

UNIVERSITY OF NAIROBI

**RADIO LISTENING HABITS AND
PREFERENCES: A STUDY OF CHILDREN
BETWEEN AGES 10 – 15 IN
KENYA**

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FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
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DECLARATION

Declaration by the Candidate:

This study is my original work and has not been submitted for the award of a degree in this university or any other learning institution to the best of my knowledge

K50/38482/2020


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Declaration by the Supervisor:

I do confirm that this study has my approval to be presented for examination as per the University of Nairobi regulations.

Dr Samuel Ngigi

Signature  Date 13/12/2022

University of Nairobi

DEDICATION

To my dear wife Wamahiga

&

My adorable daughters Wambui and Wangari

ACKNOWLEDGEMENT

I owe it to the almighty God for getting me this far in my academic journey. It may not be possible to mention all who have been of much assistance to me in my entire academic programme at the University of Nairobi. My heartfelt thanks to my supervisor Dr Samuel Ngigi who literally walked the journey with me, giving his constant scholarly advice and being extremely patient with my shortcomings in the research work. His intelligence and professional guidance made this study become more exciting for me and also such a huge learning experience. Dr Ngigi was such a cooperative and accommodative research supervisor and I will be most enthusiastic to work with or under him in any future academic undertakings.

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Abbreviations

CAK – Communication Authority of Kenya

CCK – Communication Commission of Kenya

EMS – Educational Media Services

FDG – Focus Discussion Group

FM – Frequency Modulation

IRMA – Information Resources Management Association

KBC – Kenya Broadcasting Corporation

KICD – Kenya Institute of Curriculum Development

KIE – Kenya Institute of Education

KTN – Kenya Television Network

K24 – Kenya 24

MCK – Media Council of Kenya

NGO -Non-Governmental Organization

NTV – Nation Television

R & B – Rhythm and Blues

UGT – Uses and Gratification Theory

UNESCO – United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

There is need to understand the place of radio in this era of proliferation of new communication technologies and in an age apparently dominated by electronically generated visual information via the internet or television. Radio is basically a non-visual media platform hence the need to understand how it is faring in this new mass media landscape. More crucially is an investigation into the radio consumption habits, preferences and experiences among children aged below 15 and born into this internet era. This study examines how these children interact with radio, the media platforms they use to access radio, their preferred radio content and the reasons behind their preferred content. The study draws upon quantitative research method where the questionnaire as a research tool was heavily deployed. Focus Discussion Groups came in handy too under the qualitative approach in collecting data on a sample of a hundred respondents comprising of children and adults ranging from the rural to urban settings in Kenya. These different geographical settings are aimed at revealing any possible radio consumption variations among children in these areas. The research established that many children know what radio is and indeed listen to it and that children in the rural areas consume radio more frequently than their urban counterparts. This study also reveals that children still find the traditional radio set relevant and it is indeed their most favourite platform. Generally, it was concluded that most children consume radio purely for entertainment. It is therefore important for radio content producers to relook into their programming so as to cater for the early teenage radio consumers who the study observes also consume adult targeted programmes. Kenya's Ministry of education too needs to utilize radio more in their educational media services to schools to benefit even children who cannot access internet platforms. Elsewhere, the mass media researcher and radio practitioners need to undertake further studies into the possible conclusion that 'the higher the media consumer scales up the social and economic ladder, the less their interaction with radio'. Significantly for media researchers and theorists, the study reveals that media content preferences among consumers are not dependent on the ownership or control of the media platform.

CHAPTER ONE

INTRODUCTION

Radio has dominated Kenya's media landscape since the late 1920s. Due to its accessibility, radio has been a medium of choice for all, irrespective of race, gender and even age. It has been a source of information, education and entertainment for many people in Kenya and the world, despite the proliferation of other media channels and the internet. In their Radio, TV and Internet Audience Statistics in Kenya survey, *Quarter 1* of 2021, *GeoPoll* found out that radio is the most accessed form of media with 9 in every 10 respondents they interviewed in those last 30 days having had accessed radio. Additionally, the study found out that 85% of those aged between 15-24 accessed radio in those last 30 days before the study compared to 79% who accessed TV and Internet in the same period. That shows how Kenyans interact with radio either as a matter of choice or just by way of circumstances. In this latest *Geopoll* report for instance there is conspicuous absence of children aged 10- 15 and how they access radio.

BACKGROUND

In their research publication, Ajaegbu et al (2015) quoting Kuewum (2009) argue that world without radio is like a 'garden without flowers and trees' and that 'radio feeds us with information, teaches us and calms our nerves'. Kuewum here speaks of all us needing radio on a daily basis and of course here he includes children.

Apparently, radio is part of everyday life globally and it would be important to get an insight into how then everybody including children interacts with this medium. No wonder radio, which is the focus of this study, is now globally accessible to listeners via other modern communication platforms like MP3 player, smartphones and digital television.

The strength of radio as (Gaze et al 2011) notes is that it's a medium already migrating to new technological realities, remains it's mobile (portability), easy to access and its instant availability through real- time transmission among other advantages. The development of online radio for instance has also given rise to innovative news tendencies whereby unlike the traditional radio, news can now be accessed via radio station websites (Gazi et al). Indeed, even *rock*, a music genre which earlier appeared of less appeal to children has amalgamated with European classical music and afro music and now brought via radio to kindergartens and elementary schools so that today, children are compliant consumers of rock unlike there before (Gazi 2011).

Generally speaking, children, who again are the focus of this study, can elsewhere interact with most of media platforms in this *multi-media* society as Gazi a et al calls it. But even with this technological leap forward in mass media, radio has largely retained its traditional form of being 'Heard and not seen'. The curiosity is, whether the modern child then is consuming this old form and which most children consider as 'old medium' (Tejkalova A 2021). Tejkalova study done in Czech Republic argues that most radio station managers indeed do not consider children as an important target audience (Tejkalova A 2021). This is also confirmed in a study conducted in Spain where it's found that children are actually marginalized as a radio audience (Balsebre et al 2011) and that there is no deliberate effort to make radio more accessible and relevant to the children.

Locally, it's apparently indisputable that Kenyans too generally interact with radio on such a higher scale and hence crucially important to attempt and understand the consumption habits of radio specifically among children between 10 -15 years. In Kenya these are children in the upper primary in our education system. I will use few examples of researches done around this area of study and which have wonderful findings about how radio is consumed by various social classes, university students or generally youthful audiences.

In his 2016 research on university students; *Media Preferences and Uses: Radio Listening Habits among Students in Kenya*, Prof Hezron Mogambi finds out that undergraduate students at the University of Nairobi, listen to radio largely for entertainment and more specifically music be it R&B/hip-hop or reggae. Mogambi's study reveals that most of the students listen to radio while at home and prefer radio stations using English as a medium of communication. Mogambi states clearly that his study targeted undergraduates at the University of Nairobi aged between 15 to 24. There is need therefore to study radio consumption habits among children between 10- 15, this bracket being the ones in the upper primary schools.

Other studies that have been done earlier in this area will also reveal possibilities of the early teens denied the chance to interact and consume radio. For instance, Dr Gathigi George in his PhD dissertation titled: *Radio listening Habits among Rural Audiences: An Ethnographic Study of Kieni West Division in Central Kenya* (2009) reveals an interesting aspect of radio consumption in the rural areas. This is about who controls the radio tune-in knob. In one homestead in Kieni west, where the study is based, Dr Gathigi finds out that the father, mother and grown son each have a small pocket radio. The three use the radio devices separately. The mother uses hers in the small kitchen outside the main house, the father carries his to the grazing fields and the son carries his in his pocket as he searches or does menial jobs out there. This scenario is replicated at night when each of these three 'radio gatekeepers' keeps and uses their small radios for their gratification. They listen to their favourite programmes.

And as they confess, they also use radio as a companion to 'kill boredom and loneliness'. This goes in line with what Kuelum (2009) talks of radio 'calming our nerves'. While radio here is a companion to the adult, the question remains: who keeps the child company in their lonely moments? Prof Mogambi quotes the *Uses and Gratification Theory* (Blumler & Katz 1974) While explaining radio use by university students. This theory asserts that people are active users

of media and select how they will use it, here we again see the practicability of this theory in radio use in this Kieni west homestead. The question left hanging here is whether the under 15 in this homestead indeed consume radio if at all for their gratification. At some point Dr Gathigi states thus; ‘older couples for instance would have to incorporate their grown-up children (in radio listening), while young couples with young children did not have to include them in their radio listening...’. Blumler and Katz in their theory didn’t exclude children in the need to select how they would use media and be gratified by it.

Indeed, there are enough studies to show that children in this bracket hugely consume TV and even internet, *Geopoll* in the study referred to earlier found out that 79% of those aged 15-24 have access and indeed consume TV and Internet so there is need to study how they interact with radio especially in areas with no little access to TV or internet.

Listening to most radio stations in Kenya there is glaring absence of programmes or topics targeting children. Dr Gathigi in his study finds out that people in Kieni west tune in to radio *Inooro* and *Coro* FM radio stations to listen to programmes dealing with agriculture, health and nutrition, business, news and family matters. These are major reasons they tune in to radio but clearly the content is not targeted to children.

Kenya Broadcasting Corporation KBC *Radio Taifa* average per week has 0.6% targeted at the youth programme which translates to 60 minutes per week (Githaiga G et al) (eds) (2011). Apparently, the national radio does not offer any specific programme for children under study here. Interestingly KBC *Radio Taifa* donates 33% of its programming each week to development programmes stories (Simiyu I 2015) which definitely are not of interest to children.

Elsewhere, there is also the important issue of popular radio segments and timings across the day. Mogambi finds out in his study, that most students consume radio in very early morning hours and late night. This is also confirmed by Dr Gathigi except that in Kieni west

study, these villagers will also carry radio sets along in their daily chores even outside their homesteads meaning that radio listenership is also high during the day. The portability of the radio set means that at some point the adults would carry radio sets with them to their field chores and leave children at home with no radio to listen to.

And when it comes to the odd hours; early breakfast and late-night radio segments, they naturally may not favour the 10 - 15 children.

Statement of the Problem

Kenya's media landscape for almost a century now, has undergone considerable revolution in both technology and consumption habits. This revolution has brought in modern media technologies and platforms which definitely have also changed the consumption habits of radio, which is under study here. TV for instance has arguably been the main mode of media consumption in the urban areas but owing to proliferation of electricity connection even in rural areas, many Kenyans have now been able to access TV.

On another scale many studies done there before on radio consumption in Kenya and elsewhere have narrowed themselves to young people and adults only. There appears not to have been any deliberate focus on primary school going children (as per Kenya's education system) and how they consume radio, be it in the rural or the urban areas.

This study therefore seeks to address this gap and delve into this area of how children between 10-15 interact with radio in as many general areas such as what radio stations they prefer to listen to, favorite radio programmes and on-air presenters and the time they spend listening to radio. The key issue here is whether or how much these early teenagers consume radio. It starts with what children know about radio, some in urban areas who have grown with TV or at least whether they have ever listened to radio, what radio content they consume and which is their

favourite radio station. The study also seeks to determine what language or languages children prefer as they consume radio. In Kenyan media space it will be interesting to determine the level of children's interaction with radio stations broadcasting in Kiswahili, English, vernacular or even slang.

Prof Mogambi in his study reveals that university students prefer radio content delivered in English services hence their preference for radio stations using English like Kiss FM. In Dr Gathigi's study in Kieni West, the Kikuyu-speaking radio stations are most preferred there. This Kieni study just like Mogambi study however did not shed light on what language children in that area prefer to consume in radio. As pointed out earlier, the Kieni example clearly shows that radio is the mode of choice, the study showing that few people own TV there.

Prof Mogambi study also shows that a big number of youths listen to radio via the smart phones they own. This revelation is key for it helps beg the question as to whose phone children under 15 would use to interact with radio. This could be a further impediment to these children who may not know radio as a device but would like to consume it via smartphones. And as pointed earlier in the Kieni study, adults own and use radio for self-gratification. Indeed, radio sets are sold in the small markets in Keini for as low as Kenya Shillings 150 (\$1.24) this affordability collaborated by Dr Ajaegbu (2015) that radio set is cheap and does not cost much compared to TV which is expensive. But be that as it may, definitely children there may not afford even the low cost that Ajaegbu talks about with regard to the Nigerian experience.

Here, children between 10- 15 would likely appear to have no access to modern media like radio since as pointed out earlier radio is in control of adults. *Geopoll* in their study alluded to earlier reveals that radio listenership 'predominantly happens at home via radio set'. And with this

adults' control of radio, who as Dr Gathigi finds out only listen to their exclusive favourite programmes, then it's possible the under 15 just *hear* the radio but don't *listen* to it.

In any case, going by the radio content adults in the Kieni study confessed listening to, children would be less interested to listen to or would even not comprehend the radio programme stuff at all.

Dr Gathigi at some point refers to one focus discussion group during the research, comprising of married men aged between 27 to 37 and most of them who had children in their early teenage. The study however apparently did not bother to determine how these children between 10-15 consume radio in that area. If this scenario would happen in cities, children would have an option to watch TV but here there could be a possibility that these children in this rural setting have very minimal interaction with modern media like radio and TV.

The two studies I have referred to did not look into this. This is the gap which begs for some study and which should if and where possible and viable rope in radio managers to understand how much of radio programming is targeted to early teenagers. The radio managers would assist in determining how popular these children's programmes, if any are on the ground. Such statistics will shed light on the consumption trends and preferences of radio by children and possibly help to predict the future of radio in Kenya. Children are the future media consumers so it's very crucial to study their radio consumption habits and preferences at their early teenage.

Research Objectives

1. To identify how accessible radio is to early teenagers and how much time they spend on radio
2. To Determine the platforms early teenagers, use to access radio
3. To determine radio preferences among children aged 10-15
4. To Investigate and gain insight into why certain categories of radio programmes are

preferred by children between 10 – 15

Research Questions

1. To what extent is radio accessible and how much time do children under 15 spend on radio
2. How do children in the 10-15 age bracket access and consume radio programmes
3. What radio content do early teenagers prefer
4. Why do children in early teenage consume their favourite radio content and what satisfaction do they derive from the radio programmes

1.6 Significance of the Study

This study is about how children between 10- 15 interact with radio. In the two in depth studies referred to earlier by Prof Mogambi and Dr Gathigi, it's very clear there is need to now further investigate radio consumption habits among these children. As aforementioned from the Kieni study there could be a possibility that early teenagers and more so in rural areas are less interacting with radio. This, if found out by the study, should be a serious concern for the present and future radio practitioners.

The radio managers would use such findings to reorganize their programming to slot in radio segments specifically targeting children. The two studies widely used here for instance, both agree about youth love for music. Mogambi for instance reveals that university students would like to consume R&B, Hip Hop and reggae via radio while Dr Gathigi also found out a section of youths in Kieni tuned in to the now defunct Metro *FM* to consume reggae beats. This provokes the radio managers to think of music preferences among the early teenage audiences.

A study targeting this group between ages 10-15 would therefore most likely reveal the music tastes among these children and assist radio managers relook at their music playlists. It's worth noting that these children aged under 15 will be adults in the next two decades and therefore the need for radio practitioners to make them interact more with radio for posterity and survival

of the sector.

Elsewhere as Dr Gathigi points out, Kenya's Ministry of Education used to have educational media services via radio programmes courtesy of Kenya Institute of Education (KIE) until 1990. Such study would reveal the gap especially in the rural areas where radio could be the only reliable media platform reaching children. There is the need to ensure that such educational radio programmes are accessible to as many children as possible which comes in handy in the education sector as seen during the recent school's closure amidst the COVID 19 pandemic. Since not all Kenya's areas are connected to electricity and internet, the study would assist the government in providing radio interaction with mass audiences in primary schools.

A study into radio preferences among early teenagers will also significantly assist in widening the field of study of radio consumption in general. The research work definitely goes a long way in forming part of the body of knowledge on the subject of changing consumption habits of radio more so in Kenya and will be a vital resource to scholars seeking to understand the changing media landscape and which radio is a major part of.

Operational Definitions and Abbreviations

Asynchronicity – a concept where the consumption of media messages is no longer time dependent and that the content may be consumed at times other than the specific broadcast time.

Geopoll – a world leading mobile survey platform with a network of millions of users in Africa and Asia

Gratificationists – theorists of the Uses and Gratification Theory who still believe or hold on to the early definitions of the theory as being audience-centered and which primarily focuses on what media consumers do with the media and how people actively seek out specific media to satisfy specific needs

Hutia Mundu... Kikuyu language loosely meaning ‘touch someone’ or ‘feel someone’

Intersnetspeak... unique abbreviated language and emojis constructed by the youth for use online for instance *btw* to mean ‘by the way’

Net generation – generation born into the modern mediated world, the era of modern digital media

Ngogoyo – sugarcane juice, translating to old classic music

Njanjo – loosely translates to *vaccine*. For use as the drug to treat ailing souls whose loved ones went missing for years never to be found

Roga Roga – loosely translating to *bewitch, bewitch*. Here used to denote hypnotizing listeners with good music

Two Rivers mall – an ultra-modern mall in Nairobi suburbs

Virtual radio – here used to mean radio carried on other media platforms but with added visuals to the normal audio radio broadcast

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

This review will offer the theoretical framework to guide the study. It will also look at several perspectives and earlier studies into this area of radio consumption. The theoretical framework will rely on principles of theories advanced by scholars and which can assist in the entire area of radio consumption amongst the audiences and more so about the early teenage listeners. More specifically this chapter will examine any earlier study/studies done about radio listenership among children in Kenya and anywhere else in the world. This will help determine if there are gaps in such studies and therefore assist the conduct of the study about radio interaction among children between 10- 15 in Kenya. Here the main focus will be on the consumption of mass communication as has been over years as well as in its modern form and see how and whether children's consumption of the same has changed in tandem with the changing times. In Papathanassopoulos S ed (2011), Cardoro G in his article *From mass to networked communication*, hesitates to use the term 'modern mass communication' and instead calls it 'networked communication' viewing today's communication in terms of technologies, appropriations and uses. His argument is that it's no longer about the masses but about the media technology available to individuals when it comes to consumption of media content. But Deuze M in his article *Media Life* calls it a 'mediatized world' 'where media is in our lives, and no longer 'life with the media' but 'life in the media'. This means that our life is all about media according to Deuze which naturally provokes any scholar to like to study how then children have mediatized.

Theoretical Review

Uses and Gratification Theory (Blumler & Katz 1974) argues that human being will use the media to seek happiness and satisfy the soul. This means that different people will have different tastes and preferences for media. Gentile D (2003) refers to this theory as that one 'which examines the needs of the consumer in relation to the content'. They are active and have reasons as to why they consume different media. Quoting (Rubin 1994) media consumers come to media with certain needs and fulfill them using certain media. This explains why studies have always shown different findings at different times of consumption of media like TV, radio, print, social media and the internet.

Most *gratificationists*, (Moore S 1993) would like to study the media audience as consumers whereas Stacks ed (2009) want to see the audiences as producers too, giving the example of bloggers who have lately become producers of content and audience, therefore should be seen in their new roles and also their capability of not only giving suggestions about content but also being part of the media content creation. Uses and Gratification Theory will only look at the model of individual needs in terms of consumption. Gratification researchers have for long concerned themselves with how individuals use media as a resource to satisfy their needs and achieve their goals (Moore S 1993). The advent of new media technologies and more so personalized publishing has provided the communication researchers with an opportunity to examine media audiences not just as consumers.

Indeed, some researchers have started looking at the media consumer from a radically different angle with mass media losing much of the *agenda setting* (refer Agenda Setting Theory) role they were seen to boast there before. Today, editors and media managers can no longer sit and give their perception of news stories for instance to influence audiences in some ways (Bryant J (2002). Moore S (1993) prefers to use the term *audiences* and not *audience* denoting

several groups divided by their reception of different media and genres or by social and cultural positioning. The remote-control device for changing radio and TV channels and the time setting switch on the video recorder are all examples of contested symbols of domestic consumption of media. In everyday family, the possession and utilization of the remote control appears to be constantly fought for. This example of remote-control device clearly shows how the *audiences*, as Moores calls it have been fractured right at and from the family level. Gone are the days a family could watch TV or listen to radio in unison to satisfy their unit needs for instance, watch TV news bulletin together for information.

New communication technologies allow children to literally step out of the traditional mass media as we know it and sample other new media contents for gratifications. There are gratifications brought about by the new media such as appreciation, social media presence, as it were 'staying in touch' and even meeting new people and finding new relationships. The newest and seemingly scaring gratification is what is variously referred to as *social media craze* (IRMA 2019). Here social media users for instance are seen uploading bloody accidents scenes to social networking sites. It would be keen to determine what gratification is there among these citizen journalists, this time round playing their roles as producers as opposed to being media content consumers as has been the case before the onset of new media.

(Gentile 2003) while addressing the children audience talks of them having the capability to choose their needs and how they can be gratified. Referring to *social cognitive theory* (Bandura A 1971), he talks of how children will look for role models who they want to copy. And that it goes even to the very young of the children that they can be able to identify the hero and the villain in a cartoon show basing it on how the characters are portrayed. For instance, the villain is the bad guy and comes across as 'crooked and jagged'. This proven capability of that infant to consume media content with such a liberal mind frame is enough fodder for the researcher into

how then a child in Kenya or beyond would consume radio in its modern form.

Critique of the Existing Literature

Radio, which is the focus of this study, is now accessible via other modern communication platforms like MP3 player, smartphones and digital television. These are the very platforms which are widely used by children and youngsters nowadays. More than half of children in the age of 8 in USA have played computer games or watched videos at least once via a smartphone, iPod, iPad or similar device (Sari G 2019). Children spend about 9 hours a day in the USA on the screens. Buckingham D et al (2013) calls this the 'net generation' which he argues has different skills in terms of accessing and navigating through information but also processes and evaluates information in different ways as compared to what he refers to as the 'TV generation'. TV generation here referring to the adult generation born before the turn of the new millennium.

The natural question therefore arises; when are these children in early teenage consuming radio if at all and at least via these new gadgets? Bosch T (2017) in her study on community radio argues that today most young listeners can listen to radio via MP3 players or cell phones and indeed as she argues internet has made it possible for listeners to tune into radio stations anywhere in the world. Many radio stations including the community radio in South Africa have even created Facebook groups among their listeners who can also give feedback through twitter, SMSs or Facebook. These are relatively modern ways of communication and interaction but what Bosch has not revealed in her study of community radio in Sri Lanka, Mexico, Ecuador, El Salvador and majorly in her home country South Africa, is how much of radio programming is about young children or is listened to by the youngsters and who appear could interact with it through these modern internet platforms. This would have assisted more in determining whether children consume radio at the lowest of the radio ranking, meaning at the community radio level.

2.3.1 Changing Trends in Radio Consumption

Today there is indeed the internet radio and mostly packaged as radio-on-demand and which adds the visual dimension to what the traditional radio seen as ‘blind medium’ offers (Labor T 2022). Internet radio otherwise referred to as *virtual radio* can now be *heard and seen*. Radio listener can listen to a programme and even watch it progress live from the radio studio. There is need to study if this new innovation has in any way attracted more the teens to tune in to the virtual radio or not. Another improvement in Radio is the radio-on-demand and which could be the in thing today but again the obvious question remains whether this adaptation by radio has earned younger listenership. What Labor T calls *asynchronicity*, a concept where the consumption of media messages is no longer time dependent and that the content maybe consumed at times other than the specific broadcast time. This obviously includes the popular use of radio programmes podcasts today. Here we are talking of media consumer flexibility and control.

It’s important therefore to determine whether this radio-on-demand has got children programmes on their menu available for use ‘wherever and whenever’ they wish and which are independent of the live programme transmission. This improvement has revolutionized the media landscape from the traditional *one -to many* media function to a *multi-lane communication highway* where broadcaster and listener talk to each other and listeners talk among themselves.

Children are increasingly creating their own online content through blogs, online diaries, social networks and other digital platforms of expression (Sandra l 2011. Indeed, the cultural stories created by others and the main stream media are increasingly being displaced by each child’s unique story. Youths have actually constructed their own abbreviated language codes, what Sandra calls *internet speak*. The youth download music and TV and radio content and consume it on demand. But even with this technological leap forward in mass media, radio has largely retained its traditional form of being ‘heard and not seen’. The curiosity is, whether the modern child between 10-15 then is consuming this old form and which most children consider as

‘old medium’ (Tejkalova A 2021).

2.3.2 Blind Medium

It is (Crisell A 1994) who refers to radio as a ‘blind medium’ in that it comprises only *noise and silence*. There could be no other stronger description of radio that would prick any researcher to like to determine how then the very young in the society in general and Kenya in particular are consuming this so called ‘silent medium’ in the face of proliferation of many other media platforms which seemingly could be more enticing and entertaining to the young in the population. These other media platforms would include TV and most of the social media outlets. As Crisell notes, this non-visual mode of radio was the one big disadvantage of it as compared to TV in 1950s in that radio was just there for listening whereas in its audio-visual form, the emerging TV proved more magnetic to the audiences.

Crisell gives the example of the way TV then covered the 1953 coronation of new Queen Elizabeth II where 20 million people watched the live event in Britain alone, representing a remarkable 56% of the British population, and which far outnumbered the radio listeners who tuned in to follow the live coronation proceedings across Britain. This he appears to argue was out of the visual nature of the TV medium as compared to radio which is utterly non visual. The viewer could see the live images of their new young queen and for the first time witness by watching live, a coronation in the British monarchy transition via a media device. If millions of radio consumers opted for TV in the 1950s, it’s therefore naturally curious to study if the present-day child under 15 would stick to listening to radio when the TV option is readily available. The 1953 data however, does not breakdown the TV viewership versus the radio listenership in terms of ages with regard to the live coronation event.

Radio codes are purely auditory consisting of speech, music, sounds and silence. As it were, Crisell argues that radio appeals only to our ear and to him, the ‘ear is not the most intelligent of

our body organs'. He argues that this silent radio mode therefore would need to be aided by various other presentational codes like facial expressions, gestures, bodily movements and postures or even numbers, drawings, photographs and diagrams. These aiding codes could be found in other visual and motion media like TV and film, qualities that make them more appealing and more so to children. The lack of this visual strength in radio calls for the listener to have the ability to imagine the radio words and sounds. Radio creates more mental images than other media (Rodero E 2020) and the listener must imagine the speaker's image and the image of the content. The closeness of the radio to the listener and the power to create mental images provides the benefit of more intense and profound cognitive processing. Here comes the big question of whether a child under 15 would be capable of this mental processing.

2.3.3 The Kenyan Child

All these arguments above about how radio and interaction with it comes across practically, would form the huge interest in any researcher to try and understand how then the child aged between 10-15 in Kenya is interacting with this medium which, as argued earlier on, lacks both image and text and which as we have seen could not provoke much interest to the human mind.

Traditional media like TV has cartoon programmes meant for the young audiences and that's a huge preference for children in Kenya (MCK 2021). In Kenya children are more likely seen to consume TV entertainment for instance the cartoon programmes and other children drama series on the screens. Indeed, TV producers have proven to have done their ample research into these entertainment areas. No wonder during weekends and school holidays the TV programming changes especially during the day to suit the youthful viewership including children under 15. In Kenya, you find leading TV stations like Citizen, KTN, NTV, K24 changing their programming during the mid-morning hours to squeeze in cartoon programmes specifically meant for the

children on holidays, weekends or public holidays. It could be a safe argument here that all the child appears to be searching for in the mainstream media is entertainment. There is a 2015 study done by Maende J (UON) about a children's comedy /adventure series *Machachari* which was then cast on Citizen TV. (The programme has long ceased as a continuing series on Citizen TV, with only earlier episodes presently repeated weekly). The study reveals that the programme is such a huge attraction to children in Kenya apparently for the simple reason that it is about children. Very few adults are featured in the show. The major themes on *Machachari* are about children; giving children's view of life, schooling and representing two shades of social life - ghetto and urban lifestyles. Indeed, most of the cast is between 10-15 going by the fact that they are in primary schools. This instructively shows that the viewership could hugely be early teens and who naturally relate and identify with their age mates on set. Maende however has not demonstrated how much he interacted with children to get their first-hand views of the programme. It would be interesting to get their side of the story and even from the programme producers to understand more about the reasoning behind the entire concept. But more so to determine how much of the children input is in the production. Let us now turn the focus on radio especially the Kenyan radio to determine whether there could be a *Machachari* equivalent to children radio audience.

At the level of national radio, there is apparently no deliberate target programme for children. Kenya's state radio Kenya Broadcasting Corporation KBC national service *Radio Taifa* radio for instance has children and youth variety shows but only targeted to specifically those age groups seen as *commercially* viable. Definitely the age group under study here which is 10-15 could certainly not be in this commercially viable category (Tejkalova 2021). *Radio Taifa* average per week has 0.6% targeted at the youth programmes which translate to 60 minutes per week Githaiga G et al (Eds) (2011). Apparently, going by this study, the public broadcaster does not

offer any specific programme for children under study here. Interestingly KBC *Radio Taifa* donates 33% of its programming each week to development programmes stories (Simiyu I 2015) which definitely are not of interest to children. Elsewhere, a study done in Czech Republic argues that most radio station managers do not consider children as an important target audience (Tejkalova A 2021). This is confirmed in a study conducted in Spain where it's found that children are actually marginalized as a radio audience (Balsebre et al 2011). There is no deliberate effort to make radio more accessible and relevant to the children.

2.3.4 Old Medium, New Era

Tejkalova (2021) interestingly notes that despite the proliferation of new communication technologies and platforms, radio has still remained relevant. This as she argues is for the sole reason that radio has the capacity to adapt to dynamic changes in the communication landscape. However, among children in Czech, the picture is different. Tejkalova study among children revealed that most listen to radio only when they visit their grandparents who listen to radio as a matter of choice. Others talk of listening to radio in their fathers' cars as they are driven to school. One strong aspect of this study is that it sought suggestions and recommendations of children as to how radio can be improved so as to a stronger attraction to the modern child.

As a recommendation the study talks of the need to involve children in radio content creation, listening to their proposed changes and suggestions which appear valuable for the future of radio. This would assist in demystifying broadcasting for young audiences. There is need to encourage direct involvement of children in the creative processes of radio. Children want the media institutions to provide 'goods and services' from their everyday point of view, this showing that children employ media stories to reflect their own experiences (Rajakumar M 2018). Best example is on the aforementioned children programme *Machachari* though on TV, but where

children seem to own and run the show. It's like as Rajkamur argues that media institutions may have taken the note of the aspirations of children and started the delivery of services as per the children wish. There will need in this study therefore to determine whether there is such a radio programme by children and for children.

The big point of concern is that children would prefer radio not as FM receiver device but as part of the new media platforms (Tejkalova 2021). This means that radio should strive to have presence in the present-day media convergence and be part of children's choices amidst YouTube, Facebook etc. and on the modern gadgets. Sadly, a study done on the Portuguese radio landscape found out that 30.8% of Portuguese radio stations did not have a website or a streaming system that could transmit their programmes to the whole world (Gazi A et al 2011). Lack of this new technological latitude means that fewer children will be attracted to the radio stations even outside of Portugal. Most studies have ignored children and the young people who are seen by media practitioners as of less economic radio value as seen in the KBC *Radio Taifa* example earlier.

Studies into how children interact with radio date back to the last century. A study done in 1952 about the then popular radio show called *Quiz Kids*, reveals that not only was the programme popular with children then but with the general audience (Gardner M 2013). It involved five talented children but who were normal children but could tackle any topic and answer any of the toughest questions directed to them on set.

The show that was carried on the *National Network* radio ran for 13 years from 1940 to 1953. They were such popular that at one point they were invited to visit the first lady then Eleanor Roosevelt at the White House. This early study seems to suggest that the children's show was such popular owing to the unique nature of the children on set. They come across as super kids with super IQ and it would be interesting to determine if a replica of such programme on radio

today would be as popular.

In a UNESCO report, radio consumption among children in USA was first in order of preference for 69.3% of the 100,000 children interviewed listened to radio. Interestingly and possibly different from today, town children then consumed radio more than the country ones. Those aged 6 to 18 years in the rural areas listened to radio 18 hours a week. Most of them said they preferred jazz rhythms, the study revealing that radio love had gotten to crazier levels where infants' fresh walker could be seen turning the knob of the family radio (UNESCO Report 1952). This study on Kenyan children will therefore hopefully reveal how the landscape has changed since then, if at all.

2.3.5 Rural Urban Consumption

Dr George Gathigi in his research into how radio is consumed in the rural areas is based in Keini In Kenya, Dr Gathigi gets closer to how the youth consume radio and that many of them actually own radio sets purchased in the nearby small trading centers. Youths interviewed reveal that they carry their pocket radio sets with them as they set out to search and do menial jobs. They talk of radio being their companion to 'kill boredom' an indulgence Rodero E (2020) calls 'Radio Company'. Indeed, most respondents argued that looking for company was one biggest reason they listened to radio and hence the fond term 'my radio' among respondents in Kieni West and quoting a Spanish journalist Gabi Londo who argues that radio is like a 'second voice in life' and which has enormous potential to reduce loneliness. In Kieni West, respondents talked of tuning to radio at night much of it being to listen to adults' programmes for instance *Hutia Mundu* on *Inooro FM*. Some others especially the youth in the area spoke of tuning to radio to purely listen to the then reggae radio station Metro FM. This revelation is corroborated by findings where university students also declared their love for this reggae music genre on radio (Mogambi H 2016).

This study in Kieni West gets up to that point as far as how children in the area consume radio. However, the research fails to answer the question of how children between 10-15 interact with radio if at all. Elsewhere in the research Dr Gathigi found out that many people in the area turn to radio largely to listen to agricultural, business, political and even health content. This content is definitely not stuff for children. The research while interviewing groups of adults/parents does not pose the question of how their children back at home interact with radio. This was such a hugely glaring omission by the researcher since it may appear that children in the area do not listen to radio, they only hear it when the adults are listening as a ‘secondary medium’ (Crisell 1994). And being a rural setting with minimal electricity connection, then the question arises of how children kill boredom via entertainment through electronic gadgets.

There is always the need in such studies into media consumption to distinguish between children and young people that is the youth. Livingstone S (2013) focuses on the home being the primary location for media use for younger children between 6 to 16 but also contextualizes domestic media use by asking about how children consume media in these ‘other homes’, to mean school and among peers. As evidenced in the Gathigi research the family may consume radio together or as individuals.

Apparently, the modern family is today ‘living together separately’ courtesy of the process referred to as *individualization* in terms of media interaction at the family level (Livingstone 2013). This means that the family no longer consumes media as a unit. The father could be watching TV, mother listening to her favourite radio show and the child busy on an iPad.

A study on Kenyan radio *Classic FM* is another window into how youths in Kenya consume radio. Actually, the study is about how radio talk shows could corrupt the morals of children. (Ogato 2012) finds out that those between 10 to 20 years of age are now sexually active because of exposure to such radio programmes like the breakfast show on the Classic FM by Maina

Kageni. Indeed, the study talks to adults who reveal that they listen to the show mostly on transit in matatus in the morning. This is the secondary medium Crisell (1994) talks about. Some children interviewed in Kibera and Westlands residential estates of Nairobi reveal that they like the breakfast radio show since they get tips on how to handle their sexual partners. They too, like adults, listen to the show on transit in matatus but also via pocket radios and their mobile phones. 98 % of adults under study here argue that the programme is not suitable to children under 15. The argument here is that the exposure of children to sex talk via radio affect them adversely and would want to experiment what they hear on radio.

Communication Commission of Kenya, CCK then (today CAK), also concurs with adult respondents here that the programme is unsuitable to children (Ogato 2012) but the Authority does not also reveal how they as a communication institution determined empirically that children indeed listen to the show. Much of Ogato research is among others about the mode of listening to the show, reasons for liking it, listenership gender and the areas of residence among the listeners. The study fails to examine whether the young children really listen to the show. Much of the alleged listening by children is reported by the adults/parents interviewed. There was much need to directly interview children in primary schools, preferably via focus discussion groups to get first-hand information as to whether they really know about the radio programme or whether they actually tune in to it. Secondly, the mention of children allegedly getting tips of 'how to handle their sexual partners' obviously shows that the children studied here, if ever, are adolescents and not those under 15. Focus groups among these children could have given better results of how such radio programmes are consumed by children and possibly how they would affect them. Talking directly to children gives a better view of how at their tender age interact with radio and if at all there are instances where they consume radio as a matter of fact or necessity. One such study done of how the very young of the children would consume radio out of

necessity was done in Kenya's Tana River region about use of radio for educational purposes among children. It's about *solar radio* and shows how children did learn via radio during the covid pandemic in 2020. Under this project, funded by Zizi Afrique Foundation, a Kenyan NGO, each of the poorest households received a solar powered radio. In total 1660 radio sets were distributed free in May 2021. In the household, the neighboring pupils would congregate and listen to educational programmes even without the presence of a teacher (Rioba B 2021). The radio programmes are via local community radio *Amani* FM where presenters agreed to read prepared lessons from Kenya's education curriculum. The study talks to children of Dida Ade and Imani primary schools who give their views of how directly they consume radio. 10 years old Zakaria Abdalla from Dida Ade primary talks of how the radio programmes have literally changed their daily schedules and chores and now spending less time now herding their family cattle since they spend more time now listening to radio for learning purposes as compared to there before.

2.4 Summary

The changing media landscape in the media not just in Kenya but also globally puts radio in some horns of dilemma for two reasons. One, it is the only media which is apparently being called upon to radically revolutionize in operations, in that the audio radio is struggling to remain true to self but also struggling among odds to go be visual. Crisell 1994 talks of radio as blind medium hence this is akin to asking a blind person to change and gain sight so as to keep abreast with the changing times. This is tricky since radio is basically audio and should remain so. But the consumer demands are saying the opposite which could easily explain the emergence of what is referred to as the *virtual radio* we see today. As pointed out earlier in this review, modern radio is painfully struggling to catch the eye not the ear of the consumer as has been the traditional radio, in short radio is struggling to be heard as be seen (Laor 2022).

Two, radio is the only media which cannot easily embrace the other forms of communication and still retain its original form. The point here is that any attempt for radio to go visual inadvertently ends up unmasking the original form of it. It injures the self and identity of radio. In contrast to TV which can carry both audio and written texts contents very comfortably on its visual format without harming its audio-visual form. Radio on the other hand cannot carry TV in its visual form but the reverse is possible. TV will show an ongoing live radio show but radio can only carry TV in its audio form.

This brings to the fore the section of our population under study here; children between 10-15. This is a group born into this modern mediatized world, the era of modern digital TV and internet channels for instance. What Buckingham D 2013 calls the *next generation*, a generation which has access to media platforms varieties to choose from as far as media consumption and preferences is concerned? As Crisell argues given the choice, the children will most likely go for the visual media, requiring less effort to consume the contents.

So, it's naturally certain that a study into consumption habits of radio among these young teens is a matter of urgency. Studies referred here from across the world have shown that fewer children do not know radio in its device form. This may lead one to conclude that without the basic knowledge of the radio device the young audiences would most likely also not grasp the concept from this media which is radio. The child being the future adult consumer of radio, there is the need to research into their consumption habits and preferences of the same with a view to making radio feature more prominently on their media choices of today.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on how the study will be conducted, entailing the research design to be used, data collection methods and tools that will be used and the presentation and analysis of data collected.

3.1 Research Design

The study will adopt a mixed qualitative and quantitative design.

3.2 Research Methods and Data Collection Procedures

Collection of data is through *focus groups* which include children, their parents and even adults by way of *random interviews* in the streets and shopping centres. Random interview refers to that unstructured interviews conducted informally maybe among passers-by to get some information about something. The interested data intended here is about how many children consume radio. That figure is important even before we get into the qualitative aspect of the study which will deal with stories and accounts including subjective understandings, feelings opinions and beliefs Mathews B, Ross L 2010.

First the *quantitative* design entails interviewing the respondents to get actual data by way of a *questionnaire* as a tool. This method will assist reveal in actual figures how many children in the population sample consume radio. This will assist in knowing the radio programmes children like and even the radio presenters they like. It will also assist in knowing how many homes have radio as a device or else what forms of radio are accessible to people in the respective areas. In the *qualitative* approach the researcher will be able to collect views from children about radio as a medium of communication. The research tool here will be *interview schedule* and this approach will assist in gauging the feelings and attitudes of the respondents about radio in general and its

programmes and their favourite presenters and why they think so. It also assists in determining the different tastes and reasons of radio consumption among children.

The researcher here has an opportunity to apply the *observation* method whereby he can read the body language of the children especially when talking of their favourite radio programme or otherwise. It helps gauge the affection or the lack of it with regard to some radio content or even personality.

3.3 Area of Research

Respondents are selected from Kasarani Sub County in Nairobi County and Naivasha sub County of Nakuru County. The choice of these areas is basically to offer a rural-urban perspective of the study, Nairobi offering the urban perspective while Naivasha offering the rural perspective. The idea is to determine if there are any variations in terms of radio consumption habits among the children between 10-15 in the urban and rural setting. In the formative years of radio, earlier studies interestingly reveal that the urban child consumed radio more than their country (rural) counterpart UNESCO Report 1952.

3.4 Target Population

The target population of this study includes primary school going children. Specifically, these are children aged 10-15 and happen to be in the Upper primary school level. Adults who could also be the parents to these children are a secondary target. Children will state first-hand their interaction with radio while their parents or adults in the streets or homes will fill in the gaps of general radio consumption at the home level. Adults' role here is to assist in determining the management of radio as a device at home. Children under fifteen though the major target may not necessarily have the control of radio at home level.

3.5 Sampling Design and Sample Size

Purposeful sampling was used to group respondents into three categories comprising: children, parents and adults in the streets. Children were to be accessed in schools and in their homes. The importance of the school setting is that children can engage in discussions on this subject in their respective focus groups. In their homes, children can be interviewed in their home setting where most of them consume radio from. This would be an attempt to ascertain claims by earlier studies that radio is mostly consumed in the home setting Mogambi H 2016, Livingstone S 2013. At home it's easier for the researcher to get first-hand, the actual radio interaction, radio device control and management and determine how then children or the child at home consume radio or otherwise.

The parent at the home level will assist in demonstrating how radio is used by the various actors, children included. The parent can demonstrate where the radio device is placed, what time it is turned on and shed more light on how children interact with radio.

The adult in the street is accessed through *random sampling*. Here the ordinary adult is asked about whether they know how their children interact with radio if at all in whatever circumstances. These could be their children back at home or any other children the street respondent is aware of. This approach widens the scope of information into the question under study here.

3.6 Data Processing and Analysis

The qualitative data will be analyzed using standardized steps including organizing it into concepts, documenting the data collected, indicating connections between the concepts and attempting to corroborate data by assessing alternative explanations by other researchers and crucially giving a report on the findings of the study from the field.

3.7 Research Ethics

This study involves research with children. There are standard procedures which should be observed in such a delicate study with children aged 10-15. Some of the ethical guidelines that will be strictly observed include:

1. Inform parents, guardians, caregivers, and teacher and of importance the potential child participant about the study topic and activities/processes involved. Parents and teachers will give or deny their children informed permission to be part of the study. Children will also be part of the study on the basis of voluntary participation. However, child's consent here is paramount. Children in the study will get full explanation of the dictates of the study and what is expected of them, before they give their consent.
2. Children protection rights will be observed. Children are assured of their anonymity and strict confidentiality to the extent that their names will not be used during the study and in the final draft. They will also be informed of how the final data will be used, (Alderson P, Morrow V 2020)
3. The study will also involve the parents in the data collection so as to verify some data from children. Prior J, Hergegen J (2016)
4. The study will respect the child's level of understanding, their special cultural/religious contexts and their social classes differences and be sensitive to their different backgrounds (Christensen P, James A eds 2000), (Mackay T et al 2013). It's already ensured that the children aged 10-15 are fit for the study
5. The children will be given ample time to give their perspective of the study, they will not be treated as subjects but as active participants and not appear as if they are being investigated or interrogated.

6. If there will be need to cater for their transport home after the discussion groups activities or any other reasonable expenses that will be taken care of.
7. Children will not be mixed up with adults in any form of interview or discussion of the study

Overall Research Question

What are the Consumption Habits and Preferences of Radio among Children aged 10-15 in Kenya?

General Research Objective

To Investigate Consumption Habits and Preferences of Radio Among Children aged between 10-15 in Kenya

THEORITICAL/CONCEPTUAL FRAMEWORKS

Theoretical Framework

Theoretical framework here refers to how the study relates to the testing of theories or beliefs referred to in the literature review. In this framework I will present narratively the theories/theory addressed in the literature review and even show how the study will contribute to the body of knowledge dealing with radio as a communication platform. Literature review chapter in this study has referred to the *Uses and Gratification Theory*, *Social Cognition Theory* and *Agenda Setting Theory* as a cluster that suitably relate to the study here. The latter two have been accorded mere mentions in the review. They do not quite significantly align with this study as compared to the former. Therefore, I identify the *Uses and Gratification* theory as one theory that is of more relevance and significance to this research.

The *Uses and Gratification* Theory (Blumler & Katz 1974) argues that humans consume media To seek happiness and satisfy the soul, meaning that different people will have different tastes and preferences for different media. On his part, Gentile D (2003) refers to this theory as that one

‘which examines the needs of the consumer in relation to the content’ with McQuail D (2005) referring to the UGT as one which examines how the consumer „reduces tension and anxiety“ via the media.

The study will therefore try and look into assumptions of this theory in several ways as follows:

1. Most past *gratificationists*, Blumler & Katz included when alluding to media and consumer, were apparently referring to the traditional mass media; Radio, TV and Print.

Here in this study, the concern is:

- a. does the child aged between 10-15 is consume radio to gratify themselves or not and to what extent?
 - b. Does today’s child use radio to „keep them company and kill boredom“? Gathigi G 2009. Rodero E 2020 calls this habit, „radio company“.
2. Did the fathers of this theory have an idea about a possible major media revolution like we have today and how does this theory sit with the modern times. Do children still consume radio to meet some needs and fulfill them using radio content? Are these children stepping out of the traditional media into other modern media platforms to seek gratification Gentile (2003)?
 3. Are there other forms of gratifications especially among children different from the ones envisaged by earlier *gratificationists*? There has been talk of the modern child is using social media to ‘stay in touch’ and acquire new friends in what has been referred to as social media craze (IRMA 2019). To some authors, this is a new form of gratification which earlier originators of the theory had not envisaged. The study will investigate these general assumptions and most probably assist in future to revise the *uses and Gratification* theory so as that it can fit in the modern *media-audience* relationship.
 4. The *Uses and Gratification Theory* also sees media audiences basically as consumers.

Does that assumption still hold modern media setup and with regard to children under 15? Do these children just sit and consume radio content or as Stacks Ed 2009 argues children are also content producers today?

5. There is a general assumption by some authors that radio comprises of ‘noise and silence’, a ‘silent medium’ with a ‘non-visual mode’ (Crisell A 1994). So, the study sets out to answer this interesting question: Could children aged 10-15 be still consuming this ‘Old medium’ comprising of ‘noise and silence’?

CONCEPTUAL FRAMEWORK

Conceptual framework is the argumentation of any study. It attempts to explain the appropriateness of the research design and the methods to be used and how the different variables in the study interact, align and interrelate. Here, am going to source this framework from my experience, literature review and theoretical framework and give a text-based presentation.

1. This study is significant in that it researches on a section of our population that has hardly been studied in as far as radio preferences and consumption habits of children are concerned. In the advent of the plethora of modern media platforms, it comes as an urgency that we need to understand how children and who are tomorrow’s adults and policy makers are consuming this oldest form of media. Here the study once complete will point to the future of radio.
2. From my experience it’s very probable that many children in Kenya are not consuming radio. Indeed, many households especially in urban areas do not even own the radio device. There is general belief that today’s child does not know radio as a device as opposed to how the same child knows TV as a device and indeed curiously knows how to operate it. Tejkalova (2021) argues that children would prefer to consume radio not as an FM receiver

device but as a new media platform. Elsewhere Buckingham D et al 2013 calls the modern child, the ‘net generation’ as opposed to the older generation he refers to as ‘TV generation’. Here the argument is that today’s child has in fact abandoned TV preferring social media platforms for his media consumption needs. The ‘net generation’ here refers to the *internet* generation. This study therefore seeks to investigate my personal experience and that of the authors and if at all the child aged 10-15 is therefore consuming radio but via the internet.

3. The literature review chapter of this study, carries several thought-provoking claims by authors and which would instigate further studies and seek to verify the claims thus:

a. Radio is an ‘old medium’ Tejkalova A 2021

b. Radio as a ‘blind medium’ Laor T 2022, Crisell A 1994 (this study will seek to investigate how these characterization of radio as a communication platform would therefore endear itself to the modern child aged 10-15

Research Design, Methods and Data Collection Tools.

The study employs both the *qualitative* and *quantitative* approaches.

The *Qualitative* comes in handy because the *focus discussion groups* FDGs method by children in a school set up will employ discussion rather than *question and answer* format.

Focus groups in schools are important for it’s the most possible way of getting the best sample of the targeted population which is children 10-15 of age. These are children in the upper primary in the Kenyan school system. The choice of this age group is informed by the fact that these are a mature lot and hence can get into some fruitful conversation dealing with a serious topic as the one under study here. These are children who can understand radio content and can have their independent tastes of various radio contents.

These groups will discuss amongst themselves on how they interact with radio in whatever form,

at what times of the day, at which places and for what purposes. The focus groups among the children adopts a more conversational approach and the researcher, using the *interview schedule* as a data collection tool, only steps in to guide the discussion and ask a probing question so as to squeeze out more information relevant to the study.

Quantitative approach comes in before these focus discussion groups kick off. The research tool to be deployed here is the *questionnaire*. The researcher initially asks in private each of the children some straight questions like:

1. Whether they ever listened to radio.
2. Where they listen to radio, at home or elsewhere.
3. What radio programme do they listen to
4. Why do they like the radio programme etc.?

This method will also be used in the streets and at homes. The questions here are to adults – random interview in streets and at homes. The question may include:

1. Do you have a child aged 10-15?
2. Do you own a radio?
3. Do they ever listen to the radio?

4. What radio programme do they prefer and why?

The above engagement with adults assists the study verify some claims made by children or something vital for the study and which children may have left out or feared saying in the discussion groups. Getting the angle of the adults is key in this study for it gives more credibility and authority to the final findings of the research.

Areas of Research

Another variable is the urban and rural areas of study. Hypothetically, there has been intelligent

guesses that there are marked differences in the general media preferences and consumption habits among urban and rural populations, children included. This is the reason why the study is based in both rural and urban primary schools and households and also adults in streets. This will assist verify that notion and too, the general notion that radio is not consumed more in urban areas as opposed to the rural areas.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS & INTERPRETATION

Demographics

All respondents are within the age bracket of 10-15 years. Three primary schools were involved in this study. Sission primary is a rural public school in Kinungi area of Naivasha sub county of Nakuru county, Cieko primary, a public school in a peri urban area in Kasarani sub county of Nairobi and St Monica primary, a private, church run school in Njiru area, in Kasarani. The choice of the schools was deliberate to give any possible differential radio consumption amongst children from these different social classes.

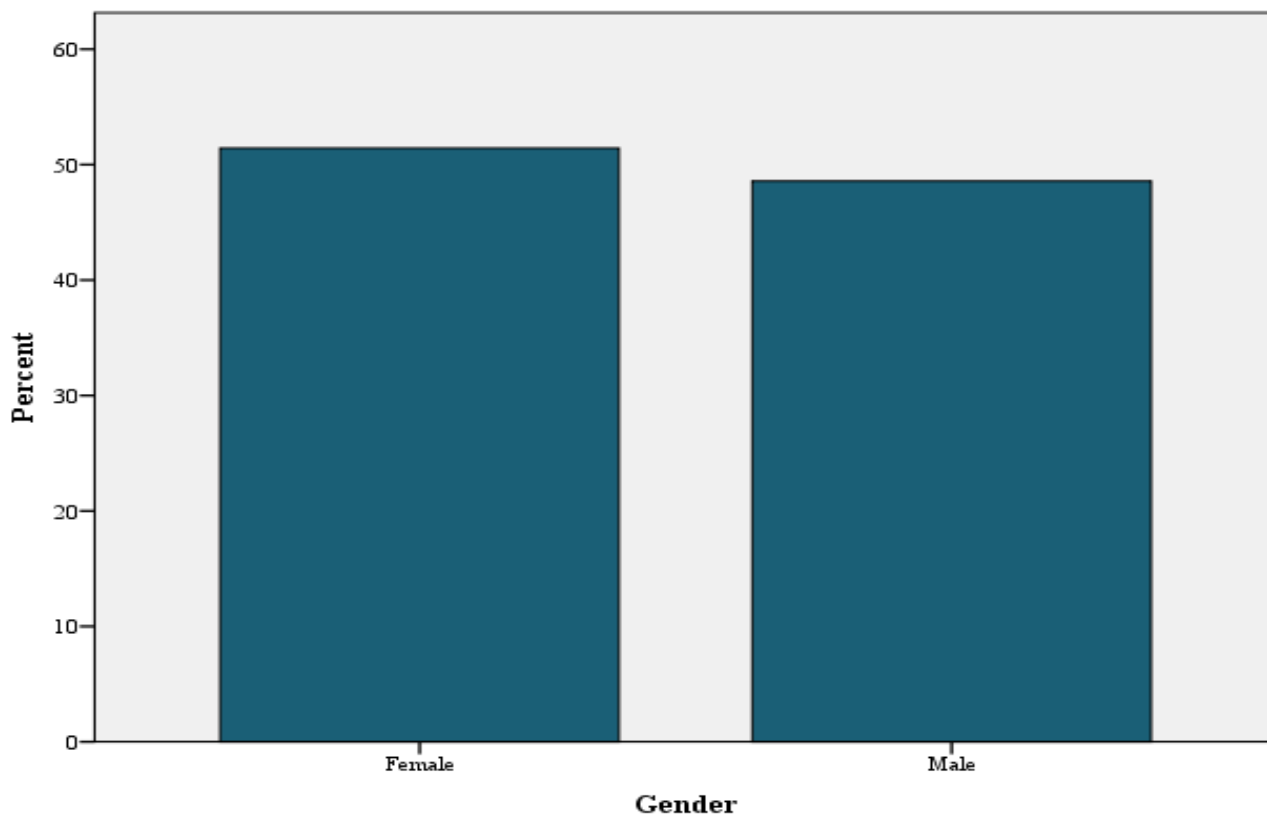
Table 1: Gender

	Frequency	Percent
Female	36	51.4
Male	34	48.6
Total	70	100.0

Source: Field Survey 2022

51.4 % of respondents are female while 48.6% are male.

Figure 1: Gender



Source: Field Survey 2022

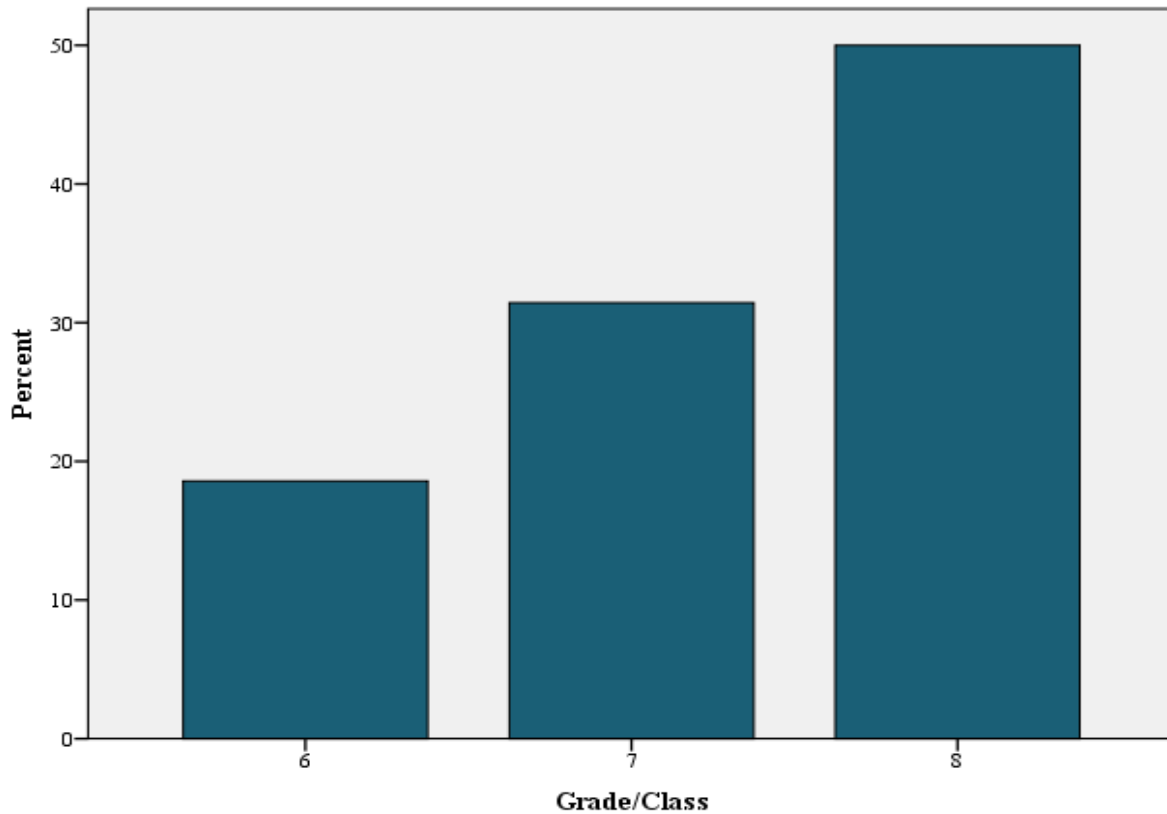
Table 2: Grade/Class

	Frequency	Percent
Class 6	13	18.6
Class 7	22	31.4
Class 8	35	50.0
Total	70	100.0

Source: Field Survey 2022

18.6% of respondents are in class 6, 31.4% are in class 7 and 50% are in class 8.

Figure 2: *Grade/Class*



Source: Field Survey 2022

Objective 1: To Identify How Accessible Radio Is To Early Teenagers and How Much Time They Spend On Radio

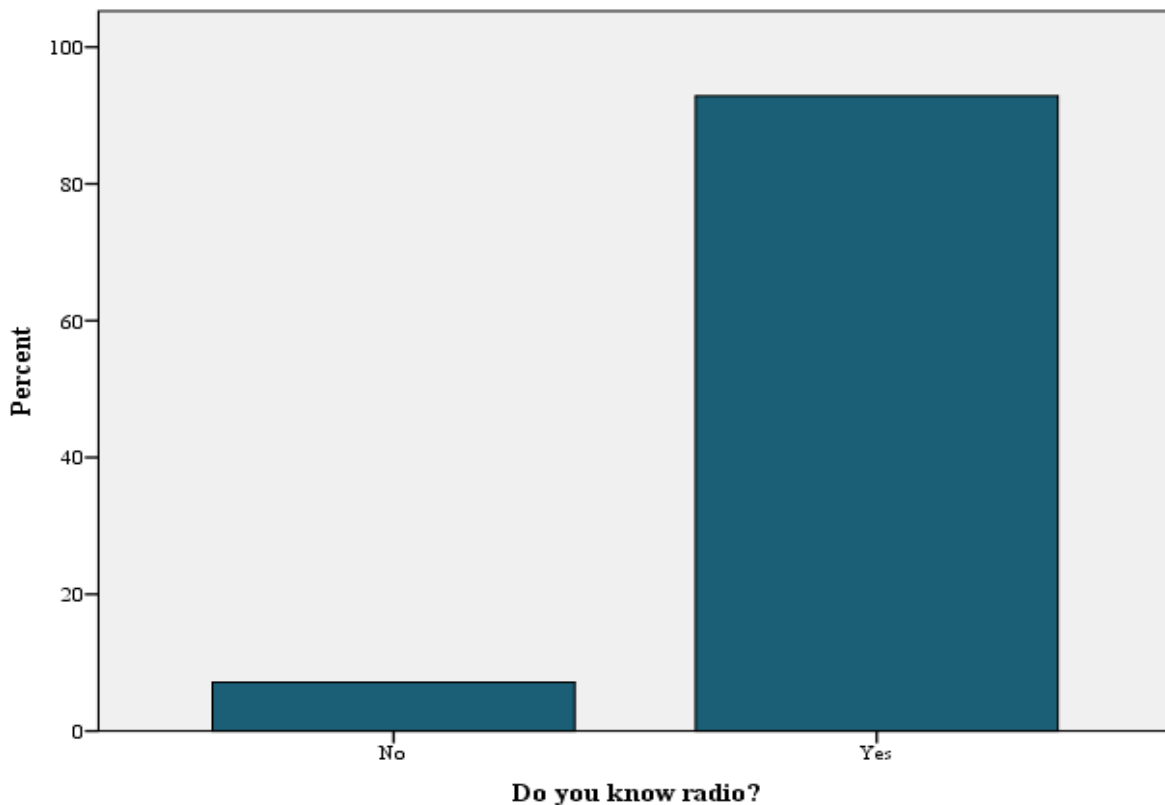
Table 3: Do You Know Radio?

	Frequency	Percent
No	5	7.1
Yes	65	92.9
Total	70	100.0

Source: Field Survey 2022

7.1% of the respondents do not know what radio is while 92.9% know what radio is. The aggregate definition most respondents gave was that radio is a ‘device to give information through listening’. Ajaebu (2015) says of radio as that ‘device that feeds us with information, teaches us and calms our nerves’. And from this basic definition from children, it appears that these young teenagers consider and accept radio purely as a technology for listening and not for viewing. It was essential to establish through this study to what extent the various media platforms with a visual dimension for instance TV could have suppressed consumption of media platforms with audio dimensions for instance radio. No one else puts it more aptly than Macfarland 2011 thus; ‘radio does not have an aural equivalent of the ideogram; a written symbol that represents an idea or object directly as a computer icon does’. Here Macfarland is comparing radio with any other media visual platform. Such an argument would definitely

Figure 3: *Do You Know Radio?*



Source: *Field Survey 2022*

raise curiosity among modern communication researchers to like to investigate the place of radio in an increasingly visual society. And this study finds out that most children even in this visual society know radio and indeed in its traditional radio device form. In a later section of this chapter, the place of virtual radio – an online radio with a visual dimension will be addressed as observed in the field.

Table 4: Do You Listen or Ever Listened to Radio?

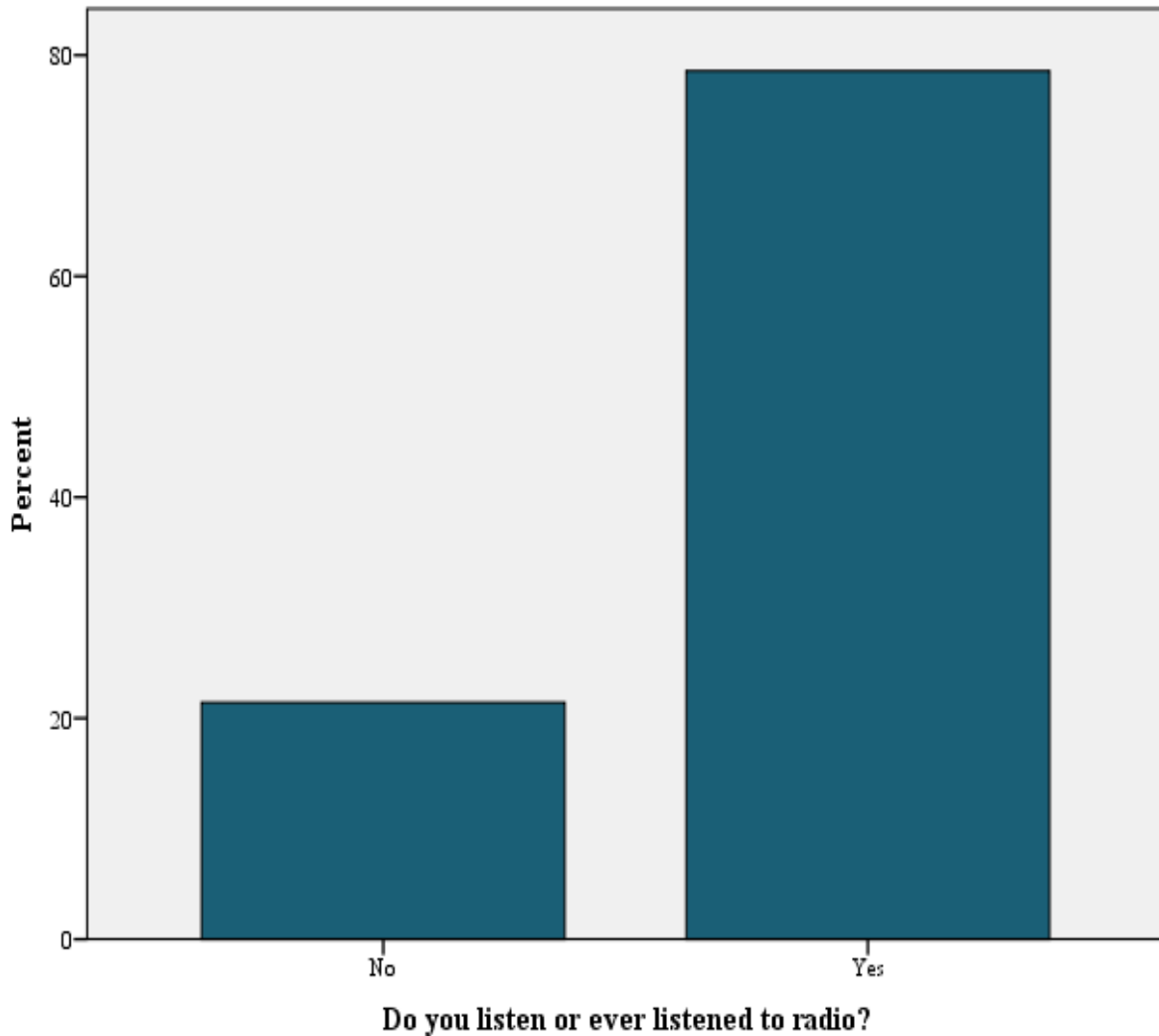
	Frequency	Percent
No	15	21.4
Yes	55	78.6
Total	70	100.0

Source: Field Survey 2022

21.4% of the respondents do not listen to radio and 78.6% listen or have even listened to radio. This was the key question in the entire study. The researcher wanted to know if actually early teens between 10 – 15 years of age do consume radio or how generally they interact with radio. Some earlier researchers in this area; Gathigi G (2009), Mogambi H (2016) had in their studies targeted the youths beyond age 15. This study therefore was key to know how the early teens interact with radio if at all. It was observed that these young teenagers actually listen to radio and apparently the rural children consume radio more compared to their urban counterparts. For instance, all respondents at Sission primary were observed to be consuming radio every day. This was concluded to be solely because their parents apparently consume radio all the time while at home. Children therefore listen to radio as a secondary medium Crisell 1994 where they listen by default which however has assisted in introducing them to the radio world at young ages. However, it can be concluded that these children do not themselves go to radio to seek any gratification. This observation runs counter to Blumler & Katz 1974 who's *Uses and Gratification Theory* which argues that the consumer chooses what in the media is

gratifying to them. Here the parent appears to do the choosing for the child. At the peri urban school, Cieko primary, it was observed that all respondents again consume radio while at the higher social class St. Monica primary only 5 pupils claimed to consume radio. This observation adds credence to Tejkalova (2021) that though radio maybe seen as an old form of communication, it's still relevant even to the modern child despite the child having access to the modern communication technologies and platforms. This observation will be made clearer at a later section in this chapter dealing with most preferable platforms through which children access radio.

Figure 4: Do You Listen or Ever Listened To Radio?



Source: Field Survey 2022

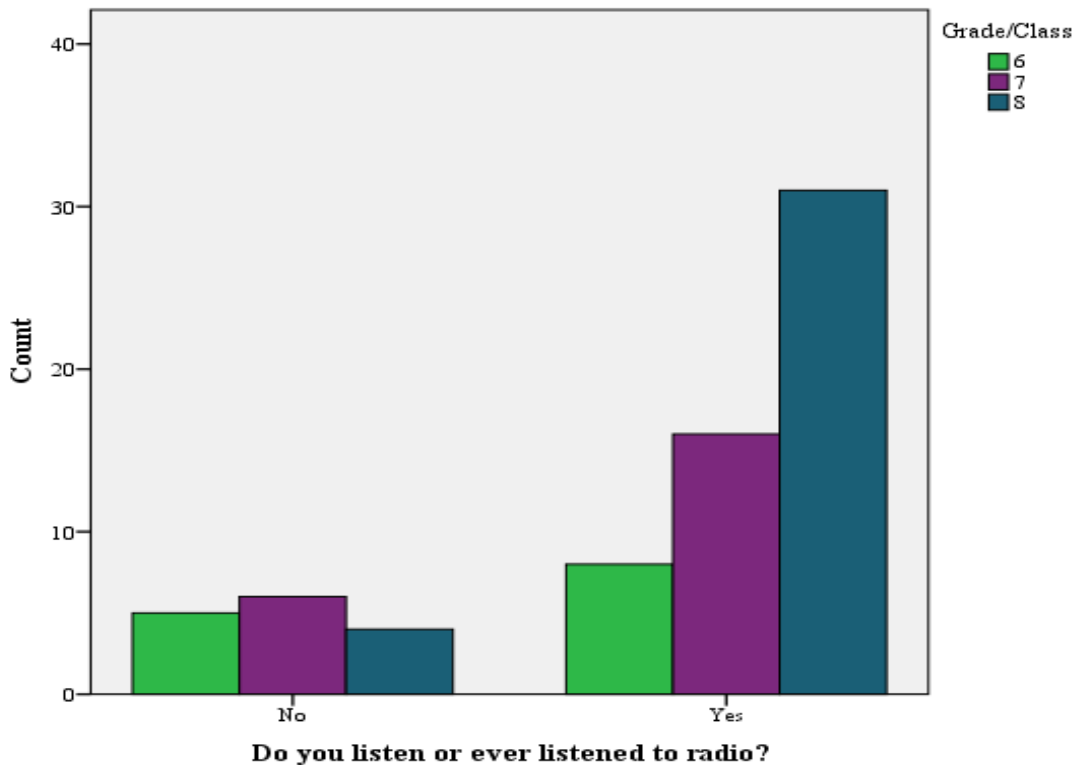
Table 5: Cross Tabulation on Grade/Class and Listenership

Do you listen or ever listened to radio	Grade/Class			Total
	6	7	8	
No	5	6	4	15
Yes	8	16	31	55
Total	13	22	35	70

Source: Field Survey 2022

The highest level of listenership of radio is amongst Grade/Class 8 respondents followed by Grade/Class 7 and the least level of listenership is amongst Grade/Class 6. It was observed that

Figure 5: Cross Tabulation on Grade/Class and Listenership



Source: Field Survey 2022

the older in the 10-15 years bracket listen to radio more. The 10 ten-year-old especially in the peri urban and urban setup talked of watching cartoon on TV and most likely their interaction with radio gets minimal. This could be the group *Geopoll* found out in their 2021 Quarter 1 report that 79% of children aged 15 -24 consume TV in Kenya. Though the 10 years old are not in this *Geopoll* bracket, it was instructive during the study that the younger the child the more likely they were to consume TV more as compared to radio. Indeed, the curiosity to conduct this study here was provoked by such findings of media consumption among children and the youths and most crucially in this internet/digital age where children born in the net environment have more varieties of communication technologies to choose from as compared to past generations otherwise referred to as analogue generation.

Table 6: Do You Consider Radio an Old Medium of Communication?

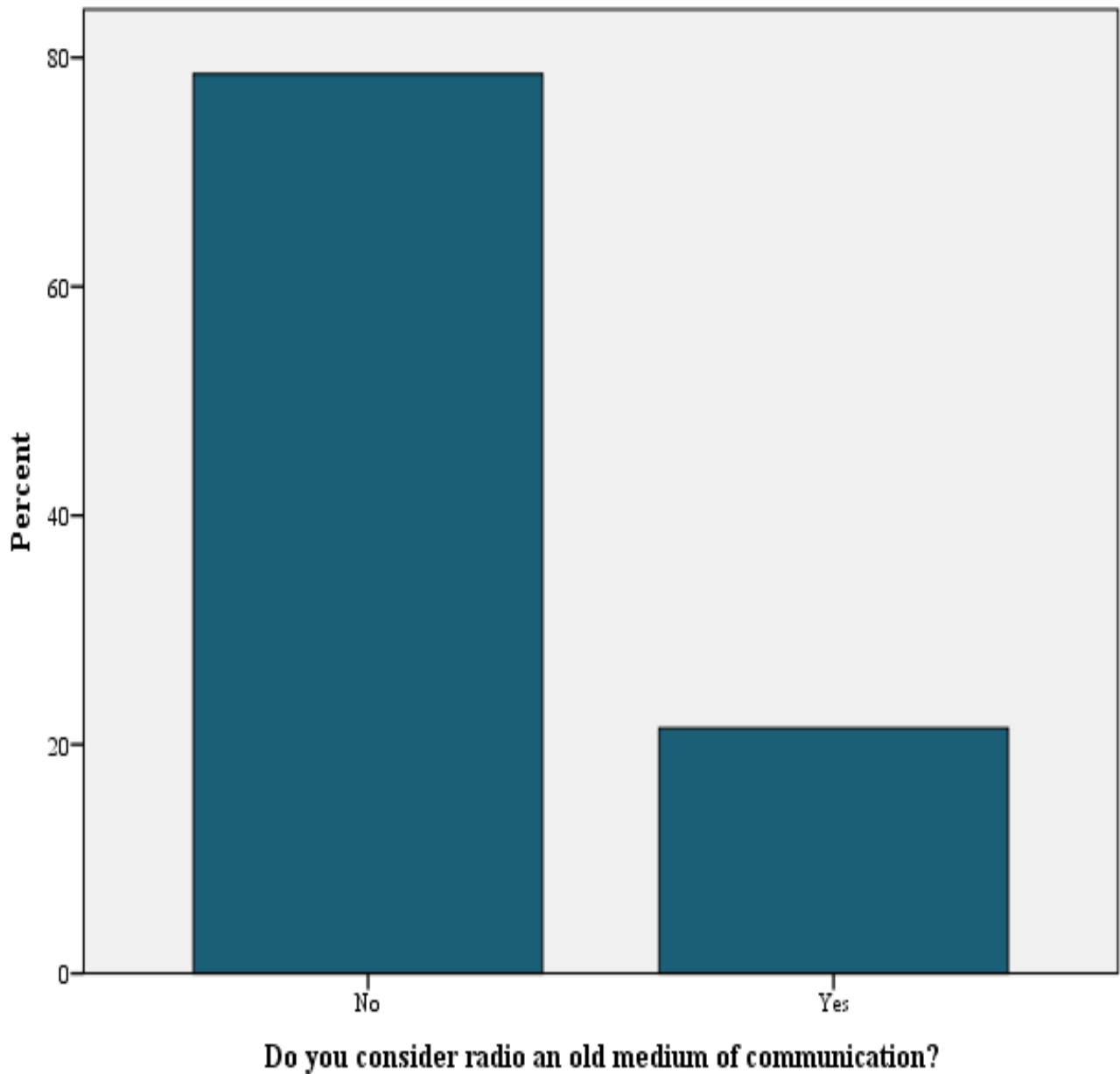
	Frequency	Percent
No	55	78.6
Yes	15	21.4
Total	70	100.0

Source: Field Survey 2022

78.6 % of respondents do not perceive radio as an old medium of communication while 21.4% consider it as being an old medium of communication. It can be noted from the cross tabulation that the senior grades among the respondents do not consider radio an old media as compared to their peers in junior grades. This could be informed by the fact that the higher grade respondents are by age older enough to have been born into an era with fewer media platform varieties and hence radio has been an accessible choice for them unlike their younger peers with the smartphone on their palms. Tejkalova 2021 talked of the young children viewing radio as old medium, to mean outdated, but here it's observed that children consider radio as still relevant and as seen in some later chapter, most children would prefer consuming radio as an FM set, to mean in its traditional form. As per the definition of radio given earlier by children in this chapter,

they perceive it as has remained over the years and therefore interact with it as it is. Indeed, it appears to these children radio as a medium has no urgent need to migrate to new technological realities Gazi (2011) so as to fit in the modern circumstances.

Figure 6: Do You Consider Radio An Old Medium Of Communication?



Source: Field Survey 2022

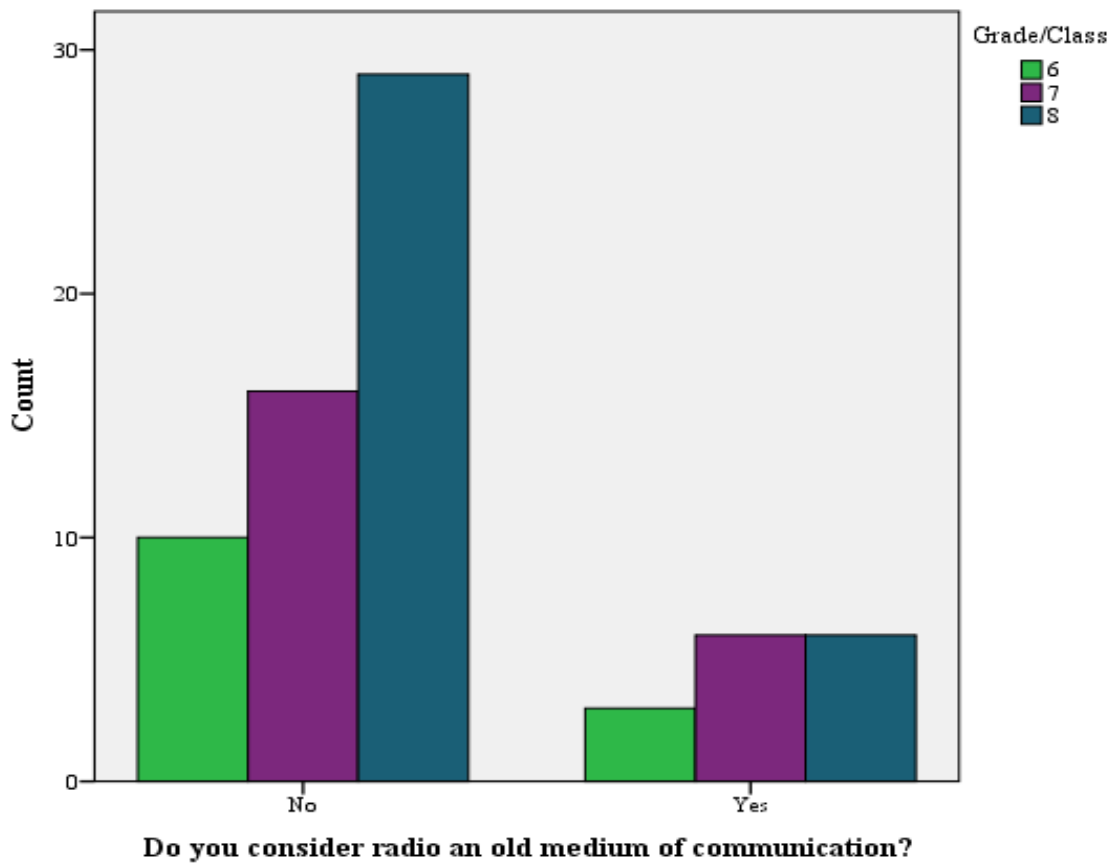
Table 7: Cross Tabulation of Grade/Class and Perception

Do you consider radio an old medium of	Grade/Class			Total
	6	7	8	
No	10	16	29	55
Yes	3	6	6	15
Total	13	22	35	70

Source: Field Survey 2022

The least perception of radio being considered as an old medium of communication exists amongst Grade/Class 6 respondents and highest amongst Grade/Class 8 respondents.

Figure 7: Cross Tabulation of Grade/Class and Perception



Source: Field Survey 2022

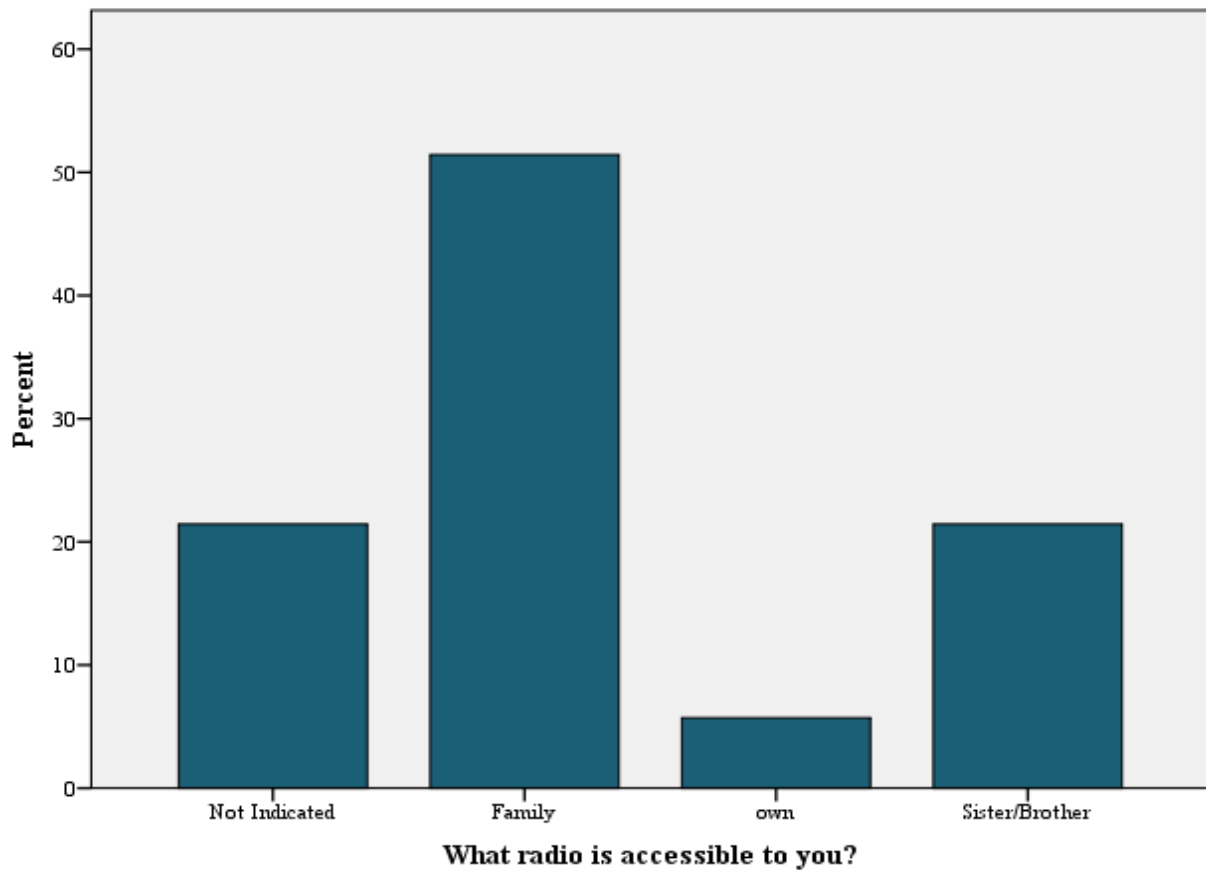
Table 8: What Radio is Accessible to You?

	Frequency	Percent
Not Indicated	15	21.4
Family	36	51.4
Own	4	5.7
Sister/Brother	15	21.4
Total	70	100.0

Source: Field Survey 2022

51.4% of the respondents access family radio, while 21.4% through radio sets owned by their siblings either sister or brother and 5.7% have their own radio. Mogambi H 2016 observed that much of radio consumption among youths is at home level. Mogambi here was describing radio consumption habits among undergraduates at the University of Nairobi. It's curious to learn that Mogambi respondents are young adults and therefore highly mobile in daily life but his study still revealed that most of them consumed radio while at home. This study, among younger children adds credence to Mogambi observation in that the 'home' radio apparently is central to radio consumption among children. It is worth the caution that the 'home' referred to in Mogambi study could not necessarily be the family home. These students could also be referring to where they reside, not necessarily with their families. This study reveals that the family radio here is mostly the portable FM radio set. This is true even in the urban areas where only one respondent talked of consuming family radio via digital TV. This observation again reveals that this portable family radio set can be carried around in farms and grazing fields as will be demonstrated in a later section of this chapter. Gathigi G 2009 also observed this popular family radio being carried to grazing fields by fathers and back later in the evening for the general consumption of the entire family.

Figure 8: What Radio Is Accessible To You?



Source: Field Survey 2022

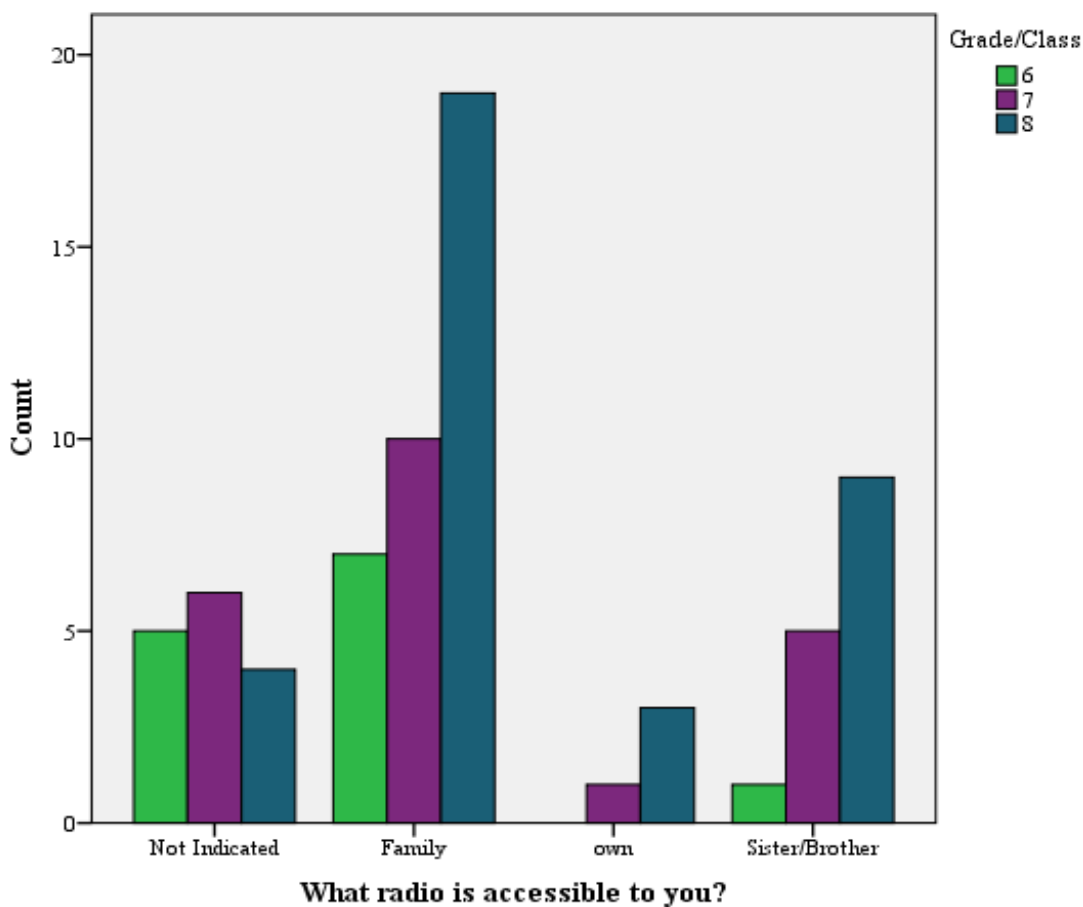
Table 9: Cross Tabulation of Grade/Class and Accessibility

	Grade/Class			
	6	7	8	
Not Indicated	5	6	4	15
Family	7	10	19	36
own	0	1	3	4
Sister/Brother	1	5	9	15
Total	13	22	35	70

Source: Field Survey 2022

Accessibility of radio through family radio is highest across respondents in the three Grade/Class (6, 7 & 8) and least compared to respondents who have their own radio sets. In the rural setting it was observed that radio is consumed by the family. Children listen to radio by default that is to mean, when their parents are listening to the family radio. At Sission primary respondents claimed that they have been listening to radio as a family 'as early as they can remember.' This concurs with what Crisell 1994 calls 'secondary medium' whereby parents act as the 'radio gatekeepers' and children at times become passive listeners. Like in the case of Gathigi G 2009 study, children in Keini West appear to 'hear' radio but not 'listen' to it. It was observed that even in homes with a TV set, radio was still central and hence the young teens find themselves listening to the same besides watching TV. Most children when asked how they came to know of the radio programmes they like, most of them said that they came to like programmes listened to by their parents. One best example is a Sunday afternoon old music radio programme *Ngogoyo* aired by Inooro FM. Most children at Sission revealed that this *Ngogoyo* is favourite with their parents and that is how the children came to know of it and like it too. A good number of the rural and peri urban respondents it was observed also listen to radio after school again owing to the fact radio is already turned on by parents. Some respondent at Sission said that her father who is a farmer will always turn on the family radio after farm work. This means that the class seven girls will always find radio on for listening after school around six in the evening. Such observation is key to this study for two reasons. One is that courtesy of their parents, children under study here get access to radio. They come to know of radio and what it entails as a platform in matters mass communication. Two, these children are introduced to radio content- though mostly adult-targeted, at their formative years and hence add to their media consumption even in their later years.

Figure 9: Cross Tabulation of Grade/Class and Accessibility



Source: Field Survey 2022

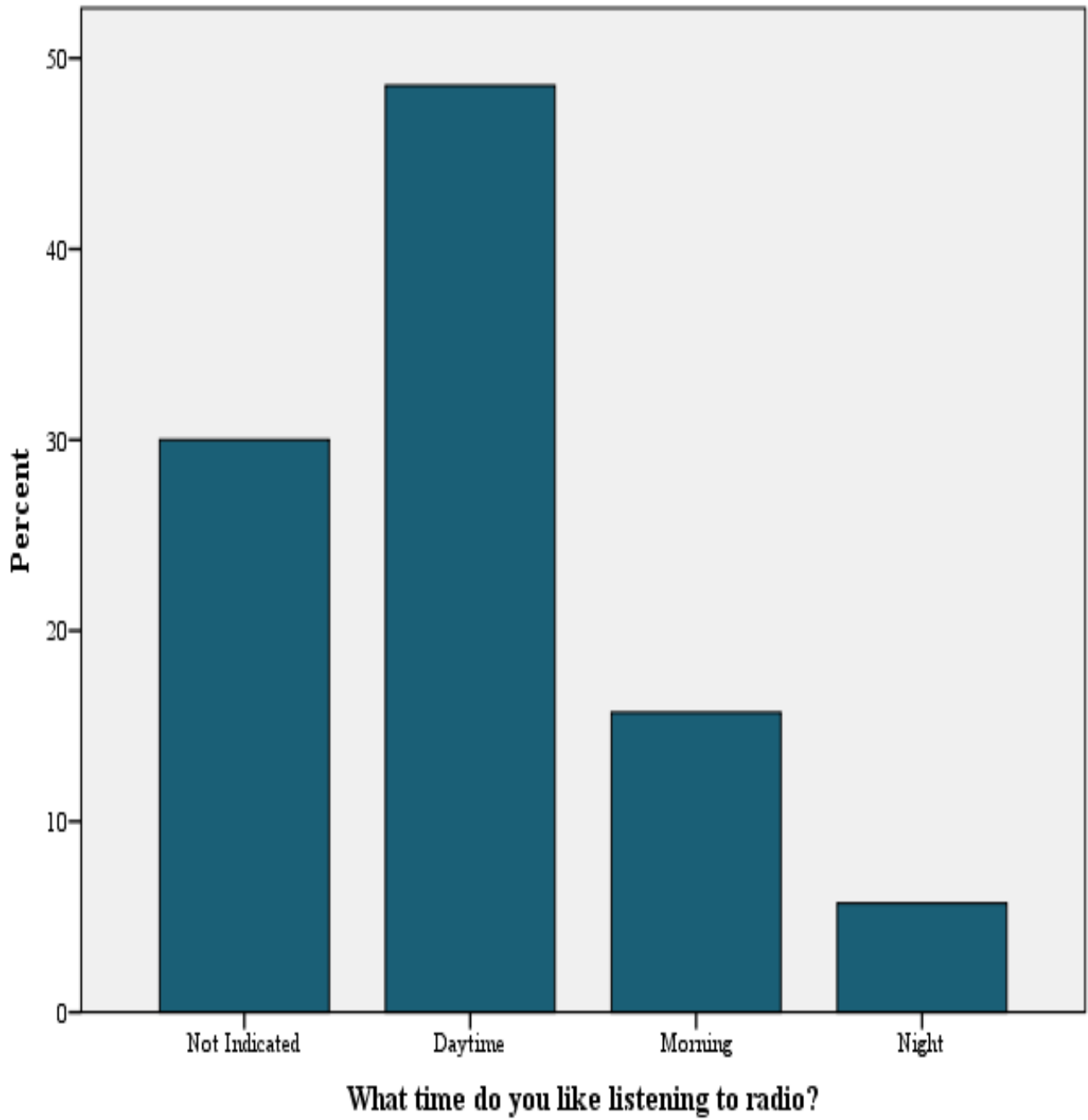
Table 10: What Time Do You like Listening to Radio?

	Frequency	Percent
Not Indicated	21	30.0
Daytime	34	48.6
Morning	11	15.7
Night	4	5.7
Total	70	100.0

Source: Field Survey 2022

48.6% of the respondents listen to radio during the day (daytime), 15.7% in the morning and, 5.7% at night.

Figure 10: What Time Do You Listen To Radio?



Source: Field Survey 2022

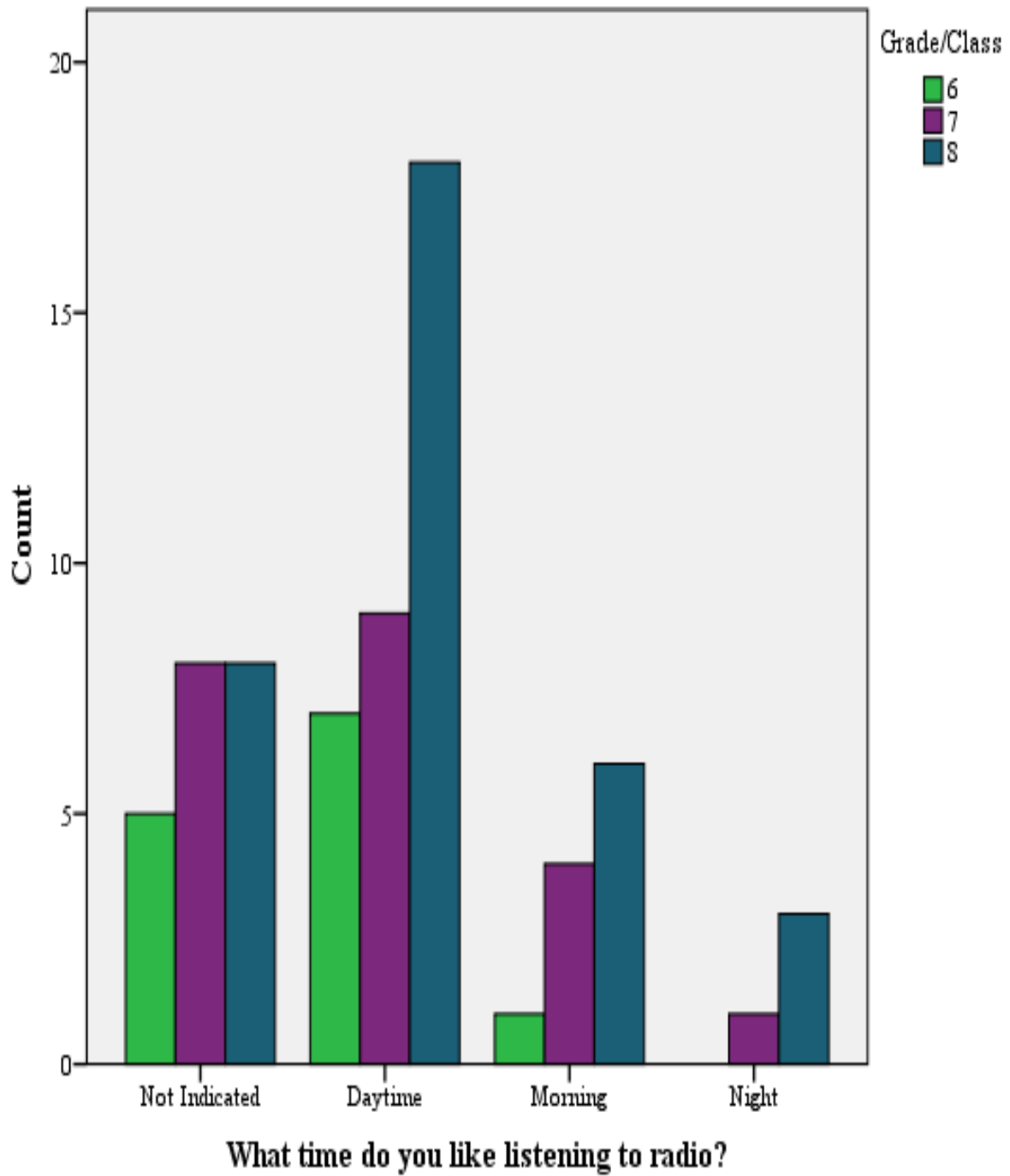
Table 11: Cross tabulation of Grade/Class and Radio Listening Time

	Grade/Class			
	6	7	8	
Not Indicated	5	8	8	21
Daytime	7	9	18	34
Morning	1	4	6	11
Night	0	1	3	4
Total	13	22	35	70

Source: Field Survey 2022

Across all respondents (Grade/Class 6.7. & 8), listened to radio during the day. This however would fall on weekends or school holidays when the children are not in school. Many respondents also talked of listening to radio in the morning while travelling in public service vehicles especially among pupils at the peri urban school Cieko primary in Nairobi. Indeed, as observed, most children did not really have a choice of what time to listen to radio. One reason is that they are mostly preoccupied with school work at school, school assignments at home and others also engaged with domestic chores at home. In the rural setting for instance, it was observed that most children will after school be assigned duties like fetching water and firewood. This was witnessed by this researcher around Kinungi area of Naivasha. This means that they will only have time to interact with radio later in the evening as most revealed during the FDGs. A silent interest of this study was to see how much media children interact in their lives and specifically how much radio is accessible to them. Deuze M 2011 calls the present world a mediatized world. The argument here is that all our lives are today in the media and not life with the media as has always been. Indeed, Deuze is almost suggesting that we can't do without the media. This study however reveals the very opposite of this observation among the children whose time with radio was observed as being limited. This scenario of a non-mediatized world was observed across board from rural to urban settings.

Figure 11: Cross Tabulation of Grade/Class and Radio Listening Time



Source: Field Survey 2022

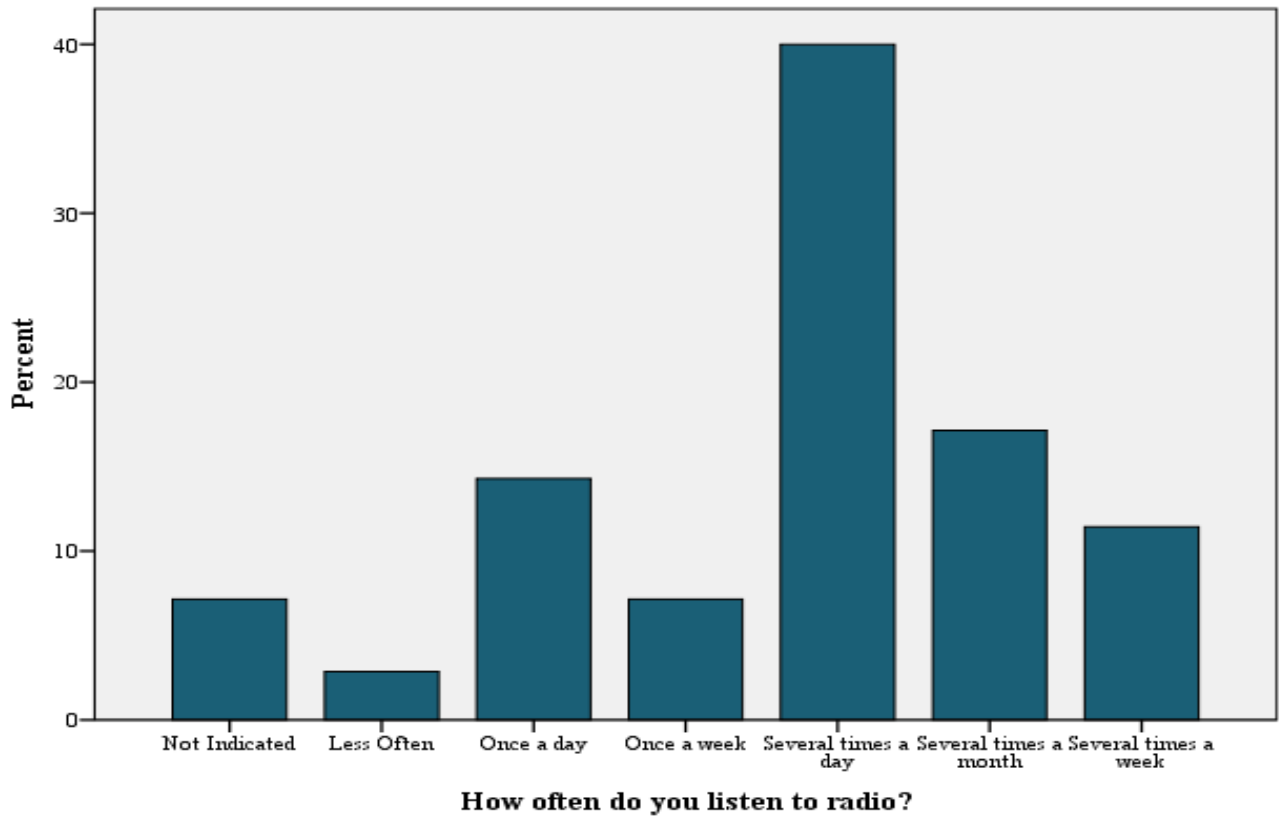
Table 12: How Often Do You Listen to Radio?

	Frequency	Percent
Not Indicated	5	7.1
Less Often	2	2.9
Once a day	10	14.3
Once a week	5	7.1
Several times a day	28	40.0
Several times a month	12	17.1
Several times a week	8	11.4
Total	70	100.0

Source: Field Survey 2022

40.0% of the respondents listen to radio Several times a day, followed by 17.1% who listen Several times a month while 2.9% who listen less often. As earlier mentioned, it was observed that children will mostly listen to radio when it's possible and viable to do so. Here it means that it mostly depends on the whims of the radio gatekeepers who range from the mutate crews to parents at home. Children were seen to have no much control of how many times they may listen to radio. Even the few who confessed to owning radio sets or mobile phones to access radio, they still had to be controlled by the dictates of school work and domestic chores at home, scenarios which obviously are beyond their control.

Figure 12: How Often Do You Listen To Radio?



Source: Field Survey 2022

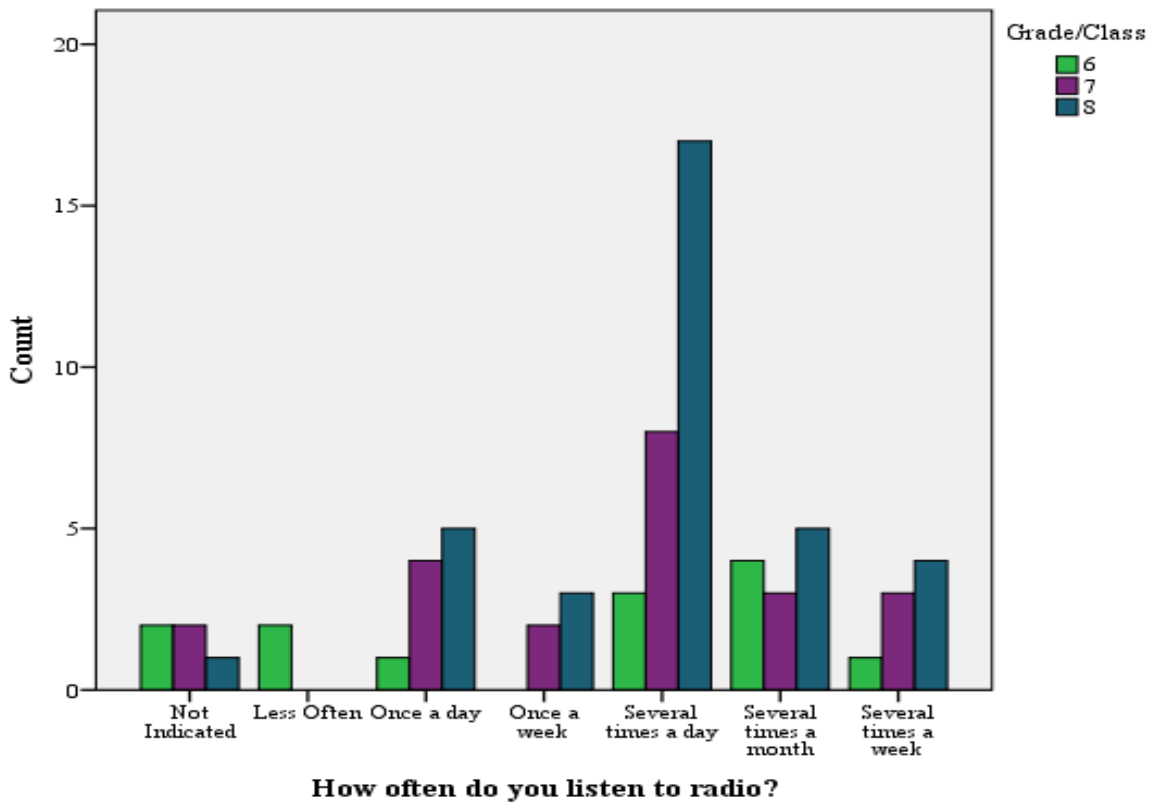
Table 13: Cross Tabulation of Grade/Class and Radio Listening Frequency

	Grade/Class			Total
	6	7	8	
Not Indicated	2	2	1	5
Less Often	2	0	0	2
Once a day	1	4	5	10
Once a week	0	2	3	5
Several times a day	3	8	17	28
Several times a month	4	3	5	12
Several times a week	1	3	4	8
Total	13	22	35	70

Source: Field Survey 2022

Majority of respondents in grade/class 8 listen to radio several times a day which cuts across the rural – urban spectrums. In the rural areas, it was observed that children consume radio on a daily basis. Radio is ever turned on at home, just like several respondents in the urban areas where most respondents said that TV is always on for viewing by all in the family. The senior ages among the children especially those in class 8 are mostly the ones who said radio is informative. Indeed, in the FDGs mostly class 8 pupils talked of listening to radio news bulletins to be ‘updated’ using their own words. This may explain why it was observed that the senior classes listen to radio more. However, the younger among the 10-year-olds especially in the urban areas also revealed watching TV cartoons. This can be used to explain why they comparatively listen to radio less times compared to the older children.

Figure 13: Cross Tabulation of Grade/Class and Radio Listening Frequency



Source: Field Survey 2022

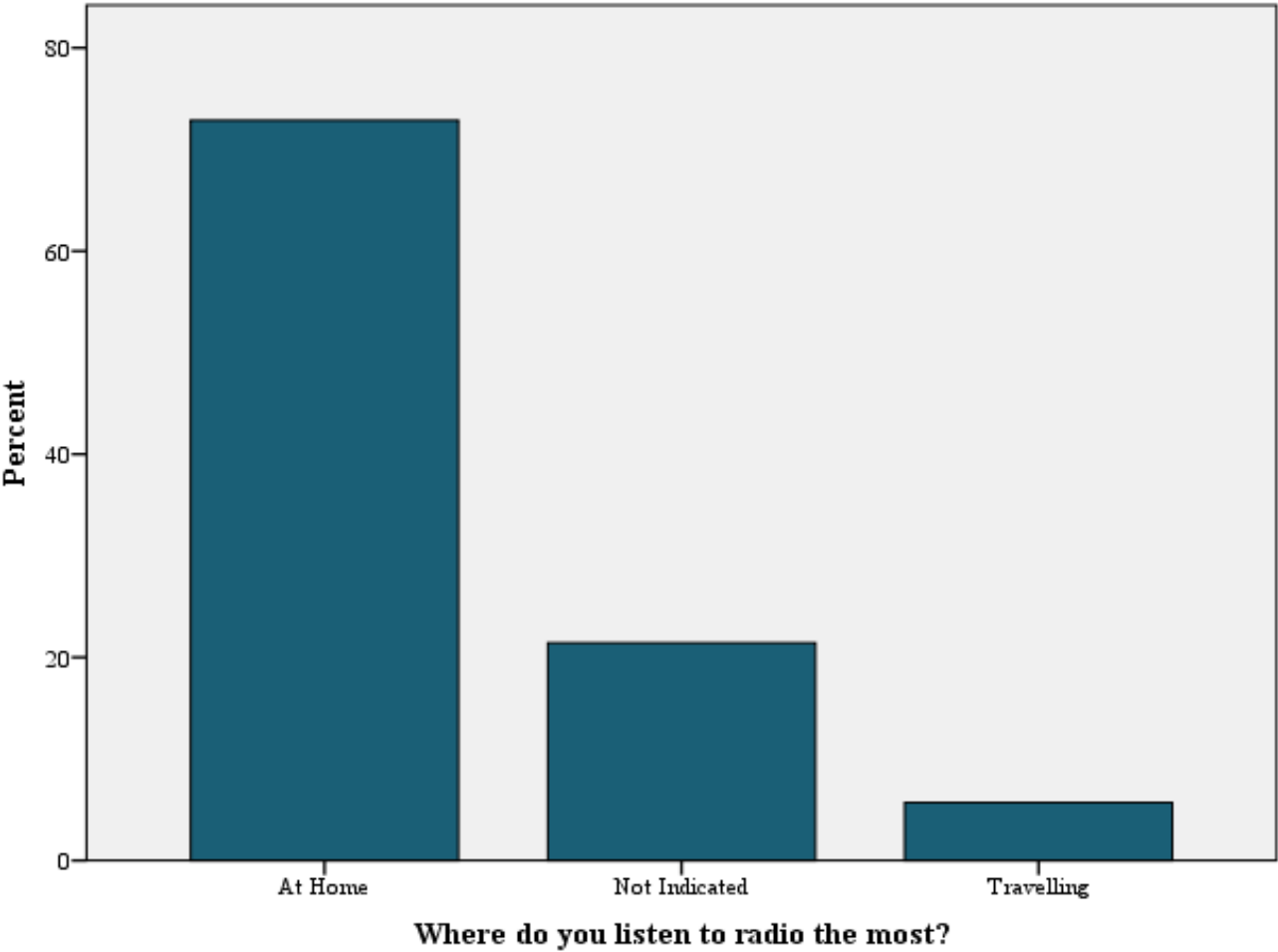
Table 14: Where Do You Listen To Radio The Most?

	Frequency	Percent
At Home	51	72.9
Not Indicated	15	21.4
Travelling	4	5.7
Total	70	100.0

Source: Field Survey 2022

72.9% of the respondents mostly listen to radio at home and 5.7% while traveling.

Figure 14: Where Do You Listen To Radio The Most?



Source: Field Survey 2022

Table 15: Cross Tabulation of Grade/Class and Preferred Place of Listening To Radio

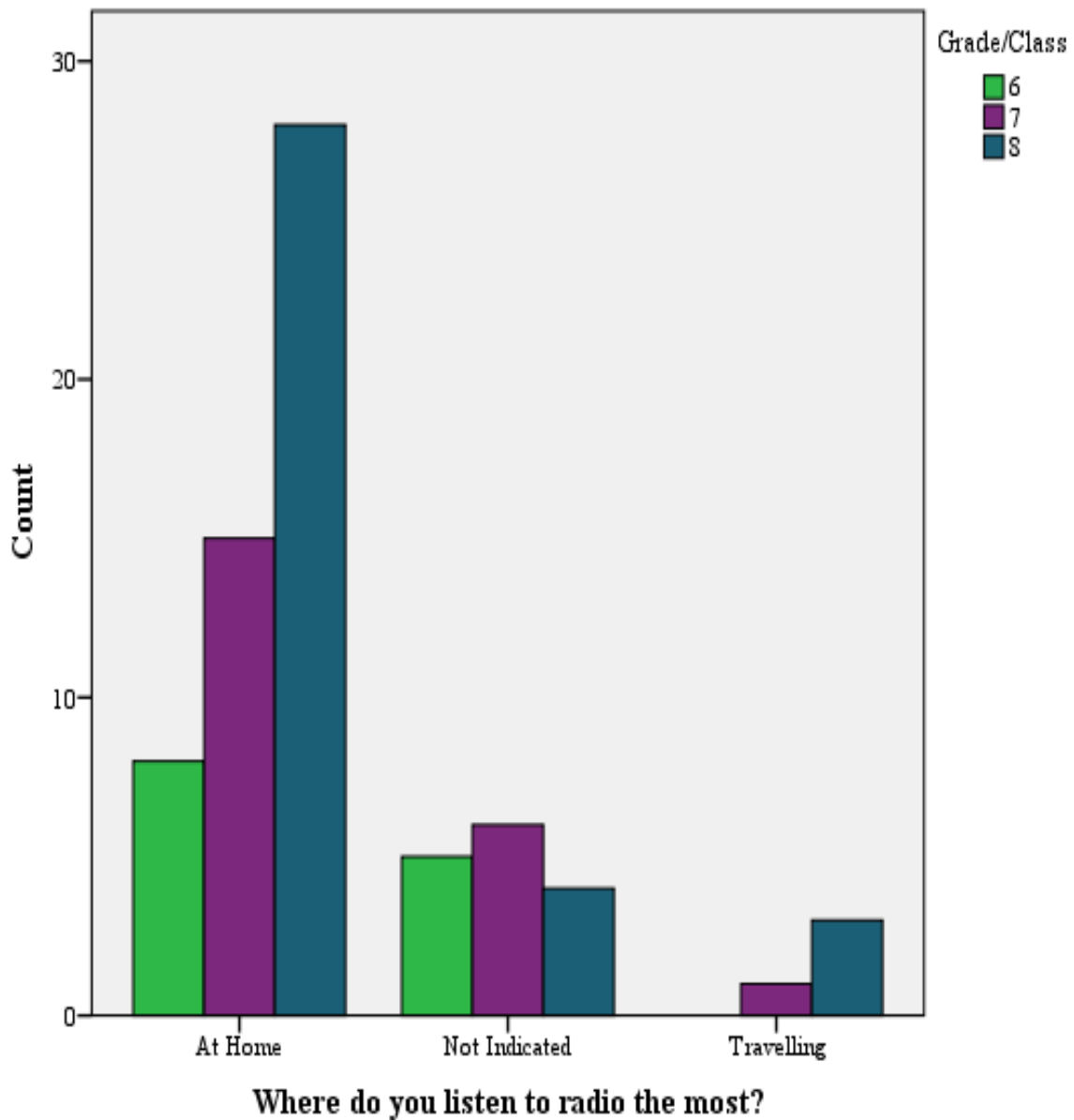
	Grade/Class			Total
	6	7	8	
At Home	8	15	28	51
Not Indicated	5	6	4	15
Travelling	0	1	3	4
Total	13	22	35	70

Source: Field Survey 2022

Across all the respondents, they listen to radio while at home. Mogambi H 2016 found out that most university students listen to radio at their homes. This has been corroborated by the young teenage respondents who claim that they interact with radio at home but this time round listening to radio as a family. Gathigi G 2009 observed that young couples with young children in Kieni did not include their children in their radio listening. In this study and more specifically in the rural Kinungi area, radio listening at home is by the whole family. Radio appears part of the family life. Most respondents said that radio must be turned on at home even if no one is keenly listening to it. This ‘useful’ radio ‘noise’ could be what Crisell 1994 is describing when he hilariously describes radio as ‘blind’ and comprised of ‘noise and silence’. In the peri urban setting, this seemingly radio-home-companion scenario was also observed where most respondents talked of how radio is strategically placed on the cupboard top or the top shelf and ‘turned on always.’ Curiously, the findings here go against the study by Moore S 1993 who argues that nowadays the family cannot consume media together and that each family member will consume media ‘separately and independently’ but the family still remains under the same roof. Livingstone 2013 calls this *individualization* in terms of media interaction. This could possibly be

true in the advanced societies where Moore talks of the family fighting over the remote control in selection of favourite channels and programmes. This study reveals the contrary where the family unit was observed as listening to radio in harmony. That trend was observed more in the rural settings and thoroughly discussed in the FDGs.

Figure 15: Cross Tabulation of Grade/Class and Preferred Place of Listening To Radio



Source: Field Survey 2022

Table 16: Do You Listen To Radio Only When You Visit Relatives/Friends?

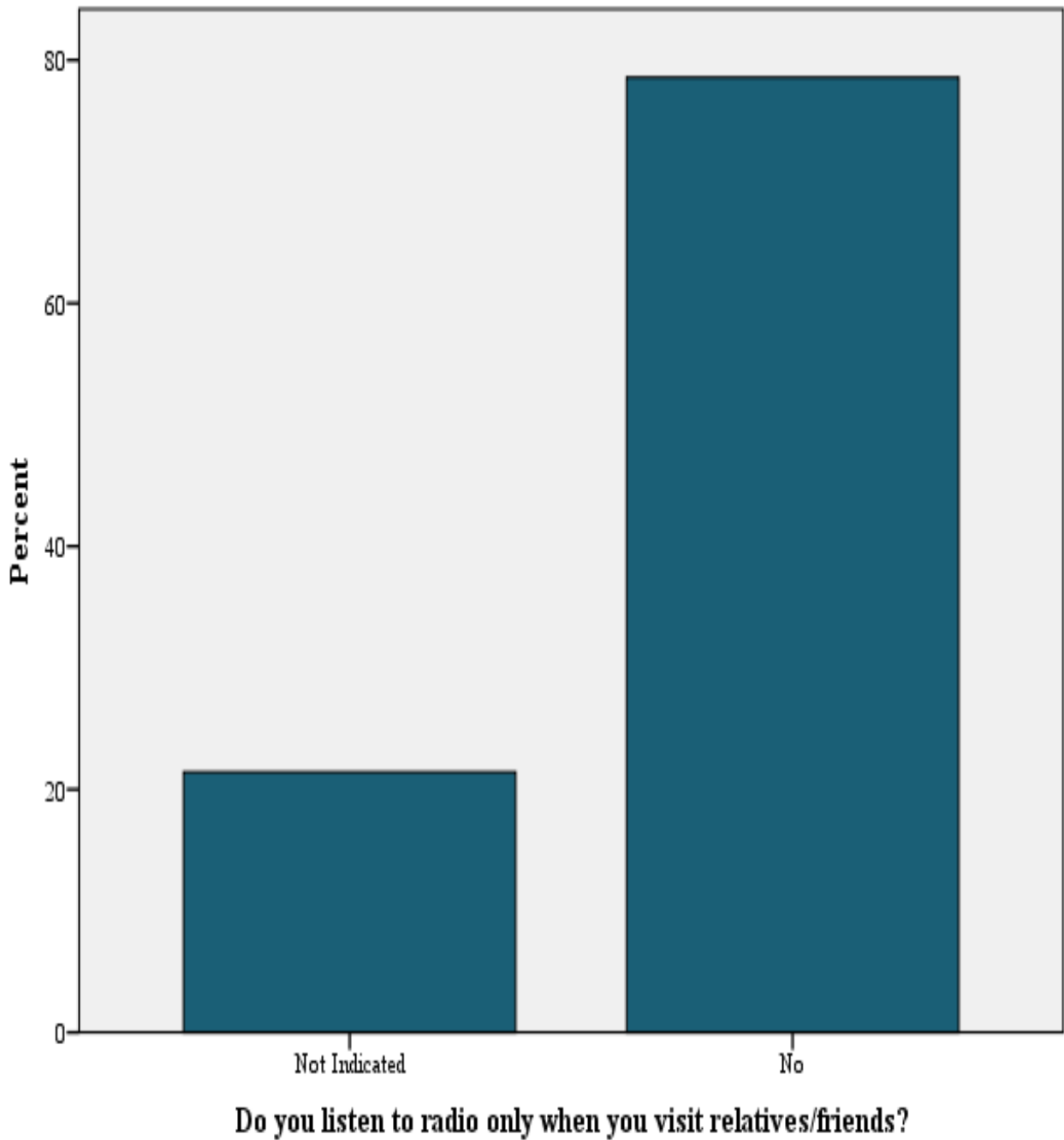
	Frequency	Percent
Not Indicated	15	21.4
No	55	78.6
Total	70	100.0

Source: Field Survey 2022

78.6% of respondents confirmed they do not only listen to radio when they visit relatives/friends. This means that respondents do not need to travel far else to get access to radio. This observation is key to this study for it tells of how children under study have radio in the immediate environment. In her study, Tejkalova 2021 observed that most of her sample in the Czech Republic said that they only listened to radio while visiting their relatives especially in the countryside or when aboard their fathers' cars courtesy of the car stereos. Interestingly, here in this study, a respondent at St. Monica primary argued in the focus discussion group that the grandparents did not reside in the countryside but also reside in Nairobi and they too do not have a radio set at home. Meaning that if the child ever visited the grandparents, he would not listen to radio owing to the fact that they also do not consume it. No wonder all the 55 who consume radio in this sample argue that they do not only listen to radio while visiting relatives or friends. This scenario where all respondents who listen to radio do not need to visit relatives to listen to radio reveals the fact children have more access to radio mostly at home and even in the neighbourhood or even when they use public service vehicles for transport. In the rural setting children even talked of listening to radio via *boda-boda* (motorcycle mode of public transport), a popular mode around the area. This is different from a modern society like Czech Republic where Tejkalova undertook her study. Here it may be safe to conclude that other forms of media like TV and internet are readily

available to young Czech children and therefore pushing away the radio from the menu of choice.

Figure 16 : Do You Listen To Radio Only When You Visit Relatives/Friends?



Source: Field Survey 2022

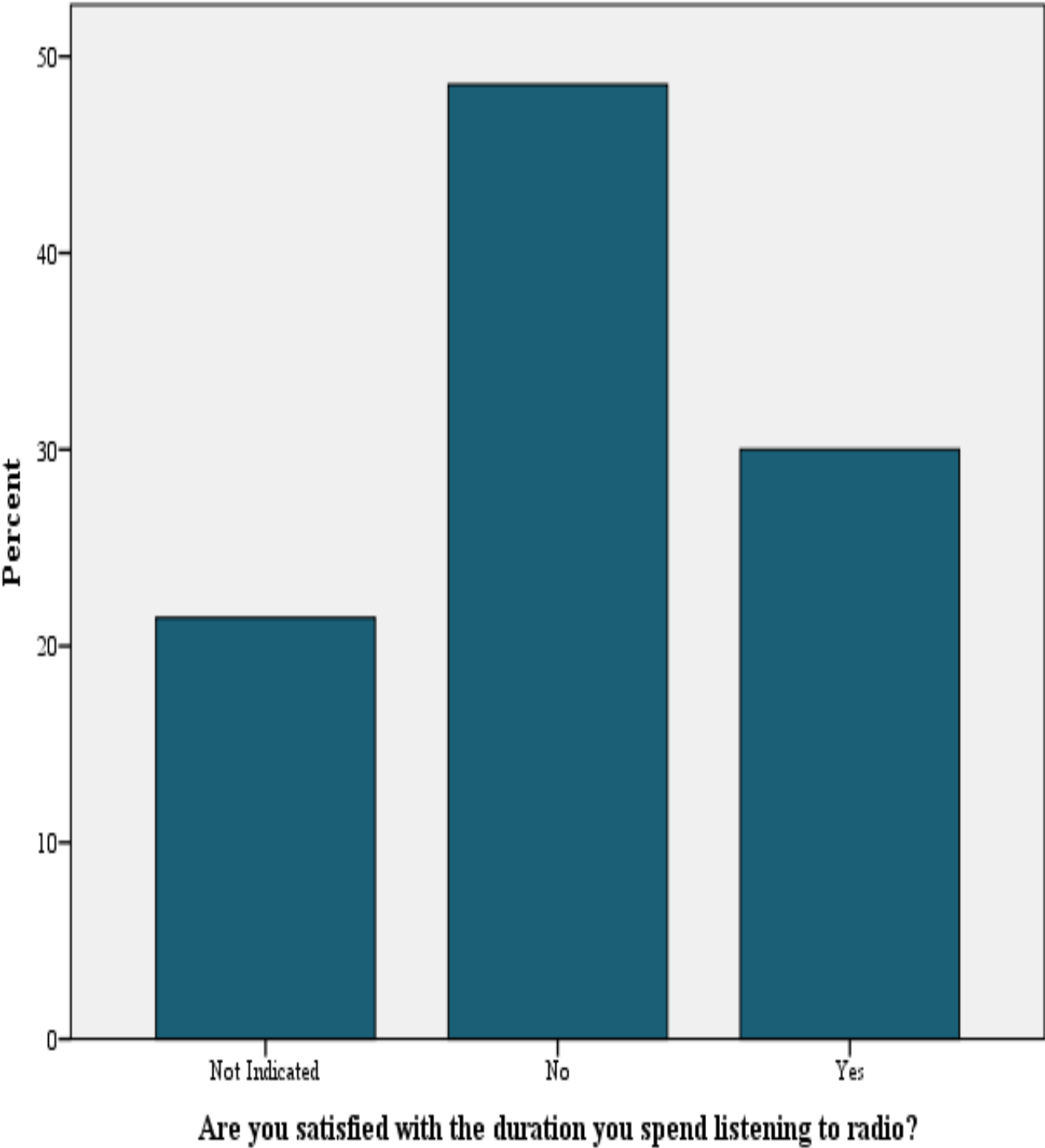
Table 17: Are You Satisfied With The Duration You Spend Listening To Radio?

	Frequency	Percent
Not Indicated	15	21.4
No	34	48.6
Yes	21	30.0
Total	70	100.0

Source: Field Survey 2022

48.6% of respondent are not satisfied with the duration they spend listening to radio while 30.0% are satisfied with the duration they spend listening to radio. It was observed arising from the FDGs that youngest teenagers find school work, homework and domestic duties being a hindrance to their consuming of their favourite radio programmes. The study quite aptly reveals how children balance their school obligations with their radio consumption. A respondent at Sission primary argued that in most Sundays they are sent to grazing cattle and therefore missing their favourite *Ngogoyo* old music show on Inooro FM. Interestingly the class eight boys said that he likes grazing the family sheep near homes blaring this programme loudly. This observation is key to this study since it partly answers the question whether children between 10-15 like listening to radio and what lengths they can go to consume their favourite radio programmes. Here it is observed that these children like the radio but have it in limited doses. If only they had all the time with the radio it appears, they would be used as ‘radio company’ Rodero E 2020 to ‘kill boredom’ Gathigi G 2009.

Figure 17: Are You Satisfied With The Duration You Spend Listening To Radio?



Source: Field Survey 2022

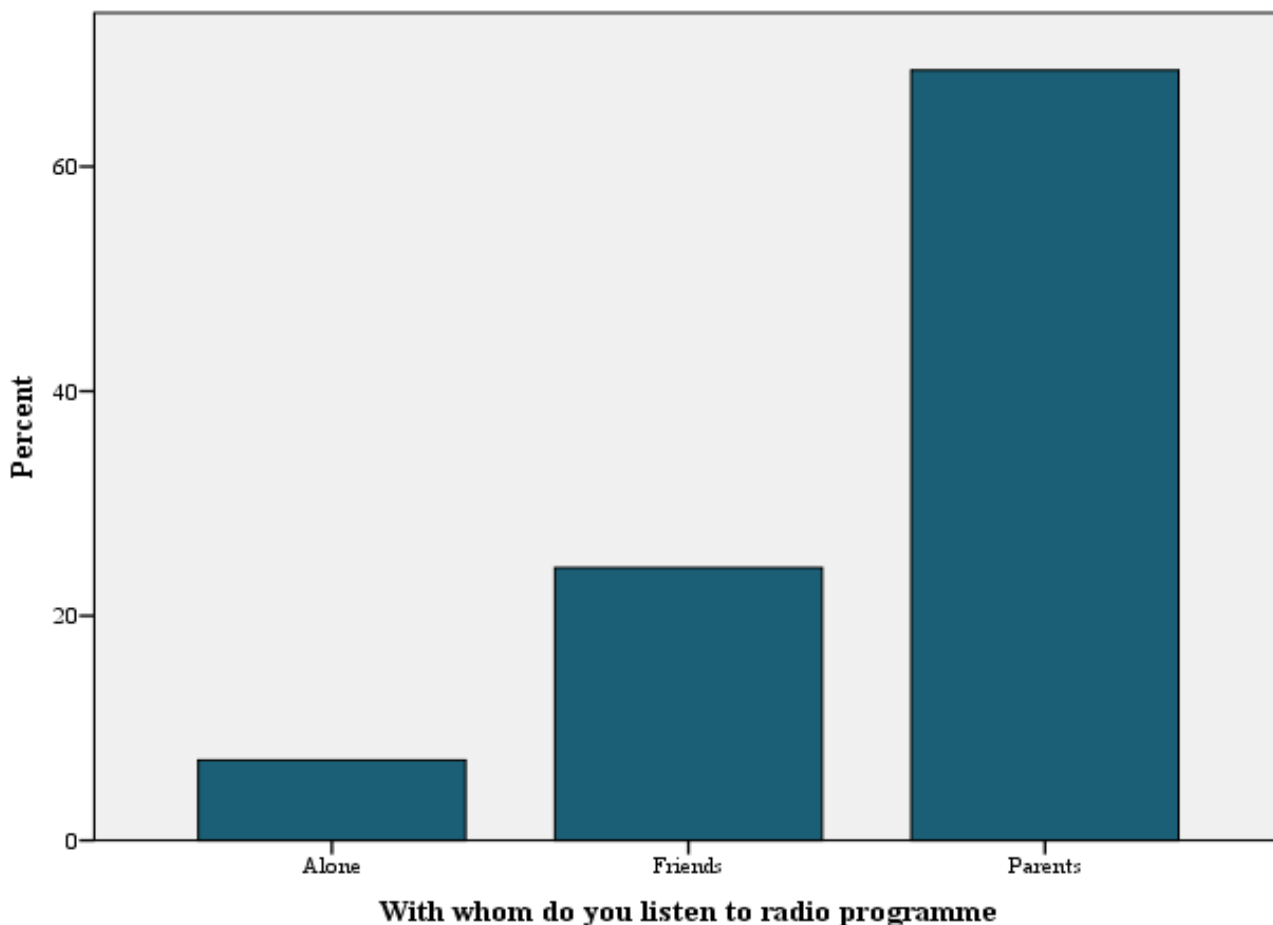
Table 18: With Whom Do You Listen To Radio Programme?

	Frequency	Percent
Alone	5	7.1
Friends	17	24.3
Parents	48	68.6
Total	70	100.0

Source: Field Survey 2022

7.1% of respondents listen to radio programme alone, 24.3% with friends and 68.6% with parents. The insignificant number of respondents who confessed listening to radio alone are the ones whose parents/guardians allowed them to carry radio sets to their bedrooms or in the

Figure 18: With Whom Do You Listen To Radio Programme?



Source: Field Survey 2022

field duties like grazing or in farms or own the radio sets or mobile phones. For instance, one respondent at Cieko primary said that the elder sister will always allow her, her own phone to listen to radio catholic music on Radio Citizen every Sunday evening. In most cases it was found out these children will listen to radio among others in the family. The study established that rarely is radio consumed alone by individuals even among the parents themselves who control it. However this scenario of some respondents consuming radio alone in different circumstances speaks to the high enthusiasm and lengths some of the children under study here can go just to interact with radio.

Table 19: Do You Listen To A Radio Programme Favourite to Your...?

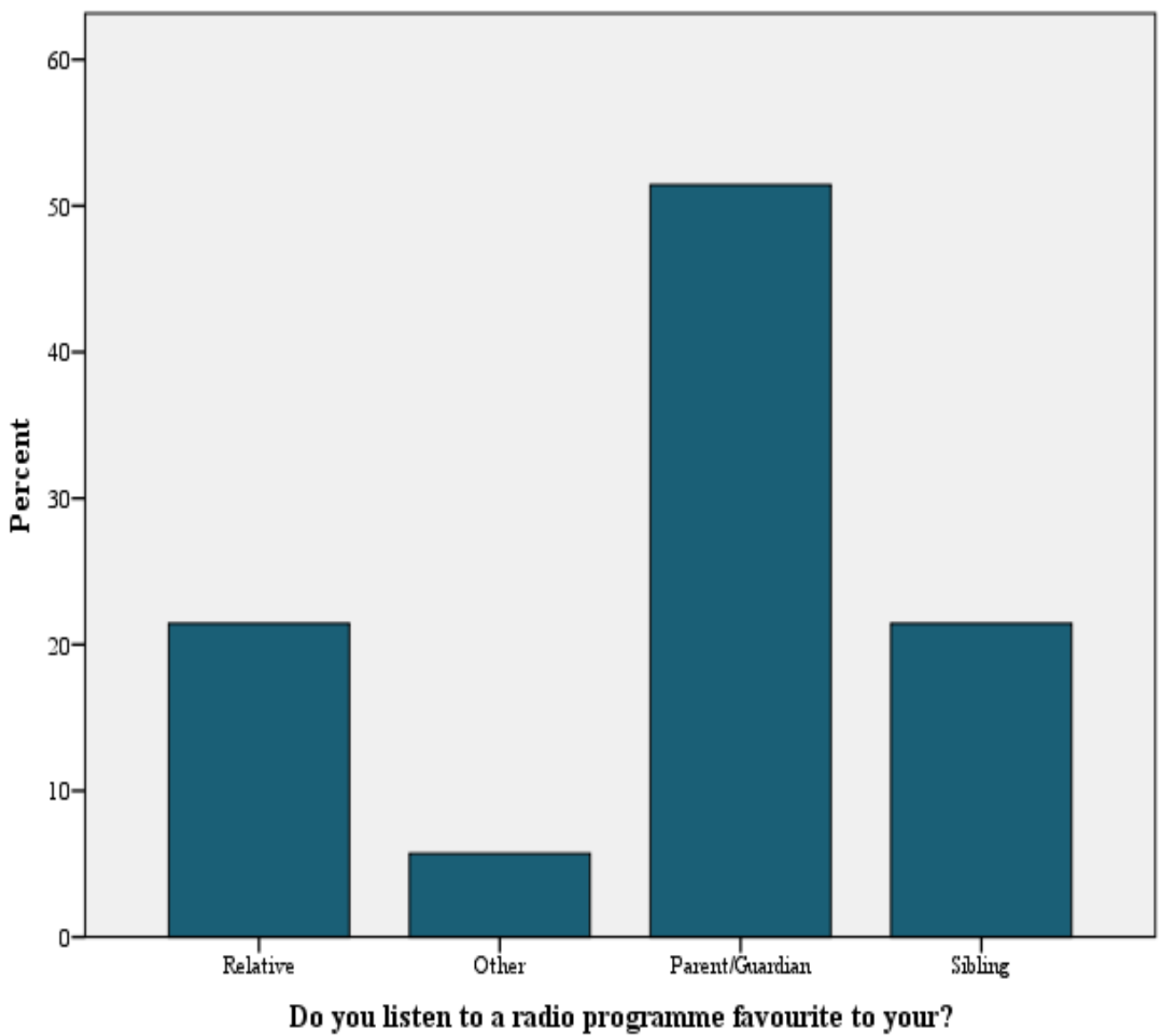
	Frequency	Percent
Relative	15	21.4
Parent/Guardian	36	51.4
Sibling	15	21.4
Other	4	5.7
Total	70	100.0

Source: Field Survey 2022

21.4% of respondents listen to programme favourite to relatives, 51.4% with parent/guardian, 21.4% with siblings and 5.7% with others. Inoro FM radio show *Ngogoyo* topped the list of radio programmes favourite to parents but which was also liked by children. It was observed that most respondents who listen to radio while on transit to and from school listen to programmes favourite to bus crews. Several respondents from St Monica confessed that they came to know about Maina Kageni's breakfast show on Classic FM and Radio Jambo *Drive* reggae show by Mbusi courtesy of public transport vehicles they use in the morning to school on weekdays. A boy at Cieko primary confessed of being hooked to her father's favorite weekend music programme *Roga Roga* on radio citizen. 'I have listened to the programme for the last two years and I came

to like it'. Such observations support the reference by Crisell 1994; what he calls *secondary medium*, but this study goes further to establishing that this secondary medium can ultimately create some committed radio consumption among these very erstwhile passive listeners. Here children are confessing coming to passionately getting hooked up to radio programmes favourite to their parents for instance.

Figure 19: Do You Listen To A Radio Programme Favourite to Your...?



Source: Field Survey 2022

Table 20: You Listen to Radio While?

	Frequency	Percent
Reading	13	18.6
Resting/Relaxing	29	41.4
Working	28	40.0
Total	70	100.0

Source: Field Survey 2022

18.6% of respondents listen to radio while reading, 41.4% while resting or relaxing and 40.0% while working. Listening to radio as a habit among children was observed more among children in the rural areas as opposed to their urban counterparts. There are several respondents at Sission primary who confessed carrying radio sets along to the farms during onion planting seasons just to ‘listen to music and kill boredom’. Indeed, Gathigi 2009 in his research in Kieni observes this trend whereby radio is a companion to herders in the grazing fields akin to what Rodero E 2020 talks of radio being a companion to the consuming audience. Adults at Sission area also confessed having seen children carrying radio sets to the grazing fields. However other children especially at Cieko peri urban school talked of tuning in to radio while undertaking domestic chores at home especially during the weekends. A respondent at Cieko primary talked of being allowed by her mother to listen to radio reggae music while ironing school uniforms. Interestingly the girl could not remember the radio station which airs the Saturday music show. When it’s a matter of choice on the part of such respondent, then it partly confirms the argument fronted by the *Uses and Gratification Theory* that the media consumer goes to the specific media to seek specific gratification from it, demonstrating that even the youngest of the media consumers have the capability of media choices.

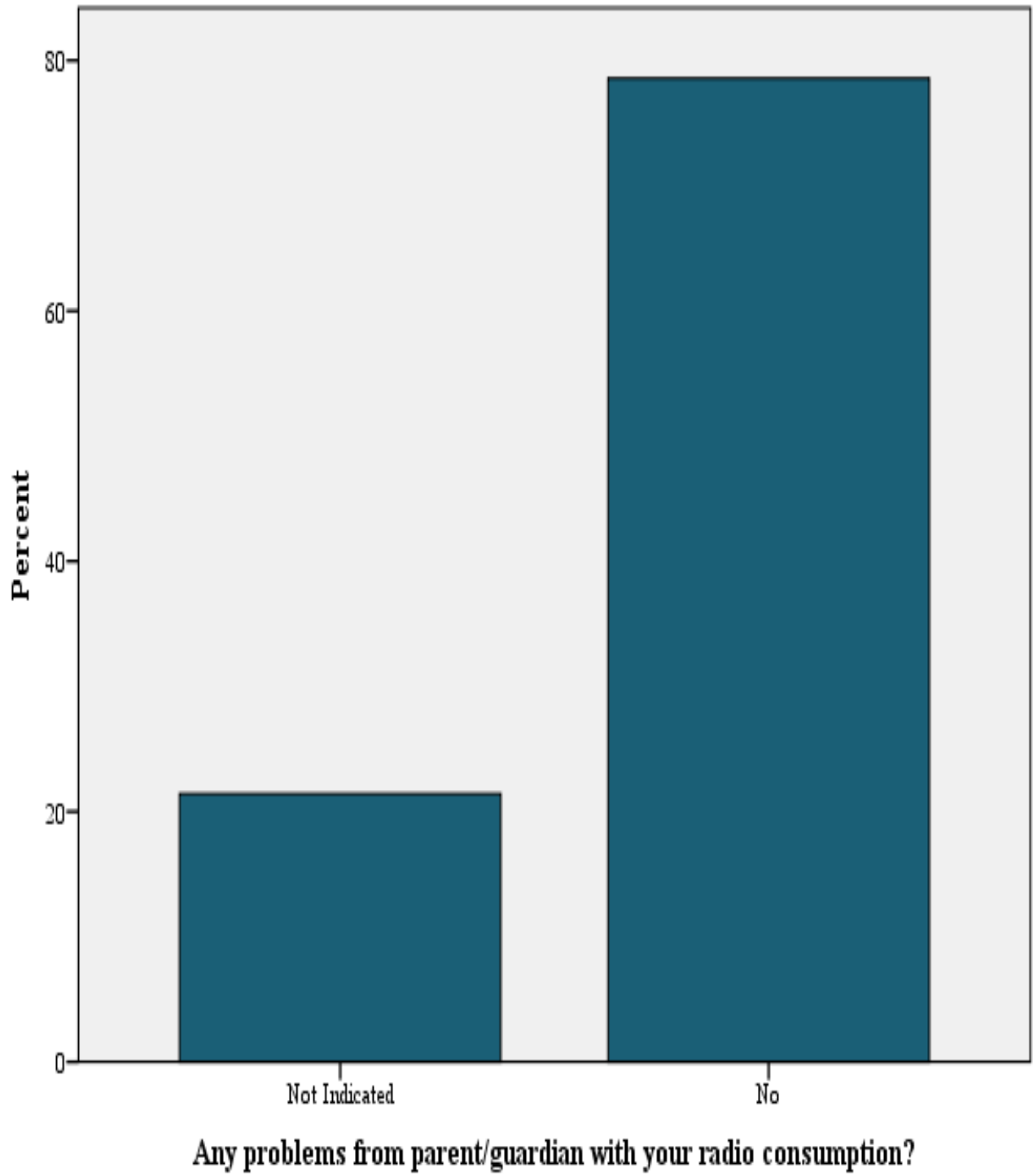
Table 21 Table 15: Any Problems from Parent/Guardian with Your Radio Consumption?

	Frequency	Percent
Not Indicated	15	21.4
No	55	78.6
Total	70	100.0

Source: Field Survey 2022

78.6% of respondents indicated that their parent/guardian have no problem with their radio consumption. This is an indicator that most parents have no problem with their children listening to radio. Interestingly during the focus discussion groups it was observed that many parents encouraged children to listen to radio. Interviews with several parents however reveals some parents barred their children listening to radio with one at Sunton area of Kasarani alleging that, listening to radio would distract the child from school work while another fears that radio would ‘Teach the child bad manners’. Ogato 2012 observed that some radio shows could corrupt the morals of children and this could be a source of fears some suspecting parents or guardians. Ogato was referring to some radio shows like Classic FM breakfast show which the Communication Commission of Kenya (CCK) then and present day CAK, is also quoted in the Ogato study as having confirmed without giving empirical evidence that the Classic FM morning show could degrade morals among children. However other parents it was observed did not have any problems with their children listening to radio. This is supported by the revelation in this study where radio is listened to by the entire family indiscriminately.

Figure 20: Any Problems from Parent/Guardian with Your Radio Consumption?



Source: Field Survey 2022

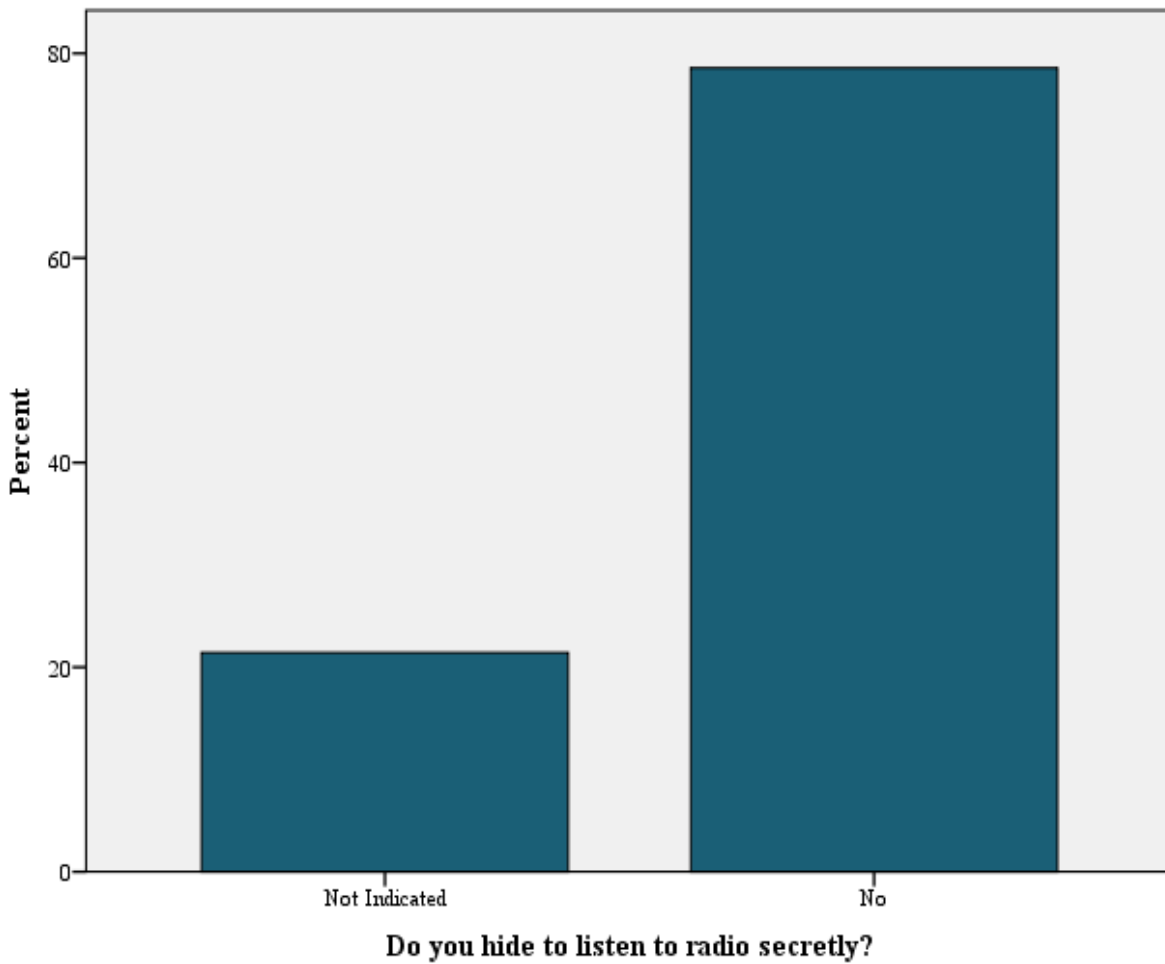
Table 22: Do You Hide To Listen To Radio Secretly?

	Frequency	Percent
Not Indicated	15	21.4
No	55	78.6
Total	70	100.0

Source: Field Survey 2022

78.6% of respondents do not hide while listening to radio.

Figure 21: Do You Hide To Listen To Radio Secretly?



Source: Field Survey 2022

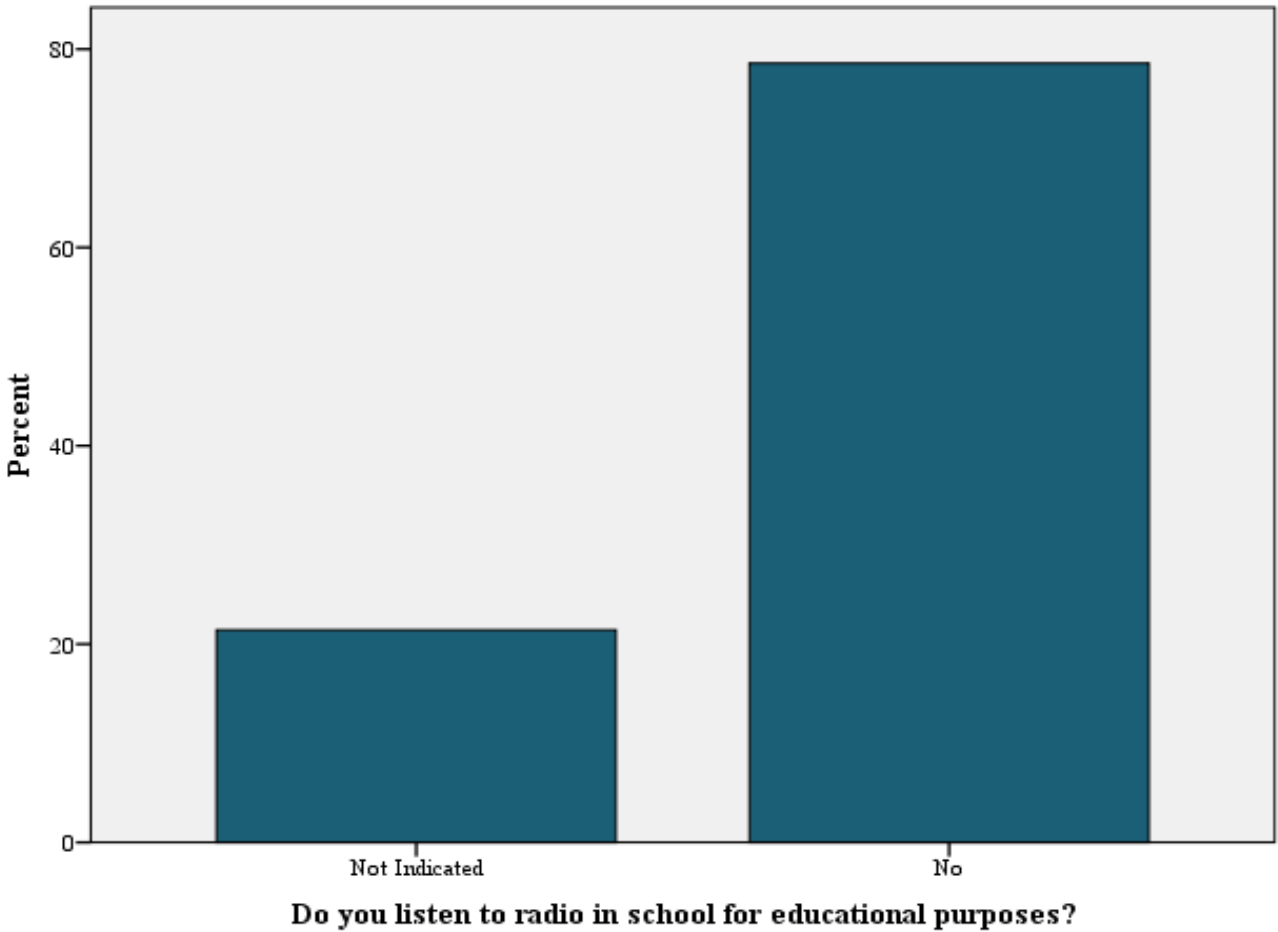
Table 23: Do You Listen To Radio In School For Educational Purposes?

	Frequency	Percent
Not Indicated	15	21.4
No	55	78.6
Total	70	100.0

Source: Field Survey 2022

78.6% of respondents stated they do not listen to radio in school for educational purposes. It was

Figure 22: Do You Listen To Radio In School For Educational Purposes?



Source: Field Survey 2022

observed across board that most children have no access to radio educational programmes for Children. The state radio in Kenya KBC through the Kenya Institute of Education Educational Media Services (EMS) in earlier years used to air schools’ educational broadcasts and today the Kenya Institute of Curriculum Development (KICD) through the Media and Extension Services runs an audio and visual educational programme aimed at enriching classroom teaching. Apparently, it was observed in all the research centres that the pupils did not have any idea of such school broadcasts programmes. It was also observed that not any of the respondents said to have listened to radio even at home for any educational benefits besides entertainment and information. The interest here in this study was to determine if there is any interaction with radio in the school setting for academic benefit and if at all how much the interaction was.

Table 24: Any Radio Operation Challenges like Electric Power/Dry Cells Shortage?

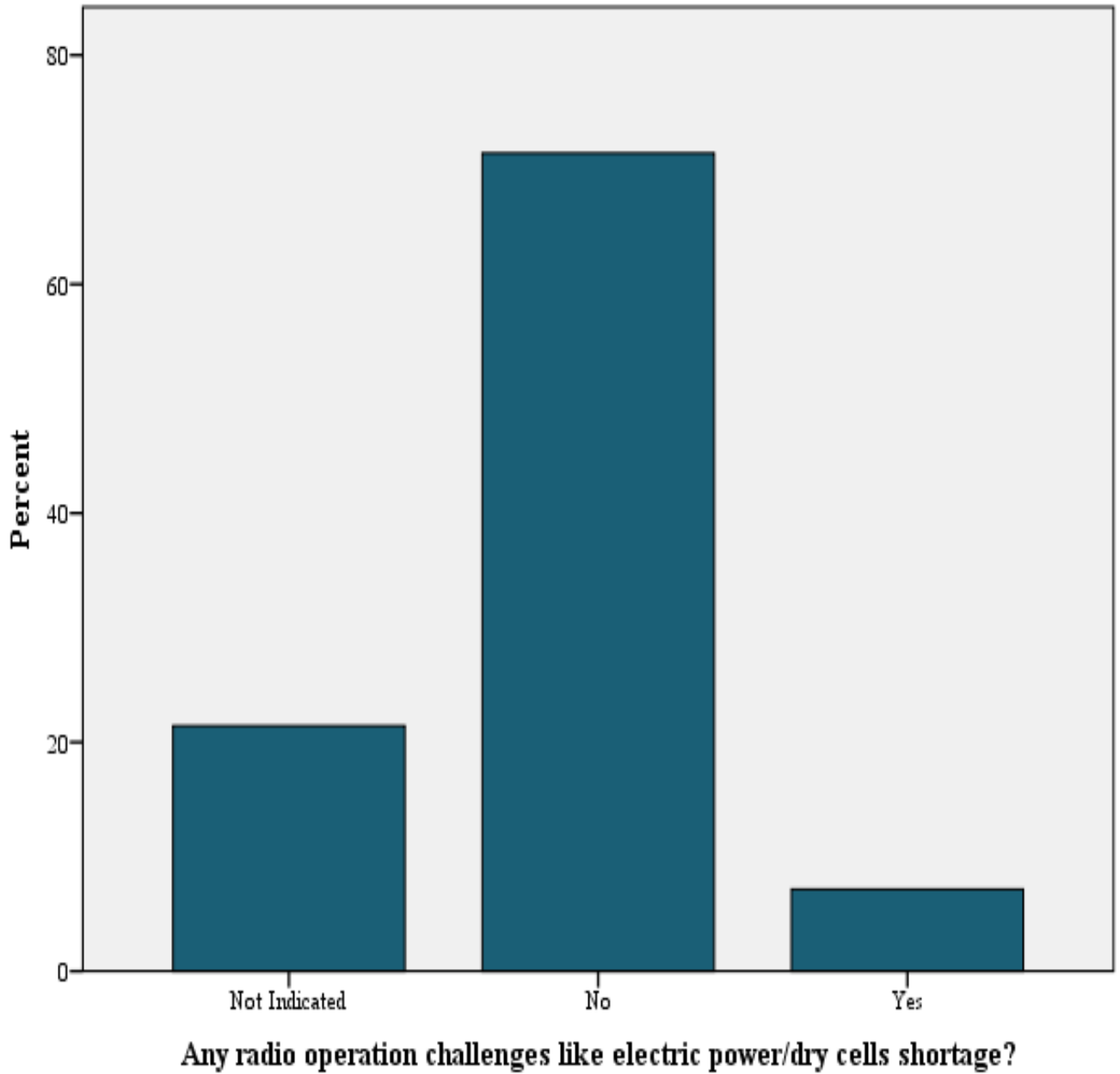
	Frequency	Percent
Not Indicated	15	21.4
No	50	71.4
Yes	5	7.1
Total	70	100.0

Source: Field Survey 2022

71.4% of respondent stated that they experienced radio operation challenges like electric power/dry cells shortage while 7.1% had no operational challenges. It was observed that children from urban and rich background do not experience any platforms operational challenges consuming radio. In the FDG groups they seemed not to understand about dry cells and power outages and how such challenges would affect radio consumption. One respondent at St Monica explained that they will always electrically charge their radio and therefore upon power outages the fully charged radio comes in handy. The researcher was interested in establishing whether respondents could have been interested in accessing

radio but encountered bottlenecks. Such observation is key to the study because it confirms a willingness among children under study to interact with radio and also confirms the continued relevance of radio in the *new media* era.

Figure 23: Any Radio Operation Challenges like Electric Power/Dry Cells Shortage?



Source: Field Survey 2022

Objective 2: To Determine the Platforms Early Teenagers Use To Access Radio

Table 25: How Do You Mainly Access The Radio?

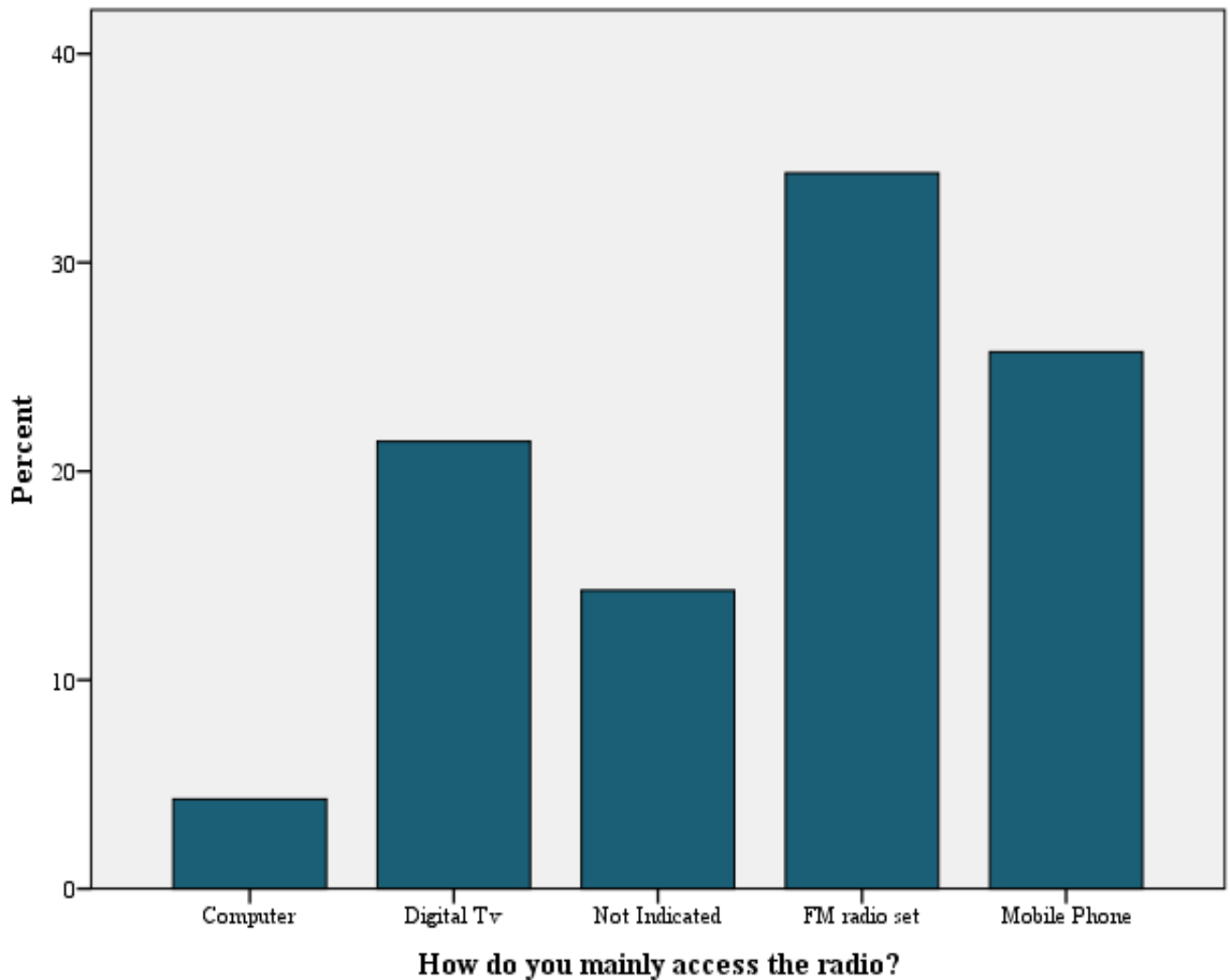
	Frequency	Percent
Computer	3	4.3
Digital TV	15	21.4
Not Indicated	10	14.3
FM radio set	24	34.3
Mobile Phone	18	25.7
Total	70	100.0

Source: Field Survey 2022

4.3% of respondents access radio via computer, 21.4% via digital TV, and 34.3% via FM radio set and 25.75% via mobile phones. The study revealed that FM radio set is still the popular mode across board. Other modern media platforms apparently are not very popular with children. Buckingham D 2013 talks of what he calls the *next generation* and which he argues has different skills in accessing media. The study here observed that children are still consuming radio via the traditional radio set and few respondents seemed conversant with radio stations websites, radio online contents or even radio-on -demand concept that Laor T 2022 refers to in his study in Israel. It was observed that children still access radio via the same platforms the *TV generation* which Buckingham again talks about-the *analogue* generation which he argues is still using the portable FM device to interact with radio. TV generation here refers to the adult generation of the last millennium. On her part, Tejkalova posits that it’s about time children were introduced to radio via modern platforms. Again, this observation falls flat on its face since most young teens appear to sample radio in its traditional form. The only difference this study observed is that most the radio sets most respondents talked of are essentially digital in that they can accommodate USBs to tune to music besides the normal radio

programming. Mobile phones came across as very appealing to children most possibly owing to their small palm size and portability. A respondent at Cieko primary revealed in the discussion group that he likes listening to radio via headsets courtesy of his neighbour cousin's mobile phone. Bosch T 2017 in her study of community radio in her home country South Africa talks of radio consumption through MP3 players and mobile phones and which appears is among the new communication platforms children are using here as revealed in this study.

Figure 24: How Do You Mainly Access The Radio?



Source: Field Survey 2022

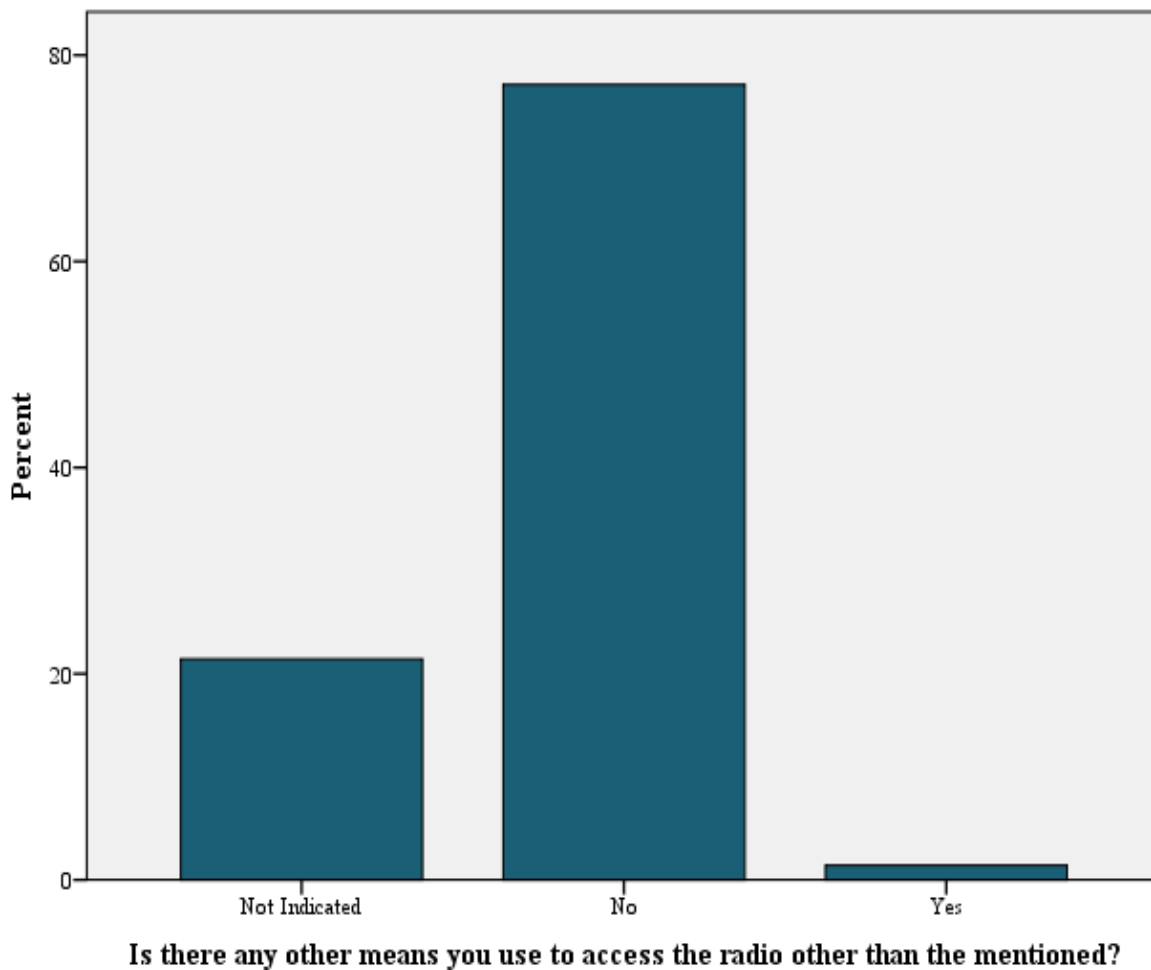
Table 26: Is There Any Other Means You Use To Access The Radio Other Than The Mentioned?

	Frequency	Percent
Not Indicated	15	21.4
No	54	77.1
Yes	1	1.4
Total	70	100.0

Source: Field Survey 2022

77.1% of respondents indicated they do not have any other means to access the radio other than the mentioned while 1.4% of respondents have.

Figure 25: Is There Any Other Means You Use To Access The Radio Other Than The Mentioned?



Source: Field Survey 2022

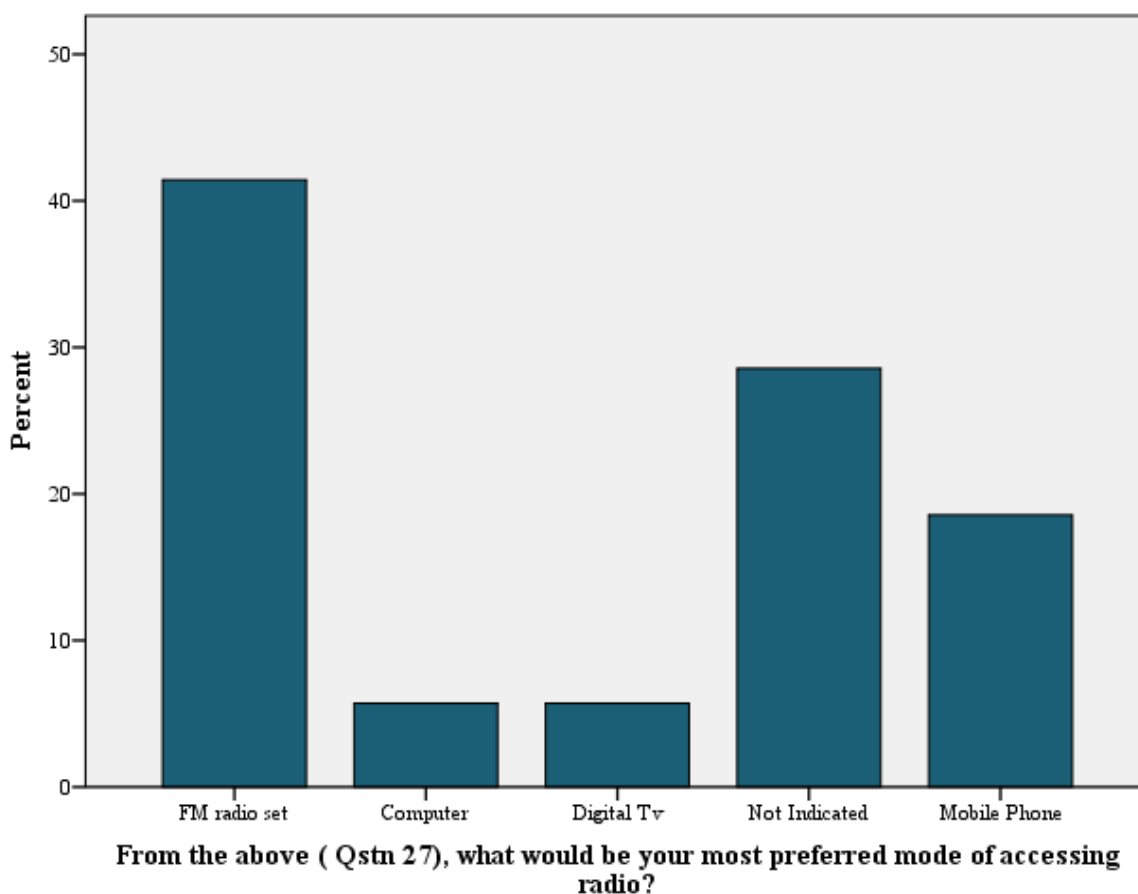
Table 27: From The Above (Question 27), What Would Be Your Most Preferred Mode Of Accessing Radio?

	Frequency	Percent
Not Indicated	20	28.6
FM radio set	29	41.4
Computer	4	5.7
Digital TV	4	5.7
Mobile Phone	13	18.6
Total	70	100.0

Source: Field Survey 2022

41.4% of respondents preferred mode of accessing radio is through FM radio set, 18.6% Mobile

Figure 26: What Would Be Your Most Preferred Mode Of Accessing Radio?



Source: Field Survey 2022

Phone, 5.7% Computer and 5.7% Digital TV. It was interesting to observe that most children would still wish to consume radio via an FM radio set. The few who claimed to own radio sets were the radio device itself and few of them in phone of mobile phones. This could be attributed to the fact that parents determine what platform is available to these children.

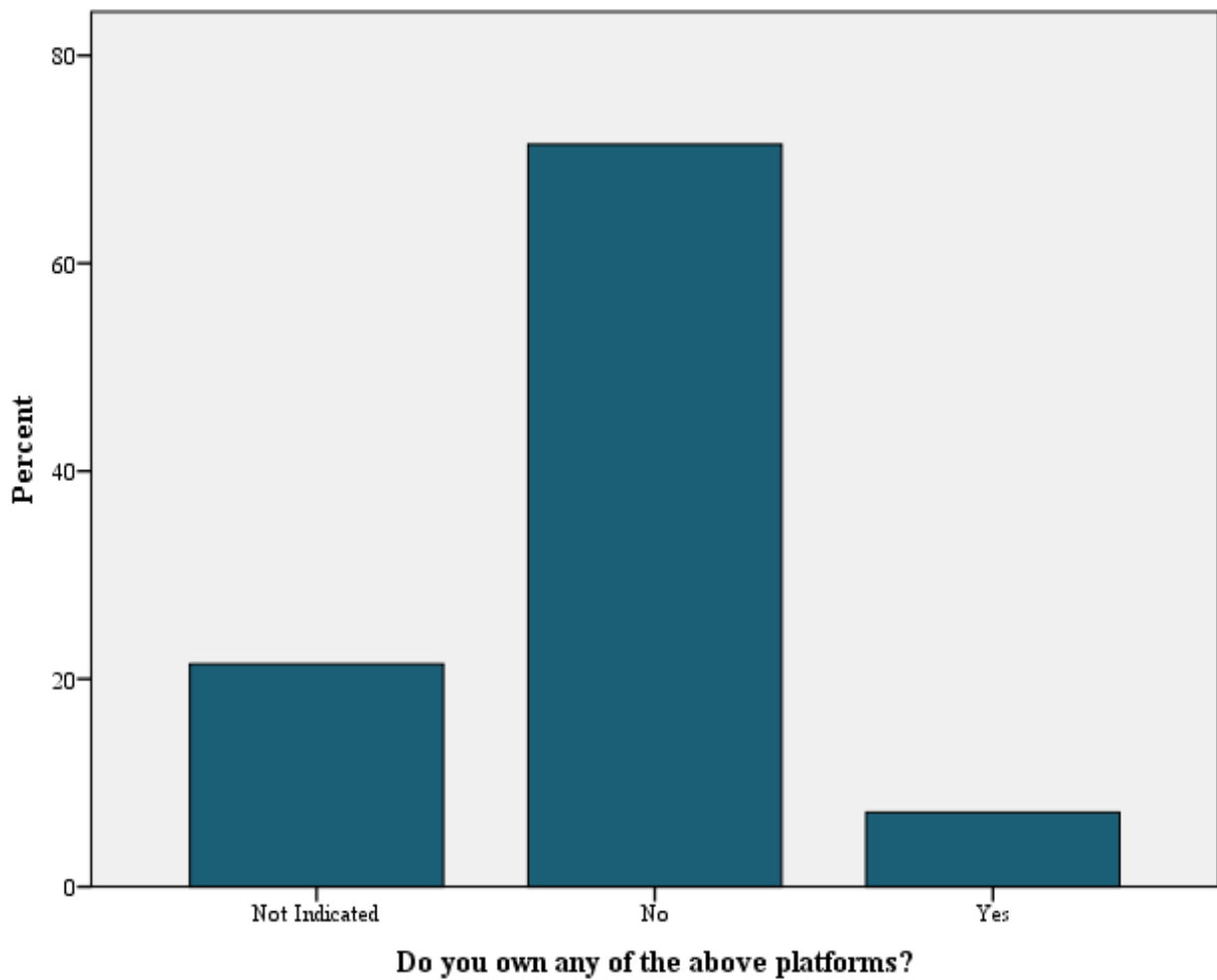
Table 28: Do You Own Any Of The Above Platforms?

	Frequency	Percent
Not Indicated	15	21.4
No	50	71.4
Yes	5	7.1
Total	70	100.0

Source: Field Survey 2022

7.1% of respondents own the above-mentioned platforms i.e. either computer, digital TV, FM radio set, mobile phone etc. while 71.4% do not own any. A handful of respondents talked of owning a small radio set bought to them by elder sibling with one owning a mobile phone. They use these gadgets to listen to radio. It was observed quite interestingly that it's the rural child who likes to own the platforms. Not a single respondent in the urban schools confessed owing any such platform. The conclusion here was that the urban child does not attach much significance owing a radio set, it's not prestigious to own one, and it appeared during the FDGs. This scenario could be out of the fact that the rural child values such gadgets even as souvenirs as opposed to the urban child who sees them daily displayed in markets and shops.

Figure 27: Do You Own Any of The Above Platforms?



Source: Field Survey 2022

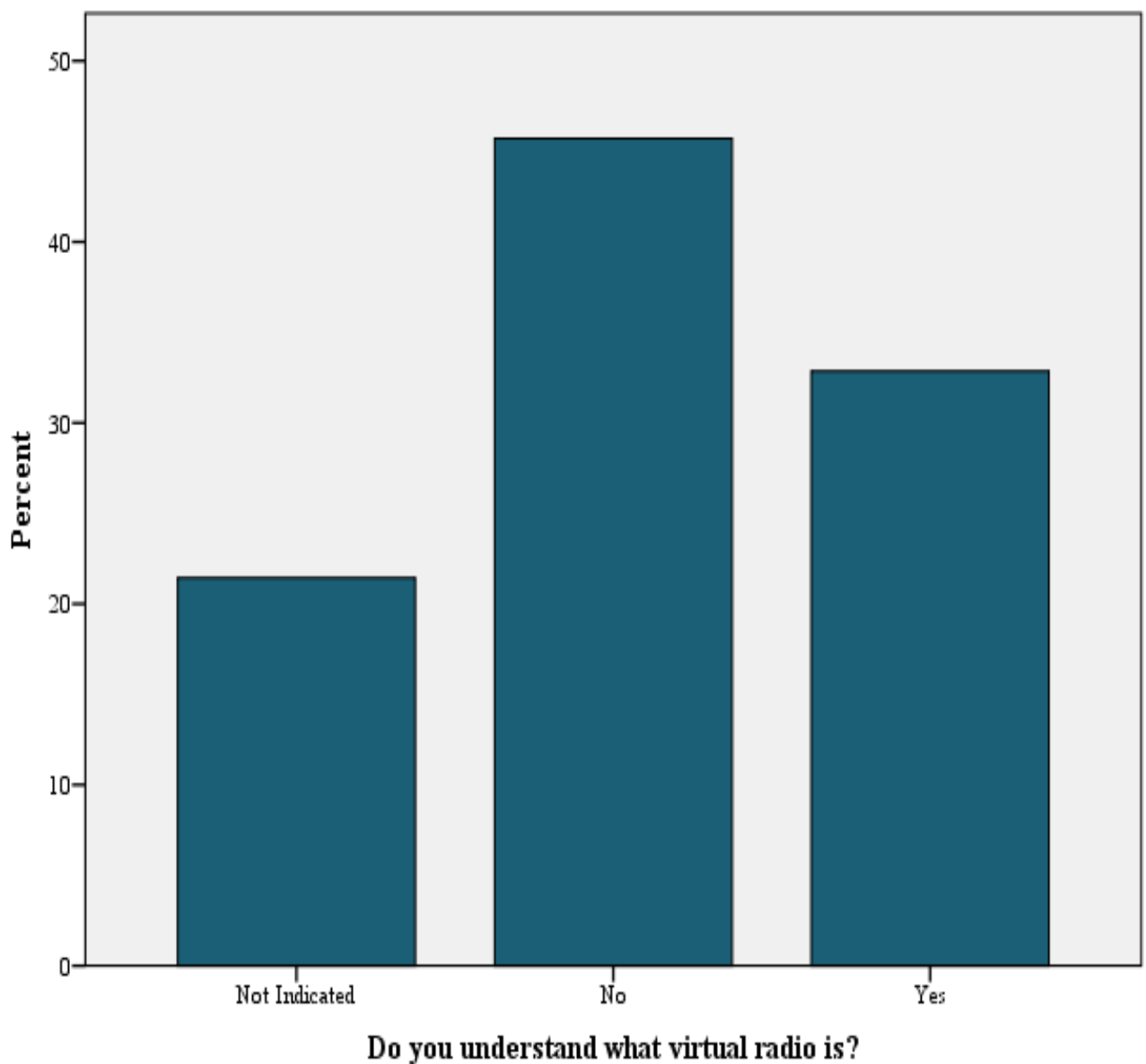
Table 29: Do You Understand What Virtual Radio Is?

	Frequency	Percent
Not Indicated	15	21.4
No	32	45.7
Yes	23	32.9
Total	70	100.0

Source: Field Survey 2022

45.7% of respondents do not understand what virtual radio is while 32.9% understand. It was observed that all rural children did not understand the term *virtual radio*. After being explained what it was, none of them showed any sign of ever having such experience with regard to radio consumption. In urban areas, though many respondents could also not understand the term virtual radio, after explanation many said they had seen and listened to radio either via digital TV

Figure 28: Do You Understand What Virtual Radio Is?



Source: Field Survey 2022

Or mobile phone. Laor T 2022, Crisell 1994 seem to suggest that for radio to survive in the current media landscape, it has to add some visual dimension to its traditional mode which is seen as a blind medium. This, as argued is because ‘we are now living in an age dominated by electronically generated visual information where there is a lot of viewing via the computer (in day time) and TV (at night) ‘ MacFarland D 2011. Borrowing from the earlier studies it appears, radio then has to be both ‘heard and seen’. This scenario however does not seem to have found ground among children in this study who still do not understand what virtual radio is. When Gazi 2011 talks of the radio as a medium migrating to new technological realities, it appears feasible but the main target of this technological advancement - the children, appear not to be aware of these technological changes in the media.

Table 30: Have You Ever Consumed Radio Virtually?

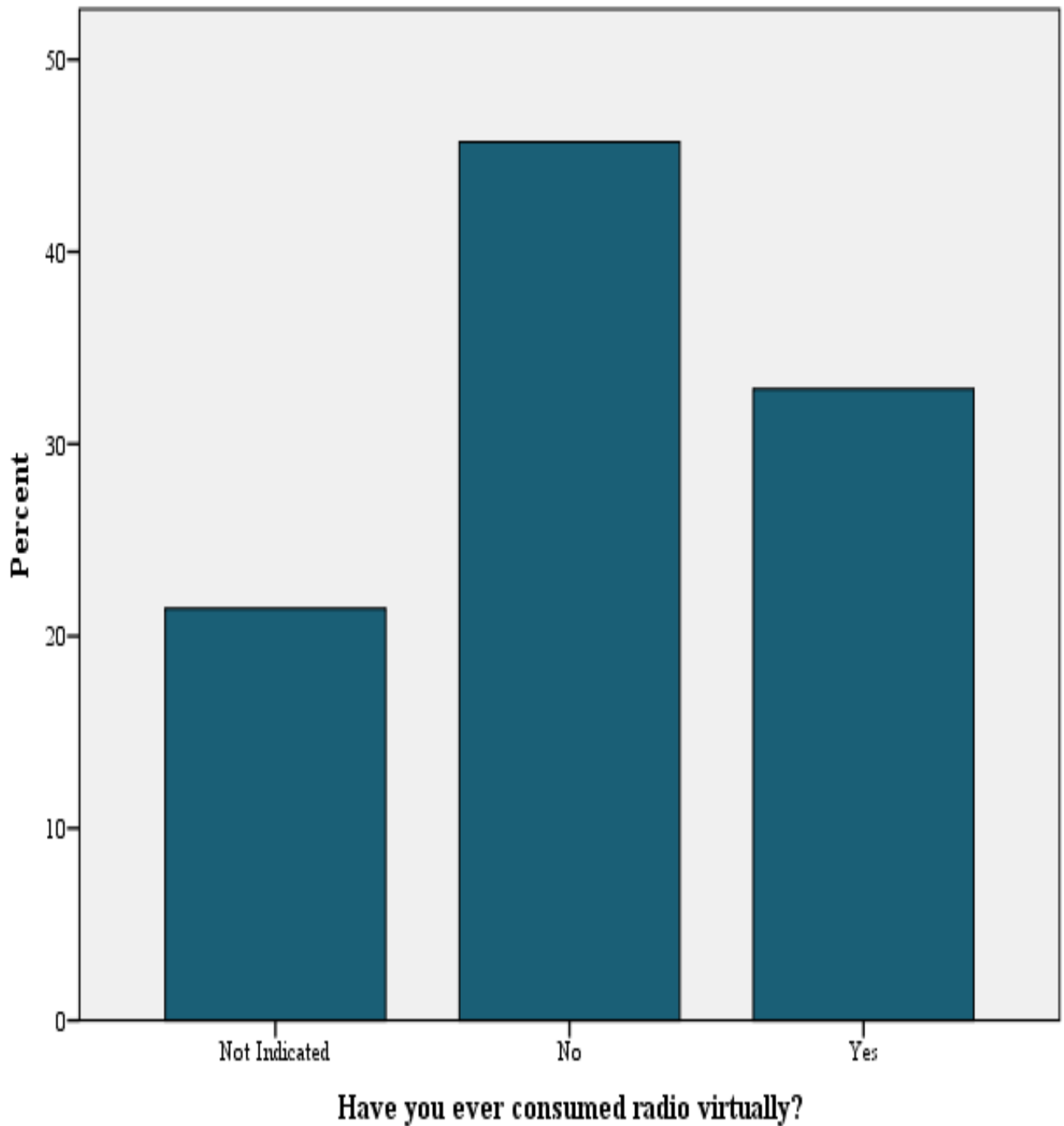
	Frequency	Percent
Not Indicated	15	21.4
No	32	45.7
Yes	23	32.9
Total	70	100.0

Source: Field Survey 2022

45.7% of respondents have consumed radio virtually while 32.9% have not consumed radio virtually. It was observed that the rural children do not have an inkling of what virtual radio is even after careful explanation during the FDGs of what it is. Indeed, after the explanation, it was observed that most of these children appeared not fully convinced that someone can, as Crisell says ‘hear and see’, radio broadcasts. Meaning that one can for instance listen to a radio news bulletin and watch the news reader doing the same online at the same time. This observation from this study may safely lead to a conclusion that younger children could still not be prepared to interact

with radio via the more complicated communication technologies and media platforms available today as opposed to the old portable radio set they have grown seeing at home.

Figure 29: Have You Ever Consumed Radio Virtually?



Source: Field Survey 2022

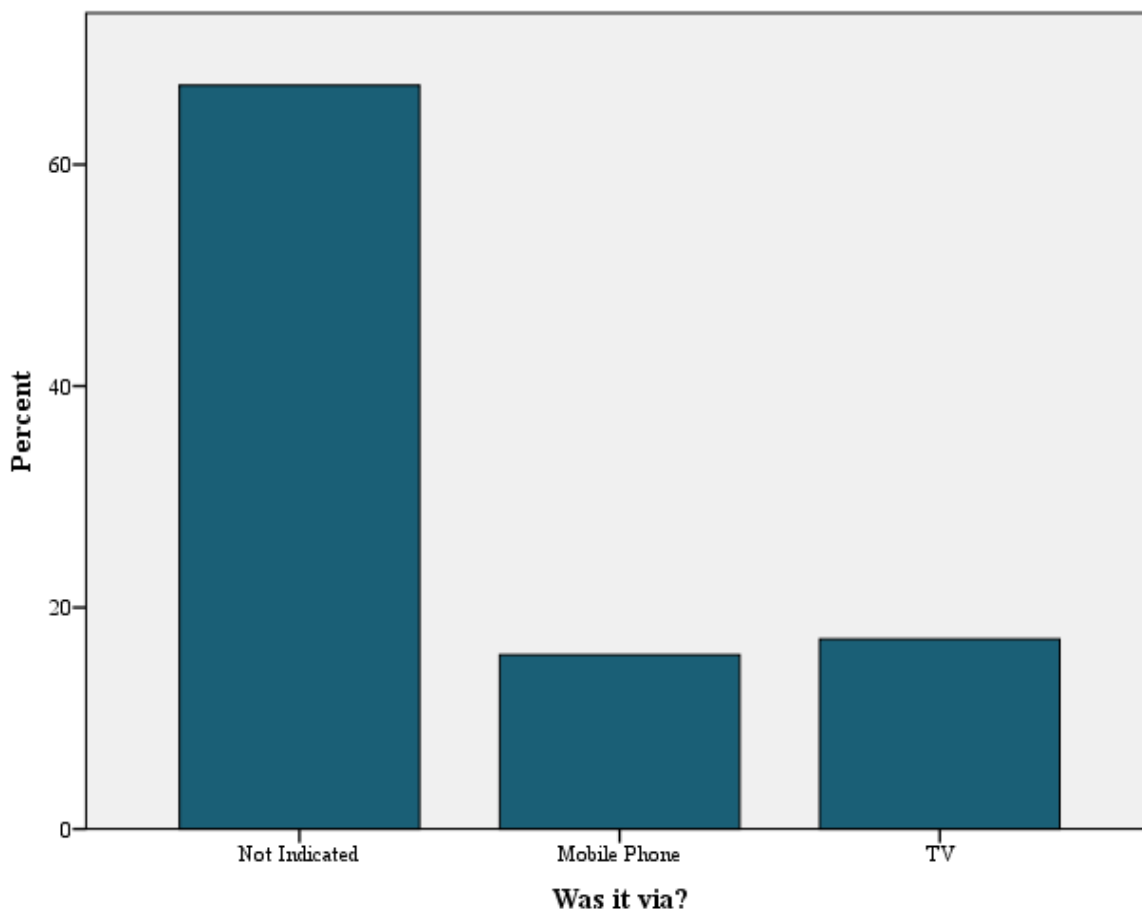
Table 31: Was It Via?

	Frequency	Percent
Not Indicated	47	67.1
Mobile Phone	11	15.7
TV	12	17.1
Total	70	100.0

Source: Field Survey 2022

15.7% of respondent consumed radio virtually via mobile phone while 17.1% consumed via TV. It's only a few children in the urban schools who confessed having consumed radio virtually. Much of what they had consumed, it was discovered is recorded podcasts of past radio

Figure 30: Was It Via?



Source: Field Survey 2022

Programmes via digital TV and smartphones. From the FDGs the researcher could identify low excitement about virtual radio for those who had interacted with it. This observation was key to the study since some earlier researchers had indicated that today’s child would be attracted more to radio when technology allows a visual dimension to this „blind“ traditional radio Laor T 2022. Crisell had even posited that radio was disadvantaged by its non-visual mode in early 1950s during the coronation of the new British Queen Elizabeth where 56% of the British population for the first time followed the live coronation proceedings via TV as opposed to the few who used radio to follow the live event proceedings.

Table 32: Would You Wish Radio Goes Virtual?

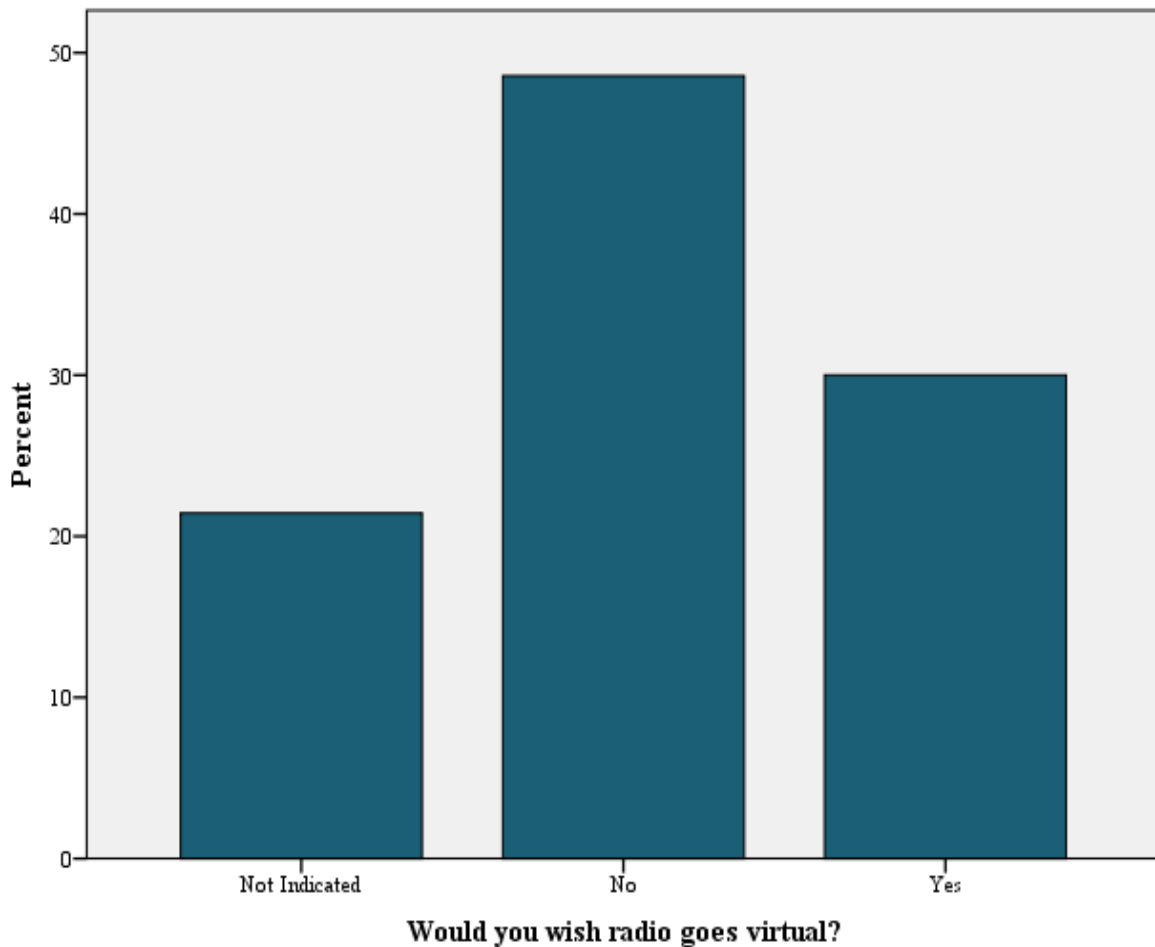
	Frequency	Percent
Not Indicated	15	21.4
No	34	48.6
Yes	21	30.0
Total	70	100.0

Source: Field Survey 2022

48.6% of respondents wish radio not to go virtual while 30.0% wish radio goes virtual. It’s very interesting that those respondents who ever consumed radio virtually apparently did not like the experience. Earlier in their definition of what radio is the universal understanding among most points to the apparent liking for children for radio to retain its *traditional* form. This subject was part of the FDGs and the researcher wanted to understand why the modern child would NOT wish to see the radio studio operations just like it is with TV. There were three general observations from the discussions about this. One was that the listener is not able to listen to the radio personnel attentively and at the same time watch them. Two, the radio studio is „boring“, here most respondents appeared to have been comparing the radio studio with the familiar TV studios. Three, the radio personnel are

„ever seated“. Again, here the respondents seemed to be comparing radio studio operations with TV where they are used to see the TV anchors move around the studio contrary to the „ever-seated“ radio presenters. Such views from most of the children naturally takes us back to their earlier conservative definition of radio and how they perceive it. One would be safe to assert that the modern child’s argument here about the traditional radio is informed by the cliché; ‘if it is working, don’t fix it’. Tejkalova in her study confesses that despite all the technological advancements in the media world, radio has still retained its relevance. The findings here about virtual radio tally with the Tejkalova’s assertion.

Figure 31: Would You Wish Radio Goes Virtual?



Source: Field Survey 2022

Objective 3: To Determine Radio Preferences among Children Aged 10-15

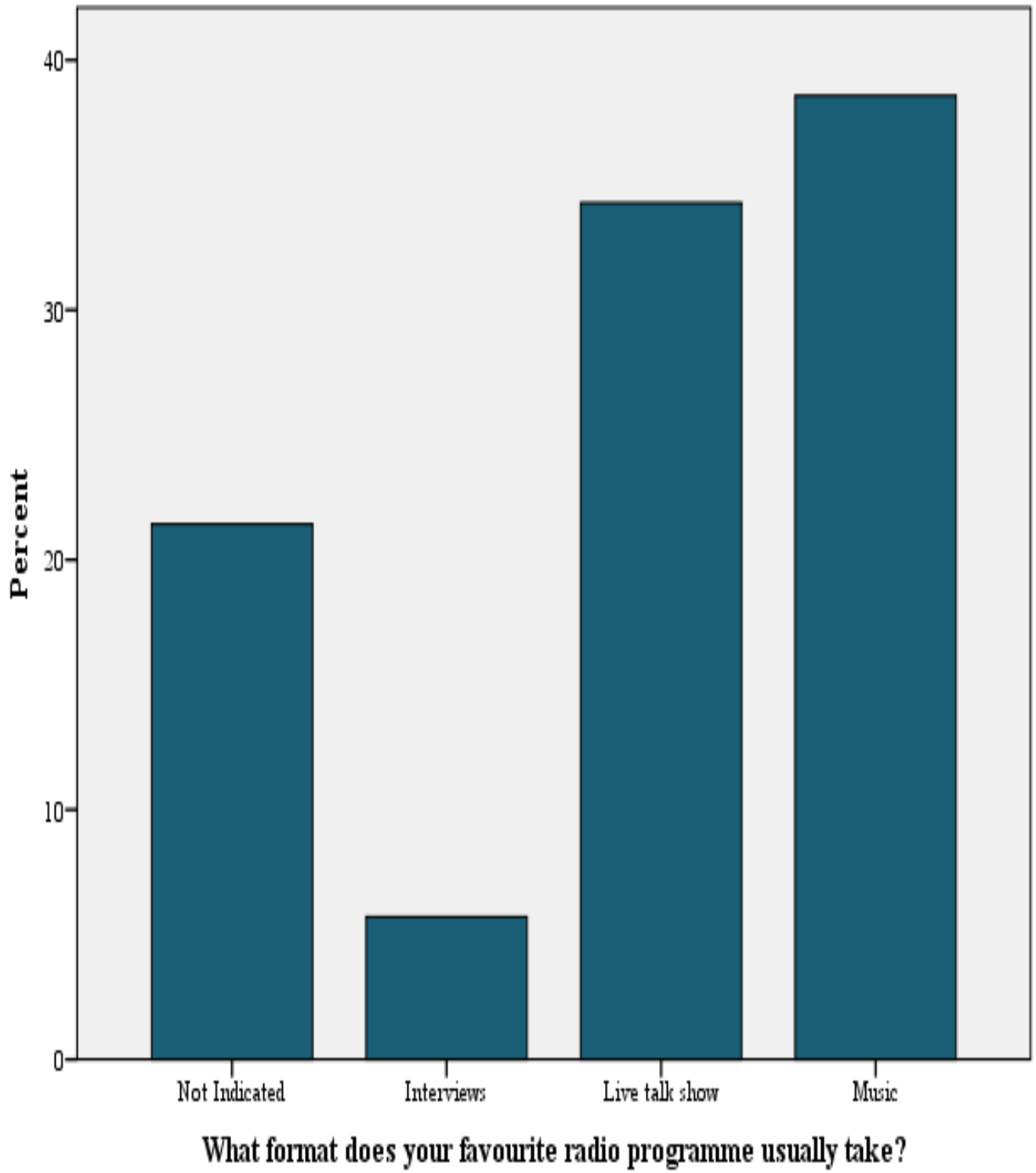
Table 33: What Format Does Your Favourite Radio Programme Usually Take?

	Frequency	Percent
Not Indicated	15	21.4
Interviews	4	5.7
Live talk show	24	34.3
Music	27	38.6
Total	70	100.0

Source: Field Survey 2022

5.7% of respondent stated their favourite radio programme take an interview format, while 34.3% live talk show format and 38.6% music format. It was observed that children listen to More musical programmes on radio as compared to other forms. MacFarland 2011 posits thus; ‘Today, the majority of listeners turn to radio primarily for music’. The observations here in this study appear to be confirming this argument by MaFarland owing to the fact that most favourite radio programmes among the respondents including Ngogoyo, Pambazuka, Roga Roga radio programmes and reggae Drive show on radio Jambo happen to be primarily music shows. When asked why, most children said that music is more entertaining. Indeed, even in the so-called talk shows like Maina Kageni morning show, lovers of the show among the respondents still talked of the old classic music as a big magnet. Only the rural children who seemed to like to listen to a purely weekend talk show Njanjo via Kameme FM claim they loved the stories of lost people or lost and found people. This radio programme does not have music component in it.

Figure 32: What Format Does Your Favourite Radio Programme Usually Take?



Source: Field Survey 2022

Table 34: What Segment/Time of the Day Is the Programme Aired?

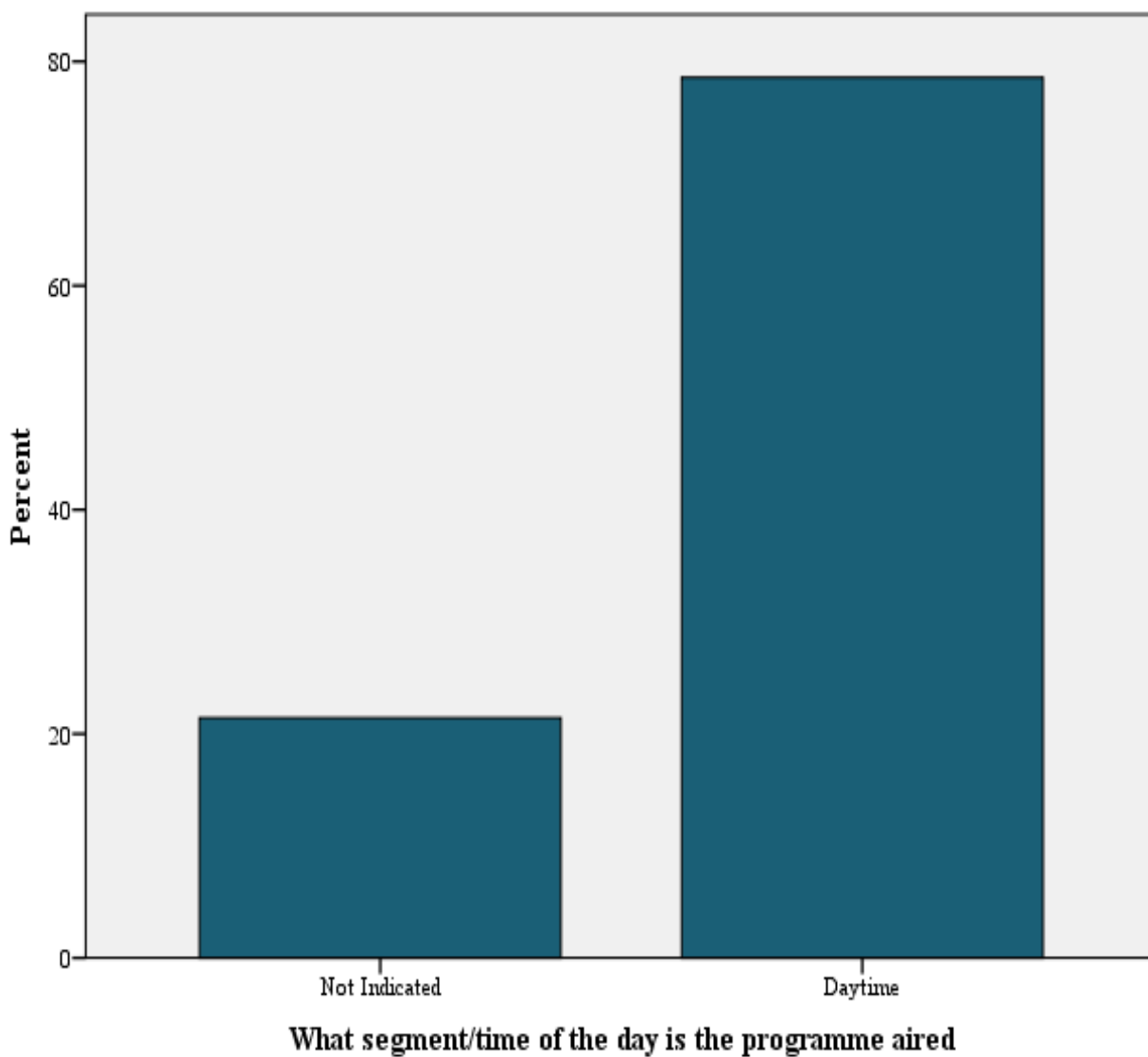
	Frequency	Percent
Not Indicated	15	21.4
Daytime	55	78.6
Total	70	100.0

Source: Field Survey 2022

78.6% of the respondents indicated that their stated preference of programme is aired during daytime. Asked about the daytime radio consumption when they supposedly are in school, most children clarified that interaction with radio is in the early morning hours and in the late afternoon after school. But during weekend's children especially in the rural areas were observed to consume radio more to the extent of some carrying their radio along with them to farms to listen to their favourite radio shows like *Roga Roga* and *Ngogoyo* which fall on weekends daytime. Gathigi observes such trend in Kieni study though his observation was among adults and youths.

This study among the 10-15 years old children revealed that children across the board could not listen to radio satisfactorily at night because parents themselves said they listen to radio at night after the day's chores. Here the parent is the radio gatekeeper and in fact most children confessed to have no control of and even access to radio during night hours. This could be an eye opener to radio content producers and programmes managers not to target young children in their night radio shows. Again, it can mean that radio content for instance marriage and sex exclusively targeted to adults can be allocated these late-night segments

Figure 33: What Segment/Time of the Day Is the Programme Aired?



Source: Field Survey 2022

Table 35: How Did You Know About The Programme?

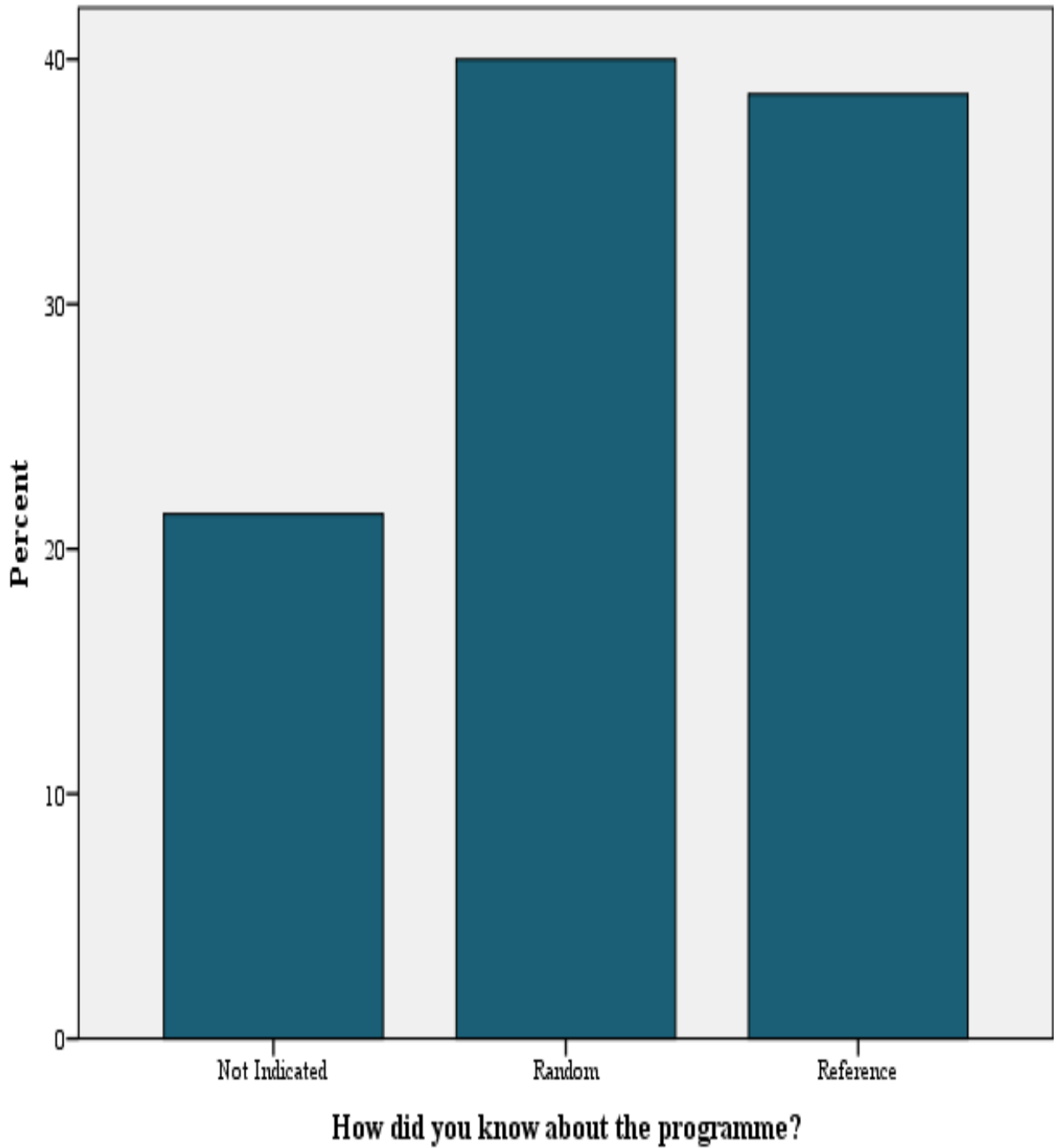
	Frequency	Percent
Not Indicated	15	21.4
Random	28	40.0
Reference	27	38.6
Total	70	100.0

Source: Field Survey 2022

40.0% of respondents got to know about the programme randomly while 38.6% were referred to the

programme. It's interesting to note that most of the ones who said they were referred to a

Figure 34: How Did You Know About The Programme?



Source: Field Survey 2022

Programme was by a friend in school. One respondent, class 8 girls at Cieko pointed to a fellow FDG

member as being the one who referred her to Pambazuka on Radio Citizen when she was in class six and has listened to it since then. This means that children at this age bracket not only listen to radio but discuss radio with friends as shall be demonstrated in another section of this chapter. The fact that these young children can sit to discuss radio content goes against Rodero E 2020 argument that creates the picture that radio content requires ‘more intense and profound cognitive processing ‘as compared to the more visual media platforms like TV and apparently Rodero is arguing that young children could not possess this capability.

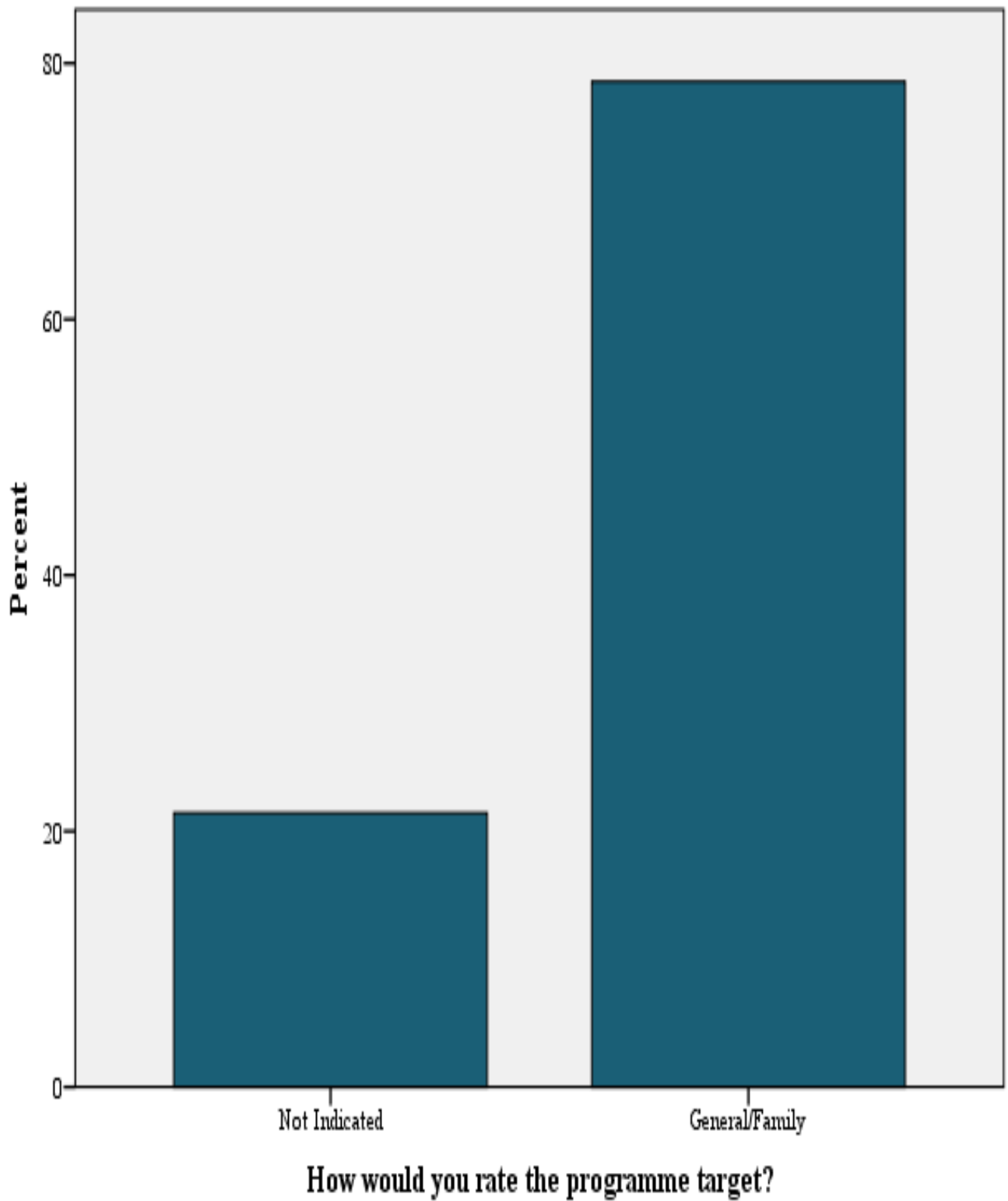
Table 36: How Would You Rate The Programme Target?

	Frequency	Percent
Not Indicated	15	21.4
General/Family	55	78.6
Total	70	100.0

Source: Field Survey 2022

78.6% of respondents indicated that the programme target is general/family. It was observed that many children did not understand how some radio programmes are said to be not favourable for children. A case in point was Maina Kageni generally controversial breakfast programme which indeed topped among the favourites of the respondents. In his study, Ogato 2012 found out that the morning show was the cause of ‘introducing young children early into sex matters’. The CCK then talked of the programme as being behind bad morals among children. This study reveals differently. In one FDG at Cieko primary, children interestingly saw the programme as humorous. The discussion revealed more that most children in this study while listening to the radio show, were keen on the co-host King’ang’i and not Maina. Humour from this radio comedian catches these children, they claimed. No wonder, most of these children did not see why the controversial

Figure 35: How Would You Rate The Programme Target?



Source: Field Survey 2022

breakfast show should not be listened to by the family. Gentile 2003 while addressing children audiences

talks of them having the capability to choose their needs and how they can be gratified. Here Gentile is arguing that the child radio listener is free to choose what to feel about a certain radio programme, a perception that can be diametrically different from that of the adult listenership.

Table 37: What Language Is Used In The Radio Programme?

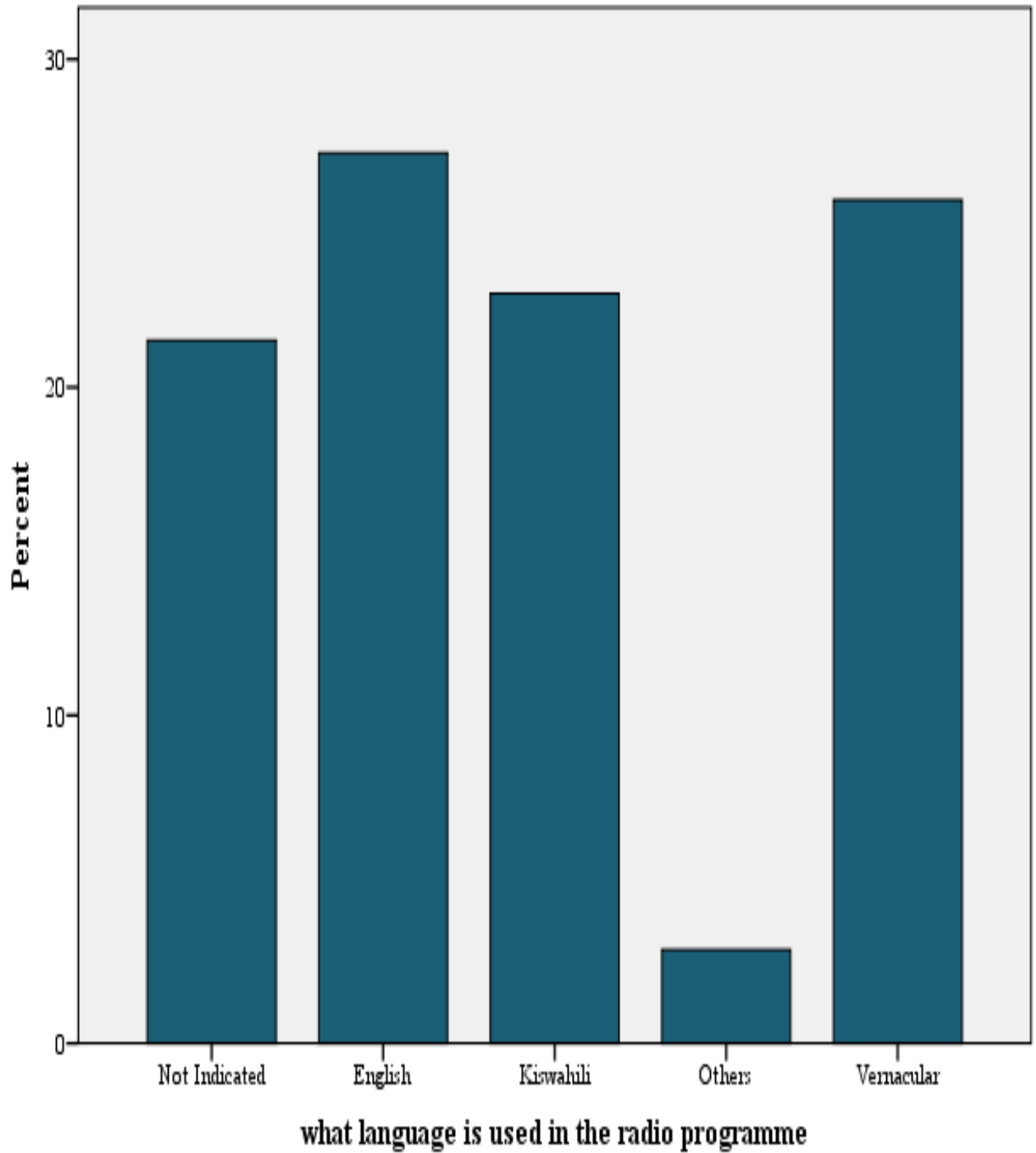
	Frequency	Percent
Not Indicated	15	21.4
English	19	27.1
Kiswahili	16	22.9
Vernacular	18	25.7
Others	2	2.9
Total	70	100.0

Source: Field Survey 2022

27.1% of respondents indicated that English was used in their preferred programme, 22.9% is in Kiswahili, 25.7% in vernacular and 2.9% other languages. It was observed that the rural child is much more drawn to vernacular radio programmes in this case Kikuyu language. Indeed, these are the same programmes which their parents listen to. This researcher found out that even within the school precincts at Sission primary, pupils were several times using Kikuyu language to communicate amongst themselves. The study reveals that the peri urban Cieko primary children were so much in Kiswahili radio programmes like Pambazuka and Roga Roga. The higher social class children at St Monica, the few who said they listen to radio seem to prefer both English and Sheng (a slang which is a mixture of Kiswahili and some local Kenyan vernaculars). Mbusi reggae show at radio Jambo which is presented in pure sheng is a favourite to most of these young teenagers in the urban area. The peri urban school it was observed, children use sheng in school and even outside the school compound. This could give the explanation as to why most of them indicate liking for the Mbusi show which largely uses sheng as the

medium.

Figure 36: What Language Is Used In The Radio Programme?



Source: Field Survey 2022

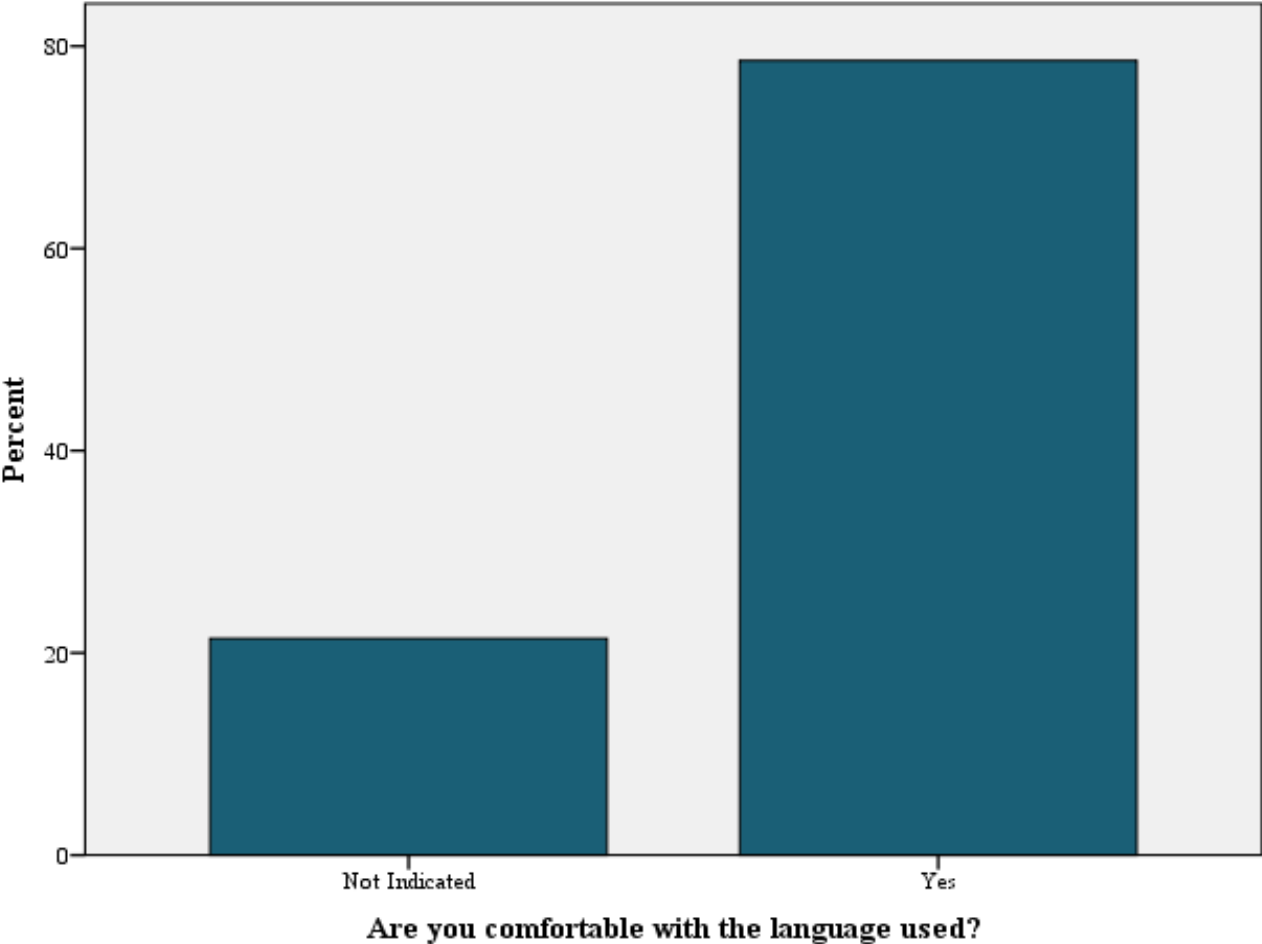
Table 38: Are You Comfortable With The Language Used?

	Frequency	Percent
Not Indicated	15	21.4
Yes	55	78.6
Total	70	100.0

Source: Field Survey 2022

78.6% respondents are comfortable with the language used in their preferred radio programme. As

Figure 37: Are You Comfortable With The Language Used?



Source: Field Survey 2022

earlier indicated, it was observed in the entire study that children tend to like a radio show using the very language they are comfortable with in their daily lives. In the urban areas it was revealed those children

do not necessarily use the same language used by their parents. The researcher found out through the FDGs that most urban parents use their vernacular or Kiswahili at homes and while outside home. But they communicate with their children in Kiswahili. This curiosity on the part of the researcher was informed by the desire to see how that scenario of language use patterns among children and their parents affected radio consumption habits and preferences among children. In the rural schools it was found out that children and parents use the same language which is vernacular at home and outside of home. No wonder these children prefer radio programmes in vernacular in particular Kikuyu language.

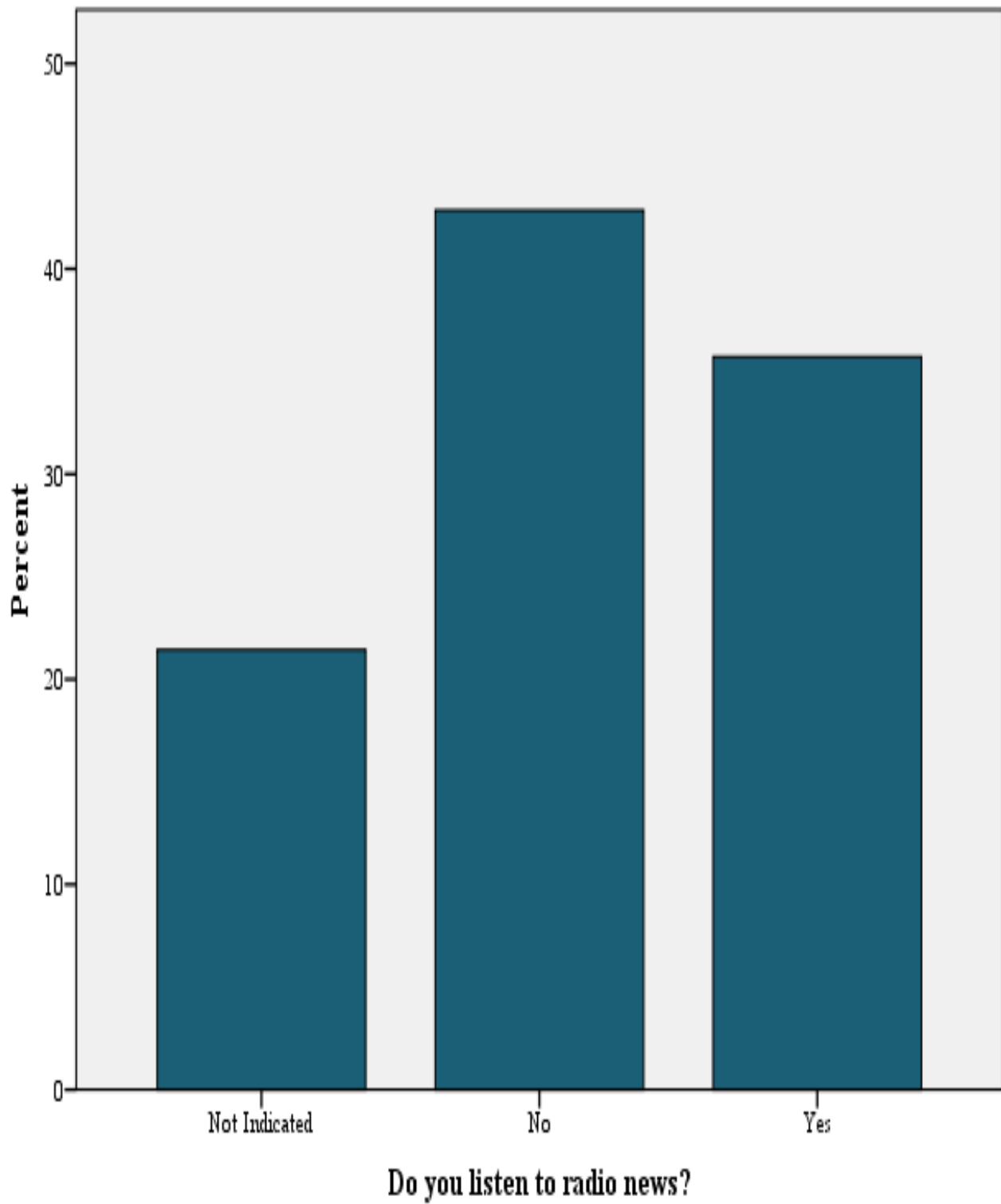
Table 39: Do You Listen To Radio News?

	Frequency	Percent
Not Indicated	15	21.4
No	30	42.9
Yes	25	35.7
Total	70	100.0

Source: Field Survey 2022

42.9% of respondents do not listen to radio news while 35.7% listen to radio news.

Figure 38: *Do You Listen To Radio News?*



Source: *Field Survey 2022*

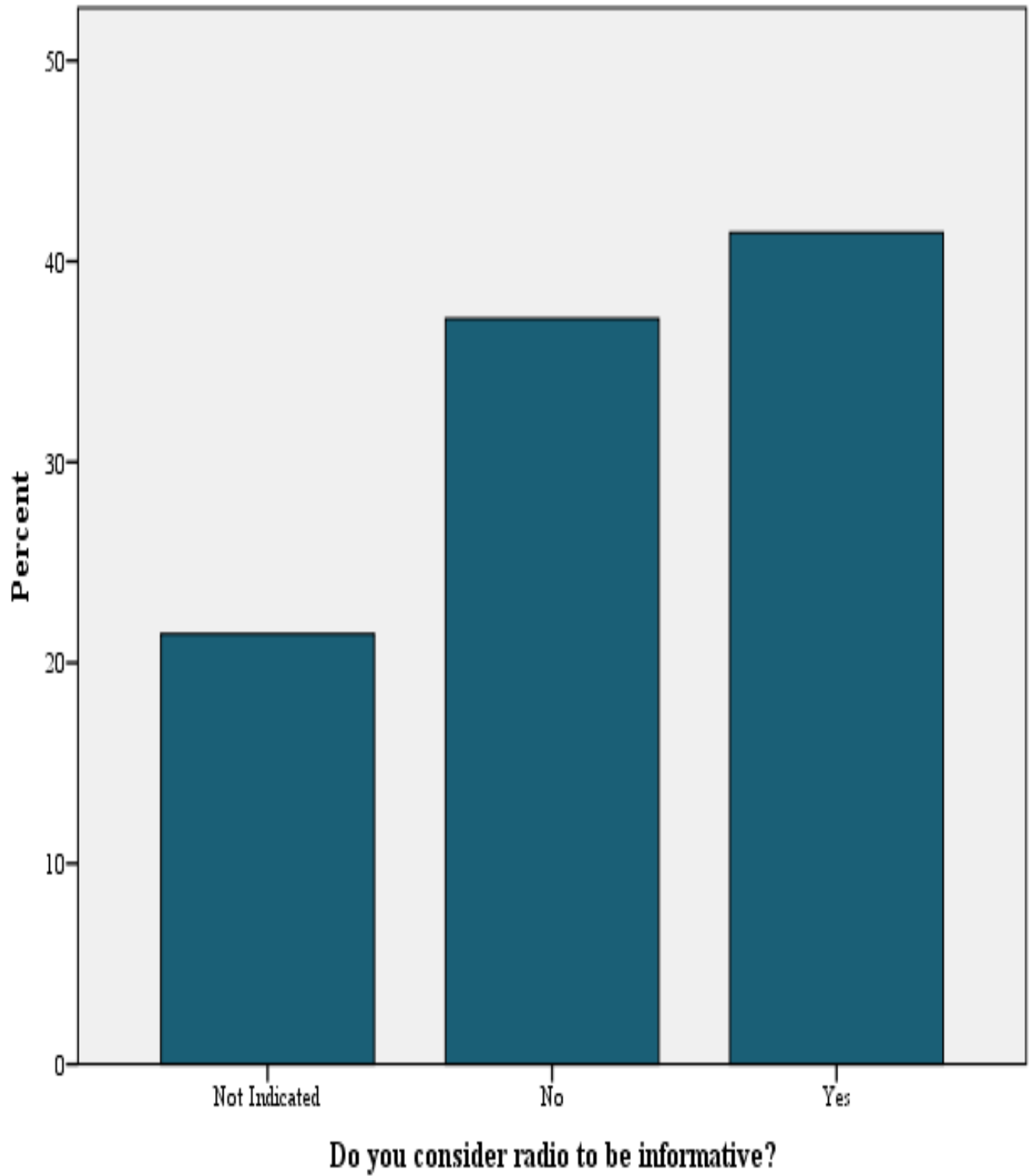
Table 39: Do You Consider Radio To Be Informative?

	Frequency	Percent
Not Indicated	15	21.4
No	26	37.1
Yes	29	41.4
Total	70	100.0

Source: Field Survey 2022

37.1% of respondents perceive radio as not being informative while 41.4% respondents perceive it as being informative. This study observed that most children in this age bracket do not take radio news seriously. In fact the ones who described radio as being informative confessed not being keen on the news bulletin, but only listen by default when their parents are listening to the news bulletin. Asked further about those children in some form of control of radio at home all said they cannot purposely turn on radio top of the hour to consume news bulletin. Asked more about TV news most still claimed they did not take much notice of the news bulletin. The safe conclusion here could be that this age bracket could still be young in their minds to be generally interested in hard news and current affairs from any media platform. Apparently and as observed in this study much of what this age group consumes from the media is entertainment in nature.

Figure 39: Do You Consider Radio To Be Informative?



Source: Field Survey 2022

Objective 4: To Investigate and Gain Insight into Why Certain Categories of Radio Programmes Are Preferred By Children between 10 – 15

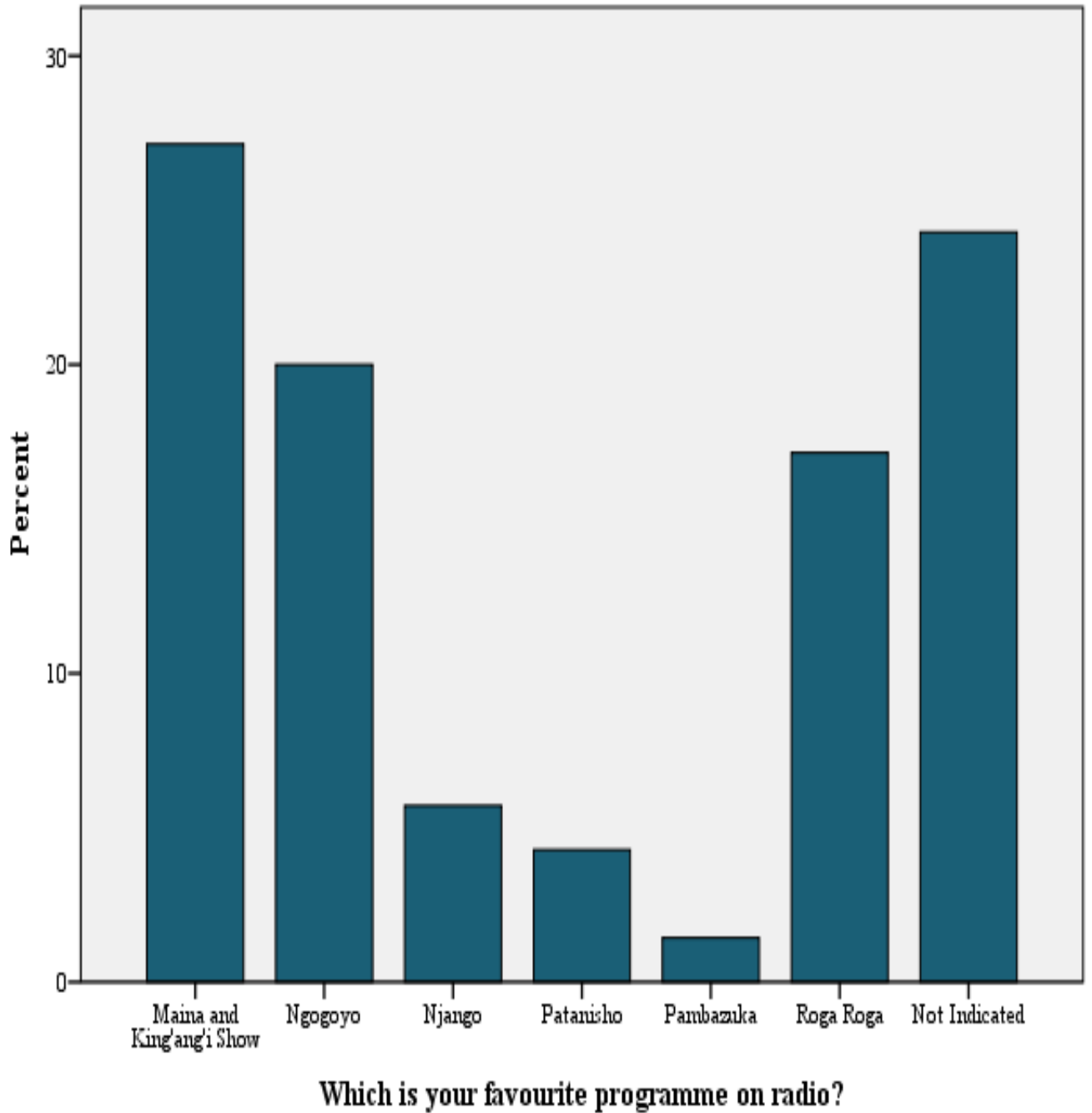
Table 40: Which Is Your Favourite Programme On Radio?

	Frequency	Percent
Not Indicated	17	24.3
Maina and King'ang'i Show	19	27.1
Ngogoyo	14	20.0
Njanjo	4	5.7
Patanisho	3	4.3
Pambazuka	1	1.4
Roga Roga	12	17.1
Total	70	100.0

Source: Field Survey 2022

27.1% of respondents stated Maina and King'ang'i breakfast show as favourite radio programme, 20.0% Ngogoyo on Inooro FM, 17.1% Roga Roga on Radio Citizen, 5.7% Njanjo, on Kameme FM, 4.3% Patanisho on Radio Jambo, and 1.4% Pambazuka on Radio Citizen. What comes across here is that programmes considered by radio managers as having targeted the adults are also favourites to young children. Patanisho is about rebuilding marriage and love breakups and a lovers meeting segment and yet young teenagers show much liking for it. Elsewhere it was observed that, the young teenagers under study here like the two music shows namely Ngogoyo and Roga Roga old music radio shows. Ngogoyo on Inooro FM plays old kikuyu music while Roga Roga on radio citizen plays old rhumba and presented by the legendary Fred Obachi Machoka. This researcher contacted both hosts of the programmes after this revelation and who acknowledged that their target audience is generally adults who can relate to the memories the

Figure 40: Which Is Your Favourite Programme On Radio?



Source: Field Survey 2022

old songs evoke. Kamau Kang'ethe, the Ngogoyo host adds...“this is an exclusive club of old timers, people who can sing along the old music I play.” But on their part, respondents at Sission primary when asked whether they recognize that the music played on Ngogoyo is old

music, most children indicated they find the music ‘very enjoyable’. Indeed, several children at Sission when challenged to sing in unison some songs played on the Ngogoyo show, they displayed a mastery of the few songs they belted out. Interestingly too, the children exhibited some accurate knowledge of some of the old music legends behind some of the old songs aired on Ngogoyo show. This could be what Gentile 2003 referred to as capability among children’s audiences of choosing what gratifies them. Though children could be consuming radio at home as a secondary medium, it is observed here that they have come to develop their individual tastes for the radio content they found their parents consuming and now use the very content to gratify themselves.

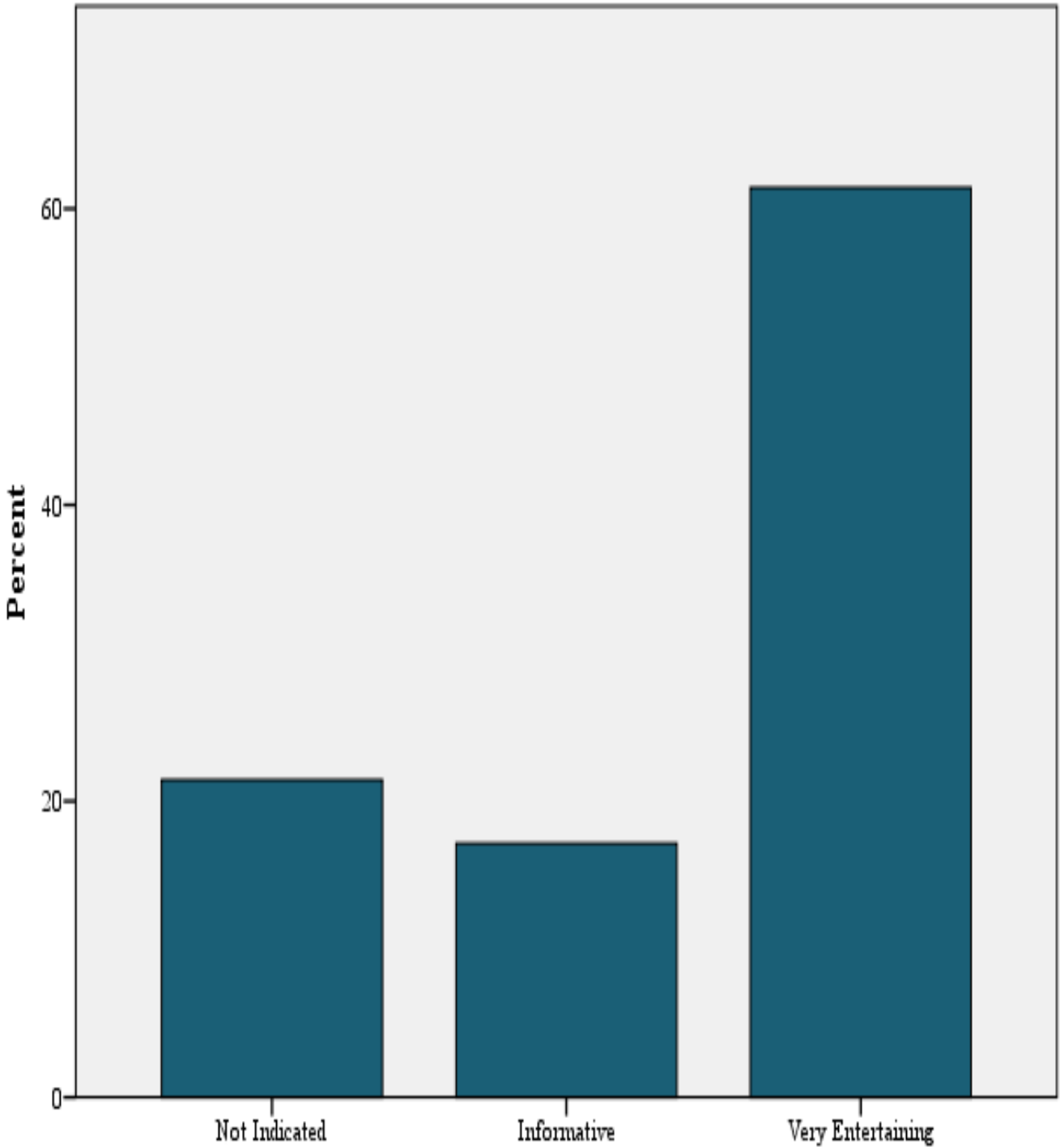
Table 41: What Is The Major Reason Of Liking Your Favourite Programme Over Others?

	Frequency	Percent
Not Indicated	15	21.4
Informative	12	17.1
Very Entertaining	43	61.4
Total	70	100.0

Source: Field Survey 2022

17.1% respondents indicate that the major reason they like the preferred programme is because they are informative and 61.4% respondents stated that they are very entertaining. A respondent in Cieko primary talks of Pambazuka as being both entertaining but also informative about the bible verses that are read out in the show. The type of information most respondents talk about

Figure 41: What Is The Major Reason Of Liking Your Favourite Programme Over Others?



What is the major reason of liking your favourite programme over others?

Source: Field Survey 2022

here is not in the category of hard national or international news. Like most of the ones who most

preferred Maina Kageni said that besides the show being entertaining they found it informative about things they did not know. An interesting example was a boy at St. Monica who said he came to know from Maina Kageni show that Nairobi's up market *Two Rivers Mall* and which he has ever visited, was owned by tycoon Chris Kirubi. That is the type of information some children are talking about here when they say radio is 'informative'. It was observed that going by some tender ages of these children, the concept of radio being informative or otherwise was not quite well apprehended in FDGs. Some appeared lost in the debates and which by itself was quite helpful in the entire study about radio vis vis age groups

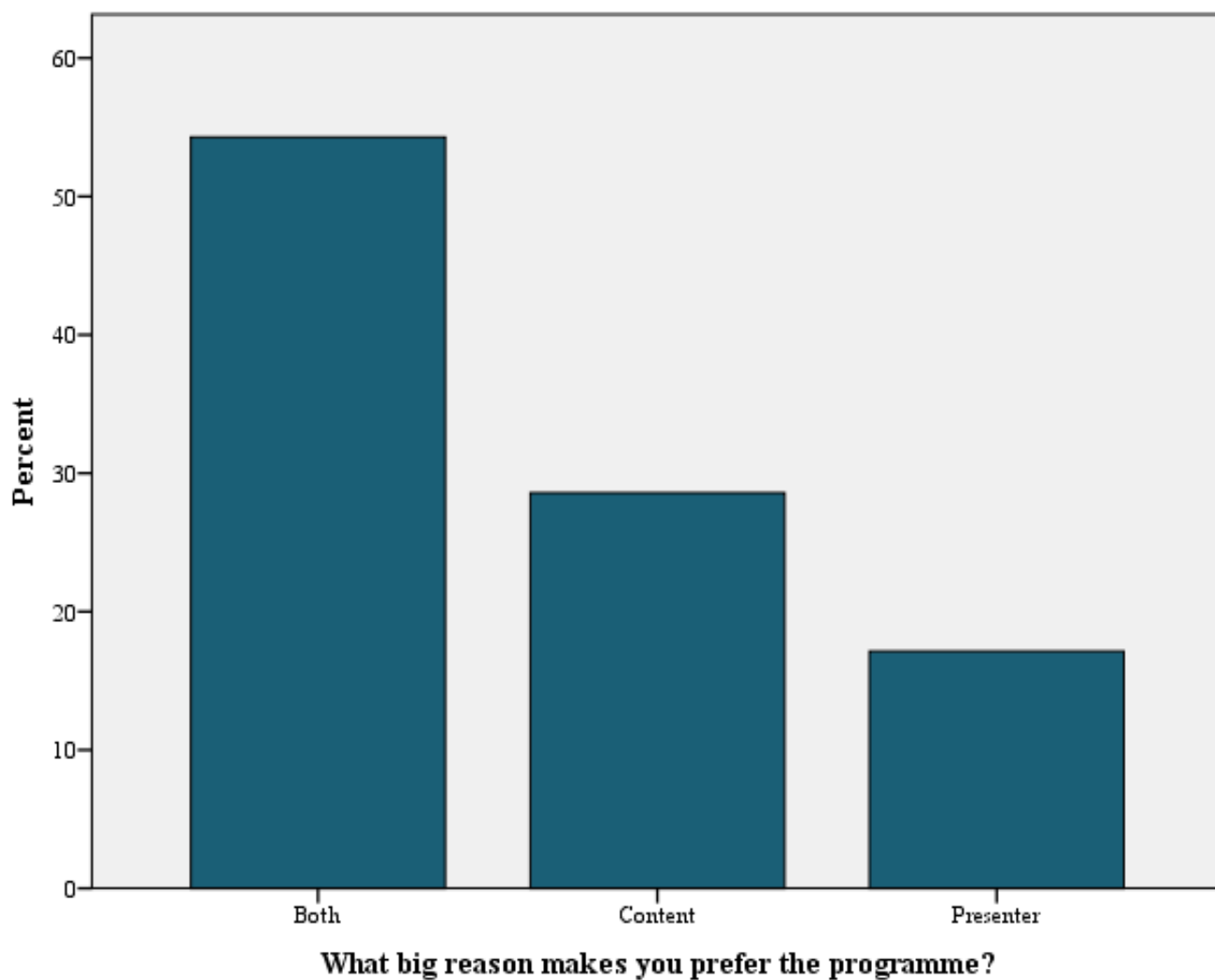
Table 42: What Big Reason Makes You Prefer The Programme?

	Frequency	Percent
Both	38	54.3
Content	20	28.6
Presenter	12	17.1
Total	70	100.0

Source: Field Survey 2022

54.3% of respondents state that the reason why they prefer the programme is both about the content and the presenter/host, 28.6% is because of the content and 17.1% is because of the presenter. For instance, it was observed that for Classic FM morning show, most respondents indicated they loved both the two presenters and the content which they referred to as 'humorous'. For music shows most respondents indicated the love for music. Indeed, in some instances they appeared to forget the name of the show host. This can be concluded to mean how keen children can get with regard to their consumption habits of radio programmes and indeed as will be observed later in these findings, get to a point of addiction to favourite radio show.

Figure 42: What Big Reason Makes You Prefer The Programme?



Source: Field Survey 2022

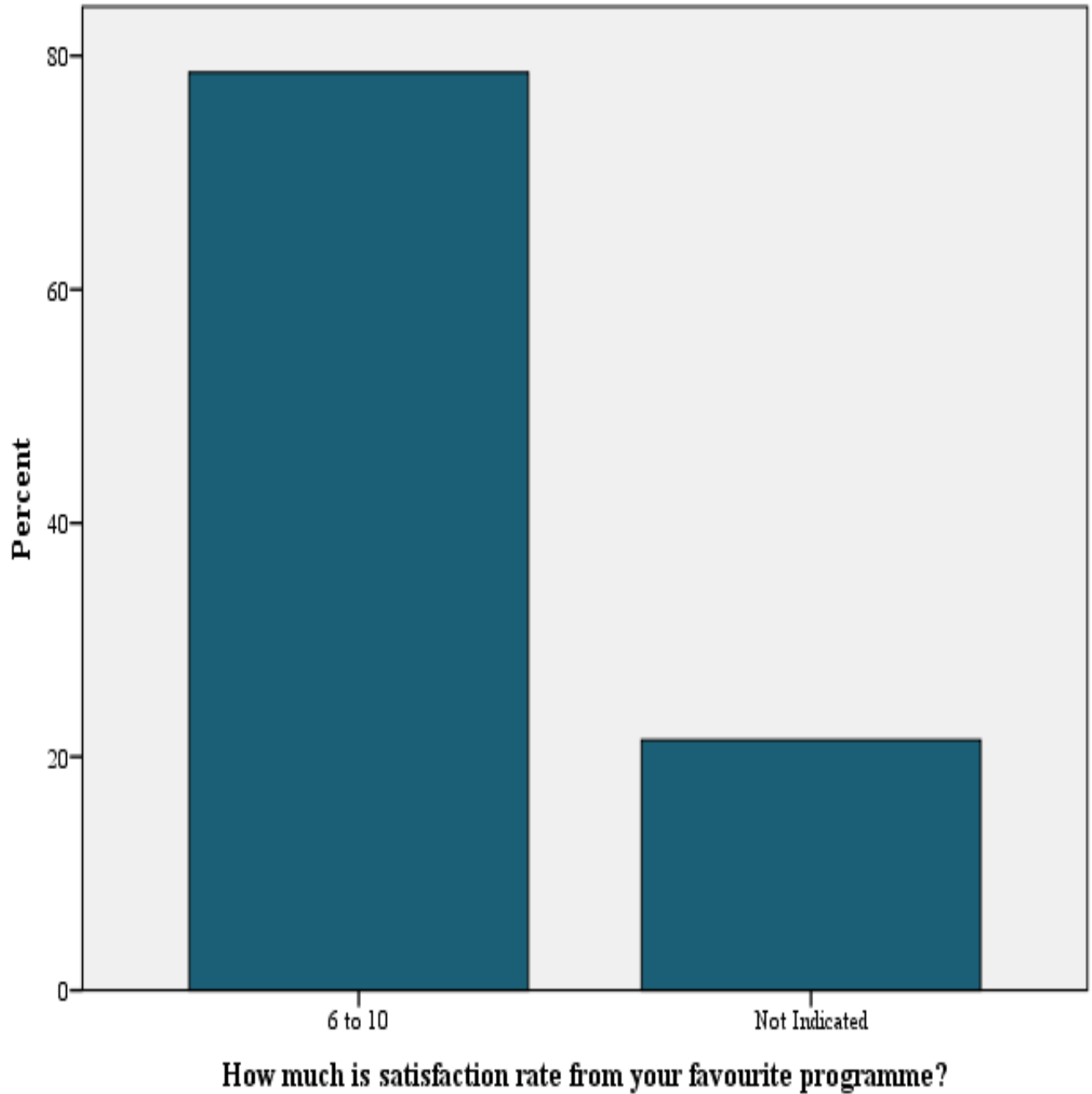
Table 43: How Much Is Satisfaction Rate from Your Favourite Programme? Scale 0 -10

	Frequency	Percent
Not Indicated	15	21.4
6 to 10	55	78.6
Total	70	100.0

Source: Field Survey 2022

78.6% of respondents stated satisfaction with favourite programme. Across board it was observed that these young teenagers did not have as much suggestions about their favourite programmes about how they can be improved so as to satisfy them more. It's safe to conclude

Figure 43: How Much Is Satisfaction Rate from Your Favourite Programme? Scale 0 -10



Source: Field Survey 2022

that this maybe as a result of the fact that they have not attained the age of being critical enough and could also be as a result of the old generally held notion that ‘radio is perfect and what it says is holy writ’. According to Blumler & Katz 1974, authors of the *Uses and Gratification Theory*, human being will use the media to seek happiness and satisfy the soul. Humans have different tastes and preferences for media. As observed in the earlier sections of these chapter children under study here are using various radio programmes -some seen to be targeted to the adult audiences, to satisfy their need and get gratified. Indeed, it was observed that some children have become addicts to some radio programmes which give them satisfaction. Gentile D 2003 quoting Rubin 1994 argues that the consumer comes to the media with certain needs and fulfill them using certain media which was observed in the study whereby two siblings at Cieko primary (though in different classes/grades) revealed different tastes and preferences with regard to radio programmes back at home.

Table 44: How Long Have You Listened To The Programme?

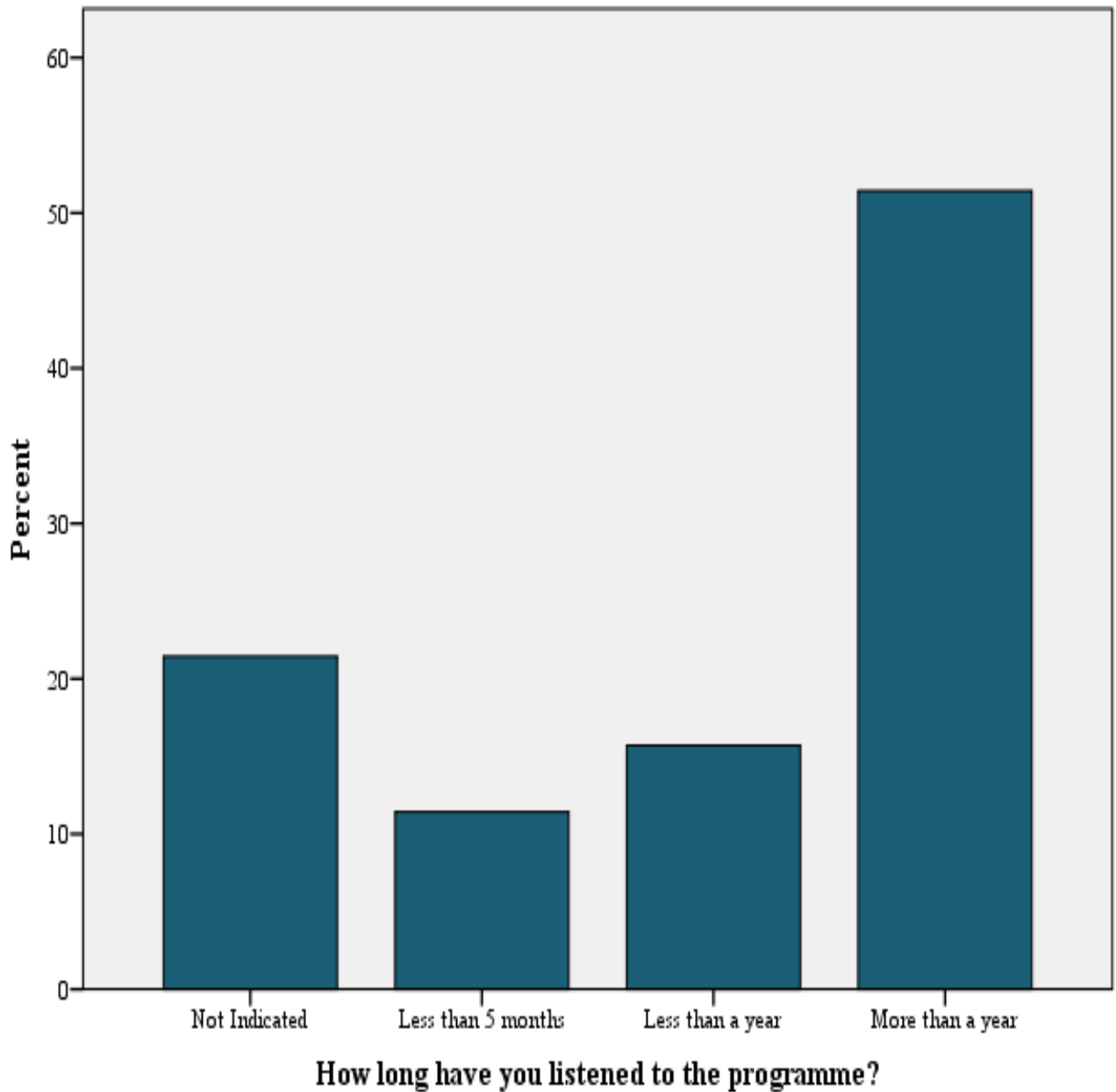
	Frequency	Percent
Not Indicated	15	21.4
Less than 5 months	8	11.4
Less than a year	11	15.7
More than a year	36	51.4
Total	70	100.0

Source: Field Survey 2022

11.4% of respondents stated the longest time they listened to the programme is “Less than 5 months”, 15.7% “Less than a year” and 51.4% “More than a year”. It’s worth noting here that this question was only about their favourite programme. It was not about how long they have listened to radio. Indeed, most of these children indicated they started listening to radio for as

much they can remember. This is especially so in the rural settings. It can therefore be concluded that a future study into how the less than ten consume radio would confirm this assertion. For instance, at Sission primary all respondents said they have younger siblings, relatives or friends and who listen to radio. This question was put to all four FDGs and all replied in the affirmative.

Figure 44 : How Long Have You Listened To The Programme?



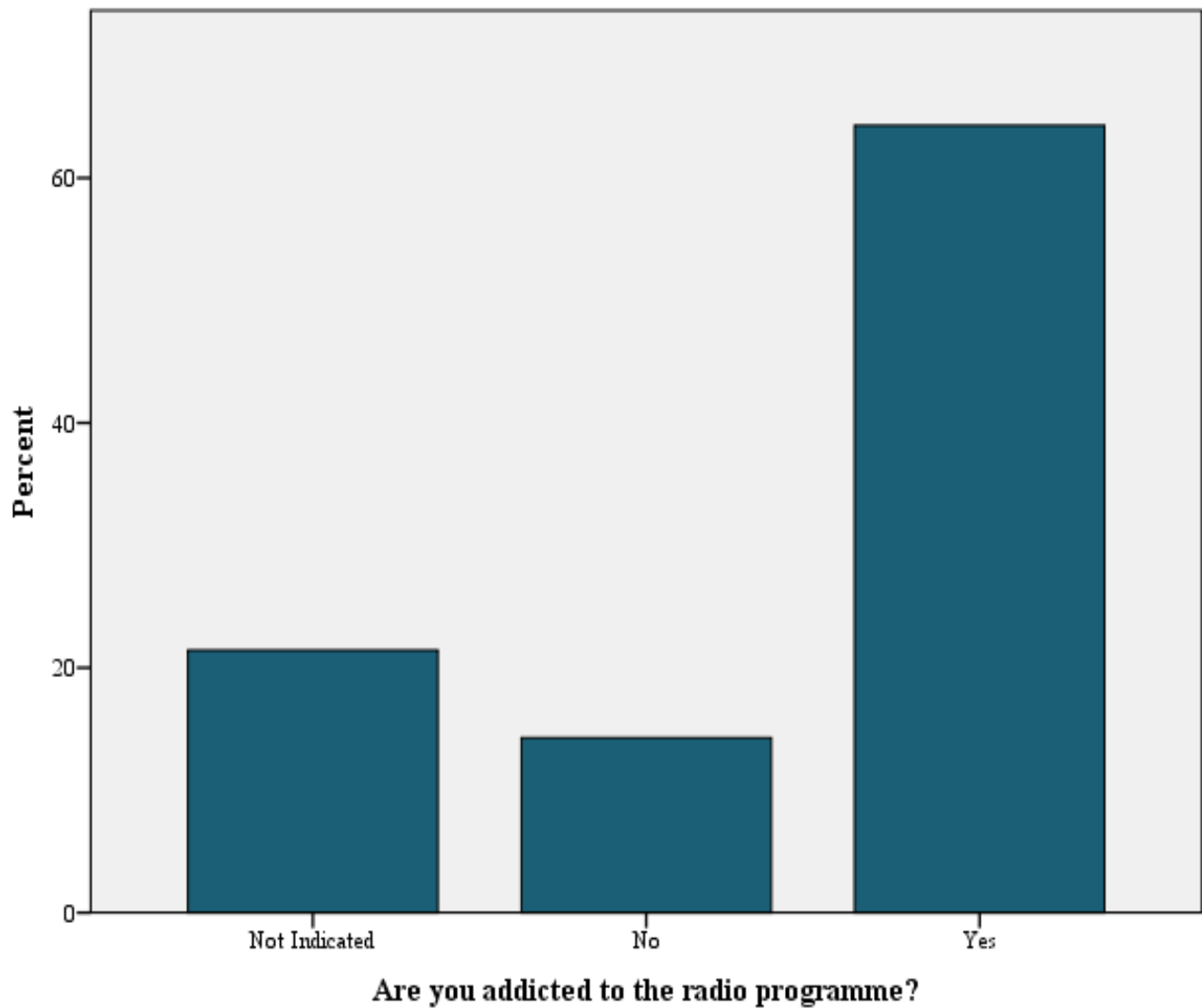
Source: Field Survey 2022

Table 45: Are You Addicted To The Radio Programme?

	Frequency	Percent
Not Indicated	15	21.4
No	10	14.3
Yes	45	64.3
Total	70	100.0

Source: Field Survey 2022

Figure 45: Are You Addicted To The Radio Programme?



Source: Field Survey 2022

14.3% of respondents stated they are not addicted to the radio programme and 64.3% are addicted to the radio programme. The level of addiction here was seen as limited to listening but not participating in the programme for instance via giving their feedback. The objective here was to gauge how much children can get involved in a radio programme or to say how much they can consume a radio programme. Another aim was to see whether there was addiction to radio listenership in general. One boy at Sission primary gave an example of how he borrows his cousin's radio on Sundays to carry it to graze animals around the nearby escarpments. For him the interest was just to listen to radio. He talked of being addicted to radio in general and not any specific programme. He is among the few who said he would like to be a radio personality in future in the area of news reading. The question in the study about whether the respondents would wish in future to become radio personality was aimed at assessing the level of understanding of the radio concept among the young children and indeed any possible affection for radio as a platform.

Table 46: Do You Participate In The Programme Via Feedback?

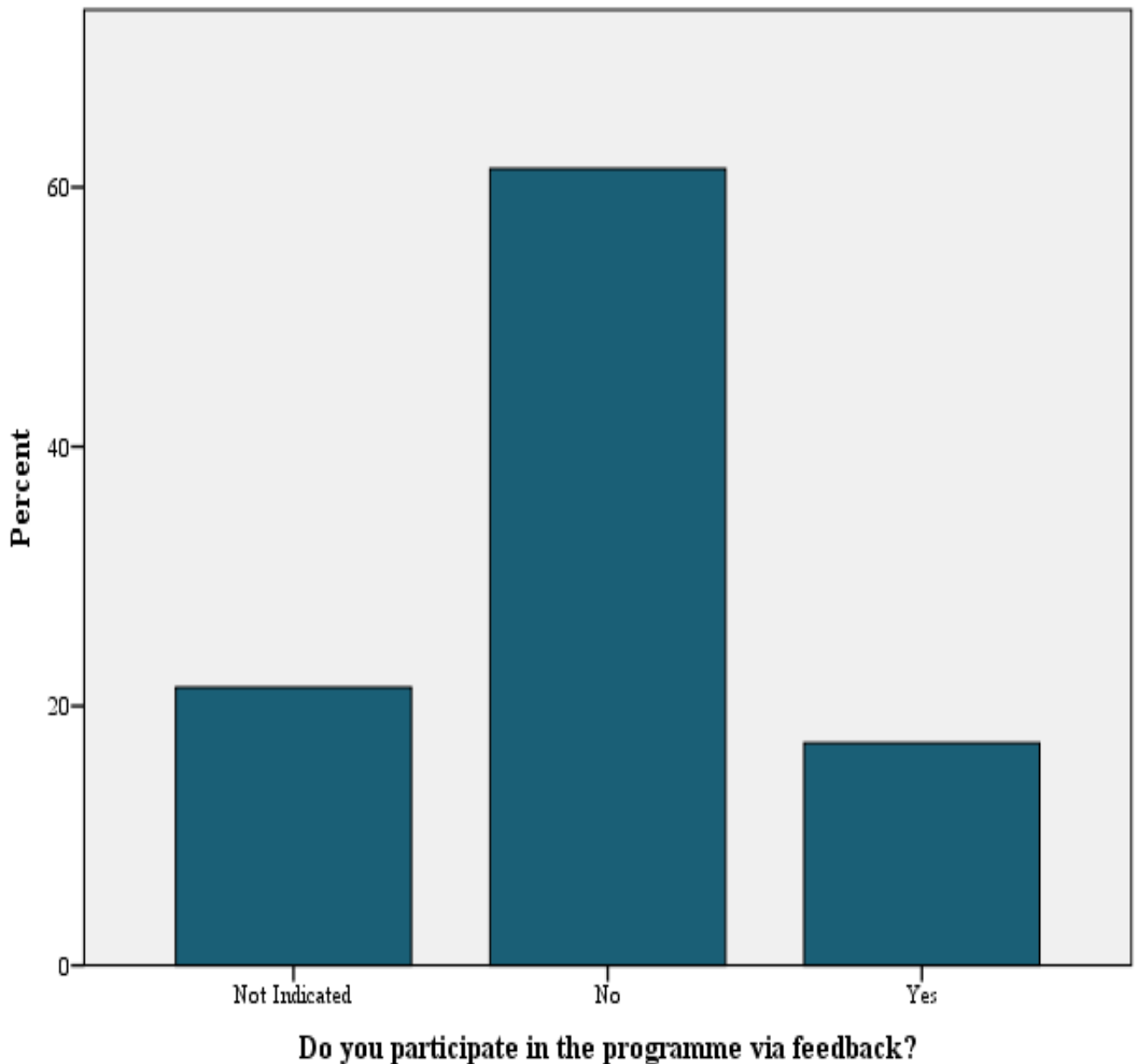
	Frequency	Percent
Not Indicated	15	21.4
No	43	61.4
Yes	12	17.1
Total	70	100.0

Source: Field Survey 2022

61.4% of the respondent stated they do not participate in the programme via feedback while 17.1% participate in the programme via feedback. Tejkalova in her study has suggested that children's audiences should be given the opportunity to give recommendations and suggestions about radio programmes and if possible be made part of the content development. This study

revealed the reluctance to do so on the part of the children. Indeed, during the FDGs most children revealed that they were not aware that they could also contribute to improving their favourite radio programmes. Stacks ed 2009 would like to view media audiences as content producers too but apparently most children of this age bracket the study revealed, are conservatively media consumers Moores 1993.

Figure 46: Do You Participate In The Programme Via Feedback?



Source: Field Survey 2022

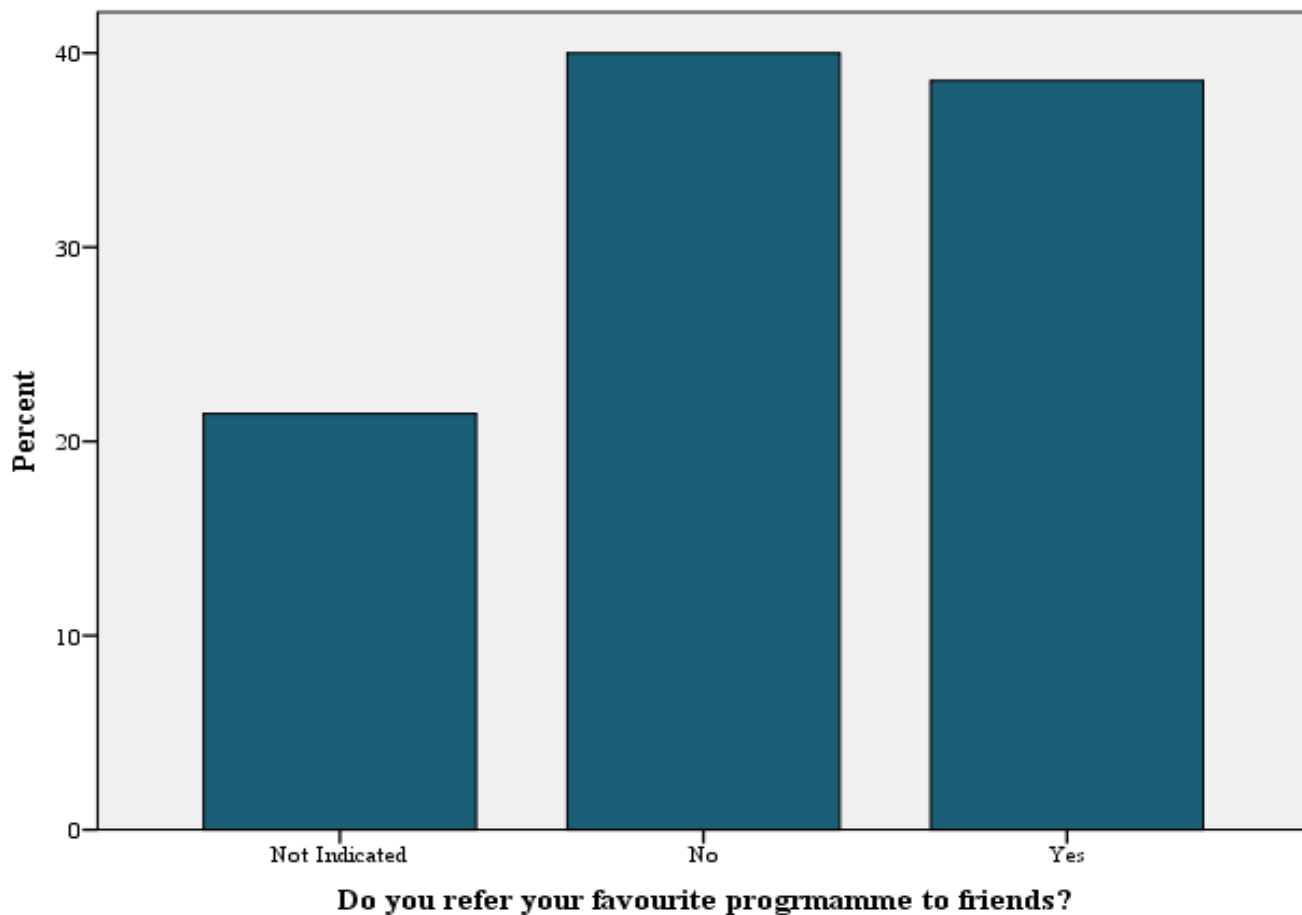
Table 47: Do You Refer Your Favourite Programme To Friends?

	Frequency	Percent
Not Indicated	15	21.4
No	28	40.0
Yes	27	38.6
Total	70	100.0

Source: Field Survey 2022

40.0% of respondent have not refer their favourite programme to friends while 38.6% have referred their favourite programme to friends.

Figure 47: Do You Refer Your Favourite Programme To Friends?



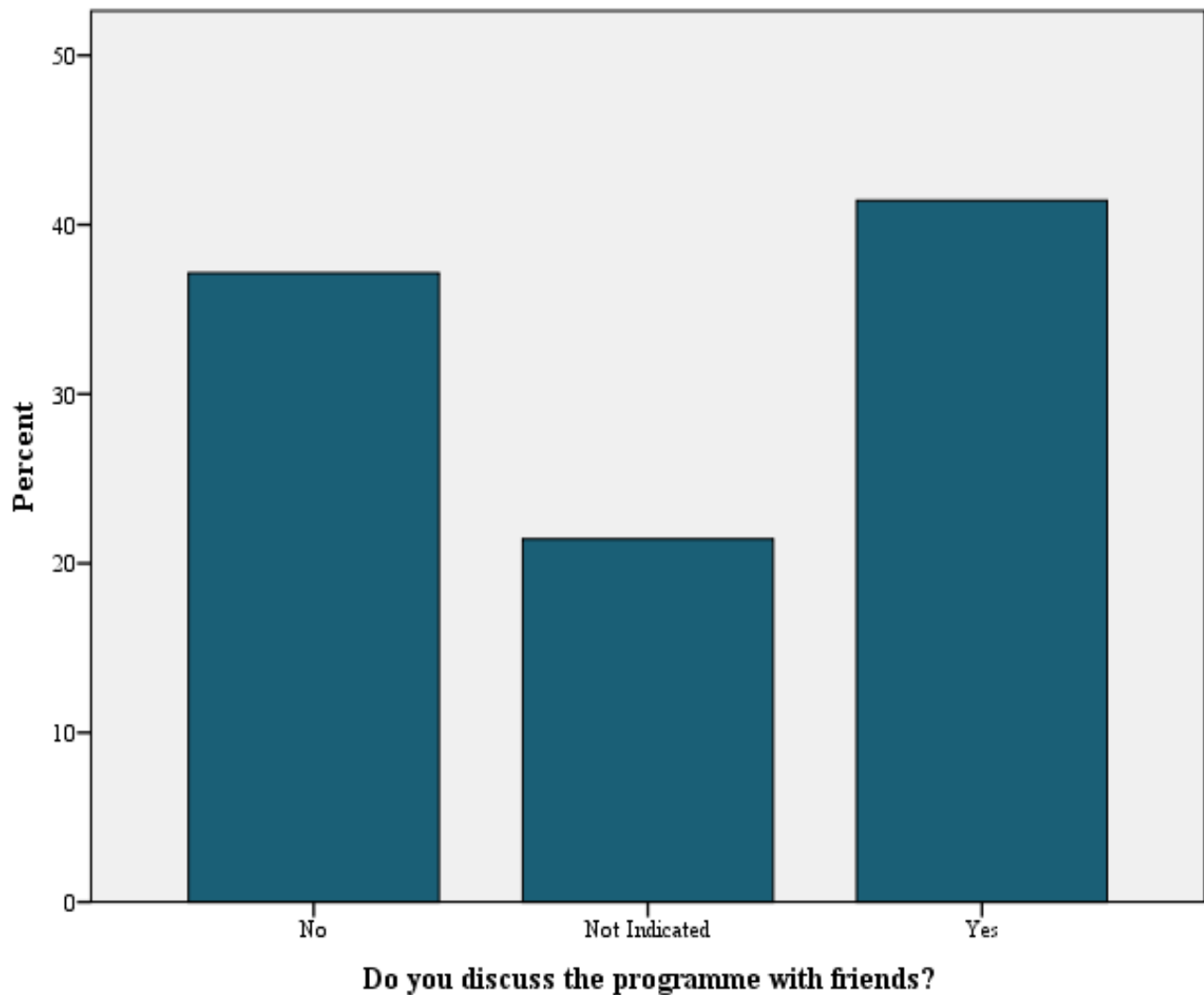
Source: Field Survey 2022

Table 48: Do You Discuss The Programme With Friends?

	Frequency	Percent
Not Indicated	15	21.4
No	26	37.1
Yes	29	41.4
Total	70	100.0

Source: Field Survey 2022

Figure 48: Do You Discuss The Programme With Friends?



Source: Field Survey 2022

37.1% of respondents stated they do not discuss the programme with friends while 41.4% of respondents stated they discuss the programme with friends. Most of the lovers of Maina Kageni show indicated that they discussed the contents even in school. The show which broadcasts in the Morning is consumed by these children while on transit to school. Asked what time they discuss the programme contents, most said it was during break time and over lunch break. Such discussions would therefore reveal how keenly these children are while consuming radio. It was observed that through such informal discussions more children come to know about radio programmes they did not know hitherto. In some FDG at St Monica primary some girl respondent said she came to know about Patanisho on Radio Jambo following a discussion they had with friends during games time in the afternoon. Since then, she listens to it especially during school holidays.

Adults Section

This section was to get the side of the story from adults. These adults are from the areas adjacent to the three schools. They are not necessarily parents to the children respondents in the sample. 10 adults were randomly interviewed from each of the three areas. The interviews were

Table 49: Does Your Child Listen To Radio

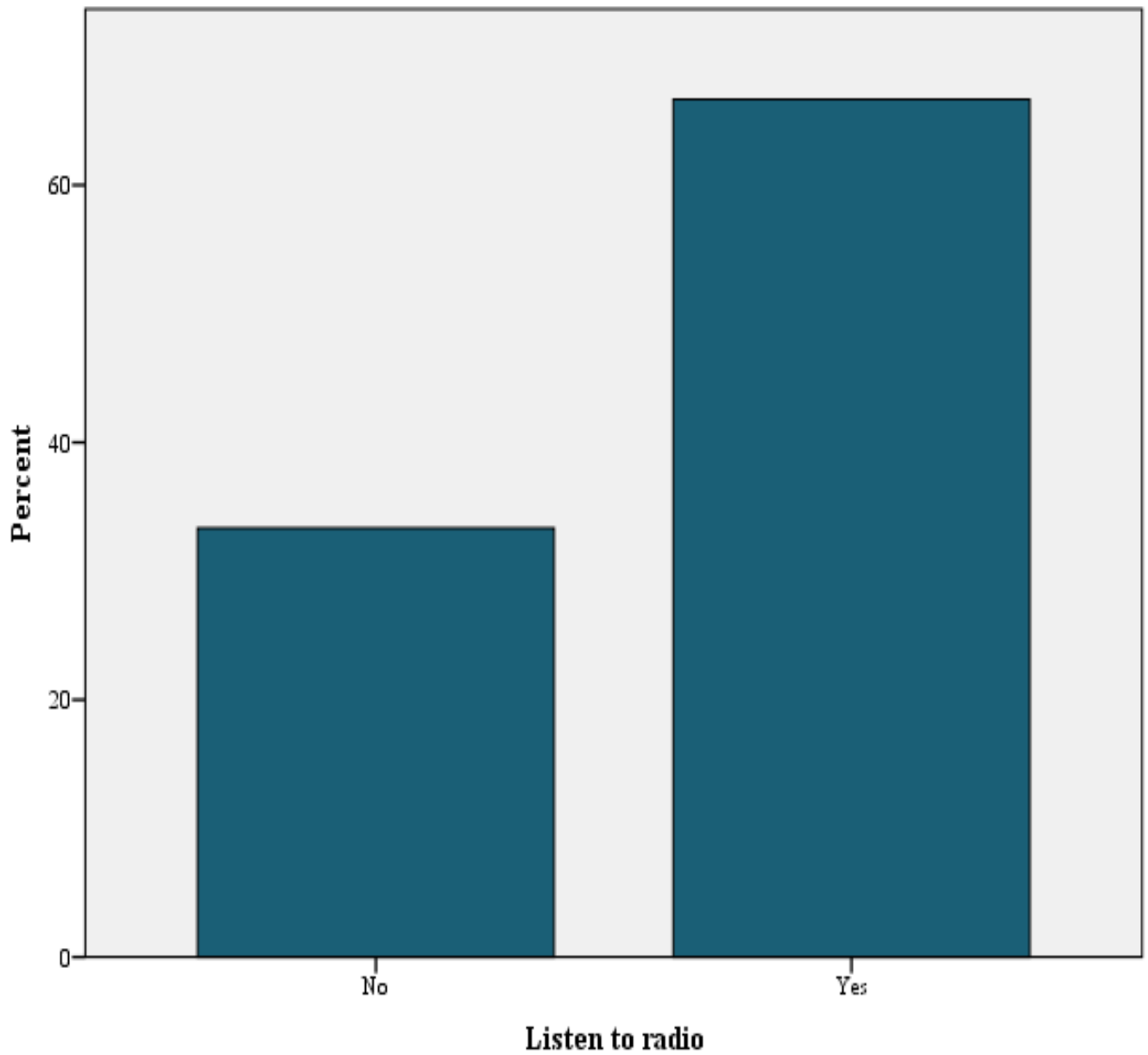
	Frequency	Percent
No	10	33.3
Yes	20	66.7
Total	30	100.0

Source: Field Survey 2022

conducted in the streets and in their places of work. More emphasis was laid on mothers who the researcher believed spend more time with children under study as compared to fathers. This means

therefore that the mother can give more insight into radio consumption habits of their children. There was also an attempt in each of the three areas to visit a home and see first-hand how radio is controlled and how children interact with it. 33.3% of respondents do not listen to radio while 66.7% of respondents listen to radio.

Figure 49: Does Your Child Listen To Radio



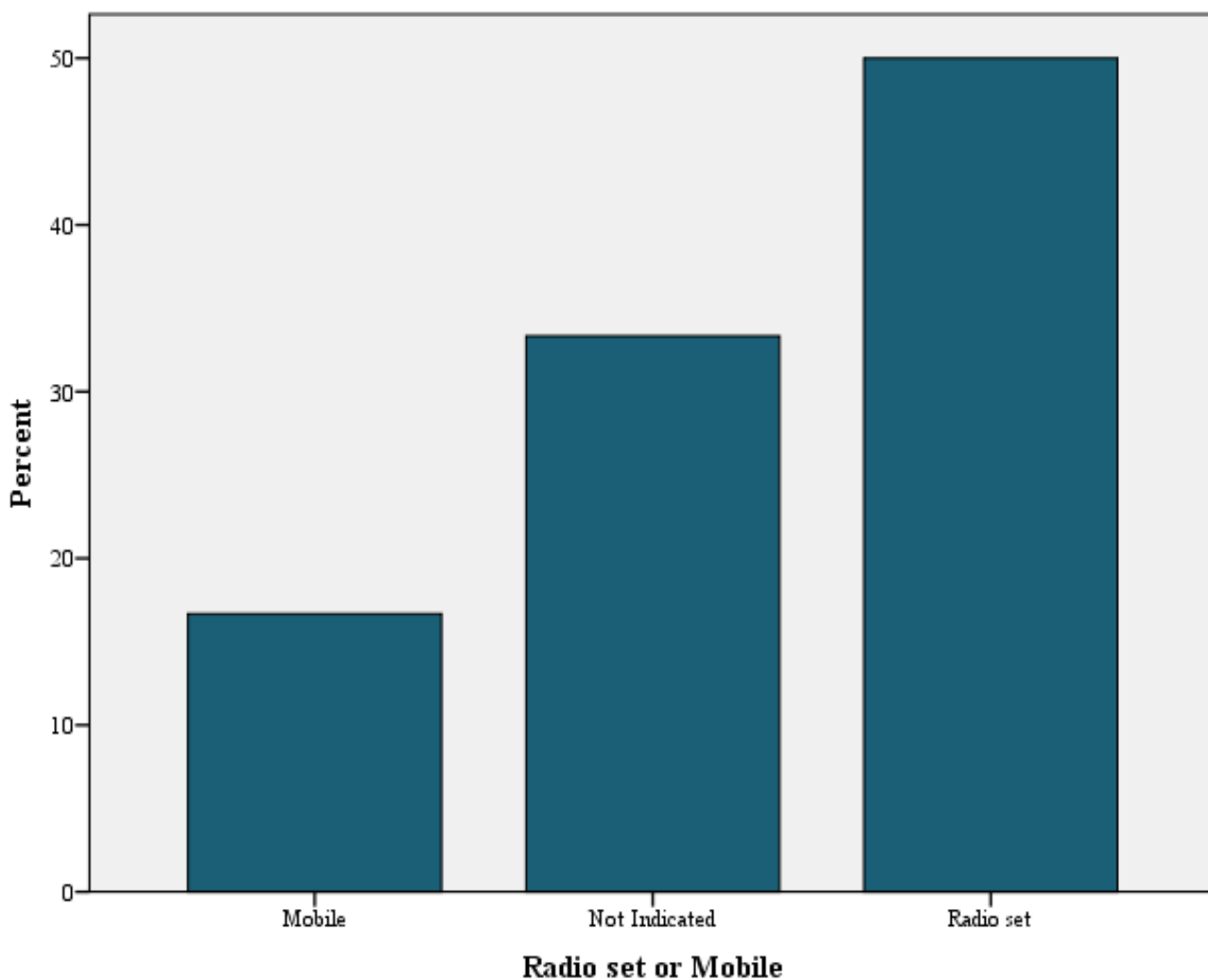
Source: Field Survey 2022

Table 50: Do They Use a Radio Set or Mobile Phone

	Frequency	Percent
Not Indicated	10	33.3
Mobile	5	16.7
Radio set	15	50.0
Total	30	100.0

Source: Field Survey 2022

Figure 49: Radio Set or Mobile Phone



Source: Field Survey 2022

16.7% of respondents said that their children listen to radio via mobile phones while 50.0% of respondent listened via a radio set.

Table 51: Do You Listen To Radio As A Family?

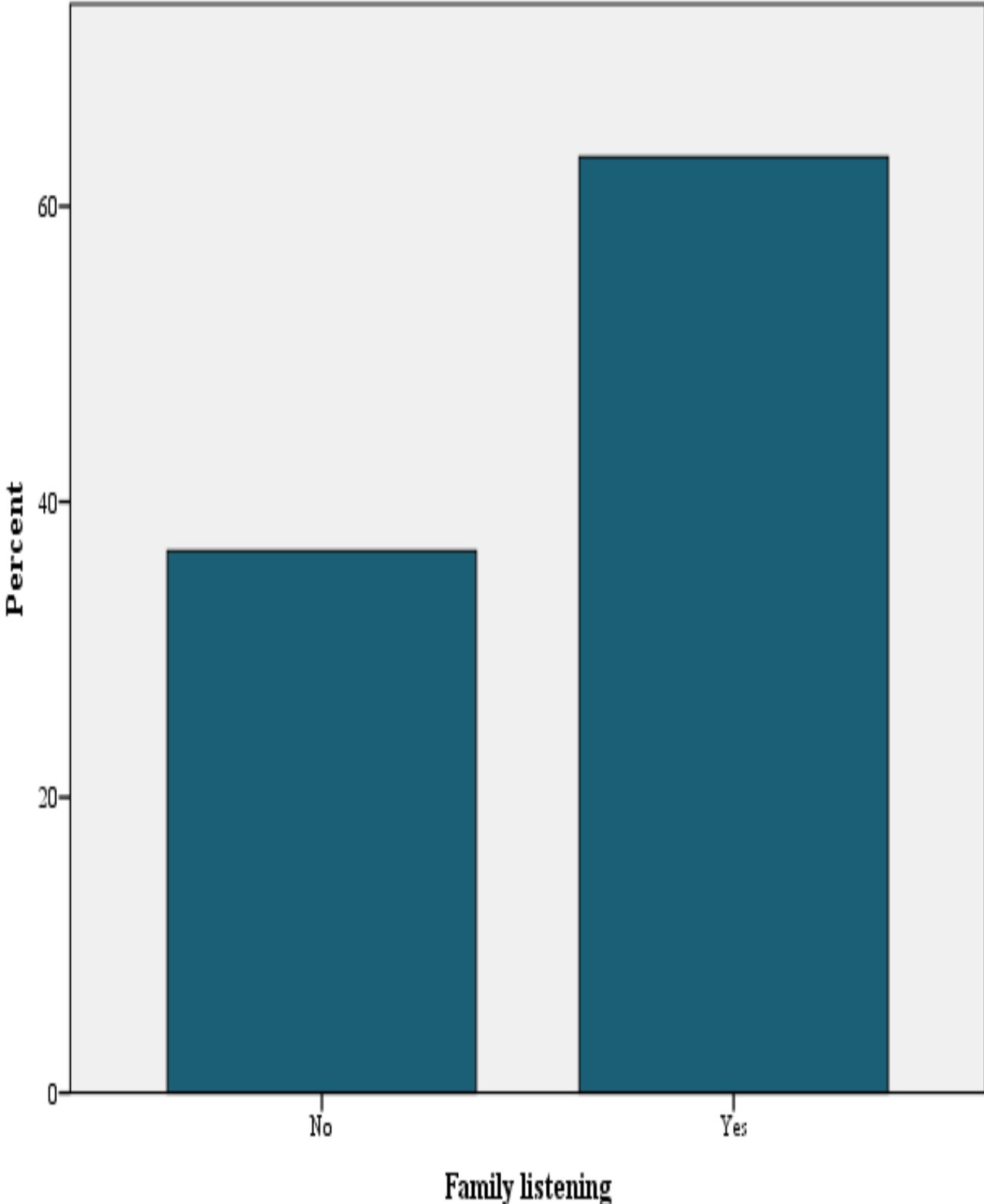
	Frequency	Percent
No	11	36.7
Yes	19	63.3
Total	30	100.0

Source: Field Survey 2022

36.7% of respondents stated “Yes” to family listening while 63.3% of respondents stated “No” to family listening. Here the researcher got first-hand experience of radio consumption in three homesteads. Research assistants familiar with the area and friendly to the home owners came in handy. The home owners took it as normal visits. However, the researcher promised strict anonymity for the home owners. In one home in Kinungi area, mid-day Saturday, the radio set is strategically placed on a high shelf and the mother had tuned it to Inooro fm. Two children one who we are told is aged 11, appear not keenly listening to the radio.

The only keen listening by children was at Sunton area of Kasarani at night where children sat around listening to Mbaitu FM, a Kamba FM station with their parents. The research assistant notes that the children sing along some songs played. Here radio is controlled by the father a matatu driver. They have TV set but the radio is on and only turned off to watch 9 pm news bulletin on TV. This is another example of family radio listening. These experiences are very

Figure 50: Do You Listen To Radio as a Family



Source: Field Survey 2022

Key to this study since they help offer more practical insight into how radio is consumed at the family level where Moores S argues that it's not possible nowadays for the family to consume one source of media without conflicts among the members based on the different individual preferences. The findings here go against Moores assertions and as seen in the Sunton home; children even partake into singing along with radio music.

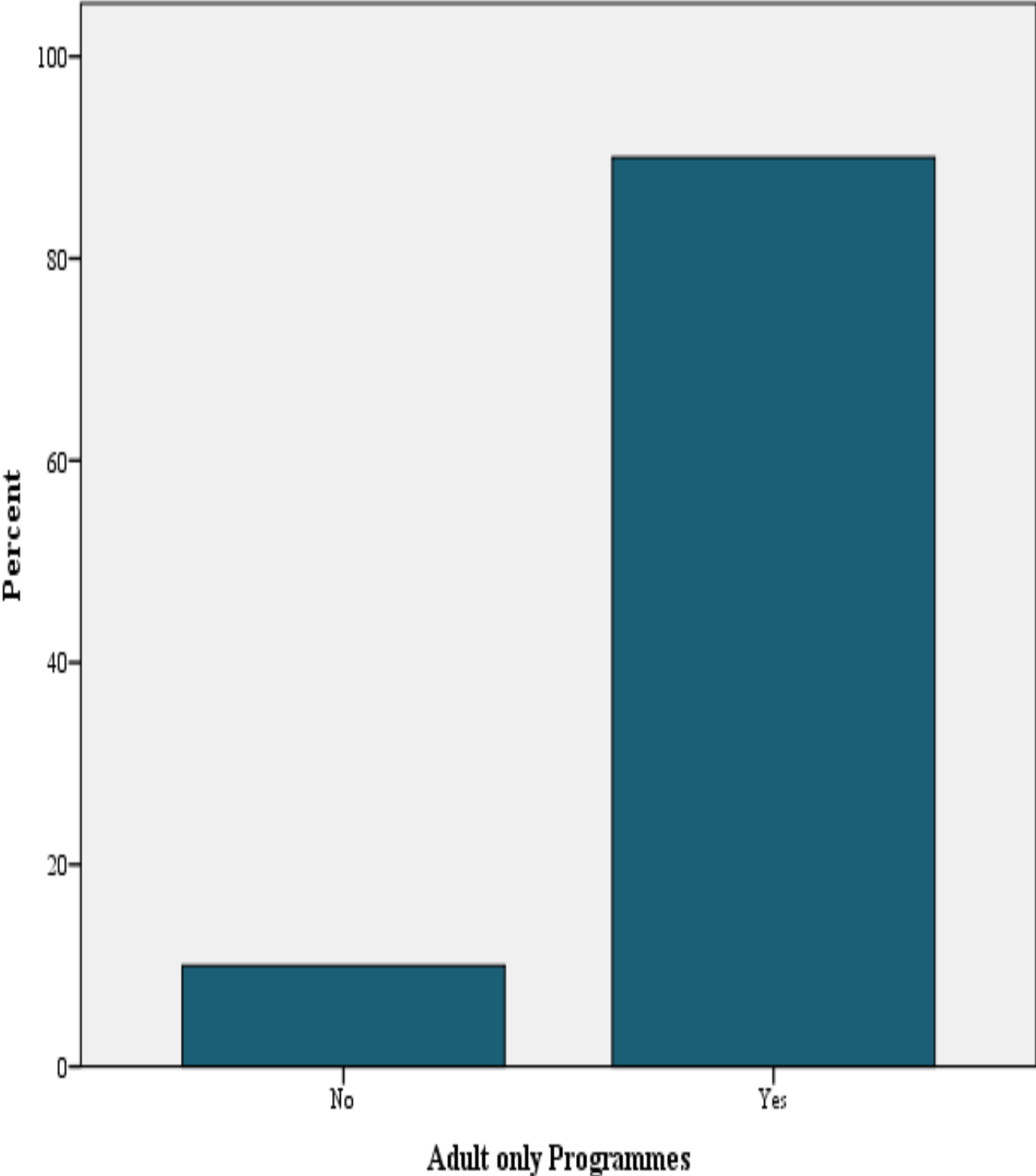
Table 52: Is There a Radio Programme You Listen To And Will Not Allow Children To Listen To?

	Frequency	Percent
No	3	10.0
Yes	27	90.0
Total	30	100.0

Source: Field Survey 2022

10.0% of respondents stated "No" to adult's only programmes while 90.0% of respondent stated "Yes" to adult only programmes. Most of the radio programmes mentioned here by adults are those in the watershed hours of the night, the very time most children indicated they do not consume radio. This study was not intent on pursuing the adults about the details of these late-night radio programmes lest the research loses its key focus on the children and their radio preferences.

Figure 51: *Adult Only Programmes*



Source: *Field Survey 202*

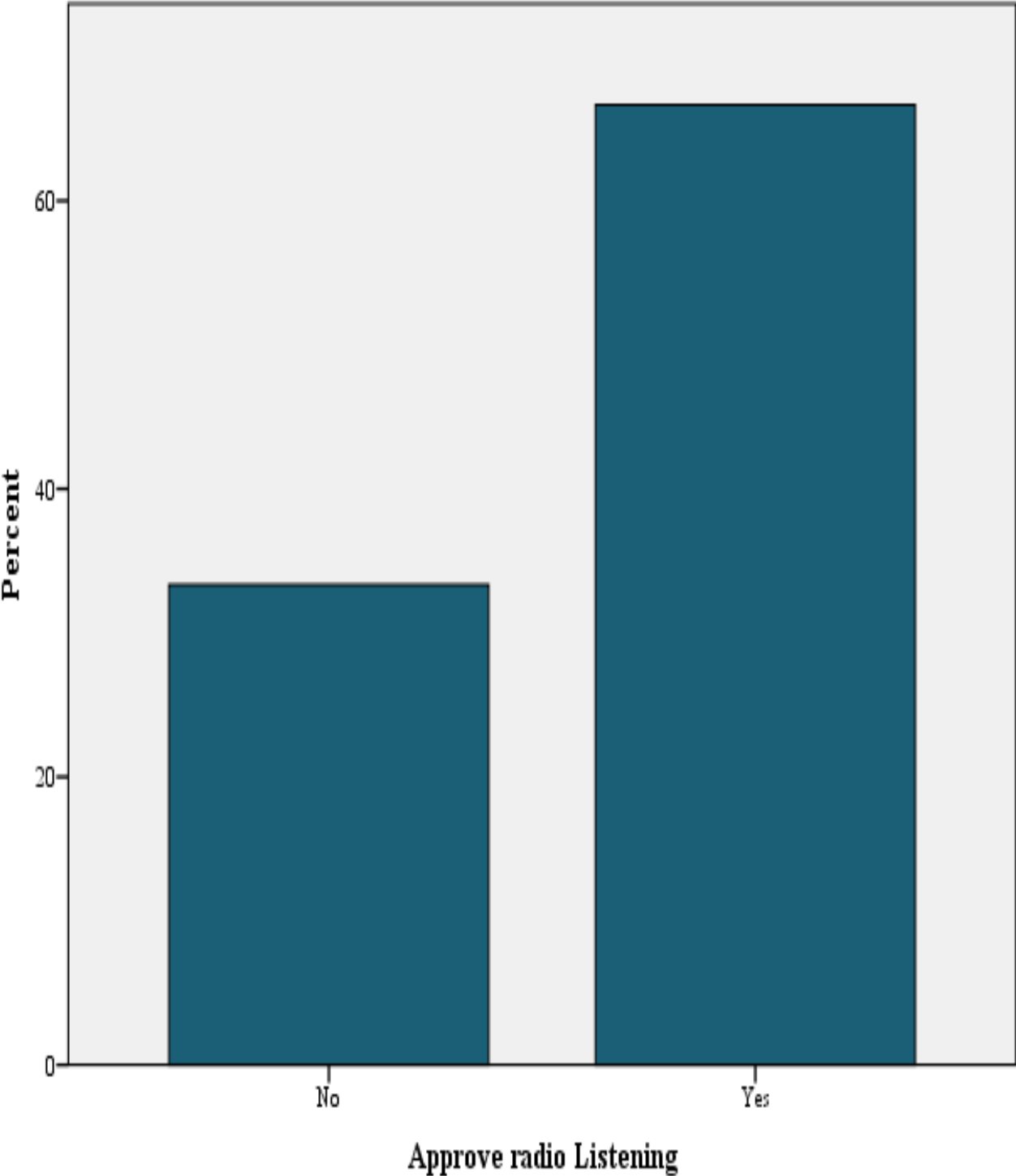
Table 53: Do You Approve Your Child Listening To Radio

	Frequency	Percent
No	10	33.3
Yes	20	66.7
Total	30	100.0

Source: Field Survey 2022

33.3% of respondent stated “No” to approve radio listening while 66.7% respondent stated “Yes” to approve radio listening.it was observed that most parents did not have any problem with their children in this age bracket listening to radio. Indeed, one mother around Sunton area of Kasarani Nairobi said that she believed radio can open up the mind of her child. She meant that radio would expose her child to more knowledge. Another mother in Kiambogo village of Kinungi in Naivasha says that she was afraid that her child could learn ‘bad things’ from radio and therefore she does not approve radio listening. These ‘bad things’ could possibly be the same things Ogato in his study is alluding to regarding the Classic FM breakfast show.

Figure 52: Do You Approve Your Child Listening To Radio



Source: Field Survey 2022

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings other research as well as conclusions gathered from the analysis of the findings in consideration of the four objectives of the entire study

5.2 Summary of Findings

Many children in the age bracket under the study understand radio and indeed actively listen to it. They even have their favourite programmes on various radio stations. They know their favourite radio presenters. It was observed that most children though they may not select the programme to listen to, tune to it for gratification Blumler & Katz 1974.

It was also found out that the lower the social class in the society, the more interaction with radio as far as children are concerned. This explains why the entire sample in the rural primary school was observed to be consuming radio. This is unlike their urban counterparts. It was found out that the availability of other platforms like TV in towns offer the urban children more options of media consumption.

Children still find the traditional radio set relevant. They listen to the device even when they have access to other more modern platforms like the mobile phones. Contrary to Tejkalova A 2021, Bosch T 2017 who found that children would prefer consuming radio via modern platforms like mp3 players or mobile phones, the study reveals that most children are content with the traditional FM receiver device. The finding here is that most children know radio as the portable radio set and apparently it should remain and used as it is. This may explain why when asked whether they would prefer radio to go virtual, most appeared to prefer radio to remain as Crissel A 1994 called it *blind medium*. Indeed, most of the respondents who have experienced virtual

radio said they didn't like the experience.

Another curious finding was that children consume what is considered adult programmes. Not necessarily the adult programmes broadcast in watershed segments but general programmes which radio managers would assume the target is adult. Children consume them.

There is a lot of family listening to radio. Most of the radio listening is at home. This applies to both rural and urban settings. This was found out to be the case in both rural and urban settings. What came out is like radio is a family companion at the home level and it's turned on all time when family members are around.

Parents control radio listening at home. All children respondents confirmed this which was corroborated by the adults' respondents in the study. Parents act as gatekeepers and indeed have their exclusive radio programmes and which they would not like their children listen to. So, in essence most children listen to what their parents allow them to consume. Generally speaking, this study found out that parents do not hinder their children from consuming radio.

It was also found out that children consider radio a big source of information, not necessarily in form of news bulletin. This again is the case for the rural and peri urban set ups. Some children said they listen to radio news.

Most radio consumption among children is during day time on weekends and early evenings on weekdays. It was observed that very few children would listen to radio at night. This could be owing to the time they retire to bed and maybe since radio is controlled by the parent.

It was observed that the most favourite radio content among children is music. That's what they consider as entertainment on radio. Interestingly it was found that children consume what would be considered old adult music and not modern music as Gazi 2011 posits about the modern children in kindergarten and elementary schools preferring rock music as opposed to old European classical. Mogambi H 2016 observed that hip-hop and R&B music genres on radio were most

preferred among university students between 18 -25.

In stark contrast, this study finds out that the most favorite music genres on radio among children aged 10-15 is old music. The weekend music programmes Inooro FM's *Ngogoyo*, Radio Jambo FM's reggae and Radio Citizen FM's *Roga Roga* rhumba reveal an interesting finding with some children talked with notable passion about these music programmes. It's clear however that the preference of these old timers' music is mostly among the rural children.

Another finding of the study is that programmes broadcast in vernacular languages are more popular in the rural areas as compared to the urban. Sheng is not as popular among the rural children going by the popularity of the radio programme on radio Jambo by Mbusi.

There is a challenge of the rural areas having poor radio reception signals at times as opposed to the urban areas where this study did not find such challenge of radio consumption.

Children across the board know their favorite radio stations, the synoptic structures of their favourite programmes and in fact the radio hosts. However, it was found out that most children do not participate in their favourite radio programmes via giving feedback.

CONCLUSIONS & CONTRIBUTIONS TO RESEARCH

First, it was concluded that much of the radio listening among children is at home. This observation qualifies the observation by Mogambi H 2016 that most youths listen to radio while at home. As stated in some earlier chapters of this study, the ‘home’ reference in the Mogambi research may not necessarily mean the ‘family home’ but could denote where the respondent resides.

It was also concluded that radio set is still popular device of communication among children. Here, a possible contribution of this study in the mass media scholarly field is that children appear reluctant to embrace the new media technologies and platforms in their interaction with radio. Tejkalova (2021) had posited that children would prefer radio as part of the new media technologies with Bosch T (2017) arguing that the modern child prefers to access radio via MP3 players and cellphones. The study neither revealed any interest of radio-on-demand Laor (2022) nor interaction with radio through radio stations websites even among the urban respondents. This new finding naturally pricks any mass media researcher to ask why the state of affairs which was also observed among the urban respondents who would be expected to lead the way in this new media shift. The traditional FM radio device which Crisell (1994) calls the ‘blind medium’ was observed to be the favourite among the new generation and which Buckingham D (2013) referred to as the *next generation*.

Another conclusion is that rural children consume radio more as compared to their urban counterparts. One reason, it was observed, is that some homes are not connected to electricity hence they don’t have access to TV. Two, parents consume radio and it follows that these children will find themselves in the habit but not out of deliberate choice. For instance, most children do not consume radio at night as individuals or out of choice. Radio at night is for the entire family especially in the rural and peri urban areas.

Another conclusion is that children prefer radio content produced the very language they use

most in their daily lives. For instance, children in the rural areas prefer radio programmes delivered in vernacular. Here children are seen preferring media content produced in the language they use and not necessarily language used by the parents/guardians or in the neighbourhood. This finding could be a major contribution to the field of mass media in terms of audience research and how to package communication content.

It was also concluded that children consume radio programmes which are targeted to adults and seem to enjoy listening to them just like adults. This study creates a scholarly interest into what could popularly be referred to as children's programmes on various media platforms. It was observed that there was minimal enthusiasm among the young children towards these so-called children programme on radio or the need for them if at all. Young teenagers as curiously noted elsewhere in this study appear to consume adult targeted programmes with much relish. The most favourite radio content among children in this study is all adult targeted. This is fodder for any researcher whether children are ceasing to be children at quite an early age compared to years gone by in matters related to media consumption. That is, are these children fast comprehending more of adult content be it music or any other entertainment content and hence no interest in radio content produced for young audiences?

Children, mostly listen to radio for entertainment. Most preferred programmes as seen in this study are basically entertainment shows ranging from music to comedy on radio. Closer to this conclusion is that most children quite curiously also like old music associated with the adults. In this study children sounded passionate about reggae, rhumba genres, old classic music from Europe and Americas and also old vernacular music. But this study also reveals less interest in consumption of radio news content among children. Why the children appeared not interested in radio news content is a puzzle for any mass media researcher and indeed among psychology students. This study observed very low interest for hard news among even children in higher school

grades of the research sample. Most children confessed to not being keen on top of the hour radio news bulletin. The key research question for mass media students, radio practitioners and indeed human development psychologists would be; what is the possible age where children would start developing interest in hard media news and appear to consume, comprehend and indeed digest the same hard news from the media?

This study has also concluded that children mostly do not listen to radio at night. This it was concluded owes to the fact that night hours could be late for a school going child and secondly parents would carry the radio sets to their bedrooms.

Another conclusion and which too is a major contribution to the scholarly field of mass communication is that these young teenagers have their radio content preferences, the fact that most of them do not own or control radio as a platform notwithstanding. Here, this study reveals that preference of radio content is not hinged on ownership of the platform but accessibility to the platform. A media consumer must not own the platform so as to have preferences of the media content. This revelation speaks to *Uses and Gratification* Theorists Blumler & Katz 1974, Moores 1993 who appear to argue that the media consumer must *move* to the specific media to seek some specific gratification. This study reveals that the specific media can be conveyed to the consumer who would in turn develop interest for some specific content for gratification, though not in the control of the specific media. In this study, it's observed that the parent, who acts as the gatekeeper, delivers the radio to the child and who in turn develop interest in some radio content for their specific needs and gratification.

Another area of scholarly interest is the language uses among media consumers vis a vis the media accessible to them. This study reveals that children consumed radio content produced in the language they themselves use on a daily basis. Children will not necessarily consume media content produced in the language prevalent in their area of residence or language used by their parents unless

they are using the same languages like was observed among the rural respondents. Rather they seem to prefer the media content in the language consonant with their own language albeit a slang. To any student of *audience research* in mass communication, this finding could surely be an interesting revelation and urge for further research.

This study creates some justifiable apprehension with regard to the future of radio. This study observed a possible trend in terms of radio consumption among young children today whereby, the higher the social class of media consumers, the less the interaction with radio. Respondents from the higher social class were seen to interact less with radio as compared to the low social class respondents. Researchers in the field of broadcast media as well as radio practitioners in the developing world would rightly hypothesize two grim scenarios for radio. One, which when and if low class media consumers finally rise socially and economically there would be less radio consumption. Two, children who certainly should be the future adult radio consumers could in their adulthood be lesser consumers of radio. This is where the apprehension among the mass media stakeholders is based on.

RECOMMENDATIONS

There is the need for radio content developers to review the contents of the radio programmes designed for adults and with an adult audience target so as to make them appeal more to young teenagers. The study found out that children listen more to these adult targeted programmes than hitherto imagined. Indeed, children under study did not sound to bear any need for a children's programme on radio. They were like content with the general audience radio programmes they consume.

Secondly, it is important to advertise radio programmes on TV which children consume. This will make the children aware of good radio programmes worth listening. Closely related to this is a challenge for radio advertising agencies. That since it has been observed that children listen to the adult targeted programmes, there can be placement of adverts targeting children on such radio programmes, for instance about school books and stationery, soft drinks and other forms of merchandise which would interest children.

Fourthly, the Ministry of Education should make more effort in making schools broadcasts by KICD accessible to all schools via radio. Some educational programmes can be slotted for weekends for children's consumption while at home. The findings here that children are consuming radio at home are enough pointers that they would readily welcome the radio teacher in enhancing their classroom learning both in school and at home.

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APPENDIX I: QUESTIONNAIRE

PART A: DEMOGRAPHICS

1. What is your name-----?
2. Your age 10 – 15 years (----). If other please specify-----
3. Gender F (----), M (----)
4. Your school.....
 - a. -----primary
 - b. -----primary
 - c. ----- primary
5. Class/Grade: 4 (----), 5(---), 6(----), 7(----), 8(-----)

PART B

Radio accessibility and time spent on radio among children aged 10-15

6. Do you know radio? Yes (-----) No (----)
7. Have you ever seen a radio set? Yes (-----) No (----)
8. Do you listen or ever listened to radio? Yes (_____) No (___)
9. If No, why?
 - a. radio not available (----)
 - b. radio is boring (-----)
 - c. prefer other options like TV (-----)
 - d. o t h e r reasons-----
10. Do you consider radio an old medium of communication? Yes (-----) No (-----)
11. What radio is accessible to you?
 - a. family radio (----)

b. sister/brother radio (----)

c. own radio (-----)

d. neighbour's radio (-----)

e. friend's radio (-----)

12. What is your favourite radio station?

.....

13. What time do you like listening to radio? Morning (___)

Daytime (_____) Night (_____)

14. How often do you listen to radio?

a. several times a day (-----)

b. about once a day (-----)

c. several times a week (----)

d. about once a week (----)

e. several times a month (----)

f. about once a month (----)

g. less often (----)

15. Where do you listen to radio the most? (Tick all that apply)

a. At home (___)

b. While travelling e.g., in a motorcycle, car or bus (_____)

c. At my relative/friends' place (___)

d. at my friend's/ neighbour's house (----)

e. Hotel/shop (-----)

Other, specify.....

16. Do you listen to radio only when you visit relatives/friends? Yes (----) No (-----)

17. Are you satisfied with the duration you spend listening to radio? Yes () No ()

If No, why?

18. With whom do you listen to radio programme?

- a. alone (----)
- b. with parents (-----)
- c. with friends (-----)

19. Do you listen to a radio programme favourite to your:

- a. Parent/Guardian (-----)
- b. Sibling (-----)
- c. Relative (----)
- d. Neighbour (----)
- e. Others----- (Please Specify)

20. Do you like that radio programme referred to above yes (---) No (----)

21. Do you listen to radio while:

- a. Resting/Relaxing (----)
- b. Working (-----)
- c. Reading (-----)

22. Any problems from parent/guardian with your radio consumption? Yes (---) No (----)

23. Do you hide to listen to radio secretly? Yes (-----) No (----)

24. If Yes, why-----

25. Do you listen to radio in school for educational purposes? Yes (---) No (----)

26. Any radio operation challenges like electric power/dry cells shortage? Yes (----) No (----)

PART C

Platforms children within the age of 10 -15 use to access radio

27. How do you mainly access the radio?

- a. FM Radio Set (-----)
- b. Car Stereo (-----)
- c. Computer (----)
- d. Mobile Phone (-----)
- e. Digital TV (-----)
- f. Other (Please Specify)

.....

28. Do you encounter challenges with the platform you use?

Specify.....

29. Is there any other means you use to access the radio other than the mentioned? Yes (____)

No (___)

If yes, which one?

.....

30. From the above (Question 27), what would be your most preferred mode of accessing radio? a

(-- ---) b (---) c (-----) d (-----) e (----)

31. Do you own any of the above platforms? Yes (----) No (-----)

32. Do you understand what virtual radio is? Yes (-----) No (-----)

33. Have you ever consumed radio virtually? Yes (----) No (-----)

34. Was it via TV (-----) mobile phone (----) others----- (please specify)

35. Would you wish radio goes virtual? Yes (-----) No (-----)

PART D

Preference of certain programmes by children aged 10-15

36. What is your favourite programme on radio?

.....

37. Which station broadcasts the programme?

.....
.....

38. Which format does the programme usually take?

- a. Radio live talk show ()
- b. Radio interviews ()
- c. Radio drama ()
- d. Magazine programmes ()
- e. Music ()
- f. Sport ()
- g. All of the above ()

39. What segment/time of the day is the programme aired (morning---), daytime (-----) night (----)

40. How long is the programme

- a. 30 mins (----)
- b. 1 hour (----)
- c. over 1 hour (----)

41. How did you know about the programme?

- a. randomly (----)
- b. by reference (-----)

42. How would you rate the programme target?

- a. children show (----)
- b. adult show (----)

c. general/family (-----)

43. what language is used in the radio programme

a. English (-----)

b. Kiswahili (----)

c. vernacular (----)

d. Others (please specify)

44. Are you comfortable with the language used? Yes (----), No (----)

45. Do you listen to radio news? Yes (-----) No (-----)

46. Do you consider radio to be informative? Yes (----) No (-----)

PART E.

Why do children in early teenage consume their favourite programmes and with what satisfaction?

47. What is the major reason of liking your favourite programme over others?

a. Very entertaining (----)

b. Informative (----)

c. Educative (----)

d. O t h e r splease specify. -----

48. What big reason makes you prefer the programme? Content (----) Presenter (-----) Both (-----)

49. How much is satisfaction rate from your favourite programme? Scale 0 -10 a. 0 -5 (----)

b. 6 -10 (----)

48. How long have you listened to the programme?

a. less than 5 months (----)

b. less than 1 year (----)

c. more than 1 year (----)

49. Are you addicted to the radio programme? Yes (----) No (----)
50. Do you participate in the programme via feedback? Yes (----) No (----)
51. Do you refer your favourite programme to friends? Yes (----) No (----)
52. Do you discuss the programme with friends? Yes (----) No (----)

APPENDIX II: INTERVIEW SCHEDULE

Date.....*date/day/month/year*

Time.....

Location..... (*Residence*)

Interviewee Name.....

CONTACTS.....*phone number/postal address*

Researcher Assistant Name

Contact/Phone Number.....

Sign.....

SECTION A: Demographics

1. What's your name? -----
2. How old are you? 10 – 15 (----) tick
3. What's your gender? F(-----) M(----)
4. What's the name of your school? -----
5. Which class/grade are you in? -----
6. Where is your home located? -----

SECTION B: Accessibility to radio and time spent on radio by early teenagers

8. What do you understand by the term radio? -----
9. Do you have radio set at home? Yes (----) NO -----
10. Who controls radio listening at home?
11. Do you own a radio set or a platform that can access radio?
12. Who introduced you to radio and at what age?

13. Do you consider radio an old model of communication?
14. What aspects would you say could be determining the time a young teenager chooses to listen to a radio station?
15. After how long do you achieve satisfaction while listening to radio?
16. At what time during the day or night do you listen to the radio?
17. What radio accessible to you?
18. Do you only listen to radio when on a visit?
19. Do you listen to radio alone, with family or friends?
20. Does your parent/guardian hinder your radio consumption habits

SECTION C: Platforms early teenagers use to access radio

21. How do you always access the radio?
22. Is the platform readily available?
23. what challenges do you face in using this platform?
24. What would be your most favourite platform, given a choice?
25. Do you think a lot of young people nowadays prefer listening to radio in the digital platforms e.g. through mobile phones or digital TV rather than use the normal portable radio set?
26. have you ever listened to radio virtually on TV or mobile phone?
27. did you like the experience

SECTION D: Radio Preference among young teenagers

28. what is your favourite radio programme
29. What do you prefer listening to on radio, sports, music, drama etc?
30. what is your friend's favourite programme

31. do you prefer radio programme with content for children or adults?
32. have you ever listened to a programme with adults' content?
33. what language use is comfortable with you on radio
34. What aspects would you say could be determining the radio station listened by young children aged 10-15years?
35. Do you use radio device for other purposes like consuming music via USB/flash disk?

SECTION E: Why certain categories of radio programmes are preferred by young teenagers and with what satisfaction

36. Which station has the best programmes?
37. Among their entire programmes, which is your favourite?
38. What do you like about that programme: Content, presenter or both?
39. Do you think that's the same programme liked by the majority of young teenagers?
40. Have you ever referred your favourite programme to your friend/s
41. Do you like the programmer's content, the host presenter or both?
42. do you in any way participate in the programme, through giving feedback
43. Are you addicted to radio or to a radio programme?
44. any friend or relative your age mate who loves radio passionately
45. what radio content does the friend like most
46. Who is your best radio personality?
47. Why him/her?
48. would you aspire to be a radio personality in future?
49. What would you want to do as a radio personality e.g. news reader?
50. How long have you listened to your favourite programme so far?

51. What benefits do you get from the programme
52. Has your favourite programme ever failed to go on air?
53. what suggestions/recommendations would you offer to improve the programme

Task: *Radio listening Habits and Preferences: A study of Children between 10 - 15 in Kenya*

QUESTIONNAIRE (ADULTS)

1. Name-----
2. Residence: Village/Estate-----
3. Occupation-----
4. Any child aged 10-15 years Yes (-----) No (-----)
5. Do you own radio? Yes (-----) No (-----)
6. Does the child listen to radio Yes (-----) No (-----)?
7. If No, Why-----
8. If Yes, do they listen to family radio (-----) or His/hers Own (-----),
Others-----
9. Radio set or through mobile phone? -----
10. What Station/s-----
11. What Favourite Programme-----
12. What is the content of the programme? Music? Etc. -----
13. Any other child you know who likes radio-----
14. Who controls radio listening at your home-----?
15. Do You All Listen To Radio As Family? Yes (-----) No (-----)
16. Are there progrmmmes you listen to but will not allow children to listen to?

Yes (----) No (----)

17. Do You Approve Your Child Listening To Radio? Yes(----) No(-----)

18. If No, Why-----