the media, will have positively contributed in making the constitution transform Kenyan people and their institution.

Indeed the media has the capacity to bring about fundamental change for countering negative ethnicity, culture of impunity, pervasive poverty and corruption among Kenyans and their institution, thereby promoting equitable development and distribution of resources that would benefit all Kenyans including those in the very remote areas. This is what the new constitution advocates for.

1.2 Problem Statement

The implementation of the just promulgated constitution is critical to every Kenyan and so it is critical for the media to be actively involved in seeing to it that all Kenyans understand the implications of the new constitution and that it is lived in a practical way. Indeed the media has critical role to play in the education and implementation of the new constitution, which has been dubbed as the best Kenya has ever had since independence.

The proposed study will focus on how civic education, which is very critical in the implementation of the new constitution, can be imparted to the Kenyans in the rural areas through the media.

As noted above, the media has played a significant role in crusading for social changes, but it should continue relentlessly in creating awareness as to why the people of Kenya must understand the entire constitution and its implications in their life. Yet even as the media may play a leading role in educating the Kenyan people as to the values of the new constitution, this could be a gigantic task in rural areas. There are many people in the rural areas that may have no access to radios, TVs and newspaper. So many people may have little or no access at all to the channels through which the media disseminates information.

This implies that people in the rural settings have limited access to information about the implementation of the new constitution due to high illiteracy levels, ignorance, lack of information and communication technology; such as mobile phones, which are used to communicate and money transfers, computers, which are used for word processing and storage of businesses to market products lack of televisions , radios, internet and lack of reliable newspapers which are used to get efficient news within a required period of time.

In addition, we do have high poverty levels being a challenge in rural areas, remoteness, and lack of development and infrastructure that have caused insecurity and the integration of internally displaced persons. With regard to conveying of information as well as in understanding the conveyed information. If the media is to influence the implementation through the channels it uses to disseminate information, then it means that many people in the rural areas may not benefit from it.

In view of this, the concern is on how the media can educate rural people about the new constitution for the sole purpose of its implementation. Is therefore important to ask, what are the threats that the media has to overcome and what are the opportunities that the media has to exploit so as to reach the rural people who may need civic education for an appropriate implementation of the new constitution?

1.3 Objectives of the study

The main objective of this study is to explore the role of media in implementation of the new constitution in Kenya

1.3.1 Specific objectives

- i. To establish the role of the media in the implementation of the new constitution
- ii. To examine how civic education through the media can facilitate implementation of the new constitution.
- iii. To identify the obstacles that media faces that would hinder facilitation to implementation of the new constitution.
- iv. To explore the avenues that the media would use in its facilitation to implementation of the new constitution.

1.4 Research Questions

- i. What is the role of the media in the implementation of the new constitution?
- ii. How can civic education through the media facilitate in the implementation of the new constitution?
- iii. What obstacles do media face that would hinder facilitation of implementation of the new constitution?
- iv. Which avenues can the media use to facilitate implementation of the new constitution?

1.5 Significance of the Study

The rural people are less informed because the media has not reached them adequately. The implementing the new constitution as per its letter and spirit with the help of the media can immensely contribute to countering the culture of impunity, corruption, negative ethnicity, pervasive poverty and leadership without integrity. The implementation of the new constitution in rural areas will move Kenya to become a more prosperous and more democratic country. The study is significant because the media cannot sit and watch when this is happening. It is clear that the media have been the social vices that the media has been fighting all along. It is important therefore for the media to be in the center stage, because a credible implementation of the constitution so that it can address the said social vices will greatly enhance Kenyans democratic stability which will in turn encourage local and foreign investment.

1.6 Geographical scope

Ndeiya location is very expanse and it made it difficult for the researcher to reach all the respondents.

1.7 Definition of Terms

New constitution: The 2010 Constitution of Kenya which was drawn up to replace the first constitution of Kenya. The constitution was presented to the Attorney General of Kenya on April 7, 2010, officially published on May 6, 2010, and was subjected to a referendum on August 4, 2010. The new Constitution was approved by 67% of Kenyan voters. The constitution was promulgated on 27th August 2010.

Media: tools used to store, inform, create awareness, educate and deliver information that is of great significance to people, they include, print media, and broadcast/electronic media

Implementation: is the realization of an application, or execution of a plan idea, or policy, in this study, the new constitution.

Rural: areas that isolated in Kenya and are less developed in terms of infrastructure, education, among other important things.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature in relation to the study. It includes the review of past studies, critical review and the summary. The conceptual framework of the study has been developed from the critical review.

Media is known to be the most powerful means of communication. The print media, electronic media and the Internet are all the subsets of mass media. The newspapers, newsletters, magazines and brochure are included in the print media, while the electronic media comprises of the television, radio and other modes of communication. Internet is without doubt the fastest known way of communicating with millions of people across the globe. However, the effects of mass media on society can be positive as well as negative.

Usually, mass media aims to reach a very large market, such as the entire population of a country. By contrast, local media covers a much smaller population and area, focusing on regional news of interest, while specialty media is provided for particular demographic groups. According to Bonifaz, et al., (2006), mass media is an effective way of communicating with people living in different geographical regions of the world and engaged in different occupations. Mass media effects on society are phenomenal.

2.1 Media Theories

2.1.1 Knowledge Gap Theory

The knowledge-gap hypothesis theory suggests that each new medium increases the gap between the information rich and information poor, because of differences in access to the medium, and control over its use, among other factors. As the infusion of mass media information into a social system increases, segments of the population with higher socioeconomic status tend to acquire this information at a faster rate than the lower status segments, so that the gap in knowledge between these segments tends to increase rather than decrease.

Empirical media researchers were also uniformly critical of McLuhan. The early small scale empirical studies failed to support his assertions, these suspicions were confirmed, he was just another grand theorist whose ideas were overly speculative and empirically unverifiable. Even critical cultural theorists criticized his work. These theorists found McLuhan's theory to be a perversion of Innis' ideas. Rather than attempt reform of the superstructure or lead a revolution to take control of the base, McLuhan (1964) was content to wait for technology to lead us forward into the global village. He seemed to be saying that our fate is in the hands of media technology, and we are constrained to go where ever it leads.

Scholars like Tichenor, Donohue, and Olien in 1986 developed a theory of society in which mass media and the use of media messages play a central role. This model focuses on the role played by news media in cities and towns of various sizes. These areas are conceptualized as subsystems within larger state and regional social systems. The team began by empirically establishing that news media systematically inform some segments of the population, specifically persons in higher socioeconomic groups, better than the media inform others theory.

Overtime, the differences between the better informed and the less informed segments tend to grow – the knowledge gap between them gets larger and larger. Knowledge gaps are troubling; we can be concerned that the people who are less well informed will not be able to act as responsible citizens. If they act at all they will do so, based on ignorance. On the other hand, if we use elite pluralism theory to speculate about the consequences of knowledge gaps, we are less concerned, after all there is a strong correlation between political ignorance and political apathy.

In the next phase of their research, the team explored the long-term implications of knowledge gaps for the operation of local communities by studying the role played by news media when communities confront social conflicts. Would news media enable communities to effectively resolve these conflicts or would the conflicts be intensified?

In nearly every case, conflicts were initiated by external agents, local leaders, including newspaper publisher, were often co-opted by powerful regional businesses such as electrical power companies or big manufactures, the research team found that as conflicts escalated, more and more groups were activated from all segments of a community, even normally apolitical or

apathetic people were eventually drawn into as escalating conflict, news coverage of conflict-related issues increased, but within same communities, most of the information came from outside media local media either avoided reporting about conflicts or severely limited their reports, little useful information was provided, as time passed, ordinarily uninformed individuals made better use of outside news media related to the conflict. Thus, the knowledge gap tended to narrow between those population segments that were initially well informed about these issues and those that were ignorant.

2.1.2 Two-step flow of communication

The two-step flow of communication model hypothesizes that ideas flow from mass media to opinion leaders, and from them to a wider population. According to Lazarsfeld and Katz, mass media information is channeled to the "masses" through opinion leadership. The people with most access to media, and having a more literate understanding of media content, explain and diffuse the content to others. Based on the two-step flow hypothesis, the term "personal influence" came to illustrate the process intervening between the media's direct message and the audience's reaction to that message. Opinion leaders tend to be similar to those they influence - based on personality, interests, demographics, or socio-economic factors. These leaders tend to influence others to change their attitudes and behaviors. The two-step theory refined the ability to predict how media messages influence audience behavior and explains why certain media campaigns do not alter audiences' attitudes. This hypothesis provided a basis for the multi-step flow theory of mass communication.

The ability of mass media to reach a large audience, and in this case persuade individuals in one direction or another, had been a topic of much research since the 1920's. A study carried out to understand the dynamics of media-audience relationship suggested that communication from the mass media first reaches "opinion leaders" who filter the information they gather to their associates, with whom they are influential.

A study by Robert Merton revealed that opinion leadership is not a general characteristic of a person, but rather limited to specific issues. Individuals, who act as opinion leaders on one issue, may not be considered influential's in regard to other issues (Merton, 1949). Lazarsfeld and Katz

confirmed the earlier assertions that personal influence seems more important in decision making than media. Again, influential individuals seem constrained in their opinion leading to particular topics, non-overlapping among the individuals. The opinion leaders seem evenly distributed among the social, economical, and educational levels within their community, but very similar in these areas to those with whom they had influence.

Studies by Glock and Nicosia determined that opinion leaders act "as a source of social pressure toward a particular choice and as a source of social support to reinforce that choice once it has been made (1966)." Charles Glock (1952) explained that opinion leaders often develop leadership positions in their social circles. They achieve these positions based on their knowledge of situations outside their circles. Although the empirical methods behind the two-step flow of communication were not perfect, the theory did provide a very believable explanation for information flow. The opinion leaders do not replace media, but rather guide discussions of media.

2.2 Role of Media

According to Biagi (2005), the best thing about the mass media is that it immediately provides us with the latest information about the things happening around us. Mass media reports news from all the fields such as politics, sports, international relations, wars, natural calamities, meetings, entertainment, etc. Because of the keen efforts and dedication of the people working in the media and the entertainment sector, our knowledge remains up to date and fresh. With the gained knowledge, we become more smart and outgoing. Many a times, we understand what is good and bad for us through the media programs. For example, the anti-tobacco and narcotic programs launched by the media, have benefited many people to date. The information conveyed about various diseases and their possible treatments has saved the lives of many of us. The contribution of mass media in the fields of arts, education, technology and health care is laudable. We also get the correct information about the various crimes and illegal activities happening in our surroundings quite easily. Media is a boon for youngsters in many ways. They get useful information related to their career and higher education mostly through the mass media..

People often think of mass media as the news, but mass media also includes entertainment like television shows, books, and films. It may also be educational in nature, as in the instance of public broadcasting stations which provide educational programming to a national audience. Political communications including propaganda are also frequently distributed via mass media, as are public service announcements and emergency alerts (Health, 2004).

Current theories present a more complex interaction between the media and society. The media generate information as a network then publish information using articles, videos, and photos to a targeted group, in turn influencing individual interpretations of the information provided while potentially influencing unrelated cultural and personal beliefs. The media has a strong social and cultural impact upon society. This is predicated upon their ability to reach a wide audience with a strong and influential message. Marshall McLuhan uses the phrase “the medium is the message” as a means of explaining how the distribution of a message can often be more important than content of the message itself.

2.3 Civic Education

Media plays a very important role in shaping the personality of people. It has been observed that citizens become more sensible and capable to shoulder their responsibility towards the nation and the society because of the media. We get our role models by hearing about the appreciation of their great deeds from the media itself. Over the years, mass media has played an important role in making people understand the meaning of democracy. We also come to know about the strengths and weaknesses of the economy of our country, the population figures, the various problems faced by the nation, achievements of the nation in different sectors, through the prompt and precise reporting of different forms of media (Johnston, 2008).

Media plays an important role in building the sense of unity and pride among the people of the nation. In those countries where there are many castes, religions and languages spoken, media has even more tough responsibility of conveying the true news to the citizens. Media makes the citizens aware of their fundamental rights and their duties towards their families, state and the nation. Utility of the mass media in the areas of advertising and marketing is simply great.

Though the positive mass media effects are many, there are some cons associated with the mass media. The news which is published without being checked whether they are factual or not, can create unnecessary confusion and extreme feelings among the common masses. There have been many instances of huge fights and controversies emerging, because of improper reporting. The effects of mass media are truly everlasting.

If the public had a better understanding of the responsibilities and capacities of the legislature and ministries, policymakers argued, they would be able to form realistic expectations—and then hold policymakers to them. This is the rationale behind efforts to publicize public school budgets at a community level, so that parents know what to expect, and whom to call if the school does not deliver. Among media platforms, radio and TV were clearly the most important links to information about government activities. More information about the policy process through mass media is needed. Whether through improved coverage by journalists or through direct engagement with the public over the airwaves, civic education via mass media stands to benefit both policymakers and the citizens they serve (Gillin, 2008).

2.4 Obstacles the Media Faces

Media faces a lot of obstacles in the course of their work. These obstacles include licensing in advance; censorship of offending material before publication; seizure of offending material; injunctions against publication of a newspaper or book or of specified content; requirement of surety bonds against libel or other offense; compulsory disclosure of ownership and authority; post publication criminal penalties for objectionable matter; post publication collection of damages in a civil action; post publication correction of libel and other misstatements; discrimination in granting access to news source and facilities; discrimination and denial in the use of communications facilities for distribution; taxes; discriminatory subsidies; and interference with buying, reading and listening (Lowery & DeFleur, 1983).

According to Gandy (1982), it is a objectionable matter that government always tries to harass the printers, editors as well as made different any medias laws. But sometimes it is also needed. Today, most of the journalists are involved with politics and the reports they make are also politics related. It is therefore seen that all kinds of newspapers and other media are kept running under political control. So where there is a political control there must be some false and fabricated news that newspapers will be publish. For a developing country there are five sectors

which are expected to be clean such that they must not work for politics but for the people of the country. These include the mass media (newspapers, TV, radio, books etc.), education (schools, colleges and universities), judicial (judges, lawyers, etc), medical (doctors, paramedics, both in government and private sector) and defence (police, army, navy, air force, etc.).

2.5 Avenues the Media Uses

In the last 50 years the media influence has grown exponentially with the advance of technology, first there was the telegraph, then the radio, the newspaper, magazines, television and now the internet. We live in a society that depends on information and communication to keep moving in the right direction and do our daily activities like work, entertainment, health care, education, personal relationships, traveling and anything else that we have to do.

According to O'Reagan (1993), the media has a huge impact on society and also in public opinion. They can shape the public opinion in different ways depending of what is the objective. For example, after the attacks of 911 the media in America gave a huge coverage of the event and exposed Osama guilty for the attack as they were told by the authorities. This shaped the public opinion to support the war on terrorism, the same happened with the war on Iraq. Other ways to influence the public are with brochures and flyers, especially in politically instigated campaigns (Austin, 2002).

President Robert Mugabe of Zimbabwe has used the media to rally behind him the populace in the fight for the acquisition of the white occupied land in his country. He has used the media to cause hatred to the white citizenry by having media write about the way the whites occupied the land belonging to Zimbabweans and this has caused a lot of hatred between the minority white community and the majority black community in Zimbabwe.

Although the ability of mass media to reach a large audience, and in this case persuade individuals in one direction or another, had been a topic of much research since the 1920's, it was not until the *People's Choice* was published that society really began to understand the dynamics of the media-audience relationship. The study suggested that communication from the mass media first reaches "opinion leaders" who filter the information they gather to their associates, with whom they are influential. Previous theories assumed that media directly reached the target

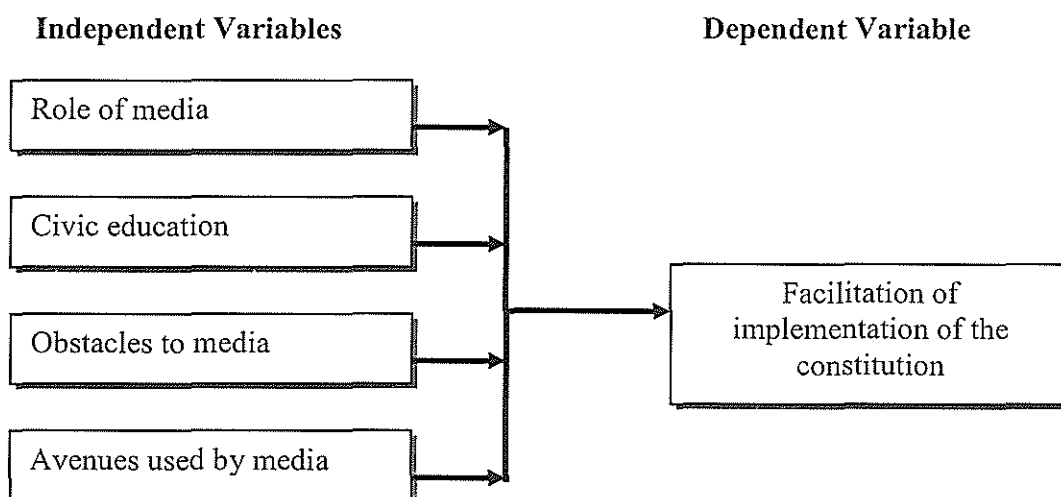
of the information. For the theorists, the opinion leader theory proved an interesting discovery considering the relationship between media and its target was not the focus of the research, but instead a small aspect of the study.

The public is bribed with good radio, television and newspapers into an acceptance of the biased, the misleading, and the status quo. The media are not, according to this approach, crude agents of propaganda. They organize public understanding. However, the overall interpretations they provide in the long run are those most preferred by, and least challenging to, those with economic power (Lazarsfeld, et al., 1944).

Social scientists have made efforts to integrate the study of the mass media as an instrument of control into the study of political and economic developments in the Afro-Asian countries. Mwangi (2008) has emphasized the general pattern of increase in standard of living, urbanization, literacy and exposure to mass media during the transition from traditional to modern society. According to Mwangi (2008), while there is a heavy emphasis on the expansion of mass media in developing societies, the penetration of a central authority into the daily consciousness of the mass has to overcome profound resistance.

2.6 Conceptual Framework

Figure 2.6.1 Schematic Conceptual Framework



Source: Author (2011)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the various methods used by the researcher in data collection. It includes the research design, the target population, data collection instruments and procedures used, sample design, data analysis and procedures. According to Kothari (2004), research methodology is a way to systematically solve the research problem.

3.1 Research Design

Descriptive research design was used in the study and sort to establish the effectiveness of the media in the implementation of the constitution. It is a scientific method of investigation in which data is collected and analyzed in order to describe the current conditions, terms or relationships concerning a problem .The researcher used questionnaire to gather information.

This design was adopted based on the premise that there are many locations in Kenya and that they face the same political, social and economic environment as others within the country. Yet, the media has not played a very leading role in implementation of the constitution. The media was active in the run up to getting the new constitution but has not been very active in implementation. Therefore, Ndeiya Location will be an example of a rural set up that has not been educated on the new constitution in order to embrace it as the supreme law of the country.

3.2 Target Population

The target population from which the researcher generalized the results of the study were the public servants (assistant chiefs) and the teachers in Ndeiya Location. This location, with its diverse people ranging from the literate to the illiterate formed an ideal rural set up for the study. The researcher therefore targeted the civil servants and teachers.

Table 3.1 - Target Population

Category	Population	Percentage
Public servants	9	7
Teachers	126	93
Total	135	100

Source: Author (2011)

3.3 Sampling Design

Sampling is the process by which a relatively small number of individual, object or event is selected and analyzed in order to find out something about the entire population from which was selected (Kothari, 2004). A sample is a small proportion of targeted population selected using some systematic form. In order to achieve the desired representation from the various subgroups in the population, stratified random sampling method was used. A sample size of 30% was obtained from each category giving a total of 45 people. The criteria under which the population and hence the sample will be obtained is as shown below.

Table 3.2 – Sample Size

Category	Population	Sample Size (30% of Population)
Public servants	9	3
Teachers	126	42
Total	135	45

Source: Author (2011)

3.4 Data Collection Instruments and Procedure

The data in the study was collected by use of questionnaires. Questionnaires were used since they addressed specific research questions. The researcher used both closed ended questions and open ended questions for quantitative and qualitative analysis respectively. The researcher phrased the questions clearly in order to make clear dimensions along which responses were analyzed. In open ended questions, space was provided for relevant explanation to be provided

by the respondent, thus giving them freedom to express their opinions. The questionnaires were given to the respondents to tick the answer that best describes the situation, for closed ended question, or to respond accordingly using his/her own words, for open ended questions.

3.5 Data Analysis

The data was collected and fed into the computer for analysis using the Microsoft Excel. It was coded and tested for completion and analyzed using quantitative and qualitative techniques, by using distribution tables and charts to summarize the various groups of data. Qualitative analysis technique was used to enable the researcher to obtain detailed information about the opinions and views in the open ended questions while quantitative analysis was used for statistical information.

3.6 Limitations of the Study

This study is not without limitations which made it not wholly conclusive they include;

The researcher faced financial constraints because the source of income was limited but the researcher tried to apply all available measures and efforts so as to make sure that the research is carried out and the findings are obtained.

Time was a problem, for the research to be accomplished fully, there was need to consider time which may not be available considering the time period that was located for it.

Poor transport facilitates, the road was of very muddy and full of bumps that you would pass neither in the car nor on foot. It was so stressing and hard to cope with.

Some of the respondents were not willing to participate and give the required meaningful information; they created an atmosphere that was difficult to collect data. Their main fear was on confidentiality of the responses to be given out, though the information confidential and for only academic purpose.

It took an exaggerated amount of resources than was expected in collection of data in order to reach the expected expectations. Some information given was subtle and not convincing and there was a need approach a number of sources which was not easy at all.

However, the researcher did all that was possible to ensure that the above problem does not hinder or in any way affect the process. Anticipated a solution and is already being looked at in advance to ensure a smooth process of data collection.

It was also hard to combine ethics and loyalty of personal opinion given the complexity of the topic and the kind of respondents you are expected to encounter.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents a summary of the findings conducted in the study. The study evaluates the role of media in facilitating the implementation of the new constitution in Kenya. It includes the analysis, interpretation and presentation of the findings and primary data that was collected from the respondents from the use of questionnaires.

The researcher administered a total of 45 questionnaires to the selected public servants and teachers in Ndeiya location. Out of these, 40 questionnaires were successfully returned to the researcher. The interviews conducted facilitated face to face interaction between the researcher and the subjects hence permitting the researcher to go beyond the statistical results usually reported in quantitative research. The data collected was analyzed and presented using bar charts, pie charts and distribution tables.

4.2 Quantitative Analysis

Here the researcher analyses the relevant characteristics of the target populated units. Data was analyzed using Microsoft Excel, where frequencies and percentages were used to interpret the findings. The presentation of data was done using tables and graphs.

4.2.1 Response Rate

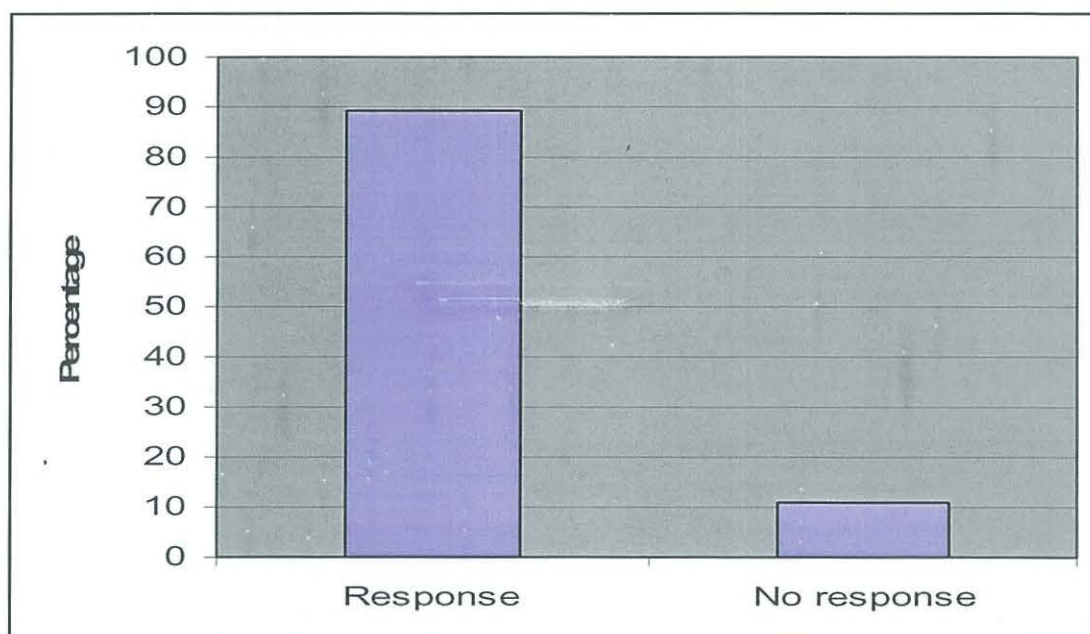
Response rate refers to the percentage of subjects who respond to questionnaires (Mugenda and Mugenda, 1999). A response rate of 50% is adequate for analysis and reporting, whereas that of 60% is good and that of 70% and over is very good (Mugenda and Mugenda, 1999). In this study, the researcher sent out 45 questionnaires and received 40 responses. This was a response rate of 89%. This response rate was adequate for this study. This is illustrated in the table 4.1 and figure 4.1 below:

Table 4.1 – Response Rate

Response Category	Frequency	Percentage
Response	40	89
Non response	5	11
Total	45	100

Source: Author (2010)

Figure 4.1 – Response Rate



Source: Author (2011)

4.2.2 Gender of the Respondents

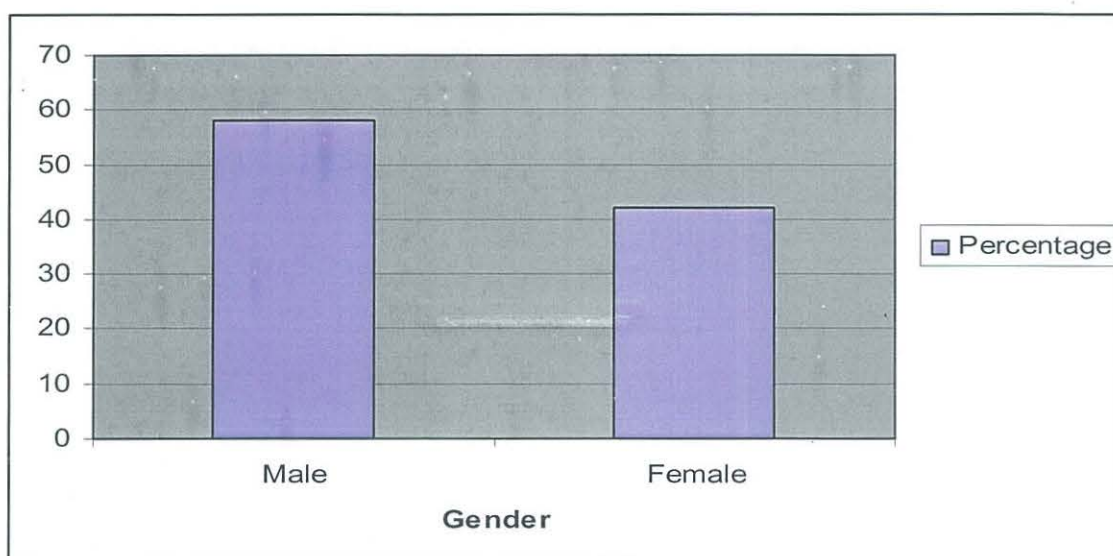
The study sought to determine the gender distribution of the respondents. Table 4.2 below shows the respondents' gender. 58% comprised of male whereas 42% comprised female. This can be construed to mean that most majority of the people who responded were male. This information is also depicted in the figures 4.2 below.

Table 4.2 Gender of the Respondents

Category	Frequency	Percentage
Male	23	58
Female	17	42
Total	40	100

Source: Author (2011)

Figure 4.2 Gender of the Respondents



Source: Author (2011)

4.2.3 Age of Respondents

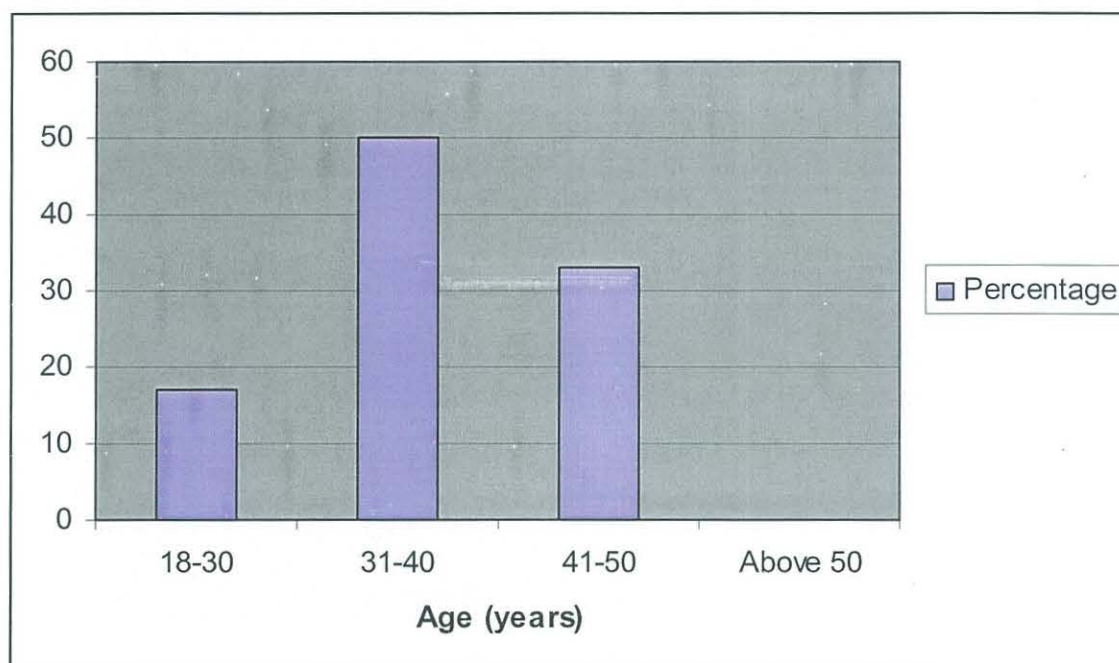
Most of the respondents were aged between 30 to 40 years. This represented a response of 50% while those who were aged above 40 years were (33%). Only (17%) of the respondents were below 30 years. From table 4.3 and figure 4.3 below, the respondents may be indicative that in Ndeiya Location, nobody above 50 years filled the questionnaire.

Table 4.3 - Age of Respondents

Age (Years)	Frequency	Percentage
18-30	7	17
31 – 40	20	50
41-50	13	33
Above 50	-	-
Total	40	100

Source: Author (2011)

Figure 4.3 Age of Respondents



Source: Author (2011)

4.2.4 Highest Level of Education of the Respondents

Regarding their highest level of education, 24% of the respondents had a university degree. Those holding diploma certificates were represented by 62% while only 14% had lower certificates than diploma. This indicates that majority of the public servants and teachers in

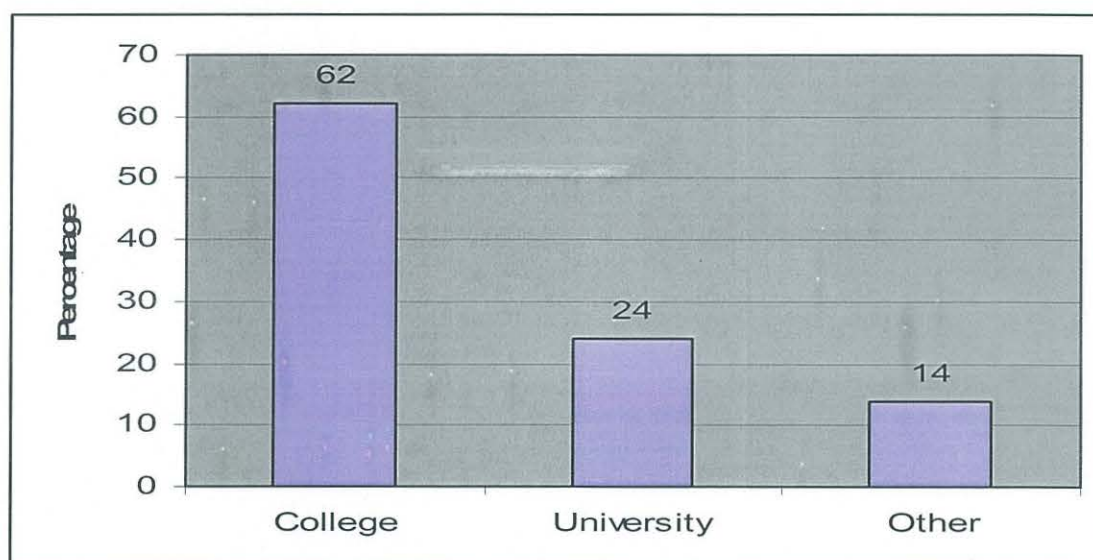
Ndeiya Location have a good level of education. We can therefore conclude that the people who were willing to respond to the questionnaire could understand the questions and therefore respond appropriately. This information is illustrated in table 4.4 and figure 4.4 below.

Table 4.4 – Highest Level of Education

Level of Education	Frequency	Percentage
College	25	62
University	10	24
Other	5	14
Total	40	100

Source: Author (2011)

Figure 4.4 – Highest Level of Education



Source: Author (2011)

4.2.5 Role of Media in Implementation of the Constitution

On the issue of role of media in implementing the constitution majority of the respondents 85% indicated that media would play a role in facilitating the implementation of the constitution while only 15% indicated that the media would have no role in facilitating implementation of the constitution. This can only be construed that the 15% are members of the staff who may have no

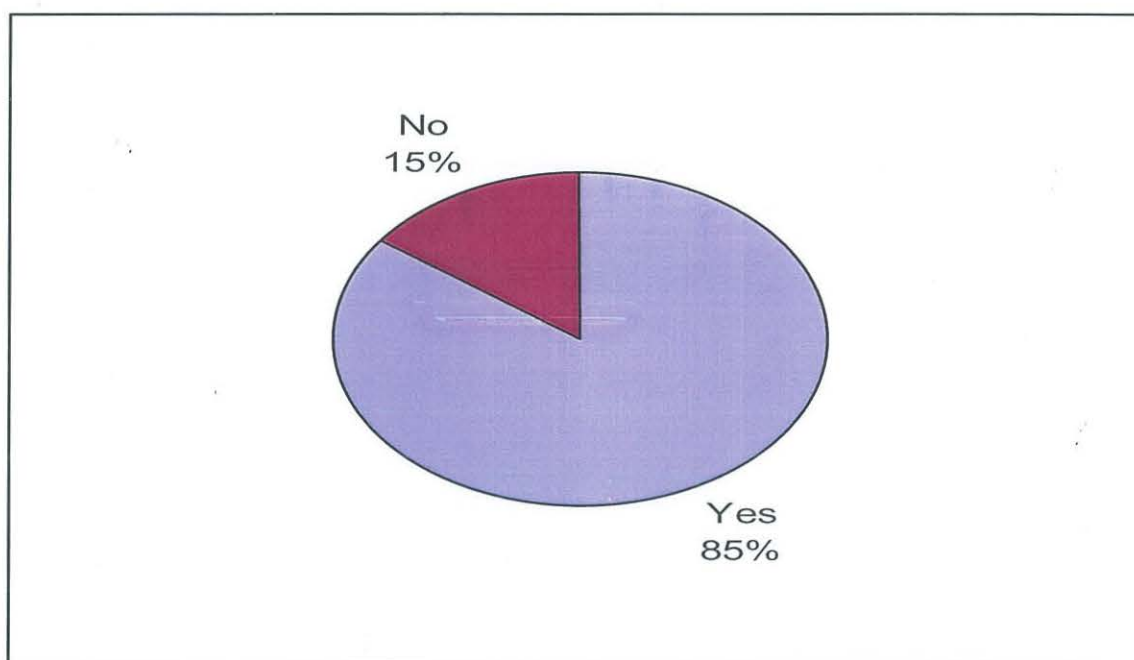
knowledge about role of media or even the implementation process of the constitution. This is indicated in table 4.5 and figure 4.5 below.

Table 4.5 – Role of Media in Facilitating Implementation of the Constitution

Role of Media	Frequency	Percentage
Yes	34	85
No	6	15
Total	40	100

Source: Author (2011)

Figure 4.5 – Role of Media in Facilitating Implementation of the Constitution



Source: Author (2011)

4.2.12 Obstacles the Media Faces

On the issue of the obstacles that the media faces in its function, 85% of the respondents agreed with the statement while 15% did not see the obstacles faced by the media in its work. It can be concluded that the 15% really do not understand what obstacles are in the context of the media or

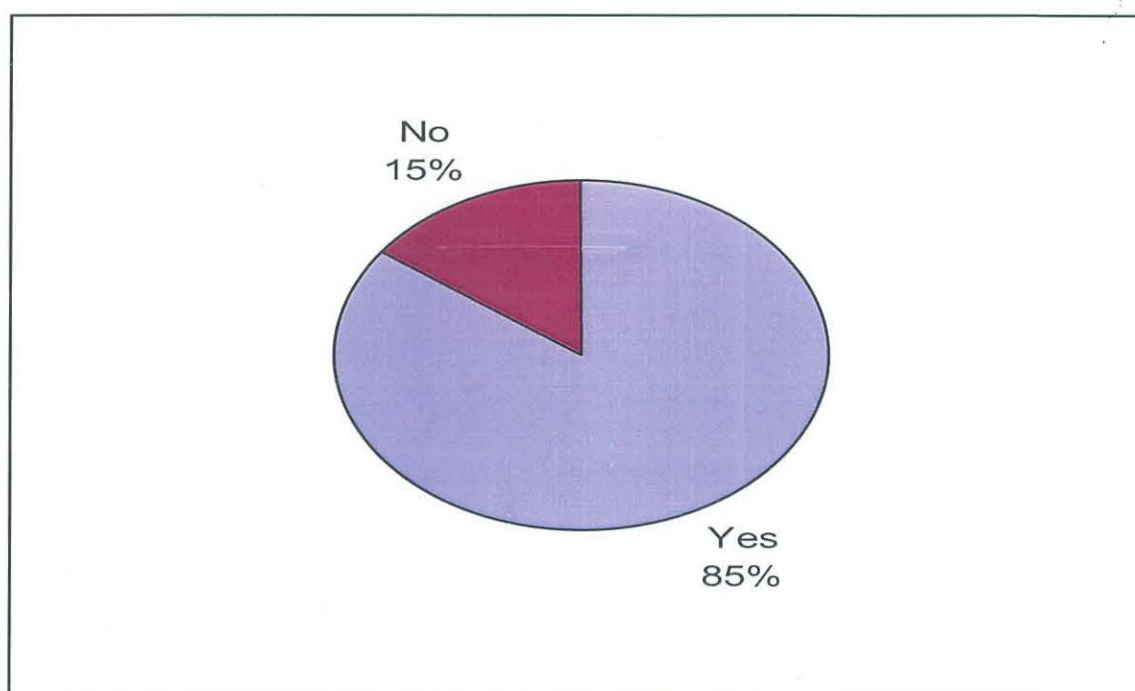
even in the dissemination of information to the public. This information is illustrated in table 4.7 and figure 4.7 below.

Table 4.6 – Obstacles faced by the Media

Obstacles	Frequency	Percentage
Yes	34	85
No	6	15
Total	40	100

Source: Author (2011)

Figure 4.6 – Obstacles faced by the Media



Source: Author (2011)

4.2.13 Extent the Obstacles would affect Facilitation

On the extent that these obstacles would hinder facilitation of the implementation of the new constitution in pricing decisions, 57% and 28% indicated great extent and moderate extent. 15%

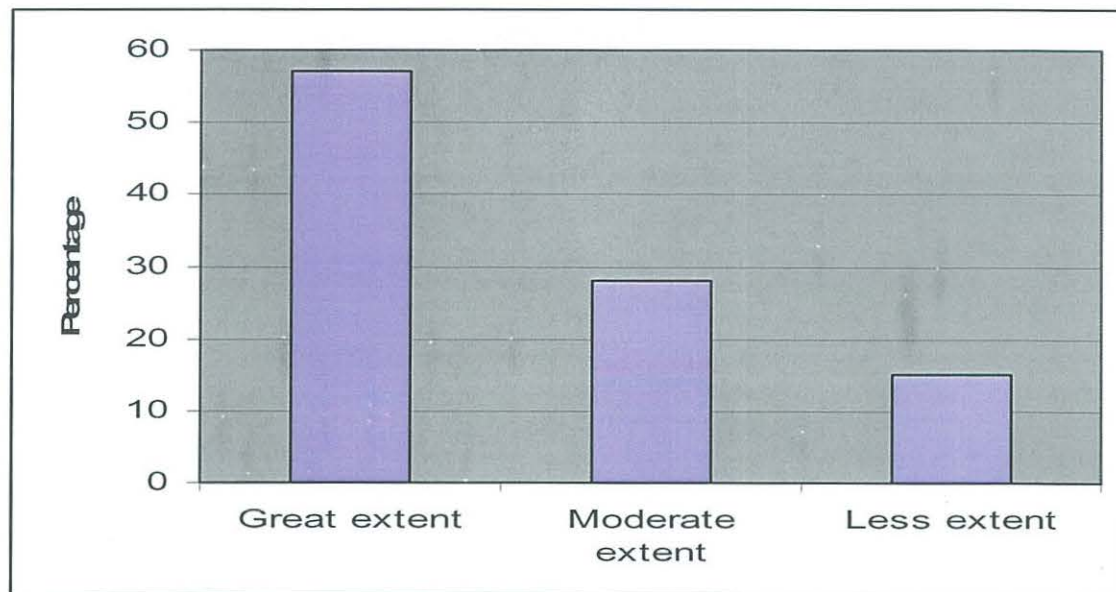
of the respondents indicated less extent and none of the respondents indicated no extent. This concurs with the information contained in table 4.7 above where 15% of the respondents did not see which obstacles the media faced in facilitating implementation of the new constitution. This information is also depicted in table 4.8 and figure 4.8 below.

Table 4.7 – Extent of Obstacles and Implementation

Obstacles and Implementation	Frequency	Percentage
Great extent	23	57
Moderate extent	11	28
Less extent	6	15
No extent	-	-
Total	40	100

Source: Author (2011)

Figure 4.7 – Extent of Obstacles and Implementation



Source: Author (2011)

4.2.8 Avenues that Media Uses

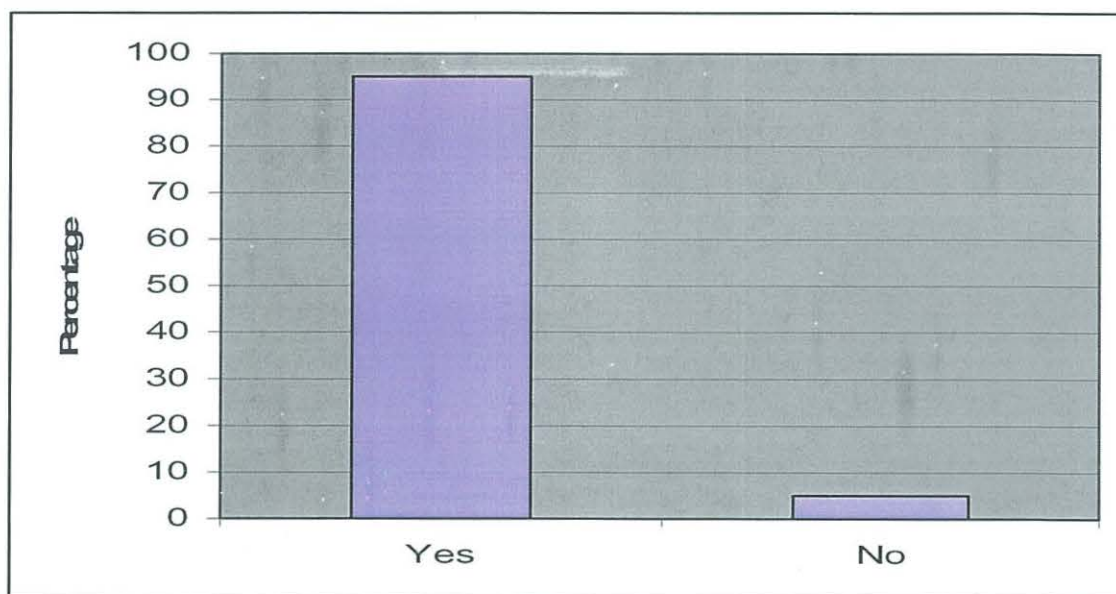
With regard to whether there are avenues that the media uses in order to reach the masses, 95% of the respondents were agreeable and indicated that media uses avenues (channels) to reach the people. Only 5% of the respondents indicated that it did not. This can be construed to mean that the 5% respondents either did not understand the question, or they did not know what avenues were. This is depicted in table 4.9 and figure 4.9 below.

Table 4.8 – Avenues that the Media Uses

Avenues of Media	Frequency	Percentage
Yes	38	95
No	2	5
Total	40	100

Source: Author (2010)

Figure 4.8 – Avenues that the Media Uses



Source: Author (2011)

4.2.9 Level of Importance of Avenues that Media Uses

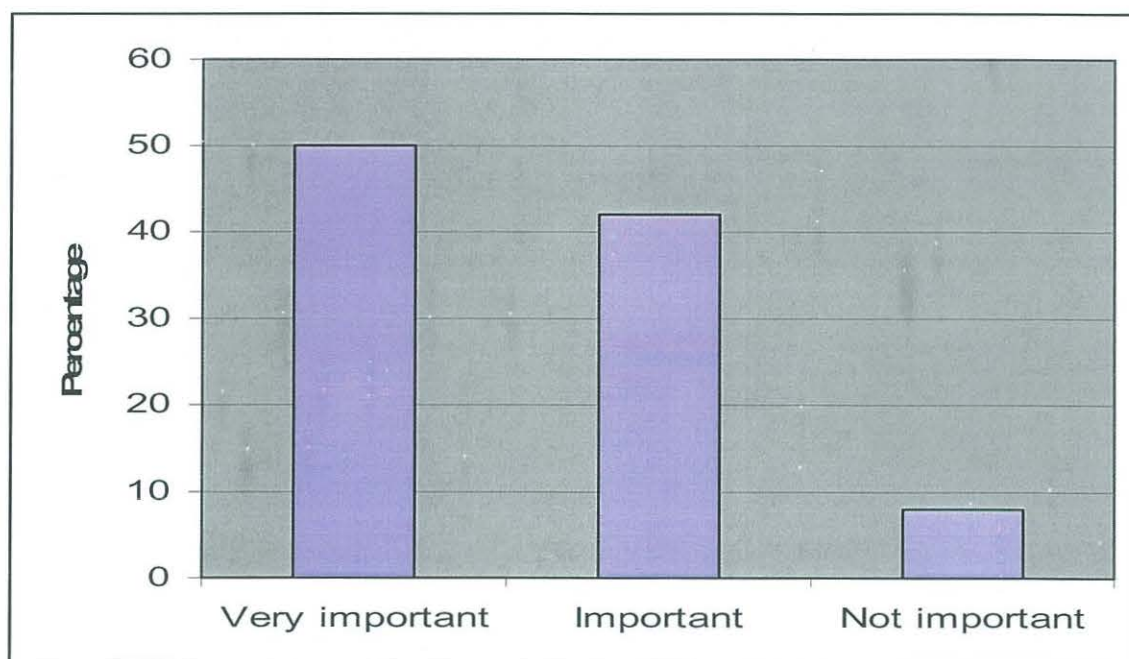
On the level of importance of the avenues that the media uses to reach the public, 50% of the respondents indicated that it was very important and 42% indicated that it was important. Only 8% of the respondents did not see the importance of the avenues that the media uses to reach the public. This concludes that most of the respondents are aware of the importance of the media avenues to reach the public. These percentages and frequencies are represented in table 4.10 and figure 4.10 below.

Table 4.9 - Level of Importance of Avenues that Media Uses

Response category	Frequency	Percentage
Very important	20	50
Important	17	42
Not important	3	8
Total	40	100

Source: Author (2011)

Figure 4.9 Level of Importance of Avenues that Media Uses



Source: Author (2011)

4.2.10 Media and Civic Education

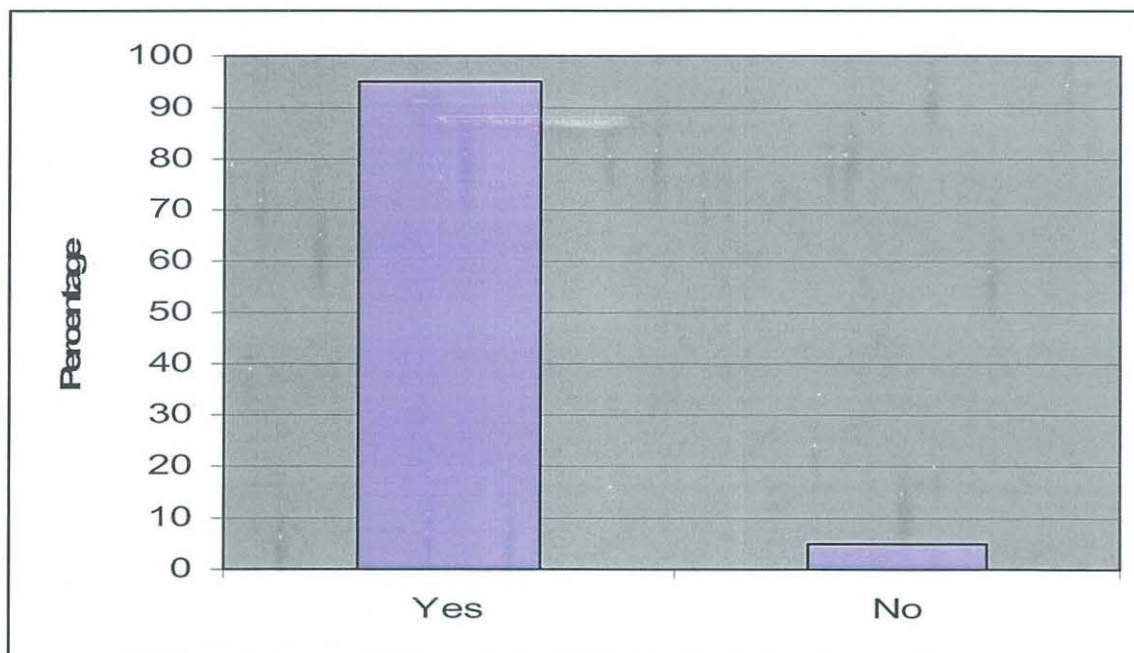
Regarding the media and civic education in facilitating implementation of the constitution, majority, 95%, of the respondents indicated that civic education played a major role in educating the masses about issues affecting the country while 5% did not see the role of civic education in educating the masses. This is depicted in table 4.11 and figure 4.11 below.

Table 4.10 – Media and Civic Education

Civic Education	Frequency	Percentage
Yes	38	95
No	2	5
Total	40	100

Source: Author (2011)

Figure 4.10 – Media and Civic Education



Source: Author (2011)

4.2.11 Degree on Media and Civic Education

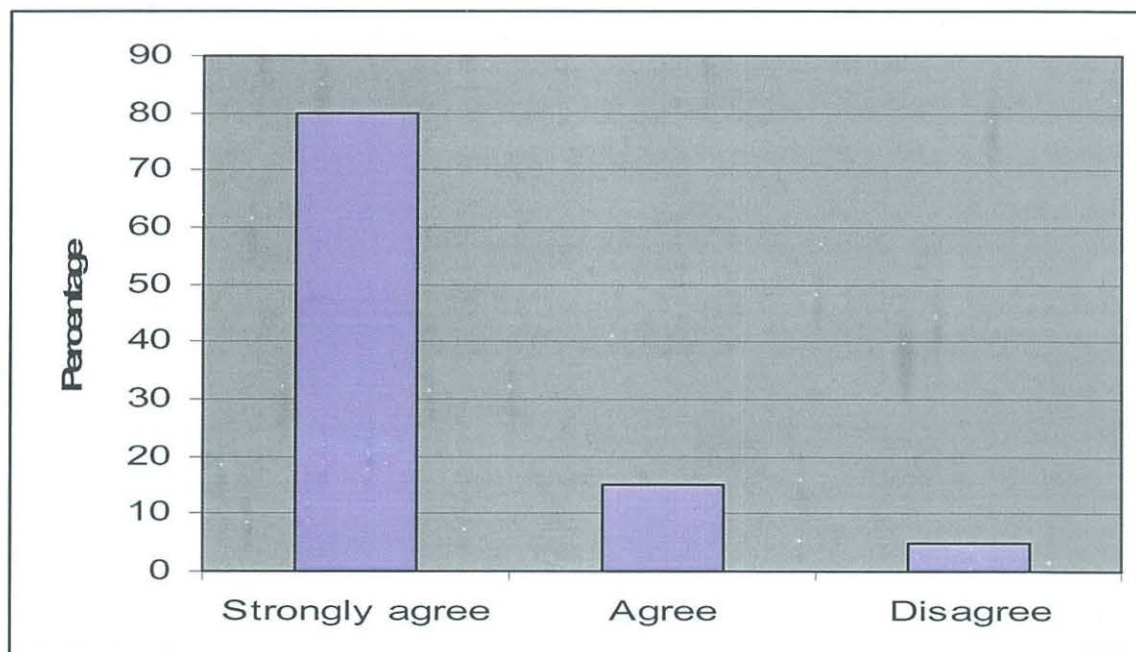
On the question of how much in agreement or otherwise civic education through media would facilitate implementation of the constitution, 80% of the respondents strongly agreed and 15% of the respondents agreed that civic education through media would facilitate implementation of the constitution. However, 5% of the respondents disagreed. This concurs with the results in the table 4.11 where 5% of the respondents did not see what role civic education through media would have in facilitating implementation of the constitution. This information is illustrated in table 4.12 and figure 4.12 below.

Table 4.11 – Degree of Media and Civic Education

Civic Education	Frequency	Percentage
Strongly agree	32	80
Agree	6	15
Disagree	2	5
Strongly disagree		-
Total	40	100

Source: Author (2010)

Figure 4.11 – Degree of Media and Civic Education



Source: Author (2011)

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter represents the study in terms of the findings, recommendations and consequent conclusions based on the research questions which were obtained from the data analysis in chapter four while giving room for further study. The research qualitative analysis composed of suggestions and respondents' opinions gave out valid information on which the conclusions and recommendations were based.

5.2 Findings of the Study

The study was carried out to determine the role of the media in facilitating implementation of the new constitution in rural Kenya. The study highlighted four main objectives based on role of the media, obstacles the media faces, avenues that media uses and civic education through media.

A total of 45 questionnaires were given to the public servants and teachers in Ndeiya Location, this being a sample size, out of the targeted 135 public servants and teachers and 40 questionnaires were successfully received back, dully filled.

The response rate showed that 89% of the respondents provided feedback by both questionnaires and interviews, while 11% did not respond at all. This shows that majority of the respondents responded to the questionnaires.

It was also indicative that 17% of the respondents are aged between 18-30 years while 50% are aged between 31 and 40. Those aged between 41-50 years comprised 33% and no employee was aged above 50 years. This implies that most of the respondents are aged between 31 and 40 years.

On the basis of gender, 58% of the respondents are male while 42% are female. This implies that there is slightly more male staff compared to their female counterparts.

62% of the respondents had a college education while 24% had a university education. Only 14% of the respondents had an education lower than college certificate. This can be construed that the 14% respondents had Kenya Certificate of Secondary Education. It is therefore an indication that majority of the staff are well educated.

The respondents agreed that media would play a role in the facilitation of the implementation of the new constitution with 62% and 24% of the respondents strongly agreeing and agreeing respectively that this is so while 9% and 5% strongly disagreed and disagreed respectively. We can therefore conclude that media would play an important role in the implementation of the constitution.

On the obstacles that the media faces that would hinder facilitation of the implantation of the constitution, 85% of the respondents concurred while 15% did not concur. On the level of relevance, 57% strongly agreed, while 28% agreed. However 15% disagreed while nobody strongly disagreed. This therefore implies that obstacles on the media way would hinder facilitation of implementation of the constitution.

Slightly over half of the respondents, 52%, strongly agreed that the avenues used by the media could facilitate implementation of the constitution while 42% agreed. However, 8% of the respondents disagreed. The respondents felt that the avenues that the media uses would have an impact on the implementation of the constitution.

It is important to think about the role that civic education through media would have as 95% of the respondents felt that civic education would have an impact. 5% of the respondents did not think that civic education through media would have an impact. On the importance, 80% indicated that they strongly agreed and 15% agreed respectively. Only 5% disagreed. This can be construed to mean that civic education through media would facilitate successful implementation of the constitution.

5.3.1 What is the role of the media in the implementation of the new constitution?

According to the findings, 85% of the respondents concur with the fact that media would play an important role in facilitating implementation of the constitution. This is because the media would be able to get to the masses and educate them on the importance of the constitution.

5.3.2 What obstacles do media face that would hinder facilitation of implementation of the new constitution?

On the obstacles the media faces in passing information to the masses 85% of the respondents were in agreement that these obstacles hinder the successful implementation of the constitution. According to the respondents, the government should give the media a free hand without censoring the information that they are going to give to the public. This way, media would use this independence and give information objectively.

5.3.3 Which avenues can the media use to facilitate implementation of the new constitution?

A total of 92% of the respondents indicated that that the avenues the media uses to reach the masses were appropriate and would facilitate in the implementation of the constitution. Respondents indicated that these avenues included the radio and the various FM stations and newspapers. They indicated that these would help people understand what the constitution was all about and therefore influence the people to accept it.

5.3.4 How can civic education through the media facilitate in the implementation of the new constitution?

A total of 95% of the respondents agreed that civic education through the media was very important in passing the contents of the constitution to the people. Organized meetings can be arranged where members of the media can inform the public about the new constitution. This, the respondents expressed, was evident in the run up to the referendum when some media houses were used to tour sections of the country educating people on the contents of the draft constitution. Therefore the media can use civic education to educate the public on a wide range of issues, including the contents of the new constitution.

5.4 Conclusion

Based on the findings, it was concluded that the role of the media in reaching the public on any matter, be it economic, social or political cannot be over emphasized. It is obvious that media is one of the most effective information delivery vehicles that can be used by any government or organization to pass information to the public. Although there are obstacles that hinder the dissemination of this information, the media remains a very important tool in informing the country what is happening, not only on news but also on investigative journalism.

5.5 Recommendations

In the light of the findings and conclusions of the study, the following recommendations were made:

The role of the media is very important in informing and educating the public on issues that concern them. The government should give the media freedom to exercise this right of informing people and also employ and involve media houses to propagate the importance of successful implementation of the constitution which would be beneficial to the country in form of devolved government and socio-economic development.

The members of parliament in Kenya should use the media to educate the public on the importance of implementing the new constitution. Many a time is when parliamentarians and policymakers complain that part of the challenge of communicating about development issues with the public is how little people understand the structure or responsibilities of the various government agencies working on key policy issues like health, education, agriculture, or trade. With the constitution, the policy makers should use the media to educate the public about the implementation of the new constitution.

5.6 Suggestions for Further Research

Though research has been conducted on the role of the media in facilitating implementation of the constitution in rural Kenya, this is still an area that requires further study. This study covered the Ndieya Location of Kiambu West only. Although basically the rural settings in Kenya are almost the same, this study on Ndieya Location may not be wholly representative of all other locations in the country. It is suggested therefore that further research should be conducted in this area so that a more comprehensive representation can be realized.

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APPENDICES
RESEARCH INSTRUMENTS
APPENDIX A
QUESTIONNAIRE 1

Introduction

This questionnaire aims at collecting information on the role of the media in facilitating implementation of the new constitution to rural Kenya. The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items honestly. The information you give will be held in total confidence and used only for the purpose of the study.

Part I – Demographic Information

1. What is your gender?

Male ☐ Female ☐

2. Please indicate your age

18-30 years ☐ 31-40 years ☐ 41-50 years ☐ Over 50 years ☐

3. What is your highest level of education?

University ☐ College ☐ Other ☐

Part II - Role of Media

4 a) Would the media play any role in the implementation of the constitution?

Yes ☐ No ☐

b) Indicate the level of agreement.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

c) Please explain this role.

Part III – Obstacles

5. (a) Are there obstacles that would hinder the media from facilitating implementation of the constitution?

Yes ☐ No ☐

(b) Indicate to what extent these obstacles would hinder in implementation of the constitution

Great extent ☐ Moderate extent ☐ Less Extent ☐ No extent ☐

c) Please explain

Part IV – Avenues

6. (a) Are there avenues that media could use to facilitate implementation of the constitution?

Yes ☐ No ☐

(b) Indicate the degree of their importance.

Very important ☐ Important ☐ Not important ☐ Don't know ☐

c) Please explain these avenues

Part V – Civic Education

7. a) Is civic education through media relevant in the implementation of the constitution?

Yes ☐ No ☐

b) Indicate the level of relevance.

Very Important ☐ Important ☐ Not Important ☐ Don't know ☐

c) Please explain.

Thank you for your cooperation

APPENDIX B

TIME SCHEDULE OF THE STUDY

Activities	Months/years
Proposal writing and submission	January-march 2011
Data collection and analysis	March 2011-may 2011
Dissertation writing	May 2011-june 2011
Dissertation submission	2011

APPENDIX C

BUDGET OF THE STUDY

This is an estimate of finances expected to facilitate. The research study

ITEM	COSTS KHS
Stationary	1,500,00
Data collection	2,500,00
Transport	4,000,00
Typing, printing and binding	3,000,00
Miscellaneous	2,000,00
Total	13,000,00 (khs)