

## A Study to Investigate the use of Radio by the University Students in Islamabad, Pakistan

Sumaera Mehmood

[Sumaera\\_25@hotmail.com](mailto:Sumaera_25@hotmail.com)

Dr. Maqusd Alam Bukahri

*Principal of Foundation University Islamabad, Pakistan*

Dr. Tayyab Alam Bukahri

*HOD Foundation University Islamabad, Pakistan*

Sadaf Tariq

[Pink.star1987@yahoo.com](mailto:Pink.star1987@yahoo.com)

*PhD scholar, foundation university, Islamabad, Pakistan*

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### Abstract

This study aimed at the usage of radio by the university students of Islamabad Pakistan. Objectives of the present study were, to explore the use of radio in the learning process of the learner, to find out the assignment quality by the use of radio, to investigate that the radio support research project, to explore that Radio give awareness about the world. The population of this study was consisting of all master levels of university students of Islamabad. Preston Islamabad, Numl University Islamabad, WISH University Islamabad, and Foundation University Islamabad. The sample was selected randomly; fifty female's students of master level were selected randomly. The instruments of the study were questionnaire. At five points rating scale was used to measure the study objectives i.e. radio enhance their learning process, i.e. compilation of research projects, making their assignments, and Radio give awareness about the world. There were 33 items with five response categories Agree, Strongly Agree, Undecided, Disagree, Strongly Disagree. The scoring of the scale was 5 to 1, strongly agree to strongly disagree. The data was analyzed through Chi-square mean, standard deviation, t-test, ANOVA test and percentage. The data were collected through face to face meeting with sample. The results of the study were highly significant. And conclude that radio help students to enhance educational capabilities. Students use radio in their learning process i.e. completion of research projects preparing assignments, and getting new knowledge through radio. Radio made the learning process easier and fast.

**Key Words:** *Radio, research projects, learning process, assignments completion*

### Introduction

Mohanty, J(1986) mentions that, Educational broadcasting is required to be potential instrument of educational instruments of educational advancement and integral component of educational inputs in traditional as well as distance education or other alternative learning system for different categories of learner.

Mass media, including radio ranks, in the top in awareness, interest and learning. Radio communication is one of the fastest, powerful, inexpensive, and in many countries the only way of communication with rural people. It reaches people of all cultural, social, educational and economic levels very quickly. In the words of Hassan, M. and Khurshid;A.S. (1994, p.22S):

The bulk of population of the country lives in rural areas where facilities in the field of education are very scanty and limited. Unlike the printed words and other media of communication, radio enjoys the unique advantages of

reaching the far flanged areas and its message can be easily understood by everyone as it requires no prior standard of education and knowledge.

Radio has enabled millions of villages to receive information of all kinds, especially since "the introduction of inexpensive transistor models. Radio and television are extensively used in distance and non-formal education, in both advanced and developing countries. The development and widespread ownership of portable transistor sets has revolutionized the use of radio as a means of communication in many developing countries. In some areas and only a few years ago the opportunities for people to listen to broadcasts were very limited but now there is a wide distribution of radio sets. The radio in Pakistan is a popular medium. In this regard Gunaratne, S.A. (2000, p.178) has mentioned the following quantity of radio listeners.

Mass communication also plays a part in social revolution of all time, the social and economic uplifting of the two-third of the world population. Schramm W. (1969, p.47) stated "If mass media or equally potent and rapid means of information were not available, it would be utterly impossible to think of national, economic and social up-lift attached to such development today".

Development in the broader sense does not mean only growth, but also gradual modification of individual and collective behaviour, so that all members of the community may be able to benefit from and adjust to the developmental process. According to Jones, G.E. and Rolls, M. (1992, p.1): Development among rural people involves not only changes in their technology and economy, but also in the social and political structures of their local environments. And all such changes require relevant (often new) knowledge by the people concerned and decisions on their part and individuals and community groups. This in turn implies the existence (or creation in their absence) of appropriate channels and methods which give the rural people access to available and relevant information and the opportunity to learn and use the means by which they can influence decisions on possible changes which would be to their own advantages.

Economic and social development are thus closely related to the spread of useful information on subjects directly or indirectly related to the development process.

The electronic media, particularly radio, is often the only source of news and information for the majority of the country's population of over 165 million. With a 54% literacy rate, almost a quarter of the population lives below the poverty line (World Bank, 2009). Pakistan's former Information Minister Javed Jabbar, noting the low literacy rate and high poverty rate, stresses that "radio deserves the highest priority" (Jabbar, 2003).

Radio and its news programming play a very important role in their everyday life. With a per capita annual income of about \$840, radio is often the only information device the average Pakistani can afford. In remote areas, it is generally the only way to access the outside world. People in rural areas, often lacking electricity and the infrastructure necessary for receiving the channels – besides having lower incomes – are generally not exposed to the relatively free coverage of the Pakistani society by Pakistan-based private television channels. The television channels reach mainly the urban audience having the financial means to subscribe to them.

There is no reliable data on the current radio audience in Pakistan nor the number of radio receivers in the country. The Government of Pakistan's Board of Investment (BOI), puts radio listenership at 23 million (Board of Investment, 2003) without satisfactorily explaining how it arrived at the figure. In 1997 the country reportedly had 13.5 million radio sets (UNdata, 1997).

#### **Limitations of Radio for Educational Purposes**

The weaknesses of radio in some ways are almost a reverse reflection of the strengths because radio communicates only by the sound through the sense of hearing. A message cannot be amplified or supported by stimulation to other senses. According to Rajasundaram, C.V. (1981, pp.44-45) the following are limitations of radio: .

- Radio lacks personal contacts compared with face-to-face and group communication.
- Radio does not allow immediate determination of feedback.
- Radio is inexorable when listener cannot listen that again ... If he misses or misunderstands a line.
- Radio being a companion medium can have limitations too. As it is the listener has only his ears to go by when receiving radio messages.

The tempo of a direct teaching program is, however, generally slower than that of a comparable general broadcast. More time is given to recapitulation. The slower pacing of narration takes stock of the fact that, in the classroom, it is usual to seek out particularly clear voices to play the speaking parts, and greater

consideration is given to the distinctions between one voice and another. According to Burki, S. and Lapoorte, R. (1986, p.329):

The major shortcoming in the use of mass media as educational tools is the inability of any medium, such as radio or television, to provide the entire spectrum of skills derived from a normal classroom situation. This shortcoming has often led to hasty condemnation of the use of particular media and deflected attention from the fact that any medium has to be mixed and matched with others in order to effectively cover the whole range of cognitive and vocational skills needed to complete the educational process.

The role of the written word, exemplified by newspapers, as a backup to radio has been least understood and developed in conjunction with these other two media. Probably, the lack of literacy has proved to be a major stumbling block in the use of the written word. However, Sharma, B.M (1994, pp.97-98) has given detailed limitations of radio. These include:

- First, learners lack control over the pace of a radio programme. They cannot stop or repeat the material, to give themselves time to catch up with their thinking or to let their mind wander, without losing or missing some of the programme.
- Second, learners are constrained to listen at a fixed time. Radio forces many learners to study at times that are unsuitable for them personally.

Third, radio cannot provide a two-way interaction between a learner and a tutor, or between a learner and other learners.... In such a case, radio's role is to provide a stimulus for interaction rather than the interaction itself.

- Fourth, it is very difficult for people to concentrate fully and continuously over the whole length of a radio program, and many people find it difficult to learn just from listening.

There are, however, some disadvantages to the radio as its programmes can provide no visual help and there is a limitation on the variety of subjects which can be taught. There can normally be no student feedback. It can be impersonal and students listening for long periods to a voice from a box can lose interest quickly.

The different kinds of radio programmes can be studied in more than one way. One rationale to categorize the educational radio is based on its direct or indirect teaching methods. In the former instance of direct teaching one may quote the example of Radio Pakistan's farm-forum agricultural programs targeted to farmers where radio is reaching directly without any other source. In support of the latter category of indirect teaching the "school broadcasting" in support of formal educational system and Allama Iqbal Open University radio programmes of distance and non-formal system can be quoted. Both intended to reinforce and supplement textbooks and face-to-face learning.

The different kinds of educational radio programmes can also be studied in terms of programme formats). Following is a brief detail of different formats:

### Radio Talk

It is the commonly used format of radio broadcasting where information is delivered in a simple manner. Educational radio talks, in a way serve as a substitute of classroom lecture. However, a radio talk is neither a lecture nor any sort of oratory. It is a conversational type of communication on one-to-one basis. It is a 'talk'. The talker uses 'I' and 'you' with personal warmth. Evans, E. (1977, p.15) mentions "It has been proved over and over again that the most effective speaker is the personal speaker. He may be reading a script, but he sounds as though he is talking to me alone." Talk is not another name of reading the textbook pages.

Almost always the talks are planned in series each talk having its own sub-title. The content of the main subject or series is divided into logical sequence to form the series. The individual talks are then broadcast on fixed days of the week so that listening habits can be developed among the target audience.

### Radio Interview

Radio interview is closer to two-way communication. There are two sides of an interview i.e. the interviewee and the interviewer. In educational context the interviewee represents the teacher (source of information) while the interviewer represents the pupils (recipient). In rural education broadcasting interviews are preferred. Rejasundaram, c.v. (1981, pp. 61-62) regarding the importance of interviews writes:

- Interviews have a vital place in rural areas.
- They can be much more effective and hold interest longer than straight talks ...

- Fanners are seldom good script writers and seldom can read a script professionally ..
- Rural people like to hear conversation broadcast when the interview is one of them.
- A successful rural interview doesn't just happen. It must be planned.
- Different techniques are required for interviewing different types of people farmers, youth, home makers, researchers, extension men, government officers, etc.
- While planning is essential, the interview should not be scripted. A good interview is always spontaneous. The best interview is like all ordinary conversation. If the answers are practiced or written down beforehand the programme will sound dull and lifeless.

Interview is an easy and quick way to impart information in a natural atmosphere. Interview is a commonly used medium for subject specialists and working practitioners as well as common people who can give information, but are either busy or cannot write scripts.

#### 1.4 Panel Discussion

Panel discussion is a radio programme format in which four to five people talk on some given topic. An impartial chairperson guides and directs the discussion. Students are often exposed to more than one versions or point of views, sometimes controversial and opposite in nature. Subjects like social issues, literary criticism and development strategies usually have more than one explanation. Hence these subjects are especially suitable for discussion programme. Evans, E. (1977, p.59) narrates: The classic type of discussion consists of several people expressing different opinions and arguing among themselves under the guidance of a chairman who remains neutral. So the first essential is a controversial subject, one that generates its own electricity. Discussion demands that each participant should present his/her point of view, experience and arguments. The intention is to enlighten the audience. The conclusion at the end may be drawn by the moderator or left for the audience as a follow up activity.

#### 1.5 Radio Drama

Because of the sound medium radio drama is said to be "theater of mind". Scenery is conceived in the imagination of listeners. In this way, the audience becomes involved in the program. Information is given through characters and story. Educational drama helps the audience to share information and feelings with the people and situations about whom they are studying. It completely depends upon spoken words. Jain, S. (1985, p. 13) writes "the radio play among all the spoken word ... has no visual support and the performance depends upon the voice of the actors."

#### 1.6 Magazine Program

Magazine program is a format in which a number of Short items on some related topic are linked together through narration or other devices like music or pauses. The variety of items of magazine program presented in a lighter mood make the programme entertaining and interesting. However, in this format there is no time to go into the depths or details of the subject. Rajasundaram, C.V. (1981, p.71) highlights that:

In radio, magazine programming simply refers to the use of number of items on related topics which are usually linked together by narration, music and sound effects ... They consist of short talks, interviews, on-the-spot reports and eye witness account of events, commentaries, music and sometimes poetry and short stories.

The purpose of educational radio magazine is to give information in entertainment- oriented style. Items comprise short talks, interviews, music, letters, quiz, news and views and announcements. Examples of educational magazine programmes on Radio Pakistan include college and university magazine and rural broadcasts.

#### 1.7 Radio Feature

Radio feature is a typical radio broadcast format. It is important as it is more powerful and affective than straight spoken narrates. It has the force to convince the listener through dramatized form. According to Jain, P.S. (1985, p.15):

Feature usually restricts itself to one theme. The educational message is given through a variety of voices, in the form of talks, interviews and narration. Voices and sounds from the actual locations can also be combined in the programme.

Usually there is a combination of male and female voices in a feature. In addition to narrators, actual people and actors can also be added.

### 1.8 Future of Educational Radio

With the advent of television doubts have been expressed about the future of the radio in general and the educational radio in particular, However, in a country like Pakistan where the primitive tribal rubs shoulders, with the space things which could never be so closely or accurately observed in a normal classroom situation. In future the imaginative use of radio can make our instrumental media less expensive and more effective.

### Objectives

1. To explore the use of radio in the learning process of the learner.
2. To find out the assignment quality by the use of radio.
3. To investigate that the radio support research project.
4. To explore that Radio give awareness about the world.

### Significance of the Study

It may be helpful for the universities to launch their own educational programs and open their own Radio stations. It could also be helpful for the teachers to participate in different programs and give lectures on different issues of education. The students may also get awareness of different issues in education through it. Universities can introduce their educational programs on different radio station. With the help of the study radio station may possibly will improve their current programs and they may introduced more educational programs on their channels. It may also help the administrators and teachers to make communication more effective.

### RESEARCH METHODOLOGY

The population of this study consisted of university students of Preston University Islamabad Pakistan, NUML Islamabad Pakistan, WISH Islamabad Pakistan, and Foundation University Islamabad Pakistan. Sample was selected randomly form different programs of the university in the sample. Sample included 50 female students from each university. Sample included master level programs of the university. The total sample was 200 students

Female Students	Preston	WISH	NUML	FUCLAS	Total
	50	50	50	50	200

The research design employed in the present study was a survey. The basic idea behind the survey methodology was to ask questions. The present survey used the cross-sectional design, which asks questions of students at one point in time. It was a small-scale survey involving a sample size of 200 respondents. The Use of Radio by the University Students of Islamabad Pakistan Scale at five points rating scale was used to measure the how much students used radio in their learning process, i.e. compilation of research projects, making their assignments. There were 33 items each item with five response categories Strongly Agree, Agree, Undecided, Strongly Disagree, Disagree. Each questions based on research objectives. The scoring of the scale was 5 to 1 starting from "strongly agree" to "strongly disagree". The respondents of the present study were contacted and were asked for their willingness to participate in the study. They were assured of the confidentiality of their responses and were briefed about the scales. They were requested to give as honest answer as possible. The questionnaires were administered to students included in the sample at Preston University Islamabad, NUML Islamabad, WISH Islamabad, and Foundation University Islamabad. The responses of scales were analyzed by using statistical package SPSS, according to the scoring directions already mentioned above. For this purposes t-test, chi-square, percentage, ANOVA test were applied for analysis of data. It tells us intensity level of the usage of electronic media by the university students. Total of 33 statements was first calculated and then a complex

“summary scores” of these five “chi-square scores” was obtained. Each type of the electronic media was analyzed separately. The reliability of the scale is .93.

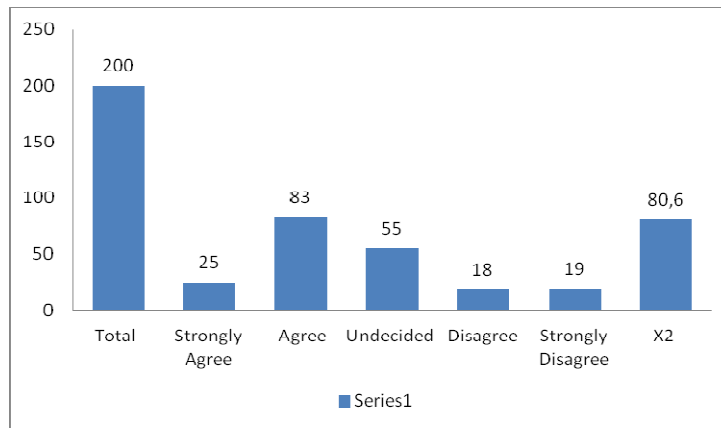
**RESULTS AND DISCUSSION**

**Table1: Radio provides latest information about the world**

Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X <sup>2</sup>	P
200	25	83	55	18	19	80.60*	<.000

\*Significant df=4 x<sup>2</sup> at 0.05=9.48

Table 1 indicates that the calculated value of x<sup>2</sup> was found to be 80.60, which was highly significant. Therefore, the opinion of respondents was inclined towards agreements with above statements. This also presented in the following figure.

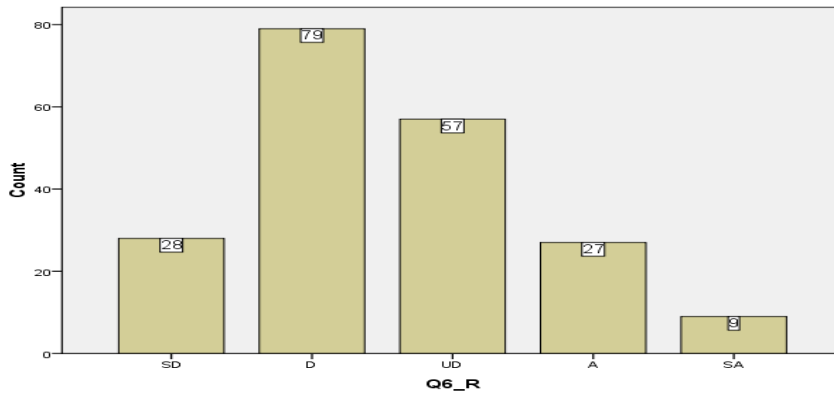


**Table2: Radio helps students in preparation of assignments**

Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X <sup>2</sup>	P
200	9	27	57	79	28	77.10*	<.000

\*Significant df=4 x<sup>2</sup> at 0.05=9.48

Table 2 indicates that the calculated value of x<sup>2</sup> was found to be 77.10, which was highly significant. Therefore, the opinion of respondents was inclined towards disagree with above statements. This also presented in the following figure.

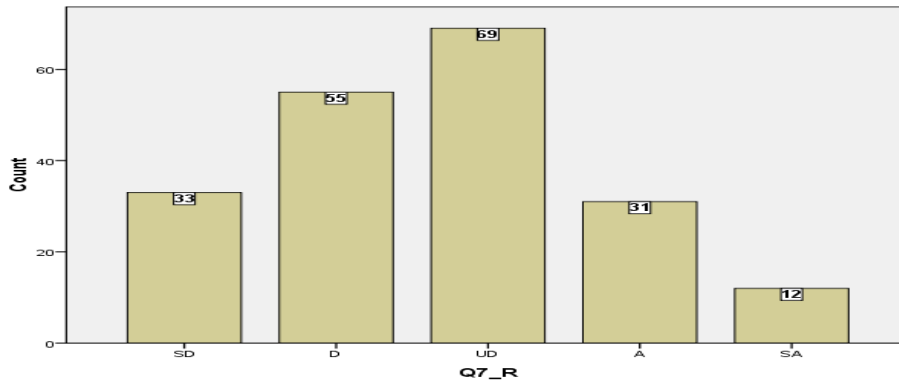


**Table 3:** Radio helps students in their research project.

Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X <sup>2</sup>	P
200	12	31	69	55	33	49.5*	<.000

\*Significant df=4 x2 at 0.05=9.48

Table 21 indicates that the calculated value of x<sup>2</sup> was found to be 49.5, which was highly significant. Therefore, the opinion of respondents was inclined towards undecided with above statements. This also presented in the following figure.

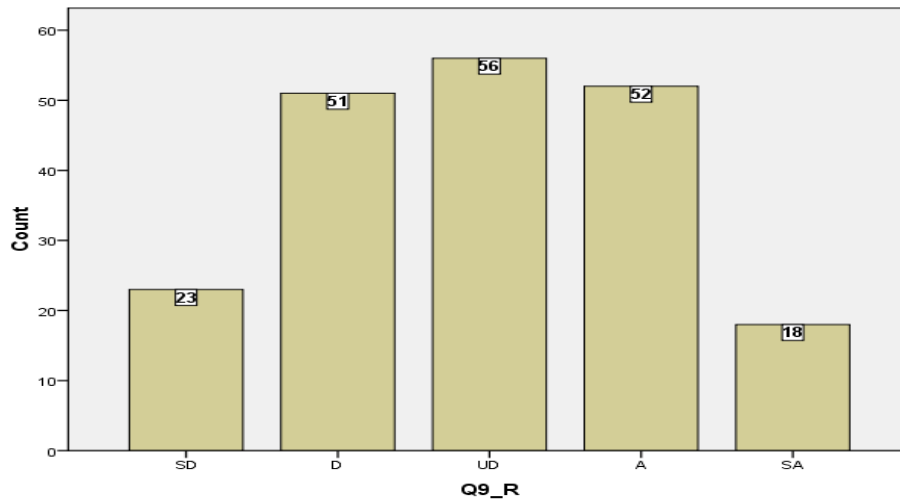


**Table4:** The availability of online recourses on Radio with their huge collection of information has made the learning process easier and worthwhile.

Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X <sup>2</sup>	p
200	18	52	56	51	23	32.3*	<.000

\*Significant df=4 x2 at 0.05=9.48

Table 4 indicates that the calculated value of x<sup>2</sup> was found to be 32.3, which was highly significant. Therefore, the opinion of respondents was inclined towards undecided with above statements. This also presented in the following figure.



### CONCLUSIONS AND RECOMMENDATIONS

Results shows that radio provide latest information about the world. Radio does not help students in preparation of assignments. Results concluded that radio does not help students in their research project. Results show that the availability of online resources with their huge collection of information has not made the learning process easier and worthwhile. This study may helpful for teachers and they encourage the students to make best use of radio in their learning process.

To minimize and resist the effects of western and Indian channels, it is suggested that local channels should be strengthened and programmes should have better content. These channels should produce and broadcast quality programmes that could help in the promotion of Pakistani values, educational and traditions and improve the image of Pakistan on international level. Universities should launch their own educational channels on radio. Where professor were invited to present lecture and discuss different issues in education.

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