

**REPRESENTATION OF DISABILITY IN MEDIA: A STUDY OF ABLED
DIFFERENTLY PROGRAMME**

**BY
JACKLINE UNDISA LIDUBWI**

**A RESEARCH PROJECT SUBMITTED TO SCHOOL OF JOURNALISM AND MASS
COMMUNICATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE AWARD OF THE DEGREE OF MASTER OF ARTS IN COMMUNICATION AT
THE UNIVERSITY OF NAIROBI**

DECEMBER 2017

DECLARATION

Declaration by the Candidate

This project is my original work and to the best of my knowledge has never been presented for a degree award in any other university.

.....

Jackline Undisa Lidubwi
K50/81378/2015

.....

Date

This project has been submitted for examination with my approval as University Supervisor.

.....

Dr. George Gathigi
School of Journalism
University of Nairobi

.....

Date

DEDICATION

This research is lovingly dedicated to my husband Andrew Beecher,
and my adorable sons Havila Chris and Prince Hansel.

ACKNOWLEDGEMENT

Many people have assisted me in one way or the other in carrying out this research. I would like to convey my sincere and heartfelt gratitude to all those who have contributed to this research effort by offering moral and material support.

I would like to acknowledge all my lecturers for the knowledge they have imparted in me. More specifically, I am indebted to my supervisor, Dr. George Gathigi for his constant encouragement, professional guidance, and commitment to my work. My special thanks go to my academic mentor Dr. John Ndavula for his moral and intellectual support. I would like to thank the entire School of Journalism and mass communication academic staff for standing with me through the academic journey.

My heartfelt thanks go to my family; my dad Chris Lidubwi, mum Katherine Kadi, and my Parents in Love Joseph Macharia and Wanyaga Mbogo for their spiritual support in my academic endeavor. Finally, I would like to sincerely thank my husband Andrew Beecher, who is the most supporting and most amazing husband in the whole world. To my babies Havila Chris and Prince Hansel, thank you for understanding and loving me always. 2017 was a tough year for me, balancing my studies and travels, but through it all you still loved me and prayed for me.

Finally, I owe it to the Almighty God who made all things possible.

ABSTRACT

The study examined representations of disability in media focussing on the Kenya national broadcaster, Kenya Broadcasting Corporation Television (KBC TV). The study investigated how KBC TV's premier program *Abled Differently* is representing People with Disabilities (PWD). The study mixed qualitative and quantitative methods with the population being *Abled Differently* program, and stakeholders in the disability movement. Non-probability purposive sampling was used to select 26 episodes of *Abled Differently*, and a purposive sample of 10 key informants drawn from the program's technical team and stakeholders in the disability movement in Kenya. Quantitative data was collected using a content analysis tool and analysed using descriptive statistics. Qualitative data was obtained using interview guides and analysed thematically. Findings indicate that *Abled Differently* show employs code-switching, sign language and subtitles that aid comprehension of content, and enhances program reach. The show centers on characters who appear rather than their disabilities. The show also features PLWDs as professionals. However, the producers need to develop a more critical angle when framing stories on PLWDs, so that myths on PLWDs are dismantled. Conclusions drawn from the study indicate that *Abled Differently* show was KBC-TV's own production, following an original concept, which affords the media house flexibility in content selection. The show presents a paradigm shift from the stereotypical portrayal of PLWDs in mainstream media, which and potentially contribute to a more tolerant and inclusive society. Recommendations are that producers need to engage more stakeholders in the production of the show in order to give a more diverse and robust view of PLWDs issues, as well as critical and varied content. Further, more PLWDs can be portrayed undertaking everyday roles so as to promote their acceptance and inclusion in society.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE	12
1.0 Overview	12
1.1 Background Information	12
1.2 Problem Statement	16
1.4 Research Objectives	17
1.3.1 General Objective.....	17
1.3.2 Specific Objectives.....	17
1.4 Research Questions	17
1.5 Justification of the Study.....	18
1.6 Scope and Limitation	18
1.7 Operational Terms.....	19
CHAPTER TWO	20
LITERATURE REVIEW	20
2.0 Overview	20
2.1 Theoretical Framework	20

2.1.2 The Relevance and Explanation of Framing Theory.....	20
2.1.3 Framing of PLWD Stories.....	21
2.2 Conceptual Framework	23
2.2.1 Media in Kenya	24
2.2.2 People with Disabilities in Kenya	24
2.2.3 Media and Disability in Kenya.....	25
2.4 Related studies on disability and media	25
2.5 Research gaps	27
2.6 Conclusion.....	27
CHAPTER THREE	28
RESEARCH METHODOLOGY	28
3.0 Overview	28
3.1 Philosophical Paradigm.....	28
3.2 Study Approach.....	28
3.2.1 Site of study	29
3.3 Study Population	29
3.4 Sample Size and sampling technique	29
3.4.1 Sampling technique	29
3.4.2 Sample Size	30
3.5 Instruments	31
3.5.1 Content Analysis Tool	31
3.5.2 Interview guide	31
3.6 Data Collection Procedure	32

3.7 Validity and Reliability	32
3.8 Pilot Study	32
3.9 Data Processing, Analysis and Presentation	33
3.10 Ethical Considerations.....	33
CHAPTER FOUR.....	34
DATA PRESENTATION, ANALYSIS & INTERPRETATION.....	34
4.1 Overview	34
4.2 The Abled Differently Television Show	34
4.3 Abled Differently television show and its representation of PWDs	35
4.3.1 Production of content in Abled Differently television show.....	35
4.3.2 Language used in Abled Differently television show	36
4.3.3 Use of subtitles and sign language in the Abled Differently show	37
4.3.4 Analysis of character’s gender in Abled Differently television show.....	39
4.3.5 Name of the Speaker in Abled Differently Show.....	40
4.3.6 Use of professional titles to refer to speaking characters	41
4.3.7 Disability type	42
4.3.8 Type of images employed by Abled Differently show	43
4.3.9 Story sources by Abled Differently show	44
4.4 Stereotypes of PWDs on Abled Differently show	46
4.4.1 Abled Differently show content	46
4.4.2 Abled Differently show treatment	47
4.4.3 Tone.....	49
4.4.4 Role of PWDs in Abled Differently show.....	50

4.5 Role of Abled Differently in disability mainstreaming.....	51
CHAPTER FIVE	54
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	54
5.1 Summary of the study	54
5.2 Major study findings	55
5.2.1 The representation of PWDs in Abled Differently.....	55
5.2.2 Stereotypes of PWDs in Abled Differently	56
5.2.3 Abled Differently andmainstreaming disability in the society.....	57
5.3 Conclusions	57
5.3.1 The representation of Persons with Disabilities in Abled Differently	57
5.3.2 Stereotypes regarding PWDs in Abled Differently show.....	57
5.2.3 Abled Differently and mainstreaming disability in the society	58
5.4 Recommendations	58
5.4 Suggestions for further study	59
REFERENCES.....	60
Appendix I: Interview Guide for Production Team	66
Appendix II: Interview Guide for Disability Rights Activists	68
Appendix III: Content Analysis Tool.....	70
Appendix IV: Certificate of Fieldwork.....	71
Appendix V: Certificate of Originality.....	72
Appendix IV: Certificate of Corrections.....	73

LIST OF TABLES

Table 3. 1: Schedules of the selected programs	30
Table 3. 2: Respondents' Categories	31
Table 4. 1: Mention of name of speaker in Abled Differently show	40
Table 4. 2: Use of Characters Professional Title	41
Table 4. 3: Story sources for Abled Differently show	45
Table 4. 4: Program genre.....	46
Table 4. 5: Role of PWDs in Abled Differently show	51
Table 4. 6: Role of Abled Differently in disability mainstreaming	52

LIST OF FIGURES

Figure 2. 1: Conceptual Framework	23
Figure 4. 1: Language used in Abled Differently television show	36
Figure 4. 2: Use of subtitles and sign language	38
Figure 4. 3: Character's speaking gender in Abled Differently show	39
Figure 4. 4: Statement of disability category	42
Figure 4. 5: Type of images employed by Abled Differently show	43
Figure 4. 6: Treatment of PWD stories	48
Figure 4. 7: Tone used in the show	49

CHAPTER ONE

1.0 Overview

The chapter provides the study background, literature on persons with disabilities and the statement of the problem. Also discussed are objectives and research questions, as well as the scope and the limitations identified by the researcher.

1.1 Background Information

Persons living with disability have often faced several impediments that keep them from fully participating in the society. These impediments are not just complex but are also related to each other. For instance, persons living with disability are most probably poor. Deprivation directly affects the ability of individuals to get an education and thereby participate in the labour market. It is also worth noting that deprivation itself is not just an impediment but is itself a product of systematic impediments in exclusion from education and the labour force. In relation to these systematic impediments are the negative attitude and cultural practices that tend to marginalise persons living with disability (Shakespeare, 1994).

Despite these impediments, there has been significant change over the last decades on how persons living with disability are treated in the society. The use of politics to mobilise populations to embrace persons living with disability has created a movement that has constantly challenged the status quo about disability (Barnes & Mercer, 2001). Similarly, the legislation of laws against the discrimination of persons living with disability has, in many ways, created avenues for continuous transformation from exclusion.

According to Auslander and Gold (2009), the harmful societal construct about persons living with disability has been researched on by scholars from different fields of study like psychology, rehabilitation science, sociology and urban planning. The conceptualisation and methods used in studies have however varied across these fields of study. However, they argue that there is a general consensus that perceptions and opinions about persons with disability have been influenced by culture, personality, and societal dictates.

The focus has been on the media because of its role in shaping the wide public opinions and perceptions about persons living with disability. The media's role in shaping public opinion is one that has been recognised by scholars. Gamson and Modigliani (1989) have argued that the media has dominated public opinion on issues to do with culture; it reflects culture and creates it. The general media has always created meaning and is easily accessible in a media saturated society like America.

Research has established that media plays a fundamental role in the demarcation of important social issues by its topical report (Auslander & Gold, 2009). It has set the agenda on what topic is important and how much that topic will be covered. Huck et al. (2009) used multiple methods to model three ways in which the media can shape opinion. The awareness model posits that the audience gets information to the extent they are aired on media. The silence model posits that the extent to which issues become prominent in the media defines how important the audience will view those issues. The priorities model posits that the order in which the public views issues as important depends on how the order in which the media has presented those issues as important.

Iyengar and McGrady (2005) posit that the extent to which issues become prominent in the media will determine public opinion about such issues. Research indicates that reportage and the presentation of messages to the audience by the media may persuade the public in a particular way and will define how the audience thinks about a particular issue (Gamson & Modigliani, 1989). Media, through images and emotion, has the capacity to change the public perception of persons with disability (Brock & Green, 2005)

Similarly, Gamson and Modigliani (1989) note that the media should not be viewed singularly and wholly without differentiation. Media should be looked at as several packages attaching meaning to particular issues. Packages help interpret and set the agenda. The fundamental function of packaging is framing public opinion know order to help the audience understand issues. They also help the audience to reason relate and suggest appropriate reactions. Hanson and Modigliani (1989) posit that the framing helps the audience to adopt a singular position on societal issues and how explain and offer responses appropriately despite the fact that people may disagree over the same. Hanson and Modiglian identify cultural resonance, media prominence and packaging as influencers of public opinion. On cultural resonance

Haller and Ralph (2001) analysed how the media covered persons living with disability and those assisted by physicians to commit suicide and suggested by that framing the scenario this way, media were guilty of perpetuation long-standing cultural beliefs that PWDs are better off dead than alive.

The prevalence of the media package has been affected by the actions of sponsors, that is, the organizations that promote specific ways of perceiving social issues. They include professional associations, government officers, activists and prominent personalities. In the case of disability and physician assisted suicide the sponsors could include medical associations, lawyers, bio-ethicists, disability organizations and civic leaders. They have the financial resources to promote or frame the perception of an issue in a particular way (Gamson & Modiglian, 1989).

Media practices have influenced packages. It includes the will of journalists to seek viewpoints outside a package. Reporting on disability and physician assisted suicide did not include opinions of persons living with disability or advocates of persons living with disability (Haller & Ralph 2001). Whereas this was influenced by sponsors, the reportage reflected on the journalists will to have a balanced report and to legitimize the alternative sources. Studies have established that the media informs a majority of people on PLWD. Dear (1995) while commenting on the US national survey on mental illness noted that mainstream media were quoted by seventy four percent, seventy eight percent and eighty percent of respondents as being sources of news and information. Noting the fundamental role the media plays as source of information, there is need to be concerned about the inaccuracy of this information at the expense of portraying PLWDs in an undignified manner (Auslander & Gold, 2009).

Barnes (1992) established stereotypes and negative media framing within the British media to have discriminated and exploited PLWDs. This contributes to their systematic barring from participating in mainstream social life.

Scholars have established inaccurate reporting on PLWDs in the media. They note that the report have not been objective. Vargo (1989) argues that the media did not present PLWDs as 'ordinary' rather it has repeatedly relief on stereotypes and negative framing to report issues affecting PLWDs. Consequently, the media has reproduced a controlling narration on PLWDs as heroic, pitiable and dangerous (Barnes & Marcer 2001). Jorner and Harwood, 2008 posit that this narration has

extended to the relatives of PLWDs who are seen as passive, stoic or incapable of care.

The description of PLWDs frames public opinion and is a reflection of existing opinions about PLWDs. Research has indicated that changes in language and terminology can invoke significant differences in how the society reacts to and perceives PLWDs (Auslander & Gold, 1999). Jones and Harwood contend that language has the power of reproducing and challenging current opinions about PLWDs. The conceptualization of disability through discourse of family burden and/or triumph victimization, over adversity places them as different from other person's in the society (Jones & Harwood, 2008).

Jones & Harwood 2008, conducted a study on how autism is reported on Australian print media, and established that language that was used to portray autistic children and adults created double stereotypes. They were perceived as violent, aggressive not loved not controllable and poorly treated. This presents a major problem on framing disability. The agenda setting through language reduces PLWDs to the disability itself: they are designated only on the basis of the fundamental difference on how they are able (Auslander & Gold, 1999) .Advocates for PLWDs have tried to create a different framing yet this has hardly been reported know mainstream media(Haller 2010).

Disability, like gender, class, and sexuality, is a common theme among academics, bloggers, theorists and philosophers (Ellis, 2015). There are several treaties internationally and locally that provides for Integration of PLWD into the society. The National Disability Policy (2006) takes notice of how important it is going create awareness on the issues affecting PLWDs. It further affirms that the government shall endeavour to increase public knowledge on the issues affecting PLWD to ensure that they are acceptable know the society, participate in the society and integrated. However, the degree to which state media in Kenya highlights persons with disability is yet to be known. The study inquires how mainstream media in Kenya portrays PLWD. It focuses on the KBC by investigating how its premier program 'Able Differently' portrays PLWDs.

It was therefore crucial to establish how TV mainstreaming PLWD in Kenya and whether it does so in line with legal requirements in Kenya. Television has been portrayed as a dialectic between industry and art, imitation and innovation (Grey,

2008). Television forms part of the popular culture and as such plays an important role in mainstreaming PLWD. Sepinwall (2005) notes that, television is able to pull viewers in and make them invested in events in relation to characters over a lengthy period of time by telling stories. He adds that television let characters grow and change over extended periods, resulting in intimate bonds between characters and viewers. This care factor is central to the portrayal of PLWDs.

KBC was established in 1960's and remained the only television station until 1991 when the communication industry was liberalised. Nation building and family bonding remained the major theme of television which then targeted larger audiences rather than smaller audiences as they do today (Katz 2009). Hartley argues that television will be presented everywhere but did not allow people to speak for themselves the sector was not diversified.

Gray in (2008) posits that television gives audiences a massive cultural data base and vocabulary that can be used to discuss society and has an impact on what it is, how it could be and how it can be changed. Throughout history, stories of PLWDs have rarely been aired in the media and whenever they are aired they are mostly misrepresented. Barnes 1999, posits that the media educates it's audience about PLWD and when stereotypes are repeated overtime, the media ends up perpetuating values of less enlightened periods.

The Communication Authority of Kenya while responding to the need of media to be responsive to the needs of society in 2015 issued a programming code demanding of all media houses to have already 60 percent with programs mainstreaming PLWDs. However, the kind of mainstreaming that currently exists is not clear. Consequently it was imperative to access the role of media in representing PLWD.

1.2 Problem Statement

The portrayal of disability by media constantly elicits discourse (Ellis, 2015). The Republic of Kenya is a signatory to several treaties, both internationally and locally that advocates for rights of mainstreaming disability. Although disability could be evaluated through medical discourse, disability theorists note that such discussions tend to be influenced by social and cultural constructs. These models of disability are a means of responding to dominant medicalisation of disability as a surmountable

personal problem (Ellis, 2015). While numerous cultural and social changes have occurred to uplift the social stading of persons living with disabilities, since disability in culture and media became factors academics and activists give attention to, the portrayal of PLWDs has remained the same (Darke, 2004; Gerber, 2012; Longmore, 1987). As such, this study seeks to determine how much state owned media in Kenya is covering issues surrounding disability and PLWDs in the country. It focused on the national, state owned broadcaster, Kenya Broadcasting Corporation Television (KBC TV), by investigating how its premier production *Abled Differently*, was portraying People Living with Disabilities (PLWD). The program is the only television magazine to highlight the plight of persons living with disabilities on the Kenyan media scene.

1.4 Research Objectives

1.3.1 General Objective

On the whole, the objective of this study was to analyse the portrayal of PLWDs and disability on KBC, which is the Kenyan state owned broadcaster.

1.3.2 Specific Objectives

Specific objectives that guided the study are:

- i) To examine how PLWDs are portrayed in the local production *Abled Differently*.
- ii) To establish how far *Abled Differently* subverts, challenges and changes stereotypes about disability and PLWDs.
- iii) To examine what role *Abled Differently* plays in putting PLWDs and disability in mainstream Kenyan media.

1.4 Research Questions

Research questions that guided the study are:

- i) How are disability and PLWDs portrayed in *Abled Differently*?
- ii) How does *Abled Differently* subvert assumptions about PLWDs?
- iii) What role does *Abled Differently* play in mainstreaming PLWDs in Kenyan media?

1.5 Justification of the Study

This is an empirical study whose aim was to arrive at theoretical conclusions that would help interpret narratives on disability issues. Secondly, the study focused on PLWDs for the reason that, although much research has focused on disability, little is known on how disability connects with mainstream media. Portrayals of PLWDs and the mainstream media are seldom analysed, so the study aimed at contributing to this unknown area in media research. This research, having obtained useful results in examining the portrayal of PLWDs in media, should benefit media producers and owners since it has revealed the role the media has played in mainstreaming PLWDs in Kenya. Additionally, the study has examined the effects of media on PLWDs who are central yet sidelined by society.

Another significance arose from the fact that scholars in communication may point out contextual and conceptual gaps in the literature that this study has come up with, and use them to pursue further inquiry in mass communications and its portrayal of PWDs. Sectors that may find this study is relevant and useful are policy-making bodies such as the Communication Authority of Kenya and the Information and Communication ministry since it informs them on policy-making for media and disability. To conclude, this research will contribute to additional scholarship and knowledge in the area of communication studies.

1.6 Scope and Limitation

The study limited itself to broadcast television, in particular the local production *Abled Differently* that airs on the state owned KBC-TV. This broadcasting corporation was selected since it is a public broadcaster that is required to provide coverage that is inclusive and relevant, especially to PLWDs. The study used as its framework of analysis the framing theory. The interview guide and content analysis tool were instrumental in collecting data. The area of study was the Kenyan country and it was conducted in 2017.

1.7 Operational Terms

The study is restricted to the following explanations and definitions for its framework:

Persons Living with Disability: a girl, a boy, a man or a woman who has either mental, physical limitations that hinder them to perform some activities.

Portrayals: information that is created in the form of messages that are interpreted within their context.

Mainstream media: this is defined by its circulation whereby consumers are likely to find on television, radio or print.

Abled Differently: this is an alternative and holistic phrase for handicapped or disabled people that enables society to view them positively and reduces instances of discrimination.

Broadcaster: it refers to an institution that is responsible for the production of radio and television programs and/or their transmission for reception by the subscribers or the public no matter what technologies are employed.

Broadcasting: this is the unidirectional conveyance of TV programmes, whether encrypted by telecommunication means for reception by audiences.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The chapter identified appropriate theoretical framework that guided the research. The review of literature on Disability and media is presented. Review of specific studies done to clarify the different body of knowledge that leverage representation of disability in media is made.

2.1 Theoretical Framework

This study adopted the framing theory. Price and Tewksburg argued that the theory analyzes how new stories are presented. They posit that framing lays emphasis on the specific ways that subject matter is laid out. A scholar interested in the framing of issues relating to PLWD will have to analyze the presentation of these subjects by the Kenyan media. A research on framing should implore the ways in which topics are presented in simple terms the concern should be on how issues have been reported in the media.

2.1.2 The Relevance and Explanation of Framing Theory

Walter Lippmann (1922) argues that the public opinion and public agenda is set by the media. He notes that the way the public views issues is solely based on the perceptions created by the media in their mind. Since this proposition, the expansion of the media has been exponential and its effects on the lives of the individual have greatly increased. What Lippmann suggested in the early nineteen century has greatly grown overtime.

Scholars know mass communication have come up with several theories in an effort to inquire the identification and definition of news (Pomper 2004); the conceptualization of media frames is one such theory. It is not easy go historically contextualise this theory. It's been argued that the theory was proposed by Hoffman in 1974 and that attention to this theory developed out of concerns on how the media chose media content and the effect of these choices on the publics (McQuail, 2000). Whereas framing deals with the manner know which a media house selects and develops news kf fundamental interests to scholars is the examination of how news can transform perception of the audience on public issues (Price & Tewksbury, 1997).

There is a wide acceptance that the population generates much of its knowledge through its exposition to news content (Shen, 2004). Similarly, understanding this information, and subsequently assigning meaning to it, makes people make informed decisions. With considerable knowledge provided to the public by the media, in order to understand issues affecting the society, scholars have strived to expand the society's comprehension of the nature of this information as well as how it affects the target audience.

2.1.3 Framing of PLWD Stories

News about PLWD can be generated as features, editorial, news, letters to editor, editorial, commentaries, press releases, supplements, analyses and investigative stories. Meaning can be referential, affective and social. Kimani Njogu highlighted a story know disability appearing in *The Saturday Standard* on May 19th 2007 and argued that the word destitute was used to refer to PLWD created the feeling of misery and unfortunate. The framing of the feature article of the Catholic Priest who was insistent to get funds to upgrade the lives of the disabled was from a point of welfare and pity. He argues that the journalists are able to profile individuals spear heading or advocating for the rights of PLWD. However, it is his position that such illustrations must not be done to suggest that PLWD are destined to rely on others.

The absence of precise information accounted for the negligible story count in media (Aghan, 2007). He argued that a number of editors treated stories on gender and PLWD as difficult to sale with others claiming that their supervisors viewed such stories as depressing. On the contrary, these stories can significantly inspire the public when the media concentrates on the abilities of and not the challenges faced by PLWD.

The media need to advocate for a debate on what would have not been noticed. In August 2009, Daily Nation did a story on the efforts of parliament to amend the PLWD Act 2003. The amendment sought to incorporate Persons Living with Albinism as Persons Living with Disability. The amendment was introduced by Albinism society of Kenya led by Isaac Mwaura at a time when they were used to perform traditional rituals in the Republic of Tanzania. The other media houses missed an opportunity to educate the public knowledge on issues affecting PLWDs.

Media practitioners need to be well trained and sensitized on the need to report such issues.

Several studies have used framing to study representation of media of an issue that is similar to this study. This study looked at a television program while previous studies focused on print media, newspapers to be specific.

Media's agenda-setting function shapes opinions and perceptions on disability issues. This can be done with the media creating awareness about the status of persons living with disabilities in Kenya, also by highlighting positive stories of children, youth, women and men with disabilities. Finally, by including and interviewing persons with disabilities in television shows and having PLWDS tell their own stories, portrays them as part of the society.

2.2 Conceptual Framework

The diagram below presents an aerial overview of the main variables in the study. (Figure 2.1).

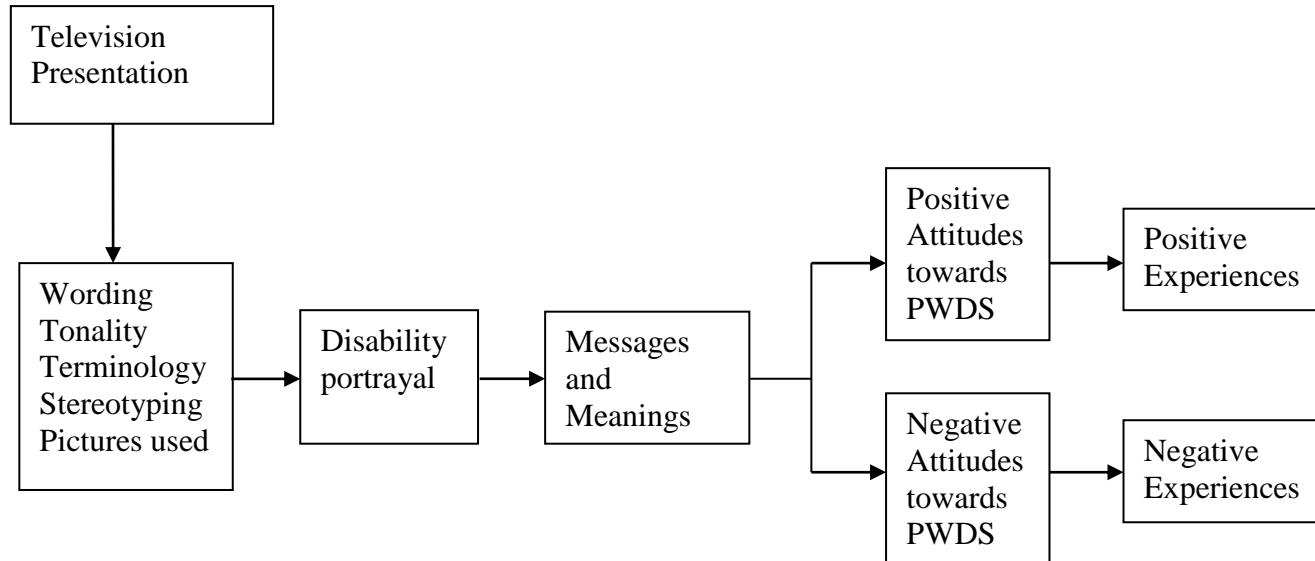


Figure 2. 1: Conceptual Framework

2.2.1 Media in Kenya

Citizen Television, KBC Television, Kenya Television Network and Nation Television are the major broadcasters in Kenya. They control the media platform in Kenya (Bowen 2010). Several radio stations have been established in the country offering opportunities or investments. Local content is lacking in television programs in Kenya and investors now prefer to put their money in mobile telephony and internet with an expected increased mobile market in the future.

KBC is a parastatal established by legislation with the aim of providing broadcast services education, information and entertainment independently and impartially according to the KBC website. KBC Channel one has a 30 minutes magazine programme dubbed *Abled Differently*. The show broadcasts on Saturday evening and acts as a platform for in-depth analysis of Disability issues. The presentation of the programme is by PLWDS and stories that are presented revolve around disability both locally and internationally. The program is divided into three different sections with one commercial break in between. *Abled Differently* premiered in 2013 and is on the fourteenth season.

2.2.2 People with Disabilities in Kenya

Disability refers to a physical sensory, mental or other impairment with an adverse effect on social, economic and environmental participation (GOK 2003). In 2009 censuses report indicated that nearly four percent of the country of Kenya's population are PLWD translating to just over 1.3 million Kenyans. A majority of this population (just over 400, 000 people are physically impaired while just over 300, 000 are visually impaired)

The most prevalent form of physical disability in the country is linked with lifestyle, failure to receive immunization and disasters (GOK, 2008). The Kenya Society for the Mentally Handcapped estimates that nearly 4% of Kenyans are persons living with disability. Of these, less than one percent are in a position to get care and rehabilitation services. Persons living with disability suffer segregation and most of the times not in a position of accessing specialised care. Unable to access education and get employed as well as rehabilitation services, PLWDs are often forced to depend on well-wishers for their day to day survival.

2.2.3 Media and Disability in Kenya

There are several organizations registered in Kenya to advocate for the rights of PLWDs including Handicap International (HI), Deaf Empowerment Kenya (DEK). These organizations have a not so good relationship with Kenyan media. In most cases , their views and opinions do not make it to mainstream news .A situation analysis of Handicap International (2007) on how the media reports issues affecting PLWDs in Kenya established that the Kenyan Media rarely reported on issues affecting PLWD because they were not knowledgeable on the issue. Similarly issues affecting Persons Living with Disabilities focus on Disability rather than the person. They are less likely to be informed by pity.

Consequently, Handicap International in partnership with GTZ, AED/USAID conducted training for media practitioners on how to effectively report on disability and HIV/AIDS in order to enable them participate in the disability discourse in Kenya. This was based on the understanding that Kenya's media is in a position to have over One million PLWDs in Kenya fight against discrimination and exclusion from school, labour force and health care in the society. The invisibility of PLWDs would make their experiences to remain unknown to the public. The workshop intended to establish a link between media and PLWDs so that issues of PLWDs could be reported as developmental issues affecting the whole society.

Penas (2007) argues that, in order to increase and improve mainstreaming of PLWDs known governmental organisations must co-operate with the media , Okwemba (2010) on the other hand argues that the manner in which the media portrays mentally ill persons through language has reinforced and sustained stigmatization of mental illness. Okwemba (2010), in Ndetai and Kitazi posits that the misunderstanding surrounding mental illness remains a factor that fuels stigma in most parts of the country. He further note that ,Persons Living with Mental Illnesses are stigmatised because the society as always viewed persons living with mental illnesses as mad or being possessed with demons. Stigmatisation excludes Persons living with mental illnesses from healthcare, the education system and society at large.

2.4 Related studies on disability and media

Keller *et al.* (1990), through content analysis, analysed 428 articles from 12 American dailies for the year 1987. From the analysis, it was established that, a majority of the articles framed PLWDs as persons who had suffered or became victims of something .The Dailies

indicated that disability contributed to cynical socio emotional effects on the lives of these people e. In other articles, PLWDs were depicted as representing societal threats .Keller methodology did not make room for results to be triangulated. To overcome this limitation, this study applied a mixed method approach to allow for triangulation of results.

Zalkauskaite (2012) through content analysis reviewed the media in Lithuania to expose the stereotypes on PLWDs. She reviewed papers from two newspapers in 1995, 2003 and 2010. She established that PLWDs were framed as societal threat. Other articles presented persons living with disabilities as a societal burden or victims of outrage especially sexual abuse. Persons living with disabilities were also framed as persons who cannot join the work force and should only access social welfare benefits. Persons Living with Disabilities are shown as incapable of caring for themselves and should be treated and assisted due to the difficult they experience. Some articles presented PLWDs as incapable of taking care of their children. Whereas Zalkaukaite's study majored on stereotypes, the present study will focus on elements of program production.

Ciot and Hove (2010) conducted a study in Romania .They analyzed the content of Dailies for the year 1999 and 2003 and established that most articles presented PLWDs as persons who need professional help. They also established that articles presented PLWDs as persons who need state protection or are constantly discriminated against and abused. They were either 'fighters' or 'victims'. Ciot and Hoves's study majored on how print media portrayed PLWDs. The current study focuses on television, which is a different genre altogether.

Philips (2002) examined how the media in Ukraine portrayed PLWDs. He applied a narrative discourse analysis. The study comprised 81 articles from 7 most popular dailies between 2000 and 2010. It was established that PLWDs are exposed to exploitation and abuse and are most likely to do stupid things The media presented them as criminal aggressive and dangerous. The Ukraniane media did not just highlight the issues affecting PLWDs but advanced the violence directed at them. The story is focused on how their rights were violated and how the government failed to protect them. The study recommended that PLWDs should form civic and economic organizations to advance their rights and meet their needs. The narrative discourse analysis adopted by Philip did not allow the results to be triangulated. To overcome this

challenge, the current study adopted a mixed method approach which allowed triangulation of results.

Ilitha Research and Publication (2004) researched on PLWDs, and noted that the issues affecting Persons Living with Disability have been shield from news rooms due to ignorance and absence of persons living with disability in news room.. It established that the media perpetuated a dependency syndrome. They concentrated social welfare to PLWDs and constantly depicted them as pitiable.

Daniel (2007) sought to find out that media coverage of PLWDs. It established that the Daily Nation had less than one percent of their stories reporting on the issues of Persons Living with Disability. Similarly it was established that journalists in Kenya, have limited training on how to report on such issues.

2.5 Research gaps

From the literature reviewed, established that most studies majored on how the print media portrayed PLWDs. This study has deviated from this and majored on television. Whereas most studies apply content analysis this study has applied mixed method to allow triangulation of results whereas quantitative data provided the general comprehension of statistical findings in detail. Whereas this study failed to assert the identification of every possible ‘trope’ of the PLWDs argumentation, it examined the existence of any patterns of television framing of issues affecting PLWDs. This allowed for more knowledge to be generated in the field of communication through observation of television framing of PLWDs and not newspaper articles. With limited research on the framing of PLWDs in Kenya, this research could add to existing knowledge

2.6 Conclusion

The literature reviewed shows that media has the potential of influencing perceptions on PLWDs. The specific studies reviewed shows how representation of Disability in media in print media, the present study sought to investigate similar effects in Electronic media and specifically television.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter focuses on methodology employed to conduct the study. It discusses areas such as the study design, population, sample and instruments of data collection. Other areas highlighted include results of the pilot study and reliability indexes. Finally the procedure for data collection is elucidated.

3.1 Philosophical Paradigm

The study was guided by pragmatism. Jones (2012) argues that the views of reality by pragmatists is that reality can be renegotiated, debated, interpreted. In the study, the reality of persons with disabilities can be negotiated and TV is seen as a tool that facilitates the negotiation of reality. Producers frame how they represent persons with disabilities in their TV programs thereby influencing perceptions about them. Mixing quantitative and qualitative methods allowed the researcher to explore a wide range of reality on persons with disabilities as presented through TV.

3.2 Study Approach

The researcher mixed qualitative and quantitative approaches. Mixing methods in one study is beneficial since it helps to fully comprehend the problem being investigated in the study (Creswell 2012). Positivism is the dominant philosophical assumption used (Creswell, 2012). The main thrust of positivists is emphasis on data as a basis for establishment of reality. Post positivists rely on numerical data in order to establish reality. Constructivist philosophical paradigm informed the qualitative phase of the study (Creswell & Clark, 2011). Constructivists put emphasis on in-depth description of phenomena, as well as taking cognisance of multiple perspectives.

The reason of using the mixing the methods is that quantitative approaches provide a broad view of the issue of how the media represents disability while the qualitative approach provides in-depth views of the representation. (Creswell, 2003). Mixing the methods aids in

comprehending the phenomenon better. In addition, mixing methods is beneficial since it allows the assessment of trends in representing PWDs in television. Finally, mixing the methods assists the researcher to corroborate findings hence improving the overall strength of the research.

3.2.1 Site of study

The study site was KBC-TV which is located in the city of Nairobi. KBC is a media entity that is operated by the Kenyan state. The television station has the greatest reach in the country and is widely watched by audiences in Kenya. KBC broadcasts in vernacular, Kiswahili and English languages.

3.3 Study Population

The population of the study is *Abled Differently* television show and its production crew. The airs on Saturdays starting from six-thirty in the evening on KBC-TV and has a run time of 27 minutes. The show highlights issues surrounding persons with disabilities. *Abled Differently* premiered in 2013 with 190 episodes produced to date. The production crew of the show namely script writers, reporters, program producers and directors also comprised of the study population. The secondary population target were disability movement stakeholders in Kenya, specifically members drawn from the National Council for Persons with Disability, MPs with disabilities, together with members from organisations for persons with disabilities.

3.4 Sample Size and sampling technique

3.4.1 Sampling technique

To select the period to analyse data from, a non-probability purposive sample was drawn. The researcher selected July to December 2016 because the months accounted for a period when most activities in the calendar of PWD occur at this time. These events include World Vitiligo Day, International Albinism Awareness Day, the World Sight Day, International Day of Persons with Disabilities, World Mental Health Day, and the International Week of the Deaf. The researcher focused on 2016 since the program producers had acquired enough experience in production of the show since its inception and therefore it would be possible to analyse content, treatment and techniques of production that go into crafting the program.

The researcher drew a purposive sample of informants drawn from Aabled Differently production team, and disability movement stakeholders. These included reporters, script writers, presenters, directors, producers, MPs, and members of disability movements in Kenya.

3.4.2 Sample Size

The researcher obtained 26 episodes aired from July to December 2016 from KBC-TV for use in determining the portrayal of disability in media in Kenya (see table 3.1). The total runtime of the shows was 702 minutes.

Table 3. 1: Schedules of the selected programs

Month	Number of episodes
July	4
August	5
September	4
October	4
November	4
December	5
Total	26

The researcher selected ten informants that were considered as key to participate in the study. They included both the production team of the TV show as well as key disability movement stakeholders (see Table 3.2).

Table 3. 2: Respondents' Categories

Respondents' category	Number
Decision makers (NCPD officials, DPOs, Members of Parliament)	6
Presenters of the TV show	1
Directors of the TV show	1
Producers of the TV show	1
Reporters of the TV show	1
Total	10

3.5 Instruments

The researcher used a content analysis tool and an interview guide to obtain data for the study.

3.5.1 Content Analysis Tool

This tool enabled the collection of quantitative data from the TV show. The tool was developed by taking into consideration parameters that accounted for representation on TV program such as images, framing, stereotypes, tone, and use of language.

3.5.2 Interview guide

The researcher designed an interview guide which was used to gather qualitative data. The researcher also used interviews to generate in-depth views of the target population regarding the Abled Differently television show. Open-ended questions arising from study objectives were employed. The researcher conducted interviews as a means of verifying the information obtained from questionnaires and to obtain a more reasoned view of the portrayal of PLWD issues. Researchers often use questionnaire as means to eliminate ambiguity and seek clarifications in the responses given by respondents (Mugenda & Mugenda, 2003).(See Appendix II & III)

3.6 Data Collection Procedure

The researcher obtained 26 selected episodes from KBC-TV organization. The episodes had a total run time of 702 minutes. The coders viewed the shows a number of time and were guided by the content analysis tool when recording their observation. The researcher gathered qualitative via the interview method. A sample of Abled Differently show producers were interviewed. Disability movement stakeholders were also interviewed by the researcher. Interviews were carried out within three months. The methods of interviewing included taking notes and tape recorder.

3.7 Validity and Reliability

A news controller cross-checked the items that the researcher had selected as a check on reliability and validity of data obtained. The coders engaged in the exercises, agreed on 351 minutes each hence making a total of 702 minutes. This ensured a reliability coefficient of 0 .75 percent.

Two experts in communication guided the researcher while constructing the interview guide. Interview items were modified following suggestions from the communication scholars. It is important to establish validity and hence use of experts helps in this regard. Validity does not depend on subjectivity that may arise if only one specialist is consulted. Rather it is established by carefully considering the input from several specialists in the field of study (Freeman 1950).

3.8 Pilot Study

The researcher undertook piloting to validate research instruments and to establish their reliability. Bailey (1994) contends that validity tests if the actual concept under study is being measured and that this is being done correctly. If the instrument has validity then it also has reliability. The sample for the questionnaire were stakeholders from the disability movement and media producers not selected in the original sample. The pilot run helped improve the quality of the research instruments so that information could be captured more accurately.

3.9 Data Processing, Analysis and Presentation

Data collected was edited for accuracy, consistency and completeness so as to ensure representation of views as originally intended. It was then coded using themes that were identified. The tool used for analysis was SPSS version 21. This tool was appropriate for qualitative data analysis. Quantitative analysis of data was based on research objectives and questions. Qualitative analyses answer research questions that are qualitative in nature (Creswell & Clark, 2011).

3.10 Ethical Considerations

Before the data collection, the researcher formally identified herself using introductory letter and a copy of certificate of fieldwork from the University of Nairobi (see appendix IV). The researcher sought informed consent from everyone participating in the program, and ensured that information given was confidential. Participants were briefed on the study's purpose, and their rights not to respond to questions deemed personal or sensitive was assured. This study avoided bias, fabrication of data and plagiarism by reporting facts as received from respondents and the sources of information were acknowledged. After defending this thesis, I was awarded with certificate of originality (See appendix V) after passing plagiarism test and lastly, I was given certificate of corrections (see appendix VI).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS & INTERPRETATION

4.1 Overview

Research findings, interpretation and discussions are presented in this chapter. The background of *Abled Differently* television show is provided. This is followed by an analysis of how disability is represented in the show. Further, an examination of the ways the show challenges stereotypes, and to what extent the program mainstreams disability is made.

4.2 The *Abled Differently* Television Show

The *Abled Differently* television show is a magazine which targets persons aged 18 and above in the society. The target population has competencies in Kiswahili, English and sign language. The objective of the show is to provide information to society on issues regarding disability. The program is broadcasted on Saturdays beginning from 6:25 p.m., on the KBC Television, on its Channel One.

The *Abled Differently* television show highlights issues regarding PWDs. These issues surround the achievement of PWDs, their abilities, rights pertaining to them, and organisations that provide various support frameworks for them. From the 1980s the use of *abled differently* as a term was preferred to terms such as *handicapped* or *disabled*. The prominence stemmed from the notion that it gave a more positive message devoid of undertones of discriminating persons with disabilities (Phrase Dictionary, 2017). *Abled Differently* program focuses on conversations with PWDs and their caregivers, in order to make them aware of their vulnerabilities and to empower them. The program also targets PWDs and persons without disabilities.

The *Abled Differently* program has a run time of twenty-seven minutes. It commences with a montage that lasts for 45 seconds. The montage highlights PWDs engaging in a host of activities which include driving personal cars, singing, playing sports, hosting television shows, presenting radio shows, learning in schools, parents playing with children in their homes. The program's signature tune is titled: *Keep on moving, keep marching on*. This message challenges PWDs to be hopeful in life. Usually the hosts are from both genders. The hosts give an

introduction of who they are and proceed to state what is to come in the show. The program features a quote, a presentation of rights pertaining to PWDS drawn from UN Conventions. At the end of the close of the show, the two presenters sign off. The show usually ends with a song about PWDs or a presentation done by PWDs as the show's credits roll.

4.3 *Abled Differently* television show and its representation of PWDs

The researcher analysed how the television show *Abled Differently* represented PWDs. Further, an examination of the entity that initiated the program, language use, the use of subtitles, and sign language was made by the researcher. In addition, the researcher examined aspects such as name, sex and professional title of persons who were featured in the program. The researcher also examined the image, type of the disability featured, and the source of the story highlighted in the show. This section presents the findings obtained.

4.3.1 Production of content in *Abled Differently* television show

Abled Differently show was analysed by the researcher in terms of the organization which created the television show. The coders reviewed the program credits and determined whether the program was categorized as: (i) an own production by the broadcaster, based on an original concept, (ii) a production that is domestic but done by a third party, based on a concept that is original, (iii) a production of the broadcaster's which is based on a license, (iv) a production that is domestic but done by a third party on license, (v) a production that is co-produced domestically, (vi) a production that is produced abroad, or (vii) an co-production made internationally. Findings show *Abled Differently* television show was entirely an own production by the broadcaster, based on an original concept (100%). Indeed, Gober and Nastasia (2015) conducted a study showing a larger percentage of TV programs in Kenya were own productions by broadcaster's based on original concepts.

Advantages of a broadcaster using their own productions are manifold. To begin with, it is cost effective for a public broadcaster. It also establishes brand recognition among the audiences spread across the country. A further advantage is that when the national broadcaster creates its productions it has a greater leeway to fulfil its core mandate, which is public broadcasting. It follows that the broadcaster can execute a wide range of programs to cater for

each special interest group in society, including PWDs. The study points to how the national broadcaster includes public interest programming when crafting the *Abled Differently* program. This is further elaborated upon in section 4.4.2. These indicate that KBC-TV conforms with the recommendations by the Communications Authority of Kenya (CA) guidelines that dictate the need for broadcasters in Kenya to air content that is targeted at PWDs with the aim of improving their general welfare. Further KBC-TV conforms with the Programming Code for television services in Kenya put forward by the regulatory authority. The code gives guidelines to broadcasters on how they can institute systems that guarantee the inclusion of Persons with Disabilities in different programs that air on television and radio.

4.3.2 Language used in *Abled Differently* television show

The researcher aimed at finding out the languages utilized in the show. Information on languages, whether official, national or a mix of them was employed in the show. To this end, the study examined whether the show was aired in Kiswahili, English, or a mixture of the two languages. Findings from the analysis of screened programs indicate that largely there was mixing of Kiswahili and English languages (96%). The prevalence of singular use of English stood at 4% (see Figure 4.1) while the singular use of Kiswahili was found to be non-existent.

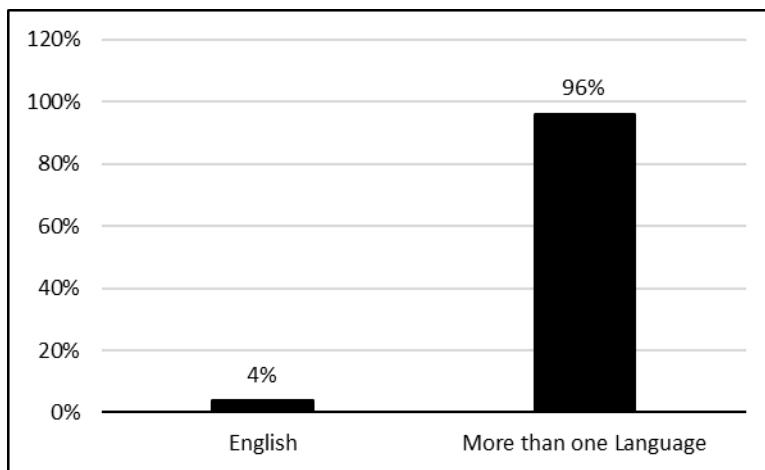


Figure 4. 1: Language used in *Abled Differently* television show

The researcher draws a couple of conclusions regarding use of language in the show. To begin with, the Kenyan country is predominantly multilingual. Kiswahili and English are the major languages used by the populace. Whereas English is the official language, Kiswahili is the national language. It follows that, mixing languages is likely to increase the program's reach. Kenyan audiences vary greatly in terms of proficiency in language. This variation is occasioned by differences in access to education. PWDs have a further disadvantage because educational systems have barriers which are systemic and which do not favour them, leading to a situation where they are further marginalized (Shakespeare, 1994). The researcher observes that when *Abled Differently* program presents content in both Kiswahili and English, there is a likelihood that life-changing information can be accessed by not only the PWDs but also a larger audience. The researcher conducted interviews with producers of the show who observed that the programs target wasn't limited to persons with disabilities, but the wider audience without disabilities. Code-switching, therefore, offers the advantage that a wider audience for the program is reached.

The researcher interviewed a reporter who observed some medical terms in *Abled Differently* were stated using the English Language predominantly, even with the prevalence of code-switching. The situation presents a challenge to persons with disability in general and to children with disability specifically since they may not be familiar with the stated medical terms in English.

4.3.3 Use of subtitles and sign language in the *Abled Differently* show

The researcher sought information on if the *Abled Differently* show used subtitles, sign language, sign language combined with subtitles, or whether there was no use of subtitles or sign language in the program. Results show a majority of programs (69%) employing subtitles and sign language. A few programs (31%) employed subtitles (see Figure 4.2).

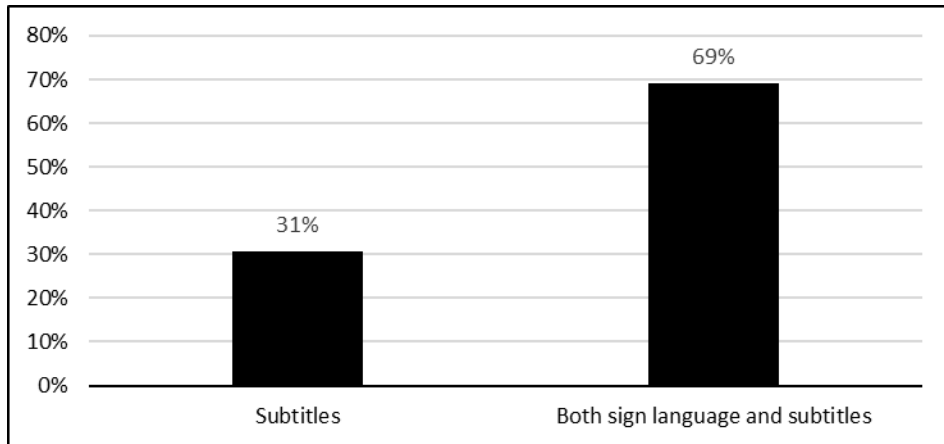


Figure 4. 2: Use of subtitles and sign language

It should be noted that sign language serves audiences who are Deaf. When both the sign language and the subtitles are used, it assists in further comprehension of the content in the program. Television audience members who are Deaf utilize subtitles which aid in comprehension of television shows (Kyle, 2007). Subtitles can also aid comprehension of the content of the program by audiences without disability. Vaidyanathan (2017), notes that viewers who have difficulty in comprehending a particular language used in a television show may find subtitles useful. Subtitles have the potential to improve comprehension levels in children. Subtitles help them to relate speech with written words on the screen.

The researcher conducted interviews among reporters for the *Abled Differently* show. They observed that signing was an integral part of the show. A reporter who was interviewed noted that:

“Every TV program broadcasted has a sign language interpreter. In some cases, the presenters themselves employ sign language too.” (R1, I interview June 10 2017)

The researcher can make the conclusion that sign language and subtitles are a key part of *Abled Differently* programming. The national broadcaster (KBC-TV), therefore, airs a program which is in conformity with the Kenyan Constitution, Article 54, which posits that PWDs have the right to access information and the use of sign language, Braille, and other means of communication is desirable to guarantee access for PWDs. *Abled Differently* program also conforms to the Broadcasting Code which gives further rules the use of subtitles and sign language in television shows which include emergencies, news, educational programs and national events.

4.3.4 Analysis of character's gender in *Abled Differently* television show

The researcher investigated character's gender in the *Abled Differently* show. The researcher considered persons who participated in the program and who had speaking roles. The researcher singled out the categories male, female and transgender to be examined. Results show that 53% of characters speaking in the show belong to the male gender. The female gender account for 47% (Fig. 4.3).

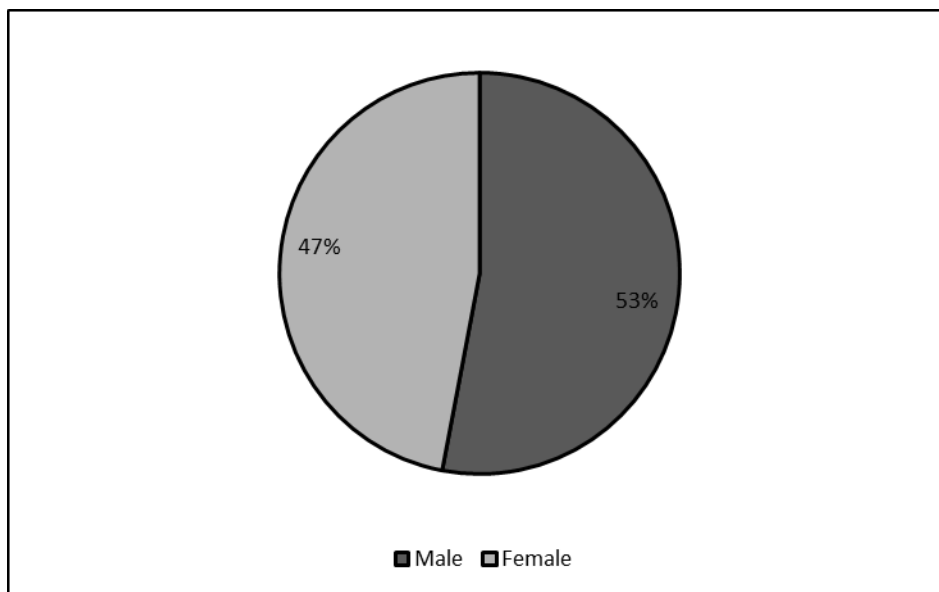


Figure 4. 3: Character's speaking gender in *Abled Differently* show

Gober and Nastasia (2015) state that in Kenyan television programming, men were better represented than women. From this premise then, the researcher can make the conclusion that the *Abled Differently* show represents gender vary fairly. It is worth noting that LGBT characters are not featured. LGBT populations in Kenya still experience stigma, therefore open declaration of their status on public television could be problematic.

4.3.5 Name of the Speaker in *Abled Differently* Show

The researcher determined whether names were used to identify the characters speaking in *Abled Differently* show. Findings reveal majorly first names and surnames were used to identify characters who speak in the show (55.7%) (see Table 4.1). To a smaller extent, characters who were identified by first name stood at 8.2% and second name (4.9%). Results reveal that a few characters (31.1%) who speak in the show that were not named.

Table 4. 1: Mention of name of speaker in *Abled Differently* show

Name	Frequency	Percent
People in show refer to character by her/his first name	20	8.2
People in show refer to character by her/his surname	12	4.9
People in show refer to character both by her/his first name and surname	136	55.7
People in show do not refer to character by either his/her name or surname	76	31.1
Total	244	100

The researcher concludes that naming in *Abled differently* aids in drawing attention to the character in the show and not their particular disability. The researcher interviewed a program producer who stated:

“When producing the show we avoid using phrases that to refer to children with disabilities. We use the children’s names. We do not say ‘blind boy’ or ‘deaf girl’ but say ‘John, who is Blind’ or ‘Jane, who is Deaf’”. (P1, Interview June 11 2017)

4. 3.6 Use of professional titles to refer to speaking characters

The researcher sought to find out if the person speaking’s profession was stated in the show. The researcher asked coders to record (i) whether they knew the professional title of the person speaking and other people in the program referred to that person by their title, (ii) if they knew the professional title of the person but other people in the program do not refer to that person by their title, and (iii) if they did not know the professional title of the person speaking and other people in the program did not refer to that person by their title. Results obtained show that presenters referred to 30.8% of persons speaking by their professional (see Table 4.2). By contrast, titles of 22.0% of speaking character’s in the program were not mentioned. Coders failed to identify professional titles of a significant number of persons speaking in the program (44.8%) and that the titles of these persons were not stated in the show.

Table 4. 2: Use of Characters Professional Title

Professional Title	Frequency	Percent
Other people in the program refer to that person by his/her title	77	30.8
Other people in the program don’t refer to that person by his/her title	55	22
Other people in the program don’t refer to that person by his/her title	112	47.2
Total	244	100

The researcher concludes that, reporters in the television show in most cases refer to persons with disability using their titles. Scholars note that using speakers' titles is empowering since PWDs who are professionals are role models to other PWDs in the society. Media is quite powerful and can change attitudes of persons in the society, and therefore depicting PWDs in their various professions helps to combat stigmatization of PWDs (Thomas, 2009).

4.3.7 Disability type

The researcher determined what disability types were present in *Abled Differently* show. The coders were established if disability type was stated clearly in the program. Clarity was operationalized as whether the disability could be obvious or whether the disability was an integral component of the story or what was considered as the role of protagonist in the show. Findings revealed that in many cases (57%) disability of characters wasn't stated clearly. However, in 43% of the situation there was a precise statement of disability (see Figure 4.4).

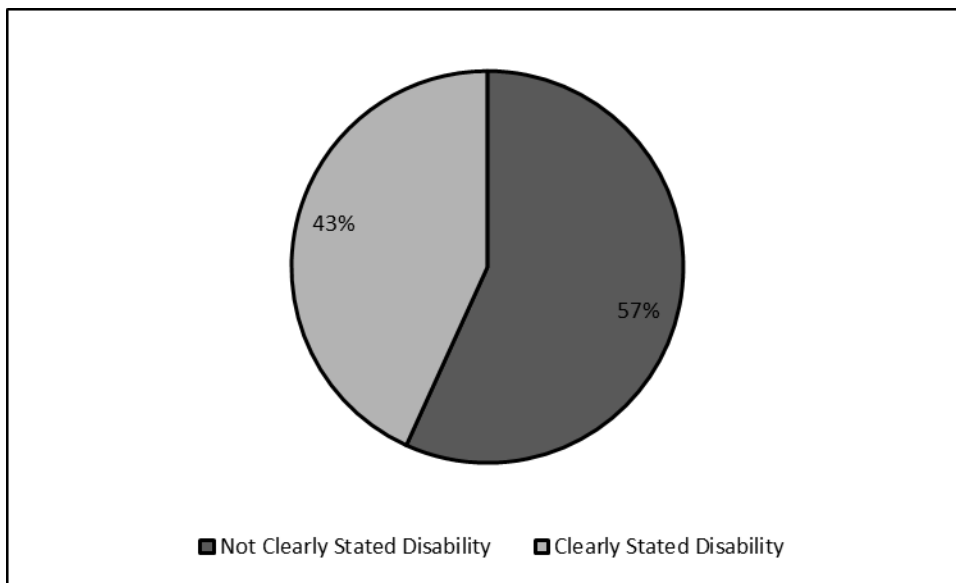


Figure 4. 4: Statement of disability category

The researcher conducted interviewed *Abled Differently* reporters who observed the editorial policy of the program advocated for more emphasis being placed on the disability rather than the person speaking.

4.3.8 Type of images employed by *Abled Differently* show

The researcher needed to determine images employed by *Abled Differently* show. Coding involved categorizing images as pictures that were symbolic or images that were non sensationalist. Results indicate that 51% of images in the program were non sensationalist while 49% were symbolic. This indicates a parity regarding featured images in the show (see Figure 4.5).

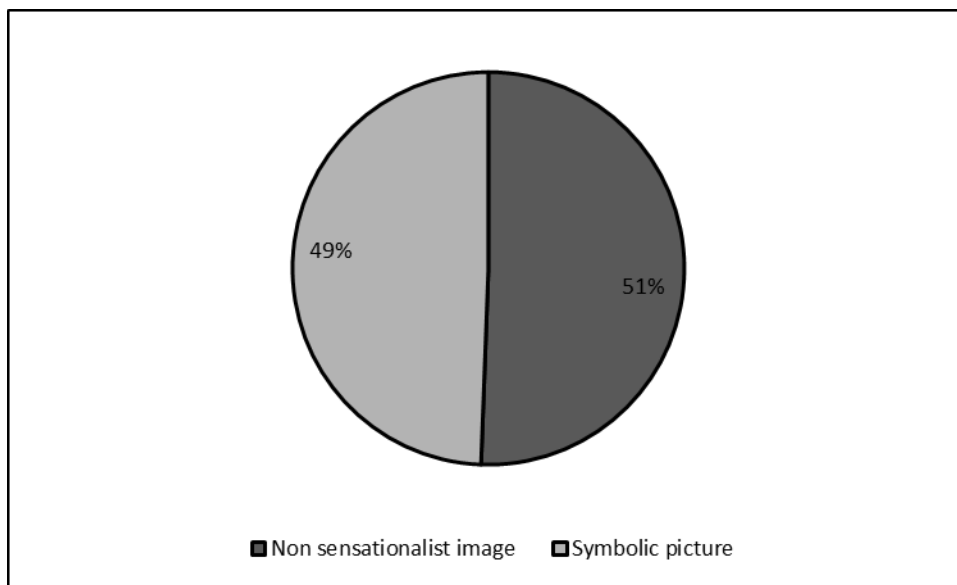


Figure 4. 5: Type of images employed by *Abled Differently* show

In separate studies, Gerber (2012), Darke (2004), and Longmore (1987) observed that disability images shown on television largely remains sensational over the years. However, a notable difference can be seen in images cast in the *Abled Differently* show. The majority of images in the show were largely seen as non sensational. The researcher can conclude that Non

sensational framing of Persons with Disability in the media can potentially aid in highlighting PLWD concerns. The researcher interviewed a PWDs activist who noted that:

“Abled Differently show brings across the various capabilities people with disabilities. These capabilities are in most cases ignored by the society. The show presents stories of the lives of person with disabilities. In these stories, their challenges and opportunities are described clearly. Therefore, the is important in raising awareness, and diminishing prejudices that face persons with disabilities.” (DRA 1, Interview June 13 2017)

Some communication experts posit that how disability is depicted in the media is important in the formation of the public’s perception of disability. The perceptions that media creates essentially inform the way the society treats PWDs in their midst (Catlet,1993, Sanchez, 2010; ILO,2010). In general, the media act as a powerful tool that can entrench negative ideas, images pertaining to PLWDs. In addition, wherever PWDs are featured in media, their portrayal is riddled with stereotypical representation and stigma. PWDs appear either as objects of pity and compassion, or on the flip side, as superheroes.

4.3.9 Story sources by *Abled Differently* show

The researcher established what sources generated the stories featured on *Abled Differently* show. The researcher needed to find out if featured stories were (i) victims interviewed, (ii) authorities (such as government officers and the police), (iii) ordinary citizens, and (iv) health officials. Results show that a ordinary citizens comprised of the majority of sources (50.3%) (see Table 4.3). 45% of Persons with Disabilities formed sources of information accounted. However, only 4.7% of sources were from government authority.

Table 4. 3: Story sources for *Abled Differently* show

Story source	Frequency	Percentage
Interviewed PLWDs	76	45
Able bodied	85	50.3
Persons in authority	8	4.7
Total	169	100

In an interview conducted, a reporter for the show indicated that:

“As reporters, we involve numerous organizations dealing with issues relating to PLWD to be our primary source of news. Reporters involve MPS, members of the national council for PWDs. We also involve educational organizations like Joytown and KISE.”
(R2, I interview June 13 2017)

The researcher conducted an interview where a PLWD activist stated that:

“Activists raise awareness and do advocacy work to normalize lives of PLWDs. We use case studies which sensitize publics on PLWD. As a child I wondered whether we had other PWDs in the society, but watching a TV show on PLWDs is quite inspiring.”(DRA2, Interview June 14 2017)

The researcher concludes *Abled Differently* show’s main story sources are stakeholders. This establishes credibility for the stories presented in the show because the story sources are deemed credible. In a similar research conducted by Bittner (2003), he notes that competition in media compels them to interrogate issues more deeply rather than be staying on the surface.

4.4 Stereotypes of PWDs on *Abled Differently* show

The study's second objective aimed to establish to what extent the *Abled Differently* show challenged PWDs stereotypes. The researcher made an analysis pertaining to the program genre, tone, treatment of the program, and the role of PLWDs on the show. The researchers discusses results obtained in the following section.

4.4.1 *Abled Differently* show content

To examine content in the show, analysis was made on categories of content on the program. Findings show content on health topped at 30.77%, while variety show feature stood at 26.92% (Table 4.4). Arts, culture, and education and learning both were featured at 15.4%. Family/relationships was featured least at 3.9%.

Table 4. 4: Program genre

Program content	Frequency	Percentage
Variety show feature	7	26.9
Arts and culture	4	15.4
Education and learning	4	15.4
Family and relationship	1	3.9
Health	8	30.8
Political/social satire/current affairs	2	7.7
Total	26	100

The researcher conducted interviewed activists who noted that the show's content was based on expounding laws pertaining to PLWD. These laws include the UNCRPD and PLWD Act. Other areas of focus were mentorship for PWDs, empowering individuals, talent

showcasing, and advocacy. Other interviews conducted with the activists reveal the show urges society to offer opportunities to persons with disabilities as well as a platform to express their ability.

The researcher can conclude that the *Abled Differently* show is partially diversified because it explores diverse topics such as health, arts, education, relations, family, and culture. It should be noted that, the *Abled Differently* show predominantly consisted of content related to areas of health/wellbeing/medicine. People with disabilities comprise a significant population, however, they are subjected to discrimination and often face exclusion from basic services such as health (Rosenthal & Kanter, 2016). It follows that, PWDs experience poorer health than people without disability. Therefore, the *Abled Differently* program which majorly features medical information targeting PWDs helps to address this gap.

4.4.2 *Abled Differently* show treatment

The researcher needed to find out the treatment in *Abled Differently* show. The researcher operationalized treatment as the evaluation of the manner a story on PWD is written. A majority of stories featured that related to persons with disabilities in the show were cast as in the following categories: general news 59%, commentary/criticism 23%, and reflective 18% (Fig. 4.6).

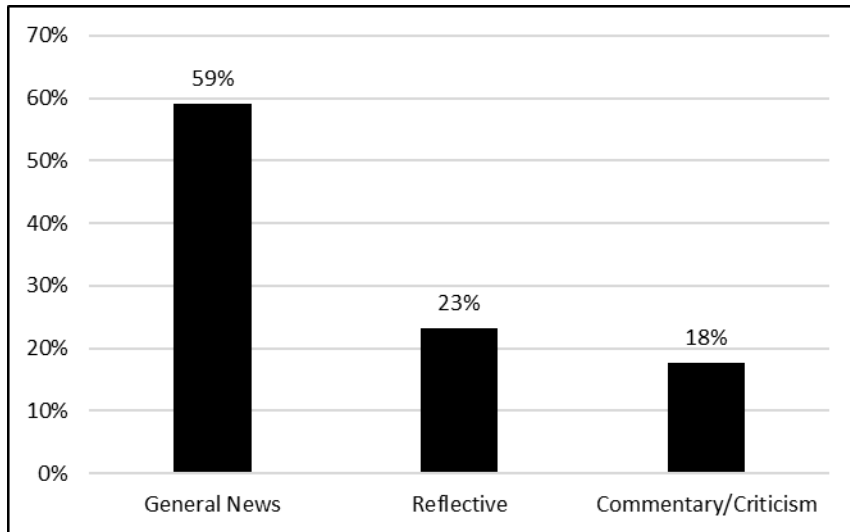


Figure 4. 6: Treatment of PWD stories

The researcher conducted interviews with reporters. A reporter observed that:

“In my line of duty, I find many stereotypes especially regarding children with disabilities. The children considered slow or lazy. Other people think it is quite expensive to care for the children. I work hard to portray the children positively. If I have a topic on education, I try to shoot the scene in a school setting with the child actively involved in learning. I can choose to focus on barriers that affect the learning and development of the child in the school, for example the absence of ramps.”(RI Interview June 10 2017)

A conclusion the researcher makes is, the show presents many items of news shows significant engagement with numerous stakeholders in the disability movement. Okwemba (2010) did a study on the manner PWDs in Kenya and found out that the media portrayed PWDs in a manner that makes society likely to stigmatize them. In contrast, findings from interviews with presenters of the *Abled Differently* show indicate that there is a concerted effort to reduce stereotypical representation of PWDs. The reporters essentially framed stories of persons with disabilities to emphasize the ability of PWDs and to minimize the disability. The researcher notes an increased critical approach to framing stories on persons with disabilities. It is hoped

that this treatment can help challenge stereotypes regarding persons with disabilities and thereby serve to empower them.

4.4.3 Tone

The researcher set out to find out the tone used in the *Abled Differently* show. The researcher set out to operationalize tone as either optimistic, neutral, pessimistic or advocating for change. Findings show that 45% of tone was optimistic tone, 31% advocated for change and 25% for neutral tone 25% (see Figure 4.7).

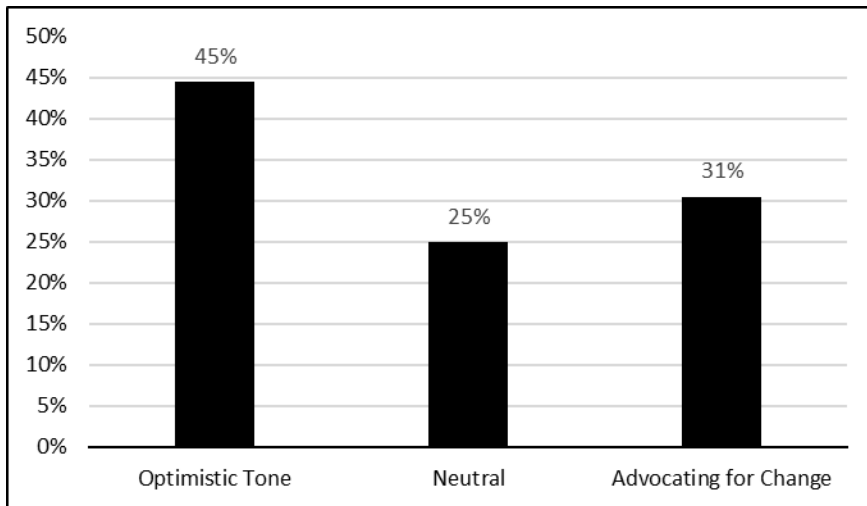


Figure 4. 7: Tone used in the show

The researcher conducted interviews with PLWD rights activists on the issue of tone. One activists observed that:

“Abled Differently show succeeds in championing for the rights of PLWDs by employing language that is appropriate. There may be situations where inappropriate language is used, but looking at the bigger picture, the reporters and presenters attempt to use acceptable language.” (DRA3 Interview June 15 2017)

A study conducted by Njogu (2007) found out that a majority of stories on persons with disability used language that created a view that they were helpless and hopeless. However, results from this study suggest that the *Abled Differently* program works towards presenting PWDs stories as optimistic. In a similar vain, Barnes (1992) observes that PLWDs aren't contended by stereotypical portrayal as wonderfully courageous, or merely as statistics or even objects of pity so as to attract funding.

4.4.4 Role of PWDs in *Abled Differently* show

The researcher found out how *Abled Differently* show represented persons with disabilities. The researcher analysed the roles of characters who spoke on the television show. Characters identified as speaking were classified as: presenters on television, assistants of presenters, news analysts or journalists, voice over narrators who were dominant, voice over narrators who were secondary, translators or interpreters, special guests on television or celebrities, experts and audience.

Results obtained show many persons with disabilities were featured as television celebrities and special guests (41.8%). Secondly, they were featured as voice over narrators who were secondary (21.7%) (see Table 4.5). Thirdly persons with disabilities appeared as experts on the *Abled Differently* program where they shared professional opinions (10.7 %).

Table 4. 5: Role of PWDs in *Abled Differently* show

Role	Frequency	Percent
Presenter on TV	20	8.2
Assistant to presenter on TV	2	0.8
News Analyst/Journalist	7	2.9
Dominant voice over narrator	12	4.9
Secondary voice over narrator	53	21.7
Translator or interpreter	11	4.5
TV guest/celebrity	102	41.8
Participant who is an expert or spokesperson on TV	26	10.7
TV Audience	11	4.5
Total	244	100

A conclusion made is that the show deliberately presents persons with disabilities in significant roles on TV. In a study conducted by Penas (2007) he found out that few persons with disabilities work in the media industry. This indicates that PWDs are grossly underrepresented in the media.

4.5 Role of *Abled Differently* in disability mainstreaming

The final objective of the study concerned itself with examining the television show's role in disability mainstreaming. The researcher investigated the role in the society of persons with disabilities who were featured in the *Abled Differently* program. Results show that a

majority of persons with disabilities appeared as professionals in media industry (40%), while professionals in the education field appeared at 9.1% (see Table 4.6).

Table 4. 6: Role of Abled Differently in disability mainstreaming

Role in society	Frequency	Percent
Professional in Media	98	40.2
Professional in Education	22	9.1
(NGO) Activist	21	8.6
Other	21	8.6
Professional in Entertainment	20	8.2
Pupil or student	18	7.4
Status of family	15	6.1
Politician or employee of government	7	2.9
Cleric	6	2.5
Homemaker	4	1.6
Professional from Technology and Science	4	1.6
Professional in Health	4	1.6
Professional in Business	3	1.2
Service Worker	1	0.4
Total	244	100

The researcher interviewed PLWD activists who concurred that the show was significant in disability mainstreaming. The activists further posited:

“The show brings about inclusion and change of perception on issues of PWDs. We have witnessed an increase in lobbying and advocacy. People who may not be aware of services targeting PWDs are now actively seeking the services. I can say that the attitude of the society towards PWDs is slowly changing.”(DRA1 Interview June 13 2017)

Interview with another PWDs activist revealed:

“It is important for media awareness on PWDs because the awareness leads to PWDs who are empowered. It also leads to caregivers who are informed and a society which is sensitive to the needs of PWDs.”(DRA3 Interview June 15 2017)

The study concludes that a majority of persons with disabilities are portrayed as professionals. In general, the society views PWDs as people in need of a cure (Hunt, 1991) or people with disability or impairments which requires fixing using medical treatment (Barnes & Mercer, 2010). However, *Abled Differently* show departs from this mindset and shows PLWDs in professional, active roles. Presenting PLWDs in a positive manner and with consistency and greater frequency on television impacts how society regards them. If the media commits to showing PLWDS in dignified and respectful ways it can promote inclusive and tolerant societies (ILO, 2015). In addition, media practitioners fail to approach issues regarding disability issues as issues of human (Barnes, 1995). Sound policy statements regarding PWDs goes a long way in changing societal attitudes towards this important segment of the population (Catlet, 1993).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This section outlines the key findings in this study. It offers an ample summary, through key findings, detailed conclusion as well as recommendations for additional research in the area of representation of persons with disability in the media.

5.1 Summary of the study

According to Ellis, 2015, disability representation in the media is a topic of long running perpetual examination and discussion. Popular theorists of the subject recognise that disability is a social and cultural concept (Ellis, 2015). While various socio-cultural changes have occurred over time to improve the social positioning of PWD due to the interminable work of various activists and academics, the presentation of PWDs on TV has not seen much improvement (Darke, 2004; Gerber, 2012). For this reason, this study undertook to establish to what extent publicly funded media in the country has enabled the inclusion and centring of PWDs issues in the society. The researcher concentrated on KBC-TV which is a national broadcasting corporation with particular attention on the popular *Abled Differently* program, which highlights the life of People living with Disabilities (PWD). The program is a first of its kind on Kenyan television.

The study objectives were: (i) to examine the manner in which Persons with Disability are characterized on the program, *Abled Differently*, (ii) to determine in what ways the program *Abled Differently* program seeks to change the prevailing perceptions of Persons living with disability, and (iii) to examine the significance of the television program in centering disability in the media.

Literature reviews on this subject point mainly to the fact that a majority of academic studies on the topic of media and disability focused primarily on disability in print media. This study has sought to widen this focus by concentrating on the audio-visual media, specifically television. Literature reviews also indicate that many studies in this area preferred content

analysis as a framework of analysis however this study chose to adopt a mixed methods approach to investigate the subject area. The *Abled Differently* TV show and disability activists formed the population of the study and 26 episodes of the television program were selected using Non-probability purposive sampling. 20 strategic informants featuring the technical team of the *Abled Differently* show, and disability movement stakeholders formed the samples. Qualitative data was drawn using a content analysis tool, while interviews were used to draw qualitative data. Descriptive statistics were used to analyse collected quantitative data. On the other hand, the researcher drew themes from collected qualitative data. Result interpretation reveals, to a great extent, the representation patterns of persons with disability on the *Abled Differently* program.

5.2 Major study findings

Data analysis:

5.2.1 The representation of PWDs in *Abled Differently*

Data analysis showed *Abled Differently* program was primarily an in-house creation that to a large extent, sought to fulfil the public broadcaster's mandate of availing content for every societal group. As an original in-house concept, it allows the national broadcaster freedom to produce media catering to PWDs.

To this end the program incorporates both sign language and subtitles and Code-switching. From this, it is possible to see that the program has made significant attempts to reach a wider range of people with disabilities as part of its viewership. It is noted by Kyle (2007) that the use of subtitles increases viewership among persons with moderate to full hearing impairments because it enables them to consume content on any audio visual platform.

Our study found that that 53% of the invited speaking guests on the *Abled Differently* program were male while 47% of them were female. Based on this, the study concluded that the program has fair gender representation. These findings from the study were in direct contrast to the postulation by Gober and Nastasia (2015) that male representation in media was significantly higher than female representation in public television programming.

Our data also showed that 55.7% of the times, invited speaking guests were referred to by their first name and surname. In 30.8% of the times, the guests were referred to by their professional title. This indicates that the program placed higher significance on the person rather than their impairment. This is important because as Thomas (2009) noted, media has the power to change society's attitudes towards socio-cultural norms, therefore giving preference to titles and names in media conversations with PWDs, rather than their particular disability, has the potential to avert stigma.

Our research showed that half of the televised imagery (51%) on the show were non sensational. This is contrary to what Darke (2004), Gerber (2012) and Longmore (1987) noted with regard to the same, in that it has not much changed in the portrayal of disabled persons in the media. The *Abled Differently* program presents a significant difference.

5.2.2 Stereotypes of PWDs in *Abled Differently*

In this, the study showed that thematic discussions on the program ranged from health, wellbeing, medicine, education learning, arts, culture, to family and relationships. This range in discussion topics indicates that the program chose to explore relatable areas rather than topics which typecast people with disability as anything other than ordinary. Of the topics however, health and wellbeing was the most featured at 30.77% this is primarily because while PWDs form a large part of the general populace (Rosenthal & Kanter, 2016), they are the most likely to experience health discrimination and exclusion.

This study also showed that in the program, accounts of PWDs lives were shown as general news (59%), followed by commentary and criticism at 23%. The higher incident of general news shows greater engagement with various stakeholders in the disability movement. Increasingly, the criticism on the framing of the stories on PWDs is growing and from this, we can conclude that with sustained effort, the *Abled Differently* program could possibly help counter existing stereotypes about PWD.

Overall, in terms of stereotyping, results from the study showed a 45% optimistic outlook and tone. Njogu (2007) noted a significant majority of PWD accounts in Kenya featured high occurrence of words relating to the vulnerability and powerlessness of PWDs. The study results

indicate that the *Abled Differently* program aimed to counter this by pursuing a more optimistic and positive angles in these stores.

5.2.3 *Abled Differently* and mainstreaming disability in the society

On mainstreaming, the study found that majority of the PWDs appearing on the show were media professionals (40%) followed by education professionals (9.1%). It also found that guest PWD were given a speaking platform and depicted as professionals. ILO (2015) contended that the portrayal of persons with disabilities in a dignified way on TV is a way of promoting a tolerant and inclusive populace. This is because the representation of PLWDs in media, and how frequently their stories appear on TV platforms, could ultimately determine how they are regarded in society.

5.3 Conclusions

This study sought to determine the depiction of PLWDs in *Abled Differently* show. Based on its findings, the researcher made the following conclusions:

5.3.1 The representation of Persons with Disabilities in *Abled Differently*

The *Abled Differently* show is an in-house television production of KBC television, that was developed from an original idea and which allows the broadcaster to determine featured content on PWDs. The program's use of code-switching, sign language and subtitles enables broader participation and comprehension of program content. The program proved to have fair gender participation and to a great extent, focused its attention on the guest speakers' names; titles and professional backgrounds rather than their personal disabilities. Images screened also showed to be non-sensational and have proved to move away from the prevailing typecasting of PLWDs in the media.

5.3.2 Stereotypes regarding PWDs in *Abled Differently* show

The study shows that optimism features highly on the program. It also shows that the program is aims to help widen the scope within which PWDs are perceived by exploring diverse subject matter and content that does not necessarily relate to the challenges of PWDs.

The most popular content on the show was that regarding health and wellbeing which points to a high demand for media content regarding health and PWDs. General News segments rated higher on the show. This indicated a broad interaction with various disability stakeholders. However, the framing of PWDs stories faces growing criticism which could potentially challenge myths about PLWDs.

5.2.3 *Abled Differently* and mainstreaming disability in the society

The study concluded that the portrayal of PWDs on the program *Abled Differently* was in as professionals and other significant members of society. The overall portrayal and frequency in appearance of PWDs in the media has the ability to affect how they are regarded in society whether positively or negatively. Hence portraying PWDs in the program as significant members of society, worthy of respect and dignity in media could assist in fostering tolerant and inclusive societies for them.

5.4 Recommendations

Based on the findings drawn from the study, the following recommendations were made:

- i) As an in-house production the *Abled Differently* program is still limited and could benefit from collaborating with other PWD stakeholders in developing content thus further improving the diversity in the production. Code-switching though beneficial in casting a wider reach for the program, could also limit those who do not have adequate proficiency in both languages. It would be useful to consider catering to other languages.
- ii) As the most popular feature theme, health dominates majority of the content but there is need to further diversify content. The general news featured could do with a more critical approach towards the issues facing PWD in order to help challenge the myths and stereotypes surrounding them.
- iii) Presenting PWDs as professionals in the society would go a long way in challenging stereotypes; however it is equally significant to present PWDs in everyday life even without the same positions. This ‘normalizing’ in the media

when done with dignity and respect, could encourage more inclusivity of PWDs in society.

5.4 Suggestions for further study

The study found need for additional research in the following areas:

- i) This study focused mainly on the representation of PWDs on television but the topic could benefit from research in other forms of media such as audio, print and online platforms.
- ii) The approach in this study used the framing theory in methodology, additional research could pursue alternative approaches and methodologies and theories to compare findings and determine changing trends in the subject.
- iii) The content garnered from the target population in this study aired within 6 months. It would be useful to increase the duration for any separate study.
- iv) The study focused on national broadcasters of public funded media platforms with particular focus on the Kenya broadcasting Corporation television channels. The study could benefit from pursuing similar research in private Television stations.

REFERENCES

- Aghan, D. (2007). *Media Coverage of Gender and Disability in Kenya: A Situation Analysis*. Study Report Submitted to Handicap International
- Auslander G, & Gold N (1999). *Disability terminology in the media: a comparison of newspaper reports in Canada and Israel*. Soc Sci Med; P48:420–31.
- Auslander G, & Gold N. (1999). *Media reports of disability: a bi-national comparison of types and causes of disability as reported in major newspapers*. Disabil Rehabil.
- Baran, S. J., & Davis, D. K. (2014). *Mass communication theory: Foundations, ferment, and future* (7th ed.). London: Wadsworth.
- Barnes C, & Mercer G. (2010). *Disability culture: assimilation or inclusion? In: Albrecht GL, Seelman KD, Bury M, eds. Handbook of disability studies*. Thousand Oaks (CA): Sage Publications. 515–34.
- Barnes C. *Disabling imagery and the media: an exploration of the principles for media representations of disabled people*. Halifax (UK): The British Council of Organisations of Disabled People and Ryburn Publishing; 1992.
- Barnes, C. (2010). *A brief history of discrimination and disabled people*. In L. Davis (Ed.), *The disability studies reader* (pp. 20-32). New York: Routledge
- Barnes, C. (2010). *Exploring disability: A sociological introduction* (2nd ed). Cambridge: Polity
- Brock, T. C., & Green, M. C. (2005). *Domains of persuasion: An introduction*. In: Brock TC, Green MC, eds. *Persuasion: Psychological insights and perspectives*. Thousand Oaks (CA): Sage Publications. 1–16.
- Ciot, M. G., & Van H. G. (2010). Romanian approach to media portrayals of disability. *Disability & Society*, Vol. 25, No. 5, pp. 525-538.
- Communications Commission of Kenya Annual Report (2007-08). http://www.cck.go.ke/annual_reports/CCK_Annual_Report07-08.pdf
- Constitution Kenya Review Commission (2003). *Report of the Constitution Kenya Review Commission: The Draft Bill to Amend the Constitution* (Vol.2), Nairobi.
- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education.

- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research*. Upper Saddle River, NJ: Pearson Education.
- Creswell, J. W. (2003). *Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Clark, P. V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209–240). Thousand Oaks, CA: Sage
- Crow, L. (1996). *Including all of our lives: Renewing the social model of disability*. Retrieved from disability-studies.leeds.ac.uk/files/library/crow-exploring-the-divide-ch4.pdf
- De Pauw, K. & Gavron, S. (2005). *Disability Sport* (2nd ed.). Champaign, IL: Human Kinetics.
- Dear M, Takahashi L, Wilton, R. *Accepting and rejecting communities*. Washington (DC): Campaign for new community; 1995
- Ellis, K. (2015). *The Cultural Politics of Media and Popular Culture: Disability and Popular Culture: Focusing Passion, Creating Community and Expressing Defiance*. Farnham: Routledge.
- Gamson W, Modigliani A. *Media discourse and public opinion on nuclear power: a constructionist approach*. *Am J Social* 1989; 95:1–37.
- Gober, G., & Nastasia, D. I. (2015). Gender equality and social justice in public media: Media monitoring research in eight countries across four continents. Norway: IAWRT.
- Gold N, Auslander G (1999). *Newspaper coverage of people with disabilities in Canada and Israel*. *Disabil Soc*; P14:709–31.
- Groce, N. E. (2005). *Summary Report: Violence against disabled children*. New York: United Nations.
- Guest, G., Bunce, A., & Johnson, L. (2006). *How many interviews are enough? An experiment with data saturation and variability*. *Field Methods*, 18(1), 59-82.

- Haller, B. & Ralph, S. (2001). *Not worth keeping alive? News framing of physician-assisted suicide in the United States and Great Britain*. J Stu.
- Haller, B. (1995). *Disability rights on the public agenda: Elite news media coverage of the Americans with disabilities act (Doctoral dissertation)*. Available from ProQuest Dissertations and Thesis database. UMI No. 9527481
- Haller, B. (2010). *Representing disability in an ableist world*. Louisville: Advocado Press.
- Haller, B., Dinca-Panaitescu, M., Rioux, M., Laing, A., Vostermans, J., & Hearn, P. (2012). *The Place of News Media Analysis within Canadian Disability Studies*. Canadian Journal of Disability Studies, 1(2). Retrieved from: <http://129.97.58.125:8080/cjds/index.php/cjds/article/view/42/45>
- Huck, I, Quiring O, Brosius HB. *Perceptual phenomena in the agenda setting process*. Int J Public Opin R 2009;21:139–64.
- Hunt, P. (1991). *Discrimination: Disabled people and the media*. Retrieved from <http://disability-studies.leeds.ac.uk/files/library/Barnes-Media.pdf>
- Iyengar, S., & McGrady, J. (2005). *Mass media and political persuasion*. In: Brock TC, Green MC, eds. *Persuasion: Psychological insights and perspectives*. Thousand Oaks: Sage Publications.
- Jones, S. C., & Harwood, V. (2008). *Representations of Autism in Australian print media*. Disability Society.
- Keller, C. E., Hallahan, D. P., McShane, E. A., Crowley, E. P., Blandford, B. J. (1990). *The coverage of persons with disabilities in American newspapers*. *The journal of special education*, Vol. 24, No. 3, pp. 271-282.
- Kenya National Population Census Report (2009). Retrieved from <http://www.knbs.or.ke/Census%20Results/Presentation%20by%20Minister%20for%20Planning%20revised.pdf>
- Kenya National Survey for Persons with Disabilities Preliminary Report (2008), *National Coordinating Agency and Development (NCAPD) and Kenya National Bureau of Statistics*. Nairobi
- Kenya Society for the Mentally Handicapped (2008). Retrieved from <http://www.ksmh.org/>

- Kothari, C. R. (2007). *Research methodology: Methods and techniques*. New Delhi: New Age International Publishers.
- Kothari, C. R. (2009). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International Publishers.
- Kyle, J. (2007). Sign on Television: Analysis of Data Based on projects carried out by the Deaf Studies Trust 1993 – 2005. Retrieved from https://www.ofcom.org.uk/__data/assets/pdf_file/0015/50181/deafstudies_annex.pdf
- Laibuta, L. I. (2007). "Reviewing the Kenya Disability Act 2003." Paper presented at workshop on "Disability Rights in Kenya: Networks, Practices, and Resources," organized by Twaweza Communications, Lenana House Conference Center, Nairobi.
- Leedy, P. D., & Ormrod, J. E. (2010). *Practical Research: Planning and Design* (9th ed.). New York: Merrill.
- Lohr, S. L. (2010). *Sampling: Design and analysis* (2nd ed.). Boston: Brooks.
- Mason, M. (2010). *Sample size and saturation in PhD studies using qualitative interviews*. *Qualitative Social Research*, 11(3). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1428/3027>
- Metts, R. L. (2000). *Disability Issues, Trends and Recommendations for the World Bank (Full Text And Annexes) PH.D.* Retrieved in 29.12.2006 from http://siteresources.worldbank.org/DISABILITY/Resources/Overview/Disability_Issues_Trends_and_Recommendations_for_the_WB.pdf
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A Sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Miller, D. (2000). *Qualitative research course packet*. University of Nebraska: Lincoln.
- Ministry of Medical Services (2010). *Kenya Service Provision Assessment Survey*. Ministry of Medical Services.
- Mugenda, O. M., & Mugenda, A.G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: Act Press
- Mulusa, T. (1998). *Evaluating research for beginners: A practical guide*. Nairobi: University of Nairobi.

- Naing, L., Winn, T., & Rusli, B. N. (2006). Practical issues in calculating the sample size for prevalence studies. *Archives of Orofacial Sciences*, 1, 9-14.
- Njogu, Kimani (2009). "Rekindling Efficacy: Story Telling for Health," in Njogu, Kimani and John Middleton (eds.), *Media and Identity in Africa*. Edinburgh: Edinburgh University Press.
- Odhiambo M. et al (eds.) (2005). *Informing a Constitutional Moment: Essays on Constitution Reform in Kenya*. Nairobi: Centre for Law and Research International
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage.
- Persons with Disability Act 2003. *Kenya Gazette Supplement No. 111 (Acts No. 15)*. Nairobi 9th January 2004.
- Pew Research Center for the People and the Press. (2008). *Key news audiences now blend online and traditional sources: audience segments in a changing news environment*. Retrieved from <http://people-press.org/report/444/news-media>
- Phrase Dictionary (2017). *Differently Abled*. Retrieved from <http://www.phrases.org.uk/meanings/111450.html>
- Riley, C. (2005). *Disability and the media: Prescription for change*. London: University Press
- Rossmann, G. B., & Wilson, B. L. (1985). *Numbers and words: Combining qualitative and quantitative methods in a single large scale evaluation*. *Evaluation Review*, 9(5), 627-643
- Sekaran, U. (2003). *Research methods for business* (4th ed.). Hoboken, NJ: John Wiley & Sons.
- Sekaran, U., & Bougie, R. (2009). *Research methods for business: A skill building approach* (5th ed.). United Kingdom: John Wiley & Sons.
- Shakespeare T (1994). *Cultural representations of disabled people*. *DisabilSoc*; P9:249–66.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- U.N. (1982). *World Program of Action Concerning Disabled Persons, United Nations, A/37/52, 37th regular session, 3 December 1982*. Retrieved from <http://www.un.org/esa/socdev/enable/diswpa00.htm>
- U.N. (1993). *Standard Rules on the Equalization of Opportunities for Persons with Disabilities, A/RES/48/96 85th plenary meeting 20 December 1993*. Retrieved from <http://www.un.org/documents/ga/res/48/a48r096.htm>

- U.N. (United Nations) (1948). *Universal Declaration of Human Rights*. Retrieved from <http://www.unicef.org/turkey/udhr/gi17.html#preamble>
- U.S. (United States). (2001). *Census Bureau, March 2001 Current Population Survey, cited in Dixon, 2003*. Retrieved from <http://www.census.gov/hhes/www/disable/cps/cps101.html>
- UN. (2008). *Convention on the Rights of Persons with Disabilities: a call for action on poverty, discrimination and lack of access*. Report of a Joint Conference organized by Leonard Cheshire Disability and United Nations Economic Commission for Africa, Addis Ababa
- Vaidyanathan, S. (2017). Accessible broadcasting in India. Retrieved from <https://cis-india.org/accessibility/blog/accessible-broadcasting-in-india.pdf>
- Waddell C, Lomas J, Lavis J, et al. *Joining the conversation: newspaper journalists views of working with researchers*. *Health Care Pol* 2005;1:123–39.
- Wahl, O. F. (1992). *Mass media images of mental illness: a review of the literature*. *Journal of Community Psychology*, Vol. 20, No. 4, pp. 343-352.
- Wood, P. (1980). *International Classification of Impairment, Disabilities and Handicaps (ICIDH)*. Geneva: World Health Organization.
- World Health Organization, World Bank (2011). *World report on disability*. Geneva: WHO Press.
- Zalkauskaite, U. (2012). *Crystallization of Disability Stereotypes in Lithuanian Media*. *Socialiniai Mokslai*, Vol. 75, No. 1, pp. 83-91.

Appendix 1: Interview Guide for Production Team

My name is Jackline Lidubwi; I am a Masters student at The University of Nairobi School of Journalism undertaking a Master's Degree in Communication Studies. Currently, I'm doing a Project in Partial fulfilment of the course as required by the University. My research topic is:

Representation of disability in media: a study of abled differently program

I humbly request your cooperation in completing this interview. The information generated from these interviews will be treated with utmost confidentiality, and for academic purposes only.

Questions

1. Describe the *Abled Differently* program?
2. Why was the *Abled Differently* program initiated?
3. What do you consider as Disability when identifying a story to feature?
4. Who is the target audience of the program?
5. When is the program Broadcasted?
6. What is the treatment of the program? How does the show start? How does the show end?
How many segments does it have?
7. How do you conduct features on PWDS?
8. What issues make up the PWD content in your programs?
9. How important is disability friendly language to you?
10. Do you effectively present PWDS issues using the right language?
11. Is sign language part of the delivery of your program?
12. Who are the main sources of stories in *Abled Differently* Program?
13. Does the production team have members with Disability? What is the ratio?
14. What determines the allocation of time per story that is featured?
15. What are some of the stereotypes you encounter in the field and how do you frame them in your program?

16. As a member of the production team, what do you understand by mainstreaming Disability?

17. Do you have any additional information or comment?

Thank you very much

Appendix 2: Interview Guide for Disability Rights Activists

My name is Jackline Lidubwi; I am a Masters student at The University of Nairobi School of Journalism undertaking a Master's Degree in Communication Studies. Currently, I'm doing a Project in Partial fulfilment of the course as required by the University. My research topic is:

Representation of disability in media: a study of abled differently program

I humbly request your cooperation in completing this interview. The information generated from these interviews will be treated with utmost confidentiality, and for academic purposes only.

Questions

1. Do you know the Abled Differently program? How often do you watch it?
2. How important is disability friendly language to you?
3. Comment on the use of language in the *Abled Differently* program. In your opinion does the Abled d you effectively present PWDS issues using the right language?
4. Does *Abled differently* encourage free interaction and participation in its program?
5. What has been the effect of *Abled differently* on different members of society?
6. Has the *Abled differently* program influenced the mainstreaming of sign language interpretation law in all media houses?
7. In your view has there been any change in raising awareness of disability since the inception of *Abled differently*?
8. What do think is the contribution of the Abled Differently program in mainstreaming Disability?
9. What are the messages that are emphasized on this program?
10. How do you compare the quality of stories produced on *Abled Differently* with other stories that are produced on Disability in Media?
11. How do you then rate the quality of *Abled differently* in view of the prevailing competition?
12. How do you ensure other station comply with the relevant media statutes on Disability?
(Ethics)
13. Has *Abled Differently* increased competition in reporting Disability stories? How?

14. What, in your view, is *Abled differently* role in representing persons with disability?
15. What should be done to transform *Abled differently* into viable and ultimate disability program?
16. Do you have any additional information or comment?

Thank you very much

Appendix 3: Content Analysis Tool

CODING MANUAL

Each member of will have the Coding manual printed and should also have it by his/her side on the duration of the coding. It is the point of reference for the whole coding process.

Team Members will enter this information once for each program they monitor. A separate Coding Sheet for every program monitored will be used and information will be included every time.

PART 1 – BASIC INFORMATION

1. CODER

Indicate the coders individual code

2. NAME OF PROGRAM

Indicate the full title of the program

3. DATE CODE

Indicate the code of the monitoring day.

1. 9th July 2016
2. 16th July 2016
3. 23rd July 2016
4. 30th July 2016
5. 6th August 2016
6. 13th August 2016
7. 20th August 2016
8. 27th August 2016
9. 3rd September 2016

10. 10th September 2016
11. 17th September 2016
12. 24th September 2016
13. 1st October 2016
14. 8th October 2016
15. 15th October 2016
16. 22nd October 2016
17. 29th October 2016
18. 5th November 2016
19. 12th November 2016
20. 19th November 2016
21. 26th November 2016
22. 3rd December 2016
23. 10th December 2016
24. 17th December 2016
25. 24th December 2016
26. 31st December 2016

4. PROGRAM START AND END TIME

Indicate the time the program begun and when it ended. Use the 24-hour clock.

PART 2 - INFORMATION ABOUT THE PROGRAM

1. PRODUCER

Choose ONE code number (1-4), identifying by whom the show is produced (as far as can be understood from credits at the end of the program):

1. Broadcaster's own production – original concept
2. Broadcaster's own production – license
3. Domestic production by a third party – original concept

4. Domestic production by a third party – license

2. LANGUAGE

Choose ONE code number (1-4), identifying the language used during the program.

1. English
2. Kiswahili
3. Sign Language
4. More than one language

3. SUBTITLES OR SIGN LANGUAGE

Choose ONE code number (1-4), identifying subtitles or sign language utilized in television programs.

1. Sign language
2. Subtitles
3. Both sign language and subtitles
4. Neither sign language nor subtitles

4. CONTENT

Decide which content the program segments fall into. If you are not sure if you should code the program please do CODE and let us know by mentioning it on the Coding Sheet (in the comments section). You will have to choose ONE code number (1-12) for the content of the program.

1. Variety show feature
2. Arts/ culture
3. Justice/law
4. Education/learning
5. Family/relationship
6. Health/wellbeing/ medicine
7. History/society /music/ sports
8. Business/ marketplace

9. Personal finance/ money/ consumer affairs
10. Political/social satire/current affairs

5. FURTHER ANALYSIS

Here we will be interested to find examples of how disability is represented in the media. It shows “good practice” and “bad practice” of coverage of disability issues.

If the coder thinks that the program they are watching is an excellent example of how disability inequalities should be addressed, it should be recorded on the Coding Sheet. If the program the coder is watching is the worst example of disability stereotyping (blatant stereotypes), it should be recorded on the Coding Sheet. It would be great for the coder to identify at least one example of good practice and one example of bad practice.

The guidelines to be used are:

- a) The program clearly highlights issues concerning equality or inequality of Persons with Disability
- b) The program mostly challenges stereotypes about Persons with Disability
- c) The program mostly presents Persons with Disability in very stereotypical roles

If the program is interesting for further analysis (either as an example of “good practice” or as an example of “bad practice”) one will circle the YES answer here. If they choose YES, one will be asked to write a short summary (approximately 100 words) under Comments and Explanations on the Coding Sheet.

The coding will thus be as follows:

1. Yes
2. No

PART 3 - INFORMATION ABOUT THE PEOPLE IN THE PROGRAM

We will only code people WHO SPEAK in the episode being watched. They can be the protagonists, media professionals, guests, experts, sources, etc. Anyone who participates in the program and WHO SPEAKS in the respective program will be coded separately. Below you will find a complete list of items to code. If there are 5 participants in the program – CODE THEM ALL on one Coding Sheet. There will be rubrics available for at least 10 speakers. If you run out of rubrics just will use a supplement Coding Sheet.

1. SEX

Please mark female or male, as identifiable, unless the person clearly self-identifies or is clearly identified by others as transgender. On rare occasions, you might not be able to identify a person in the program by sex, and then you will mark “I don’t know / Not identifiable.” You will have to choose ONE code number (1 - 4).

1. Female
2. Male
3. Transgender (only when clearly identified as such)
4. I don’t know / Not identifiable

2. NAME

The coder will have to choose ONE code number (1-4).

1. People in the program refer to that person by her/his first name
2. People in the program refer to that person by her/his surname
3. People in the program refer to that person both by her/his first name and surname
4. People in the program don’t refer to that person by either his/her name or surname

3. PROFESSIONAL TITLE

The coder will have to choose ONE code number (1-3).

1. You know the professional title of the person (for example Doctor) and other people in the program refer to that person by his/her title
2. You know the professional title of the person but other people in the program don’t refer to that person by his/her title

3. You don't know the professional title of the person and other people in the program don't refer to that person by his/her title

4. TYPE OF DISABILITY

The coder will have to choose ONE code number (1-2).

If a person presented in the story has clearly stated disability. Clear in this case means – can be seen obviously or is an important part of the story or the protagonist's role in the program.

1. Not clearly stated disability
2. Clearly stated disability

5. TREATMENT

Indicate the way that the story is written, not to be confused with the subject of the story, choose ONE code number (1-3)

1. General News
2. Reflective
3. Commentary/Criticism

6. TONE

Define if the tone of the program Episode is (1) optimistic, (2) neutral/ambiguous, (3) pessimistic, (4) Advocating for change

1. Optimistic Tone
2. Neutral
3. Pessimistic
4. Advocating for change

7. IMAGES

Define the images (1) sensationalistic, (2) symbolic

1. Non sensationalist image
2. Symbolic picture

8. SOURCE OF THE PROGRAM EPISODES

Indicate if any sources were used in writing the program episodes (1) Victims interviewed (2) Ordinary People (3) Authorities [police, government officials]) (4) Health officers

1. Victims interviewed
2. Ordinary People
3. Authorities
4. Health officers

9. ROLE IN THE PROGRAM

Indicate participants' role in the program. Choose ONE code number (1-10).

1. Television presenter - This presenter has the main moderator role in the program. The presenter is coded only once for the whole program. If there are several presenters code them all.
2. Television presenter's assistant - This person supports the main presenter and plays a secondary role in moderating the program. The role of the assistant is neither necessary nor sufficient to run a television show.
3. Journalist (reporter, correspondent) or news analyst - This person presents or comments on a specific story. This category includes all those who present news stories or speak in a journalistic capacity during the program. Often current affairs programs or lifestyle programs include some pieces of news reports.
4. Dominant narrator in voice over capacity - This person is doing a voice-over or is a narrator for the story. His/her voice is dominant for the whole program. You can hear her/him, but you can't see her/him.
5. Secondary narrator in voice over capacity - This person is doing a voice-over or is a narrator for the story. His/her voice is not dominant for the whole program. You can hear her/him, but you can't see her/him.
6. Interpreter/translator - This person is translating the program into sign language or into a different language than the original television program.

7. Television celebrity or special guest - This person is a celebrity or a special guest who actively participates in the program. Television celebrity participants can include: celebrities participating as contestants in game shows and quiz shows, celebrities about whom the show is, celebrities performing their arts for example singing, dancing, etc.
8. Television participant expert - This person participates in professional/official capacity in the program. His/her presence in the program is clearly marked as expert or spokesperson: sharing professional opinions, explaining certain things to participants or audience, explaining the position of the company or person he/she represents.
9. Television audience - ordinary person, representing popular opinion.
10. Other role - Use this category ONLY if you can't decide about any of the above

10. ROLE IN THE SOCIETY

You will have to choose ONE code number (1-20) that will identify what is that person's main occupation/ role in the society, as presented in the program. For example, if the program is about mothers and the person you are coding is presented mostly as a mother, even if you know that person is also a teacher, you will mark mother (2 – main role described through family status). If the person you are coding is a sex worker (for example in a documentary film about illegal prostitution), even if you know that person is also a mother, you will identify the person under 18 – Other, and you will specify sex worker. You can also write I don't know, if the person you are coding is for example a member of the audience in a quiz show whose professional activities or societal roles are never specified.

You can use these guidelines to identify roles you might see in a program:

1. Homemaker, a stay at home mother/father
2. Main role described through family status, for example a mother, a brother 21
3. Agricultural worker, such as farmer
4. Other land worker, such as fisherman, hunter, miner, etc.
5. Education professional, such as teacher, professor, etc.
6. Student/ pupil
7. Science or technology professional, such as an engineer, computer specialist, etc.

8. Business professional, such as manager, entrepreneur, etc.
9. Law professional, such as lawyer, prosecutor, judge, etc.
10. Activist or somebody working for an NGO
11. Service worker, such as a waitress in a restaurant, a cashier in a store, etc.
12. Government employee or politician
13. Media professional, such as journalist, film-maker, etc.
14. Health professional, such as doctor, nurse, laboratory technician, etc.
15. Entertainment professional, such as actor, singer, artist
16. Religious figure, such as a priest, monk, nun, etc.
17. Other (please specify) _____

CODING SHEET

PART 1 – BASIC INFORMATION

1. **Coder** (write your individual code): _____
2. **Name of Program** (write the full title): _____
3. **Date Code** (circle the day of the broadcasting): _____

1	2	3	4	5	6	7	8	9	10	11	12	13

14	15	16	17	18	19	20	21	22	23	24	25	26

4. **Program start and end time:** _____

PART 2 - INFORMATION ABOUT THE PROGRAM

1. **Producer:** (select the code number from the Coding System)

2. **Language:** (select the code number from the Coding System)

3. **Subtitles or sign language:** (select the code number from the Coding System)

4. Genre of program: (select the code number from the Coding System)

5. Further analysis: (circle your answer)

1	2
YES	NO

If YES, please write a short summary (100 words) in **Comments and Explanations** on the lines below (use the back of the sheet for additional space if needed):

PART 3 - INFORMATION ABOUT THE PEOPLE IN THE PROGRAM

Code all the people WHO SPEAK in the program. Code each person separately, work from rubric number 1 to 10. If you have more than 10 speakers in your program use a supplementary Coding Sheet.

WHO Speaks in the program	1. Sex	2. Name	3. Professional title	4. Type of disability	5. Treatment	6. Tone	7. Image	8. Source of the story	9. Role in the program	10. Role in society
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										