

**CURRICULUM RELEVANCY AND ITS MANAGEMENT IN MASS MEDIA
INSTITUTIONS IN UGANDA:
A CASE STUDY OF UMCAT SCHOOL OF JOURNALISM AND MASS
COMMUNICATION**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN
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DECLARATION

I, **Akello Christine**, hereby declare, that this research work, entitled: “Curriculum Relevancy and its Management in Mass Media Institutions in Uganda: A case of UMCAT School of Journalism and Mass Communication” is my original work and has never been submitted to any university or higher institution of learning for any academic award.


Signature..... 

Date..... 

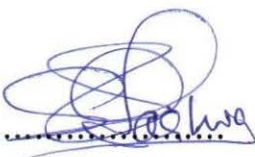
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APPROVAL

This is to certify that this research report entitled: "Curriculum Relevancy and its Management in Mass Media Institutions in Uganda: A case of UMCAT School of Journalism and Mass Communication" is ready for submission for examination with our approval as the University Supervisors.

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DEDICATION

I dedicate this research report to my Brother Mr. Ogwel Charles and my children: Okiria Harrison, Huldah, Hanniel and Harmonny for their love, patience, prayers and financial support that encouraged me to accomplish this task.

ACKNOWLEDGEMENT

I am grateful to Almighty God first and a number of people who contributed in different ways to the completion of this research study. Sincere thanks go to my academic supervisors, Dr. Peter Okello and Sr. Dr. Kaahwa Maria Goretti (DST) for their tireless and unparalleled professional guidance in the production of this work Dr. Peter Okello thank you for parenting academically. My gratitude goes to Kyambogo University forgiving me an opportunity to undertake this course amidst my tight schedules, and to my lecturers who showed professional parenting not forgetting Head of Department who guided and encouraged me not to give up. Appreciations to my big Brother Mr. Charles Ogwel who upheld the burden of paying fees and facilitation of this study; In the same vein, I forward my love to my children who endured with me, especially my first born son Harrison J. Okiria who was very tremendous in the production of this report. I will not forget my husband, Okiria Richard who helped in editing this work till the final copy. UMCAT School of Journalism and Mass Communication thank you for accepting me to use the staff and students of UMCAT during my data collection that led to successful completion of this report. I would like also to extend my humble appreciation to my respondents at the National Council for Higher Education, Lecturers and other staff at UMCAT School of Journalism and Mass Communication, and the students for accepting to participate in the study by giving me the necessary information. The resourceful and kindness of all my friends and course mates who read through my work is greatly appreciated. I further acknowledge the different authors whose work is used in this study.

LIST OF ACRONYMS

CVI	Content Validity Index
ICTs	Information and Communication Technologies
JMS	Journalism and Media Studies
MOESTS	Ministry of Education, Science, Technology and Sports
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NPC	National Press Commission
SPSS	Statistical Package for Social Sciences
SSAU	Small South African University
TV	Television
UMCAT	United Media Consultants and Trainers
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational Scientific and Cultural Organization

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
LIST OF ACRONYMS	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
LIST OF FIGURES	xii
ABSTRACT.....	xiii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.1.1 Historical perspective.....	1
1.1.2 Theoretical perspective	4
1.1.3 Conceptual perspective	5
1.1.4 Contextual perspective.....	10
1.2 Problem statement.....	12
1.3 Purpose of the study.....	13
1.4 Objectives of the study.....	13
1.5 Research questions.....	13

1.6 Scope of the study	14
1.6.1 Geographical scope	14
1.6.2 Content scope	14
1.6.3 Time scope	14
1.7 Significance of the study	14
1.8 Justification of the study	15
1.9 Conceptual framework	16
1.10 Definitions of key operational terms	17
CHAPTER TWO: LITERATURE REVIEW	18
2.0 Introduction	18
2.1 Mass media curriculum and its appropriateness	18
2.2 Curriculum discourse	20
2.3 Relevancy of mass media curriculum	23
2.4 Summary of literature review	25
CHAPTER THREE: METHODOLOGY	26
3.0 Introduction	26
3.1 Research design	26
3.2 Study population and sampling techniques	26
3.2.1 Target population	26
3.2.2 Sample	27
3.2.3 Sampling techniques	27

3.3 Data collection methods.....	28
3.3.1 Questionnaire survey	28
3.3.2 Interviewing	28
3.4 Research procedure.....	28
3.5 Quality control	28
3.5.1 Validity	29
3.5.2 Reliability.....	29
3.6 Data analysis	29
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.....	30
4.0 Introduction.....	30
4.1 Social demographic information.....	30
4.1.1 Gender of respondents	30
4.1.2 Ages of respondents.....	31
4.1.3 Marital status of respondents	32
4.1.4 Education level of respondents	32
4.2 Objective analysis	33
4.2.1 Appropriateness of mass media curriculum at UMCAT	33
4.2.2 Curriculum discourses at UMCAT	37
4.2.3 Relevancy of UMCAT mass media curriculum.....	45

CHAPTER FIVE: DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	48
5.0 Introduction.....	48
5.1 Discussion of findings.....	48
5.1.1 Appropriateness of mass media curriculum.....	48
5.1.2 Mass media curriculum discourses	49
5.1.3 The relevancy of mass media curriculum at UMCAT.....	51
5.2 Summary of findings.....	52
5.3 Conclusion	53
5.4 Recommendations.....	54
5.5 Areas for further studies.....	55
REFERENCES	56
APPENDIX A: QUESTIONNAIRE FOR THE UMCAT STAFF.....	59
APPENDIX B: QUESTIONNAIRE FOR STUDENTS	62
APPENDIX C: INTERVIEW GUIDE FOR NCHE.....	65
APPENDIX D: WORK PLAN AND BUDGET	66

LIST OF TABLES

Table 3.1: Categorization of respondents	27
Table 4.1: showing gender of respondents	30
Table 4.2: showing age groups of respondents.....	31
Table 4.3: showing marital status of respondents.....	32
Table 4.4: showing the level of education of the institute staff.....	32
Table 4.5: showing existence of curriculum for mass media communication.....	33
Table 4.6: showing appropriateness of curriculum for mass media at UMCAT	34
Table 4.7: showing whether two years diploma programme training are sufficient to accomplish a curriculum	34
Table 4.8: showing whether curriculum management strategies employed for diploma awarding institutions in mass media communication are effective	35
Table 4.9: showing planning management indicator for mass media at UMCAT	37
Table 4.10: showing organization management indicator for mass media at UMCAT	38
Table 4.11: showing coordination management indicator for mass media at UMCAT	38
Table 4.12: showing direction management indicator for mass media at UMCAT	39
Table 4.13: showing leading management indicator for mass media at UMCAT.....	40
Table 4.14: showing staffing management indicator for mass media at UMCAT	40
Table 4.15: showing theory and practical process should be done for mass communication diploma students	41
Table 4.16: showing whether curriculum of mass media communication is managed at UMCAT through teaching and lecturing.....	42

Table 4.17: showing whether curriculum for mass media communication is managed by lecturers, administration, NCHE and students.....	42
Table 4.18: showing attitude towards mass media curriculum.....	43
Table 4.19: showing relevancy of course units offered for diploma in Mass Media Communication.....	45
Table 4.20: showing whether communication to journalism, news writing and reporting, radio and television, news paper magazine and production, photojournalism are core subjects in mass media.....	46
Table 4.21: showing whether mass media curriculum to diploma students enhances ethical values of a journalist	47

LIST OF FIGURES

Figure 1.1: showing curriculum management plan.....	6
Figure 1.2: showing alignment of the curriculum management plan	7
Figure 1.3: showing conceptual framework.....	16

ABSTRACT

The study on the mass media curriculum relevancy and its management at UMCAT School of Journalism and Mass Communication was conducted to: determine the appropriateness of mass media curriculum, analyze curriculum discourses and evaluate the relevancy of mass media curriculum of UMCAT School of Journalism and Mass Communication. It employed cross sectional survey design that involved a sample of 220 respondents, comprising students, staff of UMCAT and official from National Council for Higher Education (NCHE) selected through simple random and purposive sampling techniques; separate questionnaires were designed for each group and the data collected from them through questionnaires and interviews was analyzed both qualitatively and quantitatively and the researcher got at the following findings. The appropriateness of mass media curriculum at UMCAT School of journalism and mass communication was felt due to proper curriculum management strategies in place; and course units and practical skills were under taken and implemented a by students and staff as recommended by NCHE for Mass Media Communication Diploma awarding Institutions. There were instructional media curriculum discourses used in managing curriculum deliberations for mass media communication at UMCAT School of journalism and mass communication, given the fact that planning, organization, coordination, direction, leading and staffing management indicators were good, theory and practical process was done for mass communication diploma students; curriculum of mass media communication was managed at UMCAT through teaching, course works and lecturing by lecturers, administration, NCHE and students. The mass media curriculum of UMCAT School of journalism and mass communication was relevant in that, mass media curriculum to diploma students enhanced ethical values of a journalist and the curriculum used was beneficial to diploma in mass media communication due to generation of skills and knowledge for students. It is therefore recommended that; continuous review of mass media curriculum must be done by NCDC, accreditation of technical persons who understand the course of mass media, improving on staffing levels at UMCAT and other mass media institutions.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter includes; background to the study, statement of the problem investigated the purpose of the study, the objectives of the study, research questions, and the scope of the study, significance of the study, justification of the study, theoretical framework, conceptual framework and definitions of operational terms.

1.1 Background of the study

1.1.1 Historical perspective

Curriculum can be envisaged from different perspectives. What societies envisage as important teaching and learning constitutes the "intended" curriculum. Since it is usually presented in official documents, it may be also called the "written" and/or "official" curriculum. However, at classroom level this intended curriculum may be altered through a range of complex classroom interactions, and what is actually delivered can be considered the "implemented" curriculum. What learners really learn constitutes the "achieved" or "learned" curriculum. In addition, curriculum theory points to a "hidden" curriculum (i.e. the unintended development of personal values and beliefs of learners, teachers and communities; unexpected impact of a curriculum; unforeseen aspects of a learning process). Those who develop the intended curriculum should have all these different dimensions of the curriculum in view. While the "written" curriculum does not exhaust the meaning of curriculum, it is important because it represents the vision of the society. The "written" curriculum is usually expressed in comprehensive and user-friendly documents, such as curriculum frameworks; subject curricula/syllabuses, and in relevant and helpful learning materials, such as textbooks; teacher guides; assessment guides (Kelly, 2009).

Media on the other hand is becoming one of the growing industries in a country. In last decade (2000-2010) Mass Media has emerged as a new socio-political and socio-economic force which is supporting the process of required change in society. Media is enhancing its role tremendously to promote democracy, making sure good governance and monitoring malpractices through television, radios, Newspapers and Social Media. A large number of media

organizations have been established and many plans are in the pipeline due to the demand of information by the society. Other dimensions of mass communication like Advertising, Public Relations, Art of Public speaking and Development of Social Media in the Communication system are rising rapidly as growing job-oriented avenues in the communication sector. The enhancement of media industry and communication sector demands strong academic support in shape of fresh graduates of the discipline (Munzir, 2006).

According to Munzir (2006), education in the world is the most fundamental mechanism today in the dynamics of communication. Different people go for different courses with the aim of acquiring knowledge and the skills for the particular course of interest. History shows that Mass media as an academic discipline started in the United States as education of Print Media, and in 1903 a renowned journalist, editor and publisher Joseph Pulitzer submitted a plan to the Board of Governors for launching the Columbia School of Journalism. Joseph Pulitzer also donated an amount of \$1 Million to Columbia University for the funding of the School of Journalism, which was established at the University in 1908. A decade later European and some other countries felt the need for media education and various institutions established departments of Journalism (Munzir, 2006; Shrivastava, 1998).

Mass Media has become very important and it's so pervasive in modern life. Every morning millions of people wake up to turn on their clocks, radios, internet, newspapers, Television and politicians are wooing their voters using any media. (John Vivian (2004).

In the Sub-continent (Pakistan, India, and Bangladesh), print media made its advent in 1780; and for more than a century and a half the need of training journalists, outside the newspaper offices was not felt (Electronic Media Review 2004).

A small department of Journalism was established in 1941 in University of the Punjab, Lahore (Pakistan). The first training programme introduced by the University was a six-month postgraduate certificate course aiming at training reporters, sub-editors and article writers for newspapers. After two years this certificate course was raised to one-year postgraduate diploma course. This diploma course continued till 1960 (Munzir, 2006).

During those days, radio was in its early stage and even the concept of television did not exist in the Sub-continent. In fact print journalism was the only effective medium of communication. Thus the training programme for journalists was confined to print journalism, mainly English and Urdu newspapers. It is noted that in 1960, when the cold war between United States and the Soviet Union was in full swing, the diploma course offered by the department of Journalism, University of the Punjab was upgraded into a Masters' course with the help of Asia Foundation and other American Institutions (Tuggle, et al., 1999).

According to Munzir (2006), media studies or mass communication is an inter-disciplinary field and is amalgamation of political science, economics, sociology, psychology, anthropology, and languages etc. It deals with a system of communication dissemination of information in the society through the modern Mass Media using communication technology. Mass Communication as a discipline of study emerged around the middle of 20th Century when media became the focus of attention of various scientists who were interested in studying the media effects on the individual and collective social life of human beings particularly during emergencies, elections and national/international conflicts.

The federal government realized the significant role of journalism in national affairs. Thus the National Press Commission (NPC) was established in 1954. The terms of Reference of the NPC laid special emphasis on the status of Journalism, Socio-Economic ratio of the manpower and the existing laws relating to Journalism and the Media. Further on its recommendation other Universities in the country were encouraged to set-up separate departments of Journalism to meet the requirements of the Media Industry and ensure the professional standards of journalism and media. The Commission also recommended drastic changes and revision of journalism's curriculum and emphasized on intensive practical training at Media Institutions. Unfortunately the recommendations of National Press Commission (NPC) couldn't be implemented due to the promulgation of Martial Law in the country in 1958 (Tuggle, et al., 1999).

A number of reasons may be advanced to explain some of these profound and diverse interests in curricula programmes. For example, in the case of Communication and Journalism training in Africa, the debate has over and above centred on the need to pay critical attention firstly to the four essential elements of any curriculum (African Curriculum Organization, 1979).

1.1.2 Theoretical perspective

First, a very brief history of curriculum theory, referring to the two countries, England and the USA; both began with very narrow but very different forms of curriculum theory. In the USA it was derived from the scientific management of F. W. Taylor and then applied to schools, so curriculum theorists could tell teachers what to teach as if they were manual workers - that is why most curriculum departments in American universities are named Departments of Curriculum and Instruction. In England we had a quite different tradition - it was a complacent and elitist view of what should be taught in schools, known as "liberal education." It assumed first that we did not need a theory, and second that if students did not learn it was because they lacked intelligence.

Curriculum Theory (CT) is an academic discipline devoted to examining and shaping educational curricula. There are many interpretations of curriculum theory, being as narrow as the dynamics of the learning process of one child in a classroom to the lifelong learning path an individual takes. Curriculum theory can be approached from the educational, philosophical, psychological and sociological disciplines (Wallin, 2011). It's noted that "one central concern of theorists is identifying the fundamental unit of curriculum with which to build conceptual systems. Whether this be rational decisions, action processes, language patterns, or any other potential unit has not been agreed upon by the theorists." Curriculum theory is fundamentally concerned with values, the historical analysis of curriculum, ways of viewing current educational curriculum and policy decisions, and theorizing about the curricula of the future (Pinar, 2004). Pinar defines the contemporary field of curriculum theory as "the effort to understand curriculum as symbolic representation".

W.F. Pinar describes the present field "balkanize divided into relatively separate fields or sectors of scholarship, each usually ignoring the other except for occasional criticism." The top-down governmental control of educational curriculum in the Anglophone world, including the United States, has been criticized as being "a historical and a theoretical, and as a result prone to difficult problems in its implementation". But there are theorists who are looking beyond curriculum as "simply as a collection of study plans, syllabi, and teaching subjects. Instead, the curriculum becomes the outcome of a process reflecting a political and societal agreement about the what, why, and how of education for the desired society of the future." (Tedesco et al., 2014)

1.1.3 Conceptual perspective

Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning on experience. The explicit intentions usually are expressed in written curricula and in courses of study; the implicit intentions are found in the 'hidden curriculum' by which we mean the roles and norms that underlie interactions in the school (Bailey & Yussuf-Khalil, 1998). A curriculum usually contains a statement of aims and specific objectives. It indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, finally it includes a programme of evaluation of the outcomes (Taba, 1962).

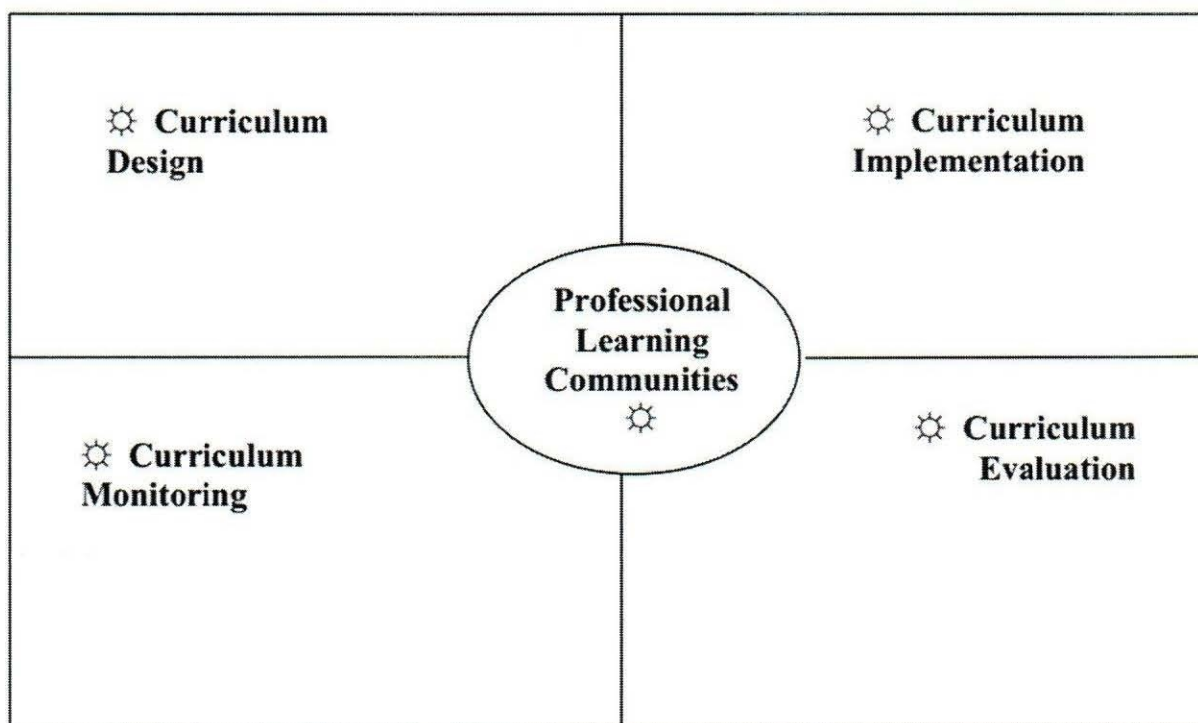
The curriculum can be defined as a course of learning activities set out for the learner to perform to make him achieve certain goals prescribed by the educational system. The curriculum generally includes all subjects and activities over which the school has responsibility. It also defines the limits within which certain types of learning are to take place. It denotes those experiences and activities which are devised by the school or other institutions of learning for the purpose of changing a learner's behavior, acquiring or reinforcing certain skills and preparing him to fit properly into his society (Robinson et al., 2008).

In management of the curriculum, there are four basic pillars: plan, organize, direct, and monitor (Reh, 2014). Management is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose object of study is the social organization (Henri Fayol, 1841–1925 & Dunod, 1966).

Curriculum Management Plan developed by Cape Elizabeth Schools in June 2008 reflects the following aspects as seen in figure 1.1 below.

Figure 1.1: showing curriculum management plan

Components of the Curriculum Management Plan (CMP) include:



Source: Secondary Data from Cape Elizabeth Schools, June 2008. Curriculum Management Plan

Curriculum Design – The philosophical and practical framework for the development of curriculum to include the timing, scope, and procedures for curriculum creation and review,

Curriculum Implementation – Comprehensive staff development designed to empower and ensure teachers have the knowledge and skills necessary to deliver the written, taught, and tested curriculum.

Curriculum Monitoring – Procedures for ensuring curriculum delivery in order to determine whether approved curriculum is implemented consistently in classrooms.

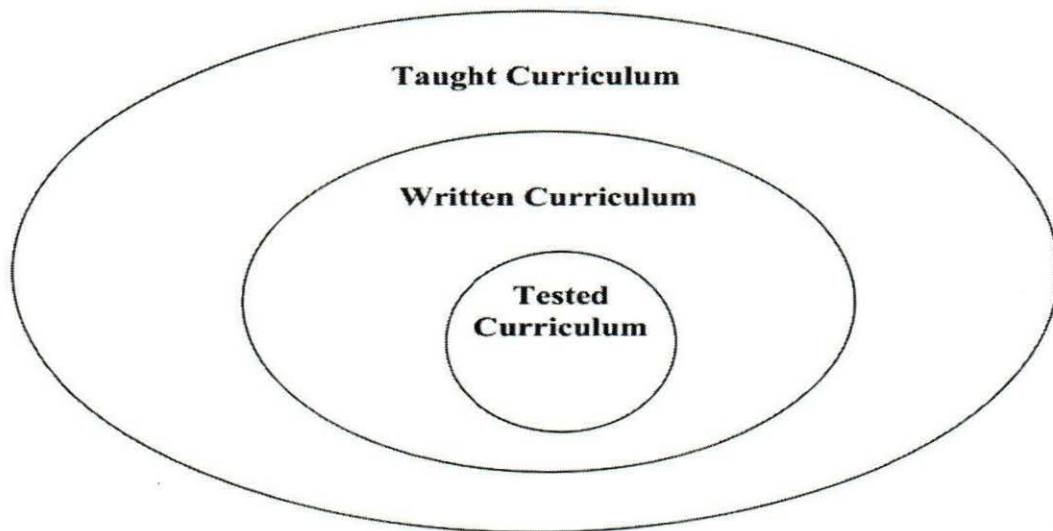
Curriculum Evaluation – Procedures to determine curriculum effectiveness and approaches by which assessment data will be used to strengthen curriculum and instruction.

Professional Learning Communities (PLC) – Teams of educators systematically working together to improve teaching practice and student learning. PLC’s are the means by which the previous four components of the CMP are developed and carried out.

The curriculum management plan is aligned in the following.

Figure 1.2: showing alignment of the curriculum management plan

The Curriculum Management Plan is designed to achieve **alignment** between:



Source: Secondary Data from Cape Elizabeth Schools, June 2008. Curriculum Management Plan

Curriculum Alignment– A process of coordinating the K-12 written, taught and tested curriculum across disciplines. Alignment exists when teachers are instructing using the written curriculum; assessments are aligned to the written and taught curriculum, and the written curriculum is used to guide decisions about materials, texts, and staff development.

Taught Curriculum – The delivery of the written curriculum; including the units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum.

Written Curriculum – Learning goals (aligned to designated standards) students are to achieve and teachers are to teach, including assessments, suggested methods and resources.

Tested Curriculum – That portion of the written and taught curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum,

Furthermore, Official curriculum can be simply defined by the way curriculum itself has been traditionally understood: as the course of study, body of courses, or program of training at a school or university. However, this conception fails to address its analytical significance in the field of curriculum studies, where attention is directed specifically at what is formally sanctioned by schools or other institutions of learning through their explicit educational offerings. To speak of the official curriculum is also to raise questions about the relationship between knowledge and power, ideology and institution, the politics of education and teaching, and processes of standardization, legitimization, and accountability that come to define what constitutes curriculum (Craig, 2010).

According to Eisner (1994), Actual curriculum refers to the formal curriculum (written or overt) comprising those things in textbooks, and content and concepts in the district curriculum guides. However, those “formal” elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.

Spiral Curriculum is predicated on cognitive theory advanced by Bruner (1960), who wrote, "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." In other words, even the most complex material, if properly structured and presented, can be understood by very young children. Key features of the spiral curriculum based on Bruner's work are: the student revisits a topic, theme or subject several times throughout their school career; the complexity of the topic or theme increases with each revisit; and new learning has a relationship with old learning and is put in context with the old information.

Although there is no clear empirical evidence of the overall effects of the spiral curriculum on student learning, "features" of that curriculum have been linked to improved learning outcomes. In addition, the spiral curriculum incorporates many research-based approaches from cognitive science that have been linked, individually, to improved student performance as well.

The Core Curriculum is the set of common courses required of all undergraduates and considered the necessary general education for students, irrespective of their choice in major. The communal learning--with all students encountering the same texts and issues at the same time--and the

critical dialogue experienced in small seminars are the distinctive features of the Core. Not only academically rigorous but also personally transformative for students, the Core seminar thrives on oral debate of the most difficult questions about human experience. What does it mean, and what has it meant to be an individual? What does it mean, and what has it meant to be part of a community?

How is human experience relayed and how is meaning made in music and art? What do we think is, and what have we thought to be worth knowing? By what rules should we be governed? The habits of mind developed in the Core cultivate a critical and creative intellectual capacity that students employ long after college, in the pursuit and the fulfillment of meaningful lives (Craig, 2010).

In managing curricula, schools may engage perspectives from a variety of sources. The business community engaged by way of advisory councils, recruiters, or surveys, may provide valuable insights into needed characteristics of graduates (Reh, 2014). University departments outside of the business school (e.g., communications, mathematics, international studies, philosophy, history, ecology, etc.) may add understanding from recent advances in their disciplines. Public policy makers may supply ideas about skills needed in graduates to meet anticipated social demands. Alumni can share useful insights into their experiences as graduates from the school's curricula. A part of curriculum management process that will normally have substantial faculty involvement is the monitoring and evaluation to see that curricula are meeting the goals that have been set for them and to see that those educational goals are still appropriate.

Mass media fall into two types: the print media of newspapers and magazines and the broadcast media of radio and television. Although most Americans got their news from newspapers and magazines in the 19th and early 20th centuries, electronic journalism, particularly TV journalism, has become dominant in the last 50 years. Today, advances in technology are blurring the distinction between the print and broadcast media. The Internet makes information available that is also published in newspapers and magazines or presented over the radio and TV.

It also provides political parties and their candidates, interest groups, and individuals an outlet for their own political content. and magazines; the earliest newspapers in the United States were tied to political groups or parties .The Federalist Papers, which urged the ratification of the

Constitution, were first published in New York newspapers. During George Washington's administration, the Gazette of the United States represented Alexander Hamilton and the Federalists, while the National Gazette supported weekly and monthly magazines like McClure's and Collier's published in-depth articles on national issues and gained a large, middle-class audience by the late 19th century.

They became an outlet for the muckrakers, a group of writers whose exposés on political corruption in the cities and on the practices of the Standard Oil Company were a factor in the political reforms of the Progressive Era (1900-1920). The investigative reporting that brought the Watergate scandal to the public's attention is part of the muckraking tradition in print journalism.

Radio and television; From the 1920s through the end of World War II, radio was a popular source of news and political analysis. President Franklin Roosevelt used his radio "fireside chats" (1933-1944) to speak directly to the American people about issues facing the country. Both before and during the war, radio — particularly Edward R. Murrow's broadcasts from London — was an important source of information on developments in Europe and the Pacific. The medium has gone through resurgence in recent years with both commercial and public (National Public Radio) all-news stations, radio talk shows, and the president's weekly radio address to the nation.

In addition to giving people news and information programming, television has allowed people insight into the political process and has actually become part of the process. The Democratic and Republican national conventions were televised for the first time in 1952.

1.1.4 Contextual perspective

Media are never neutral vessels of information. The images, which we think are depictions of reality, are actually shaped, professionally constructed and this is why their decoding requires a high potential of media competence. Critical media analysis does not obstruct – as is often feared by practitioners of didactics – the subject-specific information content of the media. Quite on the contrary: dealing with the interfaces between the subject-specific contents and the mediation shape contributed by the medium adds significantly to the degree of media competence as well as to the subject-specific knowledge yield. The insight that even those audio-visual media that are specially designed for teaching cannot be objective, shakes the belief in the rightness and truth of other media (such as e.g. school textbooks). Thinking of concepts such as truth or

rightness will lead to the questioning of the seemingly naturalness and obviousness of many images which suggest an authentic truth.

Similarly, the use of audio-visual teaching aids, which is absolutely necessary to ensure modern and effective teaching, cannot be accounted for as media education, unless their media-specific properties are discussed beyond the technical side of their use. Thus, next and in addition to the technical content of the medium, consideration should be given to whether and to what extent interests pursued by the media producers will affect the content and arrangement of what is offered. Media education shall, as a rule, be offered to all age groups, in line with the intellectual development of the pupils/students.

In Uganda many institutions have emerged offering different type of courses to different categories of learners. One of the courses is mass media communication. In the last 18 years there has been a rapid evolution of curriculum implementation of the Journalism awarding institutions in Uganda. The trend is largely a result of the forces of globalization (growth to a global or worldwide scale), especially liberalization (the act of making less strict), privatization (changing something from state to private ownership or control) and free market economy touted by World Bank, the international monetary fund and other multilateral institutions since the 1980s (UNEB, 2004).

The curriculum development and implementation process in Uganda started in 2004. It was conceived by all Mass Media Communication institutions in Kampala and still in the process (UNEB, 2004) though currently under Uganda Business and technical Examination Board that took over in 2011. Data of actual curriculum development meetings was collected at the end of deliberations about Mass Media. In 2004, Uganda National Examinations Board was brought on board (UNEB, 2004) to examine, manage and award national Diploma in Journalism.

Questions have remained unanswered whether with the involvement of Uganda National Examinations Board (UNEB and now UBTEB), the Mass Media communication content has improved the performance in the practice of Journalism or it has deteriorated. In the case of value analysis Uganda Media Consultants and Trainers (UMCAT) School of Journalism started in 1996 with its proprietor being a student from Makerere University Department of Mass communication who adopted or basically copied his course units and brought into the diploma

level, he developed. Other institutions would crop up and use what he had developed. He would creatively use his Makerere University course units to again add something new into his guide which made UMCAT appear several times in the news journal and magazines in 1998 and 1999 as the best and leading private institution in Uganda.

In 2003, the idea was conceived by all institutions offering Journalism to come together and work out a plan that harmonizes the process to attain one acceptable curriculum. The representatives came from UMCAT-School of Journalism (Director). UMCAT School of Journalism Director and UNEB director believe that Mass media communication is dynamic, changes with the technology; UNEB has remained with the old system of Journalism which makes the training of Journalism difficult. For example use of film cameras, floppy disks, among others. As much as using the analog cameras is good, UNEB does not allow students to use digital cameras, flash disks, memory cards, camera making the training of Journalism very difficult.

The Director of UMCAT decided to opt off UNEB and designed a syllabus modeled on the UNEB one. Today, UMCAT uses flash disks not floppy disks, video cameras which are digital. Radios and television have gone digital world wide but UNEB and UBTEB are still on analog confined. Such items have become difficult to find in the market. UMCAT Director modified his syllabus to suit the day today journalism. Because of lack of dynamic curriculum, institutions have adopted different kinds of syllabi, many still holding on the piloted UNEB syllabi of about 10 years ago which has also promoted competition among the institutions in Uganda.

1.2 Problem statement

Curriculum of mass media communication is very important in today's education development for efficiency and effectiveness of graduates in the field among the students offering diploma in Mass Media Communication in various institutions in Uganda. At UMCAT School of Journalism and Mass Communication, the management of this institution and Curriculum Implementers have put in strong internal controls in terms of human resource and monitoring and evaluation policies to ensure that there is quality performance after a acquiring the award of Mass Media Communication Diploma. However, the Institute to some extent has failed to

manage curriculum for mass media communication due to the presence of other bodies, such as NCDC (National Curriculum Development Centre), ESA (Education Standards Agency) and NCHE (National Council for Higher Education) who are mainly involved in the implementation and management of the curriculum. This is also due to the fact that, some news reporters, radio and TV presenters fail to become accustomed to morals and ethics of journalism, despite the media training they receive from various institutions in Uganda. This could be as a result of failure in the management of curriculum at various levels of implementation. The said party here who is the student has failed to put theory into practice, even when the curriculum of mass media communication has been taught to the end.

1.3 Purpose of the study

The purpose of the study was to establish the relationship between mass media curriculum relevancy and its management in UMCAT School of Journalism and Mass Communication.

1.4 Objectives of the study

This study was guided by the following objectives;

- i. To determine the appropriateness of mass media curriculum at UMCAT School of Journalism and Mass Communication.
- ii. To analyze the instructional media curriculum discourses used in managing curriculum deliberations for mass media communication at UMCAT School of Journalism and Mass Communication.
- iii. To evaluate the relevancy of mass media curriculum of UMCAT School of Journalism and Mass Communication.

1.5 Research questions

The research questions for this research study were;

- i. How appropriate is mass media content offered and managed at UMCAT School of Journalism and Mass Communication?

- ii. Which methods are used in analyzing curriculum deliberations for mass media communication at UMCAT School of Journalism and Mass Communication?
- iii. How relevant is mass media curriculum of UMCAT School of Journalism and Mass Communication?

1.6 Scope of the study

1.6.1 Geographical scope

The study was conducted specifically in all the three UMCAT branches that comprise UMCAT-Kampala, UMCAT-Mbale and UMCAT-Soroti.

1.6.2 Content scope

The study was concentrated on the appropriateness of mass media curriculum at UMCAT, curriculum discourses used in managing curriculum deliberations for mass media communication at UMCAT, and relevancy of mass media curriculum of UMCAT.

1.6.3 Time scope

The study was conducted within one year from April, 2015 to April, 2016. The data collected were from UMCAT statistics today.

1.7 Significance of the study

The study was anticipated to help different stakeholders which include; government, mass media institutions and mass media students in the following ways:

- The study findings will help the management of curricula to incorporate relevant course units in the curriculum to suit today's journalism for the benefit of all mass media institutions in Uganda and world over.
- The study results will be used by other researchers and scholars to carry out similar studies or in other related areas for comparison purposes.
- It is also expected to benefit the Ministry of Education, Science, Technology and Sports, and policy makers like the National Curriculum Development Center in coming up with policies to regulate and improve performance of mass media communication at all levels of education.

1.8 Justification of the study

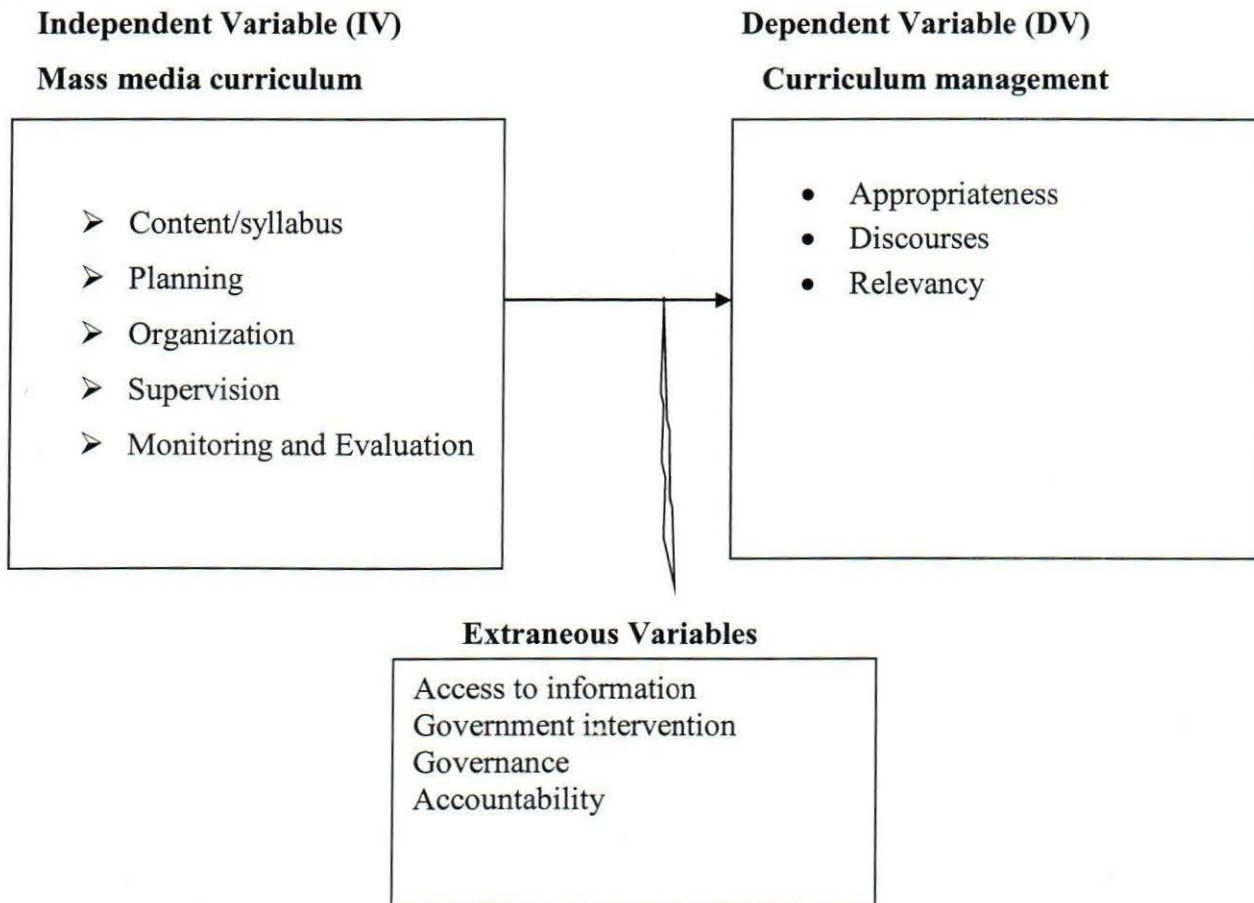
The students of Uganda and beyond deserve the right to quality diploma education in mass media communication, just like any other course. The institutions offering diploma courses in mass media communication need to be equipped with basic curriculum on mass media. It's clear from preliminary reports that journalism and mass communication are vital in conveying information to various stakeholders in the country, through newspapers, radio, television and posters, internet.

It therefore requires researchers, curriculum implementers, developers, lecturers and other civil society and government in the country to continue monitoring policies, classroom practices, teacher training, school learning environment and practices which have so much influence on the quality of diploma education in mass media communication, based on its curriculum. This study is relevant because it would help to identify and understand the challenges confronting the development and management of mass media curriculum for diploma awarding institutions in Uganda.

1.9 Conceptual framework

The illustration below shows the relationship between independent variable, dependent variable and moderating variables.

Figure 1.3: showing conceptual framework



From figure 1.3 above, we look at the relationship between independent variable, mass media curriculum and its management.

It should be noted that the success of mass media curriculum depends on its management. More also, the appropriateness of the curriculum is reflected from the satisfaction users (students) get and how the content is delivered to them by the facilitators.

1.10 Definitions of key operational terms

Appropriateness- The quality of being especially suitable.

Communication - The process of transmuting information from one place to another or the activity of conveying information or a connection allowing access between persons or places.

Curriculum - An integrated course of academic studies, course of study, program or syllabus.

Curriculum relevancy- Gloria Ladson-Billings (1994) describes “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.”

Discourse- An extended communication (often interactive) dealing with some particular topic.

Journalism - The profession of reporting or photographing or editing news stories for one of the media.

Management – is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively? Management comprises; Planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal.

Mass Media-Transmissions that are disseminated widely to the public using televisions, radios, newspapers and Social Media net work

Mass Media Communication – a process of transmitting information to a wider number of people through various means like social media, televisions, radios, news papers and others.

Relevancy- The relation of something to the matter at hand. Or the condition of being relevant, or connected with the matter at hand: Some traditional institutions of the media lack relevance in this digital age.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents existing related literature on the collaborative curriculum management of mass media and communication diploma awarding institutions. It highlights the contributions and contradicting views in line with the three objectives of the study.

2.1 Mass media curriculum and its appropriateness

The mass media are diversified media technologies that are intended to reach a large audience by mass communication. The technology through which this communication takes place varies. Broadcast media such as radio, recorded music, film and television transmit their information electronically. Print media use a physical object such as a newspaper, book, pamphlet or comics, to distribute their information. Outdoor media is a form of mass media that comprises billboards, signs or placards placed inside and outside of commercial buildings, sports stadiums, shops and buses. Other outdoor media include flying billboards (signs in tow of airplanes), blimps, and skywriting (Vipond, 2000).

Public speaking and event organizing can also be considered as forms of mass media. The digital media comprises both Internet and mobile mass communication. Internet media provides many mass media services, such as email, websites, blogs, and internet based radio and television. Many other mass media outlets have a presence on the web, by such things as having TV ads that link to a website, or distributing a QR Code in print or outdoor media to direct a mobile user to a website. In this way, they can utilize the easy accessibility that the Internet has, and the outreach that Internet affords, as information can easily be broadcast to many different regions of the world simultaneously and cost-efficiently (Riesman, Gitlin & Glazer, 1950; Lorimer & Scannell, 1994).

According to Hamley (2006), media studies in institutions and colleges was initially only 'film studies' and concerned with the study and consequent appreciation of films deemed to be of 'high culture'. Nowadays, media studies can be seen as the study of all media including films, television, radio, music, newspapers, magazines and the Internet. Media education first appeared

in the school curriculum in the 1960s and its value to the curriculum has been recognized and increased ever since for reasons offered by various theorists and practitioners.

A strong grounding in the concepts of communication and journalism, history of media, interrelationships between media, society and culture, reporting and editing for the media at different levels, media research methods and a wide range of other communication/journalism courses enables the students to take a broad view of communication in cultural contexts and fit into different areas of employment. At the core of the course curriculum is what is called 'immersive learning' that melds content, skills, societal need, and students' interests into an experience an intense, real-world transformative experience. Institutes of Mass Communication and Journalism are vibrant, growing and exciting place to begin either a career in communication or to learn how to be a savvy and skilled user of media and communication. Growing from a national, traditional, hands-on, professionally oriented communication and journalism programme, the institutes represent the best kind of synergy between the how-to skills of professional communication and journalism and the whys and wherefores of critical thinking, theory and philosophy on which communication is based (Sultana, 2008).

From Sultana, (2008) perspective, coming to an understanding of the very complex collaborative process requires an appreciation of the cultural, structural and agential factors at play in the department and the structuring principles of the discipline of Journalism and Media Studies (JMS) within the context of the enterprise of small South African University (SSAU) where this work is situated. Enhancing understanding of these factors would contribute to knowledge of how "individual academic values, forms of knowledge and practice" interact with the values, forms of knowledge and practices of others within one context and where such interaction requires them to cede some of the traditional academic autonomy in the service of a bigger relational ideal.

Henkel anticipated that the explanation he provided of that particular process would demonstrate potentially useful tools for understanding the underpinning structuring principles of the curriculum within other departments at small South African University (SSAU) and elsewhere.

Becher and Parry (2005) make the distinction between disciplinary communities of academic specialists and communities of practice who are involved in practice-based fields. They furthermore refer to journalism as a discipline that “reflect(s) a highly differentiated community which draws upon knowledge from a variety of sources and in which members of the community have in common a shared conception of community, identity, meaning and experience as practitioners” (p 136).

Hickey & DuToit (2007) examine the theoretical frameworks used by different journalism schools in South Africa. She concludes that the theoretical component of journalism courses is traditionally provided either in the form of communication studies that focuses on “quantitative audience surveys, effects studies, and experimental research” or cultural studies (in some schools of journalism referred to as MS or Critical Media Studies). As a discipline, Cultural Studies “insists on relativity and subjectivity” and therefore it is not surprising that the practice of journalism is studied from a necessarily oppositional perspective (Zelizer 2004: 103).

According to Hickey & DuToit (2007:7) “courses which draw on cultural studies may deconstruct the epistemological framework within which journalistic practice is based, but they generally also fail to assist students in developing an approach to their practice based in an alternative set of principles”. Du Toit (*ibid*: 13) notes that “Media Studies approaches journalism primarily as textual analysis, and the reception of such texts by audiences”. In addition to Media Studies, the department of JMS also incorporates the sociology of news, ethics, media law, media history and the politics of media as part of the study of journalism and media. Hickey & Du Toit (2007) argue that the latter aspects of the media theory course do not create crises of legitimation for journalism practice in the same way as Cultural Studies perspectives do, because they focus on journalism as an object of knowledge.

2.2 Curriculum discourse

A comprehensive/explanatory model of this dynamic has been used in different ways by many authors in the field of educational change and innovation, school improvement and educational reform. Rodriguez Romero (2001) carried out a literature review in this regard, where the issue is presented in terms of the stability/change dynamic. Quoting Popkewitz, the author states that

“the study of stability has been traditionally absent from research on educational change” (Popkewitz 1983). Nonetheless, and even if it emerged in another context and with very different policy intentions, research on the implementation of educational reforms and, more specifically, on factors affecting such implementation has been informing us for decades about the individual and institutional dimensions of change, innovation and reform in education, and about the conditions in which such stability is expressed and assured.

The function of curriculum control is complementary and runs parallel to the one of curriculum change. Perhaps the best way to illustrate this lies in the crucial relationship between the content and results yielded by examinations and public perception about the overall level of student performance. Increasing publicity and media attention devoted to examination and test results and its political utilization especially in the context of international comparative studies of student performance have become one of the key issues not only in the professional or the academic education debate, but in the mainstream political debate as well.

Thus, the content, format and specific arrangements of tests and examinations have a strong shaping influence on quite a few other elements of what is commonly understood as the process of curriculum design and development. As a result, both teachers and students need to align their curriculum choices with the features and specific incentives implicit in tests and examinations (thus blocking potential change initiatives) (Benavot & Braslavsky, 2007).

When it comes to the dynamics of change and control, school curricula seem to fit the principles of the agenda-setting theory. This theory was put forward by McCombs & Shaw (1972) in the field of mass-media communication. It provides evidence to state that mass media are not quite so successful at telling us what to think as they are at telling us what to think about. As a result, the theory goes, it is assumed that if people are exposed to the same media, they will place importance on the same issues, i.e. will have a similar agenda, even if their personal stances for each of the agenda items differ sharply.

Transposing the theory to the curriculum field, one can argue that the school curriculum sets the agenda for students, teachers, parents, employers and the other educational stakeholders. Even if specific contents and dominant classroom practices of curriculum areas differ sharply, the overall framing of the curriculum tells everybody what to think about and to what extent it is important.

And disciplinary based interest groups assume that if students are exposed to the same curriculum, they will develop a similar mind frame about what is worthwhile knowledge, a certain hierarchy of knowledge areas, and a set of specific conceptions and beliefs on each of them (Benavot & Braslavsky, 2007).

Du Toit(2008) goes on to suggest a perspective on Journalism education which aims to establish Journalism as an academic discipline in its own right. This approach views journalism as “an intellectual practice that is capable of reflection on its own theoretical foundation.” As a practice Journalism is a research-based activity that includes the “systematic gathering, analyzing and communication of information.” For Du Toit, journalism education should present students with a full range of options with regards to the epistemological and ontological frameworks that could frame their practice, and to provide them with an opportunity to experiment with the methods and techniques that are associated with these frameworks.

Teaching should necessarily operate as a process of conscientisation, in which staff challenges students to reject certain aspects of traditional reporting practice, and to construct alternative methods in their place. This process of conscientisation should operate not only at a reflective level, but should also be experimental in nature. In particular, students should be challenged to engage in modes of research which offers them with positions that are different from those of traditional reporting, and sets up different kinds of relationships with the communities they report on, and the audiences they write for.

Deliberations over controversial issues such as evolution, intelligent design, sex education, multicultural education, school prayer, and history illustrate the complexity of deciding how competing claims concerning the public interest should be represented in the public school curriculum (Binder, 2002; Zimmerman, 2002). Pinar (2004) writes that “the school curriculum communicates what we choose to remember about our past, what we believe about the present, what we hope for the future” (p. 20). It is no wonder that the public school curriculum is a source of contention.

Curriculum deliberation is often emotionally and intellectually charged as stakeholders struggle over how and what students should learn to promote what stakeholders believe to be the best

representation of society's past, present, and future. As portrayed in the curriculum, this best representation is a claim about the public interest. I define the public interest as those claims values, beliefs, and opinions that are believed to be in the common good of a public. Deliberation of these claims is central to public school curriculum disputes when stakeholder's have competing claims about the public interest (Pinar, 2004).

2.3 Relevancy of mass media curriculum

There are many differing reasons offered by various theorists and practitioners as to why mass media should be studied in institutions. One of the most obvious yet powerful reasons is offered by Alvarado (1992:94) when he says we must study mass media because it 'is there'. I believe this to be an important element in the argument for media education as nowadays the world in which we live is completely media saturated and there is no way anyone can grow up or develop in a world devoid of any media. It is also important as mass media is actively involved in processes of constructing or representing (re-presenting) reality in our everyday world.

Education reform all over the world is increasingly curriculum-based, as mounting pressures and demands for change tend to target and focus on both the structure and the very content of the school curriculum (World Bank 2005a). Thus, it is quite perplexing and sometimes even alienating, especially for teachers to watch the contrast between the nonstop curriculum reform initiatives and moves on the part of successive education administrations and the fundamental conventionality and traditionalism of the implemented curriculum the grammar of the school when seen in historical perspective. There seems to be extreme volatility on the one hand; and extreme stability, on the other. The need for mass media studies though have to create a forma reference which is in this case the curriculum so that upcoming institutions and those that have exited from time immemorial have a standard format 'curriculum' followed other than each institution having to follow their which may basically mean the origin of the initiators meaning that there is no uniformity.

Communication professionals still need to be able to take on a wide range of assignments, the information society demands more specialists. Hence, training institutions should encourage specialization both in communication sub-sectors and in topics to be covered. For instance, there

is a need for more science and gender writers and producers. On the whole, the kind of training that will be appropriate for the African communication professional is that which provides state-of-the-art language and computer-aided skills in different aspects of communication media, It is necessary because of the diverse environments in which such trainees will work for trainers to be sensitive to the fact that job opportunities for their students will come (World Bank 2005a).

The traditional practice of packing more hours in laboratory sessions in journalism training institutions, while still relevant, has been largely mitigated by electronic production so that it is now more realistic to spend a bit more time in substantive and conceptual content. Practical sessions should be skewed more towards attachment and actual writing/production sessions. Such a reorientation of training will ensure that students truly understand conceptually the social contexts in which they are working and how such contexts are configured in the real world.

Collaborative curricula must prepare students to embrace change and adaptability. In today's economically and technologically advanced societies, the nature of change envisaged for advancing from an industrial to post-industrial societies involved mainly economic organization from monopoly capitalism to global capitalism. For Africa, the leap from largely rural agrarian societies to a global information society involves changes in value orientations, social and political organization, economic organization, and intellectual resources required to cope with and manipulate new social realities. Individuals working in the information and communication industries must, therefore, themselves be well prepared for these changes before they can effectively play their roles and functions in society (World Bank 2005a).

Secondly, graduates of 21stCentury communication and training institutions must have the intellectual competence to comprehend the world around them and appropriate technical skills to work in increasingly complex communication and information institutions. They must understand the issues of the day and their interconnectedness, raise policy questions, analyze the options offered and then write or produce for diverse audiences, the most important and revolutionary changes in mass media, globally speaking, have occurred with the arrival of the satellite communication and ushering in of the internet age (World Bank 2005a).

Besides, radical transformation brought in printing technology, ably supported by computers; the dawn of facsimile and e-mail have completely altered the mass media scene in the entire world. Every medium of mass communication has assumed tremendous potential and immense power to become an effective science and art and a veritable academic discipline. It is, therefore, bounden responsibility of the Universities to provide adequately modern facilities for teaching and research in these ever developing programs. Today, all media of mass communication are taking rapid strides in their respective areas of operation what Marshall McLuhan (1998) predicted several years ago, has become a reality. The world has indeed become a 'global village'. Radio, television, newspapers, magazines, films....everything is available instantly all over the world just for the asking. India is no exception. In fact, among all the developing nations, India's mass media are perhaps most progressive and can very favorably be compared with the best in the world anywhere since the medium of teaching the subject of mass communication varies from university to university and as individual departments have their own resources of teaching in their local languages, it was thought it would be best if choices of text-books and other references were left to the respective departments/ Universities. Moreover, the fact of the matter is that most Universities in India follow American or British texts and adopt these to the local and regional needs. However, it is a matter of great gratification that during last few years many books in Hindi and other regional languages have been published. The hope, therefore, is that in the near future standard texts would be available in English and local Indian languages in which journalism and mass communication is taught, and would ultimately become standard texts (Dua, 2001).

2.4 Summary of literature review

Curriculum management for mass media communication is very important because of simplicity in teaching and delivering content or syllabus to students offering diplomas in the related field; but loopholes in it should be dealt with through continuous monitoring and evaluation of the mass media communication curriculum so as to generate effective mass media communication in Uganda and beyond.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study research design, study population and sampling techniques, data collection methods, data collection instruments, quality control, data analysis, assumptions and limitations.

3.1 Research design

This study employed cross sectional survey design which incorporated elements of both qualitative and quantitative approaches in terms of instruments and data analysis. This research design involves collection of data from a sample of a population in order to determine the current status of that population with respect to one or more variables (Mugenda & Mugenda, 2003).

Qualitative research design is a type of design that seeks to describe findings that promote greater understanding of how and why people and other organisms are in a given state (Amin, 2005).

The use of a survey research design in this study enabled the researcher to find out facts without manipulation of data, seek opinions, describe, analyze and interpret the curriculum relevancy and its management in mass media institutions in Uganda: a case study of UMCAT School of Journalism and Mass Communication. It was selected because it collected data at one particular point in time and information obtained was used for making judgments about the current status of the given phenomenon.

3.2 Study population and sampling techniques

3.2.1 Target population

The study considered curriculum implementers, Ministry of Education, Science, Technology and Sports (MOESTS), National Council for Higher Education (NCHE), staff and students of UMCAT that offered Diploma in Journalism and Mass Communication in UMCAT centers of Kampala, Mbale and Soroti.

3.2.2 Sample

According to Morgan & Krejcie (1970), the following formula was used for getting the sample

$$n = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Whereby, n = required sample size

N = Population size

X² = the table value of chi square at 5% level of significance, 3.841

P = Population proportion, assumed to be 0.5

d = Degree of accuracy, 0.05

Therefore, a sample of 220 respondents was selected from the study population in the following categories; 05 curriculum implementers/developers, 15 staff and 200 students from the 3 selected institutions of UMCAT offering diplomas in mass communication to provide the study with outstanding data on the curriculum and its management in mass media institutions in Uganda.

3.2.3 Sampling techniques

The curriculum implementers and staffs of UMCAT were selected through purposive sampling technique. This is whereby a researcher purposively selects respondents, because it selects suitable cases only. Students from UMCAT schools were selected through simple random sampling. This is because of bigger sample size and the researcher randomly selected respondents, and this method gave equal chances to all cases to be chosen to participate in the study.

The table below shows category of respondents.

Table 3.1: Categorization of respondents

Category of respondents	Population size	Sample size	Sampling method
Curriculum Implementers (Ministry of Education and Sports (MOESTS) officials, National Council for Higher Education (NCHE)	10	05	Purposive Sampling
Staffs (administrators)	20	15	Purposive Sampling
Students (consumers)	500	200	Simple Random Sampling
Total	530	220	

3.3 Data collection methods

Questionnaire surveys, interviews, non-participant observation and secondary data analysis are the methods that were used to collect data from the respondents.

3.3.1 Questionnaire survey

This was preferred because of number of respondents (students and staff of UMCAT), cost and the nature of the topic which had both quantitative and qualitative data (Kothari, 2004). Self-administered questionnaires were also preferred because they were easy to fill by the participants (students and staff of UMCAT). They keep the respondent on the subject, they were respectively objective and fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired information in the limited time available.

3.3.2 Interviewing

This was used as they allowed pursuance of in-depth information around the topic, considering the curriculum implementers; they were also used as follow-ups to certain respondents to confirm implementation of curriculum for mass communication and past results. This was by use of face to face interview guide.

3.4 Research procedure

A letter of introduction was sought from the Faculty of Education introducing the researcher to access the respondents and deliver alongside letter of transmittal to the Principal of UMCAT School of Journalism and Mass Communication and NCHE officials. The researcher used 'drop and pick' method to administer questionnaires to the sample population. A cover letter accompanied each questionnaire explaining the purpose of the study and assurance of confidentiality. There was also interview with the selected respondents after prior preliminary arrangements. Filled data collection instruments were got back from the respondents, data analyzed and a report written and finally submitted to the Faculty of Educational Management, Kyambogo University for the award of marks.

3.5 Quality control

This focuses on validity and reliability of data collection instruments. To ensure accuracy and consistency of the research instruments in measuring the variables under investigation, validity and reliability tests were carried out.

3.5.1 Validity

Validity refers to the extent to which research results can be accurately interpreted and generalized to other populations. Validity of the instruments was done by the supervisors to ascertain their suitability. To further establish the instrument validity, a pilot study was conducted in one of the selected institutes awarding diplomas in mass communication (Amin, 2005). The purpose of the pilot study was to assess the clarity of the instrument items in capturing information regarding “the curriculum relevancy and its management in mass media institutions in Uganda: a case study of UMCAT school of journalism and mass communication.” Further to also ascertain that all items were of good quality and appropriate for data collection.

3.5.2 Reliability

The questionnaires were pre-tested in one selected branch of the institution of mass communication to ensure reliability. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that provided answers to questions of the study. Raw data from the instruments was subjected to a reliability analysis from which Cronbach’s coefficient alpha was systematically and consistently computed using a formula to the recommended reliability (Amin, 2005). The researcher administered questionnaires to the students of one of the sampled branch of UMCAT School of Journalism and Mass Communication with similar characteristics.

3.6 Data analysis

Data collected from respondents were classified according to their sources, curriculum implementers, students and staff of UMCAT. The data generated was edited, coded and analyzed using frequency counts and tables with the help of SPSS and MS Excel computer software based on the objectives of the study; determining the appropriateness of mass media curriculum at UMCAT School of Journalism and Mass Communication; analyzing the instructional media curriculum discourses used in managing curriculum deliberations for mass media communication at UMCAT School of Journalism and Mass Communication; and evaluating the relevance of mass media curriculum of UMCAT School of Journalism and Mass Communication. Results were presented in a tabular and graphical format with an explanation after every table and graph.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

Data collected from students, staff of UMCAT School of Journalism and Mass Communication, and the representative from National Council for Higher Education was analyzed by qualitative and quantitative approaches. This chapter presents the results based on the findings and the following objectives of the study; determining the appropriateness of mass media curriculum at UMCAT School of Journalism and Mass Communication for the Journalist, analyzing the instructional media curriculum discourses used in managing curriculum deliberations for mass Media communication at UMCAT School of Journalism and Mass Communication and evaluating the relevance of mass media curriculum on students at UMCAT School of Journalism and Mass Communication.

4.1 Social demographic information

This was based on gender, age groups, marital status and education level of the selected respondents at UMCAT School of Journalism and Mass Communication in the following ways.

4.1.1 Gender of respondents

Table 4.1: showing gender of respondents

Gender	Frequency	Percentage (%)
Male	126	58.6
Female	89	41.4
Total	215	100

Source: primary data

Table 4.1 above shows the gender of the respondents at UMCAT involved in mass media communication and journalism, in that, most of them were male, represented by 126 (58.6%) of the responses, while 89 (41.4%) of them were female. This therefore implies that, at UMCAT School of Journalism and Mass Communication, there are more male employees than female

counterparts because of the nature of work which requires more efforts and dedication that men claim to have compared to the female counterparts. It should be noted the employees at UMCAT School of Journalism and Mass Communication included; principal and deputy principal, academic registrar, accountants, secretary, receptionist, lecturers, security personnel and office messengers among others. It also implies that, the institute consists of more male students than female counterparts, meaning that there were many boy-child students doing journalism and mass communication as compared to the girl-child students because of the fact that journalism involves massive movements, harassments from the field investigations that might be done even in the nights, this has seen less girls involved than boys.

4.1.2 Ages of respondents

Table 4.2: showing age groups of respondents

Age group	Frequency	Percentage (%)
<20 years	38	17.7
21-30	148	68.8
31-40	28	13.0
above 41	5	.5
Total	219	100.0

Source: primary data

From table 4.2 above, it can be seen that, 38 (17.7%) of the respondents were less than 20 years old, while most of them depicted by 148 (68.8%) of the responses were between 21 and 30 years. However, 28(13%) of them were between 31 and 40 years old, and only one respondent was above 41 years old.

This means that, most of the staff at UMCAT School of Journalism and Mass Communication were still energetic to delivery services for the betterment of the institute. Furthermore, most of the students at UMCAT School of Journalism and Mass Communication were at the youthful stage to study journalism and mass communication.

4.1.3 Marital status of respondents

Table 4.3: showing marital status of respondents

Marital status	Frequency	Percentage (%)
Single	159	74.0
Married	52	24.2
Divorced	2	.9
Widowed	2	.9
Total	215	100.0

Source: primary data

Table 4.3 above portrays the marital status of the selected respondents in that, most of them were single, represented by 159(74%) of their responses. This was followed by those who were married, depicted by 52(24.2%) of their responses; while 02(0.9%) of them were divorced or separated and widowed, lost their wives or husbands.

This implies that, most of the students at UMCAT School of Journalism and Mass Communication were single and did not have many family roles and responsibilities, such as breast feeding, and this gave them time to concentrate on studying mass communication. Also, it implies that, most of the employees at UMCAT School of Journalism and Mass Communication had many responsibilities, including family roles and responsibilities besides institute responsibilities.

4.1.4 Education level of respondents

Table 4.4: showing the level of education of the institute staff

Education level	Frequency	Percentage (%)
Certificate	1	6.7
Diploma	6	40.0
Degree	8	53.3
Total	15	100.0

Source: primary data

Table 4.4 above portrays the level of education of the selected staff at UMCAT School of Journalism and Mass Communication in that, 01(6.7%) of them were certificate holders in various fields, while 06(40%) of them had diplomas. However, most of them depicted by 08(53.3%) had degrees in various disciplines, including administration, finance and accounting, education, social sciences, computer science and business administration, among others.

This means that, at UMCAT School of Journalism and Mass Communication, the institute staff had skills, knowledge and experience in teaching students and delivery services in relation to mass media communication.

4.2 Analysis for Objectives

4.2.1 Determining Appropriateness of mass media curriculum at UMCAT

This is to show whether the curriculum taught UMCAT is appropriate for the students

Table 4.5: showing existence of curriculum for mass media communication by students responses

Option	Frequency	Percentage (%)
Yes	202	94.0
No	13	6.0
Total	215	100.0

Source: primary data

In accordance with the responses it show that the curriculum taught at UMCAT is appropriate as the percentages presented below.

Table 4.5 above shows the response to the existence of curriculum for mass media communication by the selected respondents, in that, most of them said yes to it, depicted by 202(94%) of their responses; whereas 13(6%) of the institute staff said no to it.

This implies that, the curriculum for mass media communication is appropriate at UMCAT School of Journalism and Mass Communication.

Table 4.6: showing appropriateness of curriculum content for mass media at UMCAT

This is to determine the appropriateness of the course content in the curriculum of Mass Media Communication by the teaching staff.

Option	Frequency	Percentage (%)
Most Appropriate	130	60.5
Appropriate	41	19.1
Less Appropriate	34	15.8
Inappropriate	10	4.7
Total	215	100.0

Source: primary data

The above shows that the content of the curriculum of Mass Media Communication is appropriate as determined by the teaching staff at UMCAT School of Journalism.

This therefore means the content in the curriculum is appropriate as it is seen by the responses below.

Results from table 4.6 above showed that, most of the respondents, depicted by 130(60.5%) of them reported that mass media curriculum at UMCAT School of Journalism and Mass Communication was most appropriate for learning by many students. However, 41(19.1%) of them reported that, the curriculum was appropriate; while 34(15.8%) of them reported that it was less appropriate in fulfilling mass media needs. Furthermore, 10(4.7%) of the respondents stated that, the curriculum for mass media communication at UMCAT was inappropriate.

This therefore implies that, mass media curriculum at UMCAT was appropriate given the fact that, there exists a gap in its management for the better.

Table 4.7: showing whether two years diploma programme training are sufficient to accomplish a curriculum

Option	Frequency	Percentage (%)
Very well	203	94.4
Not really	8	3.7
Somehow	4	1.9

Option	Frequency	Percentage (%)
Very well	203	94.4
Not really	8	3.7
Somehow	4	1.9
Total	215	100.0

Source: primary data

From table 4.7 above, based on the responses on the sufficiency of 2 years diploma programme for the accomplishment of the curriculum, most of the respondents reported very well, represented by 203(94.4%) of the responses, while 08(3.7%) of them said not really okay. However, 04(1.9%) of them stated that the two years were somehow in accomplishment of the diploma programme of mass media communication.

This implies that the diploma programme as per the curriculum was accomplished in two years, although some staffs at UMCAT School of Journalism and Mass Communication said that, there are not enough.

Table 4.8: showing whether curriculum management strategies employed for diploma awarding institutions in mass media communication are effective this was directly to the administrative staff of UMCAT.

Scale	Frequency	Percentage (%)
Strongly Agree	42	19.5
Agree	76	35.3
Not sure	16	7.4
Disagree	50	23.3
Strongly Disagree	31	14.4
Total	215	100.0

Source: primary data

It was however established that Curriculum Management strategies employed at UMCAT are effective as showed on the table above and below discussion.

Results from table 4.8 above shows whether curriculum management strategies employed for diploma awarding institutions in mass media communication were effective at UMCAT School of Journalism and Mass Communication. It was noted that, 42 (19.5%) of the respondents strongly agreed with the statement, while most of them depicted by 76 (35.3%) agreed that, curriculum management strategies employed for diploma awarding institutions in mass media communication were effective. However, 16(7.4%) of them were not sure, while 50 (23.3%) of them disagreed that curriculum management strategies employed for diploma awarding institutions in mass media communication are effective. Furthermore, 31(14.4%) of them strongly disagreed with the statement.

This implies that, curriculum management strategies employed for diploma awarding institutions in mass media communication at UMCAT were effective, although to some extent the curriculum management strategies employed for diploma awarding institutions at UMCAT School of journalism and mass communication in mass media communication were not all that effective.

Interview responses

There was an interview conducted by the researcher in National Council for Higher Education in the department of Quality Assurance, with the Senior High Education Officer (Maria Nakachwa) on the following grounds.

Appropriateness of mass media curriculum

The interviewee asserted that there is a curriculum for mass media. She further stated that “As a mandate, NCHE gives institutions five years. However, it’s not restricted on the terms of five years because institutions may need additional information on a particular course unit; however, these changes can be done before the end of five years. Ordinarily, within five years, we expect institutions to make consultations from their graduates and other stakeholders for any changes that may be needed in the particular curriculum so as not to affect the institutions. Current students or graduates are the ambassadors for the improvement of the institution. NCHE also encourages institutions to seek knowledge from any technocrats for improvement.”

Also, she stated the following course units and skills recommended by NCHE for mass media communication; public relations, news writing, editing and reporting, media and law, effective public speaking, communications skills and technical writing, writing, editing and

communication, economic theory, marketing, media management, advertising and copywriting, mass and society, customer care, photo journalism, radio and TV production, ethics, information technology, journalism, broadcasting, crisis management, human resource management, project planning, and research methods.

“The appropriateness is based on the course units offered, which I think its okay, she said.”

4.2.2 Curriculum discourses at UMCAT

This is to determine whether there is planning management method used for teaching at UMCAT School of Journalism and Mass Communication. The responses was by the students of all centers.

Table 4.9: showing planning management indicator for mass media at UMCAT

Planning	Frequency	Percentage (%)
Very Good	43	20.0
Good	39	18.1
Fair	26	12.1
Poor	66	30.7
Very Poor	41	19.1
Total	215	100.0

Source: primary data

Results from table 4.9 show the planning management indicator for mass media at UMCAT, in that, 43(20%)of the respondents reported that, planning management indicator for mass media was very good; while 39(18.1%) of them said that planning management indicator for mass media was good. However, 26(12.1%) of them reported that planning management indicator for mass media was fair, while most of them, depicted by 66(30.7%) reported that planning management indicator for mass media was poor at UMCAT. However, 41(19.1%) of them reported that planning management indicator for mass media was very poor.

This means that, planning management indicator for mass media at UMCAT School of journalism and mass communication is mainly poor, thus requiring improvement.

Table 4.10: showing organization management indicator for mass media at UMCAT

Organization	Frequency	Percentage (%)
Very Good	55	25.6
Good	63	29.3
Fair	25	11.6
Poor	45	20.9
Very Poor	27	12.6
Total	215	100.0

Source: primary data

Results from table 4.10 show the organization management indicator for mass media at UMCAT, in that, 55(25.6%) of the respondents reported that, organization management indicator for mass media was very good; while most of them, depicted by 63(29.3%) said that organization management indicator for mass media was good. However, 25(11.6%) of them reported that organization management indicator for mass media was fair, while 45(20.9%) reported that organization management indicator for mass media was poor at UMCAT. However, 27(12.6%) of them reported that organization management indicator for mass media was very poor.

This means that, organization management indicator for mass media at UMCAT School of journalism and mass communication is mainly good although there were loopholes in it.

Table 4.11: showing coordination management indicator for mass media at UMCAT

Coordination	Frequency	Percentage (%)
Very Good	57	26.5
Good	88	40.9
Fair	10	4.7
Poor	31	14.4
Very Poor	29	13.5
Total	215	100.0

Source: primary data

Results from table 4.11 show the coordination management indicator for mass media at UMCAT, in that, 57(26.5%) of the respondents reported that, coordination management indicator for mass media was very good; while most of them, depicted by 88(40.9%) said that coordination management indicator for mass media was good. However, 10(4.7%) of them reported that coordination management indicator for mass media was fair, while 31(14.4%) reported that coordination management indicator for mass media was poor at UMCAT. However, 29(13.5%) of them reported that coordination management indicator for mass media was very poor.

This means that, coordination management indicator for mass media at UMCAT School of journalism and mass communication is mainly good although there were loopholes in it.

Table 4.12: showing direction management indicator for mass media at UMCAT

Direction	Frequency	Percentage (%)
Very Good	75	34.9
Good	74	34.4
Fair	6	2.8
Poor	24	11.2
Very Poor	36	16.7
Total	215	100.0

Source: primary data

Results from table 4.12 show the direction management indicator for mass media at UMCAT, in that, most of them depicted by 75(34.4%) of the respondents reported that, direction management indicator for mass media was very good; while 74(34.4%) said that direction management indicator for mass media was good. However, 06(2.8%) of them reported that direction management indicator for mass media was fair, while 24(11.2%) reported that direction management indicator for mass media was poor at UMCAT. However, 36(16.7%) of them reported that direction management indicator for mass media was very poor.

This means that, direction management indicator for mass media at UMCAT School of journalism and mass communication is mainly very good although there were loopholes in it.

Table 4.13: showing leading management indicator for mass media at UMCAT

Leading	Frequency	Percentage (%)
Very Good	41	19.1
Good	69	32.1
Fair	17	7.9
Poor	60	27.9
Very Poor	28	13.0
Total	215	100.0

Source: primary data

Results from table 4.13 show the leading management indicator for mass media at UMCAT, in that, 41(19.1%) of the respondents reported that, leading management indicator for mass media was very good; while most of them depicted by 69(32.1%) said that leading management indicator for mass media was good. However, 17(7.9%) of them reported that leading management indicator for mass media was fair, while 60(27.9%) reported that leading management indicator for mass media was poor at UMCAT. However, 28(13%) of them reported that leading management indicator for mass media was very poor.

This means that, leading management indicator for mass media at UMCAT School of journalism and mass communication is mainly good although there were loopholes in it.

Table 4.14: showing staffing management indicator for mass media at UMCAT

Staffing	Frequency	Percentage (%)
Very Good	54	25.1
Good	76	35.3
Fair	14	6.5
Poor	34	15.8
Very Poor	37	17.2
Total	215	100.0

Source: primary data

Results from table 4.14 show the staffing management indicator for mass media at UMCAT, in that, 54(25.1%) of the respondents reported that, staffing management indicator for mass media was very good; while most of them depicted by 76(35.3%) said that staffing management indicator for mass media was good. However, 14(6.5%) of them reported that staffing management indicator for mass media was fair, while 34(15.8%) reported that staffing management indicator for mass media was poor at UMCAT. However, 37(17.2%) of them reported that staffing management indicator for mass media was very poor.

This means that, staffing management indicator for mass media at UMCAT School of journalism and mass communication is mainly good although there were loopholes in it.

Table 4.15: showing theory and practical process should be done for mass communication diploma students

Scale	Frequency	Percentage (%)
Strongly Agree	59	27.4
Agree	83	38.6
Not sure	11	5.1
Disagree	31	14.4
Strongly Disagree	31	14.4
Total	215	100.0

Source: primary data

Table 4.15 shows whether theory and practical process should be done for mass communication diploma students. It was noted that, 59(27.4%) of the respondents strongly agreed with the statement, while most of them depicted by 83(38.6%) agreed that, theory and practical process should be done for mass communication diploma students. However, 11(5.1%) of them were not sure, while 31(14.4%) of them disagreed that theory and practical process should be done for mass communication diploma students. Furthermore, 31(14.4%) of them strongly disagreed with the statement.

This implies that, theory and practical process should be done for mass communication diploma students at UMCAT to a great extent, although to some extent theory and practical process were not done for mass communication diploma students.

Table 4.16: showing whether curriculum of mass media communication is managed at UMCAT through teaching and lecturing

Scale	Frequency	Percentage (%)
Strongly Agree	105	48.8
Agree	66	30.7
Not sure	31	14.4
Disagree	13	6.0
Total	215	100.0

Source: primary data

Results from table 4.16 above show how curriculum of mass media communication is managed at UMCAT through teaching and lecturing. It was noted that, most of the respondents, depicted by 105(48.8%) of the respondents strongly agreed with the statement, while 66(30.7%) agreed that, curriculum of mass media communication is managed at UMCAT through teaching and lecturing. However, 31(14.4%) of them were not sure of it, while 13(6%) of them disagreed and stated that curriculum of mass media communication is not managed at UMCAT through teaching and lecturing.

This implies that, curriculum of mass media communication is managed at UMCAT through teaching and lecturing to a great extent, despite discrepancies.

Table 4.17: showing whether curriculum for mass media communication is managed by lecturers, administration, NCHE and students

Scale	Frequency	Percentage (%)
Strongly Agree	55	25.6
Agree	59	27.4
Not sure	25	11.6
Disagree	46	21.4
Strongly Disagree	30	14.0
Total	215	100.0

Source: primary data

Results from table 4.17 above show whether curriculum for mass media communication is managed by lecturers, administration, NCHE and students. It was noted that 55(25.6%) of the

respondents strongly agreed with the statement, while 59(27.4%) agreed that, curriculum for mass media communication is managed by lecturers, administration, NCHE and students. However, 25(11.6%) of them were not sure of it, while 46(21.4%) of them disagreed and stated that curriculum for mass media communication is not managed by lecturers, administration, NCHE and students. Furthermore, 30(14%) of them strongly disagreed with the statement.

This implies that, curriculum for mass media communication was managed by lecturers, administration, NCHE and students to a great extent, despite discrepancies.

Table 4.18: showing attitude towards mass media curriculum

Option	Frequency	Percentage (%)
Positive	109	50.7
Negative	82	38.1
None	24	11.2
Total	215	100.0

Source: primary data

Table 4.18 above shows both attitudes of staff and students at UMCAT towards mass media curriculum, in that, most of them had positive attitude towards mass media curriculum, while 82(38.1%) of the respondents had negative attitude towards mass media curriculum. However, 24(11.2%) of them had no attitude towards mass media curriculum.

It means that at UMCAT School of journalism and mass media communication, the staff and students to a great extent had positive attitude towards mass media curriculum.

Interview Responses

Curriculum discourses used for mass media

The interviewee with the NCHE official exclaimed that, this starts from the institutions or universities on what they want to implement. The office of Academic registrar or Principal of the institution initiates the process, and then submits it to the department for approval or addition, if departments see it and they appreciate, it's then forwarded to the senate. In case of tertiary institutions, there are committees which will be approved and it's submitted to the National

Council for Higher Education. NCHE then gets the technical persons who will go through to see if the written curriculum meets the NCHE minimum standards.

The interviewee recommended for accreditation of technical persons who understand the course, it scrutinizes and feedback is given to NCHE who will fully advise the institution or recommend for accreditation. NCHE, however, is supposed to recommend the curriculum to media council but media council has not been active in the curriculum development.

National Curriculum Development Council (NCDC) is partly supposed to work with NCHE but NCDC basically handles National Diplomas and Certificates examined by Uganda Business and Technical Examination Board (UBTEB) and other Government related diploma awarding institutions in Uganda.

When contacted they are not responsive because they work strictly for national exams which are contacted by Uganda Business and Technical Examinations Board (UBTEB).

NCHE solely takes up all the responsibility and challenges on all curricular of various institutions in the country with less human resource. NCHE through the quality assurance personnel assess the curriculum, the improvements needed or the missing gaps then the institutions are contacted for their views.

NCHE does general institutions' monitoring annually. In that annual checking, NCHE also picks a few universities which may be classified or provisionally accredited institutions, and that is the key focus.

The following constraints were suggested on the management of the mass media curriculum: Budget constraints; the finances in most cases do not allow us to traverse the country checking over 180 institutions. So clearly, we reach the few institutions in accordance to the budget of the period. Little pay, some of our staff do not want to travel because the payment is so little. Staffing levels; sometimes we lack adequate human resources to allocate to different places for an activity. The human resource can do a particular evaluation; in this case, the media curriculum may not be enough for over 180 institutions in Uganda. There is also inadequacy of equipment's to be used, such as vehicles for movements during the monitoring of institutions for curriculum management and development.

It's important for NCHE to ensure quality in tertiary institutions or universities for quality education in Uganda. Mass media must be trained well for good journalists.

NCHE ensures quality education by approving good enriched curriculum. As NCHE, the curriculum is very important but we cannot do micro management. Through this assurance we have discovered a lot of challenges students face.

4.2.3 Relevancy of UMCAT mass media curriculum

Table 4.19: showing relevancy of course units offered for diploma in Mass Media Communication

Option	Frequency	Percentage (%)
Very relevant	122	56.7
Relevant	84	39.1
Not relevant	8	3.7
Not sure	1	.5
Total	215	100.0

Source: primary data

Table 4.19 above shows the relevancy of course units offered for diploma in mass media communication, in that, 122(56.7%) of the respondents reported that the course units were very relevant; however, 84(39.1%) of them said that the course units were relevant. However, 08(3.7%) of the selected respondents reported that the course units were irrelevant or not relevant for diploma in mass media communication; and only one of the selected respondent was not sure of the course units being relevant.

This means that, most of the course units offered at UMCAT School of Journalism and Mass Communication were relevant in addressing diploma in mass media communication.

Table 4.20: showing whether communication to journalism, news writing and reporting, radio and television, news paper magazine and production, photojournalism are core subjects in mass media

Scale	Frequency	Percentage (%)
Strongly Agree	76	35.3
Agree	68	31.6
Not sure	19	8.8
Disagree	28	13.0
Strongly Disagree	24	11.2
Total	215	100.0

Source: primary data

Results from table 4.20 above show whether communication to journalism, news writing and reporting, radio and television, newspaper magazine and production, photojournalism are core subjects in mass media. It was noted that, most of the respondents denoted by 76 (35.3%) of the respondents strongly agreed with the statement, while 68(31.6%) agreed that, whether communication to journalism, news writing and reporting, radio and television, newspaper magazine and production, photojournalism are core subjects in mass media. However, 19(8.8%) of them were not sure of it, while 28(13%) of them disagreed and stated that whether communication to journalism, news writing and reporting, radio and television, newspaper magazine and production, photojournalism are not core subjects in mass media. Furthermore, 30(14%) of them strongly disagreed with the statement. This implies that, whether communication to journalism, news writing and reporting, radio and television, newspaper magazine and production, photojournalism are core subjects in mass media to a great extent, despite discrepancies.

Table 4.21: showing whether mass media curriculum to diploma students enhances ethical values of a journalist

Scale	Frequency	Percentage (%)
Strongly Agree	65	30.2
Agree	71	33.0
Not sure	23	10.7
Disagree	42	19.5
Strongly Disagree	14	6.5
Total	215	100.0

Source: primary data

Results from table 4.21 above indicate whether mass media curriculum to diploma students enhanced ethical values of a journalist. It was noted that 65(30.2%) of the respondents strongly agreed with the statement, while 71(33%) agreed that, Mass Media Curriculum to diploma students enhanced ethical values of a journalist. However, 23(10.7%) of them were not sure of it, while 42(19.5%) of them disagreed and stated that mass media curriculum to diploma students disagreed with the statement. does not enhance ethical values of a journalist. 14(6.5%) of them Furthermore, strongly This implies that, mass media curriculum to diploma student’s enhanced ethical values of a journalist to a great extent, despite discrepancies.

Generally, on the relevance of UMCAT mass media curriculum, the following analyses were made; the concept of multimedia is broad & it has infinite usage fields; it is a profound element as an educational technology in addition to its use in medical & statistical domains & in establishing databases. Moreover, the entertainment sector is one of the sectors that has the lion’s share in using this technology. Interaction is the main element in multimedia technology as most of its applications are characterized by interaction. Consequently, multimedia may provide a more effective & more influential experiment than using each technology separately.

It is thought that mass media is one of the best educational techniques because it addresses more than one sense simultaneously, as it addresses the senses of sight & hearing.

The impact of multimedia software on student academic achievements is the main concepts of astrology, their ability to acquire the skills of solving big problems as well as the simple skills.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussion of findings, summary of findings, conclusion and recommendations based on the following objectives of the study; determining the appropriateness of mass media curriculum of UMCAT School of Journalism and Mass Communication, analyzing the instructional media curriculum discourses used in managing curriculum deliberations for mass Media communication at UMCAT School of Journalism and Mass Communication, and evaluating the relevance of UMCAT mass media curriculum.

5.1 Discussion of findings

5.1.1 Appropriateness of mass media curriculum

From analysis and based on the appropriateness of curriculum for mass media communication by the institute staff and students, in that, most of the respondents said yes to it, that the curriculum for mass media communication existed at UMCAT School of Journalism and Mass Communication. They further noted that two (02) years diploma programme for the accomplishment of the curriculum were sufficient, although some staffs and students at UMCAT School of Journalism and Mass Communication said that, there are not enough. The mass media curriculum at UMCAT was appropriate although there were gaps in its management for the better.

The course content offered for diploma in mass media communication were appropriate and relevant at UMCAT School of Journalism and Mass Communication in addressing diploma in mass media communication, based on the students and staff responses.

However, from the interviews conducted with the National Council for Higher Education (NCHE) official, the following were important course units and hence skills generated for mass media communication; public relations, news writing, editing and reporting, media and law, effective public speaking, communications skills and technical writing, writing, editing and

Communication, economic theory, marketing, media management, advertising and copywriting, mass and society, customer care, photo journalism, radio and TV production, ethics, information technology, journalism, broadcasting, crisis management, human resource management, project planning, and research methods.

This is in line with Sultana (2008), who stated that the core of the course curriculum is what is called 'immersive learning' that melds content, skills, societal need, and students' interests into an experience an intense, real-world transformative experience. Institutes of Mass Communication and Journalism are vibrant, growing and exciting place to begin either a career in communication or to learn how to be a savvy and skilled user of media and communication. Growing from a national, traditional, hands-on, professionally oriented communication and journalism programme, the institutes represent the best kind of synergy between the how-to skills of professional communication and journalism and the whys and wherefores of critical thinking, theory and philosophy on which communication is based.

Also, Vipond (2000) noted that broadcast media are such as radio, recorded music, film and television transmit their information electronically. Print media use a physical object such as a newspaper, book, pamphlet or comics, to distribute their information. Outdoor media is a form of mass media that comprises billboards, signs or placards placed inside and outside of commercial buildings, sports stadiums, shops and buses. Other outdoor media include flying billboards (signs in tow of airplanes), blimps, and skywriting.

5.1.2 Mass media curriculum discourses

From the analysis, based on the institute staff responses and students, most of them stated that theory and practical process should be done for mass communication diploma students, and this is by means of putting what is done in class into practice; and that the curriculum of Mass Media Communication is implemented at UMCAT through Teaching and Lecturing. The implementation of mass media curriculum is done by Lecturers, Administration, NCHE and Students.

There was management of mass media curriculum (planning, organization, coordination, direction, leading and staffing levels) to mass communication programme at UMCAT based on students' opinions, although some refuted the allegations. The curriculum for mass media

communication was managed through class teaching, group work and course work (theory and practical).

The above discussion is in line with Du Toit (2008) who goes on to suggest a perspective on Journalism education which aims to establish Journalism as an academic discipline in its own right. This approach views journalism as “an intellectual practice that is capable of reflection on its own theoretical foundations”. As a practice Journalism is a research-based activity that includes the “systematic gathering, analyzing and communication of information.” For Du Toit, journalism education should present students with a full range of options with regards to the epistemological and ontological frameworks that could frame their practice, and to provide them with an opportunity to experiment with the methods and techniques that are associated with these frameworks.

Considering the interview with the NCHE representative, the procedure of curriculum development, management and implementation starts from the institutions or universities on what they want to implement. The office of academic registrar or principal of the institution initiates the process, and then submits it to the department for approval or addition, if departments see it and they appreciate, it's then forwarded to the senate. In case of tertiary institutions, there are committees which will be approved and it's submitted to the National Council for Higher Education. NCHE then gets the technical persons who will go through to see if the written curriculum meets the NCHE minimum standards.

Furthermore, NCHE gives institutions five years. However, it's not restricted on the terms of five years because institutions may need additional information on a particular course unit; however, these changes can be done before collapse of five years. Ordinarily, within five years, they expect institutions to make consultations from their graduates for any changes that may affect the institutions. Current students or graduates are the ambassadors for the improvement of the institution. NCHE also encourages institutions to seek knowledge from any technocrats for improvement.

NCHE does general institutions' monitoring annually. In that annual checking, NCHE also picks few universities which may be classified or provisionally accredited institutions, and that is the key focus.

This is supported by Benavot & Braslavsky (2007), who states that the content, format and specific arrangements of tests and examinations have a strong shaping influence on quite a few other elements of what is commonly understood as the process of curriculum design and development. As a result, both teachers and students need to align their curriculum choices with the features and specific incentives implicit in tests and examinations (thus blocking potential change initiatives).

5.1.3 The relevancy of mass media curriculum at UMCAT

The curriculum in accordance with responses, findings shows that the Curriculum used at UMCAT is actually relevant.

The relevance of mass media curriculum at UMCAT School of Journalism and Mass Communication was looked at in a way that, communications to journalism, news writing and reporting, radio and television, newspaper magazine and production, photojournalism, were core subjects in mass media and skills generated, according to responses from the selected institute staff.

This is in agreement with Marshall McLuhan (1998), who stressed that, today, all media of mass communication are taking rapid strides in their respective areas of operation predicted several years ago, has become a reality. The world has indeed become a 'global village'. Radio, television, newspapers, magazines, film, everything is available instantly all over the world just for the asking.

However, mass media curriculum to diploma students enhanced ethical values of a journalist, according to many selected staff of UMCAT. However, the way challenges faced in implementing mass media communication curriculum can be addressed a dynamic curriculum to suit changing and developing technology was agreed upon by many staffs.

The relevance of subjects offered to a student's profession as a diploma student was agreed upon by many selected students although some few reported that, the subjects offered in diploma course at UMCAT were not relevant for journalism profession. However, the implementation procedures used in the curriculum taught were beneficial to diploma mass media communication by many responses from students selected, although few reported that implementation

procedures used in the curriculum taught were not beneficial to diploma mass media communication at UMCAT School of Journalism and Mass Communication.

The interview with the NCHE generated opinions that it's important for NCHE to ensure quality in tertiary institutions or universities for quality education in Uganda. Mass media must be trained well for good journalists. NCHE ensures quality education by approving good enriched curriculum. As NCHE, the curriculum is very important but they cannot do micro management through this assurance they have discovered a lot of challenges students face.

This is in line with Alvarado (1992) who stated that, there are many differing reasons offered by various theorists and practitioners as to why mass media should be studied in institutions. One of the most obvious yet powerful reasons is when he says we must study mass media because it 'is there'. I believe this to be an important element in the argument for media education as nowadays the world in which we live is completely media saturated and there is no way anyone can grow up or develop in a world devoid of any media. It is also important as mass media is actively involved in processes of constructing or representing (re-presenting) reality in our everyday world.

5.2 Summary of findings

The study involved a sample 15 staff of UMCAT School of Journalism and Mass Communication, 200 students of the sample school, which has three branches in Kampala, Mbale and Soroti; and one representative from National Council for Higher Education (NCHE). However, most of them were male as compared to female counterparts; the institute staffs were mostly married and the students were mainly single. Furthermore, most of the staff at UMCAT had diplomas and degrees in various discipline for effective day to day running of the organization.

On the appropriateness of mass media curriculum at UMCAT School of journalism and mass communication, the following were generated; the existence of curriculum for mass media communication by the institute staff and students at UMCAT; the sufficiency of 2 years diploma programme for the accomplishment of the curriculum; the relevancy of course content and units offered for diploma in mass media communication; Furthermore, the curriculum management

strategies employed for diploma awarding institutions in mass media communication were effective at UMCAT School of Journalism and Mass Communication.

On analyzing the instructional media curriculum discourses used in managing curriculum deliberations for mass media communication at UMCAT School of journalism and mass communication; the following was established; the management indicators of mass media curriculum were good, theory and practical process was done for mass communication diploma students by means of putting what is done in class into practice; curriculum of mass media communication is implemented at UMCAT through teaching and lecturing; the implementation aspect of mass media curriculum, was done by Lecturers, Administration, NCHE and Students. Also, the curriculum for mass media communication was implemented through class teaching, group work and course work (theory and practical). It was also noted that at UMCAT School of journalism and mass media communication, the staff and students to a great extent had positive attitude towards mass media curriculum.

On evaluating the relevance of mass media curriculum of UMCAT School of journalism and mass communication, the following was considered; communication to journalism, news writing and reporting, radio and television, newspaper magazine and production, photojournalism were core subjects in mass media; the mass media curriculum to diploma students enhancing ethical values of a journalist; Furthermore, the relevance of subjects offered to students' profession as a diploma student; the mass media curriculum used was beneficial to diploma mass media communication students in various areas.

5.3 Conclusion

Based on the objectives of the study, the researcher arrived at the following conclusions.

The mass media curriculum is appropriate at UMCAT School of journalism and mass communication for the journalist, because there were curriculum management strategies in place; and the following course units and skills were realized, students and staff as recommended by NCHE for mass media communication; public relations, news writing, editing and reporting, media and law, effective public speaking, communications skills and technical writing, writing, editing and communication, economic theory, marketing, media management, advertising and

copywriting, mass and society, customer care, photo journalism, radio and TV production, ethics, information technology, journalism, broadcasting, crisis management, human resource management, project planning, and research methods.

There were instructional media curriculum discourses used in managing curriculum deliberations for mass media communication at UMCAT School of journalism and mass communication, given the fact that planning, organization, coordination, direction, leading and staffing management indicators were good, theory and practical process was done for mass communication diploma students; curriculum of mass media communication was managed at UMCAT through teaching, course works and lecturing; and the curriculum for mass media communication was managed by lecturers, administration, NCHE and students; and students and staff of UMCAT had positive attitude towards mass media curriculum.

Mass media curriculum of UMCAT School of journalism and mass communication was relevant in the following ways; communication to journalism, news writing and reporting, radio and television, newspaper magazine and production, photojournalism were core subjects in mass media; mass media curriculum to diploma students enhanced ethical values of a journalist; the curriculum used was beneficial to diploma in Mass Media Communication due to generation of skills and knowledge for students.

5.4 Recommendations

The researcher therefore recommends the following based on the objectives and findings of the study;

Continuous review of mass media curriculum to suit the dynamics of technology.

This should be done by the government through the Ministry of Education, Science, Technology and Sports in conjunction with the NCHE, UMCAT directors, NCDC, among others. This can be done yearly, after every five years or 10 years; and this helps in ensuring the perfection and copying with the changing technologies of the mass media content. This will help employ various institutions to equip the Mass Media section with current machines especially with the social media being the lead today.

Accreditation of technical persons who understand the course of mass media

This helps scrutinizing and feedback giving to NCHE who will fully advise the institution or recommend for accreditation. This process supposed to recommend this kind of curriculum to media council but media council has not been active in the curriculum development.

Improving on staffing levels at UMCAT and other mass media institutions

Sometimes there is lack of adequate human resources to do mass media activities and managing curriculum for mass media communication. The human resource can do a particular monitoring and evaluation of mass media communication, and so this needs to be promoted at UMCAT School of Journalism and Mass Communication.

5.5 Areas for further studies

The researcher recommends these areas for further studies.

- The contribution of mass media communication towards service delivery in Uganda
- The effectiveness of curriculum management for performance of mass media communication institutions in Uganda.
- The relevance of Social Media in the Communication growth.

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APPENDIX A: QUESTIONNAIRE FOR THE UMCAT STAFF

Introduction

I am **Akello Christine**, a student of Kyambogo University, and now doing research for the award of Master's Degree of Education in Policy, Planning and Management. The purpose of this questionnaire is to get your views on the "*the Curriculum Relevancy and its Management in Mass Media Institutions in Uganda: a Case of UMCAT School of Journalism and Mass Communication.*" You have been chosen as a respondent to participate in this study, and the information you give will remain confidential and shall be used for the purpose of the study only.

Bio-Data

1. Gender: Male Female
2. Age Group: 18-28 28-38 38-48 Above 48
3. Marital Status: Single Married Divorced Widowed
4. Qualification: Certificate Diploma Degree Masters
- Others (specify).....

Section A: Appropriateness of Mass Media Curriculum

5. Does curriculum for mass media communication exist in UMCAT School of Journalism and Mass Communication?

Yes No

6. How appropriate is curriculum for mass media at UMCAT School of Journalism and Mass Communication?

Most appropriate Appropriate Less appropriate Inappropriate

7. Are the two years diploma programme training sufficient to accomplish a curriculum?

Very well Not really somehow Not sure

8. Curriculum management strategies employed for diploma awarding institutions in mass media communication are effective.

Strongly agree Agree Not sure Disagree Strongly disagree

Section B: Instructional Media Curriculum Discourses used in Managing Curriculum Deliberations for Mass Media Communication

9. Comment on the following management indicators for mass media at UMCAT?

Management indicator	Very Good	Good	Fair	Poor	Very Poor
Planning					
Organization					
Coordination					
Direction					
Leading					
Staffing					

10. For the curriculum to be fully deliberated for mass media communication, both theory and practical's process should be taught?

Strongly agree Agree Not sure Disagree Strongly disagree

11. The curriculum of mass media communication is mainly managed at UMCAT through teaching and lecturing?

Strongly agree Agree Not sure Disagree Strongly disagree

12. In managing this curriculum the Lecturers, Administration, National Council for Higher Education and the student are involved.

Strongly agree Agree Not sure Disagree Strongly disagree

13. What is your attitude towards mass media curriculum?

Positive Negative None

14. In your view, what should be included in/excluded from mass media curriculum?

.....

15. What are your experiences with mass media curriculum?

.....

Section C: Relevance of Mass Media Curriculum

16. How relevant are the course units offered at your institute for diploma in mass media communication?

Very relevant somehow relevant not relevant Not sure

17. Communication in Journalism, News writing and reporting, Radio and Television, news paper magazine and production, photojournalism are core subjects/course units in mass media diploma course in my institution?

Strongly agree Agree Not sure Disagree Strongly disagree

18. Mass media curriculum to diploma students enhances the ethical values of a journalist?

Strongly agree Agree Not sure Disagree Strongly disagree

19. What do you think are the effects of mass media curriculum on students at all levels, irrespective of age, gender or race?

.....
.....
.....
.....

END

Thank you for your time and contribution

APPENDIX B: QUESTIONNAIRE FOR STUDENTS

Introduction

I am **Akello Christine**, a student of Kyambogo University, and now doing research for the award of Master's Degree of Education in Policy, Planning and Management. The purpose of this questionnaire is to get your views on the "*the Curriculum Relevancy and its Management in Mass Media Institutions in Uganda: a Case of UMCAT School of Journalism and Mass Communication.*"

You have been chosen as a respondent to participate in this study, and the information you give will remain confidential and shall be used for the purpose of this study only.

Bio-Data

1. Gender: Male Female
2. Age Group: <20 21-30 31-40 Above 41
3. Marital Status: Single Married Divorced Widowed

Section A: Appropriateness of Mass Media Curriculum

4. Does curriculum for mass media communication exist in UMCAT School of Journalism and Mass Communication?

Yes No

5. How appropriate is curriculum for mass media at UMCAT School of Journalism and Mass Communication?

Most appropriate Appropriate Less appropriate Inappropriate

6. Are the two years diploma programme training sufficient to accomplish a curriculum?

Very well Not really somehow Not sure

7. Curriculum management strategies employed for diploma awarding institutions in mass media communication are effective.

Strongly agree Agree Not sure Disagree Strongly disagree

Section B: Instructional Media Curriculum Discourses used in Managing Curriculum Deliberations for Mass Media Communication

8. Comment on the following management indicators for mass media at UMCAT?

Management indicator	Very Good	Good	Fair	Poor	Very Poor
Planning					
Organization					
Coordination					
Direction					
Leading					
Staffing					

9. For the curriculum to be fully deliberated for mass media communication, both theory and practical's process should be taught?

Strongly agree Agree Not sure Disagree Strongly disagree

10. The curriculum of mass media communication is mainly managed at UMCAT through teaching and lecturing?

Strongly agree Agree Not sure Disagree Strongly disagree

11. In managing this curriculum, the Lecturers, Administration, National Council for Higher Education and the student are involved.

Strongly agree Agree Not sure Disagree Strongly disagree

12. What is your attitude towards mass media curriculum?

Positive Negative None

13. In your view, what should be included in/excluded from mass media curriculum?

.....

14. What are your experiences with mass media curriculum?

.....
.....

Section C: Impact of Mass Media Curriculum

15. How relevant are the course units offered at your institute for diploma in mass media communication?

Very relevant somehow relevant not relevant Not sure

16. Communication to Journalism, News writing and reporting, Radio and Television, newspaper magazine and production, photojournalism are core subjects/course units in mass media diploma course in my institution?

Strongly agree Agree Not sure Disagree Strongly disagree

17. Mass media curriculum to diploma students enhances the ethical values of a journalist?

Strongly agree Agree Not sure Disagree Strongly disagree

18. What do you think are the effects of mass media curriculum on students at all levels, irrespective of age, gender or race?

.....
.....
.....
.....

END

Thank you for your time and contribution

APPENDIX C: INTERVIEW GUIDE FOR NCHE

Introduction

I am **Akello Christine**, a student of Kyambogo University, and now doing research for the award of Master's Degree of Education in Policy, Planning and Management. The purpose of this questionnaire is to get your views on the "*the Curriculum Relevancy and its Management in Mass Media Institutions in Uganda: a Case of UMCAT School of Journalism and Mass Communication.*"

You have been chosen as a respondent to participate in this study, and the information you give will remain confidential and shall be used for this study only.

Please respond to the following questions.

1. Do you have a general curriculum for mass media communication at diploma level?
2. How often do you review this curriculum?
3. Which course units are involved in mass media communication for diploma programme?
4. How appropriate is mass media curriculum at UMCAT School of Journalism and Mass Communication?
5. What instructional media curriculum discourses are used in managing curriculum deliberations for mass Media communication in institutions?
6. Which factors affect the management of mass media curriculum?
7. How has mass media curriculum impacted on the Journalist of today in Uganda?
8. In your opinion, how should mass media communication curriculum be improved?

END

Thank you for your time and contribution

APPENDIX D: WORK PLAN AND BUDGET

Activity		Duration	Responsible party
Information gathering		3 rd -30 th March, 2015	A researcher
Writing a research proposal		1 st April – 30 th May, 2015	A researcher
Developing data collection instruments		20 th – 23 rd May, 2015	A researcher
Piloting data collection instruments/Data collection		June-August, 2015	A researcher and data collection assistants
Data analysis		August, 2015	A researcher and hired statistician
Report writing		September-November, 2015	A researcher
Report supervision		December, 2015- March, 2016	A researcher and supervisor
Submitting a research report		April, 2016	A researcher and supervisor
Item/resource	Quantity	Unit cost	Amount (ug. Shs)
Paper			500,000
Typing			100,000
Printing			150,000
Photocopying			100,000
Pens	200	500	100,000
Books	10	5,000	50,000
Internet			50,000
Binding			150,000
Transport			500,000
Miscellaneous			300,000
Total			2,000,000

KYAMBOGO



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Department of Educational Planning Management

Date: 25th May 2015

The Executive Director
National Council for Higher Education
Kampala

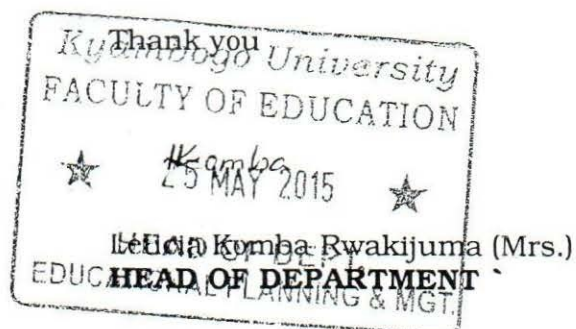
Dear Sir

RE: AKELLO CHRISTINE, REG. No. 2011/U/HD/04/MEDPPM

This is to certify that **AKELLO Christine, Reg. No. 2011/U/HD/04/MEDPPM** is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Curriculum Implementation and Management of Mass Media Communication in Diploma Awarding Institutions in Uganda: A Case of UMCAT - School of Journalism and Mass Communication.

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.





Professionalism for Development

UMCAT

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For any correspondence on
the subject please quote file no.

Date: 25th/06/2015

The head of Department,
Faculty of Education,
Kyambogo University,
Kampala, Uganda.

Dear Sir / Madam,

RE: ACCEPTANCE LETTER FOR AKELLO HARRIET REG.No. 2011/U/HD/04/MEDPPM.

I hereby write to inform you that your student, **Akello Christine** who applied to conduct her research study at our Institution on “Curriculum Relevance and its Management”.

Ms. Christine has informed us of the study as well as the target population.

We support this effort, and we will provide any assistance necessary for successful implementation of the study.

If you have any questions, please do not hesitate to call. We can be reached at 0752480891 the Head Research and Communication.

Thank you

