

**INFLUENCE OF LIVE BROADCAST OF PARLIAMENTARY PROCEEDINGS
ON THE KNOWLEDGE, ATTITUDE AND PERCEPTION AMONGST MEMBERS
OF CIVIL SOCIETY ORGANIZATIONS IN NAIROBI**

BY

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DECLARATION

This research project report is my original work and has not been presented for the award of any degree in any other university.

Sign..... Date

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

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DEDICATION

This work is dedicated to my wife Agnes Atieno Airo, my sons Joash Okong'o Airo and Vincent Okong'o Airo and daughter Zilpah Atieno Airo.

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ABBREVIATIONS AND ACRONYMS

CBA	-	Commonwealth Broadcasting Corporation.
CPA	-	Commonwealth Parliamentary Association.
CRECO	-	Constitution and Reforms Education Consortium.
CSO	-	Civil Society Organization.
HBC	-	House Broadcasting Committee.
HON	-	Honourable.
KBC	-	Kenya Broadcasting Corporation.
Legco	-	Legislative Council of Kenya
PASW	-	Predictive Analytics Software.
PBC	-	Parliamentary Broadcasting Committee.
PBU	-	Parliamentary Broadcasting Unit.
UNESCO	-	United Nations Educational, Scientific and Cultural Organization.
USAID	-	United States Agency for International Development.

ABSTRACT

The aim of this study was to assess the influence of live broadcast of Parliamentary Proceedings on the knowledge, attitude, and perception of members of Civil Society Organizations in Nairobi County towards the 11th Parliament and its work. The study applied mixed research design. This method involves the collection of both qualitative and quantitative data separately then integrating them at the interpretation stage. Quantitative data was collected using survey questionnaires. The researcher administered 158 questionnaires, and all the responses were received. The responses were then analysed with the aid of the Statistical Programme for Social Science Text Editor Software Version 20. The findings were summarized and presented using percentages, bar charts, pie charts, and tables. For the qualitative data, ten in-depth interviews were conducted using a detailed interview guide and thematically analysed. After assigning codes to the themes, the Statistical Programme for Social Science Text Editor Software Version 20 was used for analysis. The study established that live broadcast of Parliamentary Proceedings increased the levels of knowledge amongst members of Civil Society Organizations in Nairobi County about the 11th Parliament and its work. The live broadcast of Parliamentary Proceedings has also led to increased levels of awareness of the daily activities of Parliament. A majority of the respondents admitted to being more aware of the business of the 11th Parliament as a result of watching or listening to live broadcasting of Parliamentary Proceedings. On the other hand, this study established that the live broadcast of Parliamentary Proceedings had a negative influence in a majority of the members' attitude and perception towards the 11th Parliament. A majority of the respondents rated the 11th Parliament as average and occasionally listen to or watch the live broadcast of Parliament. The researcher recommends the following: that Parliament explore the use of social media and the internet as a channel of Parliamentary business. This would enable Parliament to reach the youth more and engage them in its business, Members of Parliament should improve on their attendance of House sittings as lack of quorum was mentioned by a majority of respondents as being the reason behind them feeling that the current Members of Parliament do not take their work seriously and thus perceive Parliament as not being serious and as a result develop a negative attitude towards the 11th Parliament, a rerun of the sittings of Parliament would also provide an opportunity for those who do not get time to listen to and watch live broadcasting of Parliamentary Proceedings to watch later and Parliament should include in its order of business, issues that affect Civil Society Organizations directly.

CHAPTER ONE
LIVE BROADCASTING OF PARLIAMENT
INTRODUCTION

1.1 Overview

This Chapter discusses the Parliament of Kenya, Parliament broadcast, guidelines to coverage of Parliament and Parliamentary Proceedings. It also discusses CRECO Trust, statement of problem, justification of study, objectives of study, research questions, basic assumptions of the study, limitations and delimitations of study, summary of methodology and definition of terms.

1.1.1 Parliament of Kenya

Parliament plays the role of legislation, oversight, and representation. A majority of Members of Parliament (MPs) get to Parliament through election by voters while political parties nominate a few. MPs are representatives of the electorate and, therefore, Parliament carries out its functions on behalf of the members of the public. The work of an MP has a direct bearing on the voters, and as a result of this relationship, Parliament has to be alive to public attitude and perception towards it.

Parliament is also known as the august House. According to the Merriam Webster Dictionary, august is an adjective which means; profoundly honoured, noble, venerable, majestic, awe-inspiring and often of the highest social class. Parliament is, therefore, expected to inspire reverence or admiration. It is expected to be a House of supreme dignity or grandeur. Members of this House are supposed to be honourable thus the use of the title honourable Member of Parliament.

The Constitution of Kenya establishes Parliament; both the former Constitution of Kenya and the current Constitution of Kenya (2010) had and has such provisions respectively. Chapter Eight of the Constitution of Kenya (2010), Article 93 states that “There is established a Parliament of Kenya.” The Kenya National Assembly was known as the Legislative Council of Kenya (Legco) during the colonial period. It held its first sitting on 16th August 1907 (Ndindiri, 2003, Slade 1975). The need for a legislative house was brought about by the colonialist argument that there should be no taxation without representation.

The first independence Parliament began in 1963; this was the First Parliament. The Lancaster Constitution of 1962 introduced a Parliamentary system of government whose legislative system was bicameral (Slade, 1975). A bicameral House is one that has two

Houses, for example, the National Assembly and the Senate as is the case with the 11th Parliament.

In December 1966, Parliament resolved to merge the two Houses into one thus changing Kenya to a unicameral legislature. In other words, a Parliament made up of one House. Kenya remained unicameral up to 2010.

The lives of the 1st to 11th Parliament are as below.

1. First Parliament - 1963 - 1969
2. Second Parliament - 1970 - 1974
3. Third Parliament - 1975 - 1979
4. Fourth Parliament - 1980 - 1983
5. Fifth Parliament - 1984 - 1988
6. Sixth Parliament - 1988 - 1992
7. Seventh Parliament - 1993 - 1997
8. Eighth Parliament - 1998 - 2002
9. Ninth Parliament - 2003 - 2007
10. Tenth Parliament - 2008 - 2012
11. Eleventh Parliament - 2013 – ongoing during the period this research was undertaken.

Following the promulgation of the Constitution of Kenya (2010), Kenya reverted to a bicameral legislature. The Constitution of Kenya (2010) introduced a pure presidential system of governance with clear separation of powers. Unlike the independence Constitution, Article 126 of the Constitution of Kenya (2010) gives Parliament powers to commence at a time the House appoints. Parliament therefore controls its own business.

A bicameral Parliament, as established by the Constitution, is intended to strengthen the quality of representation. The additional chamber was intended to satisfy the desires of specific groups.

In Ethiopia, the House of Federation represents the ethnic groups. In Kenya, the Senate participates in law-making function of Parliament by considering and approving Bills concerning counties as provided in Articles 109 and 103 of the Constitution of Kenya (2010). It is also its duty to determine the allocation of revenue amongst counties. The Senate also has a role to oversight State officers.

The roles of National Assembly include; representation, determination of the allocation of national revenue between levels of government, appropriate funds for expenditure for

national government and other State organs and exercises oversight over national revenue and expenditure.

According to Miller (2008), a major problem faced by many countries where Parliamentary democracy is developing is the lack of public knowledge and awareness about functions of Parliaments and their mode of operation. A general public opinion that Parliament lacks transparency and accountability, accompanies this lack of awareness.

1.1.2 Parliamentary Broadcast

The clamor for the live broadcast of Parliamentary proceedings began in the early 1990s. According to Hansard Reports, as long ago as 1991, Members of Parliament made significant attempts to achieving this end by introducing a Motion to ensure the realization of the broadcast of House proceedings. This was, however, not realized as early as Members would have expected.

It was not until July 2000 that an *ad hoc* committee chaired by the then Member of Parliament for Cherangany, Honourable Kipruto Arap Kirwa, was formed to explore the possibility of the live broadcast of Parliamentary proceedings. In April 2001, the committee made proposals for amending the Standing Orders to pave the way for this noble task. However, even with such recommendations, the Standing Orders were not changed, and live broadcast did not begin.

In January 2008, upon his election and swearing in as the Speaker of the 10th Parliament, Honourable Kenneth Marende championed for the opening up of the National Assembly to the Kenyan public through the live broadcast. These were some of the reforms aimed at strengthening this institution and winning over public trust and confidence. In his maiden speech delivered on January 15th, 2008, he emphasized the need for the live broadcast of proceedings. Honourable Marende gave a timeline of which this was to be achieved. He gave six months for radio broadcast and 12 months for television broadcast.

In a bid to fast-track this process, the Speaker constituted a committee to look at modalities of broadcasting Parliamentary proceedings. This Committee was called the House Broadcasting Committee (HBC). According to the First Report by the HBC, the first HBC was constituted on 17th June 2009 during the Third Session of the Tenth Parliament pursuant to the provisions of the Standing Order 195 (1). The committee formed its mandate in accordance with Standing Order 195 (2) from which it drew its power.

According to the Report, the coverage of proceedings of Parliament was to be undertaken by the Parliamentary Broadcasting Unit (PBU) and made available for television

and radio broadcast. This was intended to provide greater public access to the Parliament of Kenya. The events of Parliament that can be broadcast include; proceedings during sittings of Parliament, committee sittings and other events that may be determined from time to time. This study specifically looked at the broadcast of the sittings of the House.

One of the requirements for the live broadcast of Parliamentary Proceedings was for the process to be anchored in law. As it were, there were no provisions both in the Standing Orders and the Constitution for such. There was, therefore, the need to amend both the Constitution and the Standing Orders to accommodate live broadcasting of Parliamentary Proceedings. This was later successfully done. The following are some of the provisions of the Constitution of Kenya (2010) that have a bearing on the live broadcast of Parliamentary proceedings.

Article 118 of the Constitution of Kenya (2010) requires that Parliament carries out its business in an open manner and that it makes its sitting open to the public. Article 33 (b) has provisions on the right and freedom to seek, receive and impart information or ideas. Such would include the right to access information about Parliamentary proceedings. Every citizen of Kenya has the right to access any information held by the State or by another person as enshrined in the Constitution under Article 35 (1). All these provisions are found in Chapter Four of the Constitution of Kenya (2010) – Bill of Rights.

According to Miller (2008), about 60 countries around the world currently allow television cameras and radio microphones to record the proceedings of their legislature. This includes a great majority of Commonwealth States like Britain, Canada, New Zealand, Botswana, Nigeria and South Africa. There are some countries with laws that require the national broadcaster to carry content on Parliamentary Proceedings. Examples include Australia and Britain.

In Kenya, live microphones and cameras were introduced in the Kenyan National Assembly in July 2008 (Wanjiku, 2008). This way, the Kenyan Parliament allowed citizens to listen and watch live proceedings of its sessions both on radio and on television. Before this, Kenya's Parliament had many a time been blamed for lacking accountability and transparency in its operations, thus being ineffective in governance. This perception led to the loss of public trust and confidence in this critical arm of government (USAID, 2010). In this regard, one of the core aims of the undertaking live broadcast of Parliamentary proceedings was to enhance public understanding of, and confidence in democratic governance, in the wake of the violence that had erupted in 2007 subsequent to the disputed presidential elections (USAID, 2010).

To create awareness amongst the members of the public on the business Parliament undertakes and therefore hopefully enable them to give a fair judgment on its work, the public ought to be informed about what happens in Parliament. Parliaments around the world are keen to achieve this goal through the introduction of the live broadcast of Parliamentary proceedings. With the introduction of the live broadcast of Parliamentary proceedings, Parliament was opened up to the public. Mwaura (2008) states that the endeavour further aimed at providing educational value to a public unfamiliar with parliamentary procedures and processes by giving the listeners and viewers a direct and first-hand experience of the House at work, as opposed to what they would otherwise receive from news reports or commentaries prepared by parliamentary reporters.

Miller (2008), Franks & Vandermark (1995) and Wober (1990) argue in support of the introduction of the live broadcast of Parliamentary proceedings stating that it would engender a channel of direct communication between politicians and the electorate void of interference from media owners and media professionals. They believed that such an avenue would lead to increased awareness and appreciation Parliament, better public attitude and perception towards parliament; involvement of the public more in Parliamentary debates, hence helping in making politicians more accountable. Miller (2008) quotes a contemporary British Conservative politician, Norman St. John-Stevas, who says that: "To televise Parliament would, at a stroke, restore any loss it has suffered to the new mass media as the political education of the nation."

A study conducted in Canada asserted that the broadcast of Parliamentary proceedings would stimulate public interest in and knowledge of Members of Parliament and their work (Franks & Vandermark, 1995). Television would raise awareness of the daily activities of Members of Parliament and convince the public that indeed the House raises issues that are relevant to them (Clarke et al., 1980). Allan MacEachen (2004) remarks that "broadcasting informs Canadians about what the government is doing, about what the opposition is proposing or opposing, and about the manner in which members represent their constituents and play an integral role in the governing process."

According to Hansard Records of 2008, the then Speaker, Honourable Marende viewed broadcasting and televising of Parliamentary Proceedings as a leap into boosting public awareness of Parliamentary activities, enlarging public participation in governance and increasing accountability and transparency in parliamentary dealings. Although the live broadcast of Parliamentary proceedings has been in place since 2008, no study has been

conducted to find out the influence of the live broadcast of Parliamentary Proceedings on the knowledge, attitude, and perception about Parliament amongst members of CSOs.

1.1.3 Guidelines to Coverage of Parliament of Kenya

The Standing Orders guide business in Parliament. Each of the two Houses has its set of Standing Orders. The National Assembly Standing Order No. 250 and the Senate Standing Order No.234 allow for the broadcast of House proceedings. The provisions of the First Schedule establish the Parliamentary Broadcasting Unit (PBU). The Standing Orders also contain guidelines for the broadcast of both television and radio.

1.1.4 Parliamentary Proceedings

Parliamentary Proceedings refers to a series of activities involving a format or set procedure in Parliament. These procedures are set out in each day's Order Paper. The sequence of proceedings is outlined under Standing Order No. 40 (1) for National Assembly and Standing Order No.39 for the Senate.

1.1.5 Constitution and Reform Education Consortium (CRECO) Trust

According to CRECO Trust official website (www.crecokenya.org), CRECO Trust is a network of Civil Society Organizations (CSO) working on democracy, governance, legal and human rights issues. The organization was founded in 1998 and is registered as a charitable organization. The organization is composed of CSOs working in different sectors but with a common goal of promoting constitutionalism and good governance in Kenya. Its composition is multi-sectoral with organizations that deal with the youth, women, workers, pastoralist communities in northern Kenya and ethnic minorities.

This multi-sectoral composition makes CSOs registered under CRECO Trust suitable for this study because it drew response from legal people, the youth, women and other sectors of the society with regards to their knowledge, attitude, and perception towards the 11th Parliament. The following CSOs in Nairobi are members of CRECO Trust.

1. Centre for Law and Research International (CLARION).
2. Community Based Development Services (COBADES).
3. Kenya Human Rights Commission (KHRC).
4. Citizen's Coalition for Constituted Culture (4Cs).
5. Amka Space for Women Creativity.
6. Right Protection and Promotion Centre. (RPPC).
7. United Disabled Persons of Kenya. (UDPK).
8. The Youth Agenda.

9. The Centre for Rights Education and Awareness (CREAW).
10. Mazingira Institute.
11. Muungano Maendeleo Organization.
12. Kazi Riziki.

1.2 Statement of Problem

Live broadcast of Parliamentary proceedings in Kenya began in 2008 with the establishment of the PBU, a unit under the Media Relations Department. It transmits the live broadcast of Parliamentary Proceedings through the KBC radio and television channels and on National Assembly TV and Senate TV channels on signet.

It was hoped that with the introduction of live broadcasting, the public would be aware of the content of Parliamentary business and the manner in which it is carried out and as a result influence the attitude and perception of members of the public towards Parliament. According to Mwaura (2008), the live broadcasting of Parliamentary Proceedings was an effort to inform and educate the public about the activities of Parliament and to engage their interest and confidence towards it. Wandera (2012), in a case study, carried out in Ruiru in central Kenya on the effects of live Parliament broadcast on the public knowledge, attitude, and perception in Kenya, established that live Parliament broadcasting had augmented people's knowledge across the socio-economic groups, about Parliament and its works. The same study found out that majority of respondents lacked confidence and satisfaction with the Tenth Parliament. As earlier mentioned, the minds behind the introduction of the live broadcast of Parliamentary proceedings imagined that when people understand what business is done in Parliament and how it is carried out they would have a positive attitude towards it. In other words, they imagined it would positively influence attitude and perception amongst members of the public.

As much as these were the objectives of the introduction of the live broadcast of Parliamentary proceedings, no study has been undertaken to find out to what extent this has been achieved amongst the members of CSOs. This is what this study aimed to establish. If live broadcast was intended to increase knowledge amongst audiences, has it done so amongst members of CSOs? Has this knowledge or lack of it resulted in a negative or positive attitude towards 11th Parliament? How has the said knowledge or lack of it affected the way members of CSOs perceive the 11th Parliament in particular? These were the issues of concern in this study. Members of the CSOs were considered appropriate for this study

because, unlike any other members of the public, they have special interests in issues of democracy, governance, and human rights. These are issues which are supposed to be dealt with by Parliament through its legislative and oversight roles.

1.3 Justification of Study

This study was undertaken to find out the influence of live broadcast of Parliamentary Proceedings on knowledge, attitude, and perception of members of CSOs in Nairobi County towards the 11th Parliament. The research findings are expected to provide useful information to the Parliamentary Service Commission (PSC) in evaluating the success of live broadcasting and make adjustments where necessary. The findings will inform future policy formulation by Parliament of Kenya and provide very important information for the leadership of the Parliament of Kenya. They will act as feedback from one of Parliament's main publics and therefore, allow Parliament to learn how much has been achieved in terms of knowledge, attitude and perception creation through the live broadcast of its proceedings.

The study adds onto the field of communication by adding literature and opening up the concept of live broadcast of Parliamentary proceedings in Kenya for further studies. Methodologically, this study adds to mixed method research method which involves the collection of both quantitative and qualitative data concurrently.

1.4 Objectives of the Study

The following objectives guided the study:

- (i) To assess the knowledge levels of members of CSOs on the operations and business of the 11th Parliament after watching the live broadcasting of Parliamentary Proceedings.
- (ii) To find out the attitude and perception of members of CSOs towards the 11th Parliament after watching the live broadcasting of Parliamentary Proceedings.

1.5 Research Questions

- (i) What is the influence of the live broadcasting of Parliamentary Proceedings on the knowledge levels of members of CSOs on the operations and business of the 11th Parliament?
- (ii) What is the influence of the live broadcasting of Parliamentary Proceedings on attitude and perception of members of CSOs towards the 11th Parliament?

1.6 Basic Assumptions of the Study

In conducting the study, it was assumed that members of the CSOs under this study listen to and watch the live broadcasting of Parliamentary proceedings. It also assumed that the targeted respondents from the sampled CSOs provided all the information sought by providing an honest opinion on the live broadcast of Parliamentary proceedings and how they felt about the performance of the 11th Parliament.

Lastly, this study assumed that the sample size selected was credible enough to enable generalization of the findings to the entire CSOs under the umbrella of Constitution and Reform Education Consortium (CRECO) Trust.

1.7 Limitations of the Study

The research was restricted to the study of CSOs under CRECO Trust based in Nairobi County. As such, the findings may change if the study were to be applied to a different area or group.

The respondents may have been influenced by their political affiliation as they responded to the questions because Parliament is a political institution with political interests.

1.8 Delimitations of the Study

This study assessed the influence of live broadcast of Parliamentary proceedings on the knowledge, attitude, and perception of the 11th Parliament amongst Members of CSOs in Nairobi County under CRECO Trust. This organization brings together CSOs whose major interests are human rights, governance, and democracy. This group of CSOs, therefore, was more likely to have special interest in Parliament and its work. This therefore, made them a more favourable population for this study.

1.9 Summary of Methodology

This study used mixed method design. This involved concurrent collection of data, independent analysis of each strand of data and then integrating it at interpretation stage. Stratified random sampling was used to identify those from whom quantitative data would be collected while purposive sampling was used to identify the sample for collection of qualitative data. The target population for the study was 789 members. A sample size of 168; 158 questionnaires and ten in-depth interviews was used to collect data. Quantitative data was collected using self-administered survey questionnaires while qualitative data was collected using ten in-depth interviews.

1.10 Definitions of Terms Used in the Study

Attitude toward Parliament: Refers to the way that people think and feel about Parliament and its work.

Knowledge of Parliament: Refers to the know-how of citizens (including members of CSOs) about Parliament of Kenya and how it works.

Live Parliamentary Broadcast: Refers to broadcast from unedited and uninterrupted (gavel to gavel) coverage of Parliamentary proceedings.

Order Paper: This is a publication of Parliament published each sitting day and lists the business of the House on that day.

Parliament: Refers to the House of Representatives; both the National Assembly and the Senate.

Parliamentary Proceedings: Refers to series of activities involving a format or set procedure in Parliament. These procedures are listed in the Order Paper for each day.

Perception of Parliament: Refers to the way Parliament is regarded, understood or interpreted.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews the empirical literature related to the study. It seeks to examine in detail the available literature and studies that have already been conducted and which are directly related to the topic under study. It looks at the situational analysis of live broadcast of Parliamentary proceedings in Kenya, reviews the guidelines of coverage of Parliament of Kenya and provides the framework of the study.

2.2 Situational Analysis of Live Broadcast of Parliamentary Proceedings.

The proceedings of the Kenyan Parliament can be listened to live in Nairobi on 92.9 FM (KBC Radio Taifa) and on KBC Channel 1 television, Signet National Assembly and Signet Senate channels. On both radio and television, the live broadcast takes place on Tuesdays 2.30 p.m. to 5.30 p.m. Wednesdays 9.30 a.m. to 12.30 p.m. and 2.30 p.m. to 5.30 p.m. and Thursdays 2.30 p.m to 5.30 p.m. Being a bicameral Parliament, the two Houses sit simultaneously, except on Wednesdays morning when the Senate does not hold its sittings. As a result of this and to facilitate broadcast of both Houses, KBC in consultation with the PBU agreed on a format that alternates its timings for the live broadcasting. The schedule for broadcast is as follows; Tuesdays 2.30 p.m. to 4.00 p.m. KBC broadcasts proceedings from the National Assembly, the Senate proceedings then follow from 4.00 p.m. to 5.30 p.m., on Wednesdays 9.30 a.m. to 12.30 p.m (National Assembly), 2.30 p.m. to 4.00 p.m (Senate) and 4.00 p.m to 5.30 p.m. (National Assembly). On Thursdays 2.30 p.m. to 4.00 p.m. (National Assembly) and 4.00 p.m. to 5.30 p.m (Senate). Broadcast on Bunge TV and Senate TV go on without interruptions for the entire session of either House on each sitting day.

2.3 Parliament and Media

Surtees (2007) argue that Parliaments engage with the media to create a more direct link between Parliament and their respective constituencies and communities. Parliament's aim is to inform citizens about its work in the hope of encouraging greater understanding of parliamentary institutions and engage with the public. Media coverage of Parliamentary proceedings can therefore, make a positive contribution to achieving greater transparency and openness. Through live broadcasting, Parliament establishes direct link with citizens.

Parliament targets opportunities to present positive image of proceedings and the institution to help overcome public apathy, disenchantment, dissatisfaction or ignorance (Surtees, 2007). This is one of the factors that informed the establishment of live broadcasting of Parliamentary proceedings in Kenya.

2.4 Broadcasting: Television and Radio

The electronic media has integrated sophisticated technology in their broadcast to reach an even wider audiences as well as allow participation. Television is one of the most popular means of communication in Kenya. Television media in Kenya has been growing and currently we have cable television, satellite television and network television. This has improved quality of broadcast and given viewers hundreds of channels to choose from.

On the other hand, according to Bourgault (1995); cited in Gathigi (2009), radio broadcast has a long history which dates back to 1928 during the colonial period. In the early 1990s the Kenyan Government liberalized broadcasting sector and started to license private firms to launch their radio and television stations (Oganga, 2009). The Kenya Broadcasting Corporation (KBC); the platform on which Parliament broadcasts its proceedings, is a public broadcaster. However, it runs both public service and commercial services.

2.5. CSOs and Parliament

Democracy depends on a well-defined reciprocal relationship between Parliament and the CSOs. The ease with which Parliament engages with CSOs lies in a well-defined channel of information. The relationship between Parliament and CSOs is meant to induce effective political outcome. Members of Parliament (MPs) are the link between CSOs and the government. Responsibilities of CSOs demand that they be in contact with the people and constituencies, understand their needs and encourage citizen participation. They then pass this information to the MPs who then take the issues to the Floor of the House and by extension to the government.

Parliament and CSOs share certain functions. One of such functions is policy development. Parliament can enable the growth of CSOs by passing favourable laws. The relationship between Parliament and CSOs should be one in which CSOs know what business Parliament undertakes and also have a positive attitude and perception towards this institution. This study intended to find out if this, indeed, is the case with regards to CSOs in Nairobi County and the 11th Parliament.

2.6 Civil Society Organizations

According to Salamon (2004), Civil Society Organizations (CSOs) are private, non-profit distributing, self-governing and voluntary organizations. CSOs can take various shapes including religious organizations, community based, philanthropic, expert groups and trade unions. CSOs are composed of autonomous associations which develop a dense, diverse and pluralistic network. CSOs consist of a range of local groups, specialized organizations and linkages between them to amplify the corrective voices of civil society as a partner in governance and market (Connor, 1999).

2.6.1 Role of CSOs

CSOs act at local and national level. They play a key role in fulfilment of social, cultural and welfare services. They are involved in public missions and public services (Bance, 2012). In addition, CSOs play a political and civic role by influencing governments' and firms' policies. CSOs are indispensable link between the people and the public authorities. In the civic and human rights field, CSOs contribute to democratization and defence of vulnerable population.

The other important role played by CSOs is advocacy. They influence and impact their policy making process by expressing, cultural, spiritual, political, social, environmental and ethical concerns (Salamon, 2004). The CSOs further good governance by policy analysis and advocacy. They also regulate and monitor state performance and action.

2.7 Parliamentary Broadcasting

The introduction of live broadcast of Parliamentary proceedings in many countries always attracts mixed expectations (Miller, 2008). It should, however, be noted that following this literature review, little research has systematically evaluated the influence of this phenomena on audience knowledge, attitude and perception about Parliament and its work. This study, therefore, sought to evaluate this phenomenon and add to the body of knowledge in this area. According to Miller, 2008; Franks and Vandermark, 1995 and Wober, 1990, the primary purpose of live coverage of Parliamentary proceedings in many democracies is to increase public knowledge and ensure positive attitude towards Parliament. Most of the studies that have been conducted on this subject are in the Western world.

In the United States of America (USA), Javits (1952) argued that the broadcast of American Parliamentary debates offered the public an opportunity to observe legislators at work and foster increased public involvement and participation in the lawmaking process, thus strengthening the democratic system. According to Franks & Vandermark (1995), in

Canada the proponents of live broadcasting of the House of Commons argued that it would stimulate public interest in and knowledge about Members of Parliament and their work. Clarke *et al* (1980) argued that live broadcasting of the House would raise awareness on the daily activities of MPs and convince the public that indeed they raised issues that are relevant to them. Clarke *et al* (1980) cites MacEachen saying live broadcasting will inform Canadians about what the government is doing, what the opposition is opposing and the manner in which members represent their constituents and play an integral role in the governing process.

Franklin (2004) argues that the media have direct and significant effect on the knowledge, attitude and behaviour of audience. Schechter (1997) on the other hand says the more one watches, the less knowledge he gets. This argument is summed up by McQuail (1987) who argues that this is an area with least certainty and least agreement. He continues to say that what we all agree about is the fact that the media transfers information to the audience who then become knowledgeable, hence building awareness that leads to interest and consequently encourages action.

Robertson (2005) quotes Johansen (1973) article that discusses various issues about the broadcasting of Parliament. Johansen as quoted by Robertson (2005) had noted that there is the important question about the suitability of television as a media for broadcast of Parliamentary proceedings. It has been noted that after years of broadcasting the House of Commons, a number of Canadians criticized politicians.

According to a Report by the Commonwealth Broadcasting Association (CBA), most African commonwealth countries only broadcast live, crucial Parliament occasions on radio and television. The following are some of the practice as found out by this survey. Amongst the countries that broadcast live on radio and television include Botswana, Gambia, Lesotho and Malawi. Namibia and Nigeria broadcasted pre-packaged Parliamentary coverage. Mozambique and South Africa are the only countries which reported undertaking live coverage of Parliamentary Proceedings.

In Kenya, prior to the introduction of live broadcast in 2008 the proceedings of Parliament were only broadcast live during sittings attended by the Head of State which included the Budget Speech and State Opening of each Session of Parliament. In very few occasions the Head of State would attend the sittings of the House in his capacity as a Member of Parliament and such occasions also attracted live broadcast of the proceedings. In the absence of such occasions packaged programmes that lasted for 30 minutes were broadcasted on radio each day that Parliament sat. *Leo Katika Bunge* was broadcast on the

Kenya Broadcasting Corporation (KBC) Kiswahili Service and *Today in Parliament* was on KBC English Service. According to records at the PBU, the broadcast of these packaged programmes began in March 1993 during the Seventh Parliament.

During the launch of live broadcast of the proceedings of the Parliament of Kenya, the then Permanent Secretary in the Ministry of Information and Communication, Dr. Bitange Ndemo, indicated that live coverage of House activities offered an opportunity to disabuse the public perception that Parliamentarians were exceptional people and also enable the electorate to make informed judgments of the performance of their MPs and the National Assembly which in the court of public opinion, Parliament is a den of layabouts (Afrik, 2008).

A study by Wandera (2012) in Ruiru Town in central Kenya established that live broadcasting of Parliamentary proceedings had augmented people's knowledge across the socio-economic groups, about Parliament and its work, helped the public demystify Parliament and its work and changed the respect they had given Parliament as an institution. The same study established that the general public's attitude towards Parliament was negative and a majority of respondents lacked confidence and satisfaction with the 10th Parliament and its work.

2.8 Theoretical Framework

The key role of theories is to tell us why something occurred. They help a researcher organize data into a meaningful whole. This study employed two theories; the Magic Bullet/Hypodermic Needle Theory and the Social Cognitive Theory.

2.8.1 Magic Bullet Theory

The Magic Bullet Theory is also known as the Hypodermic Needle Theory. It arose in the 1920s and 1930s. During this period there was concern amongst scholars as a result of war propaganda that was being spread through the mass media and which seemed to have a strong effect on the attitude of individual citizens. This theory holds that mass media is capable of shaping public opinion and swaying behaviour to the direction the communicator wants (McQuil, 1987). Mass media is seen to be working the same way a bullet or a hypodermic needle would. It can shoot or inject the desired effect directly into the thoughts of the audiences. This in turn results into attitude and behaviour change. According to this theory Mass media is able to shape opinion and belief. This theory assumes that the receiver of a message is passive and powerless

The images of bullet and hypodermic needle suggest that the mass media is very powerful. It also implies that there is direct flow of information from sender to receiver without interference just like a needle or a bullet would penetrate a body. During the live broadcasting of Parliamentary Proceedings, the images and sounds are “shot” or “injected” directly into the persons mind. There is therefore the expectation that this should result in attitude change.

2.8.2 Social Cognitive Theory

Social Cognitive Theory is also known as Social Learning Theory. It was proposed by Miller and Dollard in 1941 and later expanded by Bandura in 1963 incorporating reinforcement and observational learning to explain a wide variety of behaviour. The Social Cognitive Theory explains how people acquire and maintain behavioural patterns. It also provides the basis for intervention strategies (Bandura, 1997). Social Cognitive Theory explains human behaviour as a triadic reciprocal relationship between behaviour, environmental factors, and personal factors.

The theory suggests that people learn from each other through observation, imitation and modelling. It also says that environmental factors that affect knowledge acquisition include political, social, economic, physical and legal factors. Live broadcasting of Parliamentary proceedings introduces Parliament into citizens’ lives. Business undertaken by Parliament concerns almost all aspects of life. Politics play out in Parliament, the budget is read in Parliament and laws are enacted by Parliament. According to Social Cognitive Theory, by watching television or listening to radio broadcast proceeding of Parliament, there is a likelihood of knowledge being acquired.

2.9 Summary of Literature Review

This Chapter has reviewed materials related to the concept of live broadcasting of Parliamentary proceedings from Kenya and other countries. It has done a situational analysis which outlines the situation of broadcast of Parliamentary proceedings in Kenya today and the guidelines for live broadcast of Parliamentary proceeding as outlined in the Standing Orders. It has also discussed the theoretical framework for this study. From the literature, there exists a gap in terms of the need for more research in the areas of influence of live broadcast of Parliamentary proceedings on knowledge, attitude, and perception. This study specifically looked at the influence of live broadcast of Parliamentary proceedings on the knowledge, attitude and perception of members of CSOs in Nairobi County, towards the 11th Parliament.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents and describes the research methodology followed in conducting the study. It is discussed under various sub-headings including research design, the area of study, target population, sampling and data collection and analysis.

3.2 Research Design

A research design is an overall plan used to carry out research. According to Orodho (2003), research design is the scheme, outline or plan that is used to generate answers to the research problem. Kothari (2004) defines research design as the blueprint for collection, measurement, and analysis of data. It is the road map to be used by the researcher to arrive at findings.

This study used mixed method design. This involves the concurrent collection of both qualitative and quantitative data, independent analysis of each strand of data and integration at interpretation stage. The study used survey questionnaires for collection of quantitative data and in-depth interviews for qualitative data.

There are three main approaches to research; quantitative, qualitative and mixed methods (Creswell, 2003). The qualitative approach entails techniques and measures that result in non-numerical data. Information is given in terms of stories or narratives regarding attitude and behaviour. The data collected is in terms of words and not numbers. Qualitative attributes have labels or names rather than numbers assigned to their respective categories (Bailey, 1994). However, the labels or words can be assigned numerical values to qualify them for analysis. It uses data collection methods such as in-depth interviews, ethnographic observation, and review of documents (Marshall & Rossman, 1994). This approach has several strengths which include the fact that it allows the researcher to go beyond the statistical results reported by quantitative research and that, the data in qualitative research depends on human experience and thus is more compelling and convincing than data gathered through quantitative research. This approach, however, has the weakness that it takes more time as both data collection and analysis is time-consuming.

The quantitative method uses techniques that yield numerical/quantitative data (Charles and Metler, 2002). This method transforms what is collected or observed into numerical data

so that statistical calculations can be made and conclusions drawn. It uses random samples to arrive at a representative group for study and can be used particularly well in experimental research; causal- comparative research and correlational research (Kombo & Tromp, 2006). The advantages of this method include; the process is clear and predetermined hence the study is easy to replicate and tools are first pretested to enhance validity and reliability of data hence greatly reducing room for error. However, it has some weaknesses which include; the study is rigid with a set of closed questions and predetermined instruments of data collection which cannot be changed during the research.

The mixed method design combines both qualitative and quantitative approaches in collecting, analyzing, interpreting and reporting data. It refers to all the procedures for collecting and analyzing both qualitative and quantitative data in the context of a single study (Tashakkori & Teddlie, 2003). ‘This approach has also been referred to as multi-method, integrated, hybrid, combined and mixed methodology research’. (Creswell & Clark, 2007; 6). This study used mixed research method which is the most suitable because it combines the strengths of both qualitative and quantitative approaches. It also provides a more comprehensive view of a phenomenon being studied and does not limit data being collected (Creswell, 2002, Greene & Caracelli, 1997; Moghaddan, Walker and Harre, 2003). The strengths of this method include the fact that it can be used to answer more research questions in detail. This method, however, is time-consuming and more expensive.

3.3 Study Area

This study was carried out in Nairobi County amongst members of the CSOs registered under CRECO Trust.

3.4 Target Population

A population is a well-defined set of people, services, elements or events being investigated (Ngechu, 2004). It can also be called study population which Kombo & Tromp defines as, “the target group from which the sample is taken” (Kombo & Tromp, 2006; 76). This study targeted five out of the 12 CSOs in Nairobi County which are registered with CRECO Trust. After being contacted by the researcher, the five were the ones willing to take part in the study. According to the records at the Non-Governmental Organizations Board offices, the total population of the five CSOs under study was 789 members. The distribution is as indicated in the table below.

Table 3.1 Target Population

Name of CSO	Target Population
Citizen's Coalition for Constituted Culture (4Cs)	210
Centre for Rights Education and Awareness (CREAW)	17
The Youth Agenda	182
Rights Protection and Promotion Centre (RPPC)	80
Muungano Maendeleo Organization	300
TOTAL	789

Source: The Non-Governmental Organization Board

3.5 Sampling

This Section gives the sample size for the study and describes systematically the procedure that was used in picking the sample.

3.5.1 Sample Size

Sample size can be determined using census, formulas, imitating sample of a similar study and using published tables (Mugenda and Mugenda, 2003). According to Kothari (2003) a sample size of 20 percent is recommended for a survey. This study used Kothari's formula to arrive at the sample size. Stratified random sampling was used to arrive at the respondents to whom the questionnaires were administered. This technique ensures that all the CSOs under study are proportionately represented in the sample. The total sample size for quantitative data was 158 members as shown below.

Table 3.2 Sample Size

Name of CSO	Total Population	Sampling Technique	Sample Size
Citizen's Coalition for Constituted Culture (4Cs)	210	20%	42
Centre for Rights Education and Awareness (CREAW)	17	20%	4
The Youth Agenda	182	20%	36
Rights Protection and Promotion Centre (RPPC)	80	20%	16
Muongano Maendeleo Organization	300	20%	60
TOTAL	789	————	158

Bearing in mind the cost and time constraints, this study carried out ten in-depth interviews; two in each CSO under study.

3.6 Data Collection Procedures

Permission to carry on with the research and collect data was sought from the Graduate School of the University of Nairobi and a research permit obtained from the National Council of Science and Technology.

Five research assistants were engaged and trained to assist in data collection. Key areas of training for the research assistants included basic principles of research approach such as interviewing skills, data quality management and standard operating procedures (SOPs) during field work. The trained research assistants administered the questionnaires to the sampled members of CSOs under study. The researcher then sought prior appointments with the key informants for the in-depth interviews. On the appointed dates and time, the researcher held interviews by posing the questions to the interviewee (key informant) and recording their responses. These recorded tapes were then transcribed for analysis.

3.6.1 Data Collection Instruments

Quantitative data was collected using self-administered survey questionnaires. This means that the questionnaires were answered by the respondents themselves. According to Kombo & Tromp (2006), a questionnaire is a highly convenient way of collecting information from a large population with a short time. They are time-saving and can be used

to collect data from a large sample of individuals. The questionnaires used close-ended questions where the respondent chose a response from choices provided.

Qualitative data was collected using in-depth interviews. Kahn and Cannell (1957) argue that an interview is a conversation with a purpose. Key informants or in-depth interview involves oral administration of the interview guide to the people who have expertise with the topic under study.

3.6.2 Pilot Testing

To ensure that the instruments used to collect data measure what they are intended to measure, the questionnaires were pilot-tested. As part of pilot-testing the survey items were tested in the field. A group of ten percent of the sample size is acceptable for pilot testing. The same procedures to be used during actual data collection were used in the pilot testing.

3.6.3 Validity and Reliability of the Instruments

Validity refers to the degree to which the empirical measures or several measures of the concept, accurately measure the concept (Orodho, 2005). It is also the extent to which a research performs what it was designed to do and how accurate the data obtained in the study represents the variables of the study (Mugenda, and Mugenda, 1999). According to Creswell (2002), validity is the degree to which the sample of test items represents the content the test is designed to measure.

In this study, after constructing the instruments, the researcher discussed the items in the instruments with the supervisor at the University of Nairobi, School of Journalism and Mass Communication, as recommended by Mutai (2000), to ascertain their construct and face validity. Content validity was attained through expert judgment as is argued by Borg and Gall (2003). In addition, the responses in the pilot study were used to restructure and clarify questions that may not be clear. Any omissions made were inserted and irrelevant questions omitted after piloting in an effort to improve the validity of the instruments.

Reliability of a research instrument is a measure of its internal consistency or stability over time (Borg and Gall, 2003). According to Mugenda and Mugenda (1999), errors may arise from coding, fatigue, and bias. Reliability was tested using the test-retest method where the the questionnaires were administered twice to same participants at different times and the scores compared.

3.7 Data Analysis Techniques

The objectives of the study were analyzed quantitatively using simple descriptive statistics and the findings summarized and presented using percentages and frequency distribution tables. After data collection, all the returned questionnaires were numbered categorized and the data coded. Preliminary editing was done where the data was checked for accuracy and errors committed. Clarity and legibility of all questions were established and questions with ambiguous responses eliminated. The coded data was then analyzed.

3.7.1 Analyzing Quantitative Data

According to Mugenda and Mugenda (2003), describing and summarizing data using descriptive statistics is the initial stage in quantitative data analysis. These are the basic calculations that describe the main characteristics of data. The most commonly used descriptive statistics include frequency of an occurrence percentage and measurement of central tendency. This results into information given as the mean or average of a group of numbers.

This study used interval level of measurement with questions that provide a list of alternative answers. Interval data is continuous and has logical order; data have standardized differences between values, but no natural zero. For example, items measured on Likert Scale ranking satisfaction on a scale of 1 – 5 where:

1 = Very dissatisfied.

2 = Dissatisfied.

3 = Neutral.

4 = Satisfied.

5 = Very satisfied.

In the organization and tabulation stage, data was edited, checked for accuracy, coded and changed into symbols that can be tabulated and counted.

The questionnaire survey used close-ended questions. The data was reduced into percentages e.g. the members of CSOs who watch live Parliamentary proceedings and how their knowledge, attitude, and perception about the 11th Parliament and its work are affected by this broadcast. Quantitative analysis was done with the aid of the computer programme, the Statistical Programme for Social Science (SPSS) Text Editor Software Version 20. The

findings were summarized and presented using percentages, bar charts, pie charts and frequency distribution tables.

3.7.2 Analyzing Qualitative Data

According to Merriam (1998), in qualitative data analysis, data collection and analysis proceed simultaneously. Creswell (2002) says the steps for analyzing qualitative data are as follows:-

1. Preliminary exploration of data which involves reading through transcripts and writing memos.
2. Coding data by segmenting and labeling the text.
3. Using the codes to develop themes by aggregating similar codes together.
4. Connecting and interrelating themes.
5. Constructing a narrative.

There are four key steps of qualitative data analysis. Thus:-

1. Data organization.
2. Creating categories, themes, and patterns.
3. Analyzing and interpreting information.
4. Writing the report.

In this study, data was first organized into meaningful units which were coded with words or very short phrases that signify a category. These are two categories; emic and etic. Emic category consists of the information provided by the participants in their own language and organizational units. Etic category consists of the researcher's interpretation of the emic data. The data was analyzed using the thematic analysis technique whereby data is reviewed to identify themes and patterns that emerge and describe what relationships exists between them. Themes emerge as words, sentences, and concepts.

This study used the Statistical Programme for Social Science (SPSS) Text Editor Software Version 20 to generate codes from the framework themes and concepts.

3.8 Ethical Considerations

The requisite approval for conducting the research was sought before data collection (McMillan & Schumacher 1993). Initial approval was obtained from the University of Nairobi, and then a research permit sought from the National Council of Science and Technology (NACOSTI).

Research respondents were informed that they may choose not to answer a question or withdraw from the interview without any penalty. The wish of any respondent to decline an interview was respected. In addition, the identities of all interviewees were kept anonymous and where a name was requested, it was used purposely for making reference to the data collection process. Additionally, a cover letter was attached to every questionnaire which requested for cooperation of the respondents (see appendix I). After developing the research proposal I presented it to a panel of examiners and upon passing I was cleared for fieldwork and issued with a Certificate of Fieldwork (Appendix III). On successful completion of fieldwork, I presented my findings to a panel of examiners who made recommendations on my work. After incorporating the suggested corrections, I was issued with a Certificate of Corrections (see appendix IV). As required by the University of Nairobi, I signed a Declaration of Originality Form (see appendix V). My work was tested for originality which was successful and I was issued with an Originality Report (see appendix VI).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRATION

4.1 Overview

This chapter presents and discusses the research findings under the thematic subsections in line with the study objectives. The researcher adopted both quantitative and qualitative data analysis method. The data has been presented in the form of tables, bar charts, bar graphs and percentages which make the results easy and possible to read and understand.

4.2 Response Rate

The study had a designated sample size of 158 respondents for the quantitative data and ten respondents for the quantitative data. The questionnaires were administered to the respondents with the help of trained research assistants. The questionnaires were self-administered. The table below shows the response rates.

Table 4.1 Response Rates

Group	Designated Size	Sample Number Achieved	Response Rate
Questionnaires	158	158	100%
Interviews	10	10	100%
Total	168	168	100%

There was 100 percent completion rate which is far above the 80 percent that Muganda & Mugenda (2003) suggest adequate for this kind of study.

4.3 Socio-demographic Characteristics, Background Information, and Responses

4.3.1 Gender of Respondents

Figure 1 below shows the gender of the interviewees who took place in this study.

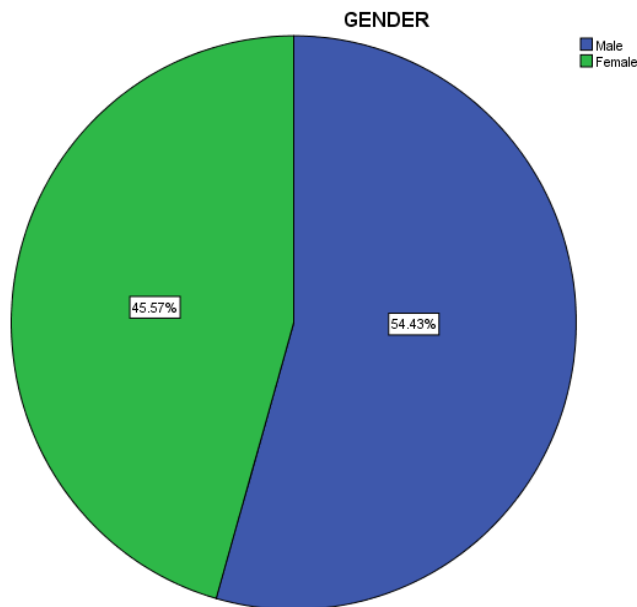


Figure 1: Gender

Source: Field Survey (2016)

According to figure 1 above, out of the total respondents, 45 percent were female while 54 percent were male. This shows that an almost equal number of men and women took part in the study. There was, therefore, no risk of gender bias.

4.3.2 Comparison between the Gender and Age distribution of the respondents

Figure 2 below is a comparison between the gender and age distribution of the interviewees.

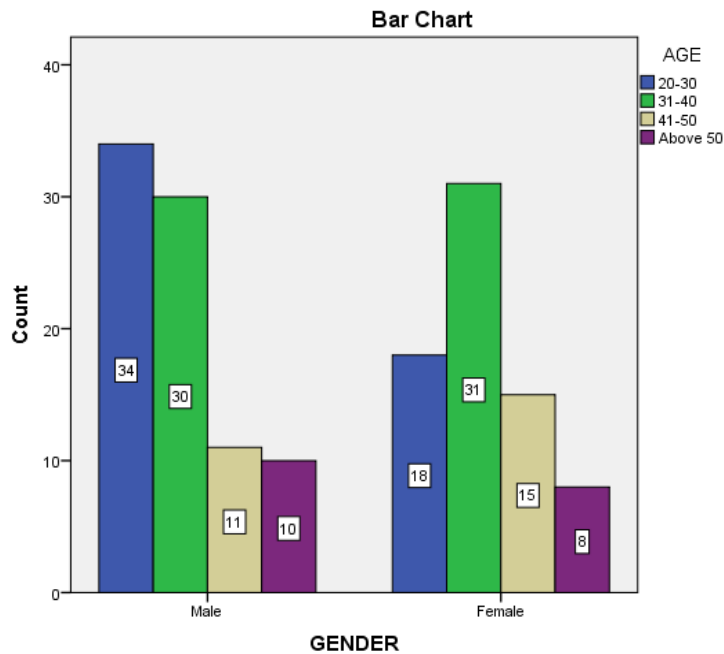


Figure 2: Gender and Age distribution of the Respondents

Source: Field Survey (2016)

34 percent of the respondents were aged between 20-30 years and were males, 31 percent were aged between 31-40 years and were females, 10 percent males were aged above 50 years while only eight percent females were aged above 50 years. This means that the study sampled respondents across all the age brackets. The gender distribution of the respondents according to age was even. This means the study was carried out amongst both genders across all age groups.

4.3.3 Education Background and Gender of the Respondents

Figure 3 below shows the education levels and gender of the respondents in the research.

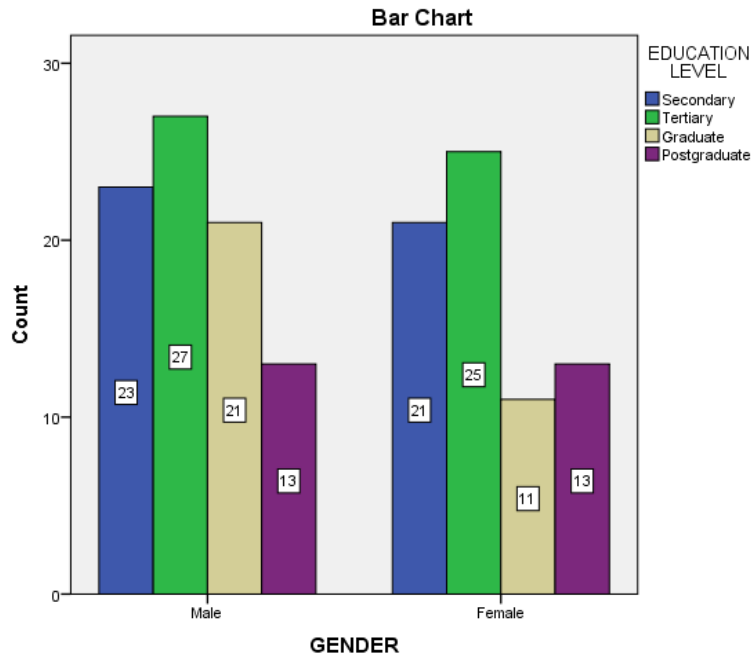


Figure 3: Education Background and Gender of the Respondents

Source: Field Survey (2016)

A majority of the respondents had tertiary education; 27 percent of the males and 25 percent of the females. 23 percent of the males and 21 percent of the females had secondary education while 13 percent of the males and 13 percent of the females had postgraduate education. This means that majority of the respondents had undergone both educational and professional training and therefore could easily acquire knowledge on Parliamentary business and proceedings. All the respondents had the required basic education that would enable them understand the study and respond well to the questions.

4.3.4 Frequency of Listening to or Watching Live Broadcast of Parliamentary Proceedings

Figure 4 below shows how frequent the respondents watched and listened to the live broadcast of Parliamentary Proceedings.

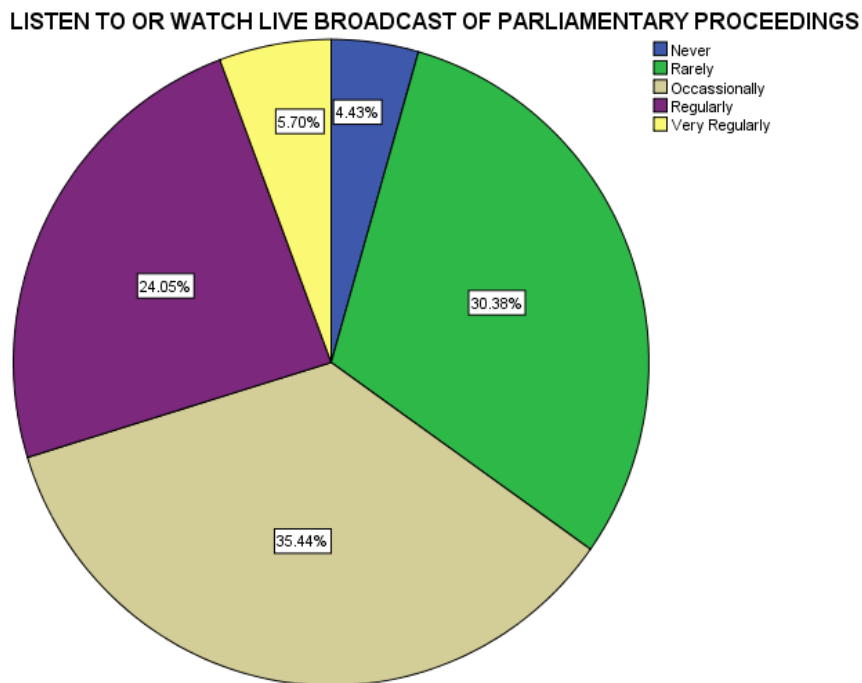


Figure 4: Respondents who listen to or watch live Broadcast of Parliamentary Proceedings

Source: Field Survey (2016)

Out of the total respondents, 35 percent listened to or watched the live broadcast of Parliamentary Proceedings occasionally while 24 percent listened to the broadcast regularly. Only four percent of the respondents never listened to or watched the live broadcast of Parliamentary Proceedings at all. This means that most of the respondents were aware of the live broadcast of Parliamentary Proceedings and therefore suitable for this study.

4.3.5 Influence of live broadcasting on the levels of knowledge

Figure 5 below shows the extent to which the live broadcast of Parliamentary Proceedings influenced the levels of knowledge of the respondents about the 11th Parliament and its work.

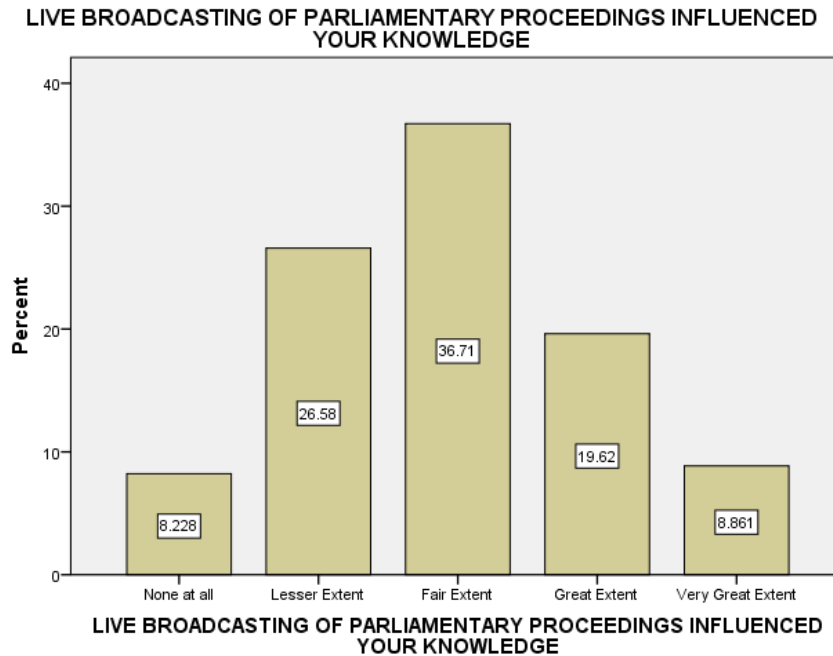


Figure 5: Influence of live broadcasting of Parliamentary Proceedings on levels of knowledge

Source: Field Survey (2016)

This figure shows that the live broadcast of Parliamentary Proceedings influenced the knowledge levels about Parliament and its work as follows; eight percent to a very great extent, 19 percent to a great extent and 36 percent to a fair extent. The influence was to a lesser extent in 27 percent of the respondents and there was no influence at all in eight percent of the respondents. The live broadcast of Parliamentary Proceedings influenced the levels of knowledge about the 11th Parliament to a fair extent amongst a majority of members of CSOs in Nairobi County. This could be interpreted to mean that a majority of the members of CSOs under this study already had knowledge about Parliament and its business or do not watch or listen to the live broadcast of Parliamentary Proceedings as frequently as to influence their levels of knowledge about Parliament and its work to a very great extent.

4.3.6 Influence of Live Broadcasting of Parliamentary Proceedings on levels of Knowledge on the duties of a Member of Parliament

The following figure shows the influence of live broadcasting of Parliamentary Proceedings on the levels of knowledge about the duties of a Member of Parliament.

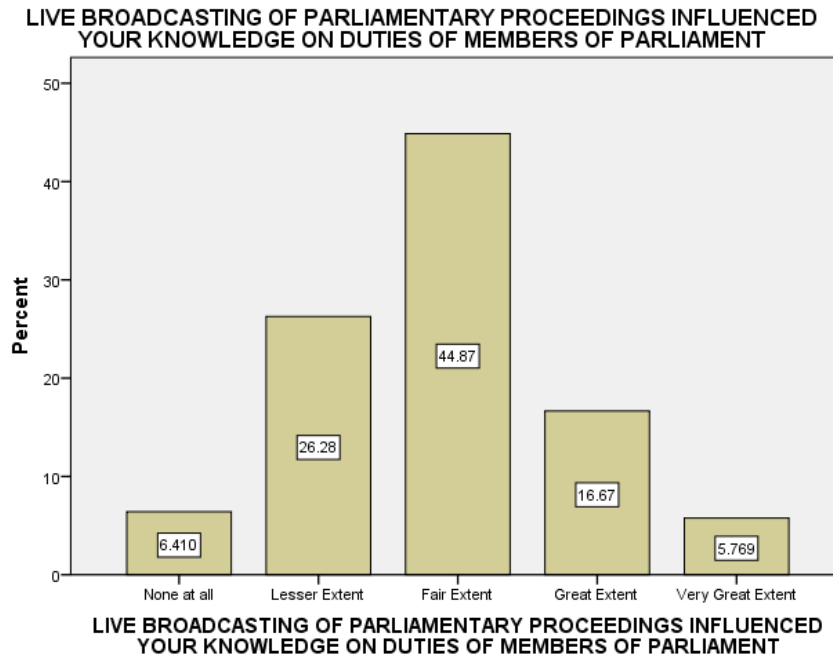


Figure 6: Influence of Live broadcasting of Parliamentary Proceedings on knowledge on duties of Members of Parliament

Source: Field Survey (2016)

Figure 6 shows that a majority of the respondents' knowledge of the duties of a Member of Parliament were influenced to a fair extent by the live broadcasting of Parliamentary Proceedings. This stood at 45 percent of the respondents. Only six percent of the respondents said their knowledge of the duties of Members of Parliament was not influenced at all by live broadcast of Parliamentary Proceedings. This means the live broadcast of Parliamentary Proceedings has had an influence on the levels of knowledge on the duties of a Member of Parliament in a majority of the respondents.

4.3.7 Comparison of those Respondents who listen to and watch Live Broadcasting of Parliamentary Proceedings and how the Live Broadcasting of Parliamentary Proceedings influenced their Knowledge on Government Policies passed by Parliament.

Figure 7 shows the comparison between the frequency of listening to or watching the live broadcasting of Parliamentary proceedings and the influence of the broadcast on knowledge about government policies as passed by Parliament.

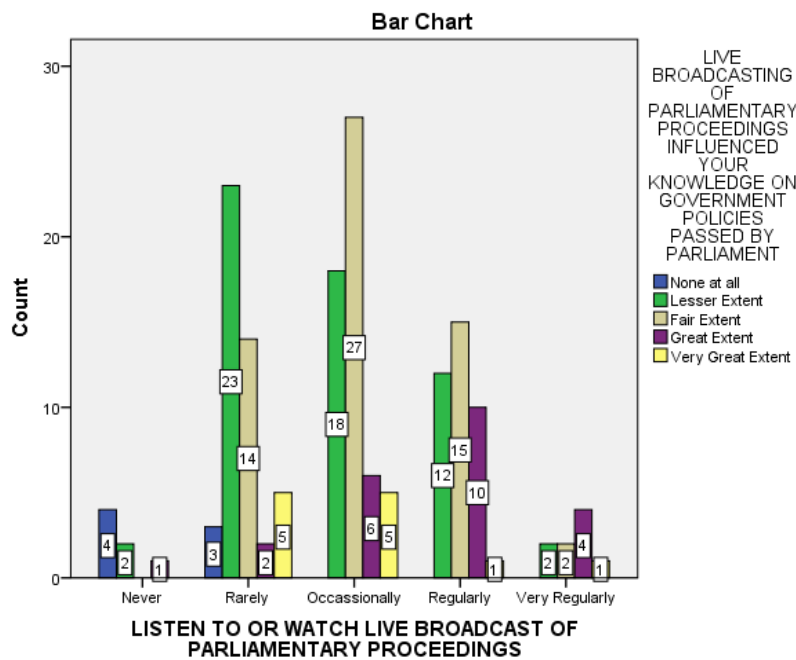


Figure 7: Comparison of respondents who listen to or watch live broadcasting of Parliamentary Proceedings and how this influenced their knowledge on Government policies passed by Parliament.

Source: Field Survey (2016)

For a majority of the respondents, the live broadcasting of Parliamentary Proceedings influenced their knowledge on government policies passed by Parliament to a fair extent. A majority of the respondents, who rarely watched the live broadcasting of Parliamentary Proceeding, said it influenced their knowledge on government policies passed by Parliament to a fair extent. A majority of those who watched the broadcast very regularly said it influenced their knowledge on government policies passed by Parliament to a great extent. This can be interpreted to mean the more frequently one watches the live broadcasting of

Parliamentary Proceedings, the higher the knowledge about government policies passed by Parliament.

4.3.8 Interest in Parliament and its Work after Watching and Listening to the Live Broadcasting of Parliamentary Proceedings

Figure 8 below shows the levels of interest that the respondents developed towards the 11th Parliament after watching and listening to the live broadcasting of Parliamentary Proceedings.

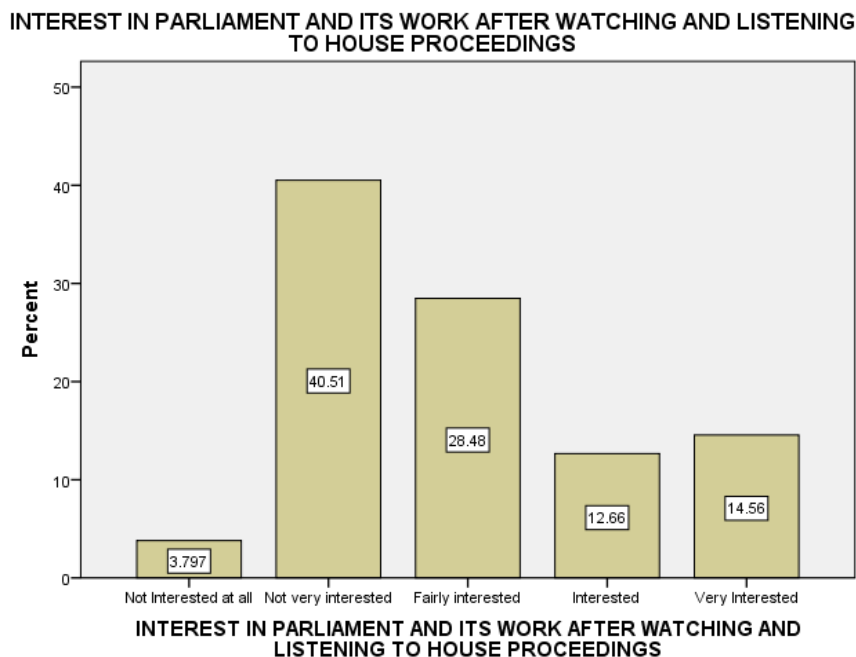


Figure 8: Interest in Parliament and its work after watching and listening to live broadcasting of Parliamentary Proceedings

Source: Field Survey (2016)

From figure 8, it is established that 40 percent of the respondents were not very interested and three percent were not interested at all in the 11th Parliament and its work after watching and listening to the live broadcasting of Parliamentary Proceedings. 28 percent were fairly interested and only 14 percent were very interested in the 11th Parliament. Live broadcast of Parliamentary Proceedings, therefore, does not elicit high interest on Parliament and its work in a majority of the respondents.

4.3.9 Level of Satisfaction with the performance of the 11th Parliament after Watching and Listening to the Live Broadcasting of Parliamentary Proceedings

Figure 9 below shows the relationship between watching the live broadcasting of Parliamentary Proceedings and how satisfied they were with the performance of the 11th Parliament.

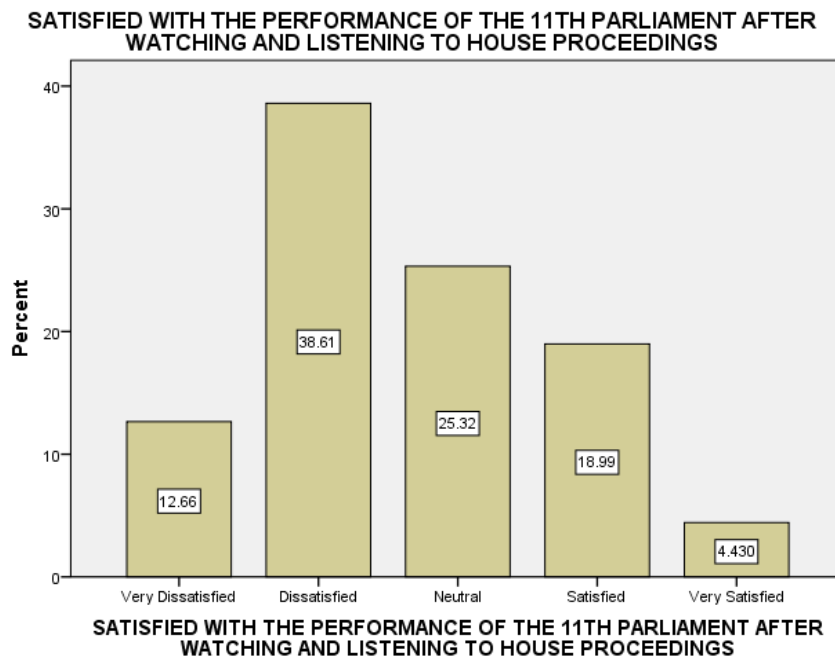


Figure 9: Levels of satisfaction with the performance of the 11th Parliament after watching and listening to the live broadcasting of Parliamentary Proceedings

Source: Field Survey (2016)

Figure 9 shows that a significant number of the respondents were dissatisfied with the performance of the 11th Parliament after watching and listening to the live broadcasting of Parliamentary Proceedings. The overall level of dissatisfaction was 50 percent; 12 percent were very dissatisfied and 38 percent were dissatisfied. Very few respondents (four percent) were very satisfied with the performance of the 11th Parliament and 18 percent were satisfied. 25 percent were neutral; neither satisfied nor dissatisfied. This can be interpreted to mean there is a high level of dissatisfaction amongst a majority of the members of CSOs with the performance of the 11th Parliament.

4.3.10 Effects of Live Broadcasting of Parliamentary Proceedings on the Attitude of Members of CSOs towards the 11th Parliament

The following figure shows the influence of live broadcasting of Parliamentary Proceedings on the attitude of members of CSOs towards the 11th Parliament.

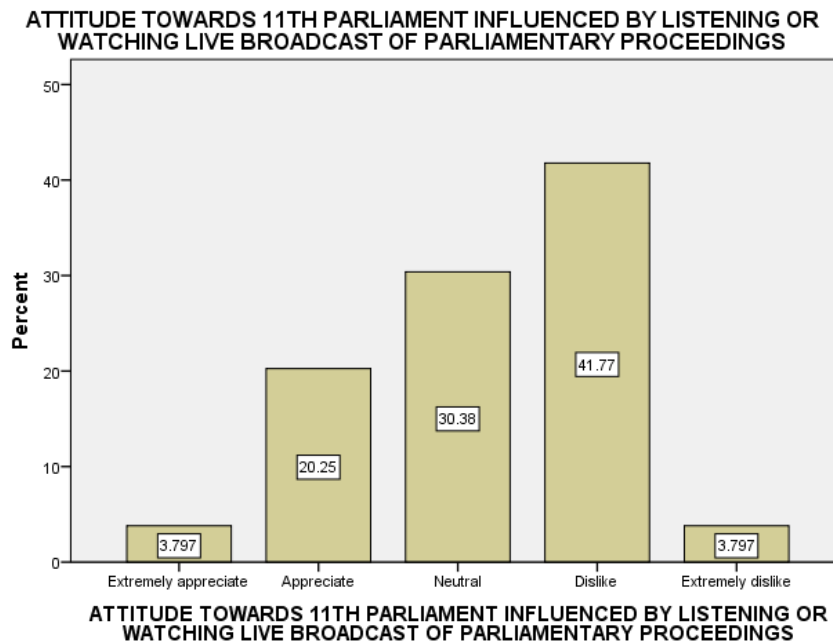


Figure 10: Effects of live broadcasting of Parliamentary Proceedings on the attitude of Members of CSOs towards the 11th Parliament.

Source: Field Survey (2016)

Figure 10 shows that 41 percent of the respondents disliked the 11th Parliament after listening to and watching live broadcasting of Parliamentary Proceedings. 30 percent remained neutral towards the 11th Parliament and three percent developed an extreme dislike for the 11th Parliament. Another three percent extremely appreciated the 11th Parliament and a further 20 percent appreciated 11th Parliament. This could be interpreted to mean after watching or listening to live broadcast of Parliamentary Proceedings, no follow-up is made to further explain what takes place in Parliament and therefore many people do not get to appreciate what the 11th Parliament does. It could also mean the debates in the two Houses are not of interest to the members of the CSOs in this study.

4.3.11 Extent to which Parliament Performs an Important Duty

Figure 10 below shows the extent to which the respondents felt the 11th Parliament performs an important duty.

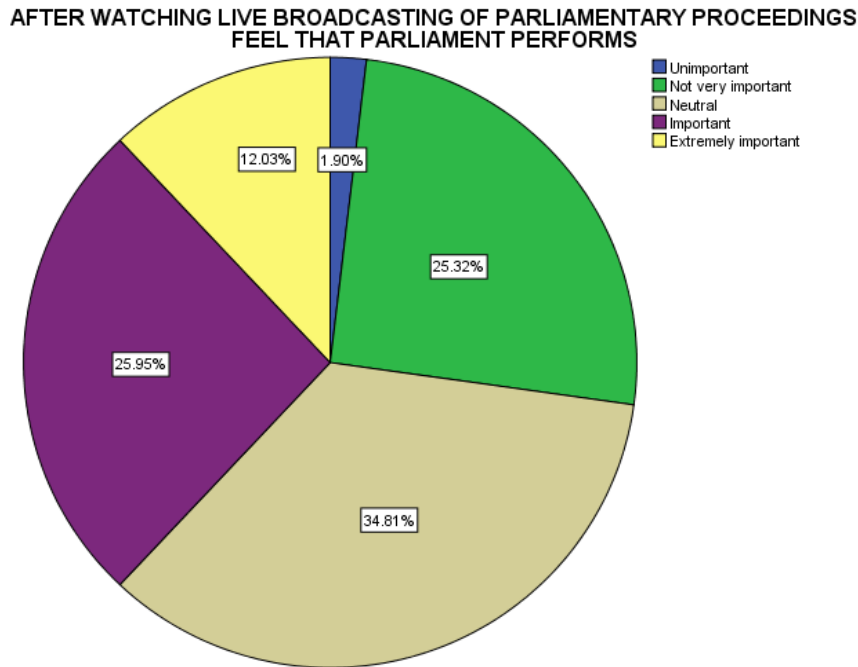


Figure 11: Extent to which Parliament performs an important duty

Source: Field Survey (2016)

A majority of the respondents (35 percent) were neutral on the extent to which Parliament performs an important duty. The number that felt Parliament does not perform an important duty and those who felt Parliament performs an important duty were equal at 25 percent each. Only two percent of the respondents said that Parliament performs an extremely important role. This could mean the respondents did not understand some of the duties of Parliament considering that the 11th Parliament is bicameral. Many of the respondents seemed not to clearly understand the duty of the Senate. Based on this result, Parliament needs to engage CSO more and advocate for mechanisms of informing them on the importance of its duties as an arm of the government.

4.3.12 Rating of the 11th Parliament

Figure 12 below shows a comparison between those who rated the performance of the 11th Parliament as average, what they said about the importance of the duty of Parliament and how they felt about it.

4.3.12.1 Average

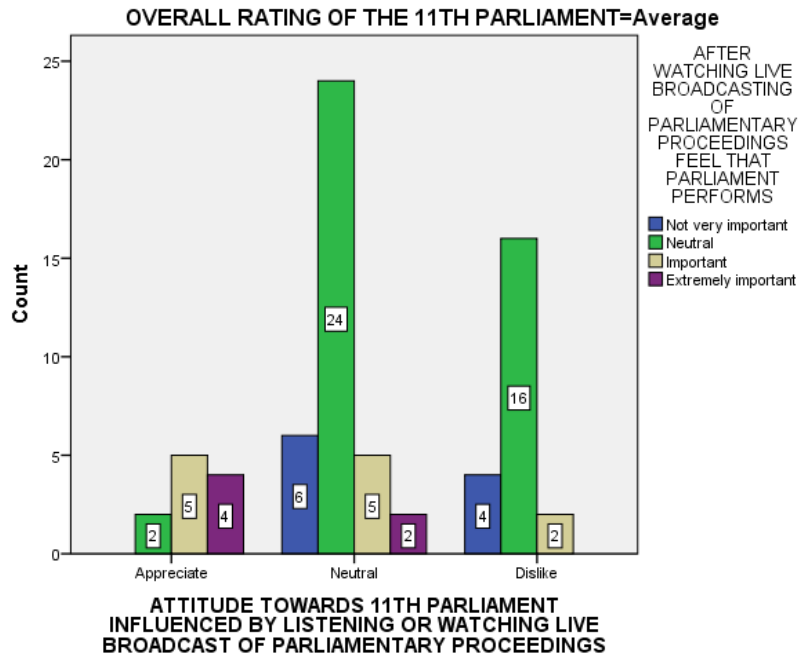


Figure 12: Average rating

Source: Field Survey (2016)

A majority of the respondents, who rated the overall performance of the 11th Parliament as average, had a neutral attitude towards it. They neither liked nor disliked the 11th Parliament after watching the live broadcasting of Parliamentary Proceedings.

4.2.12.2 Good

Figure 13 below compares the attitude of those who rated the 11th Parliament as good and the extent to which they felt that Parliament performs an important duty.

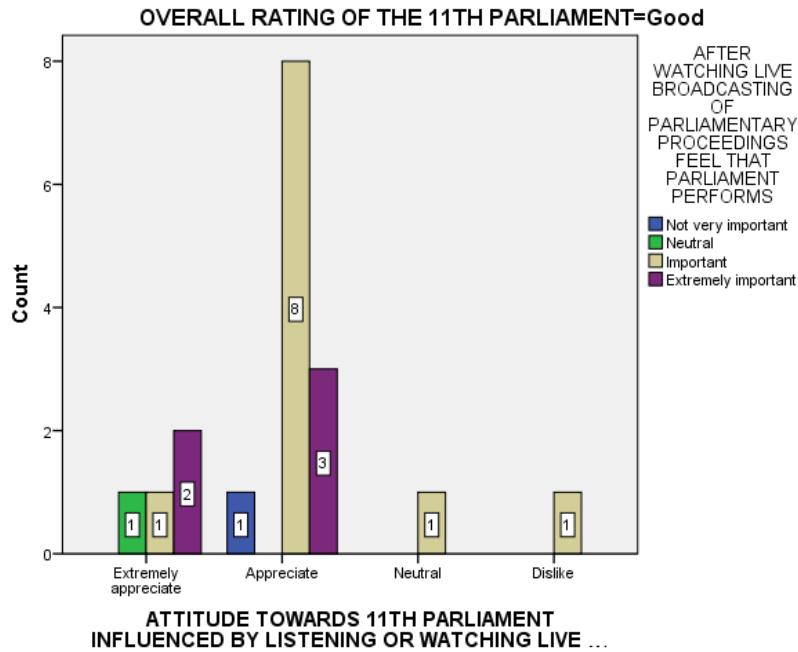


Figure 13: Good rating

Source: Field Survey (2016)

Those who rated the 11th Parliament as good also appreciated it and said it performs an important duty.

4.3.12.3 Excellent

Figure 14 below shows a comparison between those who rated the performance of the 11th Parliament as excellent, what they said about the importance of the duty of Parliament and how they felt about it.

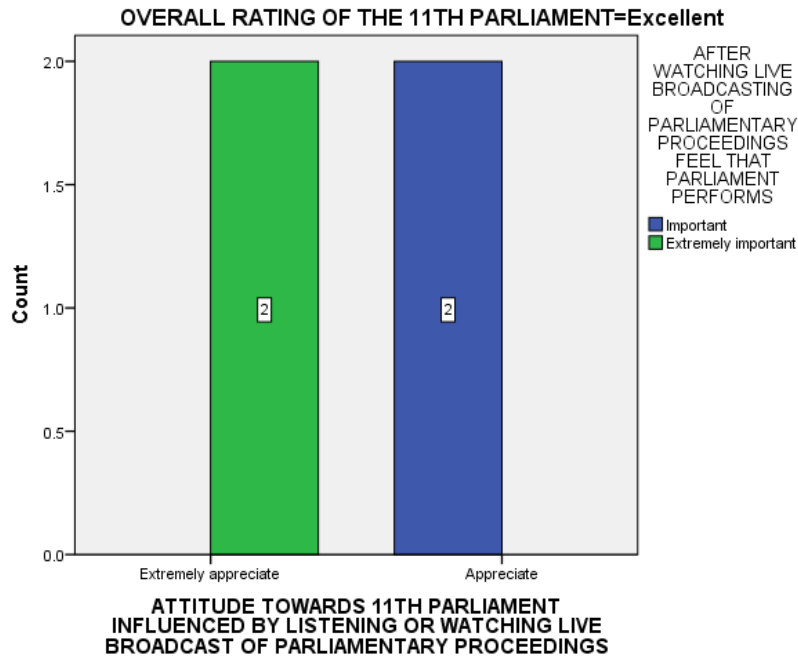


Figure 14: Excellent rating

Source: Field Survey (2016)

Out of the total respondents, very few rated the overall performance of the 11th Parliament as excellent. However, it should be noted that those who rated 11th Parliament as excellent also felt Parliament performs an extremely important duty and extremely appreciated the 11th Parliament.

4.2.13 Overall Rating of the 11th Parliament

Figure 15 below shows the overall rating of the 11th Parliament by the respondents.

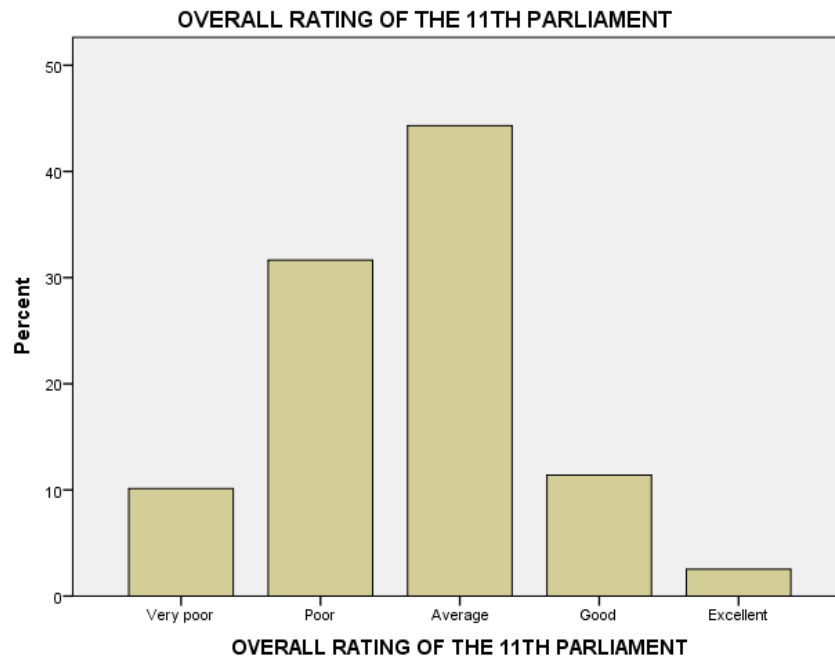


Figure 15: Overall rating of the 11th Parliament

Source: Field Survey (2016)

A majority of the respondents rated the 11th Parliament as average. This accounts for 45 percent while 32 percent said it is poor. 10 percent of the respondents rated the 11th Parliament as good and another 10 percent rated it as very poor. Only three percent said the 11th Parliament is excellent.

4.4 Responses from Key Informant Interviews

4.4.1: Influence of Live Broadcasting of Parliamentary Proceedings on Levels of Knowledge about the 11th Parliament

Table 4.2: Influence of Live Broadcasting of Parliamentary Proceedings on the Levels of Knowledge about the 11th Parliament.

Influence of live broadcasting of Parliamentary Proceedings on the levels of Knowledge about the 11th Parliament		FREQUENCY	PERCENT
Valid	Positively	7	70.0
	Neutral	1	10.0
	Not at all	2	20.0
	Total	10	100.0

Table 1 above shows that out of the 10 respondents who responded to the two interview questions, 70 percent agreed that live broadcasting influenced their levels of knowledge about the 11th Parliament. 20 percent said their levels of knowledge about the 11th Parliament had not been influenced while 10 percent were neutral.

According to K1, “One thing that is clear after the live broadcasting was rolled out is the fact that I am now, as an individual, able to understand the procedures, not just in written form but as they are actioned. There are different rules that apply at different stages when a Motion is on the Floor”. K4 said that “Live broadcasting has been very important especially to me. I got to learn about terms such as motions and bills”.

K6 said that “I can confidently say that from the live broadcast of Parliamentary Proceedings I have watched, I am more knowledgeable about the 11th Parliament and its work”. K7 admitted increased levels of knowledge as a result of watching or listening to the live broadcasting of Parliamentary Proceeding. He said, “The live broadcasting of Parliamentary Proceedings has increased my knowledge on the 11th Parliament and its work”.

K8 was influenced positively and he responded as follows, “From my point of view, I would say that the live broadcasting of Parliamentary Proceedings has increased my levels of

understanding of the 11th Parliament and its work. I am also now more knowledgeable about certain procedures which in the past I did not quite understand”.

According to informant K9, “It has without a doubt increased my understanding of business and knowledge about how the 11th Parliament works”.

Finally, informant K10 said, “The live broadcasting of Parliamentary Proceedings has now made it possible to grasp the daily business of Parliament and especially the crucial bills that come before the two Houses in real time. I have watched and listened to Members of Parliament get into serious altercations during debate. This is new form of knowledge which I could not get before”.

One respondent, which accounts for ten percent, was neutral when asked whether the live broadcasting of Parliamentary proceedings had any influence on his knowledge about the 11th Parliament and its work. According to informant K2, “First being a student of history and government right from primary school education, secondary school education then proceeding to pursue law at the university, I have always understood the working of any government and that a government has three branches; Parliament, the Executive and the Judiciary. I have always known that the main role or responsibility of Parliament is legislation”.

Two respondents or 20 percent of the informant interviewees said the live broadcasting of Parliamentary proceedings had not influenced their knowledge about the 11th Parliament in any way. Both the respondents said the reason for this was the fact that they do not watch the live broadcasting of Parliamentary proceedings. Informant K3 said, “I have not watched or listened to the live broadcasting of Parliamentary Proceedings. This is because it is normally on the Kenya Broadcasting Corporation (KBC) channel and I rarely listen to or watch KBC. It, therefore, follows that the live broadcasting of Parliamentary Proceedings has not influenced my knowledge about the 11th Parliament and its work”.

Informant K5 said that the live broadcasting of Parliamentary Proceedings had not influenced her knowledge about the 11th Parliament because she only watches a bit of House business on news. K5 said, “I do not watch the live broadcasting of Parliamentary Proceedings because it is usually aired when I am in the office working.

From the above responses, it can be concluded that the live broadcasting of Parliamentary Proceedings influenced, by increasing the levels of knowledge about the 11th Parliament and its work, amongst a majority of the respondents. It can also be argued that, the influence of live broadcasting of Parliamentary Proceedings on levels of knowledge of members of CSOs is higher than the 70 percent. This is because the two respondents, who

said their levels of knowledge about the 11th Parliament had not been influenced at all, had not had the opportunity to watch the live broadcasts.

4.4.2: Influence of Live Broadcasting of Parliamentary Proceedings on the Attitude and Perception of Members of CSOs towards the 11th Parliament

Table 4.3: Influence of live broadcasting of Parliamentary Proceedings on the attitude and perception of members of CSOs towards the 11th Parliament.

Influence of Live Broadcasting of Parliamentary Proceedings on the Attitude and Perception towards the 11th Parliament	Frequency	Percentage
Positively	1	10
Negatively	8	80
Not at all	1	10
Total	10	100

From Table 4.3 above, 90 percent of the respondents agreed that live broadcasting influenced their attitude and perception towards the 11th Parliament. Out of this, 80 percent were influenced negatively and ten percent were influenced positively. Ten percent of the respondents were not influenced at all.

It can therefore, interpreted that live broadcasting of Parliamentary Proceedings elicited both positive and negative attitude and perception towards the 11th Parliament. K4 had the following about the 11th Parliament after watching and listening to the live broadcasting of Parliamentary Proceedings, “Members of Parliament do not respect one another. One can get annoyed by whatever they do. They are grownups but sometimes they behave like children”.

In addition K5 said, “Very negative. This is because most of the time the incidences that catch my attention are the ones in which they are always arguing and throwing tantrums in Parliament. K6 said the live broadcasting of Parliamentary Proceedings has made him have a negative attitude towards the 11th Parliament. He gives the examples of lack of quorum as the reason for that. He said, “Live broadcasting of Parliamentary Proceedings has elicited negative attitude towards Parliament. It is very rare to find either of the Houses full of Members even when debates on very serious issues are going on”.K7 and K8 also give lack of quorum in Parliament as one of the reasons they had developed a negative attitude towards the 11th Parliament.

4.5 Discussion of Results

4.5.1 Level of Knowledge

It is evident from the results of this study that the live broadcasting of Parliamentary Proceedings has improved or increased the levels of knowledge about 11th Parliament and its work amongst the members of CSOs in Nairobi County. From the quantitative data collected, 66 percent of the respondents admitted improvement in their levels of knowledge about the 11th Parliament and its work after having watched the live broadcasting of Parliamentary Proceedings. 70 percent of those interviewed admitted the same influence.

According to Miller, 2008; Franks & Vandermark, 1995 and Wober, 1990, the primary purpose of live coverage of Parliamentary Proceedings in many democracies is to increase public knowledge and ensure positive attitude towards Parliament. The results of this study, indeed confirm that there is an increase in the levels of knowledge amongst members of the CSOs in Nairobi County as a result of the live broadcasting of Parliamentary Proceedings.

This study confirms the general expectation as stipulated by Clarke et al., 1980, that television would raise awareness of the daily activities of Members of Parliament and convince the public that indeed the House raises issues that are relevant to them. Only six percent of the respondents said the live broadcast did not influence their knowledge about duties of a Member of Parliament at all. From this study, it can also be established that a majority of those who watched the broadcast very regularly said it influenced their knowledge on government policies passed by Parliament to a great extent. This can be interpreted to mean the more frequently one watches the live broadcasting of Parliamentary Proceedings, the higher the knowledge about government policies passed by Parliament.

4.5.2 Attitude and Perception

According to Franks & Vandermark (1995), in Canada the proponents of live broadcasting of the House of Commons argued that it would stimulate public interest in Members of Parliament and their work. However, the results of this study show that the live broadcasting of Parliamentary Proceedings did not stimulate interest amongst a majority of the members CSOs in the 11th Parliament and its work. It is established that 40 percent of the respondents were not very interested and three percent were not interested at all in the 11th Parliament and its work after watching and listening to the live broadcasting of Parliamentary Proceedings. 28 percent were fairly interested and only 14 percent were very interested in the 11th Parliament. Live broadcast of Parliamentary Proceedings, therefore, does not elicit high interest on Parliament and its work in a majority of the respondents.

A very significant number of the respondents were dissatisfied with the performance of the 11th Parliament after watching and listening to the live broadcasting of Parliamentary Proceedings. The overall level of dissatisfaction was 50 percent; 12 percent were very dissatisfied and 38 percent were dissatisfied. Very few respondents (four percent) were very satisfied with the performance of the 11th Parliament and 18 percent were satisfied. 25 percent were neutral; neither satisfied nor dissatisfied. This can be interpreted to mean there is high level of dissatisfaction amongst a majority of the members of CSOs with the performance of the 11th Parliament.

This study shows that, the live broadcasting of the Parliamentary Proceedings elicited both positive and negative attitudes amongst the members of the CSOs in Nairobi County, towards the 11th Parliament. A majority of the respondents developed a negative attitude towards the 11th Parliament after having watched the live broadcasting of its debates. 80 percent of those interviewed developed a negative attitude towards the 11th Parliament after watching or listening to the live broadcasting of the live proceedings. Only one key informant, which makes ten percent, had his/her attitude and perception influenced positively. From the study it can be established that a majority of the members of the CSOs in Nairobi County, lacked confidence in and had negative attitude and perception towards the 11th Parliament. This is evidenced by the response to the question on the interest in parliamentary work.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This section contains over view of the research, conclusion and recommendations.

5.2 Summary of Research

This study investigated the influence of live broadcasting of Parliamentary Proceedings on the knowledge, attitude and perception amongst members of Civil Society Organizations (CSO) in Nairobi County. The clamor for live broadcasting of Parliamentary Proceedings began in early 1990s and was realized in 2008. The live broadcasting of Parliamentary Proceedings was intended to provide greater public access to the Parliament of Kenya. Live broadcasting of Parliamentary Proceedings is one way of ensuring that it's the business of Parliament is conducted in an open manner as is required by the Constitution. . According to USAID Report of 2010 one of the core aims of the live broadcasting of Parliamentary Proceedings was to enhance public understanding of, and confidence in democratic governance Mwaura (2008) says the live broadcasting of Parliamentary Proceedings was aimed at providing educational value to a public unfamiliar with Parliamentary procedure.

The purpose of this study was to find out the influence of live broadcasting of Parliamentary Proceedings on the knowledge, attitude and perception of members of CSOs in Nairobi County towards the 11th Parliament. The findings are expected to provide useful information to the Parliamentary Service Commission (PSC) in evaluating the success of live broadcasting of Parliamentary Proceedings. This study also adds literature unto the field of communication and opens up the concept of live broadcasting of Parliamentary proceedings for further studies.

Miller, 2008; Franks and Vandermark, 1995 and Wober, 1990 all argue that the primary purpose of live coverage of Parliamentary Proceedings in many democracies is to increase public knowledge and ensure positive attitude towards Parliament. In Canada, the proponents of live broadcasting of the House of Commons argued that it would stimulate public interest in and knowledge about Members of Parliament and their work. Clerk *et al* (1980) argued that live broadcasting of Parliament would raise awareness on the daily activities of MPs. Franklin (2004) says media has a direct and significant effect on the

knowledge, attitude and behaviour of audiences. During the launch of the live broadcasting of Parliamentary Proceedings of the Parliament of Kenya, the then Permanent Secretary, Ministry of Information and Communication Dr. Bitange Ndemo indicated that live coverage of the House offered an opportunity for members of the public to disabuse the public perception that Members of Parliament were exceptional people.

This study was guided by two theories; the Magic Bullet Theory/Hypodermic Needle Theory and the Social Cognitive Theory. The Magic Bullet Theory (Hypodermic Needle Theory) states that mass media have very strong effects on audiences and can lead to changes in attitude and behaviour. The Social Cognitive Theory explains human behaviour as a triadic reciprocal relationship between behaviour, environmental factors and personal factors. It suggests that people learn through observation, imitation and modelling.

This study used the mixed method design. The target population was 789. This was the population of five out of the 12 CSOs registered under CRECO Trust. Both probability and non-probability sampling methods were used for sampling. Stratified random sampling was used to get the population to which the questionnaires would be administered. The total sample size obtained was 158. As a result of the cost and time constraints, the researcher carried out ten in-depth interviews; two interviews for each CSO under study. Purposive sampling was used to select the informants.

Questionnaires were administered to the respondents with the help of five research assistants who were trained to assist in data collection. The researcher sought prior appointments with the key informants for the in-depth interviews. The interviews were recorded then later transcribed for analysis. The research respondents were asked to give prior consent by reading and signing consent forms to be part of the study for this project. Respondents were also informed that they may choose not to answer a question or withdraw from the interview at any time without penalty. Data analysis was done using the Statistical Programme for Social Science (SPSS) Text Editor Version 20.

There was 100 percent completion rate. All the 158 questionnaires were answered and returned and all the ten interviews were conducted, recorded and transcribed for analysis. Out of the total respondents, 45 percent were female while 54 percent were male. This shows that an almost equal number of males and females took part in the study. There was therefore no risk of gender bias. The gender distribution of the respondents according age was even this therefore means the study was carried out in both gender across all age groups. A majority of the respondents had undergone both educational and professional training and therefore could easily acquire knowledge on Parliamentary business and proceedings. All the respondents

had the required basic education that would enable them understand the study and respond well to the questions. A majority of the respondents listened to or watched live broadcasting of Parliamentary Proceedings, therefore, they were aware of the live broadcast of Parliamentary Proceedings and suitable for this study.

This study established that the live broadcasting of Parliamentary Proceedings improved the levels of knowledge about the 11th Parliament and its work amongst the members of CSOs in Nairobi County. Up to 70 percent of the respondents said the live broadcast had made them know more about the 11th Parliament. This finding is in agreement with Miller, 2008, Franks and Vandermark, 1995 and Wober, 1990 who said the purpose of live broadcasting of Parliamentary proceedings in most democracies is to increase public knowledge.

The findings of this study also confirm the general expectation as stipulated by Clarke *et al*, 1980, that television would raise awareness of the business of Members of Parliament. Only six percent of the respondents said the live broadcast did not influence their knowledge about duties of a Member of Parliament at all. A majority of those who watched the broadcast very regularly said it influenced their knowledge on government policies passed by Parliament to a great extent. This can be interpreted to mean the more frequently one watches the live broadcasting of Parliamentary Proceedings, the knowledge about government policies passed by Parliament.

This study established that the live broadcasting of Parliamentary Proceedings did not stimulate interest amongst a majority of the members CSOs in the 11th Parliament and its work. 40 percent of the respondents were not very interested and three percent were not interested at all in the 11th Parliament and its work after watching and listening to the live broadcasting of Parliamentary Proceedings. 28 percent were fairly interested and only 14 percent were very interested in the 11th Parliament. Live broadcast of Parliamentary Proceedings, therefore, does not elicit high interest on Parliament and its work in a majority of the respondents. There is also high level of dissatisfaction amongst a majority of the members of CSOs with the performance of the 11th Parliament. The 11th Parliament was rated average by 45 percent and poor by 32 percent. 10 percent it as good and another 10 percent rated it as very poor. Only three percent said the 11th Parliament was excellent.

5.3 Conclusion

Live broadcasting of Parliamentary Proceedings was rolled out with the aim of opening up Parliament to the public, increasing knowledge about Parliament and how it works and also improving the public attitude and perception towards Parliament. This study concludes that the live broadcasting of Parliamentary Proceedings has increased the levels of knowledge about the 11th Parliament amongst members of CSOs in Nairobi County. However, it has not succeeded in improving the attitude and perception of members of CSOs in Nairobi County towards the 11th Parliament.

The level of awareness by the members of CSOs determines the quality of feedback on the image of Parliament amongst its publics. Measures should be undertaken by Parliament to raise the level of awareness and access to information on the achievements of the 11th Parliament. This should be fast-tracked by the development of Parliament public outreach programs and transformative and executive leadership that enhances participation of Members of CSOs in an attempt to increase interest in the 11th Parliament and its work. Roundtables and engagement of Parliament with members of CSOs is a primary avenue for positive engagement and a channel for attitude change amongst members of CSO.

5.4 Recommendations

From the study, the researcher recommends that Parliament should explore the use of social media as a channel of communication of Parliamentary business. The use of social media is likely to encourage increased interactivity. This would also increase the possibility of engagement with the youth.

There is also the need for Parliament to increase public outreach programmes and campaigns to raise awareness about the 11th Parliament and its work. This should be primarily targeting the Members of CSOs in Nairobi County.

Members of Parliament should be sensitized on the need to attend the sittings of Parliament more regularly. Lack of quorum came out as one of the greatest reason for the negative attitude developed towards the 11th Parliament.

Parliament should consider replaying recorded sessions of Parliamentary Proceedings to enable those who do not get the opportunity to watch or listen to Parliamentary Proceedings live, to catch up or watch later.

The House Business Committee (HBC) should include in their orders of debate, issues that affect the members of CSOs directly. This action would make the members of CSOs feel that Parliament takes care of their needs and thus want to relate with it better.

Members of Parliament should vote on the strength of legislation before the House and not on the basis of the political party sponsoring the Bill. “Tyranny of numbers” should not be a factor during voting on matters before the House.

Further research in areas of Parliament’s customer satisfaction with the consideration of the civil society organization as partners in the oversight roles should be undertaken.

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Appendix I: Introduction Letter

School of Journalism and Mass Communication

University of Nairobi

Dear Respondent

Re: Research Study

I am a student of the University of Nairobi, pursuing a Master of Arts Degree in Communication Studies. Currently I am in the process of undertaking research on the influence of live broadcast of Parliamentary proceedings on the Knowledge, attitude and perception of members of Civil Society Organizations, in Nairobi County, towards the 11th Parliament.

Attached are a questionnaire and an interview guide that will enable me collect data to undertake the research study. Kindly give the required information which will be used for academic purposes only.

Strict confidentiality will be observed.

Your cooperation will be highly appreciated.

Thank you,

Airo, Joseph S. Okong'o

Appendix II: Research Questionnaire

Instructions

Please fill in the blanks or tick (✓) where appropriate to provide the information requested.

SECTION A: PERSONAL INFORMATION

1.1 Respondent's gender?

Male [] Female []

1.2 How old are you?

1. 20 to 30 years [] 2. 31 to 40 years [] 3. 41 to 50 years []
4. Above 50 years []

1.3. What is the level of your education?

1. Secondary Level [] 2. Tertiary level [] 3. University Graduate []
4. Postgraduate []

SECTION B: KNOWLEDGE

2.1 How often do you listen to or watch the live broadcast of Parliamentary proceedings?

5. Very Regularly [] 4. Regularly [] 3. Occasionally []
2. Rarely [] 1. Never []

2.2 To what extent has the live broadcasting of the Parliamentary proceedings influenced your knowledge about Parliamentary procedures?

5. Very great extent [] 4. Great extent [] 3. Fair extent []
2. Lesser extent [] 1. None at all []

2.3 To what extent has the live broadcasting of Parliamentary proceedings influenced your knowledge about the duties of a Member of Parliament?

5. Very great extent [] 4. Great extent [] 3. Fair extent []
2. Lesser extent [] 1. None at all []

2.4 To what extent has the live broadcasting of Parliamentary proceedings influenced your knowledge about government policies as passed by Parliament?

5. Very great extent [] 4. Great extent [] 3. Fair extent []
2. Lesser extent [] 1. None at all []

2.5 On a scale of 1 – 5 indicate the overall influence that live broadcasting of Parliamentary proceedings has on your levels of knowledge about Parliament and its work.

5. Extremely high [] 4. High [] 3. Average []
2. Low [] 1. Extremely low []

SECTION C: ATTITUDE AND PERCEPTION

3.1 From the House proceedings you have watched or listened to, how interested are you in Parliament and its work?

5. Very interested [] 4. Interested [] 3. Fairly interested []
2. Not very interested [] 1. Not interested at all []

3.2 From the House proceedings you have watched or listened to, how satisfied are you with the performance of the 11th Parliament?

5. Very Satisfied [] 4. Satisfied [] 3. Neutral []
2. Dissatisfied [] 1. Very Dissatisfied []

3.3 How has the live broadcasting of Parliamentary proceedings influenced your attitude towards the 11th Parliament?

5. Extremely appreciate [] 4. Appreciate [] 3. Neutral []
2. Dislike [] 1. Extremely dislike []

3.4 After watching live broadcasting of Parliamentary proceedings, to what extent do you feel Parliament performs an important duty?

5. Extremely important [] 4. Important [] 3. Neutral []
2. Not very important [] 1. Unimportant []

3.5 Overall, how would you rate the performance of the 11th Parliament?

5. Excellent [] 4. Good [] 3. Average []
2. Poor [] 1. Very poor []

Thank you for your time and participation in this survey

Interview questions

Q1. How has the live broadcasting of Parliamentary proceedings influenced your knowledge about the 11th Parliament and its work?

Q2. What influence has the live broadcasting of Parliamentary proceedings had on your attitude and perception towards the 11th Parliament and its work?

Appendix III: Certificate of Fieldwork



**UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
SCHOOL OF JOURNALISM & MASS COMMUNICATION**

Telegram: Journalism Varsity Nairobi
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Director's Office: 254-02-2314201 (Direct Line)
Telex: 22095 Fax: 254-02-245566
Email: director-soj@uonbi.ac.ke

P.O. Box 30197-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF FIELD WORK

This is to certify that all corrections proposed at the Board of Examiners' meeting held on 31-5-2016 in respect of M.A/~~Ph.D~~ final Project/~~Thesis~~ defence have been effected to ~~my~~/our satisfaction and the student can be allowed to proceed for field work.

Reg. No: K50/74015/2014

Name: JOSEPH S. AIRO OKONGO

Title: INFLUENCE OF LIVE BROADCASTING OF PARLIAM

MENTARY PROCEEDINGS ON THE KNOWLEDGE, ATTITUDE AND PERCEPTION OF MEMBERS OF CIVIL SOCIETY ORGANISATIONS TOWARDS PARLIAMENT.

Dr. Jay Muoni
SUPERVISOR

[Signature]
SIGNATURE

03.06.16
DATE

Dr Samuel Siringi
ASSOCIATE DIRECTOR

[Signature]
SIGNATURE

05.06.16
DATE
DIRECTOR
05.06.16
DATE
UNIVERSITY OF NAIROBI
SCHOOL OF JOURNALISM & MASS COMMUNICATION

Dr Samuel Siringi
DIRECTOR

[Signature]
SIGNATURE/STAMP

Appendix IV: Certificate of Correction



**UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
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Telex: 22065 Fax: 254 02 245928
Email: de.lascj@unai.ac.ke

P.O. Box 30194-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF CORRECTIONS

This is to certify that all corrections proposed at the Board of Examiners meeting held on 28/10/2016 in respect of M.A./~~B.A.~~ Project/Thesis/Proposal defence have been effected to my/our satisfaction and the project can now be prepared for binding.

Reg. No: K50/74015/2014

Name: AIRO, JOSEPH S. OKONGO

Title: INFLUENCE OF LIVE BROADCAST OF PARLIAMENTARY PROCEEDINGS ON THE KNOWLEDGE, ATTITUDE AND PERCEPTION AMONGST MEMBERS OF CIVIL SOCIETY ORGANISATIONS IN NAIROBI.

Dr. Say Mwangi
SUPERVISOR

A. Okong'o
SIGNATURE

11/11/16
DATE

Dr Samuel Siringi
ASSOCIATE DIRECTOR

A. Okong'o
SIGNATURE

11/11/2016
DATE

for Dr Samuel Siringi
DIRECTOR



A. Okong'o
SIGNATURE/STAMP

14/11/2016
DATE

Appendix V: Declaration of Originality

UNIVERSITY OF NAIROBI

Declaration of Originality Form

This form must be completed and signed for all works submitted to the University for examination.

Name of Student AIRD, JOSEPH S. OKONG'O

Registration Number K50/74015/2014

College HUMANITIES AND SOCIAL SCIENCES

Faculty/School/Institute SCHOOL OF JOURNALISM & MASS COMMUNICATION

Department JOURNALISM

Course Name M.A (COMMUNICATION STUDIES)

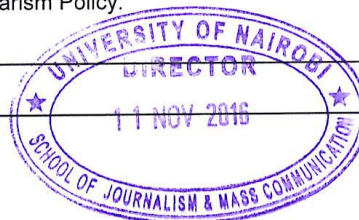
Title of the work INFLUENCE OF LIVE BROADCAST OF PARLIAMENTARY PROCEEDINGS ON THE PERCEPTION AMONGST MEMBERS OF CIVIL SOCIETY ORGANISATIONS IN NAIROBI.

DECLARATION

1. I understand what Plagiarism is and I am aware of the University's policy in this regard
2. I declare that this PROJECT (Thesis, project, essay, assignment, paper, report, etc) is my original work and has not been submitted elsewhere for examination, award of a degree or publication. Where other people's work, or my own work has been used, this has properly been acknowledged and referenced in accordance with the University of Nairobi's requirements.
3. I have not sought or used the services of any professional agencies to produce this work
4. I have not allowed, and shall not allow anyone to copy my work with the intention of passing it off as his/her own work
5. I understand that any false claim in respect of this work shall result in disciplinary action, in accordance with University Plagiarism Policy.

Signature *Joseph S. Okong'o*

Date 11/11/2016



Appendix VI: Originality Report

11/11/2016

Turnitin Originality Report

Turnitin Originality Report

INFLUENCE OF LIVE BROADCAST OF PARLIAMENTARY PROCEEDINGS ON THE KNOWLEDGE, ATTITUDE AND PERCEPTION AMONGST MEMBERS OF CIVIL SOCIETY ORGANIZATIONS IN NAIROBI by Okong'o Joseph S. Airo

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