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Training Needs Assessment for the Jordanian Media Sector

2016

Introduction

The last decade has witnessed growing interest in journalistic and media training in Jordan. Many institutions offer media training, including centers affiliated with public media outlets, academic institutes, and training centers of civil institutions. Despite the numerous debates in media outlets and public forums on the professionalism of the media, there are no research traditions to provide interested people and stakeholders with documented and accurate information on assessing the impact of training on the individual performance of journalists and on media outlets. Also, research specialized in media training needs assessment is rare.

There are clear indications of similarity and repetition in training programs and lack of coordination between the entities that offer training. Sometimes, the training might not meet the actual needs of journalists and of the media sector. On other occasions, it does not keep up with the fast development in communication technology. This confirms the need for conducting periodic assessment of training needs and another assessment of the impact of training on journalists.

Goals

This piece of research seeks to assess the training needs of Jordanian media persons in various sectors. In light of this goal, there are the following objectives:

1. Providing preliminary comprehensive information on the level of involvement of Jordanian journalists in training in the last two years.
2. Identifying the training needs of journalists, regardless of their professional levels.
3. Identifying the training needs of journalists depending on the type of media in which they work.
4. Identifying the training needs of journalists depending on the regions in which they work.
5. Learning about the degree of satisfaction with the current media training.
6. Submitting recommendations on training priorities in every field and for every media outlet.

Situation of Media Qualification and Training in Jordan: Previous Studies

Academic education of journalism and media in Jordan started in 1982 when the first department of journalism and media was set up at Yarmouk University. In 2010, this department turned into a complete faculty, which teaches a number of academic programs in media. Today (2016), there are seven university institutions that have academic media programs, including three institutions that have programs in higher education.

The study plans of journalism departments at Jordanian universities and institutes include practical training subjects. Students also produce applied media work. These institutions have modern laboratories and studios in the field of editing, access to information, and radio and television production. Some universities have radio stations and local community newspapers. However, the frequent complaint by experts and students alike is that the size of applied content is still low and weak, compared to theoretical aspects. This is in addition to the weak relationship between universities, the Jordan Press Association (JPA), and media establishments in the field of providing training opportunities for students.[1]

The last decade has witnessed growing interest in journalistic training in Jordan. The parties that offer training are divided into five main groups. First, universities and academic institutions. Besides training their own students, some academic institutions offer training programs for media persons. One of the key institutions that carry out this role is the Jordan Media Institute (JMI). Second, media establishments. Some media establishments have training centers or units, such as the training center at the Jordan Radio and Television Corporation (JRTV) and the training center at the Jordan News Agency. Third, union and civil organizations, most important of which is the JPA. Fourth, private sector institutions, which have been providing greater training and technical and professional consultations. Fifth, foreign-funded programs, which have become the key source of funding of training programs that are offered directly or through civil, private or public institutions.

In 2008, the JPA set up the Fund for Training and Qualifying Journalists with the aim of developing human resources in this sector and contributing toward building the capacities and skills of journalists. A piece of legislation was issued for this fund. Although the fund received a financial grant from King Abdullah II (1.3 million dollars), it has remained inactive and has not had a real impact on building the capacities of journalists over the past years.

The relationship between Jordanian media persons and the JPA is generally characterized by dissatisfaction. The JPA, which was established in 1953, had around 1,200 members by the beginning of 2016 after the number of members was around 165 journalists in 1988.[2]

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[1] UNESCO's Media Development Indicators (2015) Assessment of Media Development in Jordan, Amman
[2] Al-Musa, Issam (1989) Jordanian Press: Critical Study of its Development and Laws 1920-1988 (Abhath al-Yarmouk Journal "Series of Humanities and Social Sciences", Volume 5, Edition 1, pp 227-266)

The first study conducted on assessing the needs of media persons in Jordan dates back to 2007. It was conducted by the Higher Media Council.[3] Two forms of questionnaires were distributed, one for workers in media establishments, and another for the heads and directors of these establishments.

The study concluded that in terms of participation in training courses, it turned out that 35.1% of media persons did not take part in any training course. On how much they benefited from the training courses, the respondents said that they benefited to a very good degree (63.2%) and to a moderate degree (33.1%).

The results of the study highlighted the most important training needs in the press sector. Journalists gave priority to language skills (18%), computer and Internet skills (12%), and then news editing skills (11%). The wish to have archive and documentation courses, analyzing the content of press messages, etiquette skills, translation, human rights, press ethics, and communication skills dropped almost to zero.

As for journalists working at radio stations, they said that most of their training needs concern languages (16%), computer and Internet skills (15%), news editing (14%), anchor skills (11%), and radio direction (7%). Meanwhile, technical training aspects have declined. Concerning TV, training needs were as follows: Languages (12%), directing (9%), montage (8%), computer and Internet (8%), filming skills (4%), and then skills of TV announcer and documentaries. TV workers at the time did not show interest in the subject of doing a news story, handling maps, speaking skills, research and information gathering skills, or political dialogue. The survey targeted workers at the Jordan News Agency. Their training needs were similar. They included languages, 25%; computer and Internet, 14%; news editing, 14%; doing news stories, 7%; and filming skills, 7%.

On the other hand, the viewpoint of chiefs and heads of media establishments on the needs of media persons were different. The first five topics in terms of importance and need in the sector of the printed press were as follows: News editing, 21%; writing a news story, 12%; research and information gathering skills, 10%; reportage, 10%; and media legislation, 9%. As for radio directors: Preparation and presentation, 23%; announcer skills, 17%; news editing, 11%;

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[3] The Higher Media Council was established in 2003. The Council was dissolved and its work was terminated at the end of 2008.

languages, 11%, and art of presentation, 11%. In TV, the answers of people in charge were as follows: Preparing programs, 25%; languages, 25%; specialized journalism, 12%; directing, 12%; computer and Internet, 12%; public relations, 12%. In the Jordan News Agency, the viewpoint of people in charge focused on news editing, preparing a news story, and languages.[4]

In 2009, the JMI conducted a study on the media market and training needs in the Jordanian media sector. The results of the study showed that the first challenge facing new graduates is the weak training opportunities. Graduates who join media outlets suffer from the lack of on-the-job training by 16%. The second challenge is the weak curricula at faculties of journalism and media, 15%; and weak facilities and resources that provide applied training, 12%.[5]

The results of this study showed that the fields in which journalists consider themselves specialized the most include the press that is specialized in covering public policies and how the government operates, 36%; followed by coverage of economic affairs and the business sector, 13%. In most cases, most journalists claim that they cover everything. This reflects the need for training in the fields of specialized journalism.[6]

The National Media Strategy (2011), which is a strategy issued by the government, also focused on training and professionalism and considered training and raising media professionalism to be a real challenge facing the Jordanian media. The strategy called for developing the capabilities of journalists in handling communication technology and showing interest in investigative journalism and digital media.[7]

Another study (Tweissi and others, 2014) titled "Quality of Media Training in Jordan" stated that 74% of media persons received training programs during the last three years. It added that 68.2% of the sample took part in training courses that focused on writing and editing skills, while 44.2% of the sample received courses in the field of ethics of the profession and legal aspects, followed by 43.1% of the sample who received courses in investigative journalism.[8]

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[4] The Higher Media Council, Study of Training Needs in the Jordanian Media Sector, 2007
[5] The Higher Media Council, Study of Training Needs in the Jordanian Media Sector, 2007
[6] Jordan Media Institute (JMI) Training Needs Assessment and Market Survey, Amman.
[7] National Media Strategy 2011.
[8] Tweissi, Basim (2014) Quality of Media Training in Jordan.

As for media persons working in the press, the priorities of training needs, according to them, include communication skills for media persons (English language), which was the first priority. The second priority has to do with media codes and ethics. As for training on online writing, it ranked eighth. Regarding the training needs of media persons working in radio stations, the table shows that the first priority was radio investigative journalism. Radio and TV production skills ranked second. The eighth priority was media of crises.

Media persons working at TV channels focused on the priority of TV features and then the all-round TV correspondent. Demand for specialized press, such as covering crises, ranked first. The study concluded that the priorities of training needs, according to the viewpoint of media persons in general, focused on training programs on communication skills for media persons (English language), investigative journalism, professional programs in specialized press, and online media applications.

The 2015 UNESCO study on Jordanian Media Development Indicators examined the situation of Jordanian media based on five categories: The existence of systems conducive to freedom of expression; plurality of media; media providing platforms for democratic discourse; training and building professional capacities; and media infrastructure. In the field of training and building professional capacities, the study recommended the following:[9]

1. Organizations providing training have to ensure, as much as possible, that the trainings respond to the real needs of the media sector in Jordan, that they are based on a long-term perspective, that they are available in different geographic regions in Jordan, and that the participants broadly represent Jordanian society, taking gender distribution into consideration.
2. It is possible to make a greater effort to coordinate between different bodies that provide academic qualifications for workers in the media to ensure that their efforts are harmonious and that they collectively provide a wide spectrum of subjects and specializations to students.
3. Practical training in media-related academic programs should be tangibly increased. Also, courses should be updated regularly to ensure that they reflect the current reality of the media, including the technological reality.

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[9] UNESCO's Media Development Indicators (2015) Assessment of Media Development in Jordan, Amman.

Methodology

The methodology of preparing this study depends on three instruments, which are:

First: Review of Previous Studies that directly addressed the training needs of Jordanian journalists and the studies and reports that addressed the conditions of media professionalism and the priorities of media reform in Jordan. These include the studies conducted by the JMI, Jordanian universities, UNESCO, and some international reports.

Second: Organizing a Focus Group that includes 15 journalists from various professional levels and distributed to different media outlets (printed press, radio, television, and digital media) to discuss priorities and training needs of Jordanian journalists per sector.

Third, the Survey Study, which includes a general questionnaire addressed to journalists and another that is for directors, chief editors, and section heads at media establishments. The focus group and the interviews helped in the design of the survey study through:

Designing a questionnaire that is divided into the following parts:

- Identifying the demographic, academic, and economic characteristics of the survey sample.
- The level of basic skills of journalists (basic use of computer, digital applications in the media, language).
- The extent of involvement in media training over the past two years and the type and subjects of training.
- The degree of satisfaction with the existing media training.
- The level of impeding the development of the quality of media training.
- General media training needs.
- Training needs in the field of the printed press.
- Training needs in the field of radio and television.
- Training needs in digital media.

General Sample: The study sample was designed following the method of the systematic random sample-cluster. The sample included 250 male and female journalists, out of which 211 responded, accounting for 85%, based on the following criteria:

- The sample includes the distribution to four regions in accordance with population representation (capital, northern region, central region, and southern region).
- The sample takes into consideration the distribution in the media (press and news agency, radio, television, and digital media).

- The sample takes into consideration gender distribution depending on the size of representation in line with the records of the JPA and based on the average number of females in three local radio stations.

Specific Sample of media leaders: It included directors of media establishments, chief editors, and section heads. It included 40 persons who were chosen based on purposive sampling. Of those, 31 responded, accounting for 78%.

Method of Implementation

The questionnaire was designed in line with known academic and professional criteria and by JMI experts.

The questionnaire and gathering of information were carried out in two ways: Direct interviews and telephone interviews.

The questionnaires were reviewed and checked based on academic methods.

The information was entered into the computer by using the statistical analysis software SPSS, while the statistical processing was done based on scientific procedures.

Results of the Study:

First: Demographic and Professional Characteristics of the Jordanian Media Community

This part reviews the characteristics of the sample according to two dimensions. The first dimension is the demographic dimension related to sex, age, education, and years of experience; while the second dimension concerns professional characteristics, such as the media sector, ownership of the media outlet, JPA membership, and the diversity of work. These dimensions were addressed in both samples of the research.

A. **Demographic Characteristics:**

Table No. 1 shows the demographic and general characteristics of the sample of journalists, which includes 211 persons, including 63% males and 36% females. This reflects the reality of gender distribution of the Jordanian media community. The number of female members of the JPA does not exceed 30% out of the total number. Meanwhile, journalists were divided into five age groups: 37% were in the youth group (20-30 years); 34% in the advanced youth group (31-40), meaning that 71% of the press community are youth, while there are 19% who are above 50 years.

The results show, based on this sample, that 69% of the media community are holders of the first university degree (bachelor), while there are around 20% who are holders of the MA degree and around 17% who do not hold a university degree. As for years of practical experience, the results indicate that 40% of Jordanian journalists have experience exceeding 10 years, while around 20% of the media community have only three years of experience. Also, 25% of journalists have practical experience between 4-7 years. Therefore, around half of the Jordanian media community are young people who have fresh experiences; that is, their experiences do not exceed seven years.

Table No. 1

Demographic Characteristics of Sample of Journalists

Variable		T	Percentage
Sex	Male	134	%63.5
	Female	77	%36.5
Age	20-30	79	%37.4
	31-40	72	%34.1
	41-50	41	%14.4
	51-60	18	%8.5
	61 and above	1	%0.5
Academic degree	Secondary	4	%1.9
	Diploma	13	%6.2
	BA	147	%69.7
	MA	42	%19.9
	PhD	5	%2.4
Years of experience	Less than 3 years	42	%19.9
	4-6 years	54	%25.6
	7-10 years	30	%14.2
	More than 10 years	85	%40.3

Table No. 2 shows the characteristics of the sample of media leaders. Around 68% are males versus 32% females, which almost reflects the gender distribution of the Jordanian media community. It is clear that the majority of these leaders have long practical experiences as more than 67% of them have more than 16 years of experience. This raises a question about the opportunities of young persons in media leadership.

Table No. 2

Demographic Characteristics of Sample of Media Leaders

		T	%
Sex	Male	21	67.7
	Female	10	32.3
Years of experience	Less than 10 years	8	26%
	11-15 years	2	6%
	16-20 years	7	23%
	21 years and more	14	45%

B. Professional Characteristics:

Table No. 3: Professional Characteristics of Sample of Journalists

Variable	Variable	T	%
Media establishment at which I work	Press	44	21%
	Radio	25	12%
	TV	66	31%
	Electronic press (new media)	30	14%
	News agency	11	5%
	Mixed	35	17%
Ownership of media establishment at which I work	Government	101	48%
	Public shareholding	22	10%
	Private	77	36%
	National (community media)	11	5%
Membership of JPA	Active member	77	36%
	Intern member	9	4%
	Not a member	125	59%
Means of obtaining job	Advertisement and competition	107	51%
	Friends in the profession	37	18%
	Help of relatives	23	11%
	Other parties	44	21%
Variety of work in the media	Yes	93	44%
	No	118	56%

Table No. 3 presents a set of indicators of the professional status of journalists as reflected by the study sample. It appears that the sector of TV stations was the most attractive for jobs, accounting for 31%. This explains the large size of the JRTV, which has around 1,600 employees. The printed press ranked second. It occupied around 21%. Digital media accounted for 12%. Meanwhile, 48% of Jordanian journalists work in public establishments and 10% in public shareholding establishments, which is mixed ownership. Also, 36% work in the media of the private sector, while 5% only work in media community establishments, all of which are local radios.

The results showed that 40% of Jordanian journalists and media persons only are members of the JPA, while there are 59% who are outside the JPA. The results showed that half of Jordanian journalists obtained their job through competition, while the other half obtained it in other ways. The other serious result indicates that 44% of the Jordanian media community have more than one media activity, which means a variety of work and at more than one organization in order to be able to meet economic needs.

Table No. 4

Professional Characteristics of Media Leaders

Variable	Variable	T	%
Media outlet at which I work	Press	8	26%
	Radio	8	23%
	TV	8	26%
	Electronic press (new media)	5	16%
	News agency	2	6%
	Mixed	1	3%
Ownership of media establishment	Government	14	45%
	Public shareholding	7	23%
	Private	8	26%
	National (community media)	2	%6
Membership of JPA	Active member	18	58%
	Not a member	13	42%
Total		31	100%

According to Table No. 4, the highest percentages of the representation of media leaders are in the printed press and TV, 26% for each of them; 23% in radios; and around 16% for electronic sites, which are small enterprises. Of those leaders, 45% are in public media establishments, 23% in public shareholding companies, and 26% in the private sector. Some 58% of media leaders are members of the JPA.

Second: Basic Capacities and Involvement in Training

Table No. 5 shows the level of Jordanian journalists' possession of the second language and basic computer skills. Around 90% of them have excellent or good basic computer skills. As for the English language, 60% answered that their English language is either good or excellent; 40% said that it is either weak or moderate. Only 3% speak a third language other than English and Arabic.

Table No. 5

Second Language and Computer Skills

	Weak	%	Moderate	%	Good	%	Excellent	%
Computer	5	2.4%	14	6.6%	75	35.5%	117	55.5%
English language	35	16.6%	48	22.7%	100	47.4%	28	13.3%
French language	188	89.1%	10	4.7%	8	3.8%	5	2.4%
Other languages	0	0.0%	0	0.0%	2	67%	1	33%

Table No. 6 shows the media courses, in which journalists participated in the last two years. Some 21% of journalists did not participate in any course during this period. Meanwhile, around 42% took part in less than three training courses in the last two years. Some 18% participated in more than five training courses; they are the most involved in training. It is clear that female participation in the training in general is close to male participation in many indicators.

Table No. 6

Media Training Courses and Programs During the Last Two Years

		Media training courses and programs in which I participated in last two years							
		I did not participate		Less than 3 courses		3-5 courses		More than 5 courses	
		T	%	T	%	T	%	T	%
Sex	Male	30	22.4%	54	40.3%	23	17.2%	27	20.1%
	Female	14	18.2%	35	45.5%	16	20.8%	12	15.6%
Total		44	20.9%	89	42.2%	39	18.5%	39	18.5%

To better understand the reality of involvement in training, the journalists were asked about their participation in training courses during the last year. Table No. 7 shows that 47% of males did not participate in courses during the last year, while 49% of females did not participate. Around 36% in general participated in less than three training courses, and around 4% only participated in more than five training courses.

Table No. 7

Media Training Courses and Programs in Which I Participated During the Last Year

		Media training courses and programs in which I participated during the last year							
		I did not participate		Less than 3 courses		3-5 courses		More than 5 courses	
		T	%	T	%	T	%	T	%
Sex	Male	63	47.0%	54	40.3%	13	9.7%	4	3.0%
	Female	38	49.4%	23	29.9%	11	14.3%	5	6.5%
Total		101	47.9%	77	36.5%	24	11.4%	9	4.3%

Table No. 8 shows that the broad fields in which Jordanian journalists received training are writing and editing skills (63%), then producing video reports (50%), and then investigative journalism, ethics of the profession, and legislation. The least fields are media management and digital media.

Table No. 8

Fields of Training Courses in Which Journalists Participated

Field	T	%
Writing and editing skills	133	63
Radio skills	78	37
TV production	88	42
Producing video reports	106	50
Ethics of profession and legal aspects	85	40
Media management	38	18
Digital media	66	31
Investigative journalism	84	40
Others	18	9

Third: Satisfaction With Media Training

It aims at learning about the evaluation of Jordanian journalists of the training programs they receive and the level of their satisfaction. A number of paragraphs were included, 10 in total, and journalists were asked about their level of satisfaction or approval of them. The study depended on the Likert Scale. It dealt with the variables (strongly agree, agree, neutral, disagree, and strongly disagree). The weights were given as follows: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

By calculating the mean of each question based on the weights that were designated in advance (5 weights) and in order to identify the trend for each question, the mean (weighted average) was calculated by calculating the length of the period between weights, which is (4), divided by the number of weights (5). Therefore, the length of the period = 0.80.

Based on this, the distribution would be according to the following table:

Weighted Average	Trend
From 1-1.79	Strongly disagree
From 1.80-2.59	Disagree
From 2.60-3.39	Neutral
From 3.40-4.19	Agree
From 4.20-5.00	Strongly agree

By depending on the results of the mean for each question and comparing it with the table of the weighted average, the trends of respondents, based on Table No. 9, point to the fact that the general level of satisfaction of journalists is neutral in 6 paragraphs and disagree in 4 paragraphs. The trends of all paragraphs are positive. The level of satisfaction of journalists with media training is low, but not weak. The most important paragraph that underlined this is the third paragraph: Journalists say that the existing media training in Jordan does not take into consideration the transfer of democratic values and principles and the role of the media in democratic participation. Also, journalists do not see that media training in Jordan is available fairly to journalists in all sectors. Furthermore, they do not see any clear commitment by the chief editor/management to sustain and develop the training. Most journalists agree that the training does not reflect on the performance of the media.

Table No. 9

Satisfaction of Journalists With Current Training Programs-Journalists

Paragraph	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Standard Deviation	Result
	T	%	T	%	T	%	T	%	T	%	Mean	Standard Deviation	
Media training in Jordan responds to the needs and requirements of journalists	16	7.6	47	22.3	93	44.1	44	20.9	11	5.2	2.94	.971	Neutral
Prevailing media training takes professional development of Jordanian media community into consideration	13	6.2	60	28.4	80	37.9	50	23.7	8	3.8	2.91	.956	Neutral
Prevailing media training in Jordan takes into consideration transfer of democratic values and principles and role of media in democratic participation	15	7.1	123	58.3	21	10.0	49	23.2	3	1.4	2.54	.972	Disagree
Media training in Jordan generally provides a reasonable level of transferring the skills of investigative journalism and the oversight role of the media	19	9	65	30.8	84	39.8	38	18	5	2.4	2.74	.938	Neutral
The training provided by national media establishments is adequate for the needs of media people	7	3.3	52	24.6	87	41.2	57	27	8	3.8	3.03	.896	Neutral
Media training in Jordan keeps up with technology and is up to date	20	9.5	74	35.1	75	35.5	37	17.5	5	2.4	2.68	.951	Neutral
Media training in Jordan is available fairly to journalists in all sectors	50	23.7	80	37.9	19	9.0	37	17.5	25	11.8	2.59	1.337	Disagree
The performance of media people who get training opportunities is evaluated	7	3.3	34	16.1	82	38.9	66	31.3	22	10.4	3.29	.970	Neutral
There is a clear commitment by the chief editor/management to sustain and develop the training	54	25.6	58	27.5	42	19.9	37	17.5	20	9.5	2.58	1.297	Disagree
Media training reflects on the professional performance of media people	45	21.3	71	33.6	63	29.9	17	8.1	15	7.1	2.46	1.126	Disagree

By applying the same methodology in Table No. 9 to the sample of media leaders, Table No. 10 shows that satisfaction with the existing media training in Jordan in most paragraphs based on the five-point scale was neutral, with the exception of the last paragraph as media leaders agreed that the training does not reflect on the media performance.

Table No. 10

Satisfaction of Media Leaders With Media Training

Elements of Satisfaction	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Standard Deviation	Trend
	T	%	T	%	T	%	T	%	T	%			
Media training in Jordan responds to the needs and requirements of journalists	1	3.2	10	32.3	3	9.7	13	41.9	4	12.9	3.29	1.160	Neutral
Prevailing media training takes professional development of Jordanian media community into consideration	1	3.2	9	29	3	9.7	15	48.4	3	9.7	3.32	1.107	Neutral
Prevailing media training in Jordan takes into consideration transfer of democratic values and principles and role of media in democratic participation	2	6.5	5	16.1	9	29	13	41.9	2	6.5	3.26	1.032	Neutral
Media training in Jordan generally provides a reasonable level of transferring the skills of investigative journalism and the oversight role of the media	1	3.2	7	22.6	11	35.5	11	35.5	1	3.2	3.13	.922	Neutral
The training provided by national media establishments is adequate for the needs of media people	1	3.2	9	29	10	32.3	9	29	2	6.5	3.06	.998	Neutral
Media training in Jordan keeps up with technology and is up to date	0	0	10	32.3	5	16.1	14	45.2	2	6.5	3.26	.999	Neutral
Media training in Jordan is available fairly to journalists in all sectors	2	6.5	16	51.6	5	16.1	6	19.4	2	6.5	2.73	1.048	Neutral
The performance of media people who get training opportunities is evaluated	4	12.9	11	35.5	5	16.1	10	32.3	1	3.2	2.77	1.165	Neutral
There is a clear commitment by the chief editor/management to sustain and develop the training	3	9.7	7	22.6	11	35.5	8	25.8	2	6.5	2.97	1.080	Neutral
Media training reflects on the professional performance of media people	1	3.2	7	22.6	3	9.7	15	48.4	5	16.1	3.60	1.037	Agree

Fourth: Sources Impeding the Improvement of the Quality of Media Training

The study explored the attitudes of journalists and media leaders vis-à-vis the sources that impede the development of the quality of media training. The study used the Likert Scale, which deals with variables (weak, moderate, neutral, strong, very strong), and their weights (weak (1), moderate (2), neutral (3), strong (4), and very strong (5).

In calculating the mean for each question based on the pre-defined weights (5 weights), and in an effort to determine the trend for each question, we calculate the weighted average. This is done by calculating the length of the period between the weights, (4) in this case, and dividing it by the number of weights (5). Thus, the length of the period = 0.80.

Consequently, the distribution will be as follows:

Weighted Average	Trend
From 1 – 1.79	Weak
From 1.80 – 2.59	Moderate
From 2.60 – 3.39	Neutral
From 3.40 – 4.19	Strong
From 4.20 – 5.00	Very Strong

Based on the mean results for each question and comparing it with the weighted average table, the trend of respondents (journalists) showed that out of 16 proposed sources, there are 12 sources that strongly impede the improvement of the quality of media training. These include: repetition and similarity of training topics, lack of sustainable training, and the limited allocations and spending on training in media institutes. Lack of training that combines the theoretical and practical aspects was identified as another source. Respondents also reported that many training courses are held at inappropriate times.

Table No. 11

Sources Impeding the Development of Media Training Quality – Journalists

Sources Impeding the development of the quality of media training	Weak		Moderate		Neutral		Strong		Very Strong		Mean	Standard Deviation	Trend
	T	%	T	%	T	%	T	%	T	%			
Interruption and lack of sustainable training	3	1.4	16	7.6	64	30.3	83	39.3	45	21.3	3.72	.933	Strong
Repetition and similarity of training topics	6	2.8	12	5.7	62	29.4	82	38.9	49	23.2	3.74	.973	Strong
Most training programs depend on foreign funding	26	12.3	12	5.7	80	37.9	51	24.2	42	19.9	3.34	1.217	Neutral
Lack of training divisions in media institutes	3	1.4	18	8.5	38	18	83	39.3	69	32.7	3.93	.988	Strong
Lack of training plans in media institutes	6	2.8	16	7.6	38	18	83	39.3	68	32.2	3.91	1.028	Strong
Limited allocations and spending on training in media institutes	5	2.4	7	3.3	52	24.6	73	34.6	74	35.1	3.97	.973	Strong
Training methods are traditional	5	2.4	19	9	62	29.4	72	34.1	53	25.1	3.71	1.018	Strong
Training programs are not continuously updated	5	2.4	22	10.4	80	37.9	52	24.6	52	24.6	3.59	1.045	Strong
Lack of coordination among entities concerned with media training	25	11.8	29	13.7	49	23.2	64	30.3	44	20.9	3.35	1.279	Neutral
Incompetence of trainers	5	2.4	38	18	98	46.4	29	13.7	41	19.4	3.30	1.052	Neutral
Incompetence of trainees and differences in their levels	4	1.9	22	10.4	96	45.5	52	24.6	37	17.5	3.45	.962	Strong
Lack of training that combines theoretical and practical sides	5	2.5	17	8.1	75	35.5	62	29.4	52	24.6	3.66	1.013	Strong
Many training courses are held at inappropriate times	6	2.8	13	6.2	103	48.8	56	26.5	33	15.6	3.46	.927	Strong
Training topics are not interesting	6	2.8	18	8.5	111	52.6	48	22.7	28	13.3	3.35	.916	Neutral
Courses are short and insufficient	4	1.9	17	8.1	80	37.9	68	32.2	42	19.9	3.60	.958	Strong
Media Institutes do not permit trainees full time leave	10	4.7	20	9.5	78	37	55	26.1	48	22.7	3.53	1.088	Strong

Table No. 12

Sources Impeding the Development of Media Training Quality – Media Leaders

Sources Impeding the improvement of media training quality	Weak		Moderate		Neutral		Strong		Very Strong		Mean	Standard Deviation	Trend
	T	%	T	%	T	%	T	%	T	%			
Repetition and similarity of training topics	1	3.2	4	12.9	3	9.7	16	51.6	7	22.6	3.77	1.055	Strong
Interruption and lack of sustainable training	0	0	8	25.8	4	12.9	14	45.2	5	16.1	3.52	1.061	Strong
Most training programs depend on foreign funding	0	0	7	22.6	7	22.6	9	29	8	25.8	3.58	1.119	Strong
Lack of training divisions in media institutes	2	6.5	4	12.9	2	6.5	15	48.4	8	25.8	3.74	1.182	Strong
Lack of training plans in media institutes	0	0	4	12.9	2	6.5	14	45.2	11	35.5	4.03	.983	Strong
Limited allocations and spending on training in media institutes	0	0	4	12.9	1	3.2	15	48.4	11	35.5	4.06	.964	Strong
Training methods are traditional	0	0	4	12.9	4	12.9	14	45.2	9	29	3.90	.978	Strong
Training programs are not continuously updated	0	0	7	22.6	1	3.2	17	54.8	6	19.4	3.71	1.039	Strong
Lack of coordination among entities concerned with media training	0	0	5	16.1	5	16.5	16	51.6	5	16.1	3.68	.945	Strong
Incompetence of trainers	0	0	9	29	7	22.6	13	41.9	2	19.4	3.26	.965	Neutral
Incompetence of trainees and differences in their levels	1	3.2	9	29	8	25.8	11	35.5	2	6.5	3.13	1.024	Neutral
Lack of training that combines theoretical and practical sides	0	0	7	22.6	2	6.5	16	51.6	6	19.4	3.68	1.045	Strong
Many training courses are held at inappropriate times	2	6.5	12	38.7	3	9.7	10	32.3	4	12.9	3.06	1.237	Neutral
Training topics are not interesting	2	6.5	9	29	7	22.6	8	25.8	5	16.1	3.16	1.214	Neutral
Courses are short and insufficient	0	0	7	22.6	5	16.1	14	45.2	5	16.1	3.55	1.028	Strong
Media Institutes do not permit trainees full time leave	0	0	9	29	4	12.9	10	32.3	8	25.8	3.55	1.179	Strong

Table No. 12 explains the attitudes of media leaders vis-à-vis the sources impeding the improvement of the quality of media training. A total of 12 sources were identified by respondents as strong impediments to the improvement of the quality of media training. Five sources received neutral answers based on the scale used.

The key sources impeding the improvement of the quality of media training, according to the trends of media leaders, include: Repetition and similarity of training topics and interruption and lack of sustainable training. The fact that most training programs depend on foreign funding, and the lack of training divisions and plans in media institutes were identified as other main sources.

Five: Training Needs

1) General Media Training Programs

General Training Needs – Journalists

The journalists' needs were explored in four areas covering the general media training courses, the press/journalism, radio and TV, and digital media. The needs of media leaders in the first area (the general media programs), which included specialized administrative topics were also identified. The research also explored the perspective of media leaders with regard to the needs of Jordanian journalists in the other three areas.

With regard to priority training needs, journalists and media persons, and media leaders, gave different answers. The need for data journalism was a top priority for journalists "Table No. 12". However, quality standards in managing media institutes, building successful media economic models, and public opinion polls were identified as a top priority in the answers of media leaders "Table No.13".

The recurrence of this difference is logically attributed to the different nature of work of journalists and media managers.

Table No. 12 shows that data journalism ranked first on the list of priorities for journalists (91%). The need for specialized media training and building successful economic models in the media ranked second--each scoring "90%". The need for training on verifying information and news came in third place (85%).

Three training programs needed by journalists came in fourth place, each scoring 84%. These are war coverage, coverage of humanitarian issues, and managing combined newsrooms.

The need for training on change and media management came in fifth place (62%).

Table No. 12

General Training Needs – Journalists

General media training programs	I do not need it		I need it	
	T	%	T	%
Data journalism	20	9%	191	91%
Specialized media	21	10%	190	90%
Building successful economic models for media establishments	21	10%	190	90%
Verifying information and news	32	15%	179	85%
War coverage	33	16%	178	84%
Coverage of humanitarian issues	34	16%	177	84%
Managing combined newsrooms	34	16%	177	84%
Change and media management	81	38%	130	62%
Communication skills	83	39%	128	61%
Language skills for media persons (Arabic language)	92	44%	119	56%
Media legislation	92	44%	119	56%
Infographic applications	94	45%	117	55%
Photography	95	45%	116	55%
International conventions in the media	97	46%	114	54%
Analyzing media content	99	47%	112	53%
Media specializing in economic affairs	100	47%	111	53%
Media specializing in women's affairs	100	47%	111	53%
Quality standards in the management of media establishments	100	47%	111	53%

Communication skills for media persons (English language)	102	48%	109	52%
Media ethics	103	49%	108	51%
Graphic	103	49%	108	51%
General media training programs (news gathering and handling sources)	106	50%	105	50%
Media specialized in regions' affairs	107	51%	104	49%
International news coverage	108	51%	103	49%
Human rights journalism	111	53%	100	47%
Public opinion polls	114	54%	97	46%
Security and safety of journalists	114	54%	97	46%
Planning and managing media establishments	115	55%	96	45%
Newsroom management	119	56%	92	44%
Disaster coverage	122	58%	89	42%
Publication and media crimes	131	62%	80	38%
Training of media trainers	134	64%	77	36%
Crises media	139	66%	72	34%
E-archiving systems	141	67%	70	33%

General Training Needs – Media Leaders

Table No. 13 reveals the needs of media leaders for training programs, with respondents agreeing by 100% on the need for three training programs. These are: Quality standards in managing media establishments, public opinion polls, and building successful economic models in media outlets, all of which topped the list of training needs for media leaders.

Media leaders also highlighted five training programs as essential training needs, each of which scoring 97% on the scale, in second place. These are: International news coverage, planning and managing media establishments, media legislation, coverage of humanitarian issues, and managing combined newsrooms.

Table No. 13

General Training Needs – Media Leaders

General media training programs	Media Persons Do Not Need Them		They Need Them	
	T	%	T	%
Quality standards in managing media establishments	0	0%	31	100%
Public opinion polls	0	0%	31	100%
Building successful economic models for media institutes	0	0	31	100%
Coverage of international affairs	1	3%	30	97%
Planning and managing media establishments	1	3%	30	97%
Media legislation	1	3%	30	97%
Coverage of humanitarian issues	1	3%	30	97%
Managing combined newsrooms	1	3%	30	97%
International conventions in the media	4	13%	27	87%
Data journalism	8	26%	23	74%
Infographic applications	25	81%	6	19%
Language skills for media persons (Arabic language)	26	84%	5	16%
Communication skills for media personnel (English language)	2	6%	29	94%
Training of media trainers	2	6%	29	94%
Human rights journalism	8	26%	23	74%
Graphic	8	26%	23	74%
Change and media management	8	26%	23	74%
Newsroom management	8	26%	23	74%

Journalists' security and safety	2	6%	29	94%
Verifying information and news	2	6%	29	94%
Publication and media crimes	3	10%	28	90%
Media specialized in regions' affairs	3	10%	28	90%
Media ethics	4	13%	27	87%
E-archiving	27	87%	4	13%
Specialized media	4	13%	27	87%
Media specialized in women's affairs	27	87%	3	10%
War coverage	27	87%	4	13%
Disaster coverage	27	87%	4	13%
Communication skills	27	87%	4	13%
Crises media	26	84%	5	16%
Media specialized in economic affairs	26	84%	5	16%
Photography	25	81%	6	19%

a) Press Programs:

Training Needs in the Press – Journalists

The need for training on press work, i.e. information gathering, newsroom management, photojournalism, writing and editing news were identified as basic and priority needs – as shown in table No. 14.

Some 86% of journalists reported the need for training on research and information gathering skills, making them top training priorities. The need for training on managing newsrooms in newspapers followed (79%).

The need for training on photojournalism came in third place (54%). Three training programs came in fourth place: News writing, press interviews, and investigative journalism, each scoring 53%.

A total of 52% of the respondents said there is a need for training on layout, placing it as the fifth training priority for journalists.

Table No. 14

Training Needs in Press – Journalists

Training programs for the press	I do not need it		I need it	
	T	%	T	%
Research and information gathering skills	24	11%	182	86%
Newsroom management in newspapers	19	9%	167	79%
Photojournalism	95	45%	114	54%
Press interviews	103	49%	112	53%
News editing	86	41%	112	53%
Investigative journalism	100	47%	111	53%
Layout	86	41%	109	52%
Profile press	105	50%	102	48%
Op/Ed writing skills	95	45%	102	48%
Preparing news stories for the press	110	52%	97	46%
Writing styles and skills related to news analysis	102	48%	97	46%
News editing	106	50%	94	45%

Training Needs in Press – Press Leaders:

Media leaders placed training on research and information gathering skills, and styles and skills related to writing news analysis, as a top training priority for journalists (97%), as shown in Table No. 15.

Investigative Journalism and preparing news stories for the press came in second, 94%; followed by news writing, profile press, and news editing, 90% each.

Table No. 15

Training Needs in Press – Press Leaders:

Training programs for the press	Not needed by journalists in this sector		Needed by journalists in this sector	
	T	%	T	%
Research and information gathering skills	1	3%	30	97%
Writing styles and skills related to news analysis	1	3%	30	97%
Investigative journalism	2	6%	29	94%
Preparing news stories for the press	2	6%	29	94%
News writing	3	10%	28	90%
Profile press	3	10%	28	90%
News editing	3	10%	28	90%
Press interviews	4	13%	27	87%
Layout	27	87%	4	13%
Newsroom management in newspaper	26	84%	5	16%
Op/Ed writing skills	26	84%	5	16%
Photojournalism	25	81%	6	19%

b) Radio and Television:

Training Needs of Journalists Working in (Radio and Television) – Journalists:

The needs of journalists working in radio and TV do not hugely differ from those working in other media outlets – in terms of training courses. They slightly differ, however, in the use and management of technical tools.

Based on Table No. 16, journalists' need for training on financing and sustaining local radio stations garnered the highest results (98%). This reveals the concerns of journalists working in radio and TV stations, specifically local radio channels, over the lack of job security.

The need for training on news management software came in second, 87%, followed by the need for training on radio and TV production skills, 85%.

A total of 84% of answers highlighted the need for training on two programs: News storytelling for TV, and newsroom management rules. The need for training on commenting on sports events was the fifth priority, scoring 68%.

Table No. 16

Training Needs in (Radio and TV) – Journalists

Radio and TV	I do not need it		I need it	
	T	%	T	%
Financing and sustainability of local radio stations	5	2%	206	98%
News management software	28	13%	183	87%
Radio and TV production skills	31	15%	180	85%
News storytelling for TV	33	16%	178	84%
Newsroom management rules	34	16%	177	84%
Commenting on sports events skills	67	32%	144	68%
Studio engineering	73	35%	138	65%

Digital broadcast	75	36%	136	64%
Sound signal engineering	76	36%	135	64%
Building radio news bulletins	78	37%	133	63%
Preparing radio programs	82	39%	129	61%
Radio news story	85	40%	126	60%
Managing radio stations	88	42%	123	58%
TV talk shows	89	42%	122	58%
Producing TV programs	91	43%	120	57%
Producing TV news bulletins	91	43%	120	57%
Radio and TV investigative programs/features	91	43%	120	57%
News writing for radio	92	44%	119	56%
Sound engineering	96	45%	115	55%
Producing documentaries	99	47%	112	53%
Video editing and montage	99	47%	112	53%
TV news story	100	47%	111	53%
Writing TV scenario	103	49%	108	51%
TV correspondent	104	49%	107	51%
TV correspondent	104	49%	107	51%
Radio and TV planning and programming	107	51%	104	49%
Radio montage	107	51%	104	49%
Photo caption	111	53%	100	47%
Photo caption	112	53%	99	47%

Planning and managing special TV coverage	116	55%	95	45%
The all-round TV Correspondent	120	57%	91	43%
Voice and presentation skills	128	61%	83	39%

Training Needs in Radio and TV – Media Leaders:

The training needs of Radio and TV media persons are by far wider than those of journalists, according to media leaders. Table 17 reveals that the need for training on newsroom management rules was a top training priority, with a score of 97%.

Media leaders gave a similar weight of 90% to six needed training programs. These include training on news writing for the radio, radio and TV production skills, voice focus and presentation skills, the all-round TV journalist, producing TV news bulletins, and news management software.

Equal weights were also given to eight training programs, each of which scored 87% on the scale, and ranking third by media leaders. These include planning and software programs for radio and TV, TV program production, radio montage, news storytelling for TV, TV news story, video editing and montage, radio news story, and preparing radio programs.

Five other training programs came in fourth place - for media leaders - in radio and TV, with an equal score of 84%. These are documentary production, planning and management of special TV coverage, sound engineering, investigative programs/features for radio and TV, and managing radio stations.

Six programs came in fifth place, each scoring 81% on the scale. These are photo captions, TV correspondent, writing scenarios for TV, TV correspondent, digital broadcasting, and structuring radio news bulletins.

Table No. 17

Training Needs in Radio and TV – Media Leaders

Radio and TV	Not needed by media persons in this sector		Needed by media persons this sector	
	T	%	T	%
Newsroom management rules	1	3%	30	97%
News writing for radio	3	10%	28	90%
Radio and TV production skills	3	10%	28	90%
Voice focus and presentation skills	3	10%	28	90%
The all-round TV correspondent	3	10%	28	90%
The production of news bulletins for TV	3	10%	28	90%
News management applications	3	10%	28	90%
Planning and programming in radio and TV	4	13%	27	87%
Production of TV programs	4	13%	27	87%
Radio montage	4	13%	27	87%
News storytelling for TV	4	13%	27	87%
News story for TV	4	13%	27	87%
Video editing and montage	4	13%	27	87%
Radio news story	4	13%	27	87%
Preparing radio programs	4	13%	27	87%
Documentary production	5	16%	26	84%
Planning and managing special	5	16%	26	84%

TV coverage				
Sound engineering	5	16%	26	84%
Radio and TV investigative programs	5	16%	26	84%
Radio station management	5	16%	26	84%
Photo caption	6	19%	25	81%
TV correspondent	6	19%	25	81%
Writing TV scenario	6	19%	25	81%
TV correspondent	6	19%	25	81%
Digital broadcasting	6	19%	25	81%
Structuring radio news bulletins	6	19%	25	81%
Skills related to commenting on sports events	7	23%	24	77%
Studio engineering	7	23%	24	77%
Sound signal engineering	6	19%	24	77%
TV talk shows	7	23%	24	77%
Photo caption	7	23%	24	77%
Financing and sustainability of Local radios	7	23%	24	77%

c) Digital Media

Training Needs in Digital Media – Journalists:

Table No. 18 reveals that journalists consider training on verifying sources on the Internet a top priority (91%). The second priority, with a score of 87%, was the need for training on the theoretical side of digital media "introduction to digital media". The need for training on mobile journalism ranked third, with 83%, followed by the need for training on managing live interactions on the Internet, and advanced data journalism, each of which received 53%. Training on social media for journalists ranked fifth (50%).

Table No. 18

Training Needs in Digital Media – Journalists

Digital Media	I do not need it		I need it	
	T	%	T	%
Verifying sources on the internet	20	9%	191	91%
Introduction to digital media	28	13%	183	87%
Mobile Journalism	35	17%	176	83%
Managing live interactions on the Internet	99	47%	112	53%
"Advanced" data journalism	100	47%	111	53%
Social media for journalists	105	50%	106	50%
Video journalism	107	51%	104	49%
Managing media websites	116	55%	95	45%
Writing for the Internet	123	58%	88	42%
Social media skills for journalists	123	58%	88	42%
Multimedia	125	59%	86	41%
IT applications for media persons	134	64%	77	36%

Training Needs in Digital Media – Media Leaders

Table No. 19 shows that media leaders collectively agree on the need for media persons to train on two IT applications programs and on multimedia, with each scoring 100%.

Four training programs were identified by media leaders as the second training priority for the media sector. These are: Introduction to digital media, writing for the Internet, verifying sources on the internet, "advanced" data journalism, and using social media skills, 97% each.

Media leader highlighted the need for five training programs as the third priority, each of which received an equal score of 94%. These are managing media websites, managing live interactions on the Internet, mobile journalism, social media for journalists, and advanced video journalism.

Table No. 19

Training Needs in Digital Media – Media Leaders

Digital Media	Not Needed by Journalists in this sector		Needed by Journalists in this sector	
	T	%	T	%
IT applications for media persons	0	0%	31	100%
Multimedia	0	0%	31	100%
Introduction to digital media	1	3%	30	97%
Video journalism	1	3%	30	97%
Verifying sources on the Internet	1	3%	30	97%
"Advanced" data journalism	1	3%	30	97%
Social media skills for journalists	1	3%	30	97%
Managing media websites	2	6%	29	94%
Managing live interactions on the internet	2	6%	29	94%
Mobile journalism	2	6%	29	94%
Social media for journalists	2	6%	29	94%
Writing for the Internet	2	6%	29	94%

Conclusion and Results:

The results of the sample study revealed that the training priorities identified by media persons differ in some respects from those identified by media leaders. Still, they overlap in other respects. The differences are due to the nature of work: journalists and media persons work in the field, while media leaders are in charge of managing, editing, and the production of journalistic work. The management also guides the journalistic work as well as journalists and media persons.

Training needs:

First: General Media Training Programs

A) General Training Needs – Journalists

1. Data journalism.
2. Specialized media.
3. Building successful economic models in media outlets.
4. Verifying information and news.
5. Coverage of war and humanitarian issues and managing combined newsrooms.

B) General Training Needs – What Are the Needs of Media Leaders

1. Quality standards in managing media establishments.
2. Public opinion poll analysis.
3. Building successful economic models in the media.
4. Planning and managing media establishments.

Second: Journalism Programs

a) Training Needs in Journalism – Journalists.

1. Research and information gathering skills.
2. Newsroom management in newspapers.
3. Photojournalism.
4. Investigative reporting.

b) Training Needs in Journalism– Media Leaders' Perspective

1. Research and information gathering skills
2. Investigative reporting
3. Preparing news stories for the press
4. News writing programs

Third: Radio and TV:

a) Training Needs in (Radio and TV) – Journalists
   1. Financing and sustaining of local radio channels.
   2. News management software.
   3. Radio and TV production skills.
   4. News storytelling for TV.

b) Training Needs in Radio and TV – Media Leaders' Perspective:
1- Newsroom management rules.
2- News writing for the radio.
3- Radio and TV production skills.
4- The all-round TV journalist.

Fourth: Training Needs in Digital Media – Journalists

1- Verifying sources on the Internet.
2- Introduction to digital media.
3- Mobile journalism.
4- Managing live interactions on the Internet.
5- Advanced data journalism.
6- Social media for journalists.

b) Training Needs in Digital Media – Media Leaders

1- IT applications for media persons.
2- Multimedia.
3- Introduction to digital media.
4- Writing for the Internet.

In light of JMI's experience, and after reviewing the results of the study, the recommendations for organizing a one-year training program are as follows:

First: Media Leaders

Implementing three discussion and training sessions, each of which will continue for one or two days targeting first-tier and second-tier leaders in large and medium media establishments. The sessions shall discuss the following topics:

1. Quality standards in managing media institutes.
2. Building successful economic models in media outlets
3. Planning and managing modern media establishments.

Second: Programs Targeting Journalists and Media Persons

1. Data journalism.
2. Specialized media.
3. Research, information gathering, and verification skills in the digital media environment.
4. All-round TV journalist.
5. Work in combined newsrooms.
6. TV news storytelling.
7. Video journalism.
8. Social media for journalists.
9. Investigative journalism.
10. IT applications for journalists.
11. Mobile journalism.
12. Managing live interactions on the Internet.