AN ASSESSMENT OF THE FREQUENCY OF LISTENERSHIP OF RADIO BROADCAST MESSAGES BY PRIMARY SCHOOL PUPILS AND TEACHERS IN MUNICIPALITY SOUTH DIVISION OF NYERI CENTRAL DISTRICT

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DECLARATION

This is my original work and has not been submitted for examination for the award of degree in any other university

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DEDICATION

I dedicate this work to my husband Charles Maina for his moral and financial support, my two sons, Victor and Job, and my daughter Maureen for their patience during my studies. May the Almighty God bless them.

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ABBREVIATIONS AND ACRONYMS

ADRS: Africa Development Research Series

AIDS: Acquired Immune Deficiency Syndrome

AM: Amplitude Modulation

CCK: Communications Commission of Kenya

DAB: Digital Audio Broadcasting

DC: District Commissioner

DEO: District Education Officer

DRM: Digital Restrictions Management

FGM: Female Genital Mutilation

FM: Frequency Modulation

HIV: Human Immunodeficiency Virus

ICT: Information Communication and Technology

IRI   Interactive Radio Instruction

IRIN: Integrated Regional Information Networks

KARF: Kenya Audience Research Foundation

KARI: Kenya Agricultural Research Institute

MSC: Mobile Switching Centre

ODCEF: Organizational Development and Community Empowerment Firm

RDS: Radio Data System

RLGS   Radio Listening Groups

SPSS   Statistical Package for Social Sciences

UNDP   United Nations Development Programs

UNESCO   United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The study assessed frequency of listenership of radio broadcasts messages by primary school pupils and teachers in Municipality South Division of Nyeri Central District. The study was guided by the following objectives: to measure radio listenership by pupils and teachers in Municipality South Division of Nyeri Central Division; to establish utilisation of the content of radio messages by pupils and teachers in Municipality South of Nyeri Central Division; to establish the factors that influence audio technology of pupils and teachers. Data was collected by use of focus group discussions, interview schedule and questionnaires. Descriptive statistics was used for data analysis. The results have been presented using frequency tables and pie charts. The findings of this study are hoped to advance knowledge on radio listenership. It will also help other researchers who may be interested in using the findings of this study as a basis of their studies.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Radio listenership is a form of informal distance education. Although studies have been done on radio listenership and utilisation in Kenya and the rest of the world, none of the studies have focused on listenership of general radio programmes and utilisation of received messages by primary school pupils and teachers.

In a study conducted by Kenya Audience Research Foundation (KARF,2011) Radio listening led in media consumption or utilization followed by mobile phones, television, newspapers and internet respectively. Ninety three per cent (93%) of the sample population had listened to a radio programme in the last seven days. This calls for a study to assess why radio programmes are preferred compared to other media as stipulated above.

Radio broadcasts are used in a number of ways. According to Iwu and Nzeako (2010) these are formal and non-formal educational broadcasting. Formal educational broadcasting instructional purposes include a formal syllabus and grade system broadcast.

Radio listening involves the acquisition of functional knowledge that is relevant to the adults' social working functions and informal educational broadcasting: This refers to daily encounter with radio programmes that helps an individual acquire knowledge.

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Radio is a powerful medium for mass communication. This is due to the fact that broadcasts from a powerful transmitter can be received at distance places; however remote the place is located (Iwu, 2006). Radio can also play a major role in imparting instruction to school children

Maina's (2008) report on private radio stations in Kenya shows their rapid expansion, use of local languages and phone- in commentaries and shows which have increased public participation. Eighty nine per cent (89%) of Kenyan adults get news and information from the radio programmes (Maina, 2008). Ngechu and Peter (2008) in their research found out that both male and female farmers listen to radio programmes. They have educative agricultural message programmes. Farmers adopted them in improving their farming methods. Although research on radio broadcast has been done in many parts of the world, it is noted that most studies dwell on its utilization in the education sector. This calls for a study on general radio utilization by primary school teachers and pupils.

1.2 Statement of the Problem

Studies conducted in Kenya on radio utilization focused mainly on school education (Osodo, 1985; Owigar, 1981; Waitherah, 1984; Wambutta, 1992; Odera, 1995), and Gacenga, 2000. It was therefore imperative to carry out a study to establish the current state of listenership and utilisation of radio programmes emanating from local and national radio stations.

Educationists in Kenya Institute of Education prepare educational radio programmes for schools which are transmitted by Kenya Broadcasting Station (KBC). It was therefore imperative to study informal distance education that was being listened to by primary school pupils and teachers The researcher investigated two issues.

One was the extent to which primary school pupils and teachers listened to general radio programmes and two, the degree to which they utilized skills, attitudes, abilities and knowledge acquired from the broadcast messages. This study assessed radio listenership and determined message utilisation by primary school pupils and teachers

who lived in Municipality South Division of Nyeri Central District between 2012 and 2013.

1.3. Purpose of the Study

The purpose of this study was to assess the frequency of listenership of general radio broadcasts and determine utilization of their messages by primary school pupils and teachers in Municipality South Division of Nyeri Central District.

1.4. Objectives of the Study

The research study aimed at achieving the following objectives:

i) To assess frequency of radio listenership by primary school pupils and teachers in Municipality South Division of Nyeri Central District.

ii) To establish the utilization of the content of radio messages by primary school pupils and teachers in Municipality South Division of Nyeri Central District.

iii) To establish the factors that influence audio technology used by primary school pupils and teachers in Municipality South Division of Nyeri Central District.

1.5 Research Questions

Three research questions were answered. These were:

i) What was the frequency of radio listenership by primary school pupils and teachers in Municipality South Division of Nyeri Central District?

ii) How were contents of radio messages utilized by primary school pupils and teachers in Municipality South Division of Nyeri Central District?

iii) What factors influence audio technology used by primary school pupils and teachers in Municipality South Division of Nyeri Central District?

1.6. Significance of the Study

The study added new knowledge on informal distance education emanating from the general radio programmes. This is an area which had been ignored by researchers up to this time. This study may be of importance to parents and radio stations as it has informed them on popular radio programmes and valued radio messages by primary school pupils and students. This data is useful in making programming decisions. Secondly, the findings gave insight into the appropriate ways of passing educative information to primary school population. The study added onto existing literature on radio listenership and utilisation of message.

1.7 Limitations of the Study

The study was limited to Municipality South Division of Nyeri Central District although similar studies are required in other areas. The researcher used questionnaires, interviews and focus group discussions although use of observation schedules would have given more detailed information.

1.8 Scope of the Study

The study investigated the frequency of radio listenership, utilization of radio messages and preferred audio technology by primary school pupils and teachers in Municipality south division of Nyeri Central District.

1.9 Assumptions of the Study

The study was based on the assumption that primary school pupils and teachers listen to general radio programmes and they use information from the programmes.

1.10 Definition of Significant Terms

Content: The individual items or topics that are dealt with in radio broadcasting

Language: The method of human communication consisting of the use of words in a structured and conventional way.

Message: A usually short communication transmitted by words, signals from one person, station, or group to another.

Audio Technology: Sound transmission device that is used to relay information from radio stations to the listener.

Radio listenership: The frequency and length of duration spent while listening to radio broadcast.

Social interaction: An association between two or more people.

Platform: Stage used by listeners to air their views to the presenter and general public.

Utilization of Messages: Adoption and use of information obtained from radio messages either in learning, decision making or other activities

1.11 Organization of the Study

This study is organized in five chapters. The first chapter: introduction covers background to the study, problem statement, objectives, research questions, significance, limitations, scope, assumptions and definition of terms. The second chapter contains review of literature regarding this topic; a theoretical framework, conceptual framework and a summary of the chapter. In the third chapter, research

methodology, the research design used is articulated. The target population and sample sizes are also presented in this chapter. Data collection instruments used for the study are discussed as well. The researcher highlighted the methods of analysing and representing data. Chapter four discusses data analysis, interpretation, presentation and discussions. Chapter five is a summary of findings, conclusion, recommendations and suggestions for further research.

LITERATURE REVIEW

2.1 Introduction

This chapter highlights wide literature on listenership and utilization of radio broadcast messages.

2.2 Radio Listenership

Korzenny (2011) suggests that in Latin America, and in the United States of America (USA); radio listenership is part of the daily routine of Latinos. Korzenny (2011) noted that when you visit almost any public park in most metro areas in USA, one may find young Hispanic men in groups listening to their radios and conversing. In addition, one will also find families barbecuing, dancing, and enjoying their day with a radio as the centre of attention. This tradition of radio enjoyment extends to most Latin American countries and particularly in their rural areas. Korzenny (2011) suggests that radio utilisation is ubiquitous and therefore the most local of all media. Radio listenership and utilisation has served traditionally as the town-crier, an interactive medium and as symbolic precursor of what the Internet is becoming.

Paul (2012) on a recent study found that internet radio listenership is on the rise — and while digital device usage may have something to do with this increase, it is harder to pinpoint social media's role in this increase.

A study, commissioned by the digital audio advertising network, found that 42% of U.S. households with broadband Internet listen to Internet radio. That is not to say that listening to regular radio, AM/FM station is in decline. More than half (65%) of broadcast radio listeners spend the same amount of time listening as do the internet

radio users (Paul, 2012). More than half (53%) of the participants indicated reported listening via computer or laptop while at work or any other portable technologies such as the mobile phones. These statistics show that radio listenership in U.S.A. is still there and as advancement in technology increases, people are getting better chances of listening to radio.

Africa Development Research Series (2011) noted that in Africa, radio listenership is high in all countries. A study in Ghana indicated that radio broadcasts are the most widely accessible and the most overall widely used medium as source of news and information for Ghanaians. Ninety percent of respondents said that they had listened to radio broadcasts in the last week, and virtually all of those respondents (96 percent) also said they used the radio programmes on at least a weekly basis; to get news and information, as opposed to just listening for entertainment (Africa Development Research Series, 2011). Nearly all radio listeners (defined as people who said they listened to a radio programme within the last year) said that they tuned to FM radio stations regularly. A substantial minority had listened to the radio broadcasts via a mobile phone. These were far more than those who had used AM or shortwave radio signals—highlighting the fact that mobile audio technologies are used frequently to access radio programmes.

Kimutai (2011) noted that in Kenya, radio broadcasts are still the preferred media. A study commissioned by the Kenya Audience Research Foundation (KARF, 2011), and conducted by Synovate, a media research company reported that radio listening leads in media consumption or utilisation. It is followed by the mobile phone, television, newspapers, and the internet respectively. The study carried out on a population sample of 8504 showed that 93% of the sample had listened to a radio programme in

the last seven days. Furthermore, about 54% of Kenyans are listening to more than one radio station. The average time spent listening to radio programmes per day is six hours. This multi-channel trend can be attributed to the growth of FM radio stations in the country offering a variety of programming that includes music and talk shows. In Nairobi City, Kenya's capital with a population of over two million people, there are a total of 46 radio stations. Most of these radio stations broadcast in vernacular languages and have contributed to the increased rate of radio listenership in Nairobi and Kenya in a major way.

Ngechu and Peter (2008) carried out a longitudinal study to identify factors that influence farmer adoption of agricultural, and health knowledge and skills. Farmers were organised in three categories of groups. These were women only and men only groups; and mixed groups of men and women farmers. They listened to radio programmes in groups. The radio message which was useful to the farmer was adopted and implemented. The idea of radio listening groups (RLGS) was not new. It had been practised in Canada and Britain during 1920s. What was new was that farmers were co-researchers, co-script writers, co-recorders and creators of their radio messages. This design proved educative to them. They accepted and welcomed the idea of forming open learning groups or radio listening groups. They were also willing to organize, lead, attend radio listening groups and monitor their utilisation of radio messages from themselves and research scientists to meet their emerging farming and nutrition needs. These radio listening groups attracted men and women local administrators, adult teachers, extension workers, nurses, youth and older adults. This showed that messages from radio broadcasts can assist both the educated and the

illiterate people in our communities. Radio listening groups promoted open and distance learning (Ngechu, 2008).

Edwardson (2008) reported that radio listening was popular in Canada during (1) the Second World War because the country was fighting and people wanted to hear news about the war and (2) during the Great Depression in the 1930's, which was a time of great stress, they needed to hear news. As a result Radio sets were sold in great numbers. Radio listening achieved the status of a universal household commodity. The public adoption 'curve' of radio set was more pronounced in early years because it was the first sound media bringing news to the households.

Edwardson (2008) suggested that most people listen to programmes

to relax their mind.

2.2.1 Language Used in Radio Listenership

Korzenny (2011) found that online Hispanics preferred to communicate in English. The non-Hispanic Whites listened to the radio broadcasts when driving; as their radio was always on. When asked to agree or disagree with the statement "Radio listening is an important part of my daily routine," both Hispanics who prefer to communicate in English and in Spanish agreed that radio listening was important in their lives (Korzenny, 2011).

Karikari (1994) suggested that programmes designed to educate, inform and entertain the rural people were mounted in six Ghanaian Languages. He observed that although Ghana has six major languages (Akan, Dagbani, Ewe, Ga, Nzema and Hausa), over 40 languages are spoken; making it a challenge to meet vernacular radio listening needs by a developing country with such as a diverse community base. To avoid the stigma of discrimination, and to meet the need for rural radio listening, Ghanaian

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local radio stations broadcast a series of programmes to farmers and fishermen in languages and dialects commonly used in the areas at night when the targeted rural listener is likely to have retired to bed after a hard day's work.

In Kenya, according to Gathigi (2009) radio listening habits in Kieni West vary from one individual to the other. Radio listeners tune in to a wide range of radio stations. Although, vernacular radio stations have the highest listenership, listeners also tune to the national English radio stations. This implies that radio listeners choose the language they are most comfortable with from the varieties offered by the radio stations.

2.3. Audio Technology

While the ways in which Hispanics listen to radio may change, the radio as a medium is powerful and important due to its popularity. Korzenny (2011) noted that listening to radio online has emerged as a new modality of radio exposure. Hispanics who were interviewed indicated that they listen to audio messages online and with satellite radio.

Nyamnjoh (2005) observed that radio broadcasting is already using online and mobile technologies. Radio listening in mobile phones is on the rise with cell phone manufacturers adding the radio feature to attract more customers (Harris, 2012). In Kenya, audio technology is advancing. One can listen to online news about current affairs, loans, stock exchange conditions, currency rates and business news from all radio stations (Harris, 2012).

2.4. Utilisation of radio Messages

Okwu, Kuku and Aba (2007) in a study that investigated the use of radio as a medium for agricultural information delivery to farmers in Benue State in Nigeria found a high level of listenership to the programs. The study found that 66% of the respondents listened to the agricultural programs aired on Radio Benue and 42% of the listeners indicated that they found the programs relevant to their agricultural informational needs. This means that some people listen to radio programmes due to the content offered.

Radio broadcasts in Africa actively promote different forms of African traditional culture. Mano (2006) on a study on scheduling for rural and urban audiences on radio Zimbabwe illustrates the use of radio as an educative platform for promoting African traditions. Radio in Zimbabwe advances African traditions by providing a discursive space. It also serves to educate those who are not well versed with African traditions. Mano's study shows how public radio in Zimbabwe adapts traditional material from the past and uses them to educate the youth and children on cultural values. Broadcasting traditions in Africa have been found to be important because people look up to the radio medium as a source of explanations, advice and an arbiter of social morality.

Girard (2003) noted that even prior to independence; there were radio broadcasts which aimed at educating farmers in the community on hygiene, health and practical finance. This meant that the countries in Sub-Saharan Africa used radio and still does so as a means of promoting economic development. This has been the case in Cameroon from1956. Mali,1957, Nigeria, 1956. Ghana from the eve of independence

in 1956 up to today. In 1957, Radio Ghana started talk shows on agriculture, albeit in English (Girard, 2003) while Radio Accra broadcasts in Ghanaian languages to rural communities; a weekly programme titled 'The Cocoa Family'. The radio messages are about life on cocoa plantations.

Kenya Agricultural Research Institute (2009) newsletter, suggested that Farmer Voice Radio Audience does a survey in 2009 to examine radio accessibility, listening habits, and listenership preferences of small farmers in Kenya. Results of the survey found that 98% of farmers have access to a radio message from various audio technologies. Two key factors were shown to contribute to radio listenership. These were language of communication and content. Farmers prefer listening to relevant, interesting and diverse programs in their mother tongue. Programs with the highest listenership include the news, sports, and politics. Farmers also listen to agricultural programs, but they feel that these programs are often centred more on farm inputs than their needs and preferences (Kenya Agricultural Research Institute, 2009).

Odera (2008) writing on the use of school radio program in Kenya, noted that radio technology is viewed by teachers as a useful tool for teaching and learning languages like English, French, German, and Kiswahili at all levels of education. Language programmes on radio helps to increase the students' mastery of vocabulary and pronunciation as students learn to imitate the radio presenters (Odera, 2008).

A study carried out by Gathigi (2009) in Kieni West on radio listenership noted that in Kikuyu vernacular radio stations, audiences listened mostly to religious and nutritional informational programs usually sponsored by companies that are making food products. As the companies encourage people to adapt what they call "healthy

behaviour", they are also persuading listeners to buy their products which are available in the local retail outlets. Health educational messages on HIV/AIDS have found few sponsors. This implies that companies are using all radio stations as a platform for commercial promotion of their products as they educate listeners on healthier ways of living and their nutritional needs.

2.4.1 Phone-in Interactions

Lin (2001) observed that radio technology has not only been of great importance and benefit to human beings since its inception, but its significance continues to expand under the explosion of 21st century technological advancement. The study on importance of radio for Hispanics by Korzenny (2011) showed that in smaller localities the radio announcer was a community mobiliser. He or she publicized local events and opportunities like jobs, lost animals and children, lost boyfriends and girlfriends among others. The local radio station also hosts community members in discussion forums. The radio station also entertains as it spends many hours playing music, giving humour, and news. Hispanic radio in USA has replicated many of the Latin American features and continues to be a most relevant medium of communication to the general public.

Somalia's Organizational Development and Community Empowerment Firm (2010) realised that radio programmes can facilitate the community to help one another without outside help. Radio has greatly contributed to changing the life of Somalis because IRIN Radio is a source for meeting humanitarian needs and spreading news to rural and urban community centres. IRIN Radio promotes peace and lobbies for development and assistance for needy people. IRIN Radio has contributed to the life

of many Somalis in terms of understanding that fighting is useless, and that to stay and live in their country is the best option for every Somali. In addition, it has contributed to changing the life of Somalis because IRIN Radio focuses on issues directly touching or affecting the lives of the Somali people, whereas other radios stations exaggerate politics and their politicians. IRIN Radio broadcasts important and interesting programmes such as FGM, breastfeeding and HIV/AIDS. These programmes cover issues needed by the community. Consequently, IRIN Radio has contributed to changing the life of the Somali people. It has for example, instilled in all Somali people a sense of humanity and empathy because IRIN Radio reveals the actual humanitarian situations of people hardest hit by the crisis. It gives details of the Somalis who have no choice but to flee from the effects of conflict (ODCEF, 2010). Gathigi (2009) discovered that Kieni West District listeners use radio to obtain information about what is happening locally and beyond. In addition, listeners rely on radio for social interactions. Consequently, a radio programme becomes a platform listeners can take some of their problems and seek solutions. This implies that radio listeners use the information they gain from radio and they use radio to get solutions to their problems.

2.4.2. Impact of Political Broadcast Messages

Fraser and Restrepo-Estrada (2002) observed that mass media affects listeners who receives political information and the information that is received. This influences policy formation since politicians tend to favour informed voters and well covered issues. Politicians do so because they are well informed about voters. The well informed voter is more likely to vote for them than the uninformed voters. The informed voter is also more likely to vote for the candidate who is likely to further

their interests. Voters are also more responsive to favourable policies which are thoroughly exposed by the media.

Rai and Gurung (2009) noted that much of what Nepalese know about their political leaders, party politics or public policy comes from the media especially radio and newspapers; which are the primary information links between the Nepali population and the political sphere. The media try to explain the government's goal, and policies; and help to mobilize and reinforce public support necessary for effective political action. Further to this, Nepalese media focuses on controversial policies. It also exposes corruption and holds politicians accountable to public opinion. In reporting on politics, the media selects issues that are likely to receive public attention and help shape the public agenda. The free flow of meaningful account of political events and issues is necessary for public understanding of politics and for the formation of public opinion. The freedom of the media from political interference; its vitality; its conduct of political functions; gives media its freedom and is therefore able to reconcile with pressures from the commercial system that finance media institutions. The openness of the Nepalese government in providing free access to information influences the condition of its democracy.

Tettey (2012) noted that the media have had a positive impact on democratization in Africa. This is because media provides forums for accessing thoughts in political broadcast messages; are channels of political education, as well as the self-appointed watchdog of political accountability. Arayo (2007) adds that media is able to influence politics because it shapes public opinion by presenting stories with unapologetic bias in order to sell advertising time and space to various companies.

The average citizen of any given country receives virtually all of their information regarding current events and politics through the media. The bias in the media is blatantly clear and often crosses the boundary into propaganda for one party or the other. People then use this propaganda as a basis for deciding whom to vote for during elections.

These developments notwithstanding, some critics characterize media less sanguinely. Broadcast media has highlighted and spread hate attitudes. These messages have portrayed media industry as irresponsible, self-serving, unaccountable and a threat to the credibility and sustenance of the democratic process.

2.4.3 Platform for Solving Problems

Walters et al. (2011) assessed the impact of community radio in Indonesia and concluded that effective radio activities can make a significant change in a community's life. Community members provide feedback in form of stories describing the desirable change that has occurred in their life as a result of the listening to activities broadcast radio programmes.

This is because radio broadcasts provide real-time information and updates, 24 hours a day. Radio stations have the ability to reach across borders. They are a source of information where reliable news is scarce. When access to the internet is blocked and phone lines are cut, people can still search the airwaves for trustworthy radio news sources. Even in places where electricity is not a necessity, battery operated and hand-cranked radios sets take messages to programme listeners.

Baum (2008) added that, community radio performs three main significant functions at the grass root level for rural development. Firstly, it promotes issues of agriculture, gender equality, education, trade and commerce, disaster, weather, natural calamities, poverty and social problems. Community radio is usually managed by the people and owned by the people. Secondly, it enhances the capacities of local people to work together to tackle a range of social problems, including poverty and exclusion. Lastly, it contributes to nurturing the creative talents of the community and providing a forum for a diversity of opinions and information.

Sterling, O'Brien and Bennett (2007) noted that programmes designed on topical issues have endeared radio listening to the people. Radio stations engage experts/resource persons as guests and they (resource persons) are able to explain and make clear issues in their areas of expertise. Major areas include family life, moral education, gender and social inclusion, domestic violence, conflicts and conflict resolution, peace building and many more. Resource persons chosen from within the area are used to discussing these issues in the local language. This helps people especially in the rural areas to get solutions to their problems.

2.5 Theoretical Framework

The theoretical framework will consist of theories, principles, generalizations and research findings which are closely related to the present study under investigation.

2.5.1 Uses and Gratifications Approach

Uses and gratifications approach is an influential tradition in radio listening and utilisation .The original conception of the approach was based on the research seeking reasons for the great appeal of certain radio programme contents. The core question of

such research was: "Why do people use radio programmes for and what do they use them for?" (McQuail, 1997).

Listening radio audiences know media content, which they can use to meet their needs. In the mass communication process, users and gratifications approach puts the function of linking need gratifications and radio programme choice clearly on the side of audience members. It suggests that receivers needs influence the choice of media, their use and what gratifications radio programmes gives to them. This approach regards audiences as active media users as opposed to passive receivers of information (Larson, 2009). In contrast to traditional media effects theories which focus on "what media do to people" and assume audiences are homogeneous; user and gratification approach is more concerned with "what people do with media" (Larson, 2009). The theory takes out the possibility that the radio programmes can have an unconscious influence over our lives and how we view the world. The idea that we simply use the radio programme to satisfy a given need does not seem to fully recognize the power of the media information in today's society (Swanson, 1987).

Uses and gratifications approach emphasizes motives and the self-perceived needs of audience members. Larson (2009) concluded that people use the same communication message for different purposes. The same content may gratify different individual's needs. This suggests that audiences use radio programmes to meet different needs and motives. There is not only one way that listeners use radio programmes. Contrarily, there are as many reasons for using the radio programmes as there are listeners.

Basic needs, social situations, and the individual's background, (such as experience, interests, and education) determine to a large extents effects of listeners ideas, their

wants from radio programmes (media) and which type of radio programmes meet best their needs. Research on radio listeners suggests that they are aware of and can state their own motives and gratifications for radio utilization. McQuail, Blumler, and Brown (1972) cited in by Wood, (2008) proposed a model of "media-person interactions". (We can substitute radio listening and utilisation for media). McQuail, Blumler, and Brown (1972) classified four important media (in this study radio listenership) gratifications: (1) Diversion: escape from routine or problems; emotional release; (2) Personal relationships: companionship; social utility; (3) Personal identity: self reference; reality exploration; value reinforces; and (4) Surveillance (forms of information seeking).

Although uses and gratifications approach holds a significant status in communication research, its theory and methodology has been criticised. McQuail (1994) commented that the approach has not provided much successful prediction or casual explanation of choice and use of radio programmes. Since use of radio programmes is circumstantial and weakly motivated, the approach seems to work best in examining specific types of media where motivation might be presented (McQuail, 1994). Gratifications approach is criticized because it is highly individualistic. The theory considers, the individual psychological gratification derived from individual use of radio programmes. The social context of the use of radio programmes tends to be ignored. This overlooks the fact that some uses of radio messages may have nothing to do with the pursuit of gratification. Having said so, this approach is applicable to this study because as people seek gratification through radio listening, they might also seek understanding of knowledge and skills. Some radio listeners especially the youth may seek utilisation of audio technology rather than message utilisation. Farmers may

tune to a radio station to pass time as they prepare daily meals and perform chores like cattle rearing.

2.5.2 Media Dependency Theory

Infante, Rancer and Womack (2003) described dependency as a correlating relationship between media content, the nature of society, and the behaviour of audiences. Media system dependency theory has been explored as an extension of or an addition to the user and gratifications approach, though there is a subtle difference between these two theories. The cause of dependency is explained differently by the two theories. Grant et al., (1998) suggested that media system dependency theory is that audience goals lead to dependency. The user and gratifications theory sees fulfilment of audience needs as cause of media dependency. Both, however, are in agreement that media use can lead to media dependency. User and gratifications approach theory states that the more dependent an individual is on the radio programme for having his or her needs fulfilled, the more important the radio programme will be to that person. Infante, Rancer and Womack (2003) suggested that audience active use of radio programme to achieve personal goals will result independence on specific radio programme. Media system dependency theory, suggests that both macro and micro factors influence information-seeking behaviour. Radio audiences become dependent on radio listening to meet their information needs, goals, motives, and strategies.

Baran and Davis (2008) also explained that people will become more dependent on radio programme that meets a number of their needs than on radio programme that provide only a few ones. The intensity of radio programme dependency depends on how much people perceive that the radio programmes they choose are meeting their

needs and goals. These goals were categorized by Baran and Davis (2008) who cited DeFleur and Ball-Rokeach (1989) into three dimensions. These dimensions covered a wide range of individual objectives. These were (1) social and self understanding. This was learning about oneself, in order to know about the world. The second dimension was (2) interaction and action orientation. This was deciding what to buy, and getting hints on how to handle news or difficult situation. The third dimension was social and solitary play. The method of relaxing was either listening to a radio programme alone or going to a movie with family members or friends.

DeFleur and Ball-Rokeach (1989) suggested that more than one goal can be satisfied by the same medium. Dependency on a specific medium is influenced by the number of sources available to an individual. Individuals become dependent on the available radio programme if their access to other media alternatives is limited. The more choice alternatives there are for an individual, the lesser is the dependency and influence of a specific medium (Baran & Davis, 2008). This theory explains the degree of dependency on radio listening. It will be a guide into understanding trends in radio listenership and utilization of radio messages.

2.6 Summary of Literature Review

Findings on radio listenership show that people still listen to radio even when involved in other activities like families barbecuing, dancing, and enjoying their day. Advancement in technology has created more chances of listening to radio. In Africa, radio is the most widely accessible and the most widely used source of news and information overall. In Kenya, radio listenership has increased especially with increased vernacular stations.

In relation to audio technology, people use what they can afford and what is available to them. Some use online radio, satellite radio and phone radio. The variety of technology in radio offers listeners better chances of listening to radio at their comfort and convenience.

Regarding the language used in radio broadcasting, some people prefer some radio stations because of the language used. In relation to content offered, listeners choose radio stations depending on what content they want at a particular time. Some radio stations offer programs in farming, culture, social interactions, hygiene, health and practical finance, news, sports, and politics, religion, education, nutritional informational and information on HIV/AIDS. These are mostly offered by companies advertising their products or sponsors who aim at notifying people about some issue like HIV/AIDS.

On social interactions, announcers publicize jobs, tell of lost animals and children, help locate lost boyfriends and girlfriends and spread the word about local events. Radio stations also host community members in the form of discussion forums. In addition, listeners rely on radio for social interactions and as a platform where they can take some of their problems and seek solutions. This implies that radio listeners use the information they gain from radio and they use radio to get solutions to their problems.

In regard to Politics, radio influences policy formation since politicians tend to favour informed voters and well covered issues. Politicians do so for good reasons, not only are well informed voters more likely to vote than uninformed voters, but also more likely to vote for the candidate who furthers their interests. Radio helps in political

education and act as a watchdog of political accountability and forums for Politics. The average citizen of any given country receives virtually all of their information regarding current events and politics through the filter of the media.

Findings on radio as a platform for solving problems show that radio broadcasts can provide real-time information, broadcasted 24 hours a day to provide the most recent updates to listeners. It enhances the capacities of local people to work together to tackle a range of social problems, including poverty and exclusion through radio. Radio stations engage experts/resource persons as guests on these programmes and they (resource persons) are able to explain and make clear issues in their areas of expertise. Major areas include family life, moral education, gender and social inclusion, domestic violence, conflicts and conflict resolution and peace building, etc.

2.7 Conceptual Framework

This is a schematic diagram showing the relationship between the independent and the dependent variables. In this study, general radio programmes is the independent variable while radio listenership, utilization of radio messages and audio technology are the dependent variables. The relationship is presented in Figure 2.1

Independent variable   **Dependent variables**

| General radio programmes |

Utilization of Radio messages
- Phone-in interactions
- Politics
- Platform for solving problems
- Education
- Farming techniques
- Hygiene and health
- Management of finances
- News
- Sports
- Religion

Intervening variables
Listenership:
- Place of listening
- Male dominance
- Age
- Poor reception

Utilization:
- Social status
- Occupation
- Education level

Radio listenership
- Time of listening
- Stations
- Reasons for listening to radio
- Nature of programmes

Audio technology
- Cable radio
- Internet radio
- Mobile phone radio
- Digital radio

Figure 2.1: Conceptual Framework

2.8 Operational Table

Objective	Variable	Indicators	Measurement	Scale	Analysis
To assess the frequency of radio listenership by primary school pupils and teachers in Municipality South Division of Nyeri Central District	Radio listenership	- Listening to radio - Stations	- Time of listening -The preferred stations	Nominal	Descriptive statistics
To establish the utilization of the content of radio messages by primary school pupils and teachers in Municipality South Division of Nyeri Central District	Utilization of radio messages	Adoption of radio messages	Use of information from radio broadcast	Nominal	Descriptive statistics
To find out the factors that influence audio technology of std.8 pupils and primary school teachers in Municipality South Division of Nyeri Central District.	Messages	- Phone-in - Politics - Problem solving - Educational	- Preferred audio technology	Nominal	Descriptive statistics

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology that was used in the study. It is organised into the following sections: the research design, target population, sampling procedures, validity and reliability, data collection procedures, and data analysis and presentation techniques.

3.2 Research Design

The study adopted a descriptive survey research design. This type of design was appropriate for gathering information, summarizing, presenting and interpreting it for purpose of clarification. The method was appropriate for the study since it assisted the researcher to produce statistical information on the topic of study.

3.3 Target Population

The target population for this study were two categories consisting of standard eight pupils and primary school teachers, in Municipality South Division of Nyeri Central District. There are 23 schools with 200 hundred teachers and 400 standard eight candidates. It was from these that the sample was selected.

3.4 Sample Size and Sampling Procedure

Stratified sampling method was used for sample selection. The students and teachers formed a stratum. From each stratum, simple random sampling was used to select the specific respondents to reduce bias as it gave all parties equal chances of being selected. From each stratum, 10% of respondents were selected. In this case, the

sample has 40 (10%) pupils and 20 (10%) teachers. This gave a sample size of 60 respondents.

3.5 Research Instruments

This study used focus group discussions, interviews and questionnaires as the tools for data collection. The focus group discussions and interviews helped in identifying radio listening and utilisation survey issues collected by the questionnaires. The questionnaires had both closed and open-ended questions. Close-ended questions were accompanied by a list of all possible alternatives from which the respondents selected the answer that best described their situation. Open ended questions gave the respondents complete freedom of response based on their experiences in radio listening, radio message utilisation and audio technology which were the objectives of the study.

3.6 Validity of Instrument

According to Kathuri and Pals (1993) validity is the accuracy and meaningfulness of inferences which are based on the research results. This implies that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To enhance validity, the questionnaires were pre-tested before the actual research. This helped to evaluate, ascertain, and clarify that the test instruments were valid to capture all the data as expected. In addition, the researcher consulted experts in the field of research.

3.7 Reliability of Instrument

Mugenda & Mugenda (1999) define reliability of the research instrument as its level of internal consistency over time. A reliable instrument therefore, is the one that constantly produces the expected results when used more than once to collect data from two samples drawn from the same population. The researcher used the internal consistency of items to test reliability. Reliability of the instrument was determined by calculating the Cronbach's alpha coefficient from the results of the pilot study. According to Ary et al. (2006) an instrument must have a Cronbach's Alpha Value of 0.7 or above to be considered to have adequate internal consistency and reliable for use with a given population. The items which were found to lower the value below 0.7 were deleted from the questionnaire.

3.8 Data Collection Procedure

To carry out the study, permission and authority was sought from the National Council of Science and Technology through a letter of authorization from the school of distance education. Subsequent clearance to carry out the study was obtained from the District Commissioner (DC) and the District Education Officer (DEO) Nyeri Central District. After permission was granted, the researcher paid visits to the participating schools, informing them of the intended study thus creating rapport. Data was collected through drop and pick method. Filled questionnaires were then collected one week after distribution.

3.9 Data Analysis Technique

The results of the questionnaires were checked for completeness. Data was appropriately coded for ease of use with Statistical Package for Social Sciences

(SPSS) version 17. Descriptive statistics was used for data analysis since it enabled the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics. The results were presented using frequency tables.

3.10 Research Ethics

The researcher maintained research ethics by following the procedure outlined by the university and by seeking permission from the relevant authorities before carrying out the study. Honesty, integrity and confidence were highly maintained throughout the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter consists of the data analysis, presentation in form tables and interpretation of the findings. The chapter is organized into: questionnaire return rate; demographic information; radio listenership; audio technology; and the messages listeners prefer in radio broadcasting in Municipality South Division of Nyeri Central District.

4.2 Questionnaire return rate

This refers to the percentage of the sample that dully filled and submitted the filled questionnaire to the researcher for analysis. There were 20 teachers in the sample of which 19 (95.0%) dully filled and returned their questionnaires while the students duly filled and returned all the questionnaires (100%). This gives an overall return rate of 59 (98.3%) which is above the 85% return rate recommended for acceptable levels due to non response in the selected sample (Ary et al. 2006)..

4.3 Demographic Information

This refers to particular characteristics of the subjects that participated in the study that differentiate them from one another. They are used to show the distribution of the sample among different groups such as gender.

4.3.1 Teachers

The demographic information for teachers included gender and age group. The teachers composed of 8 (42.1%) males and 11 (57.9%) females implying that the

sample distribution between the two genders was fair. The difference can be explained by the use of random sampling technique which could result into an incidence in which one gender is more picked than the other or either there being more lady teachers than male teachers in the sampled schools. The information on age groups is displayed in Table 4.1

Table 4.1 Teacher Age Groups

Age Group in Years	Frequency	Percentage
Below 20	1	5.3
21-40	4	21.1
41-60	14	73.7
Total	**19**	**100**

The results indicated that a vast majority of teacher (73.7%) were aged above 40 years, 21.1% were between 20 and 40 years of age while only 5.3% were below 20 years.

4.3.2 Students

Students' demographic information required was gender and age. The sample of students was composed of 23 (59.0%) boys while girls were 16 (41.0%). The student age had two groups 12-13 and 14-15 with frequencies 21(53.8%) and 18 (46.2%). This indicates that both genders were well represented in sample.

4.4 Radio Listenership by Teachers and Pupils

This refers to the various aspects of listening to radio broadcasts such as: whether one listens to radio or not, time of the day, reasons why listen to radio or not, radio

stations that one listens to, motivation into listening to radio as well as the impacts on ones lives from radio listening.

4.4.1 Listening to Radio

Respondents were required to state whether they listen to radio or not. The percentage of teachers results are presented in Figures 4.1 and 4.2.
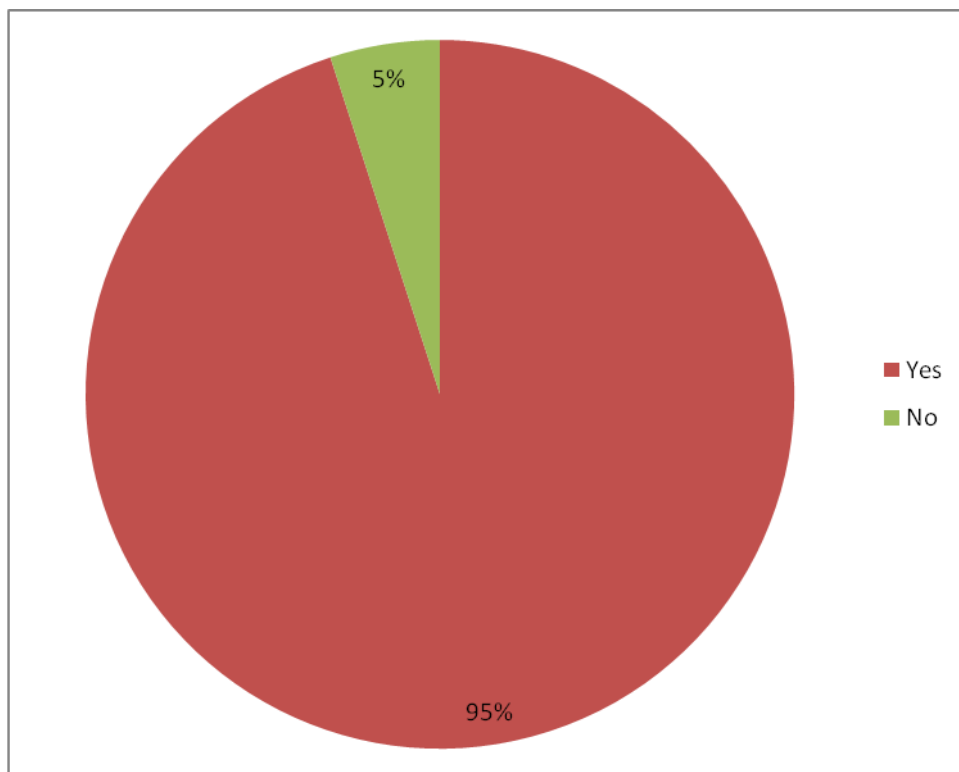
Figure 4.1: Percentage of Teachers radio Listeners

The findings indicated that radio was very common to teachers with 19 (95%) of the teachers showing that they listened to radio. This could be attributed to the fact that radio audio technologies were more common to the teachers and could be accessed anywhere. For instance, all teachers could listen to radio using their mobile phones or the internet at their own time even at work place. Secondly, radio was cheaper in

accessing information on different subjects which could further be accessed from different sources as there are any radio stations. As noted in other researches radio set is the most common source of information for both the literate and illiterate and that it's used to educate people on different aspects of life as well as advertisements (Korzenny, 2011; Gathigi, 2009; Odera, 2008; Kenya Agricultural Research Institute, 2009).

For the pupils the findings revealed that their large percentage also listened to radio. This is presented in Figure 4.2
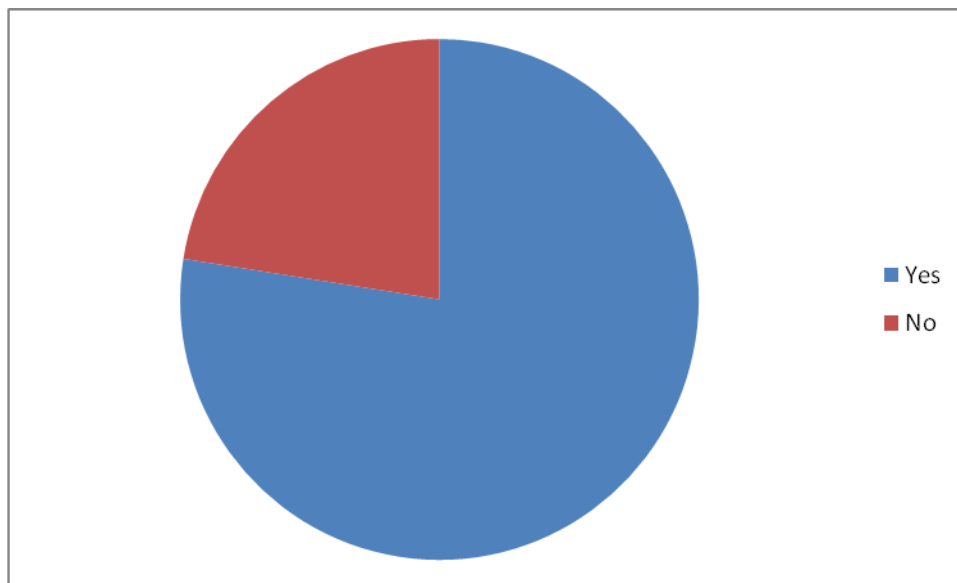
Figure 4.2: Percentage of Pupils who listened to Radio

The findings show that vast majority of pupils listened to radio (77.5%) while 22.5% did not. This could be attributed to the fact that radio was a common media in the region, it's cheap and affordable by most families. These sentiments are echoed by the findings of Kimutai (2011) who showed that radio was the most popular media in Kenya since it is accessible to nearly all people. It is worth noting that there are

various electronic devices that are used for listening to radio: Radios; computers, mobile phones etc. pupils can therefore easily access radio services whether they owned a radio or not.

However, the comparison of pupils and teachers indicate that a larger percentage of teachers (95.0%) listen to radio as compared to pupils (77.5%). This could be explained by the fact that not all students had access to radio transmission devices such as mobile phones. This meant that students could only access radio listening services at home where majority preferred to watch TV to listening to radio. On the other hand, nearly all teachers have mobile phones and therefore had access to radio at all times when free or even at work as compared to the pupils.

4.4.2 Time of Listening to Radio

This referred to the time of the day that either pupils or respondents listened to radios. The results are presented in Figure 4.3
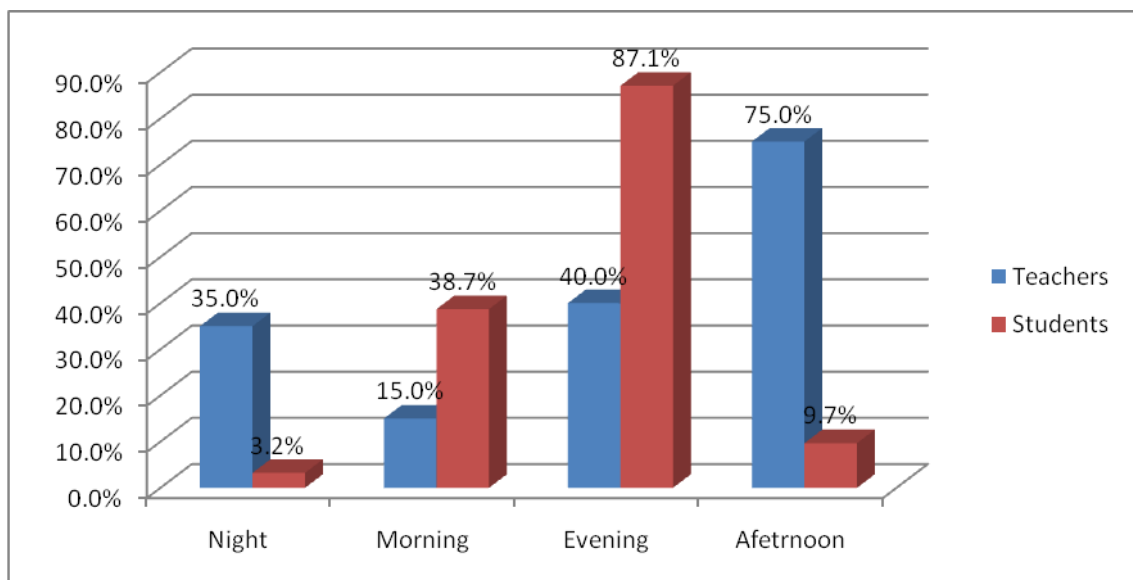
Figure 4.3: Time for listening to radio

Majority of the teachers 15 (75.0%) listened to the radio in the afternoon. This could be probably due to the fact that in the afternoon especially lunch hour teachers are free and at work. Due to this, they are not able to access other competing media such as the TV thus they use their phones to listen to news from different radio stations. This is also implied by the teachers' responses. A vast majority reported that news aired by radio were a key motivator. For the pupils a very small percentage (9.7%) listened to radio in the afternoon. This is due to the fact that pupils are in class most of the times in the afternoon thus they do not have time to listen to radio. Secondly, most students may not own mobile phones from which they could listen to radio. It is also worth noting that mobile phones are not allowed in schools for pupils thus those who owned may not carry them to school. The few pupils may have listened to radio during weekends and holidays in the afternoon.

During the evening 8 (40.0%) of the teachers listened to radio which could further be due to the fact that news are broadcasted in the evening and at this time most teachers are free at home. On the other hand, a very high percentage of pupils (87.1%) listened to radio during the evening. This could be explained by the fact that most primary schools are day schools and therefore during the evening, most of the pupils are free at home thus they had time to listen to the radio. These results concur with the findings of Korzenny (2011) who found that most Latinos listened to radio when they were free.

For the teachers, night had 35.0% of the listeners, while morning was the least common with 15.0%. At night most teacher are free and therefore may listen to their radio sets before they sleep. Similarly, some educative programmes especially those not suitable for children are aired at night while during the morning teachers are either

preparing to go to work or are at work thus too busy to listen to radio. For the students morning hours were more common than at night with 38.7% and only 3.2% for the night programmes. This can be explained by the fact that at night most pupils are a sleep, the programmes aired may not be suitable for them and therefore their parents may not allow them to listen to the radio sets at this time. Secondly, radio listening during the night is private and may mostly be, done using personal devices such as mobile phones which most pupils may not have. These findings could be confirmed by reasons that pupils gave for not listening to radio. When asked why they do not listen to radio sets 5 (55.6%) of the non listeners indicated that they do not have access to radio while 44.4% indicated that they preferred other media technology such as the TV. There was only one teacher who showed that he/she never listened to radio and this was because she preferred other types of media such as the TV. Similar results were reported by Korzenny (2011) who found that Latinos in US listen to radio mainly when free and resting in public parks. The few people who do not listen to radio had TV sets at home which they watched instead.

4.4.3 Preferred Radio Stations

These are the different radio broadcasting stations that the respondents frequently watched in preference to others. The results were analysed as the percentage of the listeners that indicated that they frequently listed to a specific radio station. The results are summarised in Table 4.2

Table 4.2 Preferred Radio Stations

Radio Station	Frequency	Percentage
Inooro FM	31	31.3%
Radio Citizen	14	14.1%
Kiss FM	19	19.2%
Milele FM	2	2.0%
Mururi FM	1	1.0%
KBC	4	4.0%
Capital FM	5	5.1%
Coro FM	7	7.1%
Kameme FM	16	16.2%
Total	99	**100%**

The results show that Inooro FM was the most commonly listened to (31.3%) followed at distance by Kiss FM (19.2%) and Kameme FM (16.2%) while Radio Citizen was fourth with 14.1%. Coro FM was listened to by 7.1%, Capital FM 5.1% while Kenya Broadcasting Co-operation (KBC) was adored by only 4.0%. Milele FM and Mururi FM were the least preferred radio stations with 2.0 % and 1.0% of the listeners respectively.

The results in Table 4.2 show that though all these radio stations were listened to, different people preferred different radio stations. Radio stations, are commercial and independent from one another. They therefore offer different programmes to the people and letting the people select what they need. For a radio station therefore to be popular it must satisfy the needs of its target audience. This implies that Inooro FM offered programmes that were more useful to the people of Nyeri than others. This was noted by Baran and Davis (2008) also explained that people will become more dependent on media that meet a number of their needs than on media that provides

only a few ones. The intensity of media dependency depends on how much people perceive that the media they choose are meeting their goals.

4.4.4 Motivation of Teachers and Pupils in Listening to Radio

This refers to the reasons why one listened to radio. In this case respondents were required to indicate all the reasons that make them listen to radio. The findings are displayed in Figure 4.4
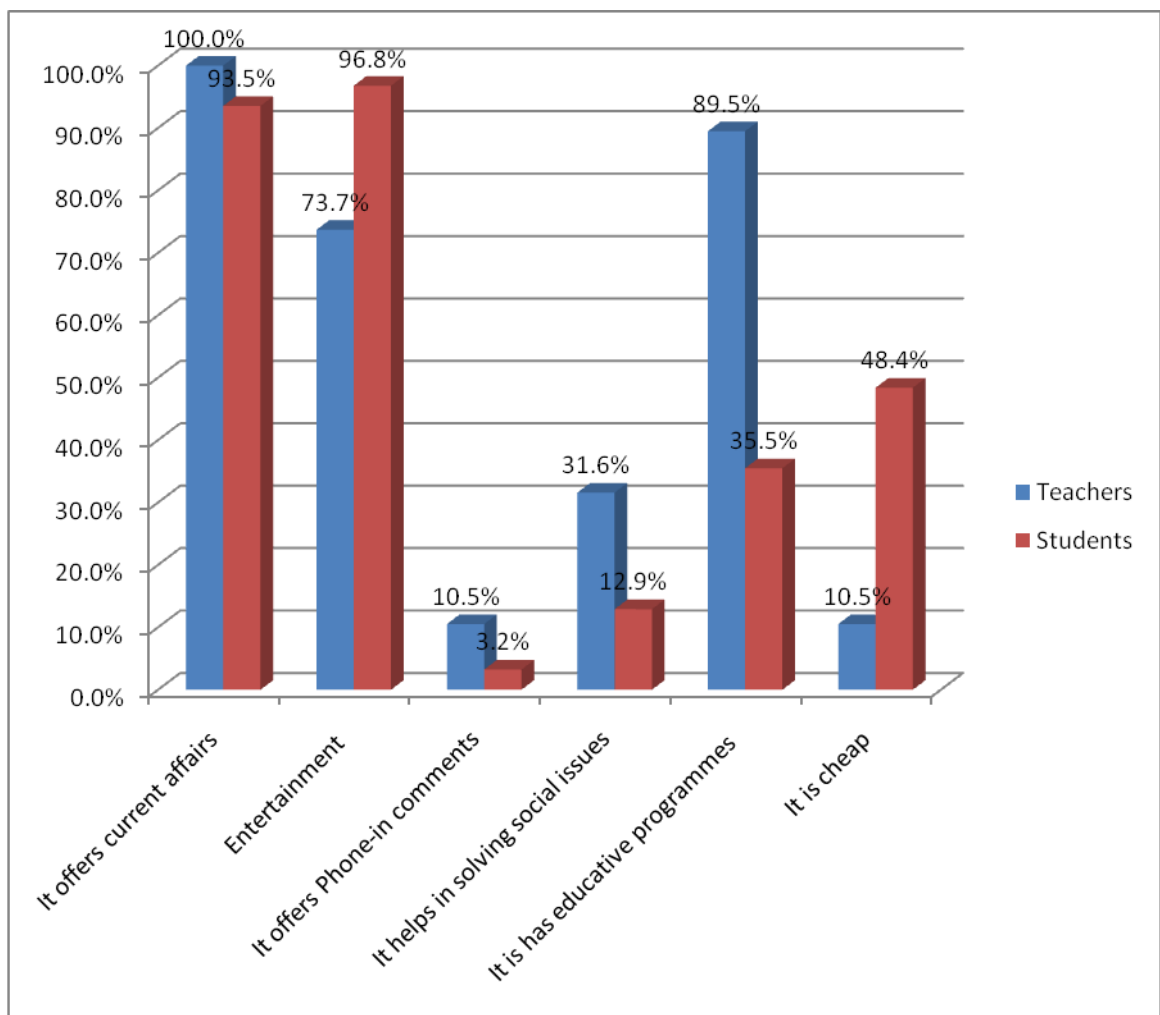

Figure 4.4: Reasons for Listening to Radio Programmes

The results in figure 4.4 show that the most common motivation to listening to radio was current affairs with all the teachers (100%) and 98.5% of the pupils indicating that they get informed on current affairs through listening to radio. It should be noted that nearly all the radio stations air news showing that current affairs is an important aspect of the listeners. Entertainment was highly rated also by both teachers (73.7%) and pupils (96.8%) as found in other studies such as Kimutai (2011) and Korzenny (2011) most people listen to radio during their free time. This shows that radio offers a cheap and effective way of relaxing after work thus entertainment through radio is a key motivator for both teachers and pupils.

The third most common motivator was educative programmes. For the teachers, 89.5% of the listeners indicated that they listened to radio since it had educative programmes. On the other hand, 35.5% of the pupils indicated that they listened to educative radio programmes. This could be attributed to the fact that different radio stations offer certain programmes which are of interest to the knowledge of the people. For instance, programmes on human health affect each and every person; agricultural programmes enlighten listeners on new farming techniques among others. This explains why teachers had a very high percentage as compared to pupils since most educative programmes are concerned with way of living of people. The findings of this study are similar to what was reported by Larson (2009) that different people can use the same communication message for very different purposes. Baran and Davis (2008) also explained that people will become more dependent on media that meet a number of their needs than on media that provide only a few ones. The intensity of media dependency depends on how much people perceive that the media they choose are meeting their goals. Therefore, teachers may have more social needs that could be met by radio messages and programmes.

Being cheap was also rated as a reason so not strongly with 10% of the teachers and 48.4% of the pupils as compared to other common media such as the TV, radio was cheap to buy and operate or maintain as it can be used where is electricity unlike the TV and computers. Helping to solve social problem was rated lowly by pupils (12.9%) but highly by teachers (31.6%). Teachers as adults have more social problems than pupils in general. Due to this utilization of interactive messages concerning live issues is more common for teachers than pupils. The least rated reason was that radio offers phone-in comments with (10.5%) for teachers and 3.2% for pupils.

4.4.5 Political issues

This refers to the effect of radio listening to political and democratic decisions of the listeners. Radio broadcast were generally found to affect politics and political decisions of the respondents with all the teachers 100% indicating that radio broadcasts had political issues and (97.5%) of the pupils agreeing that it had political issues. When asked to indicate the ways in which one benefits politically from radio broadcasts, the reasons identified are as presented in Figure 4.5.
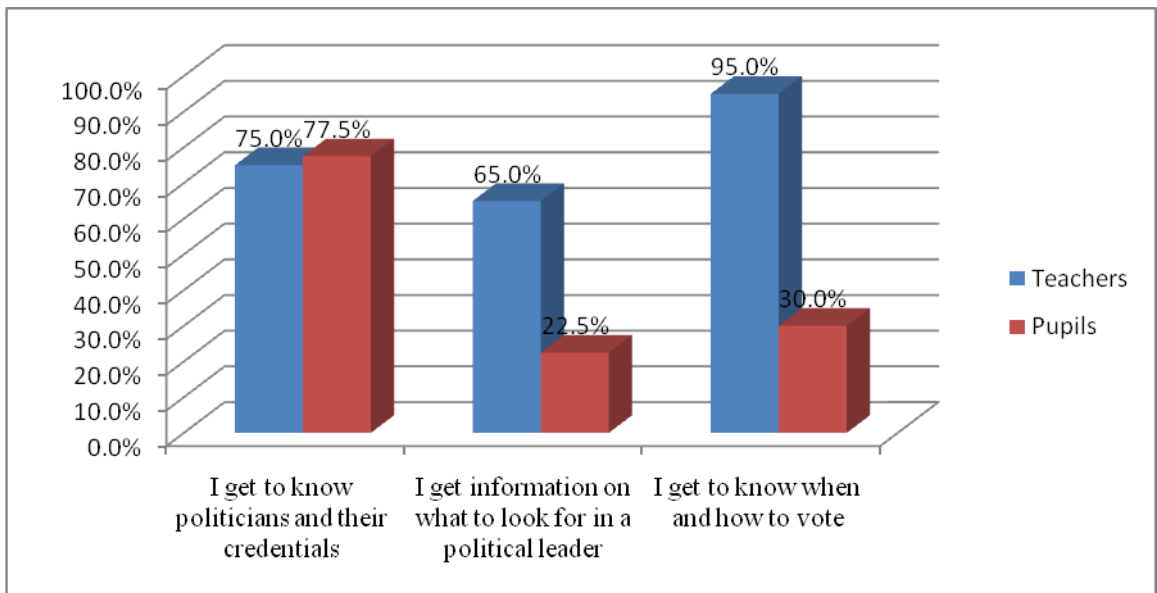
Figure 4.5: Political Benefits of Radio Broadcast

As shown in figure 4.5 among the teachers the most common reason was that radio broadcast messages allows them to know when and how to vote with 95.0% while for pupils this was beneficial to only 30.0%. This high percentage for the teachers could be due to the fact that radio stations are frequently used by the government and the electoral bodies for announcement of political issues such as voting dates, electoral seats to be contested and civic education on democracy among others. Politicians also use radio broadcasts to sell their policies to the public making it politically relevant to the listeners. The disparity between teachers and pupils is due to the fact that pupils were under age and not allowed to vote thus they had no interest on how and when to vote. These results are similar to what was reported by Fraser and Restrepo-Estrada (2002). They noted that mass media affect the ones who received political information and the information received. This influences policy formation since politicians tend to favour informed voters and well covered issues. Politicians do so for good reasons, not only are well informed voters more likely to vote than

uninformed voters, but also more likely to vote for the candidate who furthers their interests.

Secondly, radio broadcasts were found to make both teachers and pupils know politicians and their credentials with 75.0% of the teachers and 77.5% of the pupils showing that they used radio political messages for this reason. It should be noted that mass media is used as a plat form for airing political issues. The government use mass media to enlighten the public on its policies while politicians use the mass media to sell their policies and woe voters. To this extent, listeners are able to form opinions about their political leaders from such messages. Similar sentiments have been made by other researchers. For instance, Rai and Gurung (2009) noted that much of what Nepalese know about their political leaders, party politics or public policy comes from the media especially radio and newspapers- the primary information link between the Nepali population and the political sphere. The media try to explain the government's goal, policies, helping to mobilize and reinforce public support necessary for effective political action. Tettey (2012) noted that the media have had a positive impact on democratization in Africa as conduits for political education, watchdogs of political accountability and forums for Politics while Arayo (2007) added that the media is able to influence politics by shaping public opinion and by presenting stories with unapologetic bias in order to sell advertising time to various companies who then further influence politics through special interest groups. Radio programmes being the most popular mass media in Kenya therefore plays a key role in the political arena in Kenya.

About 65.0% of teachers expressed the idea that through radio broadcasts they are able to know what to look for in a politician while only 22.5% of the pupils were for

this opinion. Though not very common, civil society groups, government agencies and NGOs provide civil education to the public through mass media. It is in this context that listeners are able to get relevant information about what to look for as credentials for their leaders. This gives contrary opinion to what was reported by Ayaro (2007) who asserted that media is able to influence politics by shaping public opinion and by presenting stories with unapologetic bias in order to sell advertising time to various companies who then further influence politics through special interest groups. However, noting that as the politicians campaign, other non partisan groups offer civic education, different information on politics is relayed to the people thus radio broadcast may help people make informed decisions.

4.4.6 Use of Radio as a plat Form for Solving Problems

This is the use of radio information for solving problems in one's life. Respondents were requested to indicate the extent to which they believe that radio was a plat form for solving problems. The findings are displayed in Table 4.3

Table 4.3: Extent of use of radio for solving problems

Extent	Teachers		Pupils	
	Frequency	Percentage	Frequency	Percentage
Very great	2	10.0%	2	5.0%
Great	4	25.0%	11	27.5%
Moderate	13	65.0%	23	57.5%
Not at all	1	5.0%	4	10.0%
Total	**20**	**100%**	**40**	**100%**

The results presented in Table 4.3 show that majority of the teachers 65.0% and pupils 57.5% felt that to a moderate extent radio was a plat form for solving problems while

25.0% of teachers and 27.5% of the pupils thought it was to a great extent. A very small number 5.0% of teachers and 10.0% for pupils were for the opinion that radio was not a plat form for solving problems at all while 5.0% and 10.0% for pupils and teachers respectively felt that to a very great extent radio was a plat form for problem solving.

The respondents were required to identify the issues that they thought were commonly solved using radio messages. The results are displayed in Figure 4.6
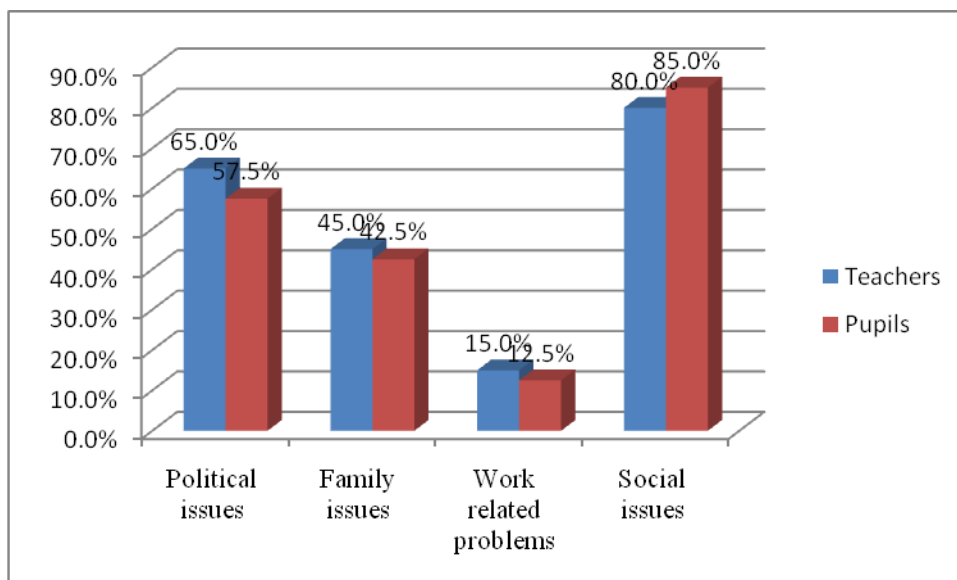
Figure 4.6: Issues solved using Radio programmes

The results in Figure 4.6 show that social radio programmes solved problems on social issues to a greater extent as compared to the rest with 85% of teachers and 80% of students acknowledging it. In this context it is agreeable that most radio programmes are social in nature. They allow social interaction where people may ask questions and get answers from others making it more useful. As noted by Ngechu (2008), radio listeners listen to programmes that are educative to them on various

social issues. They adopt messages that impact knowledge, on health, agriculture and live skills.

The second common was political issues. This was selected by 65% of the teachers and 60% of the pupils. This could be attributed to a number of reasons. Firstly, political issues shape the lives of people with governments using media to sell its policies and development agenda which is the wish of each and every person to know. Secondly, politicians use the radio campaigns as well as wooing the people support them thus attracting attention of the radio listeners. Lastly, radio being the most popular media service is used for civil education by the government agencies, NGOs among other institutions. All these make political programmes quite common to listeners. Similar sentiments were made by Fraser and Restrepo-Estrada (2002) radio programmes influence policy formation since politicians tend to favour informed voters and well covered issues. Politicians do so for good reasons, not only are well informed voters more likely to vote than uninformed voters, but also more likely to vote for the candidate who furthers their interests. Voters are also more responsive to favourable policies which are thoroughly exposed by the media.

Family issues were third rated with 45% and 42.5% by teachers and pupils respectively. Family is a small part of the larger society thus family issues are partly social issues. Due to this, most social programmes that are aired affect people at family level, they may be directly or indirectly related to family life thus attracting attention of many. Work related issues were also cited though not very common with 15% for teachers and 12.5% for the pupils. Similar, results were reported by Gathigi (2009) discovered that in Kieni West District listeners use radio to obtain information about what is happening locally and beyond. In addition, listeners rely on radio for

social interactions and as a platform where they can take some of their problems and seek solutions. This implies that radio listeners use the information they gain from radio programmes and they use it to get solutions to their problems. This was verified by the frequent use of radio programmes in seeking solutions to different problems in which all respondents 100% indicated that they seek solutions from radio programmes: 17 (28.3%) very frequently, 31 (50.7%) frequently, 9 (15.0%) rarely and 3 (0.05%) very rarely.

4.5 Utilization of Content of Radio Messages

This refers to the kinds of radio programmes that the respondents preferred listening to. The programmes were classified in terms of the type of messages they offered: news, sports, farming techniques, health among others. The respondents were required to show why they mostly listened to radio programmes. The findings are presented in Figure 4.7
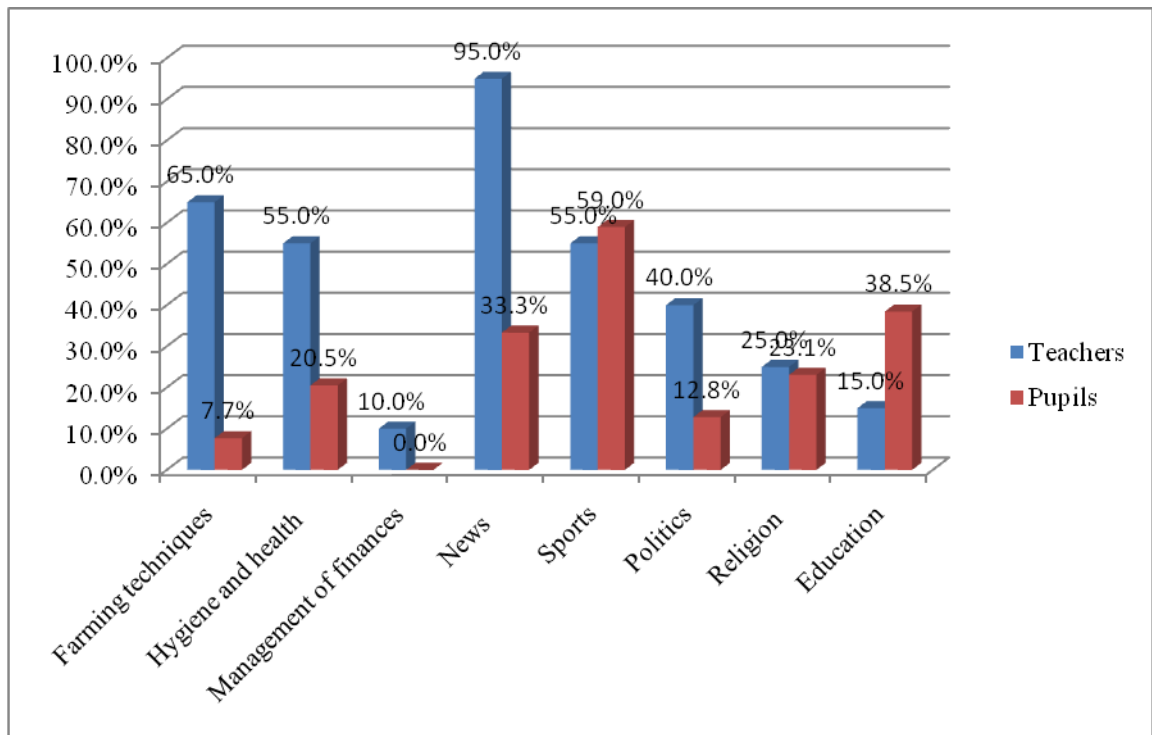
Figure 4.7: Types of programmes commonly listened to

The results presented in Figure 4.7 show that the most preferred programme was news with 95.0% for teachers and 35.0% for pupils. Notably, news is common programmes to all radio stations thus one would be able to receive them from his/her preferred radio station. In addition, news are aired at regular intervals and during designated times on daily basis making them the most popular radio programme among all radio stations and consequently all the listeners. However, there is a large disparity between teachers and pupils which could be attributed to the fact that pupils may not access radio on daily basis and that pupils are more pleased with what seems entertaining. These findings are confirmed by the findings reported by Gathigi (2009). According to Gathigi (2009) people listen to radio programmes that seem useful or interesting to them at a particular time.

Farming techniques programmes were also highly rated by teachers (65.0%). it is notable that farming is the main occupational activity of the people of Nyeri. Teachers are therefore expected to be mainly farmers thus the need for educative programmes on agricultural productivity. For the students this was lowly rated at 7.7% basically because pupils do not own farms thus they may not be interested with farming techniques. Okwu, Kuku and Aba (2007) in Nigeria found that 66% of the respondents listened to the agricultural programs aired on Radio Benue and 42% of the listeners indicated that they found the programs relevant to their agricultural informational needs. A similar situation may be expected in this study since agriculture is widely practiced in Nyeri County.

Sports programmes were rated at 59.0% by pupils and 55.0% by teachers. Sports are entertainment programmes thus they attract both pupils and teachers. However, unlike

agriculture, sports are more popular among pupils due to their entertainment nature. Hygiene and health programmes were found to be valued by both pupils and teachers at 55.0% and 20.5% respectively. Globally, disease epidemics and specifically the preference of non communicable diseases have increased two fold. This has prompted the general population to adopt preventive measures rather than curative. In this context, the population becomes more concerned about keeping health a situation that has led to the increase in number of programmes on health and hygiene consequently increasing the listenership of such. As such radio stations concentrate on what pleases people, they therefore make programmes on health and hygiene common among all the radio stations.

Politics on the other hand were found to attract mainly the attention of teachers at 40.0% and less for pupils 12.8%. This disparity could be attributed to the fact that pupils may not be interested with politics since they either do not vote. Either teachers understand the role politics play in their day to day lives, its implications on policy formulation by the government and livelihood of citizens thus they concentrate on political messages. These results concur with findings of Rai and Gurung (2009) who reported that much of what Nepalese know about their political leaders, party politics or public policy comes from the media especially radio and newspapers- the primary information link between the Nepali population and the political sphere. The media try to explain the government's goal, policies, helping to mobilize and reinforce public support necessary for effective political action. Having knowledge of this commercial radio broadcasting stations give priority to political issues making them more common than others. Similarly, since politicians know that radio is the most popular media which is affordable and accessible by all people, they tend to use the radio to woo the electorate.

Other programmes listened to were educational with 38.5% for pupils and 15.0% for the teachers. Educative programmes among pupils are child centred thus seem valuable and entertaining to pupils while others are competitive and offered mainly during weekends when pupils are at home making it possible for them to listen to. Teachers on the other hand use educational programmes in different ways. They may adopt these techniques for teaching thus they also show interest. This was also noted in other studies. For instance, in his study, Odera (2008), noted that radio technology is viewed by teachers as a useful tool for teaching and learning languages like English, French, German, and Kiswahili at all levels of education. Others were religious programmes rated at 25.0% and 23.1% by teachers and pupils respectively and finally financial management with 10.0% for teachers only.

4.5.1 Radio programmes listened to by respondents

Respondents were requested to explain the specific radio programmes they listened to based on the different messages delivered by the programmes such as news, hygiene and health, sports among others. Various radio broadcast programmes were indicated with varying reasons.

News from a Kameme FM, Inooro Fm and radio citizen were found to be listened to commonly by 46(77.9%) with all the respondents indicating that it kept them informed about current affairs. Another reason was that news were interesting (5), entertaining (7). This could be attributed to the fact that news were inclusive of many things including sports, politics and health among others. It was also noted that news were aired at regular times that could allow listeners to allocate time for since they were brief and to the point. It is due to the inclusiveness of news programmes that most people liked listening to news. Secondly, news is aired almost by all radio

broadcasting stations making it more popular among all programmes. Similar findings were reported by Girard (2003) who indicated that news gave a summary of all necessary information broadcasted through radio.

Farming programmes such as "Mugambo wa Murimi" by Inooro FM was found to be common with 37 (62.7%). The respondents noted that this programme helped them grow their farming careers a great deal by informing them of the newest farming techniques. It also educated farmers on use of new products in farming such as agrochemicals, fertilizers, disease outbreaks among others. It is worth noting that Nyeri is an agriculturally rich zone in both animals and cash crops such as coffee and tea. This explains why programmes on farming attracted attention among the listeners. Similar findings were reported in Zimbabwe, Nigeria and in Kenya (Okwu, Kuku & Aba, 2007; Girard, 2003; Kenya Agricultural Research Institute, 2009) who indicated that farmers used radio broad cast information in their farming and adopted different information as given through radio broadcasts.

Hygiene and health were also popular among the listeners with the most common programmes being on herbal medicine with 23 (38.9%). Teachers and pupils were found to like listening to health programmes citing various reasons. For instance, these programmes helped people live healthier lives by educating them on cleanliness that could help avoid epidemics such as cholera. It also helped them prevent non communicable diseases that are related to lifestyle through encouraging healthy eating habits. A number of respondents indicated that these programmes were of great importance in enlightening people on diagnosis of common ailments and their possible treatments. These findings concur with the findings of Gathigi (2009) who

found out that in Kieni Nutritional programmes and programmes on HIV/AIDS were very common.

Religious programmes that were common were found to be worship programmes by Inooro and Kameme FM. The listeners felt that these programmes helped nurture their spiritual growth by listening to different church leaders and sermons without the burden of travelling to visit their churches which would otherwise be expensive in terms of time and money. Another reason given was that the worship programmes were aired during the Sundays the time for attending church service thus giving one the opportunity to worship comfortably at home. This confirms the findings of Odera (2008) who noted that religious programmes when brought in the right time attracted the attention of many.

Educational programmes were not very commonly listened to with 12 (20.3%). This seems unlikely owing to the fact that the respondents are teachers and pupils. However, this could be caused by the fact that educational based programmes were few. However, teachers noted that these programmes were useful in teaching languages, especially spellings and pronunciation. The findings concur with the findings of Odera (2008) writing on the use of school radio program in schools, noted that radio technology is viewed by teachers as a useful tool for teaching and learning languages like English, French, German, and Kiswahili at all levels of education. Language programmes on radio helps to increase the students' mastery of vocabulary and pronunciation as students learn to imitate the radio presenters. Sports and politics were not common owing to the fact that they were part of news thus got these from news bulletins.

4.5.2 Phone-in radio programmes

The respondents were required to indicate whether they used radio phone-in programmes. The results showed that radio phone in programmes were more common among teachers as compared to pupils with 6 (30.0%) of the teachers indicating that they used phone-in radio programmes and only 4 (10.0%) of the pupils indicating that they used radio phone-in programmes. This could be attributed to the fact that most pupils do not own phones unlike teachers who are expected to own phones. Various reasons were given and their use. These are displayed in Figure 4.7.
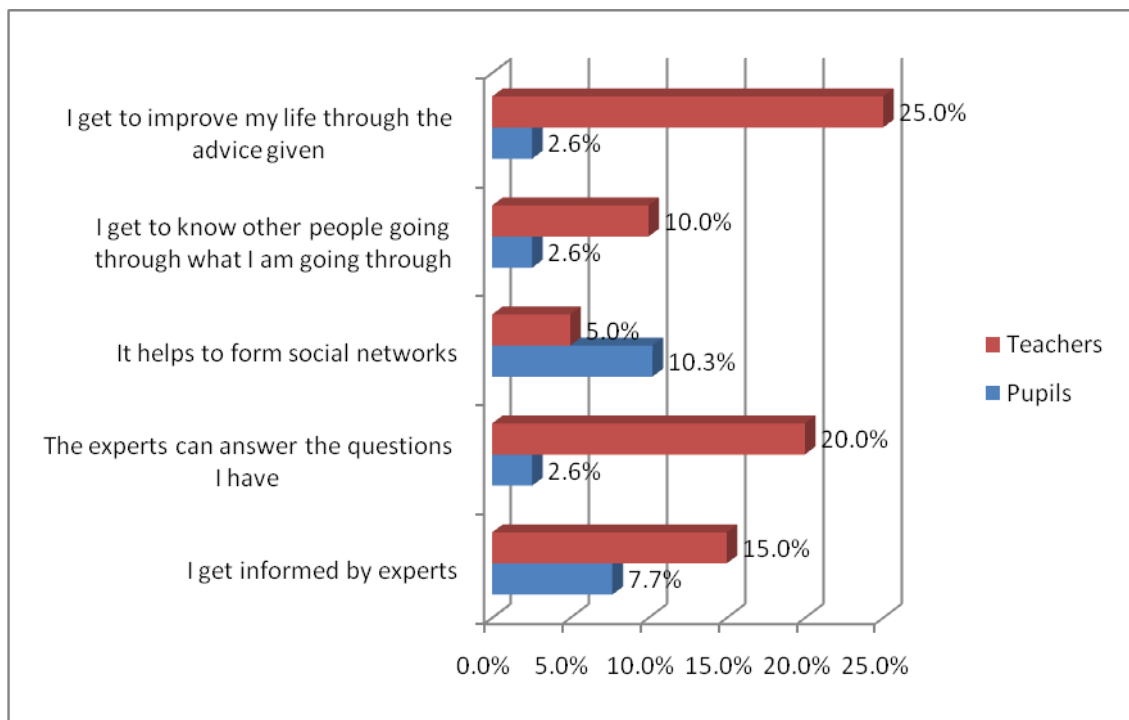
Figure 4.8: Reasons for using phone-in programmes

The results in figure 4.7 show that 25.0% of the teachers used phone-in programmes to better their lives through the information obtained, as compared to 2.6% of the pupils. This implies that teachers were more focused in life skills and engaged in phone-in programmes to obtain knowledge. For the pupils majority (10.3%) indicated that they used phone-in programmes to form social networks. At second for the

teachers was getting answers for their questions from experts (20.0%) flowed by getting informed by experts (15.0%). Getting to know others facing similar problems was also indicated at 10.0% while the least was forming social networks at 5.0%. For the pupils other reasons were getting informed by experts at 7.7% while improving lives through advice given, knowing other people facing similar situations and getting answers for their questions were all rated at 2.6%.

The above findings reveal that radio listeners have defined motives for listening to radio and getting involved in interactive programmes such as phone-in programmes. The needs also vary from one group to the other but mainly programmes in which experts are used to disseminate knowledge are more preferred. The findings concur with what was noted by Sterling, O'Brien and Bennett (2007) who noted that programmes designed on topical issues have further endeared radio to the people. Radio stations engage experts/resource persons as guests on these programmes and they (resource persons) are able to explain and make clear issues in their areas of expertise. Major areas include family life, moral education, gender and social inclusion, domestic violence, conflicts and conflict resolution, peace building, etc.

4.6 Radio Audio Technology

This refers to the kind of radio programme transmission device that one used in listening to radio broadcast programmes. The respondents were requested to indicate the radio audio technologies they used and the reasons as to why they preferred using those technologies. The findings are displayed in Table 4.5.

Table 4.4: Cross tabulations of Preferred Audio Technologies

		Reason for 1st choice Audio Technology				Total
		Wide coverage	Offers many channels	Serves many at a time	Portable	
Audio	Cable Radio	23	12	13	0	46
technology	Internet Radio	3	0	0	0	3
used	Phone Radio	0	0	0	21	21
Total		28	12	13	21	64

The results presented in Table 4.5 indicate that the most common audio technology was the Cable radio which was listened to by a total of 46 respondents. This was attributed to a number of factors. Of these respondents, 23 (50.0%) felt that it had a wide coverage that why they preferred it, 12 (26.1%) believed that it offered many channels while 13 (28.9%) used it as it could serve many people at the same time. Cable radio could thus be listened to by a whole family at the same time. Similarly, most channels can also be accessed through cable radio from many parts of the country making the most popular radio audio technology. These results contradict what was observed among Hispanics and Latin America by Korzenny (2011). He noted that majority of the radio listeners listened to online radio since technology had evolved much in the radio media broadcast online radio could be accessed even when driving. This difference however, may be due to poor internet connectivity in Kenya as well as low levels of knowledge of use of computers and the internet by the Kenyan population.

At distance second in popularity was the phone radio which was used by 21 respondents overall, all of whom (100%) indicated that they use it due to its portability thus they could listen to radio when on their way to work or home from

work or even at working stations. the low popularity as compared to cable radio could be attributed to the fact that most pupils may not own mobile phones and for those who had, going to school with phones was prohibited. Similar findings were reported by Harris (2012) who noted that use of mobile radios is on the rise in Kenya.

Another audio technology that was found to be used was the Internet radio but rarely (3 respondents only) who indicated that they use it since it had a wide coverage. Internet radio requires that media houses provide their programmes online a phenomena that was found to be growing but not very common among radio stations in Kenya. It was also noted that the few that had online programmes did not air all their programmes online but selected ones (Harris, 2012).

Satellite and digital radio were found not to be used by listeners. This could be attributed to the fact that there are no radio stations in Kenya that use satellite technology. People can thus use satellite radio to listen to programmes that are not local such international sports or news from international radio stations. However, this required registration and subscription which may not be likely in Kenya.

When asked what radio audio technology they would prefer using when all were available and other factors held constant, 41(69.5%) felt that satellite radio was their best choice since it could allow them get as many channels as possible local and global thus offering a wide range of their preferred programmes. Internet radio was the second preferred with 11(18.6%). Here the respondents felt that internet radio presented a new technology that was interesting to them and that could be used anywhere. Similar findings were noted by Korzenny (2011). The third preferred choice of audio technology was digital radio with 7 (11.8%) who indicated that digital radio would be more clear and accessible as compared to traditional cable radio.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings if the research, the conclusions made from the research findings and the recommendations. Suggestions for further studies are also highlighted.

5.2 Summary of findings

This presents a summary of the results that were obtained in the study. They are arranged as per objectives under the headings: radio listenership, utilization of radio broadcast messages and audio technology.

5.2.1 Radio listenership

Radio was found to be a very common to teachers with 19 (95%) of the teachers and 77.5% of the pupils showing that they listened to radio. The time for listening varied from teachers to pupils with teachers listening to radio mainly in the afternoon (75.0%), during the evening 40.0%, 35.0% during the night and least common time being in the morning (15.0%). For the pupils, the most popular time was in the evening with 87.1% followed by morning hours with 38.7%. During the afternoon came in a distance third with 9.7% while during the night was least popular time with 3.2%.

Inooro FM was the most commonly listened to (31.3%) followed at distance by Kiss FM (19.2%) and Kameme FM (16.2%) while Radio Citizen was fourth with 14.1%. Coro FM was listened to by 7.1%, Capital FM 5.1% while Kenya Broadcasting Co-operation (KBC) was adored by only 4.0%. Milele FM and Mururi FM were the least preferred radio stations with 2.0 % and 1.0% of the listeners respectively.

Various motivators for listening to radio were also identified. These included: current affairs with all the teachers (100%) and 98.5% of the pupils; entertainment with teachers (73.7%) and pupils (96.8%); educative programmes with 89.5% of teachers and 35.5% for the pupils; helping to solve social problems with 31.6% for teachers and 12.9% for pupils; radio being cheap and affordable was rated at 48.4% by pupils and 10.0% by teachers; and offering interactive phone-in programmes at 10.5% by teachers and 3.2% by pupils.

Radio programmes were also found to affect the political issues within the region with 100% of the teachers and 97.5% of the pupils acknowledging that radio broadcast programmes had political issues. The political issues affected by radio programmes were found were found to vary. They included: knowing when and how to vote with 95.0% for teachers while for pupils this was beneficial to only 30.0%; making both teachers and pupils know politicians and their credentials with 75.0% of the teachers and 77.5% of the pupils respectively; and knowing what to look for in a politician with 65.0% of the teachers and 22.5% for the pupils.

It was also found that to a great extent radio broadcast programmes were used to solve social problems. The social issues solved by information from radio broadcast

programmes were: social issues with 85% of teachers and 80% of pupils; political issues with 65% of the teachers and 60% of the pupils; family issues were third rated with 45% and 42.5% by teachers and pupils respectively; and work related issues with 15.0% for teachers and 15.0% and 12.5% for pupils respectively.

5.2.2 Utilization of Radio Broadcast Messages

The most preferred programme was news with 95.0% for teachers and 35.0% for pupils. Farming techniques programmes were second in rating with teachers rating it at 65.0% and pupils at 7.7%. Sports messages were also common rated 59.0% by pupils and 55.0% by teachers. Politics on the other hand were found to attract mainly the attention teachers at 40.0% and less for pupils 12.8%. Educational programmes were valued by pupils at 38.5% and 15.0% by the teachers.

Phone-in radio programmes were found to be used by 30.0% of the teachers and 10.0% of the pupils. A number of reasons for use of phone-in radio programmes were highlighted among them: bettering one's life through the information obtained cited by 25.0% of the teachers and 2.6% of the pupils. About 20.0% of the teachers indicated that they got answers to their questions in from experts by participating in phone-in programmes while only 2.6% of the pupils had this reason. The programmes were also found to be useful in that experts informed respondents on certain issues as cited by 15.0% of the teachers and 2.6% of the pupils. Forming social networks was chosen by 10.3% of the pupils and 5.0% of the teachers. Lastly, phone-in programmes enabled people to know other people sharing common problems thus they could share. This was cited by 10.0% of the teachers and 2.6% of the pupils.

5.2.3 Audio Technologies

The most common audio technology was the Cable radio which was listened to by a total of 46 respondents. This was attributed to a number of factors. Of these respondents, 23 (50.0%) felt that it had a wide coverage that why they preferred it, 12 (26.1%) believed that it offered many channels while 13 (28.9%) used it as it could serve many people at the same time. Phone radio was used by 21 respondents overall, who indicated that they used it due to the fact that its portable and thus can be used on way to and from work. Internet radio was used but rarely (3 respondents only) who indicated that they use it since it had a wide coverage.

5.3 Conclusions

Radio was found to be very common among primary school teachers and pupils with teachers preferring listening in the afternoon and pupils listening mostly in the evenings. Inooro Fm and Kameme FM were found to be the most commonly listened to broadcasting stations while news, farming techniques and sports were the most common programmes among the respondents. Both teachers and pupils acknowledged that radio programmes were used as a platform for solving problems and that it solved social, political and family problems. Phone-in programmes were used but not very common. Teachers were found to use phone-in programmes mainly to get information from experts who they felt could help improve their lives while pupils primarily used them for social reasons.

Primary school teachers and pupils were found to use cable radio as the most common audio technology followed by phone radio and to a small extent internet radio. The factors considered in the choice of audio technology were portability, wide range and ability to serve many people at a time. However, majority preferred to use satellite if

given the opportunity and digital radio due to their clarity and coverage all over the world.

5.4 Recommendations

Radio is a popular media among the respondents. The government and other stakeholders should thus organize programmes that are important to the community to be aired through radio. The programmes should also be broadcast either in the afternoon or evening. Use of experts coupled with phone-in interaction can better the utilization of the radio messages given.

To enhance radio listenership, it is necessary that the government introduces digital and satellite radio technologies in the country. Internet connectivity and infrastructure should also be enhanced as well as online relay of radio programmes.

The government and other stakeholders through the Communications Commission of Kenya should ensure that radio programmes broadcasted through radio whether educative or political issues as they   have positive impacts on people lives and not detrimental.

5.5 Suggestions for Further Studies

1) There need for a comprehensive study that covers the general population as this study covered only primary school teachers and pupils

2) A study covering the effects of use of different languages in broadcasting is also necessary so as to determine the most effective language in disseminating information to the people.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear respondent,

I am a Masters student at the University of Nairobi and collecting data on the utilization of Messages of radio broadcast by the general public in Municipality South Division of Nyeri Central District. You have been selected to participate in this study.

I would be grateful if you could spare some time and answer the questions. Your identity will be treated with utmost confidentiality and the information provided will be used purely for the purpose of the study and no other reason whatsoever. Your timely response will be highly appreciated.

Yours faithfully,

Nyakairu Maina

APPENDIX II: TEACHERS' QUESTIONNAIRE

Kindly answer the questions to the best of your knowledge.

Section A: Demographic information

1. What is your gender? Male   ( )   Female   ( )

2. What is your age?   Below 20   ( )   21-40   ( )   41-60 ( )

3. Do you have a radio?   Yes   ( )   No   ( )

Section B: Radio listenership

4. a) Do you listen to any radio programme? Yes   ( )   No   ( )

b) If yes, what time of the day do you listen?

Morning   ( )

Afternoon   ( )

Evening   ( )

At night   ( )

If no, why don't you listen to any radio programmes?

I prefer watching TV programmes   ( )

I don't have a radio set (   )

I am not interested in what radio set offers ( )

I would like to listen but I don't have time to listen ( )

Others (specify)……………………………………………………………

5. Which radio station(s) do you listen to?

Inooro Fm   ( )

Mururi FM   ( )

Kiss FM   ( )

WiMwaro FM ( )

Musyi FM   ( )

Kameme FM

Coro FM

Others (specify)…………………………………………………

6. What motivates you to listen to radio programmes?

It offers current affairs   ( )

Entertainment   ( )

It offers Phone-in comments ( )

It helps in solving social issues   ( )

It is has educative programmes ( )

 It is cheap ( )

Others (please specify)…………………………………

7. Do you think that radio programmes affect political issues?

Yes ( )

No ( )

If Yes, how? ....

If No, explain ....

8. How do you benefit politically from radio programmes?

I get to know politicians and their credentials (   )

I get information on what to look for in a political leader (   )

I get to know when and how to vote (   )

Others

(specify)…………………….....................

9. To what extent do you agree with the statement: radio is a platform for solving problems?

Very great extent   (   )

Great extent   (   )

Moderate extent   (   )

No extent at all   (   )

10. Which are the common issues solved by use of radio programmes?

Political issues (   )

Family issues (   )

Work related problems (   )

Social issues (   )

Others (specify)……………………………………………

11. How often do you seek for solutions to your problems through radio programmes?

Very often (   )

Often (   )

Rarely (   )

Very rarely (   )

Never (   )

Section C: Audio technology

12. What kind of audio technology do you use?

Internet radio   (   )

Satellite radio   (   )

Digital radio   (   )

Cable radio   (   )

Phone radio (   )

Others (specify)…………………………………………….

13. Why do you prefer that kind of audio technology?

It is the latest audio technology   (   )

I can listen as I walk to the place of work   (   )

It offers best convenience   (   )

It is what I can afford (   )

Others (specify)……………………………………………

14. Given a chance, which would be your first choice of audio technology? Select from item (7) above ....

Explain your answer ....

Section D: Utilization of radio programme messages

15. Why do you mostly listen to radio programmes?

To receive information on:

      (a) Farming techniques   ( )
      (b) Hygiene and health   ( )
      (c) Management of finances   ( )
      (d) News   ( )
      (e) Sports   ( )
      (f) Politics   ( )
      (g) Religion   ( )
      (h) Education   ( )

Others (specify)..

16.   Explain:

Which Farming radio programme do you like listening to? ....

What kind of Hygiene and health radio programme do you listen to? ....

What type of radio programme in Management and Finances do you listen to?
....

Which radio News programme do you listen to? ....

What Sports radio programme do you listen to? ....

What radio programme in Politics do you listen to? ....

What radio programme in religion do you listen to? ....

What radio programme in Education do you listen to? ....

Others (specify)..

17. Why do you prefer that kind of radio programme message?

     It is interesting   ( )

It helps me live a healthier life   ( )

It keeps me updated on current affairs   ( )

It helps me interact with other people ( )

It is entertaining   ( )

It helps me to worship at the comfort of my home   ( )

Others (specify)… ………………………………………………….

18.   a) Do you use Phone-in radio programme?

Yes   ( )

No   ( )

b) How often do you use phone-in radio programme?

Very often   ( )

Often   ( )

Rarely ( )

Very rarely   ( )

Never ( )

19. How do you benefit from phone-in radio programme?

I get informed by experts ( )

The experts can answer the questions I have ( )

It helps to form social networks ( )

I get to know other people going through what I am going through ( )

I get to improve my life through the advice given (　)

Others (specify)……………………………………………………

Thank you

APPENDIX III: PUPILS' QUESTIONNAIRE

Kindly answer the questions to the best of your knowledge.

Section A: Demographic information

1. What is your gender? Boy (　)　　Girl　(　)

2. What is your age?　Below 12-13　(　)　　14-15　(　)

3. Do you have a radio set?　Yes　(　)　No　(　)

Section B: Radio listenership

4. a) Do you listen to any radio programme? Yes　(　)　No　(　)

b) If yes, what time of the day do you listen?

Morning　　(　)

Afternoon　　(　)

Evening　　(　)

At night　　(　)

If no, why don't you listen to any radio programmes?

I prefer watching TV programmes　(　)

I don't have a radio set (　)

I am not interested in what radio set offers (　)

I would like to listen but I don't have time to listen (　)

Others (specify)…………………………………………

5. Which radio station(s) do you listen to?

Inooro Fm   ( )

Mururi FM   ( )

Kiss FM   ( )

WiMwaro FM (   )

Musyi FM   ( )

Kameme FM

Coro FM

Others (specify)……………………………………

6. What motivates you to listen to radio programmes?

It offers current affairs   ( )

Entertainment   ( )

It offers Phone-in comments (   )

It helps in solving social issues   ( )

It is has educative programmes (   )

 It is cheap (   )

Others (please specify)………………………………

7. Do you think that radio programmes affect political issues?

Yes (   )

No (   )

If Yes, how? ....

If No, explain ....

8. How do you benefit politically from radio programmes?

I get to know politicians and their credentials (   )

I get information on what to look for in a political leader (   )

I get to know when and how to vote (   )

Others

(specify)…………………………....................

9. To what extent do you agree with the statement: radio is a platform for solving problems?

Very great extent   (   )

Great extent   (   )

Moderate extent   (   )

No extent at all   (   )

10. Which are the common issues solved by use of radio programmes?

Political issues (   )

Family issues (   )

Work related problems (   )

Social issues (   )

Others (specify)…………………………………

11. How often do you seek for solutions to your problems through radio programmes?

Very often (   )

Often (   )

Rarely (   )

Very rarely (   )

Never (   )

Section C: Audio technology

12. What kind of audio technology do you use?

Internet radio   (   )

Satellite radio   (   )

Digital radio   (   )

Cable radio   (   )

Phone radio (   )

Others (specify)………………………………………

13. Why do you prefer that kind of audio technology?

It is the latest audio technology   (   )

I can listen as I walk to the place of work   (   )

It offers best convenience   (   )

It is what I can afford (   )

Others (specify)…………………………………

14. Given a chance, which would be your first choice of audio technology? Select from item (7) above ....

Explain your answer ....

Section D: Utilization of radio programme messages

15. Why do you mostly listen to radio programmes?

To receive information on:

      (i) Farming techniques   (   )

      (j) Hygiene and health   (   )

      (k) Management of finances   (   )

      (l) News   (   )

      (m)Sports   (   )

      (n) Politics   (   )

      (o) Religion   (   )

      (p) Education (   )

      Others (specify)...

16.   Explain:

      a) Which Farming radio programme do you like listening to? ....

      b) What kind of Hygiene and health radio programme do you listen to? ....

      c) What type of radio programme in Management and Finances do you listen to? ....

      d) Which radio News programme do you listen to? ....

      e) What Sports radio programme do you listen to? ....

      f) What radio programme in Politics do you listen to? ....

      g) What radio programme in religion do you listen to? ....

      h) What radio programme in Education do you listen to? ....

Others (specify)..

17. Why do you prefer that kind of radio programme message?

It is interesting   (   )

It helps me live a healthier life   (   )

It keeps me updated on current affairs   (   )

It helps me interact with other people   (   )

It is entertaining   (   )

It helps me to worship at the comfort of my home   (   )

Others (specify)… …………………………………

18.   a) Do you use Phone-in radio programme?

Yes   (   )

No   (   )

b) How often do you use phone-in radio programme?

Very often   (   )

Often   (   )

Rarely (   )

Very rarely   (   )

Never (   )

19. How do you benefit from phone-in radio programme?

I get informed by experts (   )

The experts can answer the questions I have (   )

It helps to form social networks (   )

I get to know other people going through what I am going through (   )

I get to improve my life through the advice given (   )

Others (specify)…………………………………………

Thank you