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**AN EXPLORATIVE STUDY OF THE
ENCODING/DECODING MODEL IN RESPECT TO
TELEVISION NEWS IN PAPUA NEW GUINEA**

A thesis
submitted in partial fulfilment
of the requirements for the degree
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ABSTRACT

Television in Papua New Guinea strives to exist in a pluralistic society characterised by diverse local cultures and traditions that blend with Western influences. It is important to understand the role of television and its influence on such a pluralistic country as it continues to go through the process of nation building. Global advances in media and technology that will one day penetrate deep into such societies will need to be understood; however, this may not be possible without first setting the context for television, which is tied into the country's post-colonial history.

This study looks at television news producers and audiences in regard to the encoding/decoding model, in order to understand the role television has played in Papua New Guinea in terms of nation building. There is, however, very little literature on television news producers and audiences in PNG. As such, an explorative approach was taken to look into the encoding and decoding of EMTV news by journalists and student audiences.

The main questions addressed in this thesis are: Why do journalists make/report/produce news? How do journalist make/report/produce news? Why do student audiences watch news? How do student audiences watch news? What meanings are encoded by journalists onto the news discourse? What implications can be drawn from the news discourse? What meanings do student audiences decode from the news discourse?

The theoretical frameworks that inform this research include the “encoding/decoding” model of active audiences and the De-Westernizing Media model. A mixed method approach was taken, where four research methods were employed to look into encoding and decoding of EMTV news throughout its circuit of communication. In-depth interviews were carried out with four journalists, to understand their encoding roles, their personal motivations for the job, their perception of newsworthiness and the meanings they encode onto the news discourse. A total of 135 questionnaires were completed by student audiences, and a focus group was held with eight students. These were to understand audience encoding roles and experiences, their personal motivations for watching, their perception of newsworthiness, the meanings they decode and their overall perception of EMTV news. To further understand meanings within

news discourse, a discourse analysis was carried out on a representative news sample to identify the implications embedded in the representative news bulletin. By the end of the research, and after collating and analysing the data it was concluded that EMTV news has contributed negatively to nation building because of its focus on Western news values. Through its coverage of bad news or negative stories, it has created a negative image of the country and its people. EMTV news reports are biased in their choice of cultural representation, rather than blending the country's rich and diverse cultures into creating a unified hegemonic identity. As a result, provincial identities emerge among student audiences, rather than a national identity.

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DEDICATION

*I would like to dedicate this thesis to the
LAGDOM FAMILY;*

*To my mother Lilly Lagdom and my late father
Lagdom Wilson;*

*To all my brothers and sisters who are very
precious to me;*

*My niece and nephews and my in-laws who are
all part of the LADGOM family;*

*To the Legas family. All my uncles and aunties
and their families;*

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ABBREVIATIONS

ABC - Australian Broadcasting Corporation
BBC - British Broadcasting Corporation
CEO - Chief Executive Office
GreenCom - Green Communications
ICCC - Independent Consumer and Competition Commission
ICT - Information Communication Technology
Internet - International Networking
IPTV - Internet Protocol Television
ISP - Internet Service Provider
MDI - Media for Development Initiative
MOA - Memorandum of Agreement
NBC - National Broadcasting Corporation
NBN - Newcastle Broadcasting Network
NICTA - National Information and Communications Authority
NPIC - National Policy on Information and Communication
NRI - National Research Institute
NTN - New Guinea Television
PACMAS - Pacific Media Assistance Scheme
PANGTEL - Papua New Guinea Telecommunications Authority
PAU - Pacific Adventist University
PBL - Packer Broadcasting Limited
PNG - Papua New Guinea
PNGDF - Papua New Guinea Defence Force
PNG Unitech - Papua New Guinea University of Technology
SBS – Special Broadcasting Services
UPNG - University of Papua New Guinea

CHAPTER ONE – INTRODUCTION

1.1 Significance of this Research

The findings of this research contribute to the study of television and its role in nation building in post-colonial developing countries. Television news, as a platform and its programs represent a nation, its people and cultures. As such, this research takes on the Encoding/Decoding model together with the De-Westernizing media model to develop an understanding of producers and audiences of EMTV's "national news" segment, especially their roles and experiences. This is achieved through an explorative approach, since not much research has been carried out in Papua New Guinea on television audiences using the encoding and decoding model. As an explorative study, this research presents the opportunity for further research into television audience and the roles and responsibilities of journalists in relation to nation building, in Papua New Guinea and smaller Pacific Island nations.

Findings of the research will be useful to media organisations in PNG, especially television journalists, to understand their roles and contributions in regard to nation building and national identity in Papua New Guinea. The findings may also help them to reassess their roles in terms of representation and their perceptions of newsworthiness.

Journalism education is another area this research touched on, especially on the use of Western media theories in journalism training. Those researching and interested in the journalism curriculum may also find this research useful.

There are challenges as well, in terms of journalists providing a fair representation of citizens and their cultures in television news; and building a connection between the public and television journalists. These are areas that need to be further investigated.

1.2 Outline of Thesis

This thesis is laid out in seven chapters, beginning with this chapter which comprises the abstract, the significance of the research and the organisation of the whole thesis. The first chapter summarises what this thesis is about, what the research has identified and the conclusions drawn from the findings. It also points out the significance of the research and its contribution to television and nation building in Papua New Guinea.

Chapter 2 provides background information of Papua New Guinea and the media landscape which is key to understanding the latter parts of the thesis.

Chapter 3 looks at literature that informs this research. The first model is Hall's (1980) audience study on encoding/decoding, which posits audiences as actively participating in the decoding of television messages. The second model is Curran and Park (2000) study of De-Westernising Media, which is suitable for a post-colonial developing country that teaches, engages with, and uses Western media ideologies and theories.

Chapter 4 looks at the design of the research, the methodologies and how they were carried out with the student audiences and television journalists. It also highlights the limitations of the research and how these limitations were minimised.

Chapter 5 presents the results by collating, summarising and presenting them according to the two groups of participants. Some discussions were also carried out alongside the different results at the same time highlighting what the objective of the research were and how these objectives were achieved.

Chapter 6 is the discussion chapter which draws from the results to discuss the main questions and objectives of the research which lead to testing the hypothesis that was set at the beginning.

Finally, chapter 7 brings the results and discussions to a close as it draws conclusions based on what the findings of the research were, as well as the objectives and hypothesis of the research.

CHAPTER TWO – BACKGROUND INFORMATION

2.1 Papua New Guinea

Papua New Guinea is made up of the eastern half of the island of New Guinea, including six hundred outer islands surrounding it, all of which lie directly north of Australia. It has a population of over 7 million people, who live within its total land area of over 450, 000 square kilometres. It is one of the most culturally diverse countries in the world, with over 800 spoken languages and more than 1000 ethnic groups (Paul, Simons, & Fenning, 2013).

Its rugged geography and isolated islands only add to service delivery and infrastructure becoming a challenge for the government. This leaves much of its population starved of services like health, education, transport and telecommunication. More than 80% of the population live in rural areas (National Research Institute of Papua New Guinea, 2010) and who rely mainly on subsistence living.

Politically, the country is divided into 22 provinces, with Port Moresby being the capital city where the democratically elected government is situated.

Mineral resources, such as gold, platinum and copper, make up the country's top three exports, followed by crude petroleum and palm oil (The Observatory of Economic Complexity, 2014). Much of the country however, is covered in tropical rainforest, making timber a growing commodity, where logging operations are mostly dominated by Malaysian logging companies.

It has always been a challenge for the government in trying to build a state of nationhood for the country. Thirty-nine years after gaining independence from Australia, the country is still going through many challenges in terms of managing its resources, providing basic services for its growing population, and creating a stable political economy. A recent governance study identified three key issues as needing immediate address. These are: service delivery, where there is a lack of educational infrastructure and healthcare facilities right across the country; law and order, where many people mistrust the police and courts due to corruption, police brutality and slow legal responses and violence, and where drug use is also widespread; and leadership was the third governance issue identified, which

showed a lack of knowledge among citizens on the way government is supposed to run, and citizens having very little or no access to their political leaders. This creates fear about nepotism and misuse of funds (Australian Broadcasting Corporation International Development, 2014). These are vital issues to nation building and will take the country in the opposite direction if they are not addressed. May (2003) describes PNG as a weak state that has limited capacity to deliver services to its population, which has resulted in a poorly developed sense of national identity.

The setting up of telecommunications infrastructure and televisual services is significant in a developing country like PNG as such infrastructure connects the populace, mobilises them and makes them knowledgeable of what is going on around the country and the world. It was highlighted that establishing such infrastructure in developing nations like Fiji and PNG will contribute to the political aspect of nation building as well as support the growth of an efficient, modern economy (Stewart, Horsfield, & Cook, 1993).

2.2 Telecommunication and Broadcasting

A milestone in PNG's telecommunication history was in March 1997, when the Internet was first launched by Telikom PNG (Kwasam, n.d.), opening the country to global transnational media.

The years 2006 to 2007 were very important for the telecommunication sector in PNG, as the mobile phone monopoly by Telikom's B-Mobile ended with the introduction of two new mobile phone companies into the telecommunications network (Duncan, 2011), introducing the country to global telecommunication. Licences were issued to Digicel and Green Communications (GreenCom) in March 2007. Digicel started its mobile phone service in July 2007, while GreenCom is yet to commence operation. The decision to end the mobile phone monopoly resulted in lengthy legal battles between Telikom, Digicel and the Independent Consumer and Competition Commission (ICCC), to revoke or retain the licences and was finally settled with Digicel retaining its licence (Duncan, 2011). Due to the legal battle over the mobile phone network, the government stepped in with a new Information Communication's Policy in 2009, which saw the creation of the National Information and Communications Authority (NICTA), (a name change from PANGTEL and composing of PANGTEL staff

and assets), which now had the power to issue and revoke broadcasting licences. The authority of the ICCC to issue and revoke licences was removed (Duncan, 2011).

There was significant impact on the lives of the majority of people living in the rural and isolated parts of PNG when Digicel entered the telecommunications industry. Telikom had, over the years, been riddled with poor management and was inefficient in delivering telecommunication services to the rural majority (Duncan, 2011). More than 80 percent of the population live in rural and isolated parts of the country (National Research Institute of Papua New Guinea, 2010) and Digicel, as soon as it began operation, was able to capture them. Digicel began to set up its infrastructure network in September 2006 (Duncan, 2011), a year before it commenced operation, and was very quick to put mobile phones cheaply into the hands of many Papua New Guineans. This made a huge difference in the lives of the telecommunication-starved people, whose movements were economically and physically limited, to now stay connected with friends and relatives (Duncan, 2011). With its wide coverage throughout the rugged terrains and isolated islands of Papua New Guinea, this meant that even those in the remotest parts of the country who did not have television signals, could go online through the Digicel mobile phone network to access the latest news.

By the end of 2013, Digicel got its hands on the media industry, setting up its online news, “PNG Edge,” which is accessible to its 1.6 million subscribers (Oxford Business Group, 2012), especially those who can access the Internet from their phones. It has also taken advantage of the country’s new ICT policy, by being the first to obtain an Internet Protocol Television (IPTV) licence (Australian Broadcasting Corporation, 2013).

Mobile phones have since grown to become the most accessed media tool in households, at 82 percent. This is followed by radio at 81 percent and television at 36 percent, while 25 percent of people also use their mobile phones to watch television (Australian Broadcasting Corporation International Development, 2012).

2.3 Television Industry

Foster (1999) captures very well the early developments of television broadcasting in Papua New Guinea. Soon after the country gained independence

in 1975, there was political support for commercial television broadcasting to be established in Papua New Guinea. At that time, the majority of the population knew very little about television, let alone the foreign content that was a going to be aired. There was not even a legislative framework to guide commercial television broadcasting in the newly independent country.

The first television broadcasters to set up were the Newcastle Broadcasting Network (NBN), through its subsidiary New Guinea Television (NTN) and Media Niugini Limited (EMTV), in 1987. Due to their foreign ownership and programme content, there were varying views as to whether PNG was ready for foreign broadcast television. In fact, commercial television broadcasting was set up after a six-month public debate between the government, the opposition and from a variety of sources. It also included NTN taking the government to court over its legislative attempts to delay broadcasting (Foster, 1999).

From the outset, it was realised that PNG needed to prepare itself with the necessary policies and laws before allowing foreign broadcast television into the country. However, this view was not shared by the then Prime Minister of the country, Sir Michael Somare, who a year earlier, in 1985, signed the deal with NBN to begin television broadcasting in PNG, mainly because he supported TV's values of education and communication (Foster, 1999). However, Horsfield (1990 as cited in Foster, 1999), pointed out that Somare's support for television broadcasting in PNG was based on an economic rationale with no consideration for the ideological impact it would have on the country.

Stewart et al, (1993 as cited in Foster, 1999) obtained transcripts of the debates in Parliament at the time of signing the deal with NTN, which highlighted the five reasons Somare and his communications minister, Roy Evara, gave for wanting television broadcasting in PNG. Firstly, they said the service would have a large component of education and health programmes. They also said the services would begin at 20 percent local content and slowly increase over time, and that ownership would, over time, be localised. Their third reason was that the government would have no costs at all in the initial set up of the service, and finally, that television broadcasting would be regulated.

Stewart et al. (1993) go on to show that the government had irregularities in its approach to granting broadcasting licences to the two foreign television broadcasters. There was no proper planning, no public debate and very little consideration was given to the whole issue and to what the consequences could be

many years later. Foster (1999) further supports this with reference to the work of Strathern (1993), where the long term betterment of the country through policy formulation is surrendered to the imminent strains of electoral strategy, in which Somare ignored all official findings and reports from inquiries regarding television broadcasting to speed up its establishment.

NTN however, ended its services in PNG after only a year, when its Australian owner, Kevin Parry, went into financial difficulties (Foster, 1999).

Media Niugini Limited began its first broadcast in the capital city, Port Moresby, in July 1987, as the only free to air television service, under the name EMTV. Its programs were directly downlinked from Australia's Nine Network and then televised in PNG. In April 1988, a transmission station was opened in the industrial township of Lae, and by June of 1989, EMTV was received live in the Lae, including two smaller towns in the interior of mainland Papua New Guinea (Media Niugini Limited, 2014).

It was only in 2008 that the government began its asset acquisition and made the necessary budget commitments to set up the country's first national television broadcasting service, to run alongside its nationwide radio service, the National Broadcasting Commission (NBC). It was then that it launched the country's first native television, Kundu 2.

Even before EMTV and NTN were operating in PNG, urban areas around the country had access to foreign television through subscriber clubs, which used illegal satellite dishes and cable systems, as there was no legislation to stop them (Thomas, 1994 and Lie, 1994 cited in Rooney, 2004).

One such company was Hitron Limited which began operation in 1982, to initially set up TV cables in the Highlands of PNG, but has since grown to provide cable and satellite television and radio services. It provides 117 overseas television channels and 15 radio channels through its cable and satellite services charging \$24 per month for 43 foreign television channels and \$53 per month for 63 foreign television channels. These costs exclude the initial set up and cost for a decoder. In 2010, it obtained an Internet Service Provider (ISP) Licence and has since been providing Internet services as well (Hitron Limited, 2014).

Cable and satellite television is at present servicing the elites and expatriates who can afford the high costs, while the more than 80 percent rural and remote dwellers (National Research Institute of Papua New Guinea, 2010) still have limited or no access at all to television. However, even where people can afford a

television set, the lack of access to electricity in rural areas and the poor quality of television signal remains the main challenge (Australian Broadcasting Corporation International Development, 2012).

2.4 Media Niugini Limited (EMTV)

Since 1987, and for over two decades, EMTV has been broadcasting in Papua New Guinea with a commercial interest in attracting advertising revenue from foreign companies from the lucrative mine and gas industries. At that time, it was the only national television broadcaster and had majority share in television advertising. Under its first owner, Packer Broadcasting Limited (PBL), there was very little local content, as the station was focused on transmitting popular dramas from Australia's Channel 9, which they assumed Papua New Guineans wanted to watch (Sullivan, 2003). Former EMTV general manager John Taylor in (Sullivan, 2003) said Papua New Guineans were not interested in seeing themselves on television but would rather watch what everyone elsewhere is watching, for example, *Neighbours*. This was his stance to justify the many foreign programs that were aired on EMTV during its years under PBL, when he was heading the station. The only local programs were the news and current affairs programs that were filed by local journalists.

In late 2004, PBL sold EMTV to Fiji TV for a reported A\$2.1 million (Pacific Media Watch, 2005) which saw the shift of ownership to another foreign company. Soon after the take-over of EMTV, there were changes to some of its programs to include more local content.

By 2009, EMTV was received in real time via satellite in 38 different locations in Papua New Guinea. In the case of one province, the provincial government had to pay for the installation of the transmitters in order for its 91 000 people to receive educational and entertainment programs (Media Niugini Limited, 2014).

Being the only television station for such a long time, many Papua New Guineans have grown up watching and identifying themselves with its programs. One of its well-known programs is the six o'clock news bulletin, which runs for an hour and is then replayed later in the evening. As a prime time program, it is one that every member of the family will have grown used to watching.

It is comprised of the segments "national news," "international news," "national sports," "international sports," "finance report" and "weather report." "National

news” and “national sports” are the two segments that have direct influence from local journalists who have been trained in one of the two journalism schools in the country. The “international news” segment is connected to America’s CNN, through their news ticker (Australian Broadcasting Corporation, 2013).

With the introduction of more local content, EMTV now runs four current affairs and three entertainment programs, while relaying other programs from Nine Network in Australia, as well as a link to Australian Broadcasting Corporation’s Australia Network from midnight onwards (Australian Broadcasting Corporation, 2013). This was the marked difference in ownership, although some foreign programs were still aired on EMTV. To date, EMTV has close to ten local programs, including news and current affairs, home and lifestyle, and sports. The journalists on the news team, at the time of research, were indigenous journalists who have been trained either at the Divine Word University or the University of Papua New Guinea.

The “National news” segment is also online, through EMTV’s virtual studio. EMTV, before it was sold to Fiji TV, had a colonial approach to its broadcasting decisions. Its executives’ decision of relaying foreign programs rather than promoting local content has resulted in it providing a lot of foreign content to the local population. By not having a native television to run alongside its nationwide radio service, the Government has also lost a significant point of influence in the country’s history, especially in its early years as an independent nation.

EMTV has to date not carried out an extensive audience survey that gives a realistic view of who its audiences are, their viewing patterns and structures, their locations and other demographic details. It depends largely on the census data and other broad media reports and assumes what the majority of the 7 million people in PNG are watching its programs. This could be due to its dominance of the television industry in PNG for more than two decades with no competitor. As a commercial television provider, not having such accurate audience data causes its rating currency to be flawed and deceptive to advertisers. However, this is not the focus of this research and needs further investigation as well.

2.5 Media Policy and Legislation

Section 46 of the Constitution of PNG has an enabling clause, which guarantees freedom of expression, freedom of the press and freedom of information. There

are other media and communication policies and legislation, including the Radio Spectrum Regulation 1997, the Television (Prohibition and Control) Act 1986, the Defamation Act 1962, the National Policy on Information and Communication (NPIC) and the National Information and Communications Technology Act 2009, which are relevant to the television and broadcasting industry (Australian Broadcasting Corporation, 2013).

The Media Council of Papua New Guinea acts as an umbrella organisation, made up of mainstream media organisations within the country, and has established a General Code of Ethics for News Media, a Broadcasting Code of Practice, Code of Ethics and Practice for Broadcasting Advertisements (Australian Broadcasting Corporation, 2013). The Media Council works in the best interests of its members to protect and empower its personnel and maximise their opportunities to critically participate with the state and professional organisations and bodies within the country

2.6 Journalism Education

Education in Papua New Guinea is seen by many as a way out of economic hardship and the gateway to fulfilling employment (Matane, 1986 cited in McManus, 2004). Many Papua New Guineans associate education with modernisation and development (McLaughlin, 2002 cited in McManus, 2004), which means traditional systems of sharing cultural knowledge are given little attention. This has led to the loss of indigenous knowledge, where many children have grown up with negative attitudes towards their cultural heritage (Trapnel, 2003 cited in McManus, 2004) and have openly embraced Western education, which they view as the key to economic growth and development (Smyth, 1977 cited in McManus, 2004).

Many tertiary institutions have reproduced such Western ideologies to redirect students from their cultural heritage, through the educational courses and training, which have become tools for neo-colonialism (Yamuna, 2002 & McLaughlin, 2002 cited in McManus, 2004).

Journalism education in Papua New Guinea is one area that has embraced Western practices and theories, and at the same time been trying to strike a balance between cultural knowledge and values. This, however, is no easy task for a country like Papua New Guinea, with over 800 languages, over 1000 ethnic

tribes and thousands of cultures and traditions. Embedded in these cultures and traditions are indigenous communication methods, like oral drama, oral literature and oral history using artefacts such as gongs, drums and shells, which are not integrated into Western media such as the press, radio and television, during journalism education and training. Journalism training is rather focused on Western education that separates journalists from traditional knowledge and identity.

Papua New Guinea suffers from unstable political governments and policies that fail to provide the necessary vision and leadership that would bring the country out of its current conditions (Papoutsaki, McManus, Matbob, & Pacific Media, 2011), including its dependency on foreign aid. This, coupled with the cultural diversity, presents an even greater challenge when student journalists, who have been trained in Western practices, go out into the work force and have to deal with the reality of PNG journalism.

The University of Papua New Guinea (UPNG) journalism program started in 1975, with the help of the New Zealand government (Rooney, 2003), offering both academic and craft training, with lecturers having journalism backgrounds rather than in academic research (Moore, 1995 cited in Rooney, 2003). Robie (1997) described the UPNG Journalism Program in the 1990s as having an integrated learning approach, with a liberal professional philosophy that is balanced between theory and practice. The Journalism Program controversially closed in 1999 but was opened again in 2000, by which time the vigour was no longer felt and many students chose Divine Word University to study journalism (Rooney, 2003).

Divine Word University in PNG runs a Communication Arts (Journalism) program, which was developed in the 1980s. Papoutsaki and Rooney (2006) in *Media, Information and Development in Papua New Guinea*, follow through the different program reviews that Divine Word University has undergone over the years. Its program was originally developed using a model based on communication for development, by Chris Maslog from the Philippines, which was deemed necessary at the time.

The curriculum was again reviewed in 1998 by John Jefferson, a former editorial executive from the British Broadcasting Corporation (BBC), who heavily criticised Maslog's program as not adequately preparing students for the real journalism world out there (Papoutsaki & Rooney, 2006). He called for more

vocational skills training, claiming that the media industry identified graduate journalists as lacking vocational skills, and, thus, recommended that more vocational skills be taught rather than academic skills (Jefferson, 1981 cited in Papoutsaki & Rooney, 2006).

Jefferson went on to develop a program which he drew straight from the British model used for newspaper training and trained students to depend more on official sources rather than looking at a story from the people's perspective (Rooney, 2003 cited in Papoutsaki & Rooney, 2006). A much broader review was carried out in 2004, which saw the inclusion of local issues as well as issues that the media industry deals with every day. This was through the inclusion of critical thinking and research skills into the curriculum (Adam, 2004 cited in Papoutsaki & Rooney, 2006). The most recent program review was carried out in 2011, which resulted in the curriculum shifting its focus from skill based to looking at communication theories, developmental theories and their practical aspects (Faculty of Arts and Social Sciences, 2014).

Even after all these reviews, Divine Word University still wanted to improve its Journalism program to make its graduates competent in the media world.

Papoutsaki, McManus and Matbob (2011) highlighted the need to decolonise the students' minds from Western media theories through two important factors. The first one they highlighted was the need for more media research in Papua New Guinea, through more research skills training, as well as incentives in PNG institutions for research. At the curriculum level, they suggested that the emphasis should be placed on generating knowledge and not transferring imported knowledge.

Asciutto (2013) stresses that despite all these curriculum reforms, media education throughout the Pacific is still faced with so many other problems. He called them the four key issues which inhibit journalism training. They are: insufficient resources, government restrictions, institutional instability and transitioning graduates successfully into the workforce. Robbie (2013 as cited in Asciutto, 2013), highlights Pacific media as lacking professional journalism training, poor academic standards, lack of knowledge of the political and social institutions, cultural coldness, and dubious knowledge of ethical issues surrounding the profession. These issues highlighted by Asciutto (2013) and Robbie (2013) is a call for both media institutions and the industry to work together in order to lift media standards in the Pacific.

From the discussions thus far, it can be said that journalism education and training in Papua New Guinea is based on Western media ideologies. From the very beginning, Western media theories were taught to journalism students, using a method described by Papoutsaki (2011) in *Communication, Culture and Society in Papua New Guinea*, as “transferring imported knowledge rather than placing emphasis on generating knowledge. Student journalists are redirected from their locality to concentrate on Western media ideologies and it can be troublesome when transitioning into the workforce, which is dealing with the country’s everyday problems that in most cases are different from the problems of most Western countries. Kurtz and Mathews (1979 as cited in Awa, 1988) identified an African situation that is similar to PNG; that the problem with communicators is that with the knowledge acquired and technology we have at hand, we have become strangers to the very society we wish to serve.

also argued that Western media theories are narrow-minded and do not take into account the social, political, economic, cultural and other local factors active at the local level where the Western media theory dominates.

Thus, as stated on the Divine Word University’s Faculty of Arts and Social Sciences (2014) website, the most recent audit in 2011 now sees its journalism program shifting its focus from journalism as skilled base, to Western communication models and theories, and developmental theories including their practical aspects.

CHAPTER THREE – THEORETICAL FRAMEWORK

3.1 Introduction

This chapter looks at the sources of literature that inform this research topic; “An explorative study of the encoding/decoding model in respect to television news in Papua New Guinea.” There has not been much media audience research carried out in Papua New Guinea for academic purposes, leaving this research with very little information that is specific to media audience study in PNG. As a result, an explorative approach was taken, so that data gathered from this research could be used for future television audience research in PNG.

Why explore a Western media model in a non-Western country? The reason is the presence and development of the media industry in PNG through journalism training courses at two of the country’s universities, and the role the media industry plays in a post-colonial developing country. PNG, like, other smaller Pacific nations, is presently going through the stages of building a nationhood and identity that are unique to its people, and at the same time trying to be independent of the colonial strings of financial and economic dependency. The country’s colonial and political history involves Western media, like press, radio and television, which are regarded as the “Fourth Estate” in a democracy. Wilson and Devere (2013) highlight the media’s fourth estate role to inform citizens and be a platform for political debates and meaningful engagements with the citizens, so they can make informed decisions. This role places the Western media operating in a non-Western country in a powerful gatekeeper position between those in power and the public and so contributes to the nationhood and identities of these countries.

It is only fitting to study television audiences in Papua New Guinea with a view presented by Stuart Hall in his encoding/decoding model. His views respect audiences, their viewing structures and the cultural, social and economic factors that influence audience decoding of television messages.

3.2 Encoding/Decoding Model

The encoding/decoding model of communication is a four-stage theory, developed by Stuart Hall from the Centre for Contemporary Cultural Studies in the 1980s, referring particularly to television. It is part of the larger audience research which has its roots in ethnography and is found in the traditions of European cultural studies, American cultural studies and qualitative mass communication research (Hermes, 2010).

It breaks the traditional circuit of communication of sender, message and receiver into production, circulation, consumption and reproduction (During, 1993). In doing so, it takes the emphasis away from the message and instead focuses on individual moments in the whole process, by placing meanings and identifying determining moments for each part of the communication process. There are, therefore, levels of dominance present at each stage of the communication process (Morley, 2006).

This means that the dominant message coded at the production level does control its reception; however, this is not so transparent. As the coded message travels through the circuit of communication, each stage has its own determining limits and possibilities that influence the messages at each of those stages. The relative autonomy at each stage permits a dominant influence that could impact on the messages (During, 1993). As a result, the dominant message coded at the beginning may not necessarily be the message decoded at the end of the circuit. Hall (1980 as cited in During, 1993) points out that every culture or society has their own classification of the social, political and cultural world, which are hierarchically organised into dominant or preferred meanings. Messages are encoded into the circuit of communication using a culture's or society's dominant and preferred meanings and then decoded using each culture's or society's unique dominant and preferred meanings as well. This means that the dominant meanings encoded at the level of production may not necessarily be obvious at the levels of circulation, consumption and reproduction. "Meaning" is subjective. It is best explained from a postmodern point of view by Hermes (2010), as not belonging to the text but is made from the interaction between the reader and the text. In television news, those meanings encoded by journalists into news discourse may not necessarily be the meanings received by audiences. Neither can it be the same for every audience. Hermes (2010) highlighted that everyday use of the media

produces different meanings for different audiences, and these meanings could also vary in different contexts. Television produces meanings at the level of encoding and the level of decoding, which can be related but are never identical. This is due to the determining moments that can influence the texts at any stage along the circuit of communication.

David Morley's (2006) "Nationwide" study provided the major breakthrough for audience studies, when his findings rejected the notion of "textual determinism," instead purporting to Hall's (1980) encoding/decoding model of active audiences, where meaning is subjectively produced through the interaction between the audience and the text (Hermes, 2010). Morley (2006) also pointed out that Hall had developed the encoding/decoding model according to class forms; however, class is now replaced by "race" and "ethnicity," which have become the master category of analysis for individual audiences. The audience decoding of media text is made in reference to their membership to the race or ethnicity they most identify with.

This is taken into account in this research by recognising the diverse cultural background of television audiences in PNG. They come from different ethnic groups that have various cultures, traditions and languages and are affected in varying degrees by the economic, social and political conditions pertaining within the country. Their viewing structures and environment are also considered as possible influences during decoding (Hermes, 2010).

The more interesting work in this sub-field of race and ethnicity comes from Gillespie (1995), Hunts (1997) and Robins & Aksoy (2001), cited in Morley (2006) who argued that "race" and "ethnicity" are only one of a number of factors in play when it comes to the decoding of media texts. They took note of the different ways in which media are used in the construction of identities and the uncertainty that is felt by audiences towards the categories that others fit them into. Morley (2006) points out how audiences simultaneously use the media materials to construct the very identities which are at times used to expound on the audiences' decoding practices.

Morley (2006) finally presents encoding/decoding as a working model intended for further development, taking into consideration new media technologies and the newer viewing frames that impact upon the circuit of communication.

3.2.1 Circuit of Communication

Hall (1980) also developed a circuit of communication, which focused on the message as well as the process involved in transmitting the message and the structures in place during the encoding and decoding of the message in television broadcasting. The aim was to transform our understanding of television content and give some hindsight into understanding audience reception, reading and response.

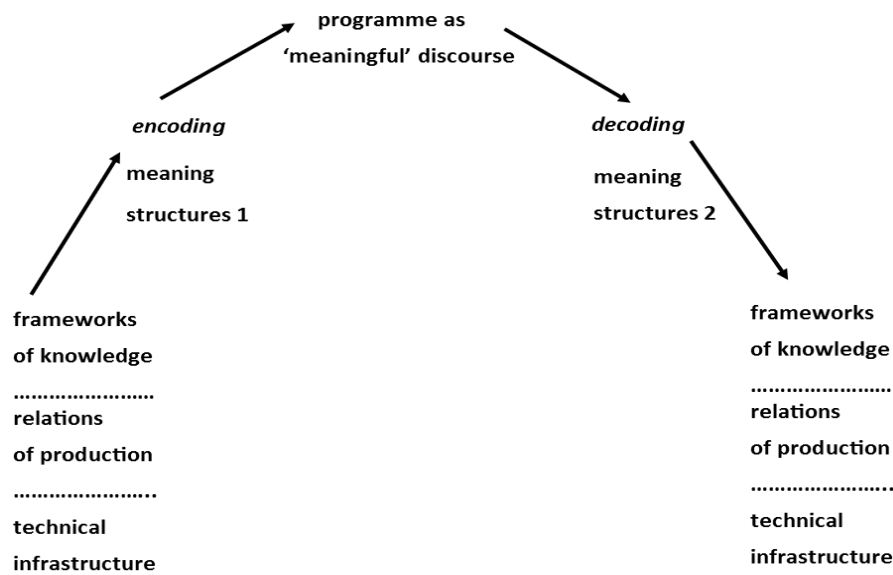


Figure 3:1 Encoding and Decoding of Broadcasting Structure

3.2.2 Dominant, Negotiated and Oppositional Readers

Hall identified three main groups of audiences, which he termed as hypothetical viewer positions. First positions were the dominant readers, who decode the dominant meanings in the texts, according to its coded references, and follow through with the texts' preferred readings. Then comes the negotiated readers, who adapt to certain elements within the texts but reserve other elements of the texts according to their own social conditions to make oppositional judgments. They do not fully accept the text's preferred readings. The third group are the oppositional audiences, who de-totalise the text according to its coded reference but then re-totalise the texts according to their own framework of reference, thus, out-rightly rejecting the preferred readings (Hall, 1980; Hermes, 2010).

Other commentators also supported Hall's views and called for the need to understand the interaction between audience and content and pointed out the importance of understanding the interaction between audience and content, in order to understand the negotiation that takes place between them. Katz and Liebes (1990) work on Dallas showed their alliance with Hall's (1980) encoding/decoding. Dallas was a popular soap-opera-style television drama in America, from 1978-1991, depicting the lives of wealthy Texas oil millionaires and was well known in America and around the world. Katz and Liebes (1990) carried out a cross-cultural study of viewers in Los Angeles and Jerusalem and found from their study that audiences were active rather than passive. Viewers in the study used the Dallas program as a forum where they reflected on their own identity, in various ways.

Morley (1992 as cited in Hermes, 2010) found that the meaningful discourse of television text is more complex than suggested by the encoding/decoding model and its three-audience positions. However, he pointed out that the reference to audiences as active in television discourse, through their social experiences and class positions, are still the foundation for reception analysis.

After looking at the different types of audiences the encoding/decoding model identifies, it is apparent that we only start to question what kind of audiences we can find if we use this model to explore television audiences around the world. Would there be a difference between Western and Non-western audiences in terms of reception and understanding? What kind of meanings will they make from dominant hegemonic readings and what factors would influence their readings?

3.3 De-Westernizing Media Model

Media organisations have their beginnings in the West and continue to dominate many non-Western countries, either through print, radio, television or the Internet. This is either through program content or program formats. Origins of pluralistic media theories also lie in the West, but there is the need to juxtapose the operationalisation of these media theories in Western nations alongside the non-Western nations.

For a theory like encoding/decoding, which posits an active audience and incorporates the class system, it would be interesting to discover how such a

theory exists in reality in non-Western countries with plural cultures and different political and social conditions. Would the media be reworked to fit their locality or would the local cultures and political and social conditions produce pluralistic audiences who would have varied and different interpretations of the same Western movie? For example, in 1990, Liebes and Katz as cited in Curran, showed how *Dallas* was shown around the world and received varied responses from audiences who drew upon their local beliefs, cultures and social and economic conditions, to make sense of it (2007).

Over the years, different media theories have evolved, only to be replaced with a new theory built on from its predecessor. In the 1950s the “Four Theories” took centre stage and the world was seen through Western eyes, followed by the “Modernisation theory” in the 1960s, which wanted the developing world to follow the West (Curran & Park, 2000). The 1960s onwards saw the near fall of modernisation, when America was criticised for dominating the world through its free flow of information into developing countries. This criticism continued into the 1980s and 1990s, when global flows of communication were presented as multi-directional, challenging the notion of one-way flow of information (Curran & Park, 2000). Anthony Giddens (1999 as cited in Curran & Park, 2000) stated that globalisation in the 1990s is no longer fully Western but has become a global phenomenon that is changing the whole world. Ang (1990 as cited in Curran & Park, 2000), built on this to present an even better argument on globalisation, where communication systems have become transnational, creating new spaces and links for global communities to work together, while situated in their own localities. It is, therefore, important to take into consideration the local conditions that could influence Western media.

The third key intervention in the evolution of media studies is the idea of De-Westernization, coined by Curran and Park and they disparaged the idea of “self-absorption and parochialism of much Western media theory” that focused on globalisation, media power and society (2000, p. 12). This was seen as academically promoting American and Eurocentric supremacy (Grüne & Ulrich, 2012). Their aim was to reach outside to non-Anglo-American countries, to broaden existing media theories and add to an informed and rival reaction to global media theories.

Curran and Park, in the introduction to their book “De-Westernization of Media Studies,” raised four main questions: *How do the media connect to power in*

society? Who and what influence the media? What is the nature of media power? and How is globalisation changing media and society? They attempted to answer these questions by looking at different case studies from countries around the world including America and Europe which they hoped would provide insights into a wider media debate (2000).

In 2010, according to Gunaratne, as cited in Grune and Ulrich, Curran and Park's intervention was not a total rejection of Western theories; rather, it gives a critical perspective and improvement on these existing theories by engaging with models from the periphery (2012). Their reasons for diverging from globalisation were, firstly, their belief that television is a vital medium in communication at a national level, and apart from imported programs, there are other programs that are produced nationally, like news and current affairs. Secondly, they thought that individual states are still in control of the media and censorship, through their licensing authorities and broadcasting laws. Their final point was the differences among nation states, such as languages, political systems, structures of power, cultural traditions, economies, international links and histories (Curran & Park, 2000).

Cunningham and Flew point to Australian media as distinctive and dynamic, with a hybrid quality. This is due to the influence of British and American structures, which have influenced its mainstream media elements. Yet, there is a commitment to public service broadcasting and the ethos of "fourth estate" that exists alongside a strong commercial sector. Australian media is distinctive, as it exists within a multi-cultural society, while at the same time its proximity to Asian nations also gives it an Eastern orientation (2000).

Their argument posits Australian media as involved in development journalism and cultural identity, through the Special Broadcasting Service (SBS) and Australian Broadcasting Corporation (ABC), and looks into the issues of cultural representation and national identity. It is interesting to see Australian media through a De-Westernized lens, as we focus more on the issue of De-Westernizing media in PNG because of the colonial history between them.

3.3.1 De-Westernizing Media in PNG and the Pacific

Papua New Guinea falls prey to globalisation as a post-colonial country like other smaller Pacific nations where colonisers' influence is still dominant, even after

decades of political independence. For most, the democracy surrounding their political frameworks places the media as the “fourth estate,” as such television news and current affairs in PNG are worth examining through the notion of De-Westernising media. Although globalisation impacts these locally produced programs throughout the circuit of communication, the local conditions at the levels of encoding and decoding are country specific. Local resources, events and conditions pertaining at the time contribute to the de-westernisation of the globalisation theory. Curran and Park pointed out that the difference between Western and non-Western news production is the nature and means of control that is centred upon them, including their capacity to challenge that control (2000). Local conditions for a journalist in Indonesia are not the same as for a journalist in PNG, which are not the same for a journalist in Australia, although they could all fall within the same Rupert Murdoch media empire.

In PNG, Western media theories taught in the journalism schools dislodge journalism students from their cultures and societies. They enter the workforce as gatekeepers with the challenge of dealing with local conditions of the society that they have become dislodged from. This involves negotiating their way through different levels of the communication circuit. In 1991 Shoemaker, as cited in Tai and Chang, highlighted five levels of influence that journalists as gatekeepers have to negotiate: at the individual level are their personal attitudes and values; professional routine level, which are deadlines and styles; the organisational level, which involves ownership and markets; the external level, including audiences, advertisers and interest groups; and the ideological level, which covers the cultural practices and news paradigms (2002).

Within the circuit of communication, there are issues specific to PNG that influence journalists as gatekeepers. Clear transmission is affected by the topography of the country, which consists of high and rugged mountains. There is also the incapacity of EMTV to set up transmitters throughout the country. EMTV, at times, is dependent on politicians to fund the setting up of their transmitters within the politician’s electorate, because EMTV identifies itself as having a fourth estate role to inform and educate the people (Media Niugini Limited, 2014). Electrification of the whole country is still a problem, which leaves most rural villages and isolated islands with no access to electrical equipment and technologies. Even in urban centres, where there is electricity, the high cost of a television set further discriminates. At the level of reception, many

illiterate people would not be able to work out the news and current affairs programs in English.

With all these country-specific conditions, the notion of de-westernising media is crucial in developing a complete understanding of the media landscape in PNG.

3.3.2 Development Journalism vs Western News Values

Development journalism is mostly practiced in the global South among developing countries and is posited as a distinctive form of journalism due to the political and social needs of those countries (Wilkins, 2008 cited in Hackett, 2013). It focuses on social developments where the media's is wanted more for its education role over entertainment, public goals over commercial interests and longer-terms structural processes over breaking news (Waisbord, 2012 cited in Hackett 2013). It is seen as widely practiced in the small islands of the Pacific where development in areas such as health, education and infrastructure are seen as vital needs for the population.

Development journalism is also described as complex and contradictory, where journalists are supposed to be representing the public by being their voice, yet at the same time being an instrument of government policies (Waisbord, 2012 cited in Hackett 2013). This is at times problematic for countries like Papua New Guinea where journalists are trained on Western Media theories and enter the workforce as uncritical followers of Western news values. The local environment however, presents social and political needs that may not necessarily fit into Western news values which they possess. The news reporting framework is also focused on Western news values. As displayed in their work, PNG journalists use Galtung and Ruge's (1965) 12 factors in the selection of news. These are Galtung and Ruge's 12 News factors , as cited in Harcup and O'Neill:

F1. Frequency - an event that unfolds at the same or similar frequency as the news medium (such as a murder) is more likely to be selected as news than is a social trend that takes place over a long period of time.

F2. Threshold - events have to pass a threshold before being recorded at all. After that, the greater the intensity, the more gruesome the murder, and the more casualties

in an accident, the greater the impact on the perception of those responsible for news selection.

F3. Unambiguity - the less ambiguity, the more likely the event is to become news. The more clearly an event can be understood, and interpreted without multiple meanings, the greater the chance of it being selected.

F4. Meaningfulness - the culturally similar is likely to be selected because it fits into the news selector's frame of reference. Thus, the involvement of UK citizens will make an event in a remote country more meaningful to the UK media. Similarly, news from the USA is seen as more relevant to the UK than is news from countries that are less culturally familiar.

F5. Consonance - the news selector may predict - or, indeed, want - something to happen, thus forming a mental "pre-image" of an event, which in turn increases its chances of becoming news.

F6. Unexpectedness - the most unexpected or rare events—among those that are culturally familiar and/or consonant—will have the greatest chance of being selected as news.

F7. Continuity - once an event has become headline news it remains in the media spotlight for some time - even if its amplitude has been greatly reduced - because it has become familiar and easier to interpret. Continuing coverage also acts to justify the attention an event attracted in the first place.

F8. Composition - an event may be included as news less because of its intrinsic news value than because it fits into the overall composition or balance of a newspaper or news broadcast. This might not just mean light stories to balance heavy news; it could also mean that, in the context of newspaper reports on alleged institutional

racism within the police, for example, positive initiatives to combat racism which would normally go unreported might make it onto the news pages.

F9. Reference to elite nations - the actions of elite nations are seen as more consequential than the actions of other nations. Definitions of elite nations will be culturally, politically and economically determined and will vary from country to country, although there may be universal agreement about the inclusion of some nations (e.g., the USA) among the elite.

F10. Reference to elite people - the actions of elite people, who will usually be famous, may be seen by news' selectors as having more consequence than the actions of others. Also, readers may identify with them.

F11. Reference to persons - news has a tendency to present events as the actions of named people rather than a result of social forces. This personification goes beyond "human interest" stories and could relate to "cultural idealism according to which man is the master of his own destiny and events can be seen as the outcome of an act of free will".

F12. Reference to something negative - negative news could be seen as unambiguous and consensual, generally more likely to be unexpected and to occur over a shorter period of time than positive news.

After presenting these factors, Galtung and Ruge put forward three hypotheses:

- 1. The more events satisfy the criteria mentioned, the more likely that they will be registered as news (selection).*
- 2. Once a news item has been selected, what makes it newsworthy according to the factors will be accentuated (distortion).*

3. Both the process of selection and the process of distortion will take place at all steps in the chain, from event to reader (replication) (Harcup & O'Neill, 2001, pp. 262-264).

While focused on these Western concepts of news value, PNG journalists on the other hand had to deal with the everyday issues surrounding them that are different to Western countries. These involve challenges with language and cultural diversity, high levels of illiteracy, poor communication and infrastructure facilities, poor health services, and law and order problems, which they then have to weigh out using their Western concept of news values (Ove, 2011 as cited in Papoutsaki et. al., 2011). It would only be fair to report these issues in view of development journalism rather than Western notions of news values.

3.3.3 Embracing De-Westernizing Media

Taimi Media Network chief executive Kalafi Moala (2011 as cited in Wilson & Devere, 2013) highlighted the need for Pacific journalists to move away from the Western frameworks which are currently shaping their reports. He highlighted that Pacific media is so focused on reports of conflicts/problems and negative happenings that their engagement in Pacific societies is one of destruction rather than construction. In doing so, they have overlooked conflict resolution techniques, which are needed in the Pacific right now and have lost touch with the public.

Moala's sentiments highlight the need for media organisations and media educators to work together to train and bring into the industry journalists who are knowledgeable of Western media theories but remain connected to their local audiences. Western news values are re-articulated in the media industry through current initiatives and instructions given to professionals as on-the-job training. This varies among media organisations, mostly due their foreign ownership. Foreign-owned media train some of their staff overseas, while others give them online training from the parent company headquarters overseas (Australian Broadcasting Corporation, 2013).

The Australian government's most extensive support to Pacific media is through the ten year Pacific Media Assistance Scheme (PACMAS), managed by

Australian Broadcasting Corporation (ABC) International Development. (Australian Broadcasting Corporation International Development, 2014) highlights that the program aims to strengthen and develop Pacific media in the areas of communication, information and governance. PACMAS works with media organisations in 14 Pacific countries, by organising and funding conferences, workshops and training for those in the media industry; it also makes available an innovation fund that media organisations and other stakeholders involved in media work at the national or community level, can apply for. The innovation fund is specifically for media capacity building, media policy and legislation, media distribution systems and media content.

Edward Carpenter noted in 1972, when he screened films shot by Papua New Guineans, that there was nothing uniquely Papua New Guinean in them (Sullivan, 2003). It is worrying whether this statement still persists when media professionals on the job continue to receive Western practical influences and may produce local content that does not have a cultural and indigenous layer embedded within them, illustrating how indigenous cultures, languages and identities are compromised, as journalists lose the connection with the public.

It is worrying that through this on-the-job training, media workers in PNG are influenced at the level of production to imitate Western media concepts rather than creating PNG ways, as enshrined in the National Goals and Directive Principles. Goal number five specifically calls for the fostering of cultural and indigenous contents in all forms of development. There is, therefore, the need to identify current Western media concepts and re-align them with the country's founding principles, in-order for the media to create a national cultural identity that promotes nation building.

3.4 Role of Television in Nation Building

What role does television play in nation building in a pluralistic, developing country? To answer this question, it is important to look at influences television can have on the society through its roles as a medium of communication and representation. The major concern would be the ways in which television brings about positive changes that are aligned with nation building. This research approaches television as a cultural forum. It posits television as a medium of communication that is central to the society and as an artistic object, which uses

its storytelling function to express, unite and examine cultures in pluralistic societies (Newcomb & Hirsch, Summer 1983).

The role of television in Indonesia, for the last 35 years, has been inseparable from nation building. Television has incorporated itself with the hegemonic vision of creating a single people who share a blend of different cultures (Hobart & Fox, 2006). As a result, when studying television in Indonesia, one is actually studying how Indonesians have conceived of themselves and others.

When television first made its entry into Papua New Guinea, it received political patronage because of its role as a medium of communication rather than its entertainment role. There were no policy and legislative frameworks to guide its development and influence in the society argued Horsfield as cited in Foster (1999). In PNG, many people wanted television to play a nation building role rather than relaying foreign cultures. (Foster, 1999) highlights the words of the then Prime Minister, Paias Wingti, who in 1987 argued that television must be used to serve the nation.

As an alternative to television with foreign programs, television must be used as an instrument for creating a national culture based on unity in diversity. Television should be a way of educating the diverse groups within PNG about each other's traditions. Before we as a people of one nation can respect one another, we must know one another's ways (p.58) .

This research, however, focuses on the “news programme” of television in PNG, which most often is made up of local content put together by local journalists - in this case, the “national news” segment of EMTV, where local journalists are actively involved, in producing content.

Duffield describes the role of the media in PNG as “fourth estate” In respect of how it contests with the government on issues of governance, public order, corruption and the economy, while protecting the interest of the public (2005). Being the fourth estate, the media entails a responsibility of development journalism, which focuses on building the nation state and creating a national identity for the country.

Robie highlights the “four worlds” news values—objectivity, collective agitator, nation-building and self-determination—as respectively belonging to the first

world, second world, third world and fourth world. He identifies nation building as a priority for media in countries such as the Cook Islands, Fiji, India, Pakistan and Papua New Guinea. Within nation building comes issues of development, national integration, social responsibility, education, conflict and disaster (2012).

3.5 Creating a National Identity

National identity is discussed in this chapter as a polity of the whole nation of PNG. Despite diverse cultures, languages and identities at the ethnic and tribal levels, the focus of this chapter is identity at the level of the state. Historical and social factors within a society as well as the political institutions and legal frameworks that contribute to building a national building and national identity, however this research will focus on television and how it can contribute to nation building and national identity.

Yuan describes national identity as a person's sense of belonging to a country or nation, because they feel part of and can identify with the nation's history, culture, tradition and language, as well as its values and beliefs (2012). Media, including the press, radio, television and Internet, are all foreign to PNG but have developed in the country both through institutionalised training and the media industry. As agents of globalisation, they have penetrated into local cultures and traditions of the indigenous people through the broadcasting of foreign cultures. Globalisation, in terms of the media, poses a threat to the cultural identities of a nation if traditional cultures and languages are not encapsulated by Western media, in both training and the industry. Wiley highlights that the process of globalisation is widely believed to be changing the undercurrents of human social relations, especially of the nation-state (2004). Western media in a developing country, therefore, is influential to the undercurrents that impact on nation building. Broadcasting foreign content without local content in a developing country can be detrimental to the task of nation building.

Little of what the media in PNG offers today resonates with traditional forms of media that were previously used in communication through oral literatures and dramas, along with the use of artefacts (Awa, 1989). Storytelling, songs and dances, and artefacts like drums, gongs and shells were the media that captured and passed on to each new generation the tribal history, language and identity.

These traditional forms of media and their usage have not been captured in media training and within the media industry. This gradual shift has seen the loss of traditional media and their functions, but the challenge is on Western media itself to carry on this role of passing on cultures, languages and identities through its various programs to build a state of nationhood that is unique to Papua New Guinea. Yuan (2012) describes national identity as an important social bond necessary for the survival of a nation state, in which the media, with its wide reach and influence, is the main platform that could capture the continuous production of historical and realistic events that are the nation's identity. Media in democracy is seen as the fourth estate that works with the state to achieve the national goals and visions. It is, therefore, a powerful institution that has the capacity to mobilise and influence the populace. In 1995, Morley and Robin, as cited in Yuan, (2012) point out national identity as constructed and sustained through powerful institutions that have a capacity to capture values, beliefs, history and other events and reproduce them, relating to what television achieves through its various program content. In 1994 Terribas and then in 2005 Louw as cited in Castello, stated that identity is built not only on a representation of self but also by contrasting ourselves with others through televised programs, such as news, current affairs and debate programs (2007).

In neighbouring Indonesia, television had played a major role in the national development of the country since 1976, when its Palapa satellite was launched. The immediate challenge for the new government of Papua New Guinea in 1975 was to move the country to a state of nationhood. It was necessary to lay important frameworks that would guide the country into achieving modern developments in terms of infrastructure, services and facilities, as well as having the appropriate policies and legislation that would protect and guide the country into the modern era. Part of this challenge included building a national identity for all Papua New Guineans amidst the diverse local cultures. Sadly, this has been a challenge for every government that has come into power since 1975 and still remains a major challenge today.

Television made its way into Papua New Guinea, with varying opinions regarding its impact on the people and their cultures. In 1993, Wilson as cited in Foster discussed the political split and formation of a new party, due to disagreements over granting a television licence to Newcastle Broadcasting Network (1999). The decision by the Somare government, in 1985, to grant a television licence to

Australia's Nine Network did not go down well with another cabinet member, Pias Wingti, who viewed television as detrimental to the diverse cultures of the country. When Mr. Wingti became Prime Minister in 1987, he commissioned the Kalo Report, which observed that:

It is not in the national interest to contemplate private commercial broadcast television without providing for the early commencement of public service television and for the national co-ordination of transmission requirements (p51).

The Kalo report also had this to say on cable television:

The absence of comprehensive policies and controls has led to a proliferation of uncontrolled TV systems in the form of cable reticulation of offshore satellite programming and videotape transmissions. Although such systems have a significant potential for community benefit, the absence of external program regulation, technical coordination and indigenous programming points to an urgent need for national controls (p51).

The recommendations of this report, however, were not implemented, and as Horsefield in 1990 as cited in Wilson, argued that the ambiguity tied to its authors who were bureaucrats, technicians and church leaders ultimately resulted in the commercial profit and the perceived hegemonic view of television winning over cultural protection (May, 1993). Television in PNG and its influences has received little academic attention since, providing little data of the influences its programs have had in regard to developing a national identity.

CHAPTER FOUR – RESEARCH DESIGN

4.1 Introduction

This research is “An explorative study of the encoding/decoding model in respect to television news in Papua New Guinea.” It sets out to test the hypothesis that *in PNG, EMTV ‘national news’ content has been contributing to nation building either consciously or unconsciously.*

Popular media today, like film, radio, print, television and online platforms offer a challenge for researchers interested in the engagement and interpretation of their audiences (Schiappa & Wessels, 2007). Media audiences can be slippery given how different theoretical notions inform individual critics, as contended by Allor in 1998; Dow in 2001; and Seiter, Borchers, Kreutzner, and Warth in 1989, as cited in Schiappa and Wessels (2007).

Everyday experiences, as well as empirical research, challenge the assumptions that: a) all mass-mediated messages have a universal effect on audiences; and b) that popular media texts have plain and clear messages. Therefore, to understand popular media audiences, in this case television news audiences, it is important that this study seeks a meaningful engagement with both media producers and audiences.

The term “producers” used in this study refers to EMTV journalists who produce the “national news” segment, and “audience” refers to student participants at Pacific Adventist University. This study tries to be fair in its approach by also taking a look at the news discourse to understand the whole communication process rather than focusing on just the audience or the journalists.

The encoding/decoding and de-Westernising media models that inform this research, postulate producers as actively encoding meanings into news discourse, while audiences, on the other hand, are actively decoding meanings as well. There are also the determining moments present at the different levels of the circuit of communication that could also impact news discourse and its meanings.

By using a post-positivism paradigm, this research aims to gain an insight into the work of EMTV’s “national news” producers and at the same time examine the viewing patterns and perceptions of student audiences. This is through a mixed method approach of both qualitative and quantitative methods of inquiry. Through

these engagements, this research will also try understand the social, professional, economic and political realities surrounding the circuit of communication. These could be the determining moments that impact upon the meanings that are being encoded, transmitted and decoded. Audience interpretations are taken here as subjective because of their unique cultural, economic and social realities, which may not necessarily be the same for every audience.

4.2 Objectives

The aim of this research is to look into the circuit of communication of EMTV's "national news" segment, beginning with news producers through to student audiences at Pacific Adventist University. The focus is to identify the meanings EMTV journalists want to convey to their news audiences, the preferred meanings that are embedded in their news stories and the meanings received by student audiences at Pacific Adventist University. Once these questions have been answered it will be possible to develop an understanding of the relationship between EMTV journalists who produce the daily 6 p.m. news bulletin, and student audiences at Pacific Adventist University (PAU).

In a developing nation like Papua New Guinea, not much in-depth research and analysis has been done on PNG Media and its audiences, even though the media has existed pre-independence since 1969. There is the need to identify and analyse the relationship between the media and its audiences, so we can have a fuller understanding of how news agendas are created, how people use media content and the influence the media has in forming public opinion (Rooney, Papoutsaki, & Pamba, 2004).

Through insights and understandings into the kind of relationships that exists between EMTV news journalists and their student audiences, it will be possible to test the hypothesis that in Papua New Guinea, EMTV's news content has in some ways contributed to the state of nationhood, consciously or unconsciously.

EMTV's daily news contents have influenced and contributed to shaping people's views and opinions about the nation and the world, which may influence their behaviour, attitude and perception. Due to lack of in-depth research about EMTV news and its audiences, the kinds of influence EMTV has on its audience is not yet known.

Stuart Hall's encoding/decoding model describes the role of media producers and audiences, as well as the processes in the circuit of communication. Hall (1980) points out that every culture or society has its own classification of the social, political and cultural world, which are hierarchically organised into dominant or preferred meanings or messages that are thus encoded into the circuit of communication using a culture/society's dominant and preferred meanings, and then decoded by audiences using each culture/society's unique dominant and preferred meanings as well. This means that the dominant meanings encoded at the level of production may not necessarily be obvious at the levels of circulation, consumption and reproduction.

Curran and Park (2000), in *de-westernising media*, provide a strategy for media audience research in non-Western countries like Papua New Guinea, where indigenous journalists are trained in dominant Western media theories and then enter the workforce in their home countries to practice journalism. They provide three reasons why they opted to diverge from globalisation. Firstly, they believed that television is a vital medium in communication at a national level, and apart from imported programs, there are other programs that are produced nationally like news and current affairs. Secondly, they believe that individual states are still in control of the media and censorship, through their licensing authorities and broadcasting laws. Thirdly, they point out the differences among nation states, such as languages, political systems, power structures, cultural traditions, economies, international links and histories.

It is important to remember, as well, that *de-westernising media* is not a total rejection of Western media theories but rather an acceptance of what is at the periphery in individual contexts, which can be added onto the already dominant theories that are in operation.

In this research, *de-westernising media* is looked at both at the level of production and reception. At the level of production, EMTV journalists work in an environment where local resources, events and conditions pertaining to the levels of production, circulation and reception, shape and add meaning to the kind of news that is produced and received. At reception, student audiences bring their own social, cultural and educational experiences into watching and interpreting news, which ultimately influence the kinds of meanings that are received.

4.3 Research Participants

To understand the relationship between EMTV journalists and student audiences at Pacific Adventist University, it is important to engage with and understand the journalists in their own working environment, and student audiences in their own environment as well. Thus, the two main participants of the research are the indigenous journalists working at EMTV's newsroom, and students at Pacific Adventist University who watch EMTV's daily news bulletin.

EMTV news journalists are referred to as news producers, while student audiences at Pacific Adventist University are referred to as news audiences.

4.3.1 How Samples Were Contacted

Contact was first established with Pacific Adventist University through the late Pr. Matupit Darius, a former colleague, and through him to the head of Research and Post Graduate School, Dr. Simeon Lalen. Further email correspondences with Dr. Simeon led to the research being approved by the University's research ethics committee. Dr. Simeon Lalen was the main point of contact before and throughout the research and Pr. Matupit Darius was called in to assist in the focus group when Dr. Simeon had to attend meetings.

Initial contact was made with EMTV through email correspondence with the news manager, Mr. Neville Choi, followed by phone calls. After receiving ethical approval from Waikato University, a letter outlining the research and an interest to obtain a copy of EMTV's news bulletin and interview their journalists, was emailed to the news manager. This was followed by a face-to-face meeting with the news manager upon arriving in PNG.

4.3.2 EMTV News Producers

EMTV is the only commercial television station that has been operating in Papua New Guinea for over two decades and is one that many Papua New Guineans grew up watching and identify with. One of its main features and a well-known program throughout the country is the daily news bulletin at 6 o'clock in the evening. It is one of those programs that is directly influenced by indigenous journalists, especially the segments, "national news" and "national sports," which

are entirely local content and put together by indigenous journalists. The other segments are recorded and relayed, like “international news” and “international sports,” from Australia’s Channel Nine or CNN, and “finance” and “weather reports” come from Port Moresby Stock Exchange and PNG’s National Weather Office respectively.

At the time of this research, all five journalists who participated in the research were indigenous Papua New Guineans who were trained in one of the two journalism schools in the country. The five journalists who participated in the research ranged from five years to sixteen years of experience, working as journalists within press, radio and television in Papua New Guinea.

After the initial meeting with EMTV’s news manager, a representative news bulletin was obtained and seven journalists reporting in the news bulletin were identified as possible participants for in-depth interview. However, three of the journalists were stationed at EMTV’s provincial office in Lae, meaning there would be more costs involved to get them to participate. The best option was to interview only the journalists based in EMTV’s main office in Port Moresby. Another dilemma was encountered when it was made known that two of the journalists who had reported in the representative news sample had left EMTV for other jobs, less than a month earlier. Initially, the plan was to interview five journalists from the representative sample and this meant asking the news manager to get other journalists in the newsroom to participate in the interview. This was resolved when the news manager and senior political reporter agreed to participate in the in-depth interview. A final step was taken where the two journalists who had left were contacted and invited to participate in the research. A positive response was received from one of the journalists, who was working in another media organisation in Port Moresby, bringing the total number of interviewees to five.

4.3.3 EMTV News Audiences

This research could have chosen to work with any group of people as its news audiences, but there were several issues that limited the scope of this research. Australian Broadcasting Corporation International Development (2013) pointed out that due to the remoteness of most PNG communities, media penetration is highest in urban areas where English is spoken. The adult literacy rate in PNG is

62.4%, according to the United Nations Human Development Report for 2014, and most of these people live in the urban areas of the country. Information communication technology is also concentrated in the urban areas and most remote communities do not have electricity or receive television signals. In cases where there are television signals, people would have to use diesel or petrol generators to power their television sets.

This research, therefore, had to limit its scope to a group of easily accessible news audiences, especially those who would have access to television, who are highly literate and would be able to actively participate in the research within its short time frame. On the other hand, I was the only one involved in this research and it was easier working through established institutions that had their research and postgraduate office to assist me.

Students from the six Universities in Papua New Guinea are engaged in an academic environment that gives them access to television, Internet and opportunity for higher learning. In Papua New Guinea, University students are the most vocal citizens when it comes to issues of national interest, especially those taken up by the media. They are the most socially and politically active group of people.

In August 2013, students from the University of Papua New Guinea (UPNG) staged a protest to oppose the asylum seeker agreement signed between the Prime Ministers of Papua New Guinea and Australia, to have asylum seekers who come to Australia by boat sent to Manus island in Papua New Guinea (Media Niugini Limited, 2014). UPNG students boycotted classes and protested against the asylum deal after the media revealed the signing of the asylum deal. Soon after, students from the second largest government-owned university also voiced their concern against the asylum deal. Although the protests were not successful in getting the Prime Minister to reconsider the asylum deal, it is at present one of the most controversial issues in the country.

Given the timeframe, resources and manpower available for this research, it was deemed appropriate to select university students as the most appropriate news audiences for this research. However, this was later scaled down to only Pacific Adventist University.

4.3.4 Pacific Adventist University as a Case Study

From the outset, it was anticipated that a number of students from three different Universities in Papua New Guinea would be engaged in this research, but this proved too cumbersome. Several factors contributed to Pacific Adventist University (PAU) students in Port Moresby being selected as the EMTV news audience.

Firstly, establishing contacts and communicating with all universities in Papua New Guinea from New Zealand proved to be ineffective. In the first week of September 2013, emails were sent out to Pacific Adventist University, Divine Word University and University of Goroka, expressing my interest to engage their students in the research. Attempts were made to establish connection with University of Papua New Guinea, but their website was outdated, and relying on other contacts in PNG to get me in touch with their Research and Post Graduate School failed. A positive response was received from Pacific Adventist University within a week, while Divine Word University and University of Goroka took more than two weeks to respond. Email correspondences from Divine Word University and University of Goroka arrived after 25th of September 2013, when this research had received ethical approval from FASS Ethics Committee. By this time, the academic year in Papua New Guinea was winding down and most universities were due to end their academic year by the end of October. Pacific Adventist University, however, was still open until November 2013, which was ideal as the research timetable had 14th October to 6th December as the dates for data collection in PNG.

After initial contact with PAU, an application for ethical approval was sent to PAU together with the Ethical approval from Waikato University FASS ethics committee. Two weeks later a positive response was received to carry out the research at PAU. This was another reason students at Pacific Adventist University were selected as news audiences.

At the same time, contact was still maintained with Divine Word University and University of Goroka; however, Divine Word University had by this time ended classes and began exams for some courses, while University of Goroka did not respond back. This prompted this research to focus on Pacific Adventist University students as news audiences.

Given that students from Pacific Adventist University come from all over Papua New Guinea, the news audiences for this research provided a small but adequate representation of university students from all over Papua New Guinea and the likely relationship between them and EMTV journalists.

The institution is owned by the Seventh-Day Adventist Church, a mainstream Christian denomination in Papua New Guinea, and enrolls students regardless of their religious beliefs, race or ethnicity. It does insist on the upholding of principles of the Seventh-Day Adventist Church while studying there (Pacific Adventist University, 2014). It is located in the capital city, Port Moresby, and also has students from other islands of the Pacific. The university was formerly a college, but when it gained university status it saw a huge boost to its infrastructure and teaching staff, as well as an increase in the number of students choosing to study in its six faculties.

There were two groups of participants from Pacific Adventist University. The first group were those who had agreed to and filled in the questionnaire. The last question on the questionnaire asked students to indicate if they would be willing to participate in a focus group. Although 49 students had responded positively, only those students who actually participated in the focus group were recorded as the second lot of participants. Students were asked to voluntarily fill in the questionnaire, while students for the focus group were sent emails by Pr. Matupit Darius, a theology lecturer, who was assisting me in organising students for the focus group, asking for their participation. Those were students who clearly indicated at the last part of the questionnaire that they were willing to participate in the focus group. Although many had responded positively about attending the focus group, only eight students turned up and participated in the focus group.

4.4 Representative Sample of EMTV News Bulletin

In the initial meeting with EMTV's news manager, after arriving in PNG, a request was made for a sample of a news bulletin that had a story on the asylum seeker agreement between Papua New Guinea and Australia, the reason being the involvement of university students around the country through protest marches, opposing the asylum deal.

It was anticipated that even though students at Pacific Adventist University, who had not taken part in any of the protests, would have an opinion on the issue and

would be following the media reports of what students at the University of Papua New Guinea and Unitech were doing. It was anticipated that having a focus group would give them that opportunity to engage in an active discussion to voice their opinions or concerns and also listen to what others had to say.

The representative news sample used throughout the research was EMTV's national news bulletin of 2nd August 2013, which was put together by seven indigenous journalists working from EMTV's provincial office in the industrial town of Lae and its main office in Port Moresby (refer to PNG map in Appendix for provincial capitals). This representative sample was used in the discourse analysis and focus group (DVD attached in Appendix).

4.5 Research Methods

In order to test the hypothesis, this research employs the survey method by using a questionnaire for both quantitative and qualitative audience information, a focus group for in-depth audience information, an in-depth interview to understand journalists' perspectives and discourse analysis to analyse the news discourse. After successfully carrying out all these methods and collating and analysing the results, it would be possible to understand the relationship between EMTV's journalists and their news audiences at Pacific Adventist University. It would provide insights into the views and meanings that are transmitted to news audiences through EMTV news and whether the students are dominant, negotiated or oppositional readers of EMTV news. The objective would be to show whether EMTV's news contents have in some way contributed to nation building through the influences it has had on its student audiences.

4.5.1 Why More than One Method

The aim of using these mixed methods was to gather both quantitative and qualitative audience data at Pacific Adventist University (PAU) and also understand journalists in order to understand the news they produce, the meanings received by student audiences and the relationship that exists between student audiences and journalists. In addition, as there was very little research data available of any similar study being carried out in Papua New Guinea, this

research took on an explorative approach to gather what data it can, so that further research can be carried out using information gathered.

This research had a core hypothesis and four main questions. Two questions were directed towards news producers, while the other two were directed towards news audiences. To successfully test the hypothesis of this research, it was imperative to examine both the news producers and news audiences, to gain insights into their world and see things from their perspective. Bringing this to fruition meant adapting different methods that would work for the two groups of participants. Philo (2007), while critiquing Van Dijk (1983) and Fairclough (2003) on their focus on text in discourse analysis, argues that it is vital to take into account the key production factors in journalism in any audience study. He further points out that any media audience study interested in the generation and reproduction of social meanings should analyse the processes of content, production, reception and circulation. Although this research may not be able to achieve them all, this could be seen as a positive step towards further research on a broader and deeper understanding of television audiences in Papua New Guinea. It was, therefore, important to use different methods to engage with both producers and audiences at different stages of the communication process.

4.6 Discourse Analysis

Matheson (2005) points out that the shared world of culture, which can be beautiful, real or moral and all other meanings attached to it, are partly constructed by each member of the community and partly by institutions such as radio, television or newspaper; therefore, a discourse analysis of the media allows us to describe and assess in close detail the sharing of meanings.

The aim of doing a discourse analysis was to deconstruct EMTV's "national news" bulletin and analyse the texts and visuals in order to identify the implications carried within the news discourse.

By identifying the implications, I would be able to understand the sharing of meanings between the news producers and audiences and the likely relationship that may exist between them.

Van Dijk (1983) proposed a conventional superstructure of news discourse, which categorised news texts into different macrostructures, placing some at higher levels than others. Although, this conventional structure cannot always be the

same for all news texts, whether press, radio or television, this structure organises newsworthiness criteria into a narrative grammar.

Van Dijk's conventional superstructure was used because of its clarity and simplicity in organising the textual structure of each news piece. Using Van Dijk's conventional superstructure, each news piece was laid out in a clear and simple structure, making it possible to identify prominence, the type of language used and the implications of the news piece.

Van Dijk's proposed conventional superstructure of news discourse. places the summary and episode in the highest level category, as they together make up the proper news story, followed by the comments of the journalists, which are related to what is contained in the higher categories; comments are usually the expression of the journalist and may express ideologies of the journalist or television company (Van Dijk, 1983). Van Dijk's conventional news superstructure is only a prototype of news discourse, thus, it is anticipated that not all EMTV news pieces would fit into the categories he identified.

- 1. Summary/Introduction**
 - 1.1. Headlines (with super-, main-, and sub-headlines, and captions)**
 - 1.2. Lead**
- 2. Episode (s)**
 - 2.1. Events**
 - 2.1.1. Previous Information**
 - 2.1.2. Antecedents**
 - 2.1.3. Actual Events**
 - 2.1.4. Explanation**
 - 2.1.4.1. Context**
 - 2.1.4.2. Background**
 - 2.2. Consequences/reactions**
 - 2.2.1. Events**
 - 2.2.2. Speech Acts**
- 3. Comments**
 - 3.1. Expectations**
 - 3.2. Evaluation**

Figure 4:1 Van Dijk's Conventional News Superstructure

In 1996 Kress and Van Leeuwen as cited in Matheson, (2005) used Hallidayan grammar to analyse images like they were phrases, and used the two main elements of phrases - participants, which are the nouns in the phrases, and processes, which are the actions performed by the participants - to analyse the visuals. The nouns in here could be people or objects that were being talked about

in the texts, while the verbs were the actions that the people or objects were involved in.

Philo (2007), while critiquing work on textual analysis, said it is important that all elements of news discourse be understood and analysed as part of a total system, rather than just focusing on the texts. Especially, in television news, it is both texts and visuals that potentially influence the audiences.

4.6.1 How Discourse Analysis Was Carried Out

The first part of the discourse involved transcribing each news piece in the representative news bulletin. Each piece was categorised under each reporter's name, while those that were only read out without accompanying visuals were categorised under the presenter's name.

Textual analysis was carried out by going through a transcript of each news item and then placing them under each of the categories identified by Van Dijk in his conventional news superstructure. Once positioned under each category, they became themes that would be used for visual analysis.

Using Hallidayan grammar, the representative sample was viewed, and a noun and verb were identified for each theme, and each noun and verb were given a score between 1 to 4 on how closely they related to the theme, 1 being "very close" to 4 being "not close at all." This approach was adopted to analyse the videos accompanying each news piece in order to identify the link between the visuals and texts.

The final part of the discourse involved drawing an implication of the news piece, based on the themes identified under each category and the scores each theme received from the visual analysis. These implications are assumed as the meanings that are transmitted to news audiences when they watch EMTV news (see discourse analysis diagram in Appendix).

4.6.2 Limitations and How They Were Minimised

One of the problems encountered with discourse analysis was the different styles EMTV journalists used in their reports. This meant that some news piece did not contain all the categories and subcategories in Van Dijk's conventional news

superstructure; however, taking it as only a prototype, those categories not contained in the news item remained empty.

4.7 In-depth Interviews

In-depth interview was the method chosen to work with journalists to get an insight into their world, so as to understand the news they produce. Rubin and Rubin (2012) argue that in-depth interviews explore in detail the experiences, motives and opinions of others as a learning process for the researcher, as they come to see the world from perspectives other than their own. Interviews also bring to the interviewee a sense of self-awareness. Katz and Liebes (1990) pointed out that interviews make the interviewee become conscious of the topic at hand. The probing which follows allows them to look deeper into themselves, and finally it enables them to communicate their understanding or experience. In-depth interviews complement the discourse analysis, as we hear from EMTV journalists why they do what they do, what meanings they want to bring across, their views of newsworthiness and the challenges encountered on a daily basis, as well as the processes involved in getting news across to their audiences. For a communication research involving the circuit of communication, it is useful to talk to individuals involved in the process to make visible the process. Rubin and Rubin stress that qualitative interviewing projects are especially important when the processes being looked at are not visible, like the circuit of communication (2012).

In the end, the in-depth interviews aimed at understanding the journalists and their perspective of newsworthiness and news audiences. Later, when looking at news discourse and news audiences, we would be able to understand the relationship between EMTV journalists and EMTV news audiences, and the kinds of influence that EMTV journalists have on them.

4.7.1 How In-depth Interviews Were Carried Out

All the interviews were conducted using the in-depth interview guide (see Appendix for in-depth interview guide) and the whole interview was audio-recorded for the purpose of accurate transcription. Four of the interviews were carried out at EMTV's office, for those journalists still employed with EMTV,

while the interview with the journalist who had left EMTV was carried out at the World Bank Resource Centre.

In-depth interviews were carried out by having individual interviews with journalists who reported on the representative news bulletin. There were a total of seven journalists who reported in the representative news sample; however, two had already left EMTV and three were located out of Port Moresby in the industrial town of Lae, leaving only two available at EMTV for the interview. With the help of the news manager, one of the journalists who had left was contacted and he agreed to participate in the interview. EMTV's news manager and the senior political reporter agreed to take part in the interview, even though they had not appeared in the representative news sample, due to their familiarity with issues within the newsroom having senior positions and also work experience within the PNG media.

A week before the interview, the consent form was sent to all interviewees to prepare them for the interview, and they were asked to come with questions they may have about the research or the interview. Before each interview began, I explained again the purpose of the interview and asked if each interviewee had any questions about the interview or the research. Each interviewee then had to sign a consent form before the interview started. Each interview was audio-recorded with consent from each interviewee.

Each interview was later transcribed and the two over-arching questions for journalists, "why do you make/report/produce news?" and "how do you make/report/produce news?" became the main themes for which a separate thematic analysis was carried out for each interview transcript (see Appendix for thematic analysis diagram). Results for each question were presented separately in tables and charts.

4.7.2 Limitations and How They Were Minimised

One major problem encountered was the technical operation of the audio recorder, which led to one interview being accidentally deleted. This was discovered after all the interviews had been conducted and although the particular journalist was contacted and asked to fill in a questionnaire containing the questions on the interview guide, there was no response from the participant. This may be due to long distance communication by email, as I had already returned to New Zealand

when I realised one interview had been completely deleted. This left the research with only four interviews. Although I had tried recalling some parts of this interview, it proved futile, as I had not taken many notes during the interview but totally depended on the audio recorder.

4.8 Questionnaire

The questionnaire was two-fold. The first part was to gather quantitative data from EMTV news audiences from PAU students, especially their viewing patterns. The second part of the questionnaire was more interested in qualitative data about students' reasons for watching EMTV news, what they thought about the news and how they felt after watching news. Two questions on the questionnaire asked for students' demographic data, although their demographic details were not a focus of this study. This is part of other quantitative data that could be used for similar research in the future.

Although small in number, the participating students at PAU provided a good representation of the whole country, as the university enrolls students from all over Papua New Guinea and the Pacific.

The questionnaire was four pages long and divided into four sections. The first section was the introduction to the research containing information about the research, the researcher and information on ethical approval and consent. The second section contained nine multiple-choice questions, while the third section had six questions requiring short answers. The last section was an introduction to the focus group asking students to include their contact details should they want to participate in the research.

4.8.1 How the Questionnaire was Distributed and Collated

Using Pacific Adventist University's Research and Post Graduate Department distribution channels, a total of 180 questionnaires were printed and distributed to the six faculties through their administrative assistants. These were passed onto lecturers who asked their students to voluntarily fill them in. It took a week for the questionnaires to be collected back at the six faculties and returned to the Research and Post Graduate School. 70% of the questionnaires (135) were returned and used in the analysis and were collated by getting all the data into a

table of raw data, which was separated into Part A for multiple choice questions and Part B for short answer questions. This was done using students as the “case” and each question as a “variable” belonging to that student.

4.8.2 Limitations and How They Were Minimised

The main limitation of the questionnaire was the fact that it depended on being distributed through lecturers of the different faculties. No one that was directly involved in the research was available to explain to students any questions they would have had about this research before they actually started filling it. To minimise that, a whole section at the beginning of the research was devoted to explaining in detail what the research was about and how their participation was sought. Consent and ethical approvals were also outlined in detail, to give credibility to the research as well as confidence to those filling it. Research contacts were also given at the bottom of the questionnaire for the participant to text, phone or email the researcher and supervisor should they have any questions or queries concerning the research.

Although, the questionnaire was distributed at a university, every attempt was taken to use simple English words, so that all participants would be able to comprehend the questions and provide their answers.

4.9 Focus Group

It was initially planned for two focus groups of twelve students each; however, this did not work out, leaving only eight students and one focus group, which was still ideal. The focus group was for students to open up and speak more comfortably and express themselves within a closed group. The group watched the representative news bulletin and then discussed or gave feedbacks to questions that would be raised. The aim of the focus group was to learn and understand the students’ views of newsworthiness and what their views are on the representative sample, especially the meanings they make.

4.9.1 How Focus Group Was Conducted

Before watching the representative sample, students were introduced to the research and given a consent form to read through and sign. Any questions they had about the research or the focus group were then answered, and they were briefed on how the focus group would be conducted. The representative news sample containing only the ‘national news’ segment was then played for 25 minutes, followed by discussions led by the researcher. Upon their consent, the discussion was recorded for transcription. Before actual discussions, students were asked for their preference of language, given the high use of Tok Pisin as a lingua franca in the country. Students opted to have the discussion in Tok Pisin, because they felt they would be able to express themselves more effectively in Tok Pisin than English. The focus group guide was used throughout the discussion, from which questions and points for discussion were drawn (see Appendix for focus group guide).

The outcome of the focus group was then transcribed and common themes were identified and categorised according to each point/question on the focus group guide. These were later summarised into two main themes: their “views of newsworthiness” and the “meanings they make” from watching the news. Results for each theme were later tabulated.

4.9.2 Limitations and How They Were Minimised

It was a challenge trying to identify issues reported by EMTV news which the students would be vocal about, so that this could be the representative sample to be used in the focus group. Due to the university’s religious affiliation with the Seventh-Day Adventist Church, students are expected to behave in a manner that does not bring disrepute to the university through acts which may be against the local or national government. Doing so is deemed an offence under the university’s student policy (Pacific Adventist University, July 2012).

Identifying and using the asylum seeker agreement as an issue for discussion in the focus group was mostly because of the involvement of students in government funded universities who protested against the asylum deal. Their actions were widely publicised and it was assumed students at Pacific Adventist University

would also have an opinion on the issue, despite their lack of participation in public protests along with other universities.

Nevertheless, during the focus group, students were very vocal on the asylum deal as well as other issues in the representative sample. They expressed strong support for the move taken by other universities, while a few criticised the organisation of the protests and the media for its broadcast of the protest.

The second limitation was when information was received that students had completed their final exams and were starting to vacate the campus. Pr. Matupit who was helping to organise the focus group pointed out that he would not be able to get twelve students and that students may also not have the time to participate in the focus group. He had already contacted students who indicated on the questionnaire they wanted to participate in the focus group and anticipated they would turn up. On the day of the focus group, only eight students turned up. Another 30 minutes was spent waiting in vain for others to turn up, but in the end, one focus group was carried out with eight students participating.

During the focus group, five of the students present were actively taking part in the discussion, while three students were not very active. Attempts were made to get everyone actively involved by asking for some more ideas/thoughts on issues, even after there were lengthy deliberations. Two female participants did give some feedback; however, their voices were not audible during transcription as they were sitting at the back of the room. Two females and three male students were actively participating and voiced their opinion on each of the points on the focus group guide.

4.10 Personal Research Observations

This was a first MA thesis as well as the first time for undertaking academic research with fieldwork. As such the challenges being faced, were taken as learning opportunities.

The Research and Post Graduate Department at Pacific Adventist University (PAU) was very supportive of the research. Within a week they had distributed the questionnaires to students and collected them back. The challenges arose in the second week, when the focus group was to be conducted as PAU was closing down for Christmas breaks and students were getting ready to leave, meaning it proved difficult trying to get students to participate. Although Pr. Darius had sent

an email to students who had indicated on the questionnaire their interest to participate in the focus group; however, on the day of the focus group, another two hours was spent waiting for the eight students to eventually turn up. The fieldwork was from 14th October to 19th November 2013, when students were sitting their final exams and clearing out of student halls.

The timing of the research presented another challenge with interviewing the journalists at EMTV. For a week, journalists were busy covering stories of the Government passing the country's nation budget and other issues related to it. As such, the interviews had to be delayed for a week.

The important lesson learnt was of knowing your participants schedules and fitting into their schedules to achieve tasks within the timeframe.

There was a lot of enthusiasm among the student audiences of the focus group who were willing to share their views and participate in the discussions and also learn from each other. This enthusiasm was also shared by the journalists in the interviews. One journalist expressed she had always been interviewing other people, but no one had ever interviewed her about her job.

4.11 Reliability and Validity

All necessary steps relating to the validity and reliability of this research were taken into consideration.

This research was conducted upon initial ethical approval from the FASS Research Ethics Committee. Ethical approval was also granted by Pacific Adventist University (PAU) to carry out the research with its students. The questionnaires and focus group were carried out with the assistance of PAU's Research and Post Graduate Studies Department. A letter informing and expressing an interest to carry out interview with EMTV journalists was also sent to EMTV prior to a personal meeting with the news manager, upon arrival in PNG.

All interviews were conducted upon consent from the interviewees and the whole interview was audio recorded for the purposes of accurate transcription. The focus group was carried out after students had read the information sheet and given their consent. They also gave their consent for all discussions in the focus group to be audio recorded. Participants of the interview and focus group were given time to ask questions about the research or the researcher and only after they were

satisfied with the responses did the interviews and focus group begin. Students who completed the questionnaire were presented with information about the research, information on ethics and consent were also presented for them to read and understand before taking part in the research. This included making them aware of their rights and responsibilities.

Throughout the research, cultural issues relating to etiquette were upheld, while other issues specific to Pacific Adventist University and EMTV were also considered.

Discourse analysis was carried out after a verbatim transcription was carried out on the texts of the representative news bulletin. Audio recordings of the interviews and discussions of the focus group were also transcribed. Responses to the questionnaire were extracted and arranged in an excel table as a table of raw data, before analysis was carried out.

4.12 Researcher's Role

This research was undertaken with the guidance and support of Associate Professor Geoff Lealand who supervised the research. The researcher's role was basically to collect data in Papua New Guinea and to analyse them upon return to New Zealand.

At Pacific Adventist University the researcher's role was to liaise and work closely with Dr. Lalen Simeon, from the Research and Post Graduate Department and the late Pastor Matupit Darius. They were responsible for distributing and collecting back the questionnaires and organising the focus group. The researcher's roles also involved leading out in the focus group and recording and transcribing the discussions.

At EMTV, the researcher's role was to work closely with the news manager, Mr. Neville Choi. Through him, a copy of a representative sample of the "national news" segment was obtained and a discourse analysis was carried out. Mr. Choi later organised the interviews with the journalists while the researcher's roles was to carry out the interviews and record and transcribe them for analysis.

Throughout this process, the researcher's role involved answering questions the research participants had and working around their schedules in order to complete the fieldwork.

4.13 Ethical Considerations

This research was given prior ethical approval from the University of Waikato Human Research Ethics Committee, as well as the Pacific Adventist University Human Research Ethics Committee. A meeting was also held with the Chief Executive Officer of EMTV, Mr. Bhanu Sud, where the purpose of the research was explained to him.

The purpose of the research was also clearly stated on the information sheet, which was given to every participant to read and understand, ask any questions they may have about the research or the researcher and give their consent by signing the consent form, before they actually participated in the research.

Participants were also told of their rights as participants and allowed to opt out of the focus group, leave out questions they did not want to answer in the questionnaire and ask for the recorder to be switched off during interviews, should they not want certain parts of the interview to be recorded.

Papua New Guinea's diverse cultures and traditions, especially those of etiquette and greetings, were also taken into consideration and upheld.

Interviews and the focus group were carried out at the times most appropriate to the participants' schedules.

CHAPTER FIVE – RESULTS

5.1 Introduction

This research adopted a two-pronged approach to understanding both journalists and news audiences at both ends of EMTV’s “national news” segment.

Indigenous journalists, who produced the news bulletin, were engaged through in-depth interviews, while student audiences completed questionnaires and participated in a focus group. A discourse analysis was also carried out of a representative news sample so that the whole circuit of communication could be understood before the hypothesis, that EMTV’s news content have contributed to nation building in Papua New Guinea, could be tested

Journalists were engaged through in-depth interviews in order to gain insight into:

- their personal motivations for their job;
- their perceptions of newsworthiness;
- their roles and experiences as news encoders including challenges and;
- the meanings they bring across to their news audiences.

A discourse analysis was then carried out to dissect the representative news bulletin and analyse its texts and visuals in order to identify those implications that are embedded within the news discourse.

Student audiences were engaged through self-completed questionnaires and a focus group, so that information could be gathered on:

- their personal motivations for watching the news;
- whether these motivations were achieved;
- their viewing environments;
- students’ perceptions of newsworthiness;
- meanings decoded by student audiences.

5.2 News Producers

Four journalists participated in this research as news producers. Three were working with EMTV at the time of the research, while one had been working with another media organisation but participated in the interview because he had previously worked with EMTV and reported in the representative news sample.

These were two males and two female journalists, ranging from new graduates in

the twenty-year range to senior reporters and a news manager in the forty-year range. All these journalists held their profession in high regard and spoke from a conservative standpoint. By way of engaging with the journalists, there were two main questions for journalists to answer. These were, “*Why do you make/report/produce news?*” and, “*How do you make/report/produce news?*” In order to answer these two questions a list of questions (see in-depth interview guide in Appendix), which were grouped into five different themes and encapsulated these main questions were used. Rubin and Rubin (2012) highlight that themes are summary statements that explain why something happened, what something means and the feelings of the interviewees, which could all go to show relationships between different concepts. The quantity of data received was not so much the focus as the quality of their responses on the issues this research sought to understand and gain an insight into.

It is worth noting here that although interview questions were grouped into five themes, they were not the categories used in analysing the interviews. The aim of the grouping was to aid in the flow of the interview and had no connection to the thematic analysis of the outcomes of the interview. De Vaus (2014) points out that using an indirect approach is important as it provides a varied measure, helps us avoid some biases and misclassification, increases reliability, enables greater precision, and the summary of all the varied responses are considerably simplified, capturing information contained in the multiple responses.

5.2.1 Personal Motivations and Perceptions of Newsworthiness

After transcribing the interviews, a thematic analysis was carried out to identify responses within the transcript that would fit into the four categories this research aimed to gain an insight into. Table 5.1 presents the personal motivations, perceptions of newsworthiness and external pressures exerted upon journalists in their role as news producers. This table illustrates journalists’ personal motivations which could be the reasons they decided to become journalists in the first instance. Their perceptions of newsworthiness are shown to be largely made up of Western concepts of news values, mainly Galtung and Ruge concepts of news criteria from 1965. There are also development journalism concepts of news values identified among their perceptions of newsworthiness. They also experience a lot of external advertising and political pressures as news producers.

Table 5:1 Journalists' personal motivations, perception of newsworthiness and external pressures.

Personal Goals/Motivations

- Love my job. It's about job satisfaction at the end of the day
- An independent voice that could create change
- It is my voice to effect change
- Try to change the way things were
- Look through new ways of doing things
- Always wanted to be a journalist
- We're the whistle blowers
- Help people
- To be the voice of the uneducated
- To be the peoples' voice in decision making
- Represent the people - be the voice of the people
- Change the peoples' lifestyle, inform them
- Inform and educate people about issues and happenings especially social and educational issues
- Be the voice of the silent majority
- Give them more information
- Educate the people and change their mindset about violence
- New ways of convincing people that there are better ways than their status quo
- Report for the small people
- Educate - educate the populace

Perceptions of Newsworthiness

- Those issues going on behind closed doors
- Issues about the silent majority that aren't told
- The gaps in service delivery
- What's actually breaking or happening during the day
- Government's decisions being passed
- Big story, eg; from Prime Minister's dept
- Breaking news - crime, break & enter, robberies, traffic accidents, ethnic clashes, police reports
- Anything interesting
- Current issues
- Stories of those companies paying for airtimes
- Ground breaking ceremonies, ribbon cutting, cultural performances
- Difficulties people face in trying to access basic services
- Problems affecting the people
- Something new about rolling issues
- Social and education issues
- Hard news, human interest and lifestyle
- Government's mismanagement of funds/projects

External Pressures

- Politicians give us allowances
- Direction from companies and organisations paying for airtime
- Direction from CEO
- Direction from management or sales division
- Political influence for PR work

All journalists interviewed had personal motivations for wanting to become journalists, as one journalist stated:

“I’ve always wanted to be a journalist.”

Journalists’ perceptions of newsworthiness display values of both developmental journalism and Western concepts of news values. Development journalism views are a reflection of the country’s local context. As one journalist expressed, her focus has now shifted to identifying and reporting,

“The gaps in service delivery.”

Western news values displayed by journalists might have been embraced during their university training, which is mostly based on Western media theories.

Matbob (2007) pointed out that journalists’ news values are directly influenced by the foreign ownership of the local media, as well as journalism training in the workplace and at the university. A journalist pointed out that he was covering the early morning round, which was aimed at capturing breaking news. He went on further to present examples of what he identified as breaking news, which is mostly composed of bad news:

“I cover breaking news such as crime, breaking and entering, robberies, traffic accidents, ethnic clashes and police reports.”

His description of breaking news fits explicitly with one of Galtung and Ruge’s (1963) news criteria. Galtung and Ruge (1963 as cited in Harcup & O’Neil, 2010) identified 12 factors which they said are unconscious criteria that journalists use to select what is news. The journalists’ reference to breaking news as bad news is reflective of Western concepts of newsworthiness, which fits into Galtung and Ruge’s factor 12 (F12), which is a reference to something negative. Negative news could be seen as unambiguous and coconscious, generally more likely to be unexpected and to occur over a shorter period of time than positive news.

The interview also presented questions that allowed journalists to describe their roles throughout the encoding process. Apart from describing the normal duties of a television news journalist, they also highlighted some negative challenges, which at most times influence them and their news discourse.

“The time, the human resources and equipment, they all effect the quality of the news content at the end of the day.”

Journalists’ perceptions of newsworthiness and personal motivations were again positioned on Heath’s (1996) illustration of news valence, to identify their

orientation and whether these would have an influence on the meanings being transmitted. This is apart from the external and institutional influences.

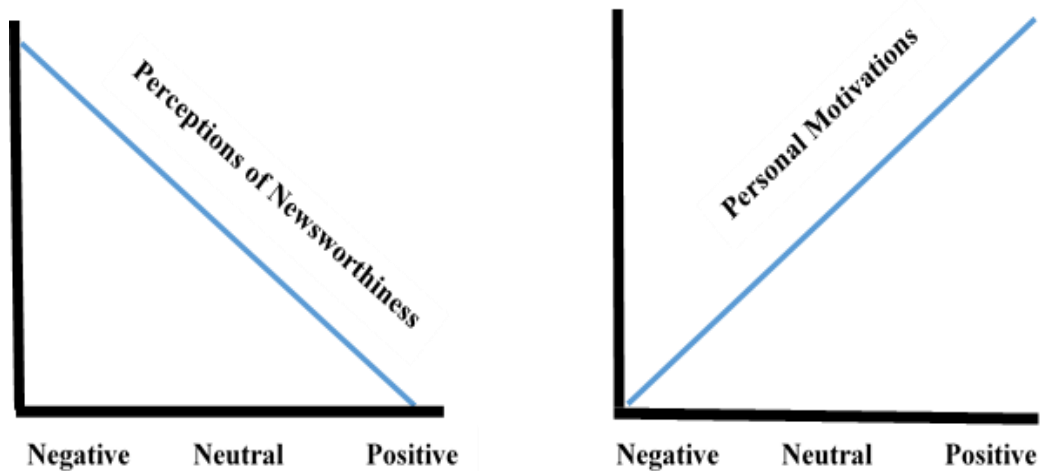


Figure 5.1 Journalists' motivations and perception of newsworthiness on news valence.

Figure 5.1 is important, as it illustrates journalists' personal preferences for what pieces of news to transmit and will help us to identify whether there is a relationship to the meanings transmitted to students, and the meanings decoded (Heath, 2006).

From figure 5.1, it can be said that:

- Journalists have positive motivations, which influences their preference for positive news stories. These positive motivations could also be related to development journalism;
- Journalists' perceptions of newsworthiness are mostly negative, which influences their preference for negative news stories. This could be related to their Western concepts of newsworthiness.

5.2.2 Journalists' Roles and Experiences

In order to have an enhanced understanding of their roles, their challenges, their motivations and perceptions of newsworthiness, a thematic analysis was carried out to identify and extract concepts that could be wrapped around varied responses. Rubin and Rubin (2012) posit that concepts emerging out of interviews carry goals, values, perceptions or attitudes and can also denote plans that frame actions. These concepts were grouped into typologies of "positive elements" and "negative elements" and are presented in Figure 5.2.

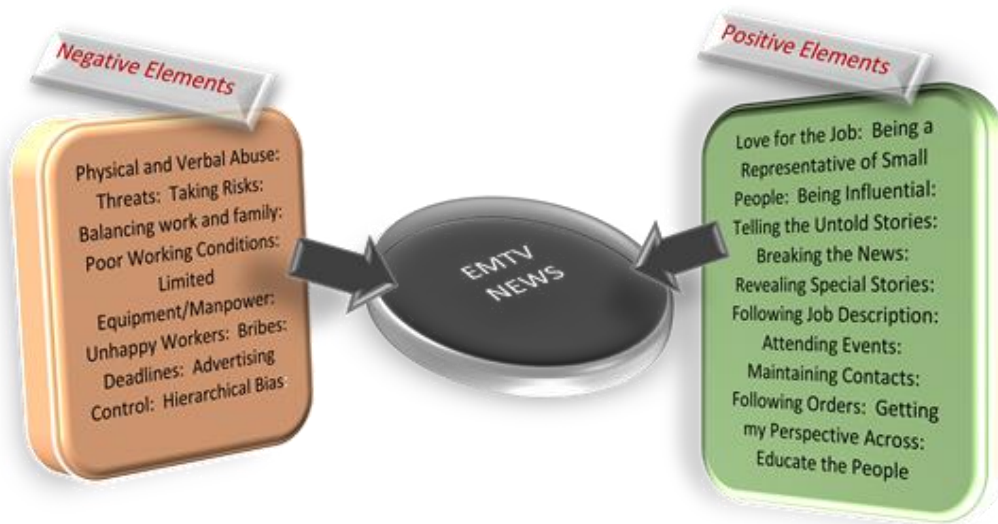


Figure 5:2 Positive and negative elements that impact upon journalists and their news discourse.

The positive and negative elements presented in Figure 5.2 can best be explained alongside Hall's (1980) encoding and decoding of broadcasting structures, in Figure 5.3. It can be said that these elements exert their influence on the technical infrastructure, the relations of production and the frameworks of knowledge on the encoding end of broadcasting. Their influence is carried on to meaning structures 1 and the program as a meaningful discourse.

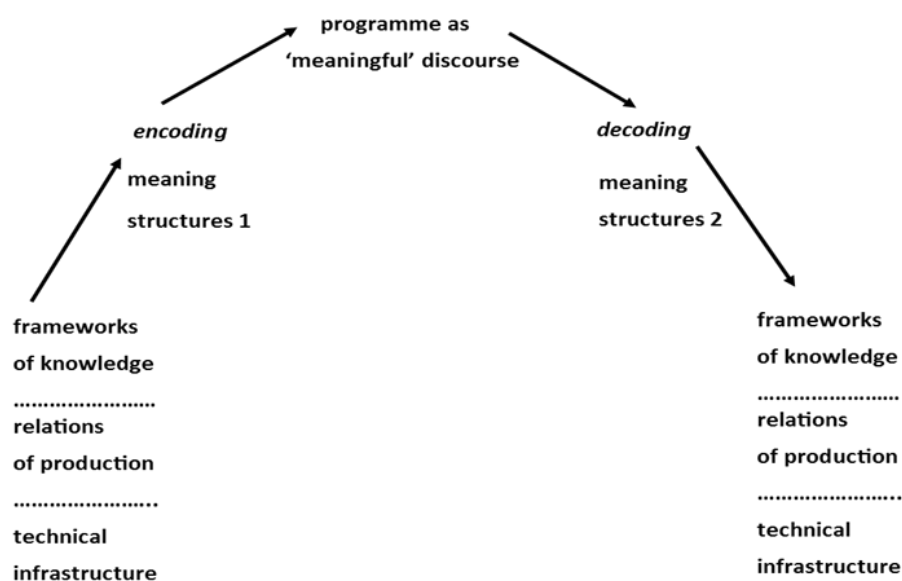


Figure 5:3 Stuart Hall's (1980) encoding and decoding of broadcasting structure.

Positive concepts are illustrated on the left in Figure 5.2, while positive concepts are displayed on the right. EMTV news is central to them both, where they intermingle and can be in conflict with each other. The influences from these elements can be identified when drawing out implications from the news discourse. These concepts will be looked at in more detail in the discussion chapter. It is worth noting that Figure 5.2 is drawn from my own analysis of the different themes and concepts, and there may be other interpretations. If presented with the data, another researcher may come up with a different set of concepts and typologies. This one, however, gives me a better perspective and makes it easier to understand journalists' roles and experiences as news encoders. The negative and positive typologies provide a clearer distinction of the range and nature of explanations that have emerged from the interviews.

5.2.3 Meanings Journalists Transmit

The meanings journalists transmit to their audiences are those that are drawn as implications from the news discourse. This idea may not be agreed upon by other researchers; however, journalists' personal motivations and perceptions are viewed as ideals. These ideals are influenced and shaped by internal challenges and external pressures journalists encounter throughout the encoding process. These are the determining moments that influence the news discourse; as such, it is suggested that the implications drawn from the discourse analysis are also those meanings that are finally being transmitted to the audiences.

These implications were drawn out of the discourse using separate textual and visual analysis. Van Dijk's (1983) conventional news superstructure was used to hierarchically lay out the texts and identify themes. Visuals were analysed using Hallidayan grammar (1994), where a score was given on how close the visuals were to the texts/phrases within the hierarchy. An implication was then drawn from these two analyses and listed in the 'implication' box in the same diagram (see Appendix for discourse analysis diagram). This same process was repeated for the 14 news items in the representative bulletin, and all implications were compiled and taken to be the meanings transmitted to the audiences by the journalists in the representative news bulletin. There were some news items that had no accompanying visuals and did not undergo visual analysis, and implications were only drawn from the texts.

News item 9 was a story of the Prime Minister, Peter O’Neill, opening a new hall for a high school on an island where he told of his government’s plans for education. One of the implications drawn was that “his government plans to educate every child.” This was taken as a positive implication being transmitted to audiences. News item 10 was a story without visuals of the Prime Minister making a financial commitment to the mainstream Christian denomination in Papua New Guinea, for one of their national meetings. He thanked that denomination for its contributions to development in PNG. The implication drawn was that the government makes financial contributions to Christian activities in PNG. This was taken as a neutral implication. A negative implication was drawn from news item 6, of two criminals who had been on the run being caught along with two Papua New Guinea Defence Force (PNGDF) soldiers who were escorting him. The implication drawn was that the PNGDF has rogue soldiers. Upon analysing all 14 news items, the meanings were tabulated as positive, neutral and negative. Using this valence of good news and bad news is helpful in understanding the dimensions of the news (Heath, 1996). This also provided a clear distinction of the different meanings that were transmitted to the audiences. These meanings were weighed out and presented in Figure 5.4. The method might not be agreed upon and used by other researchers when presented with the same data, as well as my analysis of the meanings as positive, neutral or negative, if they were doing the same analysis.

Summary of Implications from News Discourse

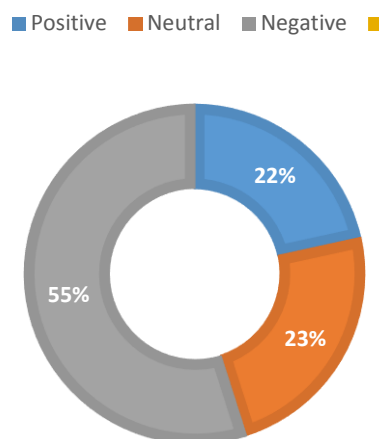


Figure 5:4 Positive, neutral and negative meanings drawn from the representative sample of the news bulletin.

Figure 5.4 illustrates the types of news being transmitted to audiences, which ranges in valence from negative to neutral and positive. These positive, neutral and negative meanings could be directly related to journalists’ personal motivations and perceptions of newsworthiness, as seen in Figure 5.1, especially their strong perception of Western concepts of news values. Galtung and Ruge’s news criteria , as cited in (O’Neill & Harcup, 2009), “F12: reference to something negative” can be seen through the 55% negative meanings drawn from the discourse . There are some degrees of neutrality in their reports, and there were also 22% positive implications, which could be due to journalists’ personal motivations and the influence of development journalism.

5.3 News Audiences

News audiences for this research were the 135 students at Pacific Adventist University (PAU) who completed the questionnaire and the 8 students who participated in the focus group. There were four females and four male students who participated in the focus group, who had also completed the questionnaire. Figures 5.5 and 5.6 present demographic data on the student audiences’ age and gender. 70% of students watch EMTV news one or more times a week, and 60% have been watching EMTV news for more than 10 years.

Student Audiences by Age

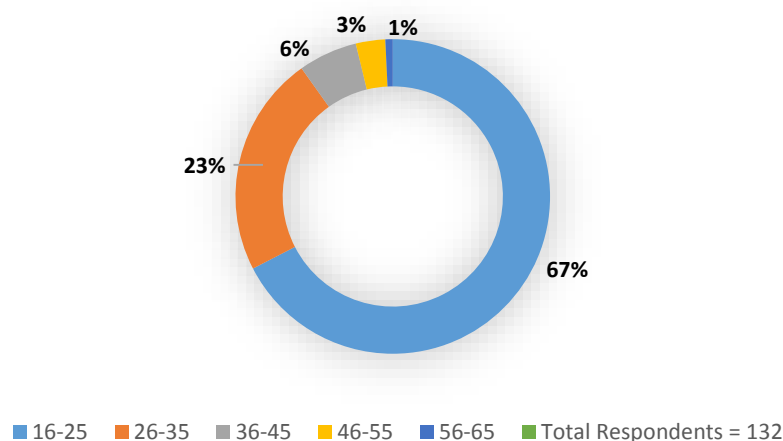


Figure 5:5 Student audiences by age.

The majority of the students who completed the questionnaire and participated in the focus group were youths between the ages of 16 and 35 years. This illustrates a large number of youth audience and gives a youth bias for audiences of this research.

Student Audiences by Gender

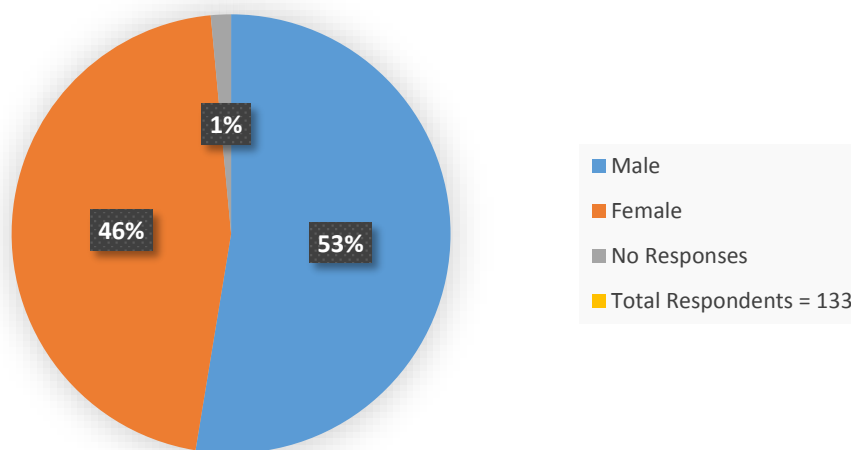


Figure 5:6 Student audience by gender.

There is not much difference between the number of male and female student audiences who participated in the research.

There were two main questions for student audiences set at the beginning of the research. These were, “*Why do you watch news?*” and “*How do you watch news?*” The questionnaire and focus group were used to engage with the students to gather information on:

- their personal motivations for watching the news;
- whether these motivations were achieved;
- their viewing environments;
- their perception of newsworthiness;
- the meanings they decode.

By gathering information on these five points and analysing them, this would provide answers to the two main questions. Although there were a total of 15 multiple choice and short answer questions, they are inter-related and used as different measures for the two main questions. It is important to use different questions as composite measures of the same concept, as it provides credibility and reliability to the data obtained (De Vaus, 2014).

5.3.1 Viewing Environment

Information on where and with whom students watch news was gathered through two questions on the questionnaire, which provided options for students to choose from the list, as well as inviting them to write the answer if it was not already on the list of options. Gathering information on students' viewing structures and patterns answers one of the main questions set at the beginning of the research, which was "How do you watch news?." The responses are summarised in Table 5.2.

Table 5:2 Where and with whom student audiences watch EMTV news.

WITH WHOM?	RESPONSES	WHERE?	RESPONSES
FAMILY	76	HOME	82
FRIENDS	36	STUDENT HALL	35
PEERS	4	FRIEND'S/ NEIGHBOUR'S HOUSE	8
HALL MATES	7	TRADE STORE	2
SCHOOL/ COURSE MATES	12	OTHERS	3
MYSELF	11	Total Responses	130
Total Responses	146	<i>10 respondents provided more than one response</i>	
<i>NB: 33 respondents provided more than one response</i>			

Table 5.2 highlights a common trend of audiences watching news from their homes and with their families. Given the university setting this research was carried out in, there are many students who watch the news in the halls of residence with their friends and peers. The number of students watching EMTV news by themselves is only a small minority.

5.3.2 Personal Motivations and Perceptions of Newsworthiness

To understand students' motivations for watching news and whether these motivations were achieved, students were asked why they watched the news and whether they were satisfied with the news. The questions were open-ended, where

students were expected to write short explanations. This was to allow students to freely express themselves and not be limited to the pre-selected list. A total of 127 responses were gathered from this question and grouped into seven themes. These themes were selected as they appeared the most often in the responses.

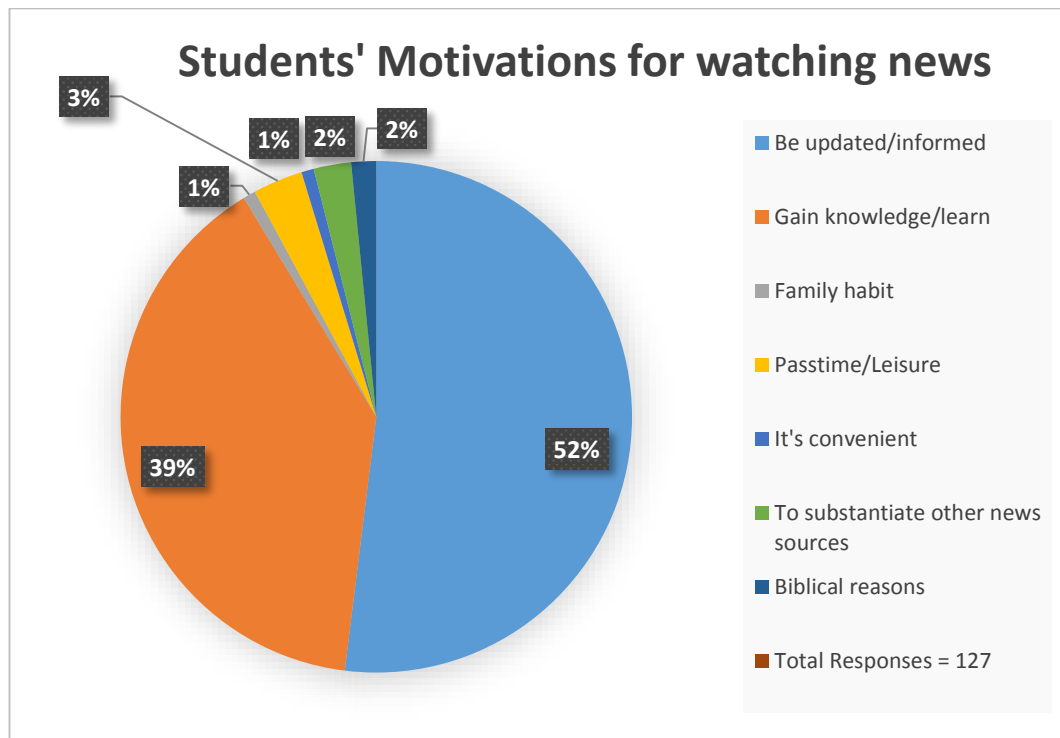


Figure 5:7 Students' motivations for watching EMTV news.

Results presented in Figure 5.7 are student audiences' perceptions of what they think the news should cover. These are their own expectations of what they would like to gain out of watching. It can, therefore, be stated that when these motivations are achieved, the audiences are satisfied, but they are dissatisfied when these motivations are not achieved. The significance of this graph is that it highlights the motivations of students for watching news, which could be the driving force behind them watching news.

Question 15 on the questionnaire asked students whether they were satisfied with the content by the end of the news bulletin. Responses were grouped in three categories, of those who had their motivations/expectations achieved, those who did not, and those who sometimes had their motivations and expectations achieved. Figure 5.8 illustrates that students' motivations and expectations are not satisfied all the time. It can be suggested that this is due to journalists not being aware of students' expectations.

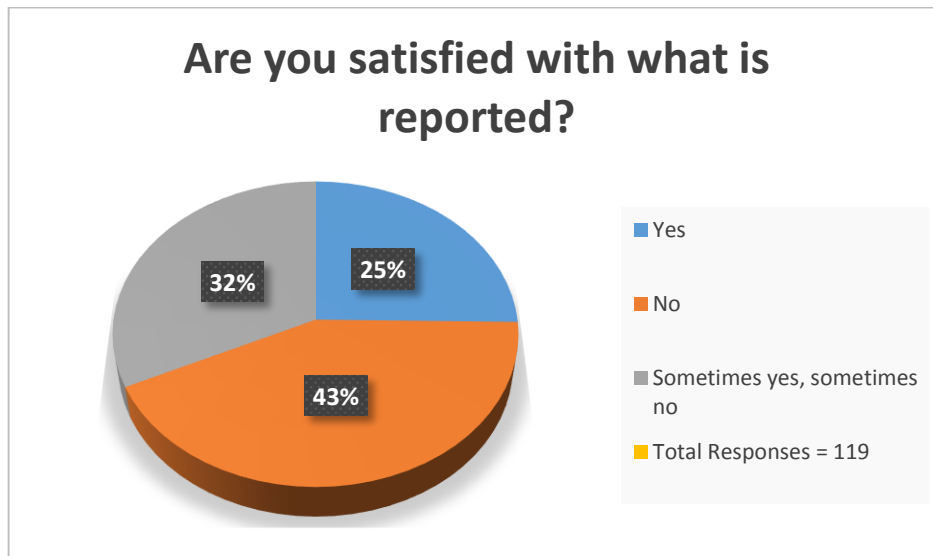


Figure 5:8 Illustrating whether audiences' motivations and expectations were achieved.

Tai and Chang (2002) pointed out that as far as social reality is concerned, journalists and audiences do not see the world in the same way. This is evident from the results in Figure 5.7 and Figure 5.8, where student audiences come with their own expectations and largely feel that these expectations are not met because they are not in line with journalists' motivations and perceptions of newsworthiness.

5.3.3 Perception of Newsworthiness

The focus group was carried out as a multi-method approach to collect data that could be combined with those from the questionnaire. Focus groups are used in media research together with other methods to analyse media contents (Morgan, 1997), as was carried out in this research. The focus group set out to gather information on the students' views of newsworthiness and the implications they drew from watching the representative news bulletin. This information was later analysed and combined with data from the questionnaire, where a thematic analysis was carried out to filter the responses before tabulating them. Similar to the interview, data was gathered throughout the transcripts because students were indirectly presented with the questions about their perception of newsworthiness and their motivations or expectations of what they would like to get out of the news bulletin.

Table 5:3 Students' perception of newsworthiness vs journalists' perception of newsworthiness

Students' Perception of Newsworthiness	Journalists' Perception of Newsworthiness
<ul style="list-style-type: none"> • Strong visuals that accompany the texts. • Stories that promote the diverse cultures and traditions • The reaction of people to what journalists have reported earlier • New happenings/information • News from all around the country and not just Port Moresby and Central Province • More positive than negative stories from around the country • Positive stories about the country for international viewers • News read in both English and Tok Pisin • Developmental issues around the country • Any issue involving politicians • Any news at all from my province • Both good and bad stories • Stories of vulnerable groups receiving help • Seeing familiar people and places • Any issue at all involving the government and its decisions • News that reaches us before we know about it from social media like Facebook • News from villages rather than urban squatter settlements • Stories of the Gov't achieving its developmental goals/objectives • Detailed stories • Issues about everyday Papua New Guineans • Breaking news • First-hand information that the reporter is present to receive • News in clear simple English • News containing updates of current issues • Issues at the grassroots level • Developments in our rural electorates 	<ul style="list-style-type: none"> • Those issues going on behind closed doors • Issues about the silent majority that aren't told • The gaps in service delivery • What's actually breaking or happening during the day • Government decisions being passed • Big story, eg; from Prime Minister's dept • Breaking news - crime, break and enter, robberies, traffic accidents, ethnic clashes, police reports • Anything interesting • Current issues • Stories of those companies paying for airtimes • Ground breaking ceremonies, ribbon cutting, cultural performances • Difficulties people face in trying to access basic services • Problems affecting the people • Something new about rolling issues • Social and educational issues • Hard news, human interest and lifestyle • Gov't's mismanagement of funds/projects • What's going on behind closed doors

Students' perception of newsworthiness is best presented alongside journalists' perception of newsworthiness. This way, we can identify those perceptions that converge and those perceptions of newsworthiness that contrast. Several points can be drawn from Table 5.3, that:

- Student audiences' perception of newsworthiness and journalists' perception of newsworthiness converge on issues involving the government and politicians.
- Their views converge on breaking news and current events.
- Their views converge to a certain degree on bad news; however, student audiences want good/positive news alongside the bad news.
- Their views contrasts on good and positive news; however, journalists' views of human interest and lifestyle issues may entail good and positive news as well.
- Students' views are specific, while journalists' views are broad.

The final part of the focus group asked students about the implications they drew from watching the representative news bulletin. This was to identify the meanings they make from watching news, which can then be compared with the meanings being transmitted by journalists. This would lead to identifying students as dominant, negotiated or oppositional readers. Responses were sought throughout the transcript of the focus group. These were then grouped into positive and negative implications and presented in Figure 5.9. There were no neutral implications.

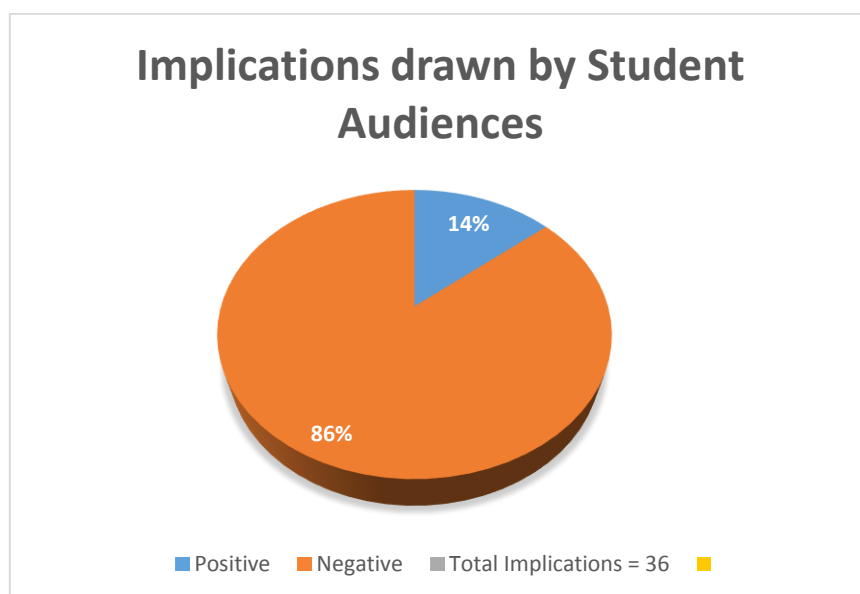


Figure 5:9 Implications drawn by student audiences in the focus group.

Figure 5.9 shows 86 % of the meanings decoded by student audiences to be negative, while only 14% were positive. Although neutral meanings were also transmitted by the journalists, students only decoded positive and negative meanings.

5.4 Credibility of Representative Sample

Of the different segments of EMTV’s news bulletin, “national news” was selected to be used as the representative sample throughout the research, mainly because of the involvement of indigenous journalists reporting in the segment and its conceptual relationship to de-westernising media presented in the theoretical framework. There was an interesting response from the questionnaire going out to 135 student audiences, which asked them to indicate the segments of EMTV’s news bulletin they liked the most. The results indicated more than a 50 percent preference for “National News,” which can be seen in Figure 5.10.

This was part of the questionnaire given to a larger group of students to complete before the focus group. They had no knowledge that the “national news” segment was the representative sample that would be used in the focus group.

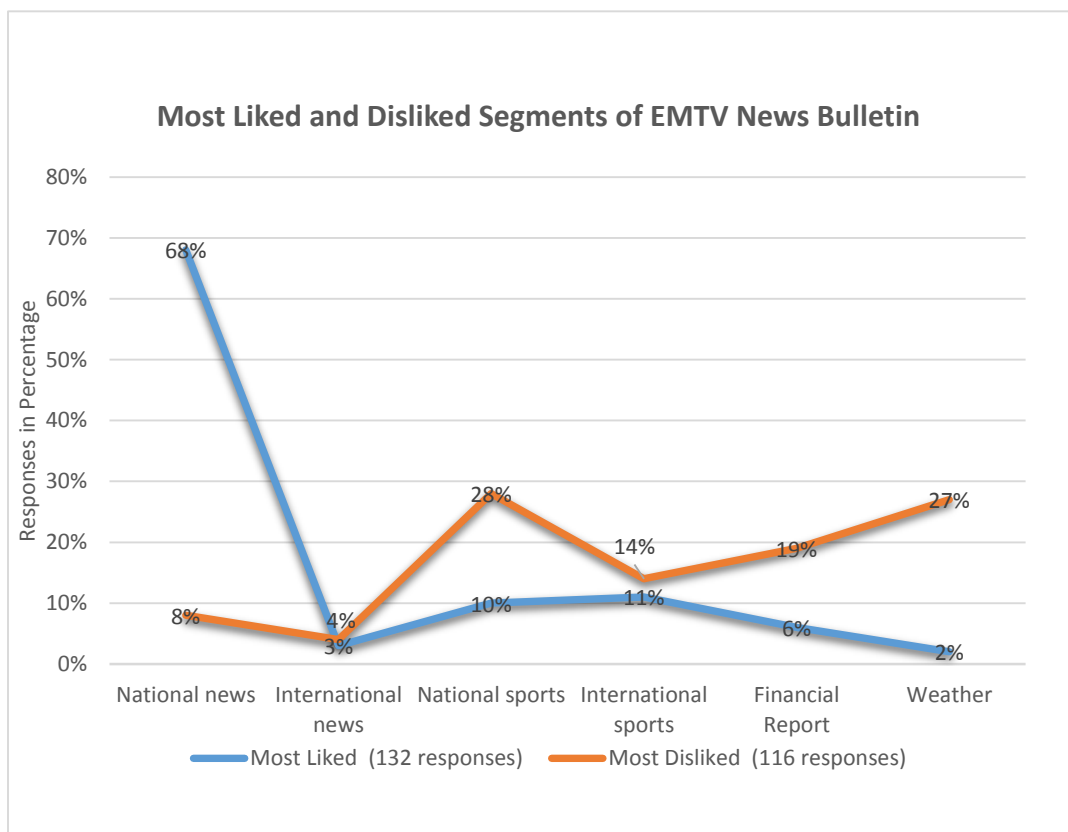


Figure 5:10 Showing student audiences’ preference for ‘national news’ segment.

This provides a measurement of credibility of EMTV's "national news" segment that was used in the discourse analysis and focus group in this research.

5.5 Discussion of Results

These four research methods focused on Stuart Hall's (1980) circuit of communication, in order to provide valid insight into both the producers and audiences and their roles and experiences as news encoders and decoders. During (1993) pointed out that Hall's circuit of communication focuses on the message being transmitted, the process involved in transmitting it and the structures in place during interpretation. This research however, also takes an interest in the producers of the message in order to gain a deeper understanding into the kinds of messages they produce and the meanings they want to transmit to their audiences. The results presented under each of these methods has provided an insight into the whole circuit of communication and at the same time created an understanding into producers, messages and audiences in their worlds. They are the encoding, transmission and decoding process of EMTV news' circuit of communication. Understanding the circuit of communication, the encoders, decoders and the news being transmitted would make it possible to test the hypothesis that EMTV's news content has contributed to nation building in PNG.

CHAPTER SIX - DISCUSSION OF FINDINGS

6.1 Introduction

Three objectives were established at the beginning of the research: to find out what meanings journalists want to create for their news audiences, explore the meanings encoded in the news discourse, and find out what meanings are decoded by student audiences. When these three objectives are achieved, it would be possible to test the hypothesis that “EMTV News content has contributed to nation building in Papua New Guinea, either consciously or unconsciously.”

6.2 News Encoders

The journalists, who participated in this research, work on a schedule of five days on and two days off every week. One of the participants was the news manager, who heads the newsroom but does not go out to cover stories. One journalist was the senior political reporter who had a specialist field of reporting, while another journalist did not have a specialist field of reporting but generally covered all areas. One of the journalists was no longer working with EMTV but had reported in the representative news sample used in the discourse analysis and focus group. Their daily job sees them going out into Port Moresby city, as there is little travel outside of Port Moresby. Travel outside of Port Moresby is usually paid for by business houses, government departments or other organisations, to take journalists along to report their news, since EMTV does not have a travel budget and the manpower and equipment to send its journalists out into the twenty-two provinces of PNG. There is one other provincial station in the industrial town of Lae, which has three journalists stationed there, but due to lack of equipment, there are no live reports and most stories from outside Port Moresby are relayed a day late.

6.2.1 Journalists' Motivations

The five questions under the first theme in the interview guide (see in-depth interview guide in Appendix) were designed to gather explanations that would

show journalists' motivations and perceptions of newsworthiness. When presented with these questions, all journalists provided insights into their personal motivations for wanting to become journalists in the first instance. Their different responses were collated and a thematic analysis was carried out in order to identify common themes among the responses. The first theme was "their love for the job," as one journalist stated:

"I always wanted to become a journalist."

The second theme was to be a representative of the public.

"To be the people's voice in decision making."

The third theme was the motivation to be influential and bring about changes in the lives of the public:

"To inform and educate people about social and education issues."

Table 5.1 in the preceding chapter, highlights journalists' motivations, as related to developmental journalism, which is connected to the problems and issues faced by the public. These could be the reasons they chose to become journalists in the first place and also remain in the job despite challenges and external pressures. It could also be said that these are personal values that keep them going, despite poor working conditions, low wages, lack of equipment and violent threats to their lives.

6.2.2 Journalists' Perception of Newsworthiness

The four journalists also expressed their views of newsworthiness, as what they thought their audiences would like to know. These are highlighted in Table 5.1, which suggests that journalists have a broader view that is not linked to a specific problem or issue currently faced by the public. This is seen by their use of key words and phrases, as underlined in the quotes from some of their responses:

"Issues about the silent majority that aren't told."

"The gaps in service delivery."

"Difficulties people face in trying to access basic services."

"Anything interesting."

"Problems affecting the people."

Such broad explanations were also drawn from the implications in the discourse analysis of the representative news bulletin. Journalists were focused on breaking events, where they broadly reported the event as it unfolded without providing an

editorial at the end of their reports. This was common in all 14 news items from the representative news bulletin, which had no editorial input from the journalist (see Appendix for discourse analysis diagram) but showed that journalist regarded their sources as authority figures. This could possibly illustrate a disconnection with the public and the issues affecting them.

Journalists' perceptions of newsworthiness indicated that they were more connected to the government. Three journalists said in their perception of newsworthiness that they would report:

“Government’s decisions being passed.”

“Big story from the Prime Minister’s department.”

“Government’s mismanagement of public funds.”

Two suggestions could be drawn from the representation and connection of the journalists with the government. Firstly, journalists may be accused of being a medium for government propaganda. Although it may be argued that this is a role of development journalism where they are connecting the government to the people however, if they do not use that connection to keep the government in check and balance, they become a medium for government propaganda. This may not always be obvious; however, over-representation without being critical of the government creates media bias and propaganda.

The second suggestion is that journalists' perceptions of newsworthiness are largely governed by Western concepts of news value. Their news values reflect Galtung and Ruge's news selection criteria as cited in O'Neill and Harcup (2009). Despite the original research being carried out by Galtung and Ruge in the 1960s, it continues to be relevant to PNG journalists' analysis of news. Some of Galtung and Ruge's 12 factors in news criteria were identified in the representative sample when the discourse analysis was carried out. If another news bulletin was to be analysed, some other factors from Galtung and Ruge may be identified as well. Four factors from Galtung and Ruge were identified in the representative news bulletin and interviews with journalists. These are presented alongside each other in Table 6.1.

Table 6:1 Galtung and Ruge's news selection criteria in representative news bulletin and interview

Galtung and Ruge 12 News	News Articles and Interviews
F1. Frequency: An event that unfolds at the same or similar frequency as the news medium, eg; a murder.	Journalists highlighted in the interview that they were a daily news station and had to focus on breaking events such as crime, murder and robberies.
F10. Reference to Elite People: The action of elite people who will usually be famous may be seen by news selectors as having more consequence than the actions of others. Readers will also identify with them.	Journalists specifically pointed out stories from the Prime Minister's department as big stories that had greater weight than education or health. The representative news bulletin had nine out of fourteen stories about the government or at least mentioning the government. All 14 news items in the representative news bulletin were stories of someone in authority and their actions.
F11: Reference to Persons: News has a tendency to present events as the actions of named people rather than a result of social forces.	The 10 th and 11 th news items in the representative sample are of the Prime Minister and other members of Parliament opening projects, committing funds and taking part in ground breaking ceremonies for community projects.
F12: Reference to Something Negative: Negative news could be seen as unambiguous and conscious, generally more likely to be unexpected and to occur over a shorter period of time than positive news.	There were four negative or bad stories which are of students protesting against the government, ethnic clashes, murder and robbery.

Having identified their motivations and perceptions of newsworthiness, it can be seen that there are contradictions between journalists' motivations and their perception of newsworthiness. Journalists' motivations are oriented towards development journalism, which promotes nation building and where journalists show a lot more interest in the public and the issues affecting them. They want to represent the public and be an influence for positive development in the community. Their motivations display a connection between the journalists and the public. However, journalists' perception of newsworthiness display Western news values and highlight a connection between journalists and the government. Their perceptions of newsworthiness are broad, complex and no longer connected to the everyday issues of the public, apart from the bad news affecting the public. This may be seen as a negative role in television's contribution to nation building.

6.2.3 Journalists and their Encoding Roles

It is important to talk about the encoding process that journalists are involved in, because it provides insights into the roles they play and the experiences they go through each day in the encoding process. By taking a look at the journalists' encoding process, it is possible to identify challenges or pressures that impact upon the journalists and their news, and which ultimately influence the meanings they want to broadcast to the audiences.

In-depth interviews revealed that EMTV news does not have a strict writing guideline for its journalists but encourages journalists to promote their own writing style, so long as it is kept simple and can fit into the news template. All journalists interviewed said they get their news tips from their contacts, from the news manager or through invites and press releases sent to the newsroom. Social media was a news source for journalists until the management decided to disconnect Internet access into the newsroom. There may be other explanations for limiting Internet access in the newsroom; however, it was said to be a cost cutting measure when asked why. One journalist expressed disappointment over limited access to the Internet, as she relies on news tips from social media, especially Facebook.

“We get most of our news tips from social media especially Facebook. When they cut our access to the Internet, we were blocked from everything those social media people post. We depend on social media apart from our contacts and now they've stopped the access probably as a cost cutting measure.”

Journalists covering breaking news begin their day as early as 4 o'clock in the morning, moving around Port Moresby city to capture breaking news, which they described as crime, breaking and entering, robberies and traffic accidents. Other journalists begin at 9 o'clock in the morning, or earlier, depending on their appointments and the newsroom operates on a daily 5:30 pm deadline, by which time all journalists are expected to have all their news stories edited and sent into the vision control room, ready for broadcast.

Every journalist's news idea is discussed with the news manager and covered only if the news manager gives his approval. Part of the news manager's role is to know what story each journalist is covering for the day and how they are covering it, and each journalist is expected to cover a minimum of two stories each day.

The newsroom has a reporting manual, which journalists are encouraged to read and abide by, mainly because it contains ethical guidelines.

The interviews showed that EMTV news is focused on the breaking stories, meaning they are event oriented, reporting as and when something happens, rather than doing their own investigations into certain issues and then doing follow ups. Getting other people's feedback from stories from previous days is not a priority. They mostly focus on current daily events. Due to lack of equipment and camera personnel, journalists find it impossible to meet the minimum story requirement and most times have to do with one story for the day. They also have to take into consideration the 5:30 p.m. deadline, which they say affects their news discourse. One journalist found it quite challenging to work with limited staff and resources:

“As much as we want to produce three stories a day, it becomes a struggle because of the lack of equipment and camera personnel.”

When asked if there was a certain criteria used to give priority to one news item over another, the news manager responded by stating their focus is on breaking news.

“We're a daily news station so we concentrate on what's actually breaking or happening during the day. If there's still an important issue from the previous day, we include that in the run-down. But if there's an issue that we can't cover during the day, we link that with other programs within EMTV.”

The pressure point is from 5 o'clock to 6 o'clock in the evening, when everyone is rushing to edit their stories or do their voiceovers and get the news item across to the vision control room. This is when political stories are given priority over health or education, as politics is considered big news. One journalist felt that the 5:30 p.m. deadline affects the news stories.

“The time and resources affect the news bulletin as well. The human resources and equipment affect the quality of the news and content at the end of the day.”

Another journalist described the rush hour as the time for the news manager to step in and prioritise the stories:

“So the bosses do a run-down of our stories and say which ones are important and these get edited first.”

These challenges become part of the journalists' working environment, which may be shared to a certain extent with other television journalists around the Pacific.

6.2.4 Challenges in Encoding News

Some pressures journalists face on a daily basis are highlighted here, as they also make up the process of encoding news.

Three of the four journalists talked about the challenges presented within the organisation that have an impact on the news discourse. Their roles as news encoders are not complete without taking into account the challenges they face, because these challenges impact upon the meanings transmitted to their news audiences. The internal challenges include staff shortages, lack of equipment, lack of filming and editing skills and low salaries. All these have a significant impact on the news discourse and affect its meanings, as stated by journalists themselves. With the limits on available camera personnel, the news room operates on a first-come-first-served basis, where journalists take the camera personnel out on the morning runs and other journalists with later appointments either cancel it or film their own stories if they are capable of using a video camera. The news manager, however, highlighted a new step that EMTV will be taking to address some of EMTV's current internal problems. This will be to train journalists to use video cameras and edit their own videos or to take videos using mobile phones. The other step would be to encourage citizens to take pictures with their phones and send them to EMTV news. However, this option may not be feasible, given the ICT conditions of the country and the majority rural population with very little access to ICT equipment and infrastructure.

Journalists also expressed concern that camera personnel do not turn up for work outside their designated hours, because EMTV does not pay them over-time. This leaves the journalists to either let the story go or film on their own while doing the interviews at the same time. Here's how one journalist expressed herself:

“The camera personnel would still be sleeping and when we call him he's like, if I come in early, I won't be paid overtime, so I'll come on my designated time.”

Journalists also expressed dissatisfaction with their current salary, describing it as insufficient to cater for all their family's needs. In a 2001 survey of PNG and

Fijian journalists, salaries for PNG journalists were described as appalling and a threat to their autonomy. The survey identified them as better educated than Fijian journalists, but they were paid less compared to Fijian journalist. PNG journalists' salary was then K11000, which would be between \$5000 and \$6000 per year (Robie, 2008). Low salaries for both journalists and camera personnel leave them prone to accepting monetary bribes.

“Journalists do get money. We do get money. For us everyone comes here and shares it. If someone says I don't have food for my family, then we all share.”

EMTV's news discourse is also impacted by advertising pressures. This is through direction from EMTV's chief executive officer (CEO), the sales and marketing team or the news manager for journalists to cover stories of companies that advertise with EMTV. Having to do that more than once, one journalist even felt obliged to cover stories of companies that pay for advertisements at EMTV. This was listed as one of her views of newsworthiness:

“I feel obliged to cover stories of those companies paying for advertisements.”

The last item on the representative sample used in discourse analysis was of a banking and shipping company donating money for the annual operation of open-heart surgery in Port Moresby. The way the story was presented drew the implication that these two companies save the lives of Papua New Guineans and people should use their services more often.

EMTV also cannot afford to send journalists out of Port Moresby but expects their journalists' expenses to be covered by companies and organisations sending the invites. This leaves journalists in a position of compromising their ethical values in creating biased reports.

One journalist also told of how they have been encouraged by EMTV management to talk to politicians to meet the costs of setting EMTV transmitters in their electorates so people would be able to receive EMTV signal.

“But recently they've asked us to get the Governors of each province to sign an MOA with the company to have their satellite transmitters installed.”

Most of these external pressures influence journalists to be unethical in their roles. As a result, their motivations and newsworthiness are affected. This ultimately impacts upon the meanings they create for their audiences.

6.2.5 Encoding Meanings

Two objectives of this research have so far been discussed, which were to identify the meanings journalists create for their news audiences and the meanings contained in the news discourse. By way of achieving these objectives, this research first of all tried to understand journalists' motivations for their job, their perception of newsworthiness and their roles and experiences in the encoding process.

Journalists' motivations have been identified as those of development journalism, while their perceptions of newsworthiness have been identified as an adaptation of Western concepts of news value. As such, it can be suggested that journalists are disconnected from the public but linked more closely to the government. Table 5.3 in the preceding chapter shows that journalists' and students' perceptions of newsworthiness converge on issues involving the government and breaking news. Student audiences wanted specific news being reported, which should mostly be positive news. Journalists, on the other hand, have a broader perception and focus on reporting negative news. Challenges within the organisation, such as low salary or lack of equipment, and external challenges, from advertisers or politicians, force journalists into being unethical in their roles.

Therefore, in view of Hall's (1980) circuit of communication, journalists' motivations and newsworthiness have been influenced, and this ultimately impacts on "meaning structures 1" and "programme as a meaningful discourse" within the circuit of communication for EMTV news. As such, it can be said that the meanings passed on to audiences are not objective and ethical. Most meanings are not representational of their audiences, due to the diverging perceptions of newsworthiness.

A thematic analysis was carried out to identify positive and negative typologies of journalists' motivations and perceptions of newsworthiness, as listed in Table 5.1. Identifying meanings using these two typologies provided a clearer distinction and understanding of the different meanings journalists encode for their audiences. Thematic analysis was also carried out on the implications drawn from the representative news bulletin, which are the meanings contained in "programme as meaningful discourse" (refer to Figure 1.1 – Hall's encoding and decoding of broadcasting structure), and grouped into positive, neutral and negative typologies. These are presented in Figure 6.1.

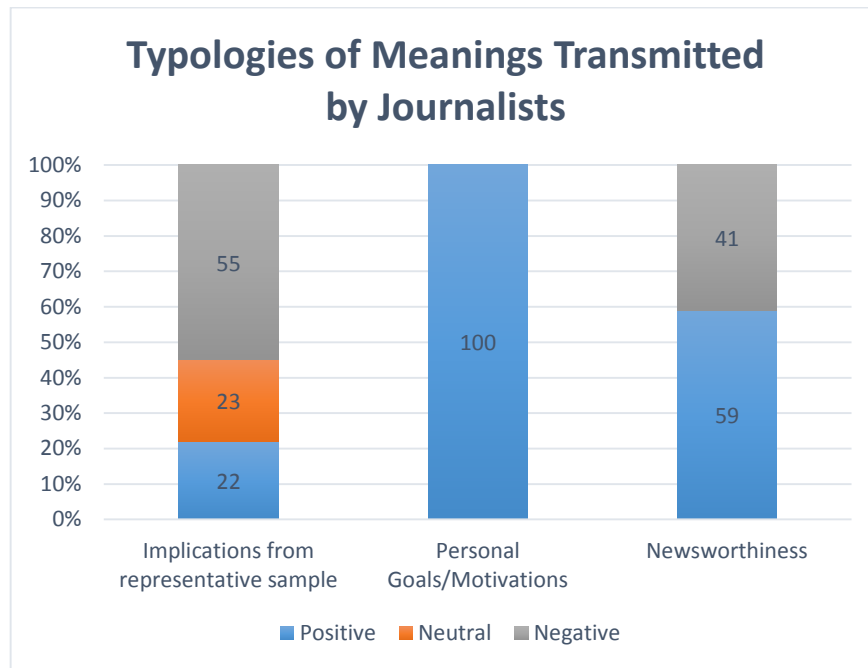


Figure 6:1 Typologies of meanings transmitted by journalists

It can be said that positive meanings are shaped by journalists' motivations that are oriented towards development journalism, while negative meanings are shaped by journalists' Western concepts of newsworthiness as well as the internal and external challenges that they encounter in the encoding process. Neutral meanings in the representative sample highlight a convergence of journalist and audience perception of newsworthiness. This is on issues about the government or positive stories.

The trend illustrated here is a shift from developmental journalism to an embracing of Western news values. This allows for complexity and contradictions to exist, as highlighted by Waisbord in 2012, and cited in Hackett (2013).

Journalists are therefore caught between focusing their reports on positive stories of development that contribute to nation building and at the same time on Western news values of reporting negative stories. Should they be the voice of the people or represent the government to pass on the latest decisions being made? Should they tell stories of a rural farmer or should they report on new projects being opened by the Prime Minister? They might want to report on the environmental pollution caused by the extraction of gold but cannot do so because the mining company has paid for their travel expenses to cover the story. Amidst all this, EMTV expects them to meet the daily requirement of two stories. These have to

be breaking stories and must be ready for broadcast before 5:30 p.m. daily. They have to work their way around a lack of camera personnel, lack of equipment and limited access to the Internet, in order to have two stories ready for broadcast by 5:30 p.m. every day.

From the implications of the discourse, it is argued that journalists create a majority of negative meanings about corruption, murder, crime, law and order and robberies. They are focused on reporting mostly the negative issues that arise among the public in Port Moresby. However, journalists also transmit positive meanings from the few positive stories they cover. These are mostly of the government opening projects or disbursing funds. The stories are from the government's views and journalists are seen as representing the government rather than the public's views. They become a mouthpiece of the government, relaying to the public government decisions' being made. By covering too many government stories, without keeping the government in check and balance as shown in the representative sample, could result in the media being a government propaganda tool. Journalists are also shown to be disconnected from the public and their everyday issues, due to varying perspectives of newsworthiness between them and student audiences.

6.3 News Audiences

Discussions in this part of the research will focus on student audiences in order to achieve the third objective of this research, which is to identify the meanings decoded by student audiences. In order to achieve this objective, it is important to identify student audiences' viewing structures and patterns, their views of newsworthiness, their overview of EMTV news and whether they are dominant, negotiated or oppositional readers of EMTV news.

News audiences are represented by the 135 students who filled in the questionnaires and eight students who participated in the focus group at Pacific Adventist University.

6.3.1 Audiences' Viewing Structures and Patterns

Information about students' viewing structures and patterns were obtained from several questions presented within the questionnaire, which showed a strong

audience base of EMTV news among the students, as more than 60% indicated they had been watching EMTV news for more than ten years. Results also indicated a continuous following of the programme among students, with 70% indicating they watched the news every day of the week, to at least once every week. A male student in the focus group commented:

“I noticed that there are several boys who would not miss a programme. In the dormitory, they would come in numbers to watch. Mainly because of those issues to do with the government.”

Students watched the news from both within and outside the university. 63% indicated they watched news in their homes with their family members and 27% watched from the student hall with hall mates, course mates, friends and peers. Students in the focus group described the news hour as an important time for boys in the student halls to gather for discussions:

”We discuss the major issues in the news during commercial breaks and when the news comes on again we all become silent and watch.”

“When we watch, we go into deep discussions. We respond to what we see.”

This highlights a youth following of EMTV’s national news programme among male students. It is also interesting to note they engage in discussions about issues concerning the government.

6.3.2 Audience Perception of Newsworthiness

As presented in Table 5.3 in the results chapter, student responses to newsworthiness are composed of both Western news values and developmental issues that are specific to PNG. Students’ perspectives of newsworthiness are specific, with students indicating precise things they looked out for in every bulletin or want to see being reported on. This contrasts with the journalists’ views of newsworthiness, which are broad and largely governed by Western concepts of news values, such as Galtung and Ruge’s twelve factors in the news selection process, as cited in O’Neill and Harcup (2009). Students’ views of newsworthiness indicate distinct situations in Papua New Guinea that are important to them, and most of these do not fit the Western concept of news values, as seen in the following quotes highlighting two differing perspectives of newsworthiness:

“Positive developments on those on-going issues faced by Papua New Guineans every day.”

“I want to see news about the positive help given to marginalised people in the community.”

In contrast to journalists’ views, which are all broad, students’ views of newsworthiness are very specific. They indicated precise issues they wanted to see.

“I want to see news of Ok Tedi Mining Limited.”

“I want to see developments taking place in my province.”

This suggests that there are no shared values between journalists and students. Based on their Western concept of news values, journalists work with the notion that these are what student audiences would like to see. In their motivation for doing their work, journalists indicated they wanted to represent people other than educated university students, as shown in these two quotes

“I want to be the voice of the uneducated.”

“I want to be the voice of the silent majority.”

Students in the focus group were concerned that journalists portrayed a negative image of university students with the approach they took in reporting the UPNG student protest seen in the representative bulletin. They expressed concern that overseas viewers would develop a stereotypical image of all university students in the country after watching the news of UPNG students’ protest.

“The way the UPNG story is presented paints a bad image of us to international views.”

One student expressed concern that instead of focusing on painting a bad image of university students, the media should create a platform where students and the government could meet to constructively discuss issues, suggesting that students do not feel a connection with the journalists but see journalists as representing the government.

“Even if I make my comment, it would not have an impact on the issue. If the media is interested in covering the issue, then it must create a platform for us to express ourselves too.”

Students also expressed disagreement on the journalists’ focus on bad news. They highlighted that journalists focus so much on reporting the bad news that they overlook the many good things happening around the country. It was also a concern that such bad reports portray a negative image of the country and its

people internationally, suggesting that journalists do not contribute positively to the country's international image

“They get pictures of criminals who have just been shot dead. This puts fear into people. And makes other people see us as bad people. There are so many good stories every day in PNG and it would be better for EMTV journalists to travel throughout the country and get those positive stories as well.”

By comparing and contrasting journalists' views of newsworthiness with students' view of newsworthiness, it was identified that both journalists and student audiences view government or politics as newsworthy, suggesting their compliance and adaptation to Western concepts of news values. The marked difference is the approach students take by being specific on issues they want to see being reported. This creates a divide, where students are focused on developmental issues unique to PNG that do not fit into Western concepts of news values. The second difference is students' disagreement about negative stories, which they said puts PNG in a negative position on the world scene. This implies that negative reports about the country contribute to the promotion of negativity in nation building. One student in the focus group made a particular mention of a speech in the representative news bulletin, which highlighted PNG's ranking on the United Nations Human Development Index. He commended this as a professional presentation but criticised the UPNG protest and blamed the journalist for taking a negative approach in her presentation of the story.

“I liked the way Unitech president presented his speech. The way that UPNG protest story was reported gave the country negative values. It paints a negative picture of PNG to the world.”

6.3.3 Audience Overview of EMTV News

In order to identify the students' attitude to EMTV, they were asked about their personal motivations for watching the news and whether they were satisfied with the news content. 52% of students indicated they watched news so they could “be updated and informed,” while 39% were motivated in the belief that they would “acquire knowledge or learn something” from the news bulletin. The remaining 8% is divided between students who watched news as a family habit, or to pass time or for biblical reasons (see Figure 5.7). On average, after watching EMTV

news bulletin, 58% of student audiences were not satisfied, as their motivations for watching were not achieved or the content was mostly bad news which is contrary to their views of newsworthiness. 23% were satisfied with the news content, while 19% said it very much depended on the content of each bulletin. During the focus group, students expressed their disappointments over EMTV's delayed coverage of issues.

“Sometimes we get phone calls that this or that has happened. And we expect EMTV to cover it but they don't have reporters stationed in those provinces. Maybe after two days they play that news. They are not up to date with their news.”

Students also expressed that there is no fair coverage of the whole country. Reports were mostly set around Port Moresby city and Lae, where their reporters are based.

“I hardly see news about Eastern Highlands being broadcast on EMTV. In a year, probably just once or twice will they have news about Eastern Highlands province. So many good things that happen go unreported.”

News presented was identified by some as second-hand information, which journalists relayed without being present at the scenes of the events or activities. Students were concerned that such reports were not genuine.

“Sometimes actual events are different from what journalists report and that is because journalists report second-hand information.”

6.3.4 Dominant, Negotiated and Oppositional Readers

Students were asked the question, “How did you feel after watching EMTV news?” This was to gain an insight into what kinds of readers they are, with 34% of students indicating positive emotions where their motivations for watching the news were achieved. While 48% indicated a neutral response, pointing out that their feelings depended very much on the content of each news bulletin, and 18% said they experienced negative emotions, as their motivations for watching were not met.

During the focus group, students indicated their interest in political news, which they have developed a following for. Male students in the focus group highlighted that male students in their dormitories turn up in numbers to watch political or government news. They watched government and political news with great

interest and regarded journalists as representing the government in passing on information to them. Student audiences' perception of newsworthiness also indicated an adaptation of Western news values in respect of government or political news. This is shared by journalists, who highlighted that their role was to transmit to the people decisions that have been made by the government. During the focus group, male students expressed their following of government or political news.

“Currently boys are following the 2014 budget being passed by the government.”

“We only watch political news and when they start talking about those people in the squatter settlements, we no longer concentrate.”

Due to the following of political or government news by male students, they tend to accept the news with very little negative response, and as a result they comply with the propaganda model of news transmission. This suggests that male students are dominant readers of government or political news. Students' comments on their interest in government news and not news from the marginalised population in squatter settlements could also imply that students identify themselves as from a higher level within the society.

From the responses, 48% of student audiences responded that how they felt after watching the news bulletin very much depended on the content of each bulletin. This suggests that almost half of the student audiences who participated in the research are “negotiated” readers, who actively watch the news. They negotiate the news in order to identify and accept content that satisfies their motivations, while rejecting that which does not satisfy their motivations. This is not specific to any news genre but was a general assessment based on their individual motivations and perceptions of newsworthiness.

Oppositional viewers of the news were the remaining 18% of student audiences, who indicated they experienced negative emotions by the end of the news bulletin. This was because they either wanted more information, wanted to have their say on those issues reported, or were just dissatisfied with the content. This is also a general assessment and not specific to any news genre.

As highlighted in the preceding results chapter, students also come with expectations of what they would like to gain out of watching the news bulletin. If these expectations are not met, they might become dissatisfied and oppositional readers of the news bulletin. It may also be suggested that students subscribe to

certain value systems within their environment and their social conditions, which could be influenced by a particular doctrine, and this could influence their responses to the news bulletin as well.

About 50% of the student audiences at Pacific Adventist University are negotiated readers of EMTV news, who actively participate in the news bulletin by negotiating their way into accepting those news items that satisfy their motivations and rejecting those that do not satisfy their motivations. It may be suggested that this group of readers are not taught critical skills, and as a result negotiate their way into accepting those items that meet their expectations and rejecting those that do not meet their expectations. There are also a small number of oppositional readers, who break down the news content according to its preferred meaning and then re-totalise it according to their own local context.

6.3.5 Student Audiences Decoding Meanings

Student audiences were identified as active audiences on most issues, except those concerning the government. This is where they become dominant readers, accepting what is presented to them by the journalist because they view journalists as effectively representing the government. However, they are also oppositional readers, rejecting news content that contradicts their perception of newsworthiness. A majority (48%) actively negotiate the news contents to either accept or reject the contents, according to their own views of newsworthiness. Figure 6.2 outlines the summary of implications from the representative news bulletin, where 55% of the implications are negative, 22% are positive implications, and 23% are neither positive nor negative implications.

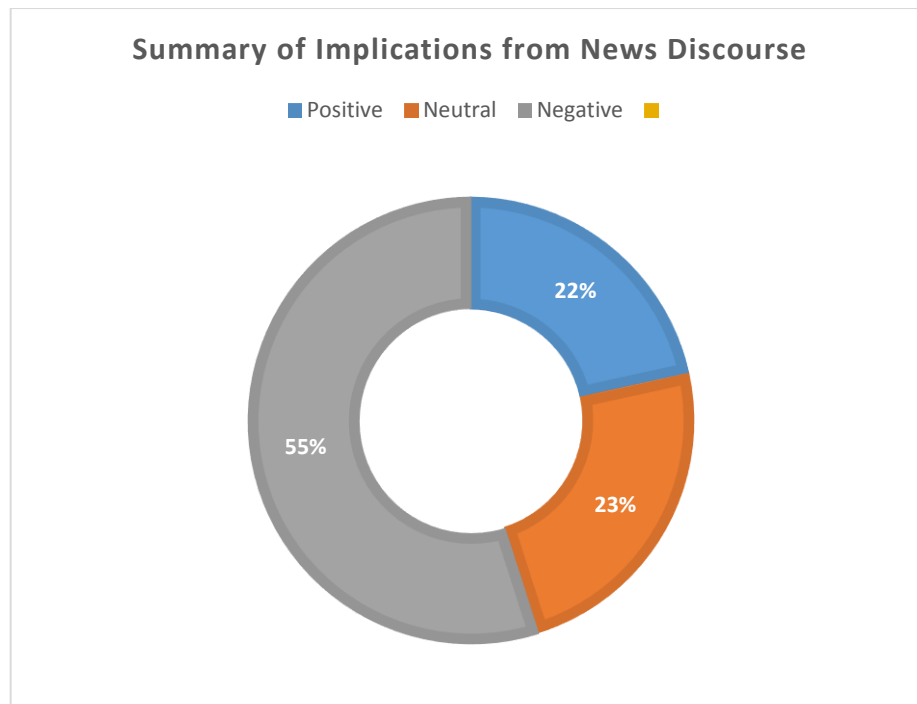


Figure 6:2 Summary of implications transmitted to audiences

The results of the three types of readers and the summary of implications in figure 6.2 suggest that there is a general decoding of negative meanings by student audiences. On the other hand, student audiences are also capable of working their way through the news contents to align it with their own perceptions of newsworthiness. As active audiences, they participate in government and political news as dominant readers but negotiate their way through other news content. This is because their views of newsworthiness contrast with the journalists' views of newsworthiness. As a result, the meanings they decode are not necessarily those meanings that were encoded by journalists in the production process. They make their own meanings based on their own perceptions of newsworthiness, which is largely related to "development journalism." It is only on issues concerning the government that they share a common Western concept of newsworthiness. This is where they decode those meanings encoded by journalists as dominant readers.

Student audiences, therefore, are actively making their own meanings based on their own perception of newsworthiness.

6.4 Audience Decoding of Identities

Students expressed varied views as to whether EMTV news was representational of them as students, and of their different provincial and cultural backgrounds.

One student said EMTV hardly covers news from his province.

They don't report about my province, Bougainville, because there's no reporter there. Only when the government travels there for something and then the reporters accompany the government to Bougainville. That's when I get to see my province on the news.

This suggests the student expectation of his province being given attention by EMTV is probably due to the crisis and the frequent attention Bougainville sometimes gets from international media. Another student felt EMTV news represented people in the upper levels of society, making particular reference to politicians and university students.

Most times they deal with issues involving parliamentarians and issues affecting those of us at the higher levels. But not at the grassroots' level. They need to adjust and include those at the grassroots level into news.

There was an agreement among students in the focus group that EMTV news reports are biased in the selection of “where to report from” and “which culture to report about.”

Lae news is from nowhere, but the squatter settlements. This makes me give up. Are there any other districts in Lae? I accept that they don't report about my province but they should report from various other places as well. At least once or twice they should broadcast news about my province; then I would want to watch. But they don't, so I give up and let those people whose provinces are on the news to keep watching.

Students expressed that EMTV news only represented the Motuan people, who live around Port Moresby city, by taking a particular interest in their sporting activities and other social activities happening in their villages.

“We want to watch the games team PNG is playing but instead they report those small volleyball games in Vabukori all the time.”

“You see the same old Motuan dance. This is not reflective of the eight hundred languages and cultures of PNG.”

This suggests that EMTV news does not provide a fair representation of PNG’s cultural diversity and this can create a dislike for the culture that is over-represented. Yuan (2012) argues that national identity is a person’s sense of belonging to a country or nation, because they feel part of and can identify with the nation’s history, culture, tradition and language, as well as its values and beliefs. As such, there is the need to fairly represent all of PNG’s cultures, so that the public can find a unified identity through EMTV news content.

Student audiences also felt journalists were interested in issues affecting them but reported in such a way that painted a negative image of university students, suggesting there is no relationship between journalists and student audiences.

There is no equal representation of the students’ cultural identities, as EMTV is focused on national issues around Port Moresby and social issues of Motuan villages on the fringes of the city. Students, therefore, tend to dislike Motuan culture, which is over-represented in EMTV news. Instead of developing a national identity through the unification of diverse cultures and traditions on EMTV news, EMTV’s bias cultural presentation encourages disintegration by encouraging students into provincial cultural identities.

6.5 National Identities and Nation Building

Positive developments in infrastructure, preservation and promotion of diverse local cultures and languages, and the portrayal of positive images all contribute to the creation of a national identity, which is seen as a positive step towards nation building. Figure 6.2 summarised the implications drawn from the representative sample of EMTV’s “national news” segment. It suggests that 86% of stories that are broadcast have negative implications, which contribute negatively to nation building, as bad stories and images can create negative perceptions of identity. It was also raised by students in the focus group that journalists are very determined

to report these bad news but do not accept what the consequences of their reports could be.

“News is a reflection of the country. How we are progressing as a country. Where we are now is shown in the news.”

“Sometimes they need to weigh out some stories before they broadcast them. What will people think if they see this news? Will it bring about positive or negative reactions from the citizens?”

It can be seen that EMTV news effectively plays its “fourth estate” role of connecting the government to the public. This role provides a dominant readership among student audiences, who follow their work with great interest. There is, however, the need to go beyond surface reporting, into investigative journalism, so that this role could be fully achieved. This, however, will also have implications for EMTV news in terms of funding and editorial independence, but this role will submit the government to checks and balances, and journalists will provide their perspectives of the performance of the government instead of just focusing on reporting the events as they unfold.

“Developmental journalism,” on the other hand, entails a role of community reporting through an interest in rural developments in health, education, and infrastructure. This role calls for journalists to identify and focus on problems faced by the public and to help in identifying solutions, and is most commonly linked to nation building. This involves the reporting of issues on development, national integration, social responsibility, education, conflict and disaster. Prior discussions in this chapter lead to the suggestion that development journalism goals are shared by journalists, yet very little of these goals are achieved.

This suggests that EMTV news content creates institutional and provincial identities, rather than a national identity. As a cultural forum that is central to communication and with its story telling function, EMTV news content is able to create a sense of identity through the unification of diverse cultures through its news content. It can, create a vision of unified identity among the public through its fair representation of all cultures, as argued by Hobart and Fox (2006) of television in Indonesia, which has created a hegemonic vision of a single people who share a blend of different cultures.

CHAPTER SEVEN – CONCLUSIONS

7.1 Overall Value of this Research Result

This research has contributed to an understanding of television news and audiences in Papua New Guinea and the Pacific. It is anticipated that the results and implications of this research will encourage more research in order to build knowledge and understanding into television producers and audiences in PNG. This research took an explorative approach, as little prior research has been carried out on television audiences in Papua New Guinea, and this research provides a good basis for researchers interested in television audiences in PNG. The findings of this research support the hypothesis that “EMTV news content has contributed to nation building.” It argues that EMTV news content has mostly been contributing negatively to nation building. Through its selection, coverage and approach to reporting issues within Papua New Guinea, EMTV news has promoted a negative image of the country. By focusing on Western news values, it has reported significantly more bad news than good news, which has created diverging identities and has portrayed a bad image of the country, especially among student audiences.

It has also identified that:

- There is no relationship between journalists and student audiences. As a result, journalists’ perception of newsworthiness contrasts with students’ perception of newsworthiness in all but issues concerning the government. It can, therefore, be suggested that journalists do not take into consideration audience perception of newsworthiness when identifying news values.
- Male student audiences were dominant readers of government and political issues, which could be due to journalists’ effective “fourth estate” role of connecting the government with the public. The oppositional readers rejected EMTV’s news content, mostly due to its focus on Western concepts of news value, especially that of “bad news makes good news.”
- Student audiences cannot culturally identify themselves with EMTV news, due to a perceived unfair representation of the country’s cultures and traditions. It is suggested that this creates a construction of provincial

identities rather than a blending of differing cultural identities into the creation of a national identity. EMTV news is dominated by representation of Motuan cultures, while the rest of the country's diverse cultures are minimally represented within its news content, suggesting that there is no national identity in EMTV's news content.

This research is an explorative study of the encoding/decoding model in respect to television news in Papua New Guinea. There is very little research into understanding television news producers and audiences in Papua New Guinea; as such, this research provides the basis for further investigations into television audiences in PNG. There is the need for understanding audiences from their cultural perspectives and the influences these cultures have on their interpretations, as well as designing research which maximises returns and fits with the complex cultural makeup of PNG.

On the other hand, television has been in Papua New Guinea for more than two decades, yet there is very little information on its growth and development. More work needs to be carried out to identify its aims and objectives and its contribution to the country, preferably from an insider perspective.

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Appendix A

Cover Letter for EMTV

**UNIVERSITY OF WAIKATO
FACULTY OF ARTS & SOCIAL SCIENCES**

The News Director
EMTV
P.O. Box 443
Boroko,
NCD,
Papua New Guinea

26th September 2013

Dear Mr. Choi,

I am a Screen and Media Studies graduate student from the University of Waikato in Hamilton, New Zealand. As part of my Masters thesis I am doing a research on television news and audiences in Papua New Guinea. My research aims to explore television news production and interpretation in Papua New Guinea.

The first part of my research is to do a discourse analysis of a representative sample of EMTV news bulletin, followed by in-depth interviews with five EMTV journalists.

As a consequence, I would like to request the dubbing of a news bulletin containing a story of the asylum seekers deal between Australia and Papua New Guinea. I will pay the necessary costs involved in obtaining a copy. After I have completed a discourse analysis of the representative news sample, I intend to ask four of the journalists who have reported in the representative sample to participate in an in-depth interview. I also intend to ask the News Director to participate in the in-depth interview. The interview will last for two hours and will be audio recorded. It will be carried out at the timing most appropriate to the interviewee.

Some funding for this research has been provided by New Zealand Pacific Scholarship.

All journalists taking part in the in-depth interview will be identified with pseudonyms during the research and will be anonymous in all subsequent publications. All information gathered from this research will be analysed and the results will be published in the form of thesis. There will be three hard copies and it will also be available online. There may be conference papers or journal articles as well. A summary of findings will also be given to EMTV.

During the research, all soft data will be stored in a password protected laptop which only I have access to. Non-identifying data will be stored securely for a period of three years after completion of the thesis; and only the researcher and the supervisor will have access to these data. Identifying data will be destroyed as soon as practicable.

I will abide by any ethical regulations of EMTV while interviewing the journalists and I do not intend to cause any physical or personal harm to any journalist who may decide to participate in this research.

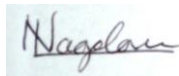
An information sheet and consent form will be given to the journalists to read, ask any questions they may have about the research or the interview, and then sign the consent form before they participate in the interview. The interview will be audio-recorded for accurate transcription later.

“This research project has been approved by the Human Research Ethics Committee of the Faculty of Arts and Social sciences. Any questions about the ethical conduct of this research may be sent to the Secretary of the Committee, email fass-ethics@waikato.ac.nz, postal address, Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.”

Attached is the Human Research Ethics approval from Waikato University. Feel free to contact me or my supervisor for clarifications or questions as per the addresses below.

I appreciate your consideration and response.

Yours Sincerely,



Nancy Lagdom
Researcher/Graduate student

Researcher's Contact Details:

Researcher's Details

Researcher/Graduate student

Nancy Lagdom
nl91@students.waikato.ac.nz
Ph: + 64 0221756170 or +675 73875772

Supervisor

Assoc. Professor Geoff Lealand
lealand@waikato.ac.nz
Ph: +64 7838466 Ext. 6022

FOCUS GROUP INFORMATION SHEET

I am a screen and media graduate student from the University of Waikato in New Zealand. As part of my Masters thesis I am doing research on television news and University students in Papua New Guinea. My research aims to explore the encoding/decoding model in respect to television news in Papua New Guinea. I want to explore the meanings encoded into television news by journalists who produce news and the meanings decoded by University students who watch television news.

In the focus group, you will watch a representative sample of EMTV News in the first hour while in the second hour I will lead the focus group by asking questions which I hope you will all actively participate through discussions, questions, comments and debates. The focus group will be audio-recorded so that it can be accurately transcribed later.

By participating in this focus group you have the right to refuse to answer any questions or respond to any points being raised. You also have the right to ask for the audio-recorder to be turned off if you do not want your participation to be audio-recorded. You have the right to withdraw your participation anytime during the focus group or up to three weeks after the focus group has been conducted. If you do so, your audio-recording will be deleted and your consent form and questionnaire will also be destroyed.

All information gathered from this focus group will be used only for my Masters thesis and you all will remain anonymous. During the fieldwork, all information gathered will be stored in a password protected laptop which only I have access to. Later on, all research data will be stored in a safe in my supervisor's office which only the researcher and the supervisor will have access to. All research data will be burnt after three years.

A small funding for this research has been provided by New Zealand Pacific Scholarship.

“This research project has been approved by the Human Research Ethics Committee of the Faculty of Arts and Social sciences. Any questions about the ethical conduct of this research may be sent to the Secretary of the Committee, email fass-ethics@waikato.ac.nz, postal address, Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.”

If you have any questions regarding the focus group or this research you can ask me or alternatively contact my supervisor as per the address below.

If you are satisfied that all your questions have been answered and would like to take part in the focus group, please read and sign the consent form.

Researcher's Contact Details

Researcher/Graduate Student

Nancy Lagdom

n191@students.waikato.ac.nz

Ph: + 64 0221756170 or +675 73875772

Supervisor

Prof. Geoff Lealand

lealand@waikato.ac.nz

Ph: +64 7838466 Ext. 6022

FOCUS GROUP PARTICIPANT CONSENT FORM

Name of person taking part in the focus group:

I have received a copy of the Information Sheet describing the research project. Any questions that I have, relating to the research, have been answered to my satisfaction. I understand that I can ask further questions about the research at any time during my participation, and that I can withdraw my participation at any time *[up to three weeks]* after the focus group.

During the focus group, I understand that I do not have to answer questions unless I am happy to talk about the topic. I can stop the focus group at any time, and I can ask to have the recording device turned off should I not want any part my participation be recorded.

When I sign this consent form, I will retain ownership of my contributions to the focus group, but I give consent for the researcher to use my contributions in the focus group for the purposes of the research outlined in the Information Sheet. I understand that my identity will remain anonymous in the presentation of the findings of this research.

Please complete the following checklist. Tick [✓] the appropriate box for each statement.	YES	NO
I agree to participate in the focus group for the purposes stated in the information sheet.		
I have read and understood the topic and the conditions of the focus group as stated in the information sheet.		
I agree that my contributions in the focus group be audio recorded.		
I understand that I can withdraw from this research up to three weeks after the focus group is conducted and the researcher will delete my recorded contributions and destroy this form indicating my participation in this research.		
I agree that my contributions in the focus group be used for the purposes stated in the information sheet.		
I have been given the opportunity to ask any questions relating to the focus group and I am satisfied with the answers.		
I agree that I can be contacted later should there be any questions regarding my input in the focus group		
I wish to remain anonymous.		
I am happy to be identified.		
I wish to be given a copy of the audio – recording of the focus group.		
I wish to be given a transcript of the focus group.		
I wish to receive a copy of the findings.		

Participant:	_____	Researcher:	_____
Signature:	_____	Signature:	_____
Date:	_____	Date:	_____
Contact:	_____	Contact:	_____
	_____		_____
	_____		_____

Researcher's Contact Details	
Graduate Student/Interviewer	Supervisor
Nancy Lagdom	Dr. Geoff Lealand
nl91@students.waikato.ac.nz	
lealand@waikato.ac.nz	
Ph: + 64 0221756170 or +675 73875772	Ph: +64 7838466 Ext. 6022

FOCUS GROUP DISCUSSION GUIDE

These sets of questions will be used by the researcher to guide the focus group. It will not be strictly adhered to as some questions under the later themes may already be answered through discussions and comments earlier on. Some other questions may arise as a result of what a participant may say during the focus group.

Theme One – Reactions to the Representative News Sample

1. Tell me about this news bulletin that you have just watched?
 - a) What's your diagnosis?
 - b) What kinds of emotions did you experience?
 - c) Are you satisfied with it?
 - d) Yes, why?
 - e) No, why?
2. What do you make of it?
3. Do you feel like doing anything as a result of watching this news?
Prompt¹. Why?

Theme Two – What they use for assessing and evaluating EMTV News

1. Tell me about yourself.
 - a) What is most important to you?
 - b) Are there any issues you are passionate about?
Prompt. Why?
 - c) How important is news to you; in this case, EMTV News?
 - d) What is news to you?
 - e) What would make a news item more important to you?
 - f) What would make a news item less important to you?
 - g) Why do you watch news?

Theme Three – What they want to see

1. What do you want to see on EMTV news?
Prompt. Why?
2. Who do you want to see?
Prompt... Why
3. What issues of concern do you want to see being reported on EMTV news?
Prompt. Why?
4. How do you want them reported?

Prompt. Why

Theme Four – EMTV News

1. Lets talk about EMTV news

a) What do you think is the role of EMTV news?

b) What do you think of the language (English) being used in television news?

Prompt. Why?

c) What do you think of the way the news is being read?

Prompt. Why?

d) How do you want it read?

e) What do you think of the images/videos that a shown with the news?

f) What do you think of the news coverage?

g) Looking from your own cultural backgrounds, how would you describe EMTV news?

RECRUITMENT LETTER FOR IN-DEPTH INTERVIEW

Dear _____

I am a screen and media graduate student from Waikato University in Hamilton, New Zealand. As part of my Masters thesis I am doing a research on **television news and university students in Papua New Guinea**. My research **aims to explore the encoding/decoding model in respect to television news in Papua New Guinea**.

There are two groups of participants in my research. They are television journalists who produce news and University students who are viewers of television news. This research will focus on EMTV, which has been the only commercial television station in Papua New Guinea for over a decade.

I will carry out my research in four parts. This includes doing a discourse analysis of a representative sample of EMTV News bulletin, interviewing journalists who produce news and giving out questionnaires and having focus groups with students from Pacific Adventist University.

I have selected a representative sample of EMTV News bulletin to use in this research and you have reported on a story in this news bulletin. As such I would like to have an in-depth interview with you. I am interested in what messages you try to bring across to your viewers and how you produce news.

I will be the one conducting the interview and it is likely to take one and a half to two hours. I would also like to audio-record the interview so that I can accurately capture the right information and at the same time concentrate on the interview and not worry too much on taking notes. You can decide if you want to remain anonymous or not.

This research has been given a small funding from the New Zealand Pacific Scholarship.

If you agree to participate in this research, you will be given a consent form which highlights what your rights are as a participant in this research. You will be required to sign the consent form should you agree to it and would like to participate in the research.

Only the researcher and the supervisor will be the ones having access to information gathered from this research. During the research, all information will be stored in a password protected laptop and after that all information will be stored in a safe in the supervisor's office, which only the researcher and the supervisor will have access to. All these information will be stored for up to three years after which they will be destroyed.

The results of this research will be discussed at academic conferences and published in academic journals online.

If you agree to take part in this in-depth interview, you can:

1. Decide to remain anonymous. This means that any document identifying you will not be included in the conference papers and academic journals.
2. Ask any questions you have about the research or the interview at any time.
3. Ask for the audio-recorder to be turned off at any time should you not want certain parts of the interview to be audio-recorded.
4. Decline to answer any questions that the interviewer may ask and terminate the interview at any time.
5. Withdraw from the research up to three weeks after the interview has been carried out. This means that the researcher will destroy the audio-recording and transcript of this interview, and consent form.

If you would like to take part in this research please contact the researcher. If you want further information about my research, you can contact my supervisor, Professor Geoff Lealand as per his address below.

“This research project has been approved by the Human Research Ethics Committee of the Faculty of Arts and Social sciences. Any questions about the ethical conduct of this research may be sent to the Secretary of the Committee, email fass-ethics@waikato.ac.nz, postal address, Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.”

Researcher’s contact details:

Graduate student/Interviewer

Nancy Lagdom

nl91@students.waikato.ac.nz

Ph: + 64 0221756170 or +675 73875772

Supervisor

Prof. Geoff Lealand

lealand@waikato.ac.nz

Ph: +64 7838466 Ext. 6022

UNIVERSITY OF WAIKATO
FACULTY OF ARTS & SOCIAL SCIENCES

IN-DEPTH INTERVIEW PARTICIPANT CONSENT FORM

Name of person interviewed: _____

I have received a copy of the Information Sheet describing the research project. Any questions that I have, relating to the research, have been answered to my satisfaction. I understand that I can ask further questions about the research at any time during my participation, and that I can withdraw my participation at any time [*up to three weeks*] after the interview.

During the interview, I understand that I do not have to answer questions unless I am happy to talk about the topic. I can stop the interview at any time, and I can ask to have the recording device turned off at any time. I also agree that the researcher can contact me later should there be any questions or some clarifications needed about this interview.

When I sign this consent form, I will retain ownership of my interview, but I give consent for the researcher to use the interview for the purposes of the research outlined in the Information Sheet. My identity will remain anonymous in the presentation of the research findings.

Please complete the following checklist. Tick [✓] the appropriate box for each point.	YES	NO
I agree to participate in the interview for the purposes stated in the information sheet.		
I have read and understood the interview topic and the conditions of the interview as stated in the information sheet.		
I agree that the interview be audio recorded.		
I understand that I can withdraw from this research up to three weeks after the interview is conducted and the researcher will delete my recorded interview and destroy this form indicating my participation in this research.		
I agree that the interview be used for the purposes stated in the information sheet.		
I have been given the opportunity to ask any questions relating to this interview and I am satisfied with the answers.		
I agree that I can be contacted later should there be any questions regarding my participation in the interview		
I wish to remain anonymous.		
I am happy to be identified.		
I wish to be given a copy of the audio–recording of the interview.		
I wish to be given a transcript of the interview.		
I wish to receive a copy of the findings.		

Participant	_____	Researcher	_____
Signature:	_____	Signature:	_____
Date :	_____	Date:	_____
Contact:	_____	Contact:	_____
	_____		_____

Researcher's Contact Details	
Graduate Student/Interviewer Nancy Lagdom n191@studentss.waikato.ac.nz Ph: + 64 0221756170 or +675 73875772	Supervisor Dr. Geoff Lealand lealand@waikato.ac.nz Ph: +64 7838466 Ext. 6022

IN-DEPTH INTERVIEW GUIDE

This guide will be used by the researcher in the in-depth interview. However, it will not be strictly adhered to as I hope to make this a responsive interview. Questions may be answered even before they are asked and some questions may come up as a result of what the interviewee may say.

Theme One – General Personal Questions

- 1) Tell me about yourself.
 - a) How long have you been working as a journalist?
 - b) How has it been like?
 - c) Why did you decide to become a journalist?
 - d) What are you passionate about?
 - e) Do you enjoy your work?
 - i) If yes, what do you enjoy most about your job?
Prompt. why?
 - ii) If no, why not?
 - f) What are some challenges you have faced since working as a television journalist?

Theme Two – About EMTV News

- 1) Tell me about your job as a journalist with EMTV.
 - a) What do you report on?
 - b) Who decides what you report on?
 - c) Describe your typical day at work.
 - d) Would you say EMTV's news production process affects the way you write and report news?
 - i) If yes, how?
 - ii) If no, why?
 - e) Tell me about your reporting style.
 - i) Does EMTV have a reporting guideline that you follow?
 - ii) If yes, tell me about the guideline.
 - iii) If no, what reporting guidelines do you use?
 - f) Are there some common themes that you try to have in all your news reports?
 - i) What are they?
 - ii) Prompt. Why?
 - g) What do you use to decide what makes news and what doesn't?
 - h) What criteria do you use to write/read your news?
 - h) Why do you use this criterion?

i) How do you decide who takes prominence in your news structure?

Theme Three – EMTV News Audience

1. Lets talk about EMTV News Audiences.

a) What kind of people do you have in mind when you are producing the news?

b) Do you know who your audiences are?

c) How important are your audiences to you?

d) Does it matter to you how your audiences receive your news?

Prompt. Why?

Theme Four – Culture and Society

1) How important is PNG culture and society to you when you produce news?

2) What aspects of PNG culture and society do you take into consideration when producing news?

Prompt. Why?

Cover Letter for Pacific Adventist University Research and Ethics Committee

UNIVERSITY OF WAIKATO FACULTY OF ARTS & SOCIAL SCIENCES

Dr. Lalen Simeon
Pacific Adventist University Research and Ethics Committee
Private Mailbag
BOROKO, NCD
Port Moresby
Papua New Guinea

26th September 2013

Dear Sir/Madam,

I am a Screen and Media Studies graduate student from the University of Waikato in Hamilton, New Zealand. As part of my Masters thesis I am doing a research on television news and audiences in Papua New Guinea. My research aims to explore television news production and interpretation in Papua New Guinea.

I would like to distribute one hundred and fifty questionnaires and carry out two focus groups with students from Pacific Adventist University.

Some funding for this research has been provided by New Zealand Pacific Scholarship.

I therefore, would like to seek approval from Pacific Adventist University to distribute the questionnaires to your students and then have two focus groups with six participants each. I would like to work closely with your Research and Post Graduate Department to recruit participants and use your facilities in terms of a room space to carry out the focus groups.

The results of this research will be published in the form of thesis. There will be three hard copies and it will also be available online. There may be conference papers or journal articles as well. A summary of the findings will also be given to EMTV. In instances where personal details are provided throughout the research, it will remain confidential to only the researcher and the supervisor and all participants will remain anonymous in all subsequent publications. During the research, all information gathered will be stored in a password protected laptop which only I have access to. Non-identifying data will be stored securely for a period of three years after completion of the thesis; and only the researcher and the supervisor will have access to these data. Identifying data will be destroyed as soon as practicable

If given approval, I will abide by the Ethical regulations of Pacific Adventist University in engaging your students through the questionnaires and the focus groups. I do not intend to cause personal harm to any student who decides to participate in this research.

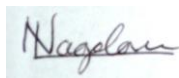
The first part of the questionnaire will have information about this research for the student to read and agree to before filling out the questionnaire. For the focus group, an information sheet and consent form will be given to the students to read, ask any questions they may have about the research or the focus group, and then sign the consent form before they participate in the focus group. The focus group will be audio-recorded for accurate transcription later.

“This research project has been approved by the Human Research Ethics Committee of the Faculty of Arts and Social sciences. Any questions about the ethical conduct of this research may be sent to the Secretary of the Committee, email fass-ethics@waikato.ac.nz, postal address, Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.”

Attached are the questionnaire, information sheet, consent form and Human Research Ethics approval from Waikato University, for your perusal. Feel free to contact me or my supervisor for clarifications or questions as per the addresses below.

I appreciate your consideration and response.

Yours Sincerely,



Nancy Lagdom
Researcher/Graduate student

Researcher's Contact Details:

Researcher/Graduate Student

Nancy Lagdom
nl91@students.waikato.ac.nz
Ph: + 64 0221756170 or +675 73875772

Supervisor

Assoc. Professor Geoff Lealand
lealand@waikato.ac.nz
Ph: +64 7838466 Ext. 6022

QUESTIONNAIRE FOR STUDENT AUDIENCES

Part One: Information about the research.

I am a screen and media graduate student from the University of Waikato in Hamilton, New Zealand. As part of my Masters thesis I am doing research on **television news and University students in Papua New Guinea**. My research aims **to explore the encoding/decoding model in respect to television news in Papua New Guinea**. The aim of my research is to explore the meanings encoded into television news by journalists who produce news and the meanings decoded by University students who watch television news.

The information that you provide by answering this questionnaire will only be used in the write-up of my Masters thesis.

In this questionnaire, I am interested in your general viewing patterns and your response to what you watch on EMTV News. You have the right to skip any part of this questionnaire that you do not want to answer. If you have any questions regarding this questionnaire please feel free to contact me on the address provided at the end of this questionnaire. Thank you for taking time out to fill this questionnaire.

“This research project has been approved by the Human Research Ethics Committee of the Faculty of Arts and Social sciences. Any questions about the ethical conduct of this research may be sent to the Secretary of the Committee, email fass-ethics@waikato.ac.nz, postal address, Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.”

There are two parts to this questionnaire. Part one is multiple choice, where you shade the circle next to the answer that best suits you. In part two, write short answers in the lines provided.

Part Two – Multiple Choice

Shade the circle next to the answer that is most appropriate to you.

1. Have you ever watched EMTV News?
 Yes
 No

 2. If no, where do you go to for news?
 Kundu 2 TV Post Courier The National
 FM 100 Nau FM Yumi FM
 Local NBC Other (please name)
-

If you have **never** watched EMTV please proceed to answer questions **8, 9** and **10** only.

3. If yes how often do you watch EMTV News?
 Every day of the week 4-6 times a week
 1-3 times a week 7-10 times a month
 4-6 times a month 1-3 times a month

4. On average, how long have you been watching EMTV News?
 more than 10 years 5 – 10 years 1 – 4 years
 Less than a year

5. Where do you watch EMTV News?
 In my room At home
 At the student hall At a friend's or neighbour's house
 At a trade store Others (please name) _____

6. Which part of EMTV News bulletin do you like the most?
 National News International News
 National Sports International Sports
 Weather Report Financial Report

7. Which part of EMTV News bulletin do you dislike the most?
 National News International News
 National Sports International Sports
 Weather Report Financial Report

8. Are you male or female?
 Male
 Female

9. What is your age?
O. 16-25 O. 26-35 O. 36-45 O. 46-55 O. 56-65
O. 66-70 O. over 71

Part Three: Short Answers

10. What is your field of study?

11. Who do you usually watch EMTV News with?

12. Why do you watch EMTV News?

13. How do you feel after watching EMTV News?

14. What do you look out for when watching EMTV News?

Why?

15. Are you satisfied with what is reported on EMTV News Bulletin?

Why?

Part Four: Focus Group

16. There is another part to this research which involves a focus group. The focus group is where you will watch a one hour segment of EMTV News with other students and then engage in a constructive discussion about what you have watched. The focus group will last for one and a half to two hours.

Would you like to participate in the focus group?

O. Yes

O. No

If your answer is yes please write down your name and contact details below and I will get in touch with you.

Researcher's Contact Details:

Graduate Student/Researcher

Nancy Lagdom

n191@students.waikato.ac.nz

Ph: + 64 0221756170 or +675 73875772

Supervisor

Associate Prof. Geoff Lealand

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Appendix B

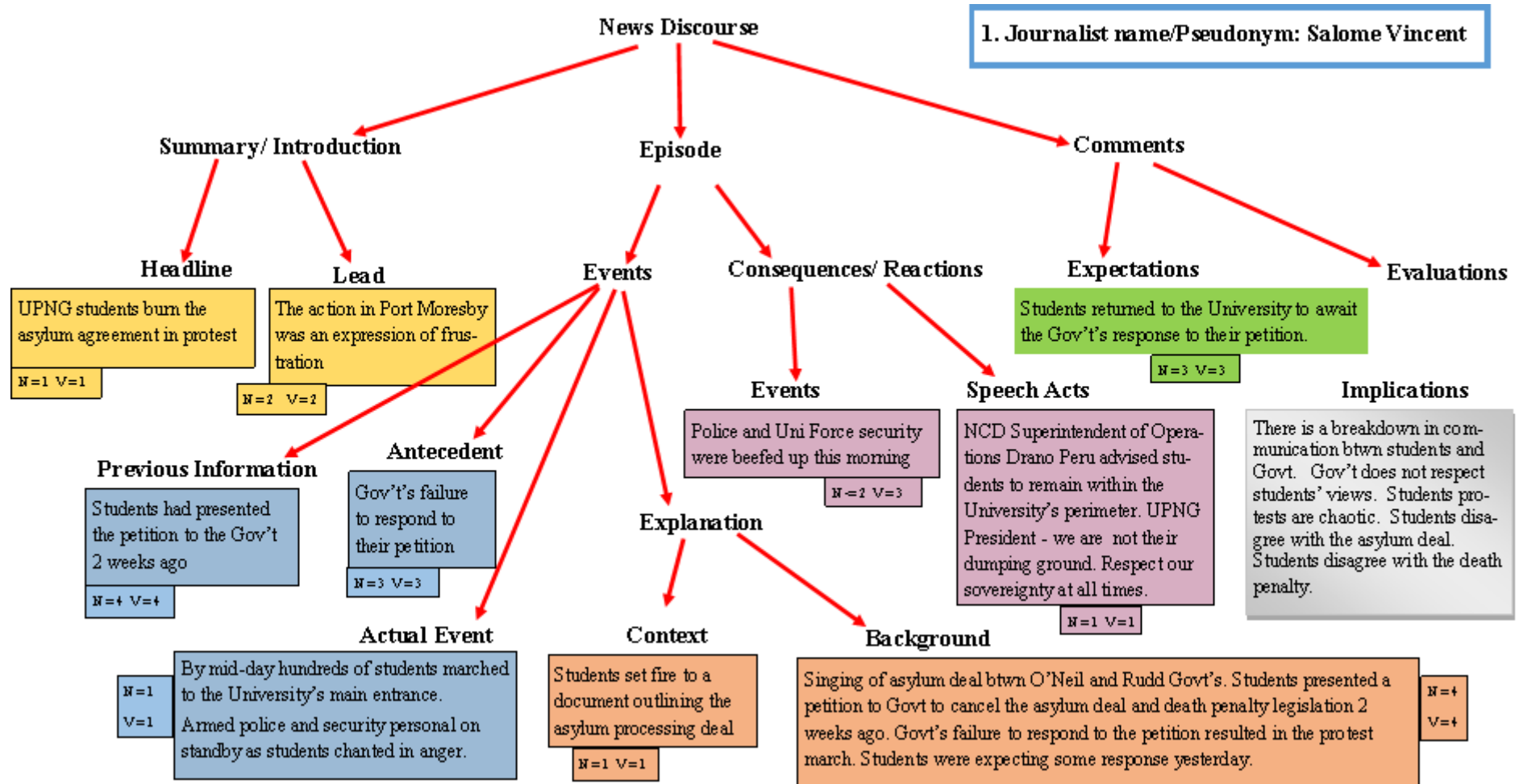


Figure 8:1 Discourse Analysis Diagram



Figure 8:2 Thematic Analysis Diagram



Figure 8:3 Papua New Guinea (Google Maps, 2014)