

A STUDY ON THE INTERACTION BETWEEN JOURNALISM EDUCATION  
INSTITUTIONS AND MASS MEDIA HOUSES:

THEORY AND PRACTICE

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## **ABSTRACT**

A STUDY ON THE INTERACTION BETWEEN JOURNALISM EDUCATION INSTITUTIONS AND MASS MEDIA HOUSES: THEORY AND PRACTICE.

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The aim of this thesis was examining the interaction between some selected mass media institutions and School of Journalism and Communication, Addis Ababa University. The quantitative and qualitative methods of data analysis technique were employed to analyze data collected through questionnaire and interview from a proportional allocation, random sample.

Both mass media institutions and School of Journalism and Communication were found to have positive attitude, and with no significant difference between, towards the assumed interaction between them. However, the interaction practically was found not to exist except in the apprenticeship and in a unidirectional (only from School of Journalism and Communication to mass media institutions) training.

Updating work, strengthening professionalism, minimizing cost, getting media play its role based on the principles of journalism and winning employability for students were identified as the major assumed benefits to be realized as a result of interaction.

Commenting on performance, conducting media research and using media research, familiarizing short term and long term plans, etc were found not applied as means of interaction, and lack of trust, experience, finance, ideology difference, lack of initiative and time were pointed out as reasons behind. This implies that the relational approach theory to education which emphasizes the need of interaction between educational institutions and stake holders to make education bring about change in the society was found not practically applied.

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## Abbreviations

**AAU** Addis Ababa University

**CIMA** Center for International Media Assistance

**ENA** Ethiopia News Agency

**EPA** Ethiopia Press Agency

**FBC** Fana Broadcasting Corporate

**MSI** Media Sustainability Index

**PMC** Population Media Center

**SJC** School of Journalism and Communication

**UNESCO** United Nations for Education Science and Culture Organization

# Chapter One

## Introduction

### 1.1 Background of the Study

Mass communication is a catalyst to a variety of shifts and changes in people and institutions although many communication scholars would be reluctant to argue favoring this. And because the media exercise potent influence in modern society, as Altheide and Snow, (1991), Perse (2001) cited in Allan and Martinez (2003; 285) argue, most major social institutions (government, corporate, religious, educational) rely on the media to communicate their messages to the public. Parallel to this, Kumar (2006; 58-63) argues that mass media institutions can play a great role in the well round (economic, social, political, cultural, democratic and technological) developments of a country.

As to Hachten (1968; 101), then, in making mass media institutions effective and efficient, a good practice of journalism in a country's media is influential. A good practice of journalism in turn and partially emanates from journalists who are well trained and educated, perhaps, in higher education institutions. In other words, higher learning institutions or universities which are commonly known for their traditional independence and their long-established emphasis on broad liberal arts education, McDevitt and Sindorf, ( 2012;111) believes, can serve as, though not necessarily, a place for training and educating journalists. It said not necessarily because of the existence of different systems of journalism education (in schools and institutes in universities, mixed system (stand alone and university level), stand alone, primarily on the job training, and all together) (Deuze; 2006:22).

Banning ([http// www.scripps.ohiou.edu](http://www.scripps.ohiou.edu) accessed on March 2012), the idea of starting journalism education and making it profession, accompanied by strong oppositions and ridicule, began in the early 1990s, and the first journalism school became a reality in April, 1908 at the University of Missouri. In less than half a decade ago, according to, CIMA, (2007; 24), the number of journalism education institutions across the globe is 1859. From these (118) were found in Africa, (362 ) in Asia, (408) in Europe, (368) in Latin America, (73) in Middle East, (476) in North America and (54) in Oceania. These institutions offer a mixture of journalism, communications, and industrial training programs, including undergraduate, graduate, doctoral and technical degree as well as certificate programs.

The rise of amateur citizen journalists and bloggers, as to Gerlis, cited in CIMA( 2007;6), itself contributes to the increase of the importance of journalism training and education, and journalism needs to act more like a profession and less as a trade in order to keep trusted brands that will survive the chaos of the Internet.

While press freedom is the corner stone of democracy and development, Nyarota Geoffrey cited in UNESCO,( Undated; 2) said that a well trained and professional cadre of journalists is in turn the foundation of the press freedom. Without the skills and expertise of the professional journalist, the speaker continued, the press cannot effectively campaign for economic development, democracy, accountability, transparency and for an end to the abuse of citizen's rights.

Concerning Africa, in 1960s, many research out puts, for instance UNESCO meeting in Paris and the survey for the International Press Institute in 1961 (Hachten, 1998; 103), indicated the lack of trained journalists in Africa's mass media as a critical problem.

It was seemingly to respond to the case that in the late 1960s and early 1970s, the majority of African universities started to include journalism and mass media studies curricula granting journalism qualification (Katzen; 1975). Of course, in 1935, journalism training was started at the American University in Cairo. In the early 1960s, the land-grant model was imported to the new University of Nigeria at Nsukka; in 1961, UNESCO adopted the same model and its first training courses in Africa for journalists was held at the University of Dakar, and by 1970 there were UNESCO-supported journalism programs on university campuses in Algeria, Cameroon, Ethiopia, Kenya, Nigeria, Senegal and Zaire, although not all were degree-level courses (Murphy and James, 1987;14-15).

The above ideas ( mass media, accompanied by good journalism practice, are important tools to bring about the required shifts in people and institutions, and journalism education and training become the responsibility of training institutions, universities in this case,) imply that mass media institutions and universities have something common to do- capacitating mass media- through creating interaction. Daniel( 2008;86-91) states that there is hardly no university in the developed countries that does not have some form of interaction with industry.

## **1.2 Statement of the problem**

In the founding and evolution of higher education institutions, societal need has been a driving force and the crucial part of successful higher education is forming partnerships with local and regional communities and institutions to help them be socially vibrant, economically secure and environmentally sustainable (Cortese, 2003: 19). This, in other words, is that higher education institutions need to engage in profitable relationships with various stakeholders and emphasize on the contribution they make to the welfare of their economic and social environment as the legitimacy of higher education to society is increasingly evaluated by the level and quality of its

commitment to its community of stakeholders(Wagner,2010; 76). This again is the basic assumption of system theory (Kocel, 1998) which argues that each of the universities is an open system, and because of this, the external environment also should be paid attention ( Kaymaz,2010; 186).

A relational approach theory in education by Kessels and Plomp,(1999; 8) also emphasizes the need of engagement between educational institutions and stake holders so as to make education bring about the required change in a society. This theory argues that both educational institutions and stake holders need to involve in the design, implementation and evaluation of a goal as the skillfully application of the relational approach leads to a strong external consistency: consensus among parties involved on methods of solving the problem, implementing the program, and creating favorable transfer conditions in the day to day work environment.

Although education looks at the general development of students that will give them a wide range of opportunities and choices to prepare them after graduation, and while industries as stake holders look for technicians and employees with specific skills who will fit directly into the system, there is a need to create a platform where educational institutes and industry can meet eye to eye, share ideas and regularly interact in the form of problem solving, curriculum development, study visits, scholarships, apprenticeship training, and etc.(Majumdar, undated; 1-2).

When the above premises are drawn to journalism education, as Nicholas Lemann, dean of the Graduate School of Journalism at Columbia University, has written, "Like teaching hospitals, journalism schools can provide essential services to their communities while they are educating their students." Just as teaching hospitals don't merely lecture medical students, but also treat patients and pursue research, journalism programs should not limit themselves to teaching journalists, but should

understand how journalistic ecosystems emerge, critically comment and give advice to stake holders particularly now that many more people can be journalists (at least, on an occasional basis) and many more people produce media than ever before. (Anderson, and et al, 2011; 2).

Emphasizing the contributions of journalism education programs or institutions, (UNESCO 2007;28) states that good journalism education institutions can play a role as public institutions - criticizing bad media practices, promoting a societal culture of media freedom and free speech, contributing to media policy development and law reform.

Seemingly, to achieve what is expected of journalism institutions, CIMA, (2007;20-21) and World Journalism Education Council (2007 principle No.8) assert that journalism educators should have links to media industries, critically reflecting on their practices and offering advice, and journalism schools should develop partnerships with local media.

On the other hand, according to CIMA, (2007;5-7) a key to improving journalism education around the world is the ability of the media developers (government agencies, foundations, and multi lateral organizations that support reform in journalism education) to grasp a challenge of facing journalism educators and focus their support where it can be most effective like funding teacher training and curriculum development, providing up dated educational materials and adequate equipment, giving training to students, facilitating the creation of student run media to develop practical skills, etc.

The combined of the above ideas (what is expected of journalism education institutions and media educators, and mass media institutions and media practitioners to get media developed) capitalizes the inevitability of interaction between mass media institutions and journalism education institutions so as to get each institution play its role in empowering mass media and journalism education institutions as well.

A study by Kopp,( undated, 1) asserts that the relationships or interaction between media industry and higher learning institutions ( journalism education) in Malawi, Zambia, Kenya and Tanzania are paradox: Both ( media houses and journalism education institutions) are committed to each other. But despite the mutual commitments the relationships have often been rocky because of the major obstacles like wrong expectations on sides, internal struggles, political pressure, and compromised independence of the higher learning institutions and the impact of the overall level of socioeconomic development in the country.

From the above readings, it is possible to say that interaction only by itself couldn't guarantee improvement in mass media situations, but in cases, meaningful interaction may be important component to bring about improvement. With regard to this, what was/were the attitude(s) of journalism practitioners and journalism educators towards the above theoretically assumed ways of interaction between their respective institutions, did these institutions (mass media institutions and journalism education institution) have the assumed interactions practically, and what attributes there were as reasons for no or less interaction if there was, were not researched so far in Ethiopian context. This, as a result, motivated the researcher to undertake this research.

### **1.3. Objectives of the Study**

#### **1.3.1. General objective**

The general objective of this research paper was to examine the interaction between School of Journalism and Communication and mass media institutions.

#### **1.3.2. Specific Objectives**

The specific objectives of this study were:

To determine which institution had what view towards the assumed interaction between them (mass media institutions and School of Journalism and Communication, AAU).

To identify if significant difference existed between the attitudes of journalism educators and media practitioners towards the theoretically set interaction between journalism education institutions and media institutions.

To point out the areas through which mass media institutions and School of Journalism and Communication, AAU had relatively encouraging interaction if any.

To specify some ways through which mass media institutions and School of Journalism and Communication had the least interaction and reasons for it.

#### **1.4 Research Questions**

The research questions of the study were:

What attitude(s) did the media practitioners and journalism educators have towards the assumed interaction between their respective institutions?

Did School of Journalism and Communication, AAU and the selected mass media institutions have the assumed interactions between them?

#### **1.5. Significance of the Research**

The successful accomplishment of this research could give at least a tiny ray of light to both journalism education institutions and media institutions to identify what areas they were relatively strong at and the opposite concerning the interaction between them. It could also let both mass media institutions and journalism and communication school know the views their journalism practitioners and journalism educators respectively had towards the assumed

interaction between their respective institutions. Moreover, it could enable both institutions (mass media and journalism education) learn what one said about the other (perceived the other), and take measures accordingly. Finally, the finding can invite other more experienced journalism and communication researcher to open their eyes towards this area.

## **1.6. Scope of the Research**

This study was limited to determine the areas of interaction between mass media institutions and journalism education institution, to identify the major areas through which they (mass media institutions and journalism education institution) were interacting, and to point out the major possible reasons for no interaction, if there was no. The study was also limited to identify the attitudes journalism practitioners and journalism educators had towards the assumed interaction between their institutions. Interaction refers areas or ways whose practical application is assumed to bring about improvement in journalistic practice. Finally, the finding was true only to the sample included institutions and informants.

## **1.7. Limitation of the Research**

The different bureaucratic structure in the mass media institutions, the limited awareness or value many people have or give to research, the nature of work in mass media institutions (journalism keeps journalists extremely busy) were the limitations of the research.

## **Chapter Two**

### **2. Review of Related Literature**

#### **2.1 Overview: History of Journalism**

Journalism, both before and after getting recognition and becoming center of debates on what it should be/shouldn't be and its related issues, has gone through lots of remarkable changes which laid invaluable foundations for its present status..

As stated by Berrin,(2009; 690), between the introduction of Johann Gutenberg's moveable type printing press around 1455 and the beginning of the American Civil War in 1861, during the 400 years, news reporting experienced significant philosophical, legal, and technical changes that set the stage for the practice of modern journalism. Revolutionary press known for journalism played a role of consolidation, (1765-1783), Party press which was known for being partisan in its presentation of news (1783-1833), Penny press identified as news papers were sold for penny (1833-1861) and Antebellum press known for the emergence of the concept voice for the voiceless (1820-1861), contributed a lot for the development of journalism, and were the major phases journalism passed through especially in American history. ( Berrin,2009;690-700).

By the start of the civil war in April 1861, American Journalism has instituted a number of practices: the use of domestic and foreign news correspondents; an emphasis on timeliness as an important news value; coverage of business, sports, and a wider variety of advertising messages to support continued publication. News papers backed the expansion of railways and other technology, encouraged business, and supported expanding education and other social change, which in the present journalism can be stated as development journalism.(Anthony, R.2009;700). And as a result of civil war (1861-1865) the media of the country, America, changed

dramatically. First news papers become big business; second, Sunday editions were inaugurated ; third, news agencies, especially the associated press developed (they provided war and other news, saving news papers from having to pay for their own war correspondence); fourth, the news paper syndicate developed, distributing pre-printed news and feature materials on subscription basis to smaller news papers; and finally, the high cost of telegraphic news reports forced a more concise reporting style- the "inverted pyramid," in which the most important information was placed first.

From 1850 to 1930, news papers and magazines proved to be powerful entities that contributed to the social or political change of the nation. By 1930, news media played a pivotal role in setting both national and local agendas of political and social use. (Anthony,2009; 703).

In these six decades (1930-1995), because of the popularity of first radio and later television, the development of journalism saw the decline of news papers. The rise of the radio and the television was dominant and threatened the health of the news paper and news magazine industry. (patricia, 2009; 711-12). The other historical development of journalism in this time period, according to Tran, (2009; 1395-1412), was the introduction of Social responsibility theory and Soviet communist theory of journalism. Soviet communist theory of journalism which is based on the premise that such ideas as rationalism and individual rights to know government business are unrealistic, and is an offshoot of authoritarianism came to function this period. Since the collapse of the Soviet Union in the early 1990s, news media in North Korea and Cuba remain as typical examples of communist journalism in its traditional form (Tran, 2009; 1412).

Again, according to Patricia, (2009; 713), since 1995, journalism was forced to adapt to new technologies, economic forces, and global political events. In short, journalism underwent a series of profound changes. Web related innovations, particularly blogging, had a profound

impact on journalism by opening up the field to non professionals with a pen chant for news writing and videography.

## **2.2 History of Journalism in Africa**

The introduction of news papers in Africa was in Egypt (1790), in Cape Town (1800), in Sierra Leone (1801), in Ghana 1857, Cote d'ivoire (1935). Until independence, late 1950s, Africans could have control only of the news paper, which was used to effect as the sole mass medium of resistance, agitation, mobilization and organization and for attaining independence. At that time, there were four main sources of the origins of the news paper in Africa: the colonial state; the European settler colonists; the Christian missionary institutions; and the early African elite or the so called intelligentsia (KariKari,2007; 13).

The overall picture of the newspaper scene on the continent at independence, according to Kari Kari, was one in which foreign or European settler capital controlled the circulating papers and Africans, where they operated any, held on to small papers of limited circulation but with tremendous cumulative influence as political organs. In other words, even at independence, the structure of ownership and operation of the newspaper was largely the same as it had been under colonialism, but the effect of the news papers under African owners was so indispensable as political organ.

The tradition of African controlled news paper most familiar to the literate population was that of agitation, the same universal partisan adversarial, crusading journalism that characterized the history of the press in Europe and American. On the other hand, the tradition of the foreign European or settler press Africans were familiar with was one that presented colonial interest and opposed African freedom. And the impact of both traditions, as to KariKari, was that

professional journalistic skills were weak, and nearly every country had a very limited cadre of trained journalists to meet the new challenges demanded by independence. Training for journalists was sponsored by the former colonial states both in the country and in the colonial metropolises (Kari Kari,K, 2007: 17).

With regard to broadcasting media in Africa, though in some places private commercial interests had taken the initial steps in radio broad casting, in the majority of cases, it was introduced as a direct political and ideological instrument of the colonial state. By the time of independence when new national governments inherited the system, broadcasting was everywhere a government monopoly (Ibid 2007; 18).

### **2.2.1 History of Journalism in East Africa**

October,1863 was marked as the first introduction of printing press in to East Africa specifically in Ethiopia in the regime of Emperor TheodrosII (PMC 2006;5).

As Mwesige and Kalinakii, ( 2007;99-109 ) compile, the news media in East Africa although they played a major role in the anti colonial struggle, they became central tool of the new authoritarianism of the post colonial state. It was in the 1990s that the fortunes of the media began to change as they took center stage in the struggle for opening up political space. And despite the economic advances and the improvements in freedom of expression guarantees across the region, the media still has to surmount officialdom's ingrained habit of stifling criticism and dissent, draconian media laws as well as arbitrary rules of political engagement in order to operate.

Mwesige and Kalinakii believe that although still economic factors poses problems as much, the media diversity in the region could be considered as sufficient, with emerging community media

competing for audiences alongside aggressive commercial outlets as well as state owned media, but there are also fears that conglomeration could in future undermine the media pluralism that democracy demands.

With the exception of a few newspapers and a handful of radio and television stations in the region, many of the media outlets remain shaky business enterprises, and in several countries only about four news papers sell more than 10.000 copies a day. Consequently, massive competition for audiences has seen business judgments increasingly assuming a greater role in shaping journalism. In many cases the time tested journalistic standards of the news room now have to compromise with the economic values of the business side of the media house. Because of the pressure to remain profitable and in the name of giving the market what it wants, stories on fashion, local and international celebrities, company promotions and society parties now compete with serious journalism in news papers, while radio is content with talk shows and news flashes to spice up its music. Important subjects that are not interesting are often ignored while journalists come under more pressure to cover interesting but not necessarily important subjects(Ibid, 2007; 101).

With regard to professionalism, it remains as a challenge, and although the region's journalists are more trained than ever before, there are still concerns over professionalism and ethical standards in many newsrooms. Cases of cash-for -publication as well as innocent and glaring inaccuracies undermine the credibility of media institutions. The quality of the journalism is generally poor and many of the journalists are poorly trained and/ or inexperienced (Ibid, 2007: 99).

## **2.3 Journalism Education**

When function of education is considered in line with higher education, Cortese, (2003;17) forwards that higher education institutions bear a profound, moral responsibility to increase the awareness, knowledge, skill and values needed to create a just and sustainable future, and they prepare most of the professionals who develop, lead, manage, teach, work in, and influence societies institutions.

To stress that only universities can't bring about the required change and rather it needs the critical involvement of others, Orr (2002; 31) cited in Cortese, (2003;18-20) says all parts of the university system ( education, research, university operations) and external community are critical to achieving a transformative change that can only occur by connecting head, heart and hand.

As higher education institutions have the responsibility mentioned above, according to Cortese, the educational experience of graduates from higher education must reflect an intimate connection among curriculum and (1) research; (2) understanding and reducing any negative ecological and social foot print of the institution; and working to improve local and regional communities so that they are healthier, more socially vibrant and stable, economically secure, and environmentally sustainable, and the crucial part of successful higher education, Cortese continues, is forming partnerships with local and regional communities and institutions to help make them socially vibrant, economically secure and environmentally sustainable.

According to UNESCO, (1991; 8), there are two principal channels of action for the university within its social functions:

A. The training of specialists, professionals and highly qualified man power to meet the needs of governments, industry, business and all branches of society.

B. The provision of a range of services (, consultation, technical and artistic services for the economic, political, social, ecological and cultural development of society).

Journalism education is assumed as a system through which specifically the would be journalists acquire knowledge, practice skills and develop attitude to do the business of journalism as journalists play a vital role in a democratic society. However, as the media evolves more rapidly than ever, changes shape, and new technologies come into play to extend the media's global reach, the definition of journalism, journalists and journalism education are also changing and being questioned(Fourie, 2005;139).Journalism research and education, the argument adds, can (or should) help to build and sustain the professional self organization of journalism, and contribute to the establishment, development and application of quality assessment tools for journalistic practices. The motivation for journalism education is at least partly based on its function as the back bone for the journalistic profession.

### **2.3.1 Salient Issues in Journalism Education**

Journalism education, unlike other fields in higher education, faces lots of challenges as the change in any sector of a country or the world can have a vital power to influence journalism education. It is assumed that although media systems and journalistic cultures may differ widely, the changes and challenges facing journalism education around the world are largely similar (Gaunt, 1992) cited in Deuze, 2006; 20).

The most common and everlasting salient issues with regard to journalism and journalism education since the beginning of the introduction of journalism education in the university

includes whether journalism is profession or not, the place of journalism education in the academy, which journalism education system is best, what should the curriculum of journalism education be, what interaction should journalism education have with media houses, etc(Deuze,2006,CIMA,2007).

### **A. Journalism: Profession or Not profession?**

The recurring and most fundamental debate worldwide regarding journalism education is whether journalism education should exist at all. This debate as cited in Deuze,( 2006;21).was termed differently by different scholars and the Canadian educator Raudsepp (1989;3) summed up it as "Journalism education" . has ended up as neither fish nor fowl; it feels itself unloved by the industry and tolerated barely, by the academy; Dennis (1988;4) called the debate between profession and education "a dialogue of the deaf"; mirrored in Europe by Stephenson (1997;23) "the relationship between the world of academe and the world of journalism is not a bed of roses", and Gaunt (1992, P.124) also termed it the "deeply entrenched antagonism between "professionals" (empiricos) and college graduates (universitarios)"(Ibid).

Regarding the issue of journalism, profession versus not profession, Meadows (1999) argues that conceiving of journalism education as teaching "professionalism" risks an approach that simply reproduces existing modes of "craft" training and forms of conceptual ideology, Schultz (1994), on his part, notes that embracing notions of professionalism parallel to other professions smacks of licensing, a concept anathema to most journalists. By contrast, Dunn (2004:24) argues in favor of "professionalization" Via journalism education, and of course, he also suggests that journalism is only a "quasi-profession" because although it involves a commitment to key professional norms, it lacks most of the other markers (a set of competencies and knowledge that both define the professional and provide the foundation of a claim to legitimacy; a knowledge of, and

commitment to, a set of occupational norms and standards, a claim to disinterested public service; and finally an expertise associated with specific credentials and/or professional experience that distinguishes professionals from non professionals) of professionalism ( cited in Nolan, 2008; 740).

## **B. Place of Journalism Education in the Academy**

Journalism education faces criticisms for its debatable justifications to be in the academy and to be independent field of study. Journalism courses( cultural studies academic, John Hartley ,1996) argued, were dedicated to a training role of producing middle-ranking professionals despite journalism's questionable professional status. Indeed, it is because it is hard to standardize entry into the practice of journalism, hard to establish what counts as specialist knowledge, hard to set a premium on journalistic labor, journalism courses wobble between craft skills and professional ethics, spelling and government, layout and law, turning out graduates with professional aspirations into a marketplace that has not even achieved proletarian status(cited in Nolan 2008; 735).

Continuing his argument, Hartley (1996: 35 ) cited in (Ibid;736) argues that journalism is taught not as a branch of learning nor even as a distinct research field, but as a professional qualification which foregrounds the technical skill of producing journalistic output in words and (sometimes) pictures. Rarely do journalism courses ask their students to consider the conditions for journalism's existence: where it comes from, what it is for, and how it works, in the context of modernity. Students are simply asked to do it without understanding it.

Skinner, and et.al (2001;334-360) supporting the above claim, argue that programmes which compromise between vocational-training and a broader programme of study based in the liberal

arts remain unsatisfactory because they put too much onus on students themselves to bridge the gap between theory and practice.

This debate represented private institutions (modeled on US J-schools) that, in direct competition with universities, position themselves as offering an industry-oriented education for journalism students (Windschuttle, cited in Nolan, 2008; 736). In other words, the assertion given above, in the other way round, gives recognition that institutions, not academy, are legible to give the training of journalism. However, Turner (2000; 357 cited in Nolan, 2008; 736), in his part, suggests that the conflict between the theoretical claims of the academic discipline and the professional demands of vocational training is not confined to journalism education. It is a product of the changing function of universities worldwide, as the concepts of education and training blur and merge

On the other hand, the proponents of the idea that the right place for journalism education, as compiled by (CIMA, 2007; 12), should be in the universities forward the following rationale: (1) though mid-career, in-house journalism training is important, journalism faculties are the main sources for educating new professional journalists, and emerging journalists come out of universities, (2) universities are local entities which address the need for training to inculcate local components, (3) long term training in a university journalism program renders a systematic and comprehensive exposure for trainees both in the theory and practice of journalism, (4) universities could have better political status and infrastructure to handle training, (5) universities could have institutional pressure with the government to help shape media policies as universities and schools in universities foster independent thinking, (6) journalism faculties can influence the rest of the university, and thus the society, to value open media, good journalism, and public expression.

Favoring this, Columbia University President, Lee Bollinger expressed his belief that this (university journalism education) may open up significant opportunities for forms of university education to act as an important check on some of the more deleterious effects engendered by the increased commercialization and deregulation of the media sector that has occurred in recent times, and it is vital that universities play a role in engendering journalism as a profession with stronger standards and values that will provide its members with some innate resistance to other competing values that have the potential of undermining the public responsibilities of the press (Bollinger, 2003 cited in Nolan, 2008; 747)

As to Turner, (2000: 357) cited in (Ibid, 2008; 736), however, the tertiary education system in many countries is no longer regarded as a fundamental good by rationalizing governments; rather, it is seen as just another area of government activity which has to be managed strategically in line with political priorities, and in such a climate, the strategic importance of training is continually emphasized while the fundamental importance of education is rarely affirmed.

The reality of the university context for the teaching of journalism remains a daily struggle for funding, student load, research points, and ultimately for survival and should provide the lesson that the 'enemy' camps have much to gain from seeking alliances rather than aggression (Oakham, 2001; 202 cited in Nolan, 2008; 737). However, to the contrary of the above claim, recently as (Nolan, 2008; 738), journalism has rapidly moved from the academic margin to become an increasingly central area of international research and teaching over the last three decades. This is partially due to the high levels of demand for media and journalism courses, and the emergence of media as a key sector of an economy in which the 'cultural industries' are increasingly central. At the same time, governments have not only encouraged the tertiary sector

to become more industry-oriented, but have increasingly tied funding to research productivity. It is, in this context, unsurprising to hear calls for more theoretically and critically informed approaches to journalism as a field of research from a range of voices. As previously noted, such calls have coincided with the rise of journalism studies as both a heading for an heuristic orientation and a basis for establishing a disciplinary identity within the tertiary sector.

### **C. Types of Journalism Education Systems**

Types of journalism education system is the other center of argument as there is no one and only one best system of journalism education across the globe. Based on the cross national comparative work of Guant (1992) and Frohlich and Holtz ó Buch (2003), Deuze (2006; 22), identified five distinct types of journalism education across the globe.

1. Training at school and institutes located at universities. This is the dominant mode of training journalists to be worldwide (E.g. Finland, Spain, USA, Canada , South Korea, Egypt, Kenya, Argentina, the Gulf states, increasingly in Great Britain and Australia).. However, some educators especially in Africa and Latin America resist this model on the grounds that it has neo colonial features, making local programs increasingly dependent on global western ideas and economies.
2. Mixed system of stand - alone and University level training (e.g. France, Germany, India, Indonesia, China, Brazil, Nigeria, Turkey, South Africa)
3. Stand ó alone schools (Netherlands, Denmark, Italy)

4. Primarily on- the - job training by the media industry, for example through apprenticeship systems (Austria, Japan; Great Britain and Australia started this way, as this is a typical feature of the Anglo Saxon model).
5. All of the above and including commercial programs at universities as well as in- house training by media companies, publishers, trade unions, and other private or government institutions (Eastern Europe, Cuba, North and central Africa, the Middle East).

The existence of different systems of journalism education itself partially implies the continuation of the debate on the place of journalism in the academy. All systems of journalism education are moving towards the first or second model indicating increasing levels of professionalization, formalization, and standardization worldwide although regional and local complexities should not be reduced much,

#### **D. Journalism Education Curriculum and its Aim**

In media ecology best characterized by technological and cultural convergence, globalization and localization and by an increasingly fragmented and seemingly disinterested public, the question what journalism is (or should be) has become increasingly important (Deuze, 2006; 200)

The argument on the curriculum of journalism education is directly related to the historical debate of what the function of education is. A group of theorists who are philosophically classified as rational humanists believe that the function of education is to develop rationality and cultivate intellect, and education should be concerned with essential subjects called liberal arts specifically humanities for which the home is higher level of learning. As a result, according to these philosophers, the curricula of journalism education should be constituted with high dosage of liberal arts courses-what we call now academic education (Morrison, 1997; 33).

Teaching journalism must emphasize more and more on theory and on reasons which underlie the practices, and must place less emphasis up on technique and the practices. This is because a person who can reason out and is liberated with the profound knowledge of solid liberal arts courses is capable of adjusting him/herself to an environment and would have the capacity to transmit the knowledge, norms and values of cultures ( Stack,2000;63).

Bleyer, journalism professor and left a permanent impression on journalism teaching, argued that to the success of democratic government or to the welfare of society, no other profession has a more vital relation than journalism. . .and the most essential training the university can give to a student thinking of journalism is to equip him or her broadly with the knowledge of the ages and give him or her intellectual power that he or she will be continually fertile in applying that knowledge to present conditions (Boylan,et al,1988;53 cited in Reese 1999;72).

Ralph Casey, one of the Bleyer's followers, added "Journalism instruction can no longer depend on the intuitive guesses of former journalism craftsmen." Instead, journalism teachers had to be able to hold their own among psychologists, sociologists, statisticians, economists, and political scientists (Norman, 1988; 54).

However, to the contrary of the above claim, educationalists like John Dewey who supports education as an instrument for transforming culture maintain that education must deal with the needs of current culture and even help to shape the future.

Journalism and media professionals, in their parts, also accuse the teaching of journalism attached to ancient concept of university education is too academic and filled with "useless theory" as arid and detached from the livelihood of journalism practice. According to proponents of this view, newly trained journalists may have been qualified in academic concepts, but fail to indicate all the boxes what they believe a good journalist should be. (Kamps, 2004).As a result of

this, media industries are being faced to invest extra money to train the technically un prepared journalists.(Thorson,2005;Reese,1999 cited in Kamps 2004).

The curriculum of journalism education is argued in some other way focusing on what its purpose should be ,and there are two fundamental arguments: does such a program or curriculum prepare journalists for future employment which in turn reduces teaching and training to helping young women and men internalize the occupational ideology and practices of journalism, or does it serve to educate "Super" citizens which focus on continuously looking at the industry with a critical eye, instilling historical awareness as well as future perspectives in the mode of instruction.(Deuze,2006;24). This again, as Deuze (2006; 25) compiled, for journalism education, as identified by different authors, there are two distinctly different positions: the "follower" mode, where the mission of the school or program focuses on training as a reflection of the actual wants and needs of the profession; and the "innovator" mode, where journalism training is seen as a development laboratory, preparing students for a changing future than for a static present. However, as Bierhoff and Schmidt (1997; 6) cited in (Ibid, 2006:25) conclude their analysis of these two positions as "the media industry often says it wants the latter but expects the first."

The other debate concerning journalism education is about whether a school or program of journalism education should train specialists or generalists. According to Charles Handy, 1995 as cited in Deuze (2006; 26), the direction of education and training should move towards the preparation of students for a "port folio work life" arguing that contemporary professionals do not build a career with in one organization nor by doing one thing really well-rather they switch regularly from employer to employer from industry to industry and the quality their work is defined by the diversity and richness of their collection of skills and achievements. However,

according to Reese and Cohen (2000; 215) cited in Hirst (2009,3), although the overly vocational focus of journalism education may not be in the long term best interests of students who will leave journalism training for diverse portfolio careers, many journalism schools continue to take a vocational approach.

Deuze (2006;25), also, argues that journalism students generally are trained in sequences, based on the premise that different media ó television, news paper, magazine, radio, internet ó each has distinctly different journalisms. And this is only true if one embraces a strictly instrumental definition of journalism óan approach that tends to reduce journalists to õbutton pushersö, media workers who understand how, but not why. The other orientations suggested by several authors include sequencing the program out along functions of news-information, opinion criticism, entertainment-or genres, domains and types of journalism-õhardö versus õsoftö, human interest versus investigative reportage, the beat system and so on.

Contextualization which refers to the how various ways to organize the training of journalists can be interconnected with developments in society at large is the other salient issue in journalism education. This has been raised as a potential issue believing that journalism canø exist independent of community; it is a profession interacting with society in many ways and should therefore be seen as influencing and operating under the influence of what happens in society, (Kovach and Rosenstiel, 2001 as cited in Deuze, 2006; 27), and news gathering is meaningless without putting the õfactsö in a more or less coherent or at least thematic context.

Different directions such as globalization, multicultural society, featuring themes (social, cultural, political), inclusivity and diversity awareness, digitalization of the media (computer assisted reporting, multimedia news production, desktop publishing, tactical media use, and what Atton (2004; p25ff) calls õradical online journalismö) and corporate colonization of news rooms

(infotainment, tabloid journalism and the co modification of news) are debatable points concerning contextualizing journalism educations. And if one's goal is to adequately prepare the student for a professional role in contemporary society, delegating such contexts to elective course work or ignoring them altogether may not be a feasible strategy( Ibid,2006;27).

With regard to what education is in journalism education, the two entirely distinct, and equally necessary processes: socialization and individualization (Rorty (199 (1989),p, 117 as cited in (Deuze 2006;27) are also center of debate. As to the view socialization, more professional and vocational focus is given on journalism education, preferably supported by media industry, and education is viewed as a socializing agent from secondary into tertiary education. On the other hand, the process of individualization sees teaching as a way to help students to develop their own voice in the field- much in line with philosophical notions of journalism as an act of individual freedom and responsibility, rather than a social system located in and managed by corporate media.

Weischenberg (2000) as cited in Deuze (2006;28), offers one of the most complex and articulate approaches to what he calls the ideal- typical journalistic competence, defining three particular domains: *Fach - Kompetenz* (consists of instrumental skills (such as reporting, writing and editing) and knowledge about journalism (media economy, law and history); *vermittlunges - kompetenz* (consists of articulation skills: how to present information and news-genres, formulas, conventions, design and so on) and *Sach kompetenz* (constists of elective and required courses on a variety of special topics like sociology, political science financial economy but also social-scientific research methods. To this mix Weishenberg adds what he describes as "Nachdenken über journalistisches Handeln": reflection on role and function of journalism in society.

## **2.4 Interactions between Mass Media Institutions and Journalism Education Institutions**

When evaluating the relationships of universities with their environment, the basic assumption of system theory which states that each of the universities is an open system, and because of this, the effects of external environmental factors should be emphasized as much if not more than internal dynamics (Koçel, 1998) as cited in Kaymaz and Eryi it (2011;188) is considered. Therefore, within the framework of a systems approach to academic organizations, there will be continuous and regular input-output interactions with the external environment (Ataman, 2001) cited in (Kaymaz and Eryi it (2011;188). This is to mean that the universities producing scientific knowledge and a skilled workforce are creating joint work platforms together with public institutions, civil organizations, domestic and foreign universities, as well as, in particular, private sector companies with different disciplines.

Besides, system theory, there is stronger theory called a relational approach theory to education developed by Kessels and Plomp 1999 .A relational approach theory in education by Kessels and Plomp,(1999; 8) emphasizes the need of engagement between educational institutions and stake holders so as to make education bring about the required change in a society. This theory argues that both educational institutions and stake holders need to involve in the design, implementation and evaluation of a goal as the skillfully application of the relational approach leads to a strong external consistency: consensus among parties involved on methods of solving the problem, implementing the program, and creating favorable transfer conditions in the day to day work environment.

Political awareness, cultivating support, developing relationship, and gaining visibility are ingredients of relational approach. The most salient competencies in relational approach are communication skills (listening, observing, interviewing, relating to others, self expression and exchanging constructive feedback), project management skills ( leadership and chair person skills, planning, monitoring and negotiating skills), consulting skills (building open collaborative relationships, clarifying mutual expectations and responsibilities, and the ability to influence others and gain commitment), facilitating change (encourage widespread participations in the design and implementation of the project, and dealing with friction and resistance), experimental flexibility (self insight and self esteem) and ability to create an atmosphere of tact, trust, politeness, friendliness and stability. In general, activities that belong to the relational approach are sometimes characterized as "walk and talk the job" ( Kessels and Plomp 1999; 8-9).

Partnership and alliances amongst stakeholders- national and institutional policy-makers, teaching and related staff, researchers and students, and administrative and technical personnel in institutions of higher education, the world of work, community groups ó including non-governmental organizations is a powerful force in managing change (UNESCO, 1998, Article 17)

Daniel ( 2008;86) states that there is hardly no university in the developed countries that does not have some form of interaction with industry in spite of different constraints. When interaction between universities and industry is realized, academicians reach the knowledge in practice, integrate that information into the higher education system as "research data" and obtain funds for research or find sponsors. On the other hand, from the industry standpoint, there has been a shift toward the acquisition of knowledge with an academic base, which can then be transformed into production and, in turn, will place industries above the competition (Hagedoorn, Link & Vonortas, 2000), encourage growth, decrease costs, improve the organization's image, increase

the learning capacity of the organization (Ryan, 2006) and develop the firm's human capital (Bruneel, D'Este & Salter, 2010; Mead et al., 1999) cited in Kaymaz and Eryi it (2011;186-187).

Problem solving interaction, curriculum development and teaching and learning system, scholarship and placement, industrial tour and study visits, faculty and staff exchange, industrial apprenticeship, incubation center ,evaluation system are the different forms of industry-institute linkage ( Majumdar,nd;3-6).

As Mandy Oakham (2006), Ruth Thomas (2000, 2003, 2008b) and Margie Comrie (2003) cited in Hirist (2009; 1-2), journalism educators face a serious problem: Should we be confirmers of the normative behavioral practices of journalists, or should we be innovators and "catalysts for change"? One is a role primarily focused on training; the other requires scholarship and critical enquiry. Supporting this Kerry Green (2003) cited in (Ibid,2009) put it as journalism educators are caught between "rock and hard place" - the "rock" of academic respectability and the "hard place" of hoping that industry will accept our graduates as professionally competent. This, definitely, implies that journalism education has something, here, graduates, to contribute to media industry through which interaction could exist.

Journalism educators, according to Reese and Cohen (2000; 215) cited in (Ibid, 2009), continue to see their primary function as educating for the profession and its normative values, rather than providing a critique. This claim, unfortunately, is the direct opposite of the idea of CIMA (2007, 7) "Journalism schools are vital cultural institutions that can influence governmental policies (which is possible through critique) toward open information, accountability and free speech all of which are critical to a health of a democracy".

O'Donnell (2006; 35) cited in (Hirst, 2009; 10) views universities seemingly in doubt and states :

The universities may well 'professionalize' journalism, but they don't necessarily facilitate change in terms of innovative or higher standards of journalistic practice. On the contrary, universities might well be encouraging precarious and market oriented work practices such as self-censorship in journalism.

The above stated idea partially reaffirms that universities including journalism schools may be influenced by the market in the media industry rather than they influence the media industry.

University-based journalism programs, according to CIMA (2007; 4-12) train and graduate most entry level professional journalists, that makes universities an important factor in media capacity building; educating regions future journalists; may influence government media policies and the general culture ,and they also offer international media developers the advantage of strong local grounding in established institutions. Besides, Universities may have institutional authority or influence with the government to help shape media policies; they can influence the rest of the university and thus the society, to value open media, good journalism and public expression. As universities are places to influence young people to build a constituency, journalism schools should be at the fore front of journalism practice, both technically and intellectually, and such schools can 'place themselves at the frontiers of their professions, exploring and expanding the limits what the profession can and should do.

On the other hand, the statement continues, ability of the media developers- government agencies, foundation and multi lateral organizations that support reform in journalism education - is a key to improving journalism education around the world. For instance, while media sector

has changed dramatically many journalism programs fail to meet the new challenges of the industry. Therefore, media developers, although the type and level of assistance should depend on local circumstances, can help overcome this gap in several ways like funding teacher training and curriculum development , providing updated educational materials and adequate equipment, facilitating the creation of student run media to develop practical skills, and finding cross-disciplinary partnerships and programs.

The Carnegie- kellegg report, cited in CIMA (2007; 12-13), calls journalism faculties that they should be areas of experimentation on new and interesting ways to get serious reporting before as large a public as possible and also they should strive to act as the consciences of their profession along with advancing the òtechnological, intellectual, artistic, and literary possibilities of journalism to the fullest extent,ö and also they should òhelp media employers by identifying and conferring professional skills and habits of mind that don't depend on a particular perishable set of circumstances to be useful.

Strengthening the above assertion, (Nolan,2008; 743), asserts that universities bear responsibility to provide an education that facilitates a range of career out comes, and the academy has, historically, been seen as more than simply a ñservice providerøto client groups, rather has been seen as playing defined role with distinct ñpublic serviceøresponsibilities of its own.

In arguments concerning the role of universities in teaching journalism a range of critical voices have emphasized the importance of moving beyond the limiting frame of an assumed ñindustry academic dichotomyø and this approach considers both educational and media institutions as key sites in the production of both journalists and audiences as ñpublic subjectsø The approach also supports a more critical analysis of the role played by industry practitioners and universities as

active stakeholders in formation of journalistic professionalism, and the manner each are being impacted by trends toward professionalization (Nolan, 2008; 733).

As Dates, (2006;145) cited in Nolan (2008; 734) it is "monumentally important" that journalism educators should be a "vanguard" committed to "advance journalism" because it, "is not only a craft or a profession it is the linchpin of the foundation of democracy: an informed citizenry making informed judgments about how they will live together."

Reese and Cohen (2000;222) cited in Nolan (2008;735) suggest an alternative critical agenda for journalism education underpinned by a "professional of scholarship" required that educators take active steps to move beyond it.

In strengthening their own professionalism, scholars must have points of engagement with journalism and media professionals. This engagement need not lead to weakening one's critique, but it would help it to be better informed with the potential for finding interventions for reform.

To focus on the need of the role of active people within their context to improving the interaction and practice of journalism, Thomas (2008 a) cited in (Ibid,) suggests that "without accounting for the role of active people within their dynamic social context- in this case practitioners, scholars and students- we can not envisage change, let alone begin to argue for a direction, or predict an outcome with any certainty."

Parallel to the above, according to Hirst (2009; 3) journalism educators and scholars can have some influence how journalism scholarship- the insoluble link between teaching, practice and research is viewed both within the industry and inside the academy.

Meanwhile, according to Lee Artz (2006;17-20) cited in Hirst (2009;11) we must see journalism (and communication practices more generally) as simultaneously, product; tool and process. International media development funders and implementers are increasingly interested in introducing up- to- date niche journalism programs in cooperation with local universities (CIMA, 2007; 18).

The argument in relation to the relationship between journalism education schools and media industry is about universities capacity and vulnerability to industry criticism and kind of training they follow. As (Nolan, 2008; 739) elite universities that have been historically successful in attracting both state and private research funding will continue to be in a better position to resist pressures to adapt to instrumentals agenda, and because of the research potentials it offers, and the desire to safeguard their reputation for critical independence, they are likely to adopt 'journalism studies' more readily than vocationally oriented curricula. On the other hand, universities or institutions that tend to be more dependent up on student enrollments as a source of funding, more attracted to the potential incentives of support in the form of direct funding and accreditation, and more vulnerable to industry criticism, will tend toward more directly vocational curricula, with a focus on skills training and inculcating existent 'professional' values. For the limitations of an assumed 'industry academic dichotomy' that has (Reese and Cohen, 2000; 217) served to position 'professional education as the a question of a vocational skill-set, in contrast to the muddying and irrelevant influence of 'theory' and critical approaches to the study of journalism, there are, in recent years, critical debates regarding both the social role and content of journalism curricula in universities (Nolan, 2008; 733).

This on the other way asserts the rise of 'journalism studies' as a disciplinary formation that asserts the study of journalism's institutions, professional discourses texts and practices merits

serious attention in their own right rather than being subsumed with in more generic media studies approaches (Allan, 2004; Zelizer, 2004) cited in (Nolan,2008; 735).

Reese and Cohen significantly suggest that a professionalism of scholarship requires that lectures should not only aim to facilitate professional qualities of critical reflection in their graduates, but also practice what they preach by ensuring their teaching practices are informed by a deeper disciplinary and pedagogical knowledge (Nolan,2008;735).

What is really striking is how infrequently the institutionally defined role of universities in professional education, and the material forces that work to influence this, are given sustained consideration (Nolan,2008; 735). On an implicit level, the academic sector is positioned as a pure site of critical knowledge and reflection, by contrast to an always compromised sphere of journalistic practice. This suggests that developing a critical approach that doesn't patronize professional practitioners, or itself work to sustain an industry-academic dichotomy, requires more than merely good intentions, but must extend to a more grounded consideration of the institutional position from which practices of journalism education develop, and the influence that bear up on their social role.

Journalism educators should have links to media industries, critically reflecting on their practices and altering advice. Journalism schools should develop partnership with media. Journalism education should inspire a continuing relationship between students and faculty (CIMA, 2007; 18).

UNESCO (2007; 9-10) itself substantiates the above idea and stresses the need of interaction between institutions of media and journalism education as one of the three criteria and indicators of quality journalism education institutions. The criterion is mentioned under the heading- Professional and Public Service, External Links and Recognition.

**i) Interaction and Relations within the Profession** which includes whether formal mechanisms for interaction within the profession (e.g. advisory board, external examiners, consultation on curriculum, assessment of internships), offer of continual or in-service training to practicing professionals, organization of knowledge-disseminating activities aimed at professional circles (symposia, lectures, events, etc), involvement of teachers in productions for the media industry, graduate employment rates within mass-media field (proportion of whole output), guest speakers/ industry experts to lecture specialist subjects in curricula, level of participation by journalist alumni (e.g. a dedicated association for the school itself, participation in meetings, response to requests from institution, etc.)

**ii) International Networking and Recognition** which again includes level of involvement in journalism and/or training networks and associations, involvement in external networking initiatives (securing bursaries, judging journalism competitions, etc.), do you receive invitations to serve on editorial boards, or be external evaluators of other journalism programmes?

**iii) Social Participation and Standing** which is elaborated as links with private sector or community organizations, role as institutional representative in this field e.g. Critical engagement with media on its role; whether you are approached for commentary on media issues, protesting violations of media freedom, commemorating World Press Freedom Day on 3rd May, etc.

**iv) Other External Orientations** like publications which includes research.

According to some surveys in America, journalism schools supply roughly fifty percent of the journalism work force. And if journalism schools are responsible for training journalists who made questionable decisions over the past decade, then journalism schools bear some responsibility for the industry's recent poor performance. Consequently, journalism and

communication schools should provide at least some of the solutions just as they provide much of the personnel, as one reason, and because they obviously have a huge stake in the survival and future of the media first and themselves second, as the second reason (Wilson, 2011).

In Malawi, Zambia, Kenya and Tanzania, as the survey made by Kopp (nd,1-2) media houses are committed to journalism education and higher learning institutions are committed to cater for the needs of the media industry by making their curriculum as practical as possible which is a shining example how media industry and higher learning institutions cooperate. But despite the mutual commitments the relationships have often been rocky as empirical evidence (which is the result of qualitative research conducted in Malawi and Zambia and partly Kenya and Tanzania) shows for the major obstacles such as wrong expectations on both sides, internal struggles within the media industry that reflect on the higher learning institutions, political pressure and compromised independence of the higher learning institutions as well as the impact of the overall level of socioeconomic development in the country.

#### **2.4.1 Factors affecting University –Industry Interaction**

Interaction between universities and the industrial sector has intensified in certain fields, such as staff training and consultancy services based research projects, the opportunity for university students to have work experience and for graduate or postgraduate projects in various disciplines to be conducted together with industry (Mead et al., 1999), the chance for industrialists to contribute to graduate and post graduate educational programs and the option for private sector organizations to provide data for scientific research directly to academic staff (Kaymaz and Eryi it (2011; 187-188).

The differences between universities and industry, such as aims, culture, bureaucratic structure, and human resources profile (Arvanitis, Kubli & Woerter, 2008), create a variety of problems that will be encountered in the implementation of joint projects (Butcher & Jeffrey, 2005; Philbin, 2008) cited in Kaymaz and Eryi it (2011;193).

The factors that have been assumed to have been the source of barriers in university-industry collaborations from an academician's perspective as Kaymaz and Eryi it (2011;188) are on the basis of eight criteria: lack of interest from industrialists and academicians, bureaucracy, remoteness of field studies, insufficient publicity, lack of communication, ineffective legal regulations, ineffective university-industry collaboration centers and previous bad experiences.

Some of the factors affecting university-Industry interaction, as mentioned by Kaymaz and Eryi it (2011; 194-198) are bureaucracy, functionality of the scientific knowledge produced in the university, two-way communication which has been evaluated in both formal and informal dimensions, and trust. In the process of formal interaction, there are four basic forms of establishing dialogue (i) codification (e.g., scientific publications and patents); ii) cooperatives (e.g., joint enterprises and workforce exchange); iii) meetings and internet networks; iv) agreements (e.g., license agreements and collaboration contracts). In the dimension of informal communication, "social" interaction is realized at a personal level between the parties by factors such as shared work areas, being in the same project group, and setting up social networking sites on the internet. Relative to the formal channels, informal channels of communication forge stronger links between parties with a higher frequency of communication.

For a strong and sustainable interaction, mutual *trust* is important. Universities are seen as reliable knowledge suppliers from the industry's point of view. One of the biggest problems experienced in mutual interaction is that each side does not clearly know the possibilities and

capabilities of the other, and they therefore do not realize any collaboration project with each other. Thus, industrialists should be informed about universities' internal activities, such as seminars, conferences, scientific study disciplines, the study fields of faculty members, future scientific projects and student profiles, to speed up the decision-making process and to establish collaboration with the universities. The universities do not make themselves well known, and this dominant, introverted tradition of education and research has a negative effect on relationships with industry.

Additionally, Daniel (2008:86-91) states that the two major constraints with regard to higher education and industry linkage are first, many higher education institutions, research institutions and industries are working in isolation and their efforts fail to result in improved tools, equipment and services reaching the community in volumes, which would make a real impact on productivity, and second, a critical misalignment exists between the research output from research institute, the type of curricula and skill endowments of graduates from universities against the immediate skill needs of industry. This may be due to the information gap between the needs of the industrial sector and the resources available at the higher education and research institutions and the inadequate linkage between the economic development objectives of the country and the education policy that helps to match the needs of industry

## **2.5 Journalism and Journalism Education in Ethiopian Context**

### **2.5.1 Journalism in Ethiopia**

Since the introduction of printing press (1863), radio (1935) and television (1963) in Ethiopia, journalism has passed through very few changes as it was known for favoring the authoritarian (in the regime of HaileSilassie, the soviet communist (in the regime of Dergue) theories of

media. In other words, both print and broadcast media used to serve the then governments and only the governments' interest (PM C, 2006; 5-15).

In the current regime called Ethiopian People Revolutionary Democratic Front, EPRDF, 1991 marked a very significant change in the history of journalism in Ethiopia. This time is remembered for two major reasons: pre-publication censorship was outlawed, press ownership was permitted to private citizens. (PM C, 2006; 32).

Currently, concerning the broadcasting sector in Ethiopia, there are 31 (thirty-one) radio and television registered stations and are categorized into three different kinds of broadcasters: public funded television and radio services owned by national and regional mass media agencies, private sector radio stations, and community broadcasters (Ward, 2011:7). Of the 31, five (Afro FM, Dimitsi Woyane Tigray, Fana Broadcasting Corporation, Sheger FM and Zami FM) are operated private radio broadcasters. Eight community radio broadcasters (Argoba Radio, Kombolcha Radio, Kefa Radio, Waghimra Radio, Sudie Radio, Jimma Radio, Korrie Radion and Kembata Radio) are registered and largely rely on a volunteer workforce (Ward, 2011; 81). The languages being broadcast across the country, Ethiopian include Oromigna, Afarigna, Agewgna, Awigna, Amharic, Argobigna, English, Himtigna, Kambatigna, Kaffigna, Koreti, Somali and Tigrigna (Ward 2011;10).

When it comes to print media, which unlike the broadcast industry is far more highly concentrated around Addis Ababa, there is a much larger private sector. There are according to (Ward, 2011;18) around 31 titles including daily titles (Addis Zemen, the Ethiopian Herald and The Daily monitor) and weekly or twice weekly titles (Addis Admas, Addis press, Addis Ware, Al Alem, Awramba Times, Berissa, Business Construction, Capital, Dagu Ethiopia, Economy, Ethio channel, Ethiopian of Seven days up data, Fitih, Fortune, Google, The Gunners, Inter

Sport, Medical, Mesenazeria, Negadras, Press Digest, The Reporter, Sendek, Sened, Sowutel Islam, Sub Saharan Informer, Tibeb Ethiopia and World Sport).

According to Media Sustainability Index, MSI(2008;121-125), in Ethiopia, among journalists( both private and government media) Serious lack of professional and ethical standards, inability of well sourcing news, employing a great deal of partisanship in their reporting, lack of fact checking in reporting news stories, a lack of training and skill, giving preferential treatment for gifts or cash, practicing self-censorship because of political constraints are the most common problems observed, and which in turn made the level of, especially, niche reporting and programming very unsatisfactory.

With regard to programming balance, MSI states that broadcast journalism has indisputably tilted to entertainment, particularly sports talk shows, call-in shows, and listeners' song requests, and except for a very few newspapers that focus on economic and political issues, most magazines are geared toward fashion, lifestyle, sports and other "soft and non-controversial" content.

Birhanu (2009;55), in his side, shows that the perception of the professional role and orientation of Ethiopian journalists, there are two different lines of interest: private journalists prefer to give more importance to the adversarial role in one side and they are critical of the government in the name of the watchdog role in the other side, and government journalists give more importance to the development role of journalism.

## **2.5.2 Journalism Education in Ethiopia**

According to Chibita (2009;1), traditionally, journalism training focused on the print media. In the African context, however, journalism training takes place against the background of a poor reading culture, related to lack of access to information as well as newspapers being unaffordable. As a result, media like radio and television have become more relevant to the needs of the majority of Africans. However, this has not been reflected in journalism curricula. This situation is compounded by technological threats to the existence of the newspaper as newer distribution platforms like the internet and mobile phones occupy centre stage.

Skjerdal and Muiro (2010;1), journalism education and training in Eastern Africa has commonly been a result of fragmented initiatives by Western donor organizations, but there is now a growing tendency to formalize programmes in established colleges and universities. The merger of existing journalism programmes, as has happened recently in Ethiopia and Tanzania, is a notable trend. Generally, while a major challenge for journalism in East Africa is fighting institutional and government corruption, as well the regulation of journalism training, an acute challenge for journalism on the Horn of Africa is the insecure situation for journalists due to state actions against the media and consequently also journalism education, even if it is in a more subtle form.

The coming to existence of journalism education in Ethiopia is a recent phenomenon. It was in 1996 that the Ethiopian Mass Media Training Institute (EMMTI) with the mission of building a foundation for media education and maximizing the professional capacity of media practitioners, at diploma level that time. Now, that institute is renamed as School of Journalism and Communication under Addis Ababa University (PMC, 2006; 53).

The public has been "served" by those who did not take professional training based on a systematically designed curriculum of journalism education (PMC,2006;51).

It has been only fourteen years since a formal journalism and communication training started to be offered although journalism in this country has a history of one century (PMC,2006;51,Birhanu,2009,38). Currently, journalism and communication education is found in other universities such as Bahir Dar University (2003), Mekelle University (2004), Dilla University (2006), Wollega University (2007) and Jigjiga University(2007).

A major constraint on the Ethiopian media, according to stakeholders interviewed, is the lack of competent journalists. The profession is not well paid, and journalists tend to be very young.( K. Mulat, private communication, 1 September 2006) and (Addis Tribune, 2004) cited in (GebreMedhine,2006;10.)

Birhanu(2009;39) also indicate that there is poor journalistic practice in this country due to under qualified journalists, low awareness of journalists on laws and regulations, low quality of professionalism, lack of adequate experience and exposure to the working practice, and etc.

The journalistic practice, as seen above, is not encouraging in both times of before and after introducing university journalism education. This implies that, as UNESCO,2005) states only the opening of departments and their expansion, as it works to all fields, cannot be taken as a witness to produce the expected efficient and effective practitioners, and rather curriculum, infrastructure, teaching philosophy, school-media industry linkage, placement, and etc potentially determine the quality of the outcome.

## Chapter Three

### 3. The Research Methodology

#### 3.1. Population, Subject, and Sample of the Research

In this research, media institutions and journalism education institutions were the focus. In other words, the practitioners in mass media institutions and journalism educators in journalism education institutions were the population and subject of the research.

As it was not manageable to treat the whole, only some selected mass media institutions in Addis Ababa and the School of Journalism and Communication in the Addis Ababa University were taken as samples of the study.

From broadcast media institutions, Ethiopian Radio and Television Agency, ERTA, Fana Broadcasting Corporate, FBC, and from print media institutions, The Ethiopian Press Agency, EPA, (24,000-30,000 copies per day, in both Amharic and English), Addis Admas News paper (31,000 copies per week) and Reporter News paper (9,567 copies weekly) (population media center-Ethiopia, 2007: 30-37) were taken as samples from mass media institutions. Because of their wide coverage, a relatively long experience, readership (inferred from the number of copies though not necessarily), the above institutions were sample concerning mass media institutions.

The undergraduate School of Journalism and Communication, Addis Ababa University as it is the closest to the station of the above media institutions and found in the pioneer university of the nation was the sample.

The sampling technique used was proportional allocation, stratified, random, probability sampling. Firstly, the document showing the list of journalism practitioners and journalism

educators was accessed from their respective institutions, and the allocation was determined to be 1/3 (one- third) number of practitioners and journalism educators. This was purposely made so as to include as many subjects as possible from institution with least number of population and to limit the number of subjects from institution with large population which in turn was believed important to have a representative sampling and finding. As a result, 5 journalism practitioners out of 14, from Addis Admas News Paper, 10 practitioners out of 29 from Reporter News paper, 11 practitioners out of 34 from Ethiopian News Agency, 23 practitioners out of 70 from Ethiopian Press Agency, 7 practitioners out of 20 from Fana Broadcasting Corporate, 48 practitioners out of 146 from Ethiopia Radio and Television Agency, and 10 journalism educators out of 29 from School of Journalism and Communication, AAU were taken as sample.

As the research focused on interaction that was assumed to improving journalistic practices, from the mass media institutions, sample was taken only from the news room section journalists. In fact, whether interaction improved journalistic practices was not the focus of this study.

Generally 114 subjects were included in the sample. Of these, 104 respondents ( 55 from broadcast media, 48 from government broadcast media and 7 from private broadcast media, 59 from print media, 15 from private print media and 34 from government print media) were from six mass media institutions and 10 respondents were from School of Journalism and Communication, Addis Ababa University.

Hoping that their views could either substantiate or otherwise the information obtained using questionnaire, an interviewee from each institution (7 institutions including the school) was included in the sample.

### **3.2. Data Collection Tools and Data Analysis Techniques**

Questionnaire and interview were used as data collection tools. Questionnaire, the close ended specifically likert- scale and items with alternatives of "Yes, No and Uncertain" and the open ended was administered to the informants (respondents). Interview, namely semi-structured was made with the concerned individuals representing each mass media institutions and journalism education institution. Both the questionnaire and interview items were taken from the review of related literature.

Both qualitative and quantitative data analysis techniques were employed. Creswell(2009; 203) claims that there is a more insight to be gained from the combination of both qualitative and quantitative than either form by itself, as their combined use provides an expanded understanding of research problems. The interview was analyzed qualitatively. The questionnaire especially the likert-scale close ended was analyzed quantitatively specifically using t- test to compare two means of two independent sample, with separate variance, the number of sample one is different from the number of sample two, 90% confidence level and the average of sample one minus one and sample two minus two (Koosis,D.1985;140) to determine if there was significant difference, and the questionnaire with "Yes", "No" and "Uncertain" alternatives was analyzed just using frequency and percentage.

The kind of study is descriptive analysis which involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Descriptive research, also, does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study.

## Chapter Four

### 4. Data Presentation, Analysis and Discussion

Here below, information collected through questionnaire and interview from informants (mass media practitioners and journalism educators) and interviewees respectively is presented, analyzed and interpreted.

#### **I. Attitude of journalism practitioners and journalism educators towards the expected interaction between their institutions.**

The mean results of the attitude of journalism practitioners and journalism educators became 3.7 and 3.8 respectively. These mean scores in the ascending order (strongly disagree=1, disagree=2, undecided=3, agree=4 and strongly agree=5) likert scale indicate positive attitude. This confirms the attitudes of journalism practitioners and journalism educators towards the assumed interaction between their respective institutions were found positive. This, in turn, implies both parties experienced the assumed ways of interaction and or believed the expected areas and ways of interaction were possible to be practical between the institutions. The perceived ways of interaction such as giving training to each other, commenting on each other's performances, conducting research together, sharing short term and long term plans to each other and some others ( see Appendix I) were perceived positively again shows one knew the other good to work with or feels the other ideal to work with. In other words, both journalism practitioners and journalism educators's positive view might have resulted from the real and practically tested experience or perceived value one can contribute to the other to enhance efficiency and effectiveness.

Although this positive attitude alone doesn't necessarily show the practical application of the theory, the situation (both institutions had common positive attitude towards the ways of interaction between them) partially is in line with the empirical evidence by Koop, S (undated,1) that witnesses the mass media industry and journalism education institutions interaction or relationship is superb, and one is committed to the other so as to see bring about improvement.

The result of the t-test shows that t-calculated (  $P = -0.12$ ) is less than t-critical (t-theoretical= 1.29) at 90% confidence interval and 56 degree of freedom, which in turn supports to argue that there was no significant difference between the attitudes of journalism practitioners and journalism educators towards the expected ways of interaction between them. This again hints the strong possibility of interaction existed or to exist in the days to come, if it didn't exist before. In other words, the result implies that from the mentioned ways of interaction, one either was benefiting or hopes to benefit from the other. However, this (having positive and not significantly different attitude) only couldn't be taken for guaranteed for practical and meaningful interaction. As a result, to see whether the interaction was being applied practically, the analysis, interpretation and discussion below is made.

**II. Presentation, Analysis and discussion of the alternative items of the questionnaire and interview**

**Table.1 Whether Interaction is necessary or not**

Institutions	Alternatives					
	Yes		No		Uncertain	
	No_	%	N o_	%	No_	%
Addis Admas News Paper	4	80	1	20	-	-
Reporter News Paper	8	80	2	20	-	-
Ethiopian News Agency	10	90.9	-	-	1	9.1
Ethiopian Press Agency	19	82.6	1	4.4	3	13
Fana Broadcasting Corporate	4	57.2	2	28.5	1	14.3
Ethiopian Radio and Television Agency	44	91.1	-	-	4	8.3
Mass media totally	89	85.6	6	5.8	9	8.6
School of Journalism and Communication, AAU	8	80	1	10	1	10

As the figure in the table illustrates, above three-fourth of informants from each mass media institution, except Fana Broadcasting Corporate, believed that there should be a bilateral interaction between institutions of mass media and journalism education institutions (schools),

and so did above three-fourth of informants from journalism and communication school, Addis Ababa university.

The percentage of informants (85.6%) favoring interaction from mass media institutions exceeded the percentage of informants (80%) favoring interaction from School of Journalism and Communication, AAU. From the percentage variation, (85% from mass media institutions and 80% from School of Journalism and Communication, AAU), it is possible to conclude that more number of informants from mass media institutions seemingly assumed more importance from interaction. However, whether this difference (5.6%) was significant, the study didn't identify as it was not the focus here and perhaps experience of benefiting more in the past or hoping to benefit in the future might have caused the difference.

To the extended questions "what are the ways interaction could be reflected?" and "What are the benefits that could be realized from interaction?", informants from the mass media institutions mentioned training, cooperatively conducting media research, workshop, and discussion forum as the response for the first question, and bringing up ethically strong and confident journalists, promoting principle based journalism, practicing up to date technology in journalism, enhancing problem solving capacity of institutions, getting critical feedback on performances, accessing media research results, enhancing the role of journalism in society and building up trust between institutions as the responses for the second question.

Informants from School of Journalism and Communication, AAU pointed out training, workshop and regular meeting as ways which interaction between mass media institutions and journalism education institutions could be reflected through. And creating opportunity of employability for students, getting up to date training for students, getting opportunity to conduct local and problem solving research, getting feedback from stake holders and accessing the media in

practice were mentioned by informants from School of Journalism and Communication, AAU as benefits that could be realized from interaction between mass media institutions and journalism education institutions.

Concerning the premise- interaction between mass media institutions and journalism and communication education institutions should exist- interviews were made with the concerned bodies in each institution including school of journalism and communication Addis Ababa University, and all the interviewees capitalized that there should be interaction. The responses to the extended questions "what are the ways interaction could be reflected?" and "What are the possible benefits that could be achieved from interaction?" were found almost similar to the responses found through the questionnaire.

The responses given by interviewees from mass media institutions to the first question collectively were through giving and taking training, sharing media research results, sharing experiences and participating in workshop. Getting up to date knowledge, getting performance feedback and building trust were mentioned by interviewees as possible benefits from interaction.

As to the interviewee from School of Journalism and Communication, AAU, just almost similar to responses of interviewees from mass media institutions, training, workshop, visiting working environments and sharing experiences were given as responses. Concerning the possible benefits from interaction, the interviewee from School of Journalism and Communication, AAU, in one way or the other, mentioned what informants mentioned such as creating opportunity of employability for students, getting up to date training for students, getting opportunity to conduct local and problem solving research, getting feedback from stake holders for curriculum revision and accessing the media in practice. None of the interviewees said "no" or "uncertain". This

implies or strengthens the response of the majority of informants who were in support of the premise- interaction should exist.

The above responses from both informants and interviewees supporting ÷ interaction should exist÷ implied the view of Carayol, (2003); Vonortas, (2002); Ryan, (2006); Salter, (2010); and Mead et al (1999) cited in Kaymaz and Eryigt, ( 2011; 186-187) that argues interaction can reach the knowledge into practice, supply research data, encourage growth, increase the learning capacity, decrease costs, improve the organizationsø image, increase the learning capacity of the organization, and develop the firmø's human capital etc. Besides this, the responses were found in support of principle number 8 of World Journalism Education Council 2007 which claims that journalism educators should maintain strong links to media industries, and CIMA (2007; 5-7) that believes key to improving journalism education is the ability of media developers- government agencies, foundations etc- to grasp a challenge of facing journalism educators and focus their support where it can be most effective. In other words, informants from both mass media institutions and School of Journalism and Communication, AAU assumed or experienced the importance of interaction between them.

However, contrary to the above responses and discussion, there were informants from each institution with a response of ÷No÷ and ÷uncertain÷ to the question item- ÷Should there be interaction between mass media institutions and institutions of journalism and communication education?÷ To put it more specifically, 5.8% (five point-eight percent) of informants from the whole mass media institutions in the sample, and 10% (ten percent) of informants from School of Journalism and Communication, Addis Ababa University said that no there shouldn't be interaction.

For the response, "No", the two bodies (mass media institutions and journalism and communication institution) were independent and had different was the commonly mentioned reason by informants from School of Journalism and Communication. Government funded schools can easily be influenced to serve the government at the expense of the profession-Journalism; and interaction couldn't be fruitful were the common justifications given by informants from mass media institutions for saying "No".

Part of the justifications goes with the argument of Turner (2000: 357) cited in Nolan (2008: 736) that believes tertiary education is seen just another area of government activity that strategically prioritizes political activity, and strategic training is highly emphasized at the expense of fundamental importance of education. Besides this, respondents chose "No", perhaps they didn't have positive experience or they simply suspected that interaction had nothing to benefit.

Informants who chose the "uncertain" alternative (8.6% and 10% from mass media institutions and School of Journalism and Communication, AAU respectively) questioned the mission of interaction, source of budget and lack of knowledge as reasons behind their responses. This implies that interaction by itself was not taken for guarantee for improving practices in each institution. In other words, the effectiveness and efficiency of interaction was pointed out as conditional.

**Table 2. Giving and getting comment on Performance**

Institutions	Giving comment						Getting comment					
	Yes		No		Uncertain		Yes		No		Uncertain	
	NO_	%	No	%	No_	%	No-	%	No_	%	No_	%
Addis Admas	–	–	4	80	1	20	1	20	4	80	–	–
Reporter	1	10	3	30	6	60	5	50	–	–	5	50
ENA	2	18	8	73	1	9	1	9.1	9	81.8	1	9.1
EPA	–	–	17	73.9	6	26.1	1	4.4	17	73.9	5	21.7
FBC	–	–	4	57.1	3	42.9	–		3	42.9	4	57.1
ERTA	–	–	43	89.6	5	10.4	–		40	83.3	8	16.7
Massmedia totally	3	2.9	79	76	22	21.1	8	7.7	73	70.2	23	22.1
SJC	–	–	8	80	2	20	–		9	90	1	10

Regarding the items of giving and receiving comments from and to the concerned (School of Journalism and Communication, AAU, in this case) the figures (76% and 70.2% respectively) from mass media institutions show the alternative “No”. This is to mean that 76% of the respondents witnessed their institution didn’t give comments on the performance of School of Journalism and Communication, AAU and the way how it treated contents in journalism

education.. Similarly, 70.2% of informants believed that mass media institutions didn't get performance comment from School of Journalism and Communication, AAU.

Lack of trust, lack of experience (not having such culture) lack of presence of strong and committed institution to take such initiative and no invitation to and from institutions were the repeatedly mentioned reasons by respondents of mass media institutions for saying "No" to the question of giving and getting comments.

Interviewees from all mass media institutions in the sample capitalized that giving and receiving comment on performance is part of journalism, and it should have been practiced. Because there was no such a forum, interviewees emphasized, that they didn't know how their efforts and performances were seen in the eyes of other bodies especially by the journalism education institutions.

The interviewee from Addis Admas News paper assumed this (lack of experience) as the extension of the problem observed in the system of education as a whole. "In our country Ethiopia, education is not well attached to our lives or daily activities, as a result, education in the campus and real world experience hardly meet and improved", the interviewee added.

Capitalizing the importance of such kind of culture (giving and receiving critical comments), the interviewee from reporter questioned whether journalism education institutions themselves across the country had a discussion forum to evaluate one another and do what was expected of them. Besides, the interviewee termed the journalism teaching paradigm of Addis Ababa University as "development journalism" and said, "I don't understand and don't like to understand development journalism as it is contrary to the practice we have ( i.e "independent and investigative journalism") in our mass media institution." The interviewee here assumed the nature of teaching as a problem to have common forum for comment. However, again, "Aren't

we talking about development through investigative journalism?ö öWho hates development?ö  
öDoes it mean we are against development for not saying our journalism is development  
journalism?ö the interviewee questioned.

The direct opposite of the above was mentioned by the interviewee from Ethiopian Radio and  
Television Agency, ERTA.öThe teaching model of journalism education in Addis Ababa  
University is öWestern model, independent and investigative oriented journalism.ö Then the  
interviewee challenged the concepts in raising questions such as öHow independent?ö  
öIndependent of what?ö öEconomy, culture, policy?ö.öWe always informally comment on the  
curriculum of journalism and communication, AAU to be revised, and I hope, it will be done  
soon.ö öAs students are graduating in the western modelö, the interviewee continued, öthey don't  
know how to contextualize journalism to the country, as result we are always forced to give them  
trainings for at least six weeks.ö This opinion supports, the argument of Kovach and Rosenstiel,  
2001 as cited in Deuze, (2006; 27) that reads journalism can't exist independent of community; it  
is a profession interacting with society in many ways and should therefore be seen as influencing  
and operating under the influence of what happens in society.

From the interviewees of Reporter News paper ( who criticized journalism teaching model as  
just ödevelopmentö) and ERTA ( who criticized journalism teaching model as öwesternö model),  
it is possible to say that School of Journalism and Communication, AAU was not well  
understood by some stake holders-mass media institutions in this case.

The interviewee from Fana Broadcasting Corporate expressed a view that readsö Though there is  
no journalism specific to countries or continents, journalism shouldn't be used as it is, and rather  
it should be contextualized, and the journalism education in our context lacks contextualization.ö

When the case is seen from the School of Journalism and Communication, AAU perspective, 80% (eighty percent) informants believed that the School of Journalism and Communication, AAU didn't formally give comment on the performance of mass media practices, which in turn was found against the idea of Reese and Cohen (2000; 222) cited in (Nolan, 2011; 735) that states as in strengthening their own professionalism, scholars must have points of engagement with journalism and media professionals, and engagement need not lead to weakening one's critique, but it would help it to be better informed, with the potential for finding interventions for reform.

90% (ninety percent) of informants from the school agreed that mass media institutions didn't formally give comment on the curriculum and teaching of journalism in Addis Ababa University. Some of the reasons mentioned for these responses were lack of established forum, lack of institutions' initiative to create linkage, trust, experience and problem of awareness.

The interviewee from School of Journalism and Communication, AAU, substantiated the responses in saying, "A forum letting such discussion should have been established, and it is the responsibility of mainly the school as it could create lots of opportunities like employability for students, visiting the real working environment, enhancing media practice through critical comment, getting valuable comments on curriculum etc, but still not created for problems like lack of experience, economy and lack of initiation."

Nevertheless, concerning the curriculum and model of teaching (differently perceived by Reporter News Paper Mass media institution and Ethiopian Radio and Television Agency), the interviewee reacted as it was focusing on the general principles of journalism, and country's issues like civic education, Ethiopian economy, law, and of course, development journalism and investigative journalism were given as courses.

This view, in fact is almost similar to Weischenberg (2000) argument as cited in Deuze (2006;28), the ideal-typical journalistic competence consists of three particular domains: instrumental skills (such as reporting, writing and editing) and knowledge about journalism (media economy, law and history); articulation skills: how to present information and news-genres, formulas, conventions, design and so on) and elective and required courses on a variety of special topics like sociology, political science . To this mix Weischenberg adds what he describes as reflection on role and function of journalism in society The interviewee again emphasized as the teaching model of journalism in AAU was neither development nor investigative dominated, and rather touches both including some other points important to do journalism according to principles and in the country's context.

The views and reasons reflected in both the questionnaire and interview supporting the alternative were against the claim made in CIMA (2007:18) and one of the criteria of quality journalism education institutions cited in UNESCO (2007: 9-10) as journalism education institutions and mass media industries should have links to each other critically reflecting on their practices and altering advice, and critical engagement with media on its role is expected of journalism educators. Even towards taking the initiative to critically comment each other, journalism and communication schools should provide some of the solutions just as they provide much of the personnel, and because they obviously have a huge stake in the survival and future of the media first and themselves second (Wilson,E. 2011). The views were also against (CIMA,2007,05) which states that media developers can help overcome the gap between journalism education and media in several ways like giving training and commenting curriculum, providing updated educational materials and adequate equipment, facilitating the creation of student-run media to develop practical skills, and funding cross-disciplinary partnerships and programs. Principle

number 8 of world journalism Education Council 2007 itself argues that journalism education institutions should critically reflect on industry practices and offer advice to industry based on these reflections.

To conclude, the above presented, analyzed and discussed data shows that a very important bridge of interaction between mass media institutions and School of Journalism and Communication, AAU was not functioning, and one didn't know how its performance was perceived by the other. For not giving and getting comment to and from the concerned might have hindered the progress of each institution ( had they given and received comments to and from, each institution could have been better in performance).

**Table.3. Using media research results and conducting media research together**

Institutions	Using media research result						Conducting media research together					
	Yes		No		Uncertain		Yes		No		Uncertain	
	NO	%	No_	%	No_	%	No	%	No_	%	No_	%
Addis Admas	–	–	5	100	–	–	–	–	5	500	–	–
Reporter	1	10	5	50	4	40	2	20	3	30	5	50
ENA	2	18.2	8	72.7	1	9.1	1	9.1	9	81.8	1	9.1
EPA	3	13	17	74	3	13	–	–	17	74	6	26
FBC	–	–	3	42.9	4	57.1	–	–	4	57.1	3	42.9
ERTA	–	–	40	83.3	8	16.7	–	–	43	89.6	5	10.4
Mass Media totally	6	5.8	78	75	20	19.2	3	2.9	81	77.9	20	19.2
SJC	–	–	10	100	–	–	–	–	9	90	1	10

Concerning using research results done by other parties and doing research by being together with the other party, the concept received a significantly discouraging response from both informants of mass media institutions and Journalism and Communication School, AAU. Insignificant percent of respondents from reporter (10%), Ethiopia news agency (18.2%) and Ethiopian press agency (13%) believed that they used research result done by School of Journalism and Communication, AAU.

Informants from mass media institutions pointed out lack of access to research findings, question to the trust worthiness of findings, lack of experience, lack of courage, shortage of time and finance as reasons for saying "No" to the question items.

With regard to whether they conducted research by being together with School of Journalism, 20% (twenty percent) of respondents from reporter and 9.1% (nine point one percent) of respondents from ENA believed that they did.

Nonetheless, the interviewees from these (ENA, Reporter and EPA) didn't support both using research results and conducting research together, and neither did interviewees from other mass media institutions. They (interviewees) mentioned lack of trustworthiness of research results as they were conducted for sake of graduation, the inaccessibility of the research findings and the irrelevance of the research ideas to be used as justifications for not using research results done by School of Journalism and Communication, AAU.

No percentage of informants from school of Journalism and Communication was found in support of either using media research done by media institutions or conducting media research by being together with mass media institutions. There was no mass media capable of conducting such a research that can be used for teaching purpose, lack of experience to share ideas, lack of courage, shortage of time and finance were justifications mentioned by informants from School of Journalism and Communication, AAU for saying "No" to the question items-if the school used mass media research done by mass media institutions for teaching purpose and whether it conducted media research by being with mass media institutions.

No experience ("I haven't ever seen such situation and I can't be sure") was a repeatedly given response by informants from both mass media institutions and School of Journalism and Communication as justification for saying, "Uncertain."

In conclusion, it is clearly seen that huge percent of respondents from each institution selected "No" and "uncertain" alternatives. In other words, mass media institutions, according to the percentage, hardly used research findings made by school of journalism Addis Ababa University, and they hardly conducted research in collaboration. The same story was found true as to the informants from School of Journalism and Communication, AAU.

In the interview, interviewee from School of Journalism and Communication, Addis Ababa University disclosed that there was media research result done by school of journalism, but the mass media institution (Addis Ababa) hardly used it for lack of access ( the school should have made accessible the research findings to the concerned), lack of courage from mass media institutions to use media research results and lack of such experience .

Finally, it is possible to conclude that the two institutions (mass media and school of journalism) didn't have institutional interaction to share media research result and to conduct research cooperatively which in turn is against Kaymaz's (Kymaz, 2010, 185) view that reads as collaboration with industry is critical for academia to create scientific knowledge and obtain industrial data. In turn, collaboration with universities is crucial for organizations in joint, scientific-based research projects in order to develop solutions for production sourced problems. Both parties need to be in contact via collaborations with the aim of developing new data, methods and technology in spite of factors ( Ibid;188) such as lack of interest from industrialists and academicians, bureaucracy, insufficient publicity, lack of communication, ineffective university-industry collaboration centers and previous bad experiences that affect university-industry collaboration.

From the majority of informants from both mass media institutions and School of Journalism and Communication, AAU, and the responses from interviewees, using media research conducted by

the other party and conducting research in collaboration with the other party were not practically applied. This implies that each party (mass media institutions and School of Journalism and Communication, AAU) didn't use the others effort as input. Therefore, the few informants who revealed that they used media research results and conducted research cooperatively, therefore, might have mentioned their personal experiences not the experience of their institutions or they might have simply selected the alternative 'yes'

**Table 4. Mass Media institutions as place Apprenticeship**

Institutions	Alternatives					
	Yes		No		Uncertain	
Addis Admas News Paper	5	100	-	-	-	-
Reporter News Paper	9	90	-	-	1	10
Ethiopian News Agency	11	100	-	-	-	-
Ethiopian Press Agency	19	82.6	-	-	4	17.4
Fana Broadcasting Corporate	7	100	-	-	-	-
Ethiopian Radio and Television Agency	43	89.6	-	-	5	10.4
Mass Media totally	94	90.4			10	9.6
School of Journalism and Communication, AAU	10	100	-	-	-	-

As revealed in the table above, the majority of respondents in each institution (90.4% from mass media institutions and 100% from School of Journalism and Communication, AAU) disclosed

that mass media institutions were used as place of internship for Journalism and Communication students of Addis Ababa University.

The interviewees except from reporter substantiated the information gained from respondents in the questionnaire. This, in other words, is that all interviewees from mass media institutions except reporter believed that mass media institutions were serving as place of internship. The interviewee from the School of Journalism and Communication, AAU also agreed to this situation (mass media were used as place of internship for students of School of Journalism and Communication, AAU. However, the interview from reporter news paper was reluctant to say *yes*. As once many students were sent to the institution from the Journalism and Communication School, there was not follow up from teachers to check whether students were in their apprenticeship on time, and the lack of trust that students could reasonably and responsibly do their assigned job were mentioned by the interviewee as reasons why the media institution that days was not serving as place of apprenticeship (internship) to the level of satisfaction of School of Journalism and Communication. The response from the interview from the reporter was strikingly different from the percentage (90%) in the table. This (90%) might have been resulted from the lack of awareness of respondents (they might have assumed their institution was serving as place of internship even at the time of responding to the questionnaire).

Mass media institutions as place of internship , as witnessed by both mass media institutions and School of Journalism and Communication informants, were able to let students be familiar with the real working environment, or students did have the chance of visiting the real journalism practice in the institutions could be implied from the above responses in both questionnaire and interview. This in turn implies the relationship (interaction) concerning this was superb, but it doesn't necessarily mean apprenticeship was effective and efficient.

The "uncertain" responses from EPA (17.4%) and ERTA (10.4%) were attributed to the reasons "I have no experience" and "I can't label."

**Table. 5. Giving and getting Short trainings.**

Institutions	Giving training						Getting training					
	Yes		No		Uncertain		Yes		No		Uncertain	
	NO	%	No_	%	No_	%	No	%	No	%	No_	%
	-						-		-			
Addis Admas	-	-	4	80	1	20	1	20	4	80	-	-
Reporter	-	-	8	80	2	20	1	10	3	30	6	60
ENA	1	9.1	1	9.1	9	81.8	10	80.9	-	-	1	9.1
EPA	-	-	15	65.2	8	34.8	13	56.5	4	17.4	6	26.1
FBC	-	-	4	57.1	3	42.9	3	42.9	1	14.2	3	42.9
ERTA	37	77.1	-	-	11	22.9	38	79.2	8	16.7	2	4.2
Mass media totally	38	36.5	32	30.8	34	32.7	66	63.5	20	19.2	18	17.3
SJC	7	70	1	10	2	20	<b>Not asked</b>					

With regard to giving training to journalism and communication students of Addis Ababa University, and or getting training from Journalism and Communication School of Addis Ababa University, considerable percent (32.7%) of informants were uncertain to if their mass media institution gave training for students of journalism in Addis Ababa University, and 30.8% of

respondents of mass media institutions believed that they didn't give training. No invitation, lack of experience and budget were pointed out as reasons for not giving training to journalism education students of Addis Ababa University. For the "Uncertain" responses, "I haven't seen such experience" and "I am not sure to decide" were the commonly mentioned reasons.

Unfortunately, this idea (whether mass media institutions were giving training to students of School of Journalism and Communication, AAU) was not cross checked from the angle of School of Journalism and Communication, AAU for a reason- it was forgotten. However, in the interview only, it was said that such experiences (getting training from mass media institutions) were hardly observed. This again, in fact, was justified in the response of informants and interviewees from mass media institutions themselves. Specifically speaking, 63.5% (30.8% "No" and 32.7% "uncertain" together) of informants and all interviewees from mass media institutions, at least, didn't say "Yes" to the item if they gave training to students of School of Journalism and Communication, AAU.

Of all the mass media institutions in the sample, ERTA respondents (77.1%) in particular and broadcasting respondents (67.3%) in general expressed their opinion as "yes". This figure; however, was not supported in the interview as the interviewees from ERTA in particular and broadcasting media in general disclosed that giving institutionally arranged training to students of journalism and communication in AAU as they were in the school was not accustomed. Therefore, it is possible to say that this figure (77.1%) might have been resulted from the practitioners' personal experience of teaching or knowing a person teaching perhaps on part-time basis, or respondents might have assumed the training given to newly recruited journalism practitioners could be part of contribution as giving training. As it can be recalled, the

interviewee from ERTA mentioned that the institution, ERTA always gave trainings to the newly recruited journalism practitioners.

The interviewees' reasons were, in one way or the other, similar to reasons given by informants, and they included no invitation from the school, no experience, no strong linkage with the school, budget and no time. To put it more specifically, interviewees said, "we didn't give trainings as we are busy in our routine work" (reporter and FBC) "There is no such invitation" (ERTA and EPA), "I don't think this is easy to entertain for lack of experience and lack of strong connection" (Addis Admas).

When the case of getting training is seen, 63.5% (sixty three point five percent) of respondents from mass media institutions agreed that they got training from school of journalism from which again 70% (seventy, percent) of respondents believed School of Journalism and Communication, AAU gave short training to employees of mass media institutions. The interview made with the interviewee from School of Journalism and Communication, AAU also capitalized this (giving short training) as the major contribution the school was making.

The relatively closeness of these percentages (63.5% of informants from mass media institutions believed they got training from School of Journalism and Communication, AAU, and 70% informants from School of Journalism and Communication, AAU believed they gave training for mass media institutions) could hint the existed relation between mass media institutions and journalism education in a way that the former receives training from the latter. This in turn implies that the interaction in case of training was only unidirectional-from the School of Journalism and Communication to mass media institutions. Of course, this is in line with the claims that education institutions should seek out and adopt means of involving the stakeholders so as to best perceive how the latter value the services provided and just how these can be

improved (Wagner E. 2010, 76), and interaction between universities and industrial sector intensifies in staff training and consultancy service (Kymaz, 2010; 185). Moreover, In strengthening their own professionalism, scholars must have points of engagement with journalism and media professionals (Reese and Cohen 2000: 222) cited in (Nolan, 2011, 735) was found implied here.

From mass media institutions 19.2% (nineteen point two percent) of respondents believed that their institutions didn't get short trainings from School of Journalism and Communication, AAU, and 17.3% (seventeen point three percent) respondents were uncertain about their institutions as to getting training from School of Journalism and Communication, AAU.

Lack of chance for many employees to get trainings, the few and far in between trainings and the less importance of trainings were pointed out as reasons why 'no' was chosen, and 'difficult to decide' and 'new to determine' were given as justifications behind saying 'undecided' to the item whether mass media institutions were getting training from School of Journalism and Communication Addis Ababa university.

The interviewees regarding whether mass media institutions were getting training from School of Journalism and Communication, AAU, in general, said 'sometimes'. But interviewees from ENA, ERTA and Addis Admas emphasized that the training was not to the level of their expectation in both duration and frequency. Interviewee from Addis Admas News paper disclosed that getting training from the school was even better during the Norwegians involvement in the School of Journalism and Communication, AAU. These views, in one way or the other touches up on the argument that states the functionality of the scientific knowledge produced in the university is a problem in the interaction, and if universities are not creating

knowledge to solve industry problems including training, industry will have less regard for the knowledge provided by universities ( Kymaz,2010;195).

In conclusion, according to informants, mass media institutions were getting trainings from School of Journalism and Communication AAU, but they hardly gave trainings to students of School of Journalism and Communication, AAU. This implies that the interaction in this regard was unidirectional and not mutual or the contribution of the mass media institutions in giving training to journalism education students was not seen practical, and as a result, students didn't get what they were supposed to get from industries training could be put as implication here.

**Table. 6. Sharing short term and long term plans.**

Institutions	Being familiar with others plan						Making others aware of plans					
	Yes		No		Uncertain		Yes		No		Uncertain	
	NO	%	No	%	No_	%	No-	%	No_	%	No_	%
Addis Admas	-	-	4	90	1	10	-	-	4	90	1	10
Reporter	-	-	6	60	4	40	-	-	4	40	6	60
ENA	-	-	9	81.8	2	18.2	2	18.2	6	54.5	3	27.3
EPA	-	-	10	43.5	13	56.5	-	-	6	26.1	17	73.9
FBC	-	-	5	71.4	2	28.6	-	-	3	42.8	4	57.2
ERTA	-	-	40	83.3	8	16.7	-	-	44	91.7	4	8.3
Massmedia totally	-	-	74	71.2	30	28.8	2	1.9	67	64.4	35	33.7
SJC	-	-	7	70	3	30	-	-	8	80	2	20

With regard to if mass media institutions were aware of the short term and long term plans of School of Journalism and Communication AAU, or formally make school of journalism and communication aware of their (media institutions) short term and long term plans, high percent of respondents in both cases- 71.2% (seventy-one point two percent) to the first case and 64.4% (sixty four point four percent) to the second case said "No". In other words, mass media institutions, according to the percentage, were hardly aware of the plan of School of Journalism and Communication, and hardly made school of Journalism and Communication, AAU aware of their (mass media institutions) plan.

Lack of trust, lack of awareness to the value of knowing others plan or making others aware of their plan, lack of courage and initiative, lack of vision, lack of experience, getting busy on daily routines and economy were identified reasons for the "No" response by informants from mass media institutions.

The same scenario is observed from the table concerning School of Journalism and Communication Addis Ababa University. 70% (seventy percent) of the respondents said that they weren't familiar with the short term and long term plans of mass media institutions, and 80% (eighty percent) of respondents believed that the school didn't make mass media institutions aware of their (school of journalism and communication) short term and long term plans. Respondents mentioned lack of budget, shortage of time, lack of interest and experience as reasons behind.

Interview results also supported the case, and no experience, lack of courage to take the initiative and busyness in their own routine tasks was given as justifications. This in turn implies that there was lack of interaction for different reasons, and one didn't know the short term and long term plan of the other which can potentially make both institutions unable to work considering each

other to the maximum possible. Even without making plans clear to the other and without getting clear of others plan, it is very difficult to know what works for what, and this might have happened here in between these institutions. This might have happened as Majumdar, ND , 1-2) states institutions ( educational institutions) carry out their goals to facilitate learning, preserve a protected zone for students and nourish individual care to address the needs of the learners, and the enterprise, on the other hand, work within the framework of industrial practices and norms with production, efficiency and profitability as the basic premise of day-to-day operations.

However, Bjerregaard, (2009) ;Philbin, (2008), Mohnen and Hoareau (2003) and Arslan et al, (2009) assert that as Universities are seen as reliable knowledge suppliers from the industry's point of view, for a strong and sustainable interaction, mutual trust is important, and one of the biggest problems experienced in mutual interaction is that each side doesn't clearly know the possibilities and capabilities of the other. Universities do not make themselves well known, and this dominant introverted tradition of education and research has a negative effect on relationship with industry (cited in Kymaz, 2010; 197) but this courage was not found in the case of mass media institutions and School of Journalism and Communication, AAU.

**Table.7. Journalism educators role in hiring journalist**

Institutions	Alternatives					
	Yes		No		Uncertain	
	No_	%	No_	%	No_	%
Addis Admas News Paper	–	–	1	20	4	80
Reporter News Paper	3	30	3	30	4	40
Ethiopian News Agency	2	18.2	8	72.7	1	9.1
Ethiopian Press Agency	2	8.7	14	60.9	7	30.4
Fana Broadcasting Corporate	–	–	4	57.1	3	42.9
Ethiopian Radio and Television Agency	–	–	38	79.2	10	20.8
Mass Media totally	7	6.7	68	65.4	29	27.9
School of Journalism and Communication, AAU	–	–	10	100	–	–

The table shows that the involvement of journalism educators to hire journalists in mass media institutions was very less ( only 6.7% informants from all the six mass media institutions and none from School of Journalism and Communication, AAU agreed that journalism educators involved in hiring journalists for mass media institutions). Huge percent (65.5%) of respondents from mass media institutions and 100% of respondents from School of Journalism and Communication, AAU believed that journalism educators didn't have a role to play in hiring journalists in mass media institutions.

Hiring journalists was the job of mass media institutions, and mass media practitioners better identified the would be journalists than journalism educators could do were the reasons mentioned for saying "No" to the item.

The respondents from School of Journalism and Communication, AAU mentioned no invitation, hiring journalists was the job of each media institution, and time constraint as justifications why journalism educators didn't play a role in hiring journalists for mass media institutions.

The interviewees also were in support of the view of informants under the category of "No" alternative. The justifications given were media institutions themselves could do it( hiring journalists) independently and journalism educators knew little of the real world of doing journalism ( journalism educators know only excellence in learning and a student excellent in learning couldn't necessarily be a good journalist).

However, the interviewee from Ethiopian Press Agency capitalized that there should have been such experience (journalism educators play a role in hiring journalists for mass media) as it existed in other areas for example in Egypt. The interviewee added that had there been participation from journalism educators in hiring journalists, it would have minimized the gap of expectation and reality. The interviewee witnessed that sometimes the institution hired journalists because of their performance in interview and written exam, but in the real environment, they( the hired journalists) were found unable to compose different news stories from different angles and to organize different circumstances.

**Table.8. whether interaction exists or not**

Institutions	Alternatives					
	Yes		No		Uncertain	
	NO_	%	No_	%	No_	%
Addis Admas News Paper	1	20	_	_	4	80
Reporter News Paper	_	_	3	30	7	70
Ethiopia News Agency	9	81.8	_	_	2	18.2
Ethiopia P ress Agency	6	26.1	_	_	17	26.1
Fana Broadcasting Corporate	4	57.1	_	_	3	14.3
Ethiopia Radio and Television Agency	14	29.2	20	41.6	14	37.5
Mass media totally	34	32.7	20	19.2	47	45.2
School of Journalism and Communication	7	70	_	_	3	30

As to the item whether mass media institutions and School of Journalism and Communication, AAU had interaction, 32.7% (thirty- two point seven) of respondents of all mass media institutions in general believed they had interaction with Journalism and Communication School, AAU.

When the analysis is drawn in the category of print versus broadcasting media, the former (60%) exceeds the latter (32.7%). And if each category is seen in case of private versus government, in

the print media, the government (44.1% of respondents) was found far bigger than its counterpart (6.7% of respondents).

From the above analysis, it is possible to say that print media institutions had better interaction or assumed had better interaction than broadcasting mass media with Journalism and Communication School, AAU.

A little bit striking figure is observed in the table regarding FBC from which 57.1% of respondents believed that their institution had interaction with School of Journalism and Communication, AAU. This institution (FBC) was found the least in the percentage of respondents (57.2%) favoring the item whether interaction should exist between mass media institutions and journalism education institutions. This happened, perhaps, respondents thought that the existing interaction specifically in the case of being place of internship was enough.

The interviewees themselves, of course, disclosed the above analysis. The interviews made with specially ERTA, EPA and AA pointed out that there was interaction but not to the level of their expectations.

Almost close to half percent of the respondents (45%) from all mass media institutions in the sample were found uncertain to label if interaction existed. As justification for saying "uncertain", difficulty of labeling interaction if it existed or not, not sure of it and lack of experience (being new to the environment) were given.

These (the different figures and seemingly paradox percents) imply that defining interaction and labeling either it existed or not could be different for different persons.

When the case is seen from the point of view of School Journalism and Communication, AAU, 70% (seventy percent) of informants believed that there was interaction between Journalism and

Communication School, AAU and mass media institutions. This figure was found far from many of the percentages of respondents from mass media institutions.

The interviewee from School of Journalism and Communication, AAU witnessed that the interaction between mass media institutions and School of Journalism and Communication, AAU was not to the level of expectations of both parties. Even, the interviewee compares, the interaction in the past was better than the present. The *ፊደል*, according to the interviewee, was the time when journalism training was being given in Ethiopian Mass Media Training Institute presently named School of Journalism and Communication, AAU. During that time, interaction was good because trainees were practitioners from different mass media (80% from government and 20% from private, and there was intensive training for which there was long internship especially during summer. However, the interviewee disclosed, after a while of being under Addis Ababa University, for budget and some other reasons like lack of interest from students for a very good reason-students started joining the department without their interest, internship time got reduced, and in turn interaction with mass media institutions got loose and became below the expected. Therefore, the gap between the opinions of respondents and the interviewee might have resulted from the respondents' assumption apprenticeship only was the required way of interaction, which in turn is the opposite of their attitude towards the theoretically assumed interaction ways. And if so, the idea *፡፡universities may well ፡፡professionalize፡፡ journalism, but they don't necessarily facilitate change in terms of innovative or higher standards of journalistic practice፡፡* by O'Donnell (2006; 35) cited in (Hirst, 2009; 10) could be found true.

## **Chapter Five**

### **5. Summary, Conclusion and Recommendation**

#### **5.1. Summary**

Having raised questions such as “Did School of Journalism and Communication, AAU and selected mass media institutions in the capital have the theoretically assumed interaction between them?”, “What were the possible reasons why interaction didn’t exist?”, if it didn’t exist, “What attitudes did journalism educators and journalism practitioners have towards the assumed interaction between their respective institutions?” and “Were the attitudes of journalism educators and journalism practitioners towards the expected interaction between them different?”, the study set the relational approach and system theories in education as a frame work.

Using stratified, proportional allocation, random, probability sampling technique, one third of journalism practitioners from each stratum ( six strata namely-Ethiopia Radio and Television Agency, ERTA, Fana Broadcasting Corporate, FBC, Ethiopia News Agency, ENA, Ethiopia Press Agency, EPA,, Reporter News Paper, Addis Admas News Paper) and School of Journalism and Communication, Addis Ababa University, SJC,AAU were taken as sample of the study. For the interview, one concerned interviewee from each institution (totally 7) was included.

Questionnaire, both close ended and open ended, and interviewee specifically semi-structured were employed as data collection tools. The information gathered was analyzed using both quantitatively specifically using t-test and frequency and qualitatively.

#### **5.2 Conclusion**

Both mass media institutions and School of Journalism and Communication, AAU had positive attitude towards the theoretically assumed interaction between them. In other words, these institutions felt that they could have interaction between them concerning in the areas mentioned in the questionnaire. There was also no significant difference between the attitudes of journalism practitioners and journalism educators towards the expected or assumed interaction between their respective institutions. Both journalism educators and journalism practitioners believed that there should be bilateral interaction between their respective institutions through training, workshop, research and regular meeting. Although the attitude was positive and not significantly different, the interaction practically between mass media institutions and journalism educators was found not as encouraging as attitude.

For both mass media and School of Journalism and Communication, AAU, updating work, strengthening professionalism, minimizing cost, creating strong competition, getting media to play its role in line with principles of journalism, were identified as perceived benefits from interaction, and for only School of Journalism and Communication, AAU winning employability for students were found to be the major assumed benefits that could be realized as a result of interaction.

Of all the areas through which mass media institutions and School of Journalism, AAU were assumed to mutually interact, internship was found a relatively excellent, but doesn't imply whether it was effective and efficient.

Giving training was found as one and relatively encouraging a way of interaction between mass media institutions and School of Journalism and Communication, AAU, but it was only unidirectional-from School of Journalism and Communication to mass media.

Assumed areas of interaction such as performance comment, conducting research and using research, familiarizing short term and long term plans to the other party and getting familiar to the short term and long term plans of the other party, and whether journalism educators had a role to play to hire journalists for mass media institutions were found not applied. However, many areas through which interaction was expected to exist were not found used for interaction, it was identified that interaction between mass media and School of Journalism and Communication, AAU was assumed existed. Some of the major attributes forwarded as reasons for why the assumed interaction didn't exist were lack of trust, experience, finance, ideology difference, lack of initiation and time.

The practical school-media industry linkage, (UNESCO,2005 ) one of the factors that can potentially determine the quality of the expected efficient and effective practitioners seemingly didn't exist between selected mass media institutions in Addis Ababa and journalism education institutions in Addis Ababa University. Although the motivation for journalism education is at least partly based on its function as the back bone for the journalistic profession (Fourie, 2005;139) journalism education institution, AAU hardly contributed to the establishment, development and application of formal , strong and practical ways of interaction with mass media institutions to improving journalistic practices, neither did mass media institutions. In general the relational approach theory to education was found not practically applied between School of Journalism and Communication, AAU and mass media institutions in Addis Ababa for problems from both sides.

### **5.3 Recommendations**

So as to get mass media institutions and journalism education institutions interact in many ways of interaction practically and meaning fully, the following should be done:

Mainly journalism education institution, AAU as supplier of knowledge and skills, should act to get mass media institutions involved in many ways like commenting on performance, using research findings, getting training, etc.

Through making up to date media research results accessible, conducting real problem based research and critically commenting on media performance, the journalism education institution, AAU should show its value and importance.

Through commenting and using their media as a forum concerning how to develop journalism education in particular and media literacy in general, mass media institutions should exhibit their significance as both a stake holder and their business.

Issues such as model of teaching journalism (found differently perceived by different parties), effectiveness and efficiency of apprenticeship, the significance of reasons mentioned for the no interaction in many areas require further research.

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## Appendix I

### Questionnaire

This questionnaire is meant to collect information concerning the interaction between institutions of mass media and journalism education and to be responded by journalism practitioners in different media. Therefore, your genuine and timely response is highly needed.

Thank you in Advance

Biographic Data. **Put a tick mark (√) in the box that concerns you.**

.Sex: Male    Female

.Work Experience as media practitioner

<3 Years    3-5 Years    5-10 Years    > 10 Years

.Sector of work:

Media Institution

Print Media

Government

Private

Broadcast Media

Government

Private

I.Items below are assumed areas of interaction between schools of journalism education and mass media institutions. Read the items and indicate your opinion through putting a **tick mark (√)** under the alternative given.

**Your opinion should be indicated in front of each item.**

No	Item	Alternatives				
		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1	Journalism education institutions and media institutions should give training to each other.					
2	When media institutions hire journalists, media educators (lecturers in media education) should have a role to play.					
3	Media institutions and journalism education institutions should conduct media research together.					
4	Media research results done either by media institutions or journalism education institutions should be shared between these two bodies.					
5	Institutions of journalism education and mass media should share their short term and long term plans each other.					
6	Journalism education institutions should make media institutions aware of what they teach and how they teach their students in the university.					
7	Media institutions should be places of internship for journalism education students.					
8	Journalism education institutions and media institution should be critical to each other (criticize and praise each other accordingly).					
9	Media practitioners and journalism educators should act together for example in celebrating freedom of expression day.					

II. The following open ended items are set to collect information regarding the interaction between institutions of journalism education and mass media.

**You can write your response in Amharic if you find it more expressive and saves time.**

1. There should be a bilateral (mutual) interaction between institution of journalism education and mass media?

**Yes No uncertain**

If your response to item number 1 is **Yes**, in what ways (how) do you think that interaction can be reflected? ( please mention at least 3 major ways of interaction)

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What benefits do you think your institution can get from the interaction you mentioned above? (please list at least 3 major benefits )

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If your response to item number 1 is **No, why?** ( please list at least 3 reasons)

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If your response to item number 1 is **uncertain, why? Please justify.**

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2. Does your mass media institution formally give comment on the curriculum of journalism education and how the contents are treated in journalism education? **Yes No Uncertain** If not Yes, **Why? Please justify.**

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3. Do journalism education institutions formally give comment on the performance of your mass media institution? **Yes No Uncertain** If not Yes, **Why? Please justify.**

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4. Do you use media research result in your journalistic activities (research result done by school of journalism Addis Ababa University)? **Yes No Uncertain why? Please justify.**

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5. Does your media institution conduct research in collaboration with school of journalism Addis Ababa University? **Yes No Uncertain** If not Yes, why? Please, justify.

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6. Does your media institution serve as place of internship for journalism education students of Addis Ababa University? **Yes No Uncertain**  
If not Yes, **Why? Please justify.**

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7. Does your media institution give short trainings for journalism education students of Addis Ababa University? **Yes No Uncertain** If not Yes, why? Please justify.

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8. Does your media institution get short trainings from journalism education institution of Addis Ababa University? **Yes No Uncertain** If not Yes, why? Please justify

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9. Is your media institution familiar (aware of) with the short term and long term plans of school of journalism and communication Addis Ababa University? **Yes No Uncertain**

If Your response to item number 18 is **No**, why do you think?

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10. Does your mass media institution formally make School of Journalism and Communication Addis Ababa University familiar with the short term and long term plans of the institution? **Yes No Uncertain**

**If not Yes, Why? Please justify.**

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11. Do journalism educators (lecturers of journalism education courses) play a role in your media institution to hire journalists ? **Yes No Uncertain Why? Please justify.**

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12. Does your mass media institution have interaction with journalism education institution Addis Ababa University? **Yes**  **No** **uncertain**

If your response to item number 20 is **Yes**, what are the ways of interaction?

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If your response to item number 20 is **No or Uncertain**, why? **Please justify.**

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## **Interview Questions**

These were items asked to the few concerned individuals with regard to the interaction between institutions of journalism education and mass media.

1. Should there be interaction between institutions of mass media and journalism education?  
Why?
2. If you believe that interaction between institutions of mass media and journalism education should exist, in what ways can that interaction be reflected?
3. Does your media organization interact with journalism education institution in Addis Ababa University? If No, why?  
If yes, what benefits does your organization get, and what does it contribute to journalism education?
4. What does your media institution do to improve journalism education?

## Appendix II

### Questionnaire

This questionnaire is meant to collect information concerning the interaction between institutions of mass media and journalism education and to be responded by journalism educators (lecturers in journalism education). Therefore, your genuine and timely response is highly needed.

Thank you in Advance

Biographic Data. **Put a tick mark (√) in the box that concerns you.**

.Sex: Male    Female

**.Work Experience as Journalism educator.**

<3 Years    3-5 Years    5-10 Years    > 10 Years

- I. Items below are assumed areas of interaction between schools of journalism education and mass media institutions. Read the items and indicate your opinion through putting a **tick mark (√)** under the alternative given.

**Your opinion should be indicated in front of each item.**

No	Item	Alternatives				
		Strongly disagree	disagree	Undecided	Agree	Strongly Agree
1	Journalism education institutions and media institutions should give training to each other.					
2	When media institutions hire journalists, media educators (lecturers in media education) should have a role to play.					
3	Media institutions and journalism education institutions should conduct media research together.					
4	Media research results done either by media institutions or journalism education institutions should be shared between these two bodies.					
5	Institutions of journalism education and mass media should share their short term and long term plans each other.					
6	Journalism education institutions should make media institutions aware of what they teach and how they teach their students in the university.					
7	Media institutions should be places of internship for journalism education students.					
8	Journalism education institutions and media institution should be critical to each other (criticize and praise each other accordingly).					
9	Media practitioners and journalism educators should act together for example in celebrating freedom of expression day.					

I. The following open ended items are set to collect information regarding the interaction between institutions of journalism education and mass media.

1. There should be a bilateral (mutual) interaction between institution of journalism education and mass media? **Yes No uncertain**

If your response to item number 1 is **Yes**, in what ways (how) do you think that interaction can be reflected? (please mention at least 3 major ways of interaction)

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What benefits do you think your institution can get from the interaction you mentioned above? (please list at least 3 major benefits )

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If your response to item number 1 is **No, why?** (please list at least 3 reasons)

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If your response to item number 1 is **uncertain, why? Please justify.**

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2. Does your journalism education institution formally give comment on the performance of mass media institutions in Addis Ababa? **Yes No Uncertain** If not Yes, **Why? Please justify.**

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3. Do mass media institutions formally give comment on the curriculum of journalism education and how the contents are treated in your journalism education institution? **Yes No Uncertain** If not Yes, **Why? Please justify.**

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4. Do you use media research result (s) done by media institution in Addis Ababa for teaching purpose? **Yes No Uncertain why? Please justify.**

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5. Does your journalism education institution conduct research in collaboration with media institutions in Addis Ababa? **Yes No Uncertain** If not Yes, why? **Please, justify.**

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6. Do media institution in Addis Ababa serve as place of internship for journalism education students of Addis Ababa University? **Yes No Uncertain**

If not Yes, **Why? Please justify.**

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7. Does your journalism education institution give short trainings for media practitioners of mass media institutions in Addis Ababa? **Yes No Uncertain** If not Yes, why? **Please justify.**

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8. Is your school of journalism education institution familiar (aware of) with the short term and long term plans of mass media institutions of Addis Ababa University? **Yes** **No** **Uncertain**

If Your response to item number 18 is **No**, why do you think?

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9. Does your journalism education institution formally make mass media institutions in Addis Ababa familiar with the short term and long term plans of the institution? **Yes** **No** **Uncertain**

If not Yes, Why? **Please justify.**

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10. Do journalism educators (lecturers of journalism education courses) play a role in your media institution to hire journalists? **Yes** **No** **Uncertain** **Why?** If not yes, **Please justify.**

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11. Does your journalism education institution have interaction with mass media institution in Addis ? **Yes**  **No** **uncertain**

If your response to item number 20 is **Yes**, what are the ways of interaction?

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If your response to item number 20 is **No or Uncertain, why? Please justify.**

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## Interview Questions

These were items asked to the few concerned individuals with regard to the interaction between institutions of journalism education and mass media.

1. Should there be interaction between institutions of mass media and journalism education? Why?
2. If you believe that interaction between institutions of mass media and journalism education should exist, in what ways can that interaction be reflected?
3. Does your journalism education institution interact with mass media institutions in Addis Ababa? If No, why?  
If yes, what benefits does your organization get, and what does it contribute to journalism education?
4. What does your journalism education institution do to improve practice of mass media institutions?

## Appendix III

### Institutions and their mean scores of the likert-scale items.

No_	Items	Institutions and their mean results						
		Addis Admas News Paper	ReporterNews Paper	Ethiopian News Agency	Ethiopian Press Agency	Fana Broadcasting Corporate	Ethiopian Radio and Television Agency	Journalism and Communication School, AAU
1		4.2	4.3	4.1	4.4	2.6	4	4.3
2		2	3.3	3.5	3.9	1.3	3.5	3.5
3		3.6	4.3	4.3	3.5	2.4	4.1	4.2
4		4.4	4.1	4	4.3	4.4	4.1	4.5
5		3	3.3	3.9	3.5	1.3	3.4	3.5
6		3.6	4.3	3.5	4.3	3.4	3.4	3.3
7		4.8	4.4	4.1	3.9	4.4	4.1	3.7
8		3	4.2	3.9	4.2	3.6	4.5	3.7
9		4.4	4	3.5	4.1	3.4	3.9	4.1
Grand Means		3.6	4	3.9	4	2.9	3.9	3.8
		<b>3.7</b>						<b>3.8</b>