

Role of Newspapers in Education Policy Making in Punjab

Abstract

This paper examines the role of newspapers in policy making. In this article, the press-policy making relationship is explored in Punjab, which is the most populous province of Pakistan, with approximately 56% of the country's total population. Development experts agree that investment in human capital is the key to eliminate poverty and education is the key to that imperative. In this context, Punjab's educational indicators are not satisfactory. Education policy document comes out as a significant starting point for setting a government's agenda for educational development, so how the press, in the present research, newspapers, contributes to policy making in education, as they provide a conduit through which politicians and government officials convey their promises and intentions, and feedback from public is the inquiry. Newspapers can set the agenda for the public good by giving coverage to a particular issue and ignoring the other. In view of this function of the press, Content of sampled two Urdu newspapers and two English newspapers was analyzed for this study every day for six months (From 1st January 2011 to 30th June 2011). Content analysis included all the articles, editorials, stories and letters to the editor/public statements related to education issues in Punjab. The hypothesis of the study is "Newspapers' coverage of education policy issues in Punjab is tilted in favor of the government as compared to the independent point of view" and sub-hypotheses are i) Newspapers are giving more emphasis to an official version than public feedback on education

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policy issues ii) Newspapers give priority to an official version than its own investigative/news reports on education policy issues and iii) Newspapers give priority to writers' opinion than its own suggestions on education policy issues. The findings reveal that "newspapers' coverage of education policy issues in Punjab is not tilted in favor of the government as compared to the independent point of view", "newspapers are giving more emphasis to official version than public feedback on education policy issues", "newspapers do not give priority to official version than its own investigative/news reports on education policy issues" and "newspapers give priority to writers' opinion than its own suggestions on education policy issues".

Keywords: Punjab, government, education, policy making, public, newspapers

INTRODUCTION

Punjab is the most populous province of Pakistan, with approximately 56% of the country's total population. Punjab is the most developed and prosperous province as compared to other provinces of Pakistan. Lahore is the capital of Punjab and is the hub of political, economic, cultural and administrative activities. Punjab contributes the most to the national economy of Pakistan; its share of Pakistan's GDP was 59% as of 2010 (Government of Punjab Statics, 2010). As it is the largest province in terms of population, hence, it contributes large pool of semi-skilled and skilled manpower to Pakistan. The health and education sectors of the Punjab are more developed as compared to other provinces. After the passage of Eighteenth Amendment of the Pakistani constitution, provinces have become more independent in legislation and public policy making especially in the health and education sectors. These two important sectors have been devolved amongst other social sector subjects. Hence the public policy making in Punjab has become more intensive.

Development experts agree that investment in human capital is the key to eliminate poverty and alleviate inequality. This investment is essential for the development of knowledge and skills. A true assessment of education status is required to solve the issue of development of education sector. In the last six decades since its independence, Pakistan's accomplishments in education have been much below prospective and lag behind the international standards. The poor performance in education sector is a cause of concern for both the policy makers and general public.

The situation is not different at provincial level like in Punjab the literacy ratio is 59 percent. According to the Multiple Indicators Cluster Survey (MICS), number of illiterates in Punjab in year 2007-08 was approximately 34 million, which is estimated to have increased to 38 million in the year 2010-11 (Government of Punjab, 2010). Such educational indicators mean that Punjab development progress in social sector remains slow. The education policy of the Punjab government is applicable to all the education institutions both in the public and private sector in Punjab. Any policy document comes out as a significant starting point for setting a government's agenda for educational development. Public Policy has become a complex process especially in this information age with the increasing number of stakeholders being aware of their right to participate in the policy making. For any policy decision the basic requirement is the availability of facts and information regarding the issue to be solved. The policy makers have an advantage of having access to classified and unclassified documents but they still require the feedback of other stakeholders especially the general public. The general public which is the biggest stakeholder in any public policy decision lacks information and knowledge about the public policy issues. The newspapers play a crucial role in providing that information and knowledge to the masses in a way which is easily absorbed by them. This is done by providing all point of views regarding a particular public policy issue. Similarly newspapers provide feedback of the general public to the . If policy-makers respond to the public and the public responds to the media, in the case of this study the newspapers, then understanding the nature and degree of media's influence on public opinion is vital. The research problem for this study is that "in a democracy, press acts as a bridge between the government and the public, and helps devise public policy for instance education policy that takes into account the demands of the people. An education policy that doesn't reflect people's demands is in conflict with the demands of democracy. In Punjab, this role of the press as a bridge between the government and the public seems to be insufficient and disadvantageous to both the provincial government and the public". The objective of this study is to explore the relationship between newspapers and education policy making in Punjab

LITERATURE REVIEW

Both in the developed and developing world there are several dominant and influential lobbies who influence the media through their economic power to use media in swaying government policies in their favor. This can be explained through the Political Economy of Mass media which can be defined as the use of media by a

powerful group, individuals, multinationals, establishment etc. to further their political and economic objectives aims and targets (McQuail, 2005). Likewise, individuals working in the media can mold public opinion which results in influencing public policy by giving prominence to one particular issue and ignoring the other, this can be explained by the Agenda Setting Theory which states that the news media have a large influence on audiences by their choice of what stories to consider newsworthy and how much prominence and space to give them (McQuail, 2005). Media's coverage of aspects of an issue and emphasis on these various aspects makes a substantial difference in how people perceive that issue. Therefore the media's potential to influence public opinion becomes very clear. Though the influence of the media agenda can be considerable, it single-handedly does not define the public agenda. Information and signals about object and characteristic salience delivered by the news media are far from the only factors of the public agenda. This considerable influence of the news media has no way inverted or invalidated the basic postulation of democracy that the people at large have adequate insight to decide the course of their nation, state, and local communities. Explicitly people are pretty capable to decide the basic significance of the issues and aspects advanced by the news media to them and to the larger public arena. When citizens recognize their news stories as pertinent only then media can set agenda (McCombs, 2002). Printed newspapers are acknowledged to broaden the variety of public topics, events and issues their audience is cognizant of. The manner in which print newspapers are designed and used is supposed to appeal readers into reading stories they may not have been interested in previously. Printed newspapers work for a vital function for the public agenda: they broaden the perspective of those whose range of interests is somewhat small. Newspaper effects research has frequently established the ability of print newspapers to incorporate marginal groups into a community (Schönbach, de Waal and Lauf, 2005). Newspapers are perceived to be up-to-date. Newspaper credibility is perceived to be grounded in balance and honesty. In order to offer credibility, newspapers must be perceived to be balanced in their stories, thorough in providing information, impartial and reasonable, precise, and unbiased. The newspapers should also be candid in their news presentation, be credible and reliable (Garrison, Salwen et al, 2002).

Decent policy necessitates including those outside government in policy making. This encompasses consulting those who are the target of the policy, external experts, and those who are to implement the policy (Curtain, 2000). The state in under developed countries controls, regulate and standardize the short- term performance of the various sectors as well as its course of progress and growth. Such an

overpowering role of the state stems its reasoning from the very nature of underdevelopment itself. It is usually perceived that vested interests and pressure groups strive for a bigger portion in the resources and simply those policies have to be implemented in a society which are agreed by all or a substantial majority. The foundation of decision-making is not economic aspects only and the impact of non-economic aspects have been found more significant in terms of conceding the interest of transparency as well as the system in virtually all developing countries as contrary to the developed countries and Pakistan is not excluded (Khan, 2003). Decent public policy is based on learning from experience. Policy making needs to be a constant learning process, not as a series of one-off, quarantined enterprises. This requires making use of evidence and research about the problems being addressed (Curtain, 2000).

The decision-making process is a discrepancy and variance of two extreme cases. Single individual or a group of individuals controlling decision-making may be called dictatorial. When decisions are made through the democratic process then decisions may be called liberal decisions (Khan, 2003). Perhaps this is to some degree closer to the developed world. In general, five main participants can be identified in decision-making on key policies in any market economy; which are (1) Bureaucrats, (2) political parties, (3) pressure or special interest groups (4) government ministers and (5) the head of Government (Khan, 2003). Media as a conduit of communication widely influences or affects people and it has a major role in the statecraft apparatus particularly in the age of information revolution. It acts as a source of information for a society about any local, regional or global issue, people depend on and even trust on what media is presenting to them. Then, this aspect worth of media enhances its importance as a leading and active instrument in respect of building confidence or endorsing distrust between people on issues related to government policy (Hussain, 2008). In any democratic setup such as American government, communication occurs to fulfill the information needs of a democracy, to aid people make learned choices, and to deliver an apparatus for accountability of public agencies (Horsley et al, 2010).

Government agencies officials communicate more effectively in order to achieve their and their organization's policy objectives, the news is a valuable way to communicate—internally to the agency as a whole and externally to the Constituents—what the agency is doing (Graber, 2003). The sway of public opinion is considerable and salience enhances the impact of public opinion and it remains robust even when the activities of political organizations and elites are taken into

account (Burstein, 2003). Policy-motivated politicians select newspapers as political platforms. Electorates choose which newspaper to purchase and read editorial endorsements in that paper and vote. The party who triumphs the election implements its platform. Readers are sensible and read newspapers for an instrumental resolve. Readers have a restricted time to be informed, therefore; newspapers abridge a multifaceted space of signals (a real line) into a dualistic message. Politicians select media on the basis of their ideological positions in order to reach out to targeted audiences for their support (Chan and Suen, 2008).

The media usually faces allegation that it is ideologically biased and that this feature gives a twist to voting competition and eventually it generates undesirable policy consequences. Bias can be in a number of shapes and shades. A media outlet can be choosy in what subjects it reports, what features of the issues it takes account or omits, in what form facts are presented, and how it is remarked. This all encompasses issue bias, facts bias, framing and ideological stand bias. “Can news make policy?” this means that by publishing a news story can a news editor influence government policy? These actions of the media outlets can be best explained by Agenda setting. Both media coverage and policy might be driven by political agendas (Prat and Stromberg, 2010). In-depth investigative reporting yields public outrage (or policymaker outrage) which results in new regulations and laws or stricter implementation of prevailing ones. Policy-makers acquire their principal information on a problem or its urgency from the press, even if the press is not itself uncovering the information but merely passing on it from an advocacy group, a research organization, or the general public. All agencies or congressional staffer knows how regularly the boss starts the day asking to know more about an issue in that morning’s paper or on the previous night’s news (Otten, 1992). The press puts the information into the policy-making process and the media’s decisions on what to cover and what to ignore have obvious policy results (Otten, 1992). People inside or outside the news organizations in their efforts at making news may actually be better thought as efforts to make policy or send more direct and unmediated messages regardless of what reporters do with what they say and do (Cook, 2006).

Fields (2005) explores in what way the subject of school discipline (behavior management, disruptive and antisocial behavior) is reported by Australia’s major newspapers between 2000 and 2004. He focused on the categories of topics covered; proof of bias and the ‘message’ delivered in the reports regarding this significant

and extremely touchy subject. He claims that definitely there is evidence that press coverage, usually of forceful nature, has paved the way for numerous political and educational decisions about discipline and student behavior. He gives more proof by the analysis of newspaper coverage of discipline and related issues which indicates agenda-setting theory in practice. He argues that Newspaper coverage focused mostly on a number of important topics such as violence, safety, suspensions, expulsions and teacher stress. Things from, what could be labeled as the complete agenda for discipline and student behavior, were seldom covered and hardly issues were covered in detail. For instance, the introduction of separate amenities for behavior problem students and how this compares with and refutes stated policies of complete education and social justice may well and questionably ought to be addressed, nonetheless, so far they have were not given coverage (Fields, 2005).

There is no clear conduit of communication from parents to government. The ballot box is a meager guide to opinions on single issues. Opinion polls are infamously difficult to understand, depending profoundly on the nature of questions and sample. Although there are organizations representing parents which have little contribution towards the decision-making process. This void has left the media with a crucial and potentially important role. Together, the media can form and express public opinion. Also media can influence the policy-makers' perception of what will, or will not, be widely held (Baker, 1994).

METHODOLOGY

Hypothesized

Newspapers' coverage of education policy issues in Punjab is tilted in favor of the government as compared to the independent point of view

Sub-hypotheses:

Hi Newspapers are giving more emphasis to official version than public feedback on education policy issues

Hii Newspapers give priority to official version than its own investigative/news reports on education policy issues

Hiii Newspapers give priority to writers' opinion than its own suggestions on education policy issues

Research Method

Research method used is content analysis, which is an approach in the social sciences for studying the content of communication. Earl Babbie (1975) defines it as the study of recorded human communications, such as books, websites, paintings and laws. Ole Holsti (1969) proposes a wide definition of content analysis as any practice for making inferences by objectively and scientifically identifying specified characteristics of messages.

Content of two Urdu newspapers and two English newspapers was analyzed for this study every day for six months (From 1st January 2011 to 30th June 2011). Daily “Jang” and daily “Nawa-i-Waqt” were selected under the Urdu newspaper category while “The News” and “Dawn” were selected under the English newspaper category. The reason for the selection of these newspapers is that all four belong to large media groups, are popular and widely circulated throughout Pakistan. Content analysis included all the articles, editorials, stories and letters to the editor/public statements related to education issues in Punjab.

The content of all the four selected newspapers was analyzed thoroughly which included stories (government stories, statements and investigative/news reports), articles, editorials and letters to the editor/public statements on education policy issues. Areas covered under education policy issues were: 1) schools, 2) teachers, 3) curriculum.

Population

National Newspapers (both Urdu and English) of Pakistan are the population of the content analysis of this study

Sampling

The News, Dawn, Jang and Nawa-i-Waqt were selected as samples due to their wide circulation and the content of these newspapers was analyzed every day for six months.

Coding Unit of Analysis

The stories (government stories/statements and investigative/news reports), articles, editorials and letters to the editors/public statements related to the education policy issues in Punjab were the coding units of analysis for this study and were counted in

terms of numbers. For example, the total number of stories (government stories/statements and investigative/news reports), articles, editorials and letters to the editors/public statements related to the education policy issues in Punjab in the daily “Dawn” were marked and counted every day for six months. Similarly the same exercise was repeated for the rest of the newspapers of the sample. At the end, the total number of stories (government stories/statements and investigative/news reports), articles, editorials and letters to the editors/public statements related to the education policy issues in Punjab of all the four selected newspapers of the sample were counted.

Contextual Unit of Analysis

The paragraphs of the stories (government stories/statements and investigative/news reports), articles, editorials and letters to the editors/public statements related to the education policy issues in Punjab were the contextual unit of analysis in this study.

Inter-Coder Reliability Test

Inter-Coder Reliability test was conducted to provide reliability to the outcome of the content analysis. Thirty percent of the sample was used to conduct this test. Holsti formula was applied;

2M

N1+N2

Where

M =The number of mutual agreements between the coders

N1= The number of Entries by coder no 1

N2 =The number of Entries by coder no 2

2(54)

60 + 60

= 0.90

The result of the test was 90 percent.

Nawa-i-Waqt

Education Policy (Edu)

Government Schools (S)

Government Statements/Stories (Gs)	21
Investigative/News Reporting (IR)	25
Public Feedback/Statements (Fdb)	12
Newspaper suggestions (Sug)	1
Writers Opinion (Wp)	14

Teachers (T)

Government Statements/Stories (Gs)	7
Investigative/News Reporting (IR)	19
Public Feedback/Statements (Fdb)	6
Newspaper suggestions (Sug)	1
Writers Opinion (Wp)	1

Curriculum (C)

Government Statements/Stories (Gs)	0
Investigative/News Reporting (IR)	2
Public Feedback/Statements (Fdb)	1
Newspaper suggestions (Sug)	0
Writers Opinion (Wp)	1

Jang**Education Policy (Edu)****Government Schools (S)**

Government Statements/Stories (Gs)	18
Investigative/News Reporting (IR)	10
Public Feedback/Statements (Fdb)	1
Newspaper suggestions (Sug)	2
Writers Opinion (Wp)	4

Teachers (T)

Government Statements/Stories (Gs)	3
Investigative/News Reporting (IR)	11
Public Feedback/Statements (Fdb)	1
Newspaper suggestions (Sug)	0
Writers Opinion (Wp)	3

Curriculum (C)

Government Statements/Stories (Gs)	2
Investigative/News Reporting (IR)	6
Public Feedback/Statements (Fdb)	0
Newspaper suggestions (Sug)	0
Writers Opinion (Wp)	0

Dawn**Education Policy (Edu)****Government Schools (S)**

Government Statements/Stories (Gs)	14
Investigative/News Reporting (IR)	24
Public Feedback/Statements (Fdb)	6
Newspaper suggestions (Sug)	1
Writers Opinion (Wp)	6

Teachers (T)

Government Statements/Stories (Gs)	6
Investigative/News Reporting (IR)	35
Public Feedback/Statements (Fdb)	1
Newspaper suggestions (Sug)	0
Writers Opinion (Wp)	2

Curriculum (C)

Government Statements/Stories (Gs)	0
Investigative/News Reporting (IR)	2
Public Feedback/Statements (Fdb)	0
Newspaper suggestions (Sug)	0
Writers Opinion (Wp)	0

The News**Education Policy (Edu)****Government Schools (S)**

Government Statements/Stories (Gs)	25
Investigative/News Reporting (IR)	7
Public Feedback/Statements (Fdb)	0
Newspaper suggestions (Sug)	2
Writers Opinion (Wp)	9

Teachers (T)

Government Statements/Stories (Gs)	16
Investigative/News Reporting (IR)	24
Public Feedback/Statements (Fdb)	1
Newspaper suggestions (Sug)	0
Writers Opinion (Wp)	4

Curriculum (C)

Government Statements/Stories (Gs)	2
Investigative/News Reporting (IR)	4
Public Feedback/Statements (Fdb)	0
Newspaper suggestions (Sug)	0
Writers Opinion (Wp)	0

Operationalized Definitions:

Newspapers: It refers to the both Urdu and English national newspapers of Pakistan.

Education policy: It refers to the set of laws and rules that govern the working of education systems in Punjab. Education system may include education institutions (schools, colleges, universities, and technical training institutes), people related to those institutes like teachers, and curriculum taught at these institutes. The education policy of the province is applicable to all the education institutions both in the public and private sector in Punjab.

Schools: It refers to the institutes offering basic education, kindergarten to twelfth grade (primary and secondary education). It includes all the schools funded and administered by the Punjab government and the schools operated by the private sector in Punjab.

Teachers: It refers to those professionals who provide education to students studying in the education system of the Punjab. It includes all the teachers of the public schools (funded and administered by the Punjab government) and the private schools (operated by the private sector in Punjab).

Curriculum: It refers to the collection of courses and content (syllabus) taught in the schools in Punjab. It includes the curriculum being taught both in the public schools (funded and administered by the Punjab government) and the private schools (operated by the private sector in Punjab).

Government Statements/Stories: It refers to the statements of the Punjab government officials reported by the newspapers and the press releases by the Punjab government agencies being published in the newspapers.

Investigative/News Reports: It refers to the news items/ issues being investigated and reported by the reporters of the newspapers

Public Feedback/Statements: It refers to the letters to the editors and the feedback of the public reported by the newspaper.

Newspaper suggestions: It refers to the editorials in the newspapers

Writers Opinion: It refers to the articles in newspapers written by the independent writers

The independent point of view: It encompasses the public feedback/statements, investigative/news reports, newspapers' suggestions and writers' opinion.

Statistical Method

One tailed method was applied to the data available. If the result is more than the value 1.645 then H_0 is rejected.

H_1 Newspapers' coverage of education policy issues in Punjab is tilted in favor of the government as compared to the independent point of view.

H_0 Newspapers' coverage of education policy issues in Punjab is not tilted in favor of the government as compared to the independent point of view

Total Content (n) = 363

Government Stories/Statements (official Version) (x_1) = 114

Independent point of view (x_2) = 249

$$P_1 = \frac{x_1}{n} = \frac{114}{363} = 0.31$$

$$P_2 = \frac{x_2}{n} = \frac{249}{363} = 0.686$$

$$Z = \frac{P_1 - P_2}{\sqrt{\frac{P_1(1 - P_1)}{n} + \frac{P_2(1 - P_2)}{n}}}$$

$$Z = \frac{-0.376}{\sqrt{\frac{(0.31)(0.69)}{363} + \frac{(0.686)(0.314)}{363}}}$$

$$Z = -11.05$$

The value is -11.05 which is less than 1.645, therefore the H_1 will be rejected. Hence, newspapers coverage of education policy issues in Punjab is not tilted in favor of the government as compared to the independent point of view. This shows

that the newspapers give more coverage to the independent point of view as compared to the government version on education policy making in Punjab. This is an indication that the press in Pakistan is a conduit between the policy makers and the public in the formulation of the education policy in Punjab. It is providing a platform to the civil society, academia, intellectuals and the general public to voice their concerns over issues related to education in Punjab.

Sub-hypotheses

Hi Newspapers are giving more emphasis to official version than public feedback on education policy issues

Ho Newspapers are not giving more emphasis to official version than public feedback on education policy issues

Total Content (n) = 363

Government Stories/Statements (official Version) (x_1) = 114

Public Feedback/Statements (x_2) = 29

$$P_1 = \frac{x_1}{n} = \frac{114}{363} = 0.31$$

$$P_2 = \frac{x_2}{n} = \frac{29}{363} = 0.08$$

$$Z = \frac{P_1 - P_2}{\sqrt{\frac{P_1(1 - P_1)}{n} + \frac{P_2(1 - P_2)}{n}}}$$

$$Z = \frac{0.23}{\sqrt{\frac{(0.31)(0.69)}{363} + \frac{(0.08)(0.92)}{363}}}$$

$$Z = 8.21$$

The value is 8.21 which is more than 1.645, therefore Ho will be rejected. Hence, newspapers are giving more emphasis to the official version than public feedback on education policy issues. Here the press has to make efforts to give more space to the

general public to express their point of view over education issues in the province.

Hii Newspapers give priority to official version than its own investigative/news reports on education policy issues

Ho Newspapers do not give priority to official version than its own investigative/news reports on education policy issues

Total Content (n) = 363

Government Stories/Statements (official Version) (x_1) = 114

Newspapers Investigative/News Reports (x_2) = 169

$$P_1 = \frac{x_1}{n} = \frac{114}{363} = 0.31$$

$$P_2 = \frac{x_2}{n} = \frac{169}{363} = 0.465$$

$$Z = \frac{P_1 - P_2}{\sqrt{\frac{P_1(1 - P_1)}{n} + \frac{P_2(1 - P_2)}{n}}}$$

$$Z = \frac{-0.155}{\sqrt{\frac{(0.31)(0.69)}{363} + \frac{(0.465)(0.535)}{363}}}$$

$$Z = -4.30$$

The value is -4.30 which is less than 1.645, therefore Hii will be rejected. . Hence, newspapers do not give priority to official version than its own investigative/news reports on education policy issues. The result shows that newspapers give more emphasis to investigative/news reports as compared to the government version. This is a healthy trend as the investigative/news report includes detailed analysis of the issue discussed.

Hiii Newspapers give priority to writers' opinion than its own suggestions on education policy issues

Ho Newspapers do not give priority to writers' opinion than its own suggestions on education policy issues

Total Content (n) = 363

Writers Opinion) (x_1) = 44

Newspapers Suggestions (x_2) = 7

$$P_1 = \frac{x_1}{n} = \frac{44}{363} = 0.12$$

$$P_2 = \frac{x_2}{n} = \frac{7}{363} = 0.019$$

$$Z = \frac{P_1 - P_2}{\sqrt{\frac{P_1(1 - P_1)}{n} + \frac{P_2(1 - P_2)}{n}}}$$

$$Z = \frac{0.101}{\sqrt{\frac{(0.12)(0.88)}{363} + \frac{(0.019)(0.981)}{363}}}$$

$$Z = 5.9$$

The value is 5.9 which is more than 1.645, therefore Ho will be rejected. . Hence, newspapers give priority to writers' opinion than its own suggestions on education policy issues. This indicates that press is a forum on which the experts and intellectuals can set a discourse on education issues in Punjab. Hence, newspapers coverage of education issues may lead to effective education policy making in Punjab

Results and Analysis:

After testing, the result of the main hypothesis shows us that the national newspapers both Urdu and English give more coverage to the independent point of view as compared to government version on education policy making in Punjab. This is an indication that the press in Pakistan is a conduit between the policy makers and the public in the formulation of the education policy in Punjab. It is

providing a platform to the civil society, academia, intellectuals and the general public to voice their concerns over issues related to education in Punjab. The results of the sub hypotheses show us that the newspapers give more coverage to official version as compared to the public feedback. Here the press has to make efforts to give more space to the general public to express their point of view over education issues in the province. It also shows that newspapers give more emphasis to investigative /news reports as compared to the official version. This is a healthy trend as the investigative/news report includes detailed analysis of the issue discussed. It further shows that writers' opinion on education policy issues is given priority over newspapers' own suggestions. This indicates that the press is a forum on which the experts and intellectuals can set a discourse on education issues in Punjab. Hence, newspapers' coverage of education issues may lead to effective education policy making in Punjab

Conclusion:

So, it can be said that media ,in reference to our study the print media (newspapers) which is an important part of mass media, is one of the primary sources of information for the policy makers and the general public. It gives an idea to the policy makers about what the general public is thinking and gives general public the hint what policy makers' intent to do. Such kind of two ways feedback helps to understand point of views of the stakeholders and shape up education policy which is in the best interest of the people of Punjab.

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