

UNIVERSITY OF NAIROBI

SCHOOL OF JOURNALISM AND MASS COMMUNICATION

KCS 620- RESEARCH PROJECT

TOPIC:

An evaluation of the Role of Fm Radio Stations in Empowering the Youth to ensuring a sustainable Economic Future in Kenya: (A Case study of Youth residing in High rise Estate in Nairobi).

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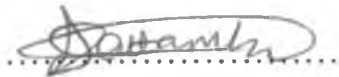


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IN PARTIAL FULFIMENT FOR THE AWARD OF MASTER OF ARTS DEGREE IN COMMUNICATION STUDIES.

Declaration by Candidate

I declare that this Research Project is my original work and has not been published or presented elsewhere for an award or examination in any other institution.

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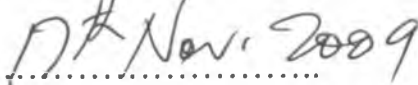
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Declaration by the Supervisor.

This Report has been submitted to the school of journalism for examination with my approval as the University supervisor.

Supervisor: Mr. Ndeti Ndati

Signature.....

Date.....

Dedication.

This Research work is dedicated with deep affection to the two people who matter most in my life- My late dad Mr. Fredrick M'Igweta and my adoring mum Mrs. Evangeline K. Igweta.

Acknowledgments.

I would like to express my deep appreciation to my Supervisor Mr.Ndeti Ndati for his diligent attention to items big and small in this report. I am also indebted to my friends Rose Senteu of Samaj School and Francis Gitonga of Parliament Police Post who selflessly dedicated their precious time in typing and printing my work. My sincere gratitude goes to my entire family for offering me moral support. Last but not least I thank all my friends and the entire School of Journalism fraternity for their companionship.

ABSTRACT

The main concern of this research project was an evaluation of the role of FM stations in empowering the youth to ensure a sustainable economic future in Kenya. The study focused on the youth residing in the Nyayo Highrise Estate in Nairobi.

The aim of the study was to establish whether the FM Radio stations empower the youth to becoming economically independent, identify the method used by these FM stations in empowering the youth and to determine the impact these stations have made amongst the youth.

The media has an economic- moral responsibility to act as a vehicle through which societal expectations can be voiced. It is in the light of this that my stud sought to determine to what extent the FM stations (being part of the media) have empowered the youth in Kenya and if they have made an impact.

The main findings of the study concluded that the role of the FM stations in empowering the youth in ensuring economic independence in Kenya is actually wanting. This is because most of the respondents felt that these stations embark so much on entertainment at the expense of other important roles of the media which includes Education, Information, Arts just to mention but a few.

ACRONYMS.

A D B	African Development Bank
AMARC	Association of Community Radio Broadcast.
CCK	Communication Commission of Kenya.
E R S	Economic Recovery Strategy.
FM	Frequency Modulation.
I E C	Information Education Communication.
I C T	Information Communication Technology
K I A	Kenya Institute of Administration.
T I V E T	Technical Industrial & Vocational Education.
U N E S C O	United Nations Education Science and Cultural Organizations.
Y P	Youth Polytechnic.

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CHAPTER ONE

1.1 Introduction.

The study seeks to evaluate the role of Kenyan FM radio stations in empowering the youth to ensure a sustainable economic future in Kenya. The study will target youths residing in the Nyayo Highrise Estate in Nairobi Kenya. The media has an economic-moral responsibility to act as the conscience of society and as a vehicle through which societal expectations can be voiced. It is also through the media that society can view itself as in a mirror to image self criticism in their cardinal duty of keeping track of events that have a bearing to the society; meaning the media indeed plays the role of a watch dog.

Today's youth is faced with the challenge of finding good employment, if any, in Kenya today. Training the youth on how to become economically self reliance is therefore a key issue to be considered. Currently, the soaring food prices and escalated cost of living are making life unbearable for many poor Kenyans especially those in the urban slums.

Empowerment – Kenyan youth have long been frustrated and angry over the lack of economic opportunities in the country. Young people were hoping that the December 2007 elections would bring improved opportunities, which were promised by candidates during the election campaigns. As these promises have failed to materialize, youth have turned to violence to vent their dissatisfaction. With the deteriorating economy, food crisis, and high inflation rates in Kenya, the numbers of disenfranchised youth are growing. These circumstances set the stage for the country's youth to act as a catalyst for igniting future violence.

In order for the youth to become economically empowered, it will require the efforts of not only government initiative but also the media. Currently the government is on the record as having introduced the “Kazi Kwa Vijana initiative” that caters for economic needs of the youth through the Ministry of youth affairs. The media and especially the fm radio stations have a major role to play considering that they offer the greatest form of entertainment for the youth, hence they should take advantage of this and include Programme about economic empowerment of the youth in between their daily programme about economic empowerment of the youth in between their daily airings.

Another characteristic of the FM radio stations is that they broadcast around the clock hence offering a comfort zone for most unemployed youth who find time to listen to the entertainment coming from these stations. Therefore this gives the FM stations an upper hand against other media such as the print media, Television, the internet among others.

Bearing in mind that most of the unemployed youths live in urban areas, and most of FM stations that broadcast in both official (English) and Kenyan national language (kiswahili) are concentrated around Nairobi, means that majority of the youth got access to listen these broadcasting stations.

Background Information of the Study.

Since Kenya is a country where there is massive unemployment amongst the youth in the world, it is necessary to search for ways through which the problem can be solved. The

media can come up with programme that teach, inform and educate the youth on how to become economically independent without necessarily being formally employed.

According to the news paper reports from the dailies, there are bank robberies, muggings carjacking and several other crimes going on in our country every day. Statistics from the ministry of youth indicate that over two million youths in the country are out of work. Another 750,000 join this lot every year from educational institutions

If the youth are not quickly empowered on how to become economically independent, it means that Nairobi is not going to be habitable in the near future as criminal gangs would be found in every corner of the street.

In the recent past there has been so much unrest caused by organized criminal gangs coming in different names such as the famous “Mungiki”, the “saboat land defence”, the “Sungu Sungu” just to mention but a few.

These criminal gangs are said to be organized by unemployed youth most of whom have got formal training and no formal employment. It is against this background that my research is set to find out how best the FM stations have used their Omandate to empower the youth in ensuring a sustainable economic future and whether they have achieved their goal.

Samuel Kumba, (Daily Nation May.2009, p12) said that the number of unemployed youth in Kenya could rise to 14 million over the next seven years.

In an interview with the *Saturday Nation* same week of may 2009-09-16, the Institute of Policy Analysis and Research chief executive officer, Prof Inonda Mwanje, said this high number of jobless youths could spark off a peoples' revolution if it is not tamed.

If youth unemployment is not addressed now, unemployed youth stand at 1.9 million, majority of them aged between 15 and 24, "we are creating a class problem," said Prof Mwanje.

As a matter of urgency, he said, Parliament should dedicate a day to discuss this problem with the aim of seeking long term solutions. This study will therefore examine the role of the media in empowering the youth to becoming economically independent through Information, Education and communication (IEC) strategies.

Such strategies could include, road shows to be organized by various Fm stations, seminars use of posters bearing messages concerning economic empowerment of the youth amongst others.

1.2 Statement of the problem.

According to the news paper reports from the dailies, there is a bank robbery, muggings carjacking and several other crimes going on in our country every day. If the youth is not quickly empowered on how to become economically independent it means that Nairobi is not going to be habitable in the near future as criminal gangs would be found in every corner of the street.

It is against this background that the media with its power to reach its youth audience should find it necessary to team up with the government in carrying out campaigns to

educate the unemployed youth on becoming economically self reliable through various ways such as “Juakali artisan” and the “Kazi Wa Vijana” initiative already being implemented by the government

1.3 Objective of the Study

1.3.1 Main Objective

The study seeks to determine the extent to which FM radio stations in Kenya have empowered the youth in ensuring they become self sustainable economically ,how they are doing it(if at all they are doing it),and whether they have achieved their goal.

1.3.2 Specific objectives.

- (i) To establish whether Fm stations empower the youth to be coming economically independent
- (ii) To identify the method used in empowering the youth.
- (iii) To determine whether Fm stations have made any impact amongst the youth.
- (iv) To establish whether Fm stations have achieved their objective of empowering the youth on how to become economical independent.

1.4 Justification of the Study

This study is important in evaluating whether the media and especially Fm radio stations are doing anything to empower the youth into becoming economically independent, how they are doing it and what achievements they have made.

To determine whether the media and especially FM radio stations are in conformity with the media uses and gratifications theory and the Agenda setting role of the media as was postulated by Defleur and Ball-Rokeach(1988) and Donald Show's (1976) study which concludes that media influences the publics opinions and their prioritization in thinking of topical issues; and clarify that the uses and gratification perspective was a shift from the old view that audience were passive (a dominant concept in the magic –bullet theory) to the realization that mass media uses were active in their selection of preferred content and messages.

CHAPTER TWO

2.0 Literature Review

2.1 Introduction.

This chapter is an overview of several selected texts, reports, and journals seminars papers and publications relevant on how media and especially the FM stations empower the youth on becoming economically independent.

The media has an economic-moral responsibility to act as conscience of the society and as a vehicle through which societal expectations can be voiced. It is also through the media that society can view itself as in a mirror image self criticism in their cardinal duty of keeping track of events that have a bearing to the society ,meaning the media indeed plays the role of a watch dog-again referred to as “the fourth estate”.

2.2 Media Education, a Critical Issue in the Building of an Inclusive Knowledge

Society.

According to Dr. Abdul Waheed Khan Assistant Director –General for communication and information, UNESCO; “We live in an era in which mediated forms of communication not only have become the primary means of delivering information and knowledge but also create essential frameworks for hosting and fostering dialogue and exchange across culture. Media are increasingly accessible at home and in public spaces providing diverse types of information and entertainment that attract young people everywhere. As a matter of fact, media have become part and parcel of the upbringing

and socialization processes of all girls and boys and therefore need to be considered by parents, educators and media professionals as seriously as formal education.”

Ultimately, media education provides the critical knowledge and the analytical tools that will empower media consumers to function as autonomous and rational citizens, enabling them to critically make use of the media. Media education helps to make the youth well-informed and responsible citizens, who will be able to take certain decisions and the immediate pleasures that media can provide. Numerous studies in the last three decades have demonstrated that young people are spending more and time interacting with the media. Increasingly media are shaping the meanings and practices of their daily lives based on the information they receive through print media, radio, television and the internet.

It is in this light that media and especially the FM stations which have become the darling of the youth should take advantage of this “love” and include programme that exclusively target the youth in terms of economic empowerment as we know young people are among the most significant consumers of new technology. As a matter of fact, young people themselves point out that media can unlock gateways to social mobility, economic improvement, prosperity and creativity. As radio, television, film and the internet increasingly reach young people around the world; these media take on power to initiate social and economic change by acting as a motivating and mobilizing force.

Media education comes within reach of information literacy as we are facing a “*convergence culture*”, which according to Henry Jenkins, is “where old and new media collide, where grassroots and corporate media intersect, where the power of the media producer and the power of media consumer interact in unpredictable ways”. Blogging, You Tube, Wikipedia, and other social networking sites are all examples of how this convergence culture is playing out in the networked world.

Media pluralism is a prerequisite for development and therefore crucial for young people’s participation in social and economic life. Media pluralism permits the expression of diverse opinions, cultures, languages and groups in any society. Diversity of cultures and expressions, tolerance of different opinions, transparency and equity in the management of public resource and services are challenges, which require informed decisions-making by governments, communities and the media. It is obvious that an appropriate media environment is a prerequisite for the successful implementation of any media education programme. Media education can therefore foster new educational practices and pedagogies, especially related to collaborative work, project-oriented productions and new forms of evaluation.

2.3 The Role of the Government in Empowering the Youth.

Department of Youth.

Since its inception, the Department of Youth Training has carried out several programmes aimed at addressing youth issues in line with the ministry’s Vision, mission

and mandate. The department's activities are aligned with the Country's Economic Recovery Strategy for wealth and employment creation of 2003 – 2007 (ERS) and Vision 2030.

The department has managed to accomplish the following in its effort to fulfill its mandate:

1. Developed the National Policy for Youth Polytechnics.

The department has spearheaded the development of the National Youth Policy for Youth Polytechnics and Vocational Training Centers. The policy aims at mainstreaming Youth Polytechnics into national education and training framework and repositioning them to take a leading role in the development of the youth for employment and lifelong learning.

2. Recruitment and training of staff.

The Ministry of State for Youth Affairs has recruited competent staff for the department. These include one Director, nine Deputy Directors, 34 Assistant Directors, and several Youth Officers. These officers have been deployed throughout the country at headquarters, provincial, district, and divisional level to implement and coordinate Youth Training programmes in their areas of jurisdiction. The department has also instituted an elaborate staff development programme to equip its officers with relevant knowledge and skills to enable them cope with emerging issues. A number of its officers have been attending staff trainings conducted by various institutions such as Kenya Institute of Administration (KIA), Japan International Corporation Agency (JICA), and ESAMI among others.

3. Review and development of Youth Polytechnics curriculum.

The curriculum for YPs has been reviewed by the Kenya Institute of Education to ensure that it matches the market needs. The new curriculum is based on the national Technical Industrial and Vocational Education and Training (TIVET) policy framework of Sessional Paper No.1 of 2005.

Within this framework, multi-skilling and demand driven competence based skill provision are the main features of the curriculum. The new curriculum is market oriented and allows for vertical and horizontal linkages with higher education and training.

It is modular and competency based , and comprises the following twelve (12) subjects: Agro-Business Development; Food Processing Technology; Electrical and Electronics Technology; Metal Processing Technology; Building Technology; Refrigeration and Air Conditioning; Appropriate Carpentry and Joinery; Information Communication Technology; Leather Work Technology; Fashion Design and Garment Making Technology; Hair Dressing and Beauty Therapy and General Education (Mathematics, Biology, Communication Skills, Entrepreneurship, Life Skills, Physics, Chemistry, ICT and Technical Drawing).

The department is currently developing curriculum support materials to enhance the implementation of the new curriculum. The piloting exercise of the new curriculum commenced from January 2008. Some 25 Youth Polytechnics were earmarked for this exercise.

The ministry has contacted the Kenya National Examinations Council to prepare the first Examinations based on the new curriculum for Youth Polytechnics. The Council has

started the process of formulating Syllabuses and Regulations in readiness for the Exams set for November 2009.

4. Provision of monthly top up grants to Youth Polytechnics employees.

The Ministry, through the Department of Youth Training has been providing grants amounting to Kshs. 5.8 Million to 349 Youth Polytechnics countrywide, every month as top up for salaries for YP employees such as instructors and managers.

5. Provision of equipment and tools to 210 Youth Polytechnics.

It has been noted that most YPs are not well prepared to offer training as their physical facilities are run down and equipment are inadequate, obsolete or not operational. To address this problem, the department has procured equipment worth Kshs. 105 million to be issued to 210 Youth Polytechnics, that is, one in every constituency in Kenya.

The allocation of tools and equipments to the nominated Youth Polytechnics is being done in phases. In first phase 31 YPs were allocated tools. In the second phase 50 YPs received their tools. Other Youth Polytechnics will be issued with tools and equipment in the coming phases.

6. Improvement of the physical facilities in the Youth Polytechnics.

The department has embarked on the process of rehabilitating infrastructure in Youth Polytechnics countrywide. So far, ten YPs have been transformed to become centers of excellence through assistance from African Development Bank (ADB). Some 16 YPs are under rehabilitation to be transformed into model YPs. Plans are under way to put up a model YP in each district throughout the country.

7. Recruitment of managers and instructors for Youth Polytechnics.

The Government has recruited qualified staff to manage and teach in government aided YPs. So far, 566 instructors have been recruited and deployed to Youth Polytechnics countywide to train the youth in various Trades. The recruited staffs have joined the public scheme of service to boost their morale and hence improve on their work performance. Plans are also under way to upgrade the pedagogical skills of all the instructors in the YPs.

8. Capacity building for Youth Polytechnic's management committees.

The department has embarked on the process of training YP managers countrywide. The overall objective of training programmes for YP managers is to equip them with relevant management skills and knowledge, leadership and entrepreneurship to enable them to properly manage their respective YPs. So far, capacity building trainings for 416 YP management committees and 80 Youth Officers have been conducted in all the provinces.

9. Entrepreneurship training.

The department in partnership with Youth Enterprise Scheme – Entrepreneurship Association (YES - EA), has trained 3,040 young people in entrepreneurship covering 70 districts and 6 trainings in Nairobi. In addition, the department has conducted Training for Trainers (TOT) to 135 young people on Entrepreneurship skills.

10. Leadership training

The department in partnership with the President Award – Kenya and Kenya Institute of Administration KIA, has trained over 1,215 youths on Leadership skills. These trainings were conducted in all the provincial headquarters countrywide. In the field of ICT the department has partnered with Digital Opportunity Trust (DOT) to pilot ICT training in

Nyaga in Kiambu and St Patrick's Wote Youth Polytechnic in Makueni District. Once, successful, the project will be rolled out to other YPs country wide.

Economic journalism and mass media in Africa: an evaluation

The Arusha conference on popular participation spelt out the most daunting task for African mass media during the 1990s and beyond. There are key questions to consider: Can the media become vehicles for evolution of debate and shaping of public opinion? How well do the media understand the unfolding economic and political reform? What is the impact of these changes on news selection on the continent: To what extent do the media challenge the African policy maker on these changes? What is the media's role on setting the economic development agenda for governments and how often do they form part of the groups of active discussants of government policies? What is the place of media on national debates? How well do the media articulate policy as well as set the pace for national debates on pertinent economic and political issues?

These questions are crucial because the mass media contribute to the dissemination of values and information among societies yet is the extent of this contribution that has been the centre of a protracted academic debate spanning three decades.

Besides the debate, bundling the region's heterogeneous mass media into an institution with homogenous characteristics must be done cautiously, since as proved in many instances, studies on Africa's social, economic and political development run the risk of undue generalization when they disregard the multiplicity of social and political

structures. But as Ansah (1990:32) suggests, certain issues like communication, despite some differences, display a uniform pattern which reduces that risk. In his words:

They all suffer from a situation of dependency in terms of media technology and elitist in orientation. In terms of structure, ownership and control, African media systems...tend to be centralized with the state owning and controlling the largest portion of media facilities. In terms of roles assigned to the media, African states see the media as tools for national building and development, and the professional journalism is perceived as an intermediary between the state and citizens rather than as an independent observer belonging to some "fourth" estate.

Notwithstanding the academic debates and the heterogeneity of the African media, there is a general consensus that although the mass media cannot unilaterally bring about change in knowledge and opinion, they are important agents in the process of reinforcing public perception and ultimately, influencing and shaping the public attitudes (Ruijter, 1991; Hornik, 1988). Such a transformation is itself controvertible considering that news values are not only a function of cultural, social, political and economic needs and aspirations of the societies. They also reflect social relationships and power structures. For African media systems, it may be argued that news value are largely defined in terms of the aspirations and the activities of the political elite and the state officials- and that ordinary people are considered as alternative social actors to become newsworthy. In fact their elevation to news sources happens, nearly exclusively, when they significantly contradict the elite values and resist centralisms.

Where the news values are not called to question, African media still have to contend with problems of ability to cope with the demands of economic journalism. Since

independence the African media, have been poorly staffed and its human resource often unable to meet the editorial quality demanded by the audience. The political and the partisan nature of the African media a product of the post independence authoritarian political structures, has meant heavy coverage of political issue irrespective of triviality but at the expense of economic news. Furthermore, at the dawn of independence, African countries had poorly-trained media personnel to either meet the daunting challenges of a political –free country or take over from the white settlers whose attitudes and ideas were now conflicting with those of the new states.

Studies on how African journalism cope with the demands of economic and financial journalism have found that even without considering the impact of other factors, the writers lacked the technical skills for comprehensive reporting and analysis of issues. Mwaffisi (1991) expressed the dismay at the findings that only a small proportion of Tanzanian journalists understood economic and healthy issues well. Most of them lack the “scientific outlook” necessary for objectives reporting of developmental issues. No wonder they report events rather than the process of the events and personalities rather than the issues raised by these personalities.

In Kenya, the daily newspapers allocate about five percent of their daily news output to business news, except on special occasions such as during the coverage of the government’s annual budget. Thus economic news is not adequately covered (Charles Okiba). This was echoed by the current president of the Republic of Kenya Hon mwai Kibaki when he was a finance Minister and was marveled by the high level of ignorance

in concepts of economic integration existing among East African journalists attending press conference. He observed thus:

You could not help being impressed by the fact that either people who were interviewing had not read anything about the (East African) community, or if they had, they had not read enough (Kibaki, 1972:3)

Three and half decades since Kibaki's encounter, The African journalist understanding of the economy and the underlying economic principle has remained largely unchanged. For instance Kenyan mass media appear to be caught unawares by the wind of economic decline and the advantage and the advent of structural adjustments.

The bizarre scenario surrounding economic journalism in Africa has had profound effects on news values and the news selection processes in the continent's news rooms. Economic issues have been forcibly married to development news. It is important to distinguish between development journalism and economic journalism .Development journalism bears the idealistic approach of regarding underdevelopment as the end product of social backwardness which can be corrected solely through improved information dissemination(Faringer,1991).Economic journalism on the other hand, is cognizant of the internal and external political factor undermining development and is concerned with enhancing awareness on the economic forces that dictate the people's way of life.

Theoretical Framework and Theories related to this Study.

A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework a guide is meant to guide my research, determining what things I will measure, and the statistical relationships I am looking for.

The theoretical framework is supposed to help the reader make logical sense of the relationships of the variables and factors that have been deemed relevant/important to the problem. It provides definition of relationships between all the variables so the reader can understand the theorized relationships between them

The most relevant theory related to this study is **Uses and Gratifications Theory**. Uses and Gratifications theorists explain why people choose and use certain media forms. The theory emphasizes a limited effect position; that is, the media have a limited effect on their audiences because audiences are able to exercise control over their media. Uses and Gratifications Theory attempts to answer the following: What do people do with the media?

It also posits that media audience chooses what is relevant to them and ignore anything else that does not meet their needs hence they don't necessarily consume every media product available to them. The connotation to this theory in terms of my study is that media can take advantage of this and the youth would be able to choose what is relevant hence empowering them. The government would also pick from the media the importance of empowering the youth and hence take the necessary steps in ensuring they liaise with the media in airing programmes bearing such messages.

Any information on economic youth empowerment is important to the youth audience as it touches on matters that directly affect their lives. Such information is attractive and important to the youth hence would affect the way in which they behave on such messages by being alert. They would be interested in any information that would help them improve their economic livelihood. According to this theory an individual youth has like most human beings, a basic need for social interaction. From experience, he expects that consumption of certain mass media content would give him some fulfillment of his need hence leading him to be attentive on any broadcast with such a message.

Another theory related to this study is the Agenda Setting theory coined by Mc Combs and Shaw in 1972. Both of them state that media can have an effect on the public due to the fact that the theory states that media news determine the issues the public think about and what they talk about. But according to Maslow's hierarchy of needs, media competes with other human needs, and hence some people may use media to "kill time" time or as a way of relaxing their minds. In such a case it can be argued that media uses and gratifications theory serves as a functional alternative to real interaction. This is the main justification for media to have entertainment programmes so that the audience can escape from stress after long hours of serious brain taxing business. The talk shows serve this purpose.

Agenda Setting Theory

History and orientation

Agenda setting describes a very powerful influence of the media – the ability to tell us what issues are important. As far back as 1922, the newspaper columnist Walter Lippman was concerned that the media had the power to present images to the public. McCombs and Shaw investigated presidential campaigns in 1968, 1972 and 1976. In the research done in 1968 they focused on two elements: awareness and information. Investigating the agenda-setting function of the mass media, they attempted to assess the relationship between what voters in one community said were important issues and the actual content of the media messages used during the campaign. McCombs and Shaw concluded that the mass media exerted a significant influence on what voters considered to be the major issues of the campaign.

Core Assumptions and Statements

Core: Agenda-setting is the creation of public awareness and concern of salient issues by the news media. Two basis assumptions underlie most research on agenda-setting: (1) the press and the media do not reflect reality; they filter and shape it; (2) media concentration on a few issues and subjects leads the public to perceive those issues as more important than other issues. One of the most critical aspects in the concept of an agenda-setting role of mass communication is the time frame for this phenomenon. In addition, different media have different agenda-setting potential. Agenda-setting theory seems quite appropriate to help us understand the pervasive role of the media (for example on political communication systems).

Statement: Bernard Cohen (1963) stated: “The press may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers what to think about.”

Scope and Application

Just as McCombs and Shaw expanded their focus, other researchers have extended investigations of agenda setting to issues including history, advertising, foreign, and medical news.

Example

McCombs and Shaw focused on the two elements: awareness and information. Investigating the agenda-setting function of the mass media in the 1968 presidential campaign, they attempted to assess the relationship between what voters in one community said were important issues and the actual content of media messages used during the campaign. McCombs and Shaw concluded that the mass media exerted a significant influence on what voters considered to be the major issues of the campaign.

A 1958 Article by Norton Long and Gladys Engel Lang about Agenda setting theory states the media force attention to certain issues; they build up public images of political figures. They are constantly presenting objects suggesting what individuals in the mass should think about and have feelings about’. Severin J. Werner etal: (1959, p.232).

It is simple common sense that once the media sets the ball rolling by setting an agenda on youth empowerment, the likelihood of youth paying attention and being influenced by the idea is of high magnitude. Opinion leaders could also play an integral role on influencing the youth as it has been known to work in the example below:

During the Miick – raking period of the American journalism, Lincoln Steffens who worked for the evening post Newspaper of New York realized there were a lot of crime stories told in the basement of police station but were never reported in the newspapers. One day he decided to report a story involving a well known family. When the story came out, Jake Riis the police reporter of the *evening sun* was asked why he missed the story. He found another crime story to make for it; and soon all the New York papers started reporting crime and it was perceived as a ‘crime wave’. The police commissioner Teddy Roosevelt looked into the ‘crime wave’ and took credit for stopping it once he found that it was caused by Steffens and Riis (Steffens, 1931). Here the public and public officials came to see crime as an important issue because the stories were getting more and more play in the newspaper.

Malcom Mc Combs and Donald Shaw in (1976) observed that audiences not only learn about public issues and other matters through the media but they also learn how much importance to attach to an issue or topic on the emphasis the media place upon it. The ability to affect cognitive change among individuals is one of the most important aspects of the power of mass communication. The whole idea here is that amongst a given range of issues or topics those which get more media attention will grow in their familiarity and perceived importance over a period of time as opposed to those which get less attention

Guided by the above theory, the objective of the research is to determine the extent to which FM stations in Kenya have empowered the youth in ensuring they become self sustainable economically, how they are doing it and whether they have achieved their

goal. It is through their broadcasts that the youth are expected to learn about the economic problems facing them and how to handle them without necessarily going into crime or white color jobs. Hence the assumption that FM radio stations could have an influence on economic viability given the due attention as a public agenda. This role of the media (FM station) is tenable in the light of this theory.

Social Learning Theory (A. Bandura)

Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation

Overview:

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (p22). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. The component processes underlying observational learning are: (1) Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), (2) Retention,

including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), (3) Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and (4) Motivation, including external, vicarious and self reinforcement.

Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral frameworks. Bandura's theory improves upon the strictly behavioral interpretation of modeling provided by Miller & Dollard (1941). Bandura's work is related to the theories of Vygotsky and Lave which also emphasize the central role of social learning.

Scope/Application:

Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973) and psychological disorders, particularly in the context of behavior modification (Bandura, 1969). It is also the theoretical foundation for the technique of behavior modeling which is widely used in training programs. In recent years, Bandura has focused his work on the concept of self-efficacy in a variety of contexts (e.g., Bandura, 1997).

Example:

The most common (and pervasive) examples of social learning situations are television commercials. Commercials suggest that drinking a certain beverage or using a particular hair shampoo will make us popular and win the admiration of attractive people. Depending upon the component processes involved (such as attention or motivation), we may model the behavior shown in the commercial and buy the product being advertised.

Principles:

1. The highest level of observational learning is achieved by first organizing and rehearsing the modeled behavior symbolically and then enacting it overtly. Coding modeled behavior into words, labels or images results in better retention than simply observing.
2. Individuals are more likely to adopt a modeled behavior if it results in outcomes they value.
3. Individuals are more likely to adopt a modeled behavior if the model is similar to the observer and has admired status and the behavior has functional value.

The Fm stations can enumerate this as well and come up with such commercials reflecting how the youth can be self reliant economically hence making them ape such a behavior which therefore empowers them.

Fm Stations and Their Achievements in Kenya

On 19th august2007 the Daily Nation reported that the communications Commissions of Kenya (CCK) granted Pamoja 99.9 FM a broadcasting license in the Kibera Slums. The new Radio station, formed by Pamoja Development Centre situated in Kibera's Ayany Estate, aims to focus on issues that bear directly on its millions of listeners in the Kibera slums; i.e. Environment, women's rights, drug abuse and community awareness, among others.

Radio is acknowledged as the most widespread electronic communications device in the world and a unique means of reaching the world's poorest communities. It means that community radio stations like Pamoja FM puts the tools of communications into the

hands of poverty stricken communities and enables them to express their culture, receive entertainment, news and information as well as engage in dialogue and development.

According to the World Association of Community Radio Broadcasters (AMARC) -an international non-governmental organization serving the community radio movement, with almost 3 000 members and associates in 110 countries including Kenya – community radio is a strong medium for **economic development** and free speech. It is a powerful tool than can raise public awareness on health, the environment and a range of local issues. The AMARC Africa affiliate has a social agenda philosophy with a strong focus on poverty alleviation, conflict resolution, HIV/Aids, gender empowerment, human rights and democracy.

Community radio is definitely an inexpensive medium that the Government of Kenya through the CCK may want to promote by offering subsidized FM airwave licenses and discounted annual fees to registered NGOs, churches, schools and other public institutions with a view to propagating its policies including increasing awareness of critical issues like civic education, HIV/Aids and environmental conservation.

UNESCO, in its Community Radio Handbook, praises broadcasting legislation in South Africa as an exemplary case in Africa. The legislation in question was enacted soon after

Realizing that the country's media could help to resolve many socio-economic development problems while building a unified, democratic and pluralistic society by promoting, amongst others, the development of community broadcasting services.

Nairobi Kiss FM

Nairobi Kiss FM is one of the most listened to fm radio station in Kenya. It is owned by the Radio Africa Holdings while it is a private sector fm radio station. It is most widely enjoyed and listened in Kenya. The main focus of the FM radio station is the people around the age group from 18-35.

General social discussions open at FM radio station and usually music is the main service that is being provided by the Kiss fm. All kind of music such as local and international type is being played to cherish the listeners. The main objective of Nairobi kiss fm is to entertain, inspire and provide information to the valuable listeners. Nairobi Kiss Fm mainly gives importance to their listener's choice and fulfills the demands and needs of what a listener want from them.

However Kiss Fm has not demonstrated any effort to inspire their listeners who fall in the age bracket of my target population.

Radio Fm and their Achievements in the rest of Africa.

Radio Nongowa-spin Fm 101.3 (Sierra Leone)

The philosophy of Radio Nongowa is to help the underdeveloped and deprived communities in Sierra Leone to reform and manage their post war livelihoods through sensitized radio programs and community services that educate, inform, and entertain with respect to community and national values. According to Director of Radio Nongowa Mr. Solomon Karimu in 2002, "Our mission is humanitarian, and our programs are not directed or influenced by the government or any organization. The services we provide

focus on social and economic development of our communities without political preference.

Our radio programmes and community services are intended to create grass root awareness and solutions on vital community issues including the following:

1. **Health related issues** such as disease control and prevention (HIV/AIDS, malaria, cholera, proper nutrition and sanitation) with leads to obtaining cure or dealing with the social issues of living with the disease.
2. **Social issues** such as Human Rights violations (Ethnic Conflicts, Gender Equality, Domestic Violence, Child Abuse, Rape and Rape Victims) with leads to obtaining help for the victims and prosecution for the perpetrators.
3. **Economic issues** such as Poverty Reduction, Youth Empowerment, and Education.
4. **Democracy** such as Good Governance and National Loyalty.”

The vision to contribute to the reconstruction and rehabilitation of rural communities in Sierra Leone after 10 years of conflict diamond civil war was seen by the Director of Radio Nongowa Mr. Solomon Karimu in 2002, when he visited several communities in the Eastern Province where he grew up as a little boy. The deplorable and devastated infrastructure and the livelihoods of the traumatized and frustrated conditions of the survivals and returning refugees were extremely horrible.

Despite the influx of international assistance from the United Nations and NGOs in major towns and cities, residents in remote rural areas had little or no knowledge on the

available help they needed to rehabilitate their lives. Corruption, greed and mismanagement made information flow from the official radio stations inefficient and inadequate.

The Director saw this as an area to extend his humanitarian assistance by establishing a community radio station that will provide the needed resourceful education, information and entertainment to help revive the rural communities. Upon his return to the United States, Mr. Karimu single handedly purchased an FM radio station equipment and return home in 2003 to establish a community radio station. After several obstacles, Radio Nongowa - SPIN FM 101.3 was established in March 2004 in Kenema, the headquarter town of the Eastern Province.

101.7 Mama Fm A community Radio station (Uganda)

This is a community radio station set up by Uganda Media Women's Association, UMWA, to address the plight of the under privileged and minority. It is the first women radio station in Africa and third in the whole world. It covers a radius of 400km and targets particularly women between the active age of 15-45 and the general public. MAMA FM seeks to promote developmental interactive communication. It aims at broadcasting gender sensitive educational programmes and offering training/practical experience for female journalists.

Background

Uganda Media Women's Association embarked on the radio project in 1997 following a situational analysis which established that **under privileged** people in communities often

lag behind in matters of development due to limited access and lack of basic information.

In Uganda radio is relatively the most affordable medium to the ordinary person specially in the rural areas compared to other medium of communication. Unlike other medium it cuts across the barriers of illiteracy while its portability makes it convenient to carry for example to gardens and markets.

CHAPTER 3

3.0 Methodology.

3.1 Introduction

This chapter presents the research approaches and methods of data collection that will be used in order to meet the objective of the study. Research methodology is a systematic research procedure and techniques which helps the researcher to avoid self deception. (Prewitt.1975). The chapter explores the research methodology in terms of research design, sampling, research instruments, data collection and analysis, research setting among others.

Methodology may be looked at as a system of explicit rules and procedures upon which research is based and against which claims of knowledge are evaluated. The rules in turn enable communication constructive criticisms and scientific progress. Though it is explicit it provides a framework for replication (Nachmias, 1996). This chapter is therefore devoted to methodology and perceives it as consisting a research design, population, sample data collection procedures and data analysis.

3.2 Research Design

Research instruments are used to collect the necessary information .The research instruments to be used will include questionnaires both structured and unstructured. Every question in the questionnaire would be developed in such a way as to address and meet a specific objective of the study.

Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Many scientific disciplines, especially social science and psychology, use this method to obtain a general overview of the subject.

Some subjects cannot be observed in any other way; for example, a social case study of an individual subject is a descriptive research design and allows observation without affecting normal behavior. It is also useful where it is not possible to test and measure the large number of samples needed for more quantitative types of experimentation.

These types of experiments are often used by anthropologists, psychologists and social scientists to observe natural behaviors without affecting them in any way. It is also used by market researchers to judge the habits of customers, or by companies wishing to judge the morale of staff.

This term as used in my study refers to a total plan of an investigation of how the FM radio stations are empowering the youth in Kenya. The research design to be used in my study is the **survey** method. Mugenda argues that survey method is the best method of collecting data from a population that is too wide to observe directly, (Mugenda, 2003).

The information collected through surveys may be used for various purposes e.g. evaluating a product use and acceptance by the intended clientele. The purpose of survey research is to obtain information that describes existing phenomenon by asking individuals about their attitudes, perception, behavior or values. It is in this strength that, it is hoped that the design method would provide an accurate and in-depth details on the

problem under study and address major objectives and research questions proposed in the study adequately.

Research design is seen as an appropriate method available to social scientists who are interested in collecting original data for the purposes of describing a population which is too large to observe directly. Hence an excellent vehicle for measuring characteristics of a large population as well as explaining or exploring existing status of two or more variables at a given point in time.

3.3 The Sample and Sampling Technique

A sample is a subject of a particular population. Since it would be impossible to study a whole target population, researchers identify and define accessible population also referred to as survey population. Appropriate sampling technique would be used as it would be impossible to manage the whole population

Singleton et al define factors determining the sample size as including *heterogeneity, of the population, desired precision, and types of sampling design availability of resources*. A Total of 5 Block of houses would be used for the sample size. The sampling method to be used in my study is **random sampling**. This decision was reached upon the convenience of the study due to the vast population under study. Previous studies have also indicated that random sampling can provide one with accurate information on groups that are too large to study in their entity. (Mugenda, 2003).

Sampling Methods and why it was Chosen for My Study

It is incumbent on the researcher to clearly define the target population. There are no strict rules to follow, and the researcher must rely on logic and judgment. The population is defined in keeping with the objectives of the study.

Sometimes, the entire population will be sufficiently small, and the researcher can include the entire population in the study. This type of research is called a census study because data is gathered on every member of the population.

Usually, the population is too large for the researcher to attempt to survey all of its members. A small, but carefully chosen sample can be used to represent the population. The sample reflects the characteristics of the population from which it is drawn.

Sampling methods are classified as either *probability* or *no probability*. In probability samples, each member of the population has a known non-zero probability of being selected. Probability methods include random sampling, systematic sampling, and stratified sampling. In no probability sampling, members are selected from the population in some nonrandom manner. These include convenience sampling, judgment sampling, quota sampling, and snowball sampling. The advantage of probability sampling is that sampling error can be calculated. Sampling error is the degree to which a sample might differ from the population. When inferring to the population, results are reported plus or minus the sampling error. In no probability sampling, the degree to which the sample differs from the population remains unknown.

Random sampling is the purest form of probability sampling. Each member of the population has an equal and known chance of being selected. When there are very large

populations, it is often difficult or impossible to identify every member of the population, so the pool of available subjects becomes biased.

Population:

This refers to entire group of individual events or objects having common observable characteristics –an aggregate of all subjects that conforms to a given specifications e.g. ‘all women in a village’ or ‘all cancer patients in the country’

For the purpose of my study I will refer to the major stakeholders i.e. the youth in the age bracket of(18-35 years)and adults aged between (35 years and above) and residing in Nyayo-Highrise Estate in Nairobi. The first category (18-35) being the biggest fans of radio FM stations especially Classic FM and Kiss FM.

Pilot Testing of the Research Instruments.

This will be carried out in the upper side of the Nyayo High-rise Estate and not among the actual sample Block of houses earmarked for the study. The purpose of pre-testing is to confirm validity and reliability of the questionnaire, after which necessary adjustments would be made to ensure the instruments, are adequate for the research.

The respondents will be encouraged to make comments and suggestions concerning clarity and relevance of the questionnaire.

Pre- testing is necessary because of the following reasons

- To incorporate comments and suggestions to be made by the respondents
- To identify vague questions coming up from the way the respondents would respond.

-To identify common mistakes such as enough space for the writing in the case of unstructured questions.

3.4 Data Collection Techniques.

Data Collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results.

Data collection methods for impact evaluation vary along a continuum. At the one end of this continuum are quantitative methods and at the other end of the continuum are Qualitative methods for data collection.

Quantitative and Qualitative Data collection methods

The **Quantitative data collection methods** rely on random sampling and structured data collection instruments that fit diverse experiences into predetermined response categories. They produce results that are easy to summarize, compare, and generalize.

Quantitative research is concerned with testing hypotheses derived from theory and/or being able to estimate the size of a phenomenon of interest. Depending on the research question, participants may be randomly assigned to different treatments. If this is not feasible, the researcher may collect data on participant and situational characteristics in order to statistically control for their influence on the dependent, or outcome, variable. If the intent is to generalize from the research participants to a larger population, the researcher will employ probability sampling to select participants.

Typical quantitative data gathering strategies include:

- Experiments/clinical trials.
- Observing and recording well-defined events (e.g., counting the number of patients waiting in emergency at specified times of the day).
- Obtaining relevant data from management information systems.
- Administering surveys with closed-ended questions (e.g., face-to face and telephone interviews, questionnaires etc).

Interviews

In Quantitative research (survey research); interviews are more structured than in Qualitative research.

In a structured interview, the researcher asks a standard set of questions and nothing more. (Leedy and Ormrod, 2001)

Face -to -face interviews have a distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. These interviews yield highest response rates in survey research. They also allow the researcher to clarify ambiguous answers and when appropriate, seek follow-up information. Disadvantages include impractical when large samples are involved time consuming and expensive. (Leedy and Ormrod, 2001)

Questionnaires

Paper-pencil-questionnaires can be sent to a large number of people and saves the researcher time and money. People are more truthful while responding to the questionnaires regarding controversial issues in particular due to the fact that their responses are anonymous. But they also have drawbacks. Majority of the people who receive questionnaires don't return them and those who do might not be representative of the originally selected sample. (Leedy and Ormrod, 2001)

Questionnaires often make use of Checklist and rating scales. These devices help simplify and quantify people's behaviors and attitudes. A **checklist** is a list of behaviors, characteristics, or other entities that the researcher is looking for. Either the researcher or survey participant simply checks whether each item on the list is observed, present or true or vice versa. A **rating scale** is more useful when a behavior needs to be evaluated on a continuum. They are also known as Likert scales. (Leedy and Ormrod, 2001)

Qualitative data collection methods play an important role in impact evaluation by providing information useful to understand the processes behind observed results and assess changes in people's perceptions of their well-being. Furthermore qualitative methods can be used to improve the quality of survey-based quantitative evaluations by helping generate evaluation hypothesis; strengthening the design of survey questionnaires and expanding or clarifying quantitative evaluation findings. These methods are characterized by the following attributes:

- they tend to be open-ended and have less structured protocols (i.e., researchers may change the data collection strategy by adding, refining, or dropping techniques or informants)
- they rely more heavily on interactive interviews; respondents may be interviewed several times to follow up on a particular issue, clarify concepts or check the reliability of data
- they use triangulation to increase the credibility of their findings (i.e., researchers rely on multiple data collection methods to check the authenticity of their results)
- generally their findings are not generalizable to any specific population, rather each case study produces a single piece of evidence that can be used to seek general patterns among different studies of the same issue

Regardless of the kinds of data involved, data collection in a qualitative study takes a great deal of time. The researcher needs to record any potentially useful data thoroughly, accurately, and systematically, using field notes, sketches audiotapes, photographs and other suitable means. The data collection methods must observe the ethical principles of research.

The qualitative methods most commonly used in evaluation can be classified in three broad categories:

- **in-depth interview**
- **observation methods**
- **document review**

For my study I have used both quantitative and qualitative method of data collection and analysis for better results.

3.5 Data Analysis and Representation.

Once the questionnaires are collected from the respondents, the raw data will be organized systematically in a manner that would facilitate analysis. The data would be cleaned, coded and key punched into a computer ready for analysis (Mugenda et al 1999.pp159).

The analysis will be done using SPSS software and the findings presented using frequency tables, charts and tables.

CHAPTER FOUR

4.0 Summary of the Findings.

This chapter presents the summarized findings and appropriate conclusions drawn from the field research. Arising from the findings and in line with the objectives of my study i.e.

- (1) To establish whether the FM stations empower the youth to becoming economically independent.
- (2) To identify the method used by the said stations in empowering the youth.
- (3) To determine whether the FM stations have made any impact amongst the youth.
- (4) To establish whether the FM stations have achieved their goal of empowering the youth to becoming economically independent.

The study found that the FM stations have not done enough in empowering the youth to becoming economically independent going by the response given by the respondents at 36.7% saying they have never heard any programme about youth empowerment. As for the method used by the said stations in reaching the youth, more than 60% said they have not heard of any during their listening schedules and about 23% confessing they have heard during talk shows. A small percentage said they have heard such a method during commercial breaks hence the conclusion that the FM stations have not captured a proper method of empowering the youth to becoming economically independence.

More than 60% said that the FM stations have not made any major impact in terms of empowering the youth economically going by their response to question 11 that sought to find out whether the youth are learning anything about self reliance from these FM stations.

In seeking to find out whether the FM stations have achieved their goal of teaching the youth how to become economically self reliance, more than 50% said they have not achieved and almost more than 30% having no idea about it.

4.1 Findings.

The analyses were done using SPSS software and the findings presented using frequency tables, pie charts and bar charts as illustrated below:

Table 1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	33.3	33.3	33.3
	Female	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

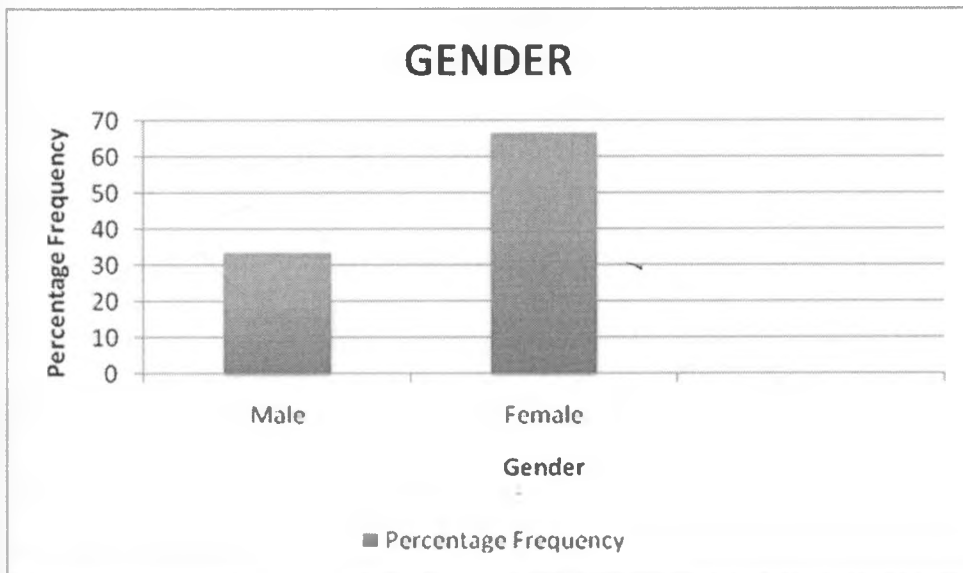


Fig. 1 n=30

According to Figure one, there are more female respondents at 66.7% as compared to male respondents at 33.3%. Therefore there are more female listeners to FM stations as compared to males yet most crime busters belong to the category of male youths which means they rarely get empowered by the FM stations.

Table 2: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18--35	14	46.7	46.7	46.7
	Above 35	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

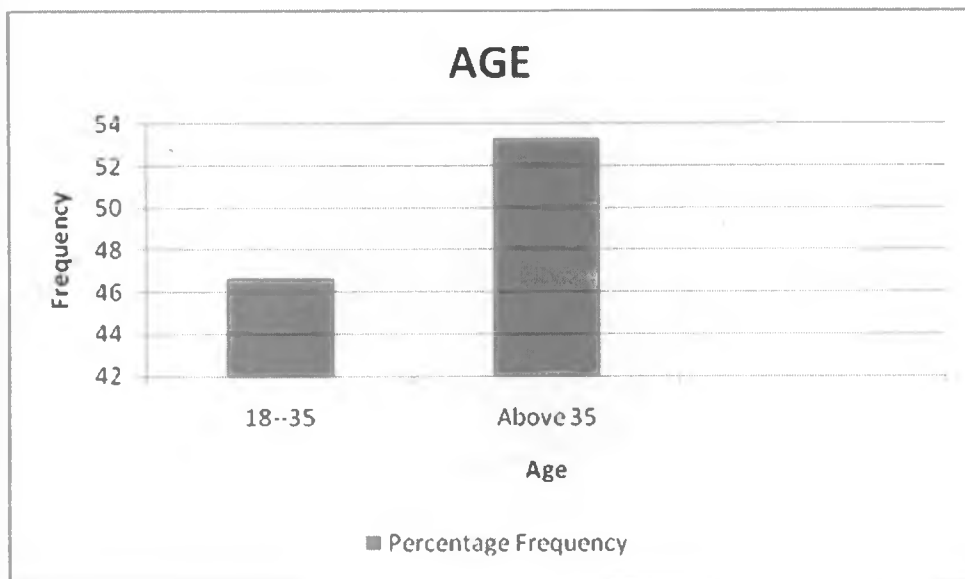


Fig.2 n=30

According to figure 2, both male and female respondents aged 35 and above were found to be more listeners of FM stations at 53.3% as compared to 46.7% of the listeners in the age bracket of between 18 and 35. The above findings can be interpreted to mean that in as much as the youth is the target group they are not the most listeners of these stations.

Table 3: Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	1	3.3	3.3	3.3
	Secondary	3	10.0	10.0	13.3
	College	12	40.0	40.0	53.3
	University	12	40.0	40.0	93.3
	Others	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

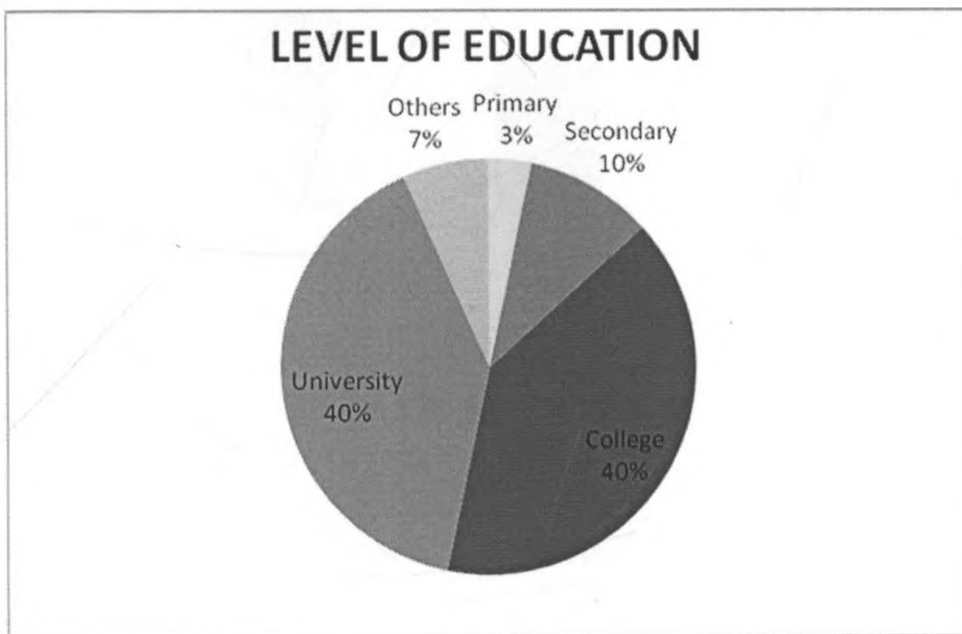


Fig. 3 n=30

In terms of education it was found out that those with college and university level of education tied at 40% respectively. Respondents with lower level of education e.g. primary or no education at all stood at less than 30% as demonstrated by the table and the pie chart in figure 3. This could be interpreted to mean that the youth with more formal education are the most listeners of FM stations hence making it easy for the media to reach them.

Table 4: Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Informal	13	43.3	43.3	43.3
Table	Formal	9	30.0	30.0	73.3
	None	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

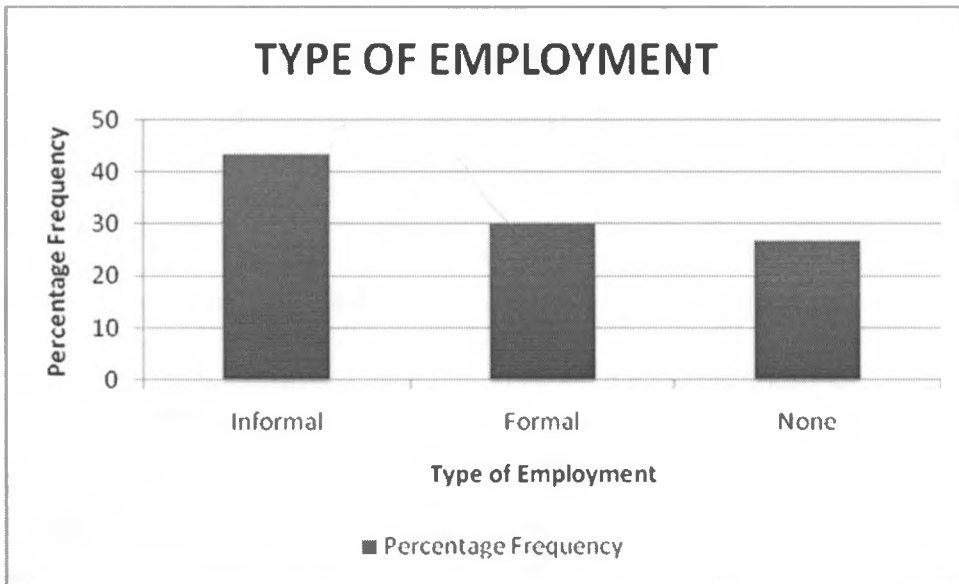


Fig. 4 n=30

In terms of employment, it was found that the type of employment does not affect FM listeners as shown in figure 4. Respondents with formal type of employment were found to be slightly higher at 43.3% as opposed to those with formal type of employment at 30% and those with none at 26% respectively.

Table 5: Frequency of Listening

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	16	53.3	53.3	53.3
	Afternoon	1	3.3	3.3	56.7
	Evening	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

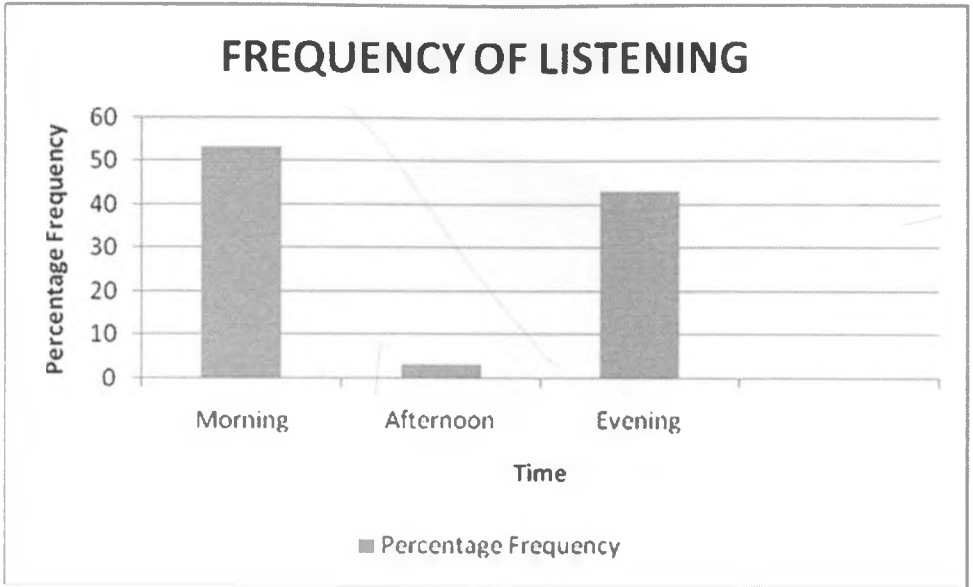


Fig. 5 n=30

According to table 5 and figure 5 respectively it was found that more people listen to FM stations in the morning as opposed to evenings and afternoons. As a matter of fact there was almost no listener at all hence the conclusion that most fans listen to these stations mostly in the mornings on their way to work.

Table 6: Why Listen?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Entertainment	18	60.0	60.0	60.0
	Kill time	7	23.3	23.3	83.3
	For information	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

WHY LISTEN?

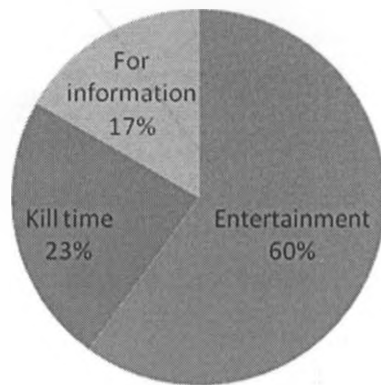


Fig. 6 n=30

In terms of why the respondents listen to FM stations, it was found that more people listen for entertainment as compared to either passing time or for information purposes. As shown in figure 6 those that listen for information purposes stood at 17% meaning that listeners of these stations are less bothered with getting information from fm stations.

Table 7: Heard Programme on Empowerment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	11	36.7	36.7	36.7
	No	13	43.3	43.3	80.0
	Not bothered	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

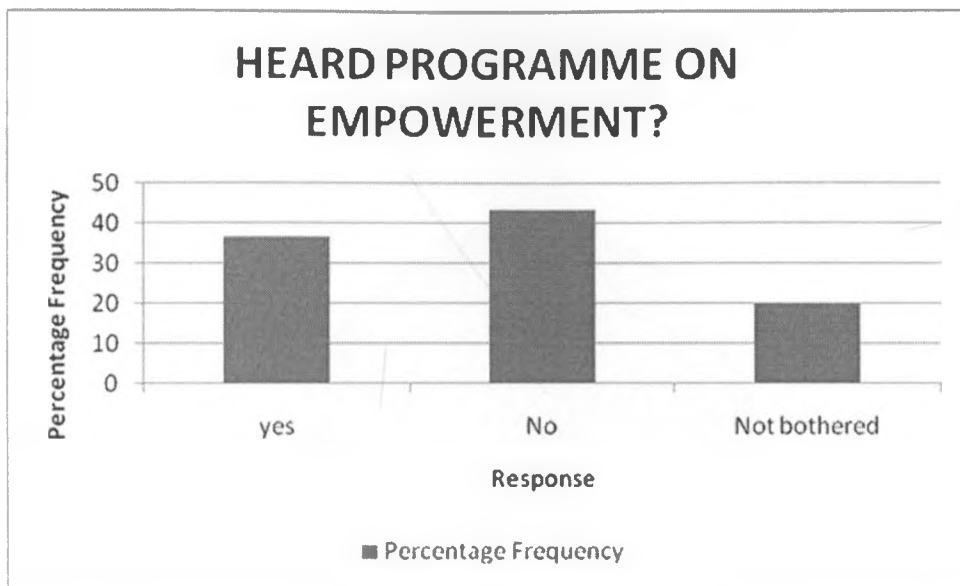


Fig. 7 n=30

In figure 7, there is a higher percentage of listners who have never heard any programme about economic youth empowerment at 43.3% as compared to those that ever heard at 36.7% and those that were not bothered at 20% respectively. Hence the conclusion that FM stations do not air programmes about economic youth empowerment very frequently.

Table 8: If Yes What Method Do Fm Use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Question and answer session	2	6.7	6.7	6.7
	Talk shows	7	23.3	23.3	30.0
	Commercial breaks	2	6.7	6.7	36.7
	4.00	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

METHOD USED TO EMPOWER THE YOUTH

Question and answer session
7%

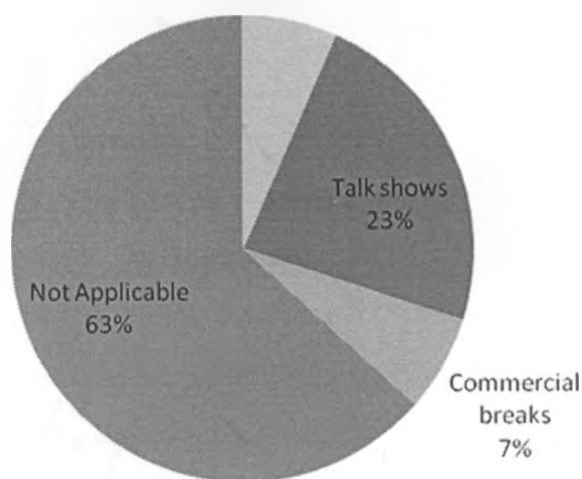


Fig. 8 n=30

According to figure 8, those respondents that confessed they ever heard of any method used to empower the youth by fm stations stood at a very small percentage and did so during talk shows. Those that neither heard through talk shows nor commercial breaks were the majority at 63%. This can be interpreted to mean that FM stations rarely air programme with economical youth empowerment messages.

Table 9: Have Fm Played a Major Role in Empowerment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	33.3	33.3	33.3
	No	14	46.7	46.7	80.0
	Don't know	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

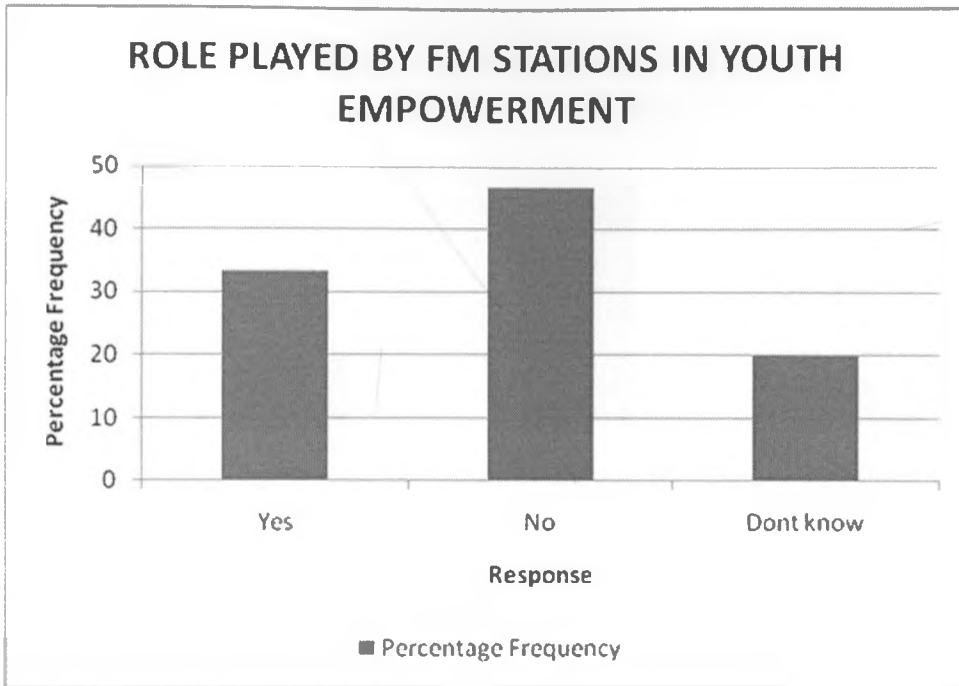


Fig. 9 n=30

According to figure 9, it was found that majority of the respondents said that the FM stations did not play a major role in empowering the youth to becoming economically independent at 46.7% as compared to those that responded positively standing at 33.3% and those that never bothered at 20%. The conclusion here is that the role played by the FM stations in empowering the youth to be coming economically independent is very minimal.

Table 10: Satisfied With the Role of Econ-empowerment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	20.0	20.0	20.0
	No	20	66.7	66.7	86.7
	Don't know	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

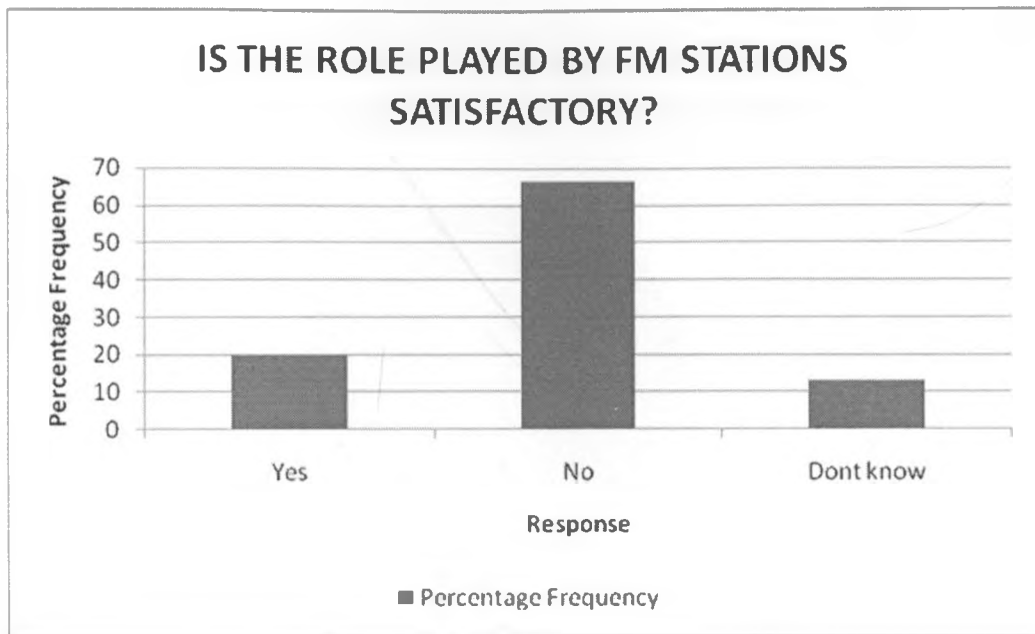


Fig. 10 n=30

As indicated in the table 10 above, majority of the respondents interviewed said that the FM stations have not played a major role in promoting economic empowerment among the youth. Those not bothered were the least at 13.3%. The interpretation here is that majority of the listeners of FM stations said they were not satisfied with the role they play.

Table 11: Are the Youth Learning Anything About Economic- empowerment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	36.7	36.7	36.7
	No	11	36.7	36.7	73.3
	Don't know	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

ARE THE YOUTH LEARNING ANYTHING ABOUT ECONOMIC EMPOWERMENT?

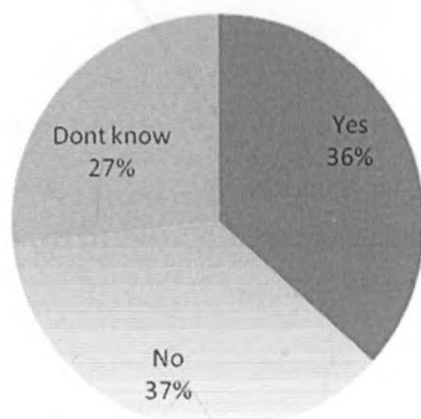


Fig. 11 n=30

The findings on table 11 indicate that those that felt the youth are learning something about economic empowerment tied with those that felt they are not learning anything at all. Those that said they don't know whether the youth are learning anything about economic empowerment at all stood at 27%. The conclusion derived from this is that majority of the listeners are not learning anything about economic youth empowerment.

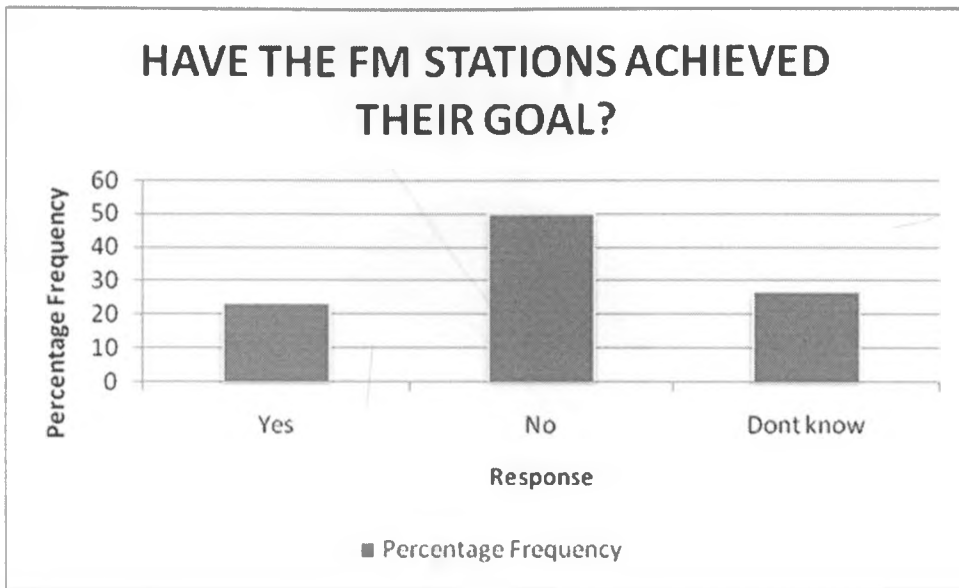


Fig. 12 n=30

According to figure 12, the findings indicate that the FM stations have not achieved their goal in terms of economic youth empowerment with over 50% of the respondents expressing these sentiments. More than 20% said that they didn't know anything about the fm stations in terms of whether they have achieved their goals or not.

Table 13: Have They Succeeded in Their Mission?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very successful	1	3.3	3.3	3.3
	Successful	6	20.0	20.0	23.3
	Not successful	18	60.0	60.0	83.3
	4.00	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

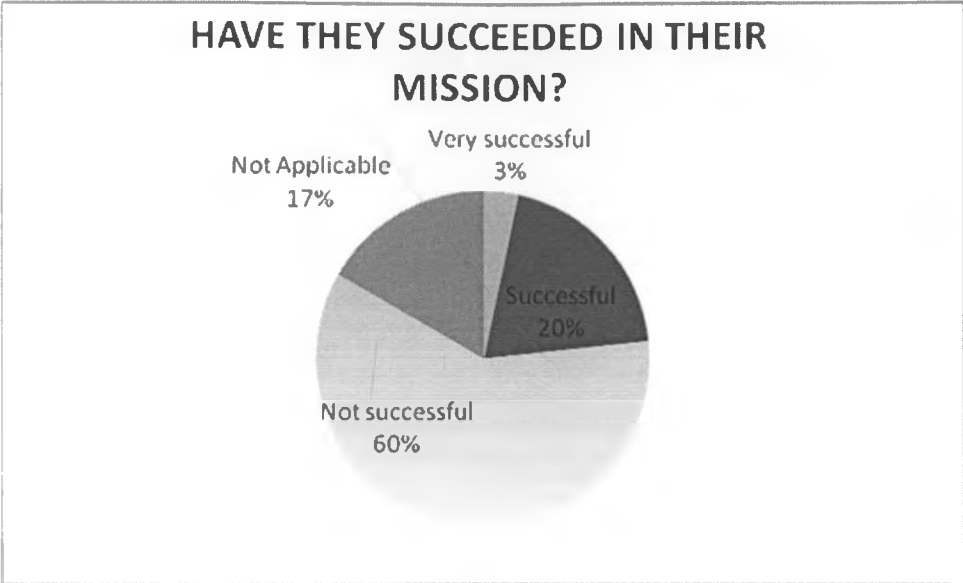


Fig. 13 n=30

The findings in figure 13 indicate that 60% of the respondents said that the FM stations have not succeeded in their mission and 3% feeling the stations have been successful. The interpretation of figure 13 is that more than half of the respondents are of the opinion that the FM stations have not succeeded in their mission at all.

Table 14: Any Overstepping in Entertainment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	60.0	60.0	60.0
	No	10	33.3	33.3	93.3
	Don't know	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

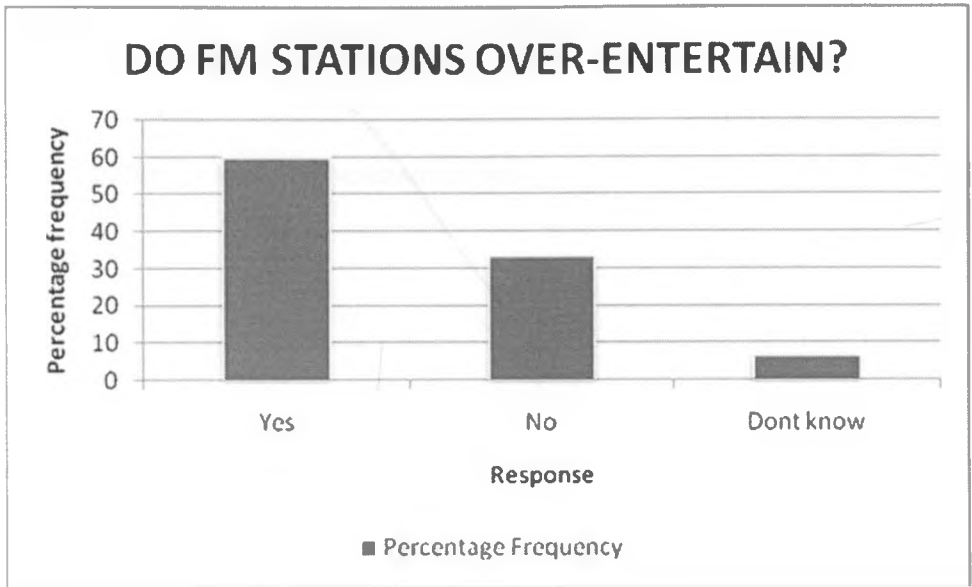


Fig. 14 n=30

The findings in figure 14 indicate that 60% of the respondents feel the FM stations over entertain at the expense of other businesses. This poses a challenge to these stations to review their programming so as to include programmes with economic youth empowerment.

CHAPTER 5

5.1 Conclusion and Recommendations.

Since the main objective of my study was to evaluate the role of the FM radio stations in empowering the youth to ensure a sustainable economic future in Kenya, and targeting the youth residing in the Nyayo High rise Estate in Nairobi, below is the conclusion of my research findings.

The study was guided by three theories of communication namely, Uses and gratifications theory, the Agenda setting theory and Albert Bandura's Social learning theory. They were chosen because they describe the foundations necessary for audiences to attend to messages, how media sets the agenda for the audience and how often these pretest conditions will more often than not determine whether or not the message reaches the particular audience or not.

It was found out that the role of Fm radio stations in empowering the youth in becoming economically independent is so far wanting as most respondents said that these stations embark so much on entertainment at the expense of either informing or educating the youth on how to be self reliant economically without always looking forward to white color jobs that are scarce in Kenya.

Having analyzed how FM stations have scored in terms of empowering the youth economically, this study wishes to offer the following recommendations that it feels might assist the FM stations in improving their coverage of economic youth empowerment.

(i) Employing all-round journalists.

Broadcasting accurate, information and thought provoking news, reports, talk shows, commercial breaks should include an item or two touching on youth empowerment. This requires a certain level of expertise in the other disciplines e.g. Current Affairs, History and Civics, geographical conditions etc. However a good number of journalists working for Radio fm stations expertise themselves in the world of entertainment hence prone to not capturing the real intent of the media which includes not only entertainment but also Education and Information to mention but a few.

(ii) Maintain continuous coverage.

More often than not the media raises an issue, sets the fire burning and neglects the same issue along the way. Continuous coverage will serve to remind the audiences and any other stakeholder of the importance of economic independence for the youth.

(iii) Credible source and practice of journalistic code of ethics.

Credibility and practice of journalistic ethics is core if any media has to make an impact and be respected, this is found to be lacking from most of the fm stations because in the name of entertaining the audience some of these stations have overstepped their mark hence bringing out pornography issues without censoring their shows. Others have even broken the law by practicing slander and defamation all in

the name of entertainment. This can be corrected by hiring journalists with credible training from accredited institutions in the country. Some fm stations are hiring journalists with fake training hence the mess in the world of the media.

(iv) Team up with the government in carrying out campaigns.

The media can team up with the government in carrying out campaigns such as “Kazi kwa vijana” and those others that the government has already initiated.

The media has a moral responsibility to encourage the youth today to become economically self reliant future leaders of Kenya bearing in mind that majority of the FM stations are the youth themselves. The government on the other hand should team up with the media and make sure that the youth are learning how to become economically independent by sponsoring programmes to be aired by the FM stations. The government through the ministry of youth affairs could as well increase other projects other than the “Kazi Kwa Vijana” initiative that so far is said to be working well with the youth.

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APPENDIX

Questionnaire

The questionnaire is part of a research project evaluating the role of FM radio stations in empowering the youth to ensure a sustainable economic future in Kenya.

N.B Please **do not** write your names on the questionnaire.

All your responses will be handled confidentially and the information obtained will be used academic purpose only i.e. partial fulfillment of a Master of Arts Degree in Communication Studies.

SECTION A (GENERAL INFORMATION)

Instructions

Please tick the most appropriate responses

1. Gender: Male Female
2. Age 18 -35 35 above
3. Level of Education
Primary College Others
Secondary University
4. Type of Employment
Informal None
Formal

SECTION B

Fm radio stations

Youth economic empowerment

5. How often do you listen to radio FM stations?

(a) In the morning

(b) Afternoon

(c) Evening

(d) None

6. In your own opinion, during your listening schedules have you heard any programme about economic youth empowerment?

1. Yes

2. No

3. Not bothered

7. If your response to quiz 6 is yes, what method do they use to empower the youth.

Question and answer session

Talk shows

Commercial breaks

Not applicable

8. In your own view do you think FM stations have played a major role in empowering the youth to become economically independent in Kenya?

Yes

No

don't know

9. Are you satisfied with the role played by these stations so far?

Yes

No

don't know

10. Do you think the youth are learning anything about economic self reliance from these stations at all?

Yes

No

don't know

11. Are the youth learning anything about economic empowerment?

Yes

No

Don't know

12. Do you think the FM stations have achieved their goal?

Yes

No

don't know

13. Have the FM radio stations successes in their missions.

Very successful

Successful

Not

Successful at all

14. Do you think the Fm radio stations sometimes over step their mark by over "entertaining"

Yes

No

don't know