


**CAMPUS RADIO AND EDUCATIONAL BROADCASTING: A STUDY
OF *ATL FM* AND *EAGLE FM* IN CAPE COAST**

THEOPHILUS ATTRAM NARTEY



**THIS DISSERTATION IS SUBMITTED TO THE DEPARTMENT OF
COMMUNICATION STUDIES OF UNIVERSITY OF GHANA, LEGON,
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD
OF MASTER OF PHILOSOPHY DEGREE IN COMMUNICATION
STUDIES.**

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DEPARTMENT OF COMMUNICATION STUDIES

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DECEMBER 2013

DECLARATION

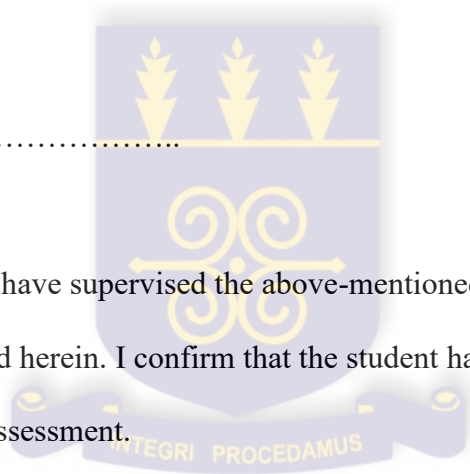
This thesis, with the exception of acknowledged citation, is my original work based on raw data collected and a qualitative analysis of the semi-structured interview (schedule) obtained from respondents.

Theophilus Attram Nartey

Signature

Date

I declare that I have supervised the above-mentioned student in undertaking the study submitted herein. I confirm that the student has my permission to present this work for assessment.



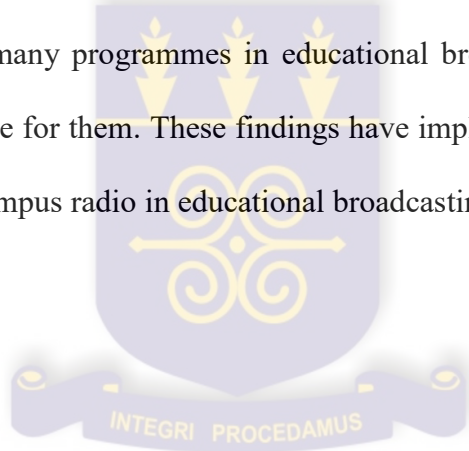
Professor K. Ansu Kyeremeh

Signature

Date

ABSTRACT

Given the increasing relevance of radio in education, this thesis is an effort at examining the place of campus radio stations in educational broadcasting in two tertiary institutions in Cape Coast. Data was collected with the aid of questionnaire and semi-structured interview guides. The questionnaires were administered to students in the two tertiary institutions and the semi-structured interview guide was used for the management the two institutions and the staff of the radio stations. Grounded in the community radio model, the findings showed that the two campus radio stations were a hybrid of community radio. Again, they did not offer many programmes in educational broadcasting and funding was a major challenge for them. These findings have implications for the redefinition of the place of campus radio in educational broadcasting.



DEDICATION

To my parents, Mr. Joseph Tetteh Nartey and Madam Audrey Cobblah



ACKNOWLEDGEMENT

I want to give thanks to those who have supported me during my study at the University of Ghana. I would not have completed this thesis without their support. Their friendship, trust and enthusiastic support renewed my commitment to the thesis.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Broadcasting has had an outstanding position particularly with reference to informal teaching because of its wide and vast range of viewers and listeners. It is seen as potential solution to the problems, inadequacies and certain ills of education (Tankard & Verner, 2005). The evidence of the growing „Digital divide“ and reports of inadequate infrastructure and teaching/learning facilities in developing countries prompt educators to take a fresh look at radio, especially, as a medium to provide outreach and access to as many people as possible. To this end, community radio has been recognized as a particularly successful low cost medium for education (Reddi, 2003).

Radio has become a potential means for scientific education, political enlightenment and socio-cultural progress. It is a major channel for empowering people. Thomas (2001) states that radio is still the only medium through which educators can reach a mass audience simultaneously and at a relatively low cost. In Vyas“ (2002:5) estimation, radio is a mass medium “can be an effective medium in reaching out quality education and training to the needy ones.” Its use to spread information to many people saves time, energy,

money and manpower. It is, therefore, clear that radio has a role to play in education.

According to Karikari (1994), radio, especially, has a strategic place of ensuring mass education for social awareness and cultural enlightenment. “The value of radio as the most economical instrument over other technologies of instruction is a universal given” (Obeng-Quaidoo cited in Karikari 1994a:3). Indeed, with its greater interactive facility, radio can facilitate better interchange of views, queries, comments and modifications.

The African Media Development Initiative Research Report (2002) lists radio as the most accessible and the most consumed medium in 17 African countries including Ghana. In nine out of the 17 countries where radio listening data was available, the following patterns emerged. South Africa, Tanzania, Ghana, Mozambique, Kenya and Uganda were placed in the “heavy” listening category since their registered weekly reach figures were 90%+. “Medium” listening countries which registered weekly reach figures of 70% to 90% were Botswana, Zambia, Zimbabwe and Nigeria. Senegal, The Democratic Republic of Congo, Ethiopia and Cameroon were listed as “light” listening countries registering weekly reach of under 70%.

With the limited resources available for formal education, governments in many developing countries see radio as an instrument to supplement education

as informal, non-formal and as a formal instructional tool or device. There are four main purposes of radio, namely, to motivate, to inform, to teach and to change behaviour (Ansah 1985). Although various studies have identified problems and difficulties about the use of radio for education and literacy, radio still receives universal support for its continuous utilisation (Vyas, 2002; Quarmyne, 1985). Its supporters have called for the reorientation of programmes and organisation to improve the contribution it makes to education and development. Radio can be harnessed and co-operatively mobilised for dispensing public information, for prosecuting a community's social advancement and educational development among its audience.

When radio as technology was imported into Africa, it came with certain programming patterns with much emphasis placed on entertainment (Ansah: 1994). For this reason, it created the impression that radio was meant solely for entertainment although in many African countries, radio was used in promoting formal education and general functional social education. Other areas that have benefited from radio are agriculture, health, nutrition, civic education, environmental protection and family planning programmes. To this end, "...the whole orientation of broadcasting is nearly everywhere shifting from the concept of „entertainment...to that of education in the broadest possible sense of the word” (Rosalynde Ainslie cited in Ansah 1994:23).

According to the Canadian Radio and Telecommunication Commission (CRTC) (1992:38), a campus radio station is defined as a station “owned or controlled by a not-for-profit organization associated with a post-secondary educational institution.” Similarly, the National Communications Authority (NCA) of Ghana also defines a campus radio station as “a station owned and controlled by a tertiary institution to enhance its academic work and administration in its bid to provide quality education” (NCA 1: nd). The guidelines of the NCA also highlight the central function of a campus radio station. Through its programming, it will be expected to “provide a tool for academic work, training and general administration of the particular tertiary educational institution” (NCA, 1: nd). Two types of campus stations are defined in the guidelines. A campus radio station has programming “produced by volunteers who are either students or members of the community at large.” On the other hand, an instructional radio station has “the training of professional broadcasters as its primary objective.” It is the NCA’s definition especially, the purpose of a campus radio station in enhancing teaching and learning which provided the basis for this research.

The literature indicates that a campus radio station can be identified by its location, the type of music broadcast, programming and ownership. The guidelines also indicate that a campus radio station “shall be not-for-profit in character and operation and the authorization to operate shall be for a period of five years and renewable every year.” In terms of application procedures,

an institution must submit an application to the NCA duly signed by the head of the institution. The application must be accompanied “with a feasibility study of the intended broadcast station” (NCA 4: nd). The NCA document also requires that the applicant submits a letter of commitment duly signed by the head of the institution that the station “shall abide by these guidelines and all pertinent rules and regulations.”

The NCA was empowered to deal with all the technical components of issuance of licences for the operation of communication services including broadcasting, and also to monitor, regulate, sanction, classify services and settle technical disputes. With reference to campus radio stations, the source of the “academic” mandate is to ensure that tertiary institutions are not left out in the broadcasting sector. The central function of a campus radio station would, therefore, be expected to be providing assistance in teaching and learning.

Apart from campus radio stations mandated to provide services to enhance academic work in educational institutions, the Radio Division of the Ghana Broadcasting Corporation (GBC) ran temporal radio services, namely, *Radio One*, *Radio Two* and the *External Service*. *Radio Two* is the English network of GBC’s domestic service whereas *Radio One* is the local languages network. *Radio Two* comprised the commercial service, English and Schools’ Broadcasts which were to supplement and enrich the country’s educational

programme. The broadcasts were to try to spread as evenly as possible expert knowledge through the medium of radio. The schools broadcasts started in 1951 after the Gold Coast government launched the 1951/52 Accelerated Development Plan for Education. According to Ansah (1985), GBC felt it could assist in the realization of the Plan. In February 1957, the Schools' Broadcasts were first tried out with six schools in Accra in English and Current Affairs. Later in June-July, a full eight-week term was broadcast to secondary schools and technical institutes. In all, there were 27 schools and institutes (50 years of Broadcasting in Ghana, 1985).

The Radio Schools Department handled two types of programmes. There were programmes specially designed for schools and training colleges and other educational institutions and programmes for general listening. Such general programmes were "Everyday English" broadcast on *Radio Two*, now *Uniiq FM* and GBC's regional FM stations at 6:45 every morning from Monday to Friday. "Parlons Français" was broadcast at 7:15 every evening except on Saturdays and Sundays.

The programmes for secondary schools and training colleges were "English Pronunciation", "African History", "English Literature", "French", "Social Science", "Talking about Teaching" and "English Language". Other programmes were in Economics, Agricultural Science and Government. Books were reviewed in Twi, Ga, Ewe and Fante. These programmes were

designed in line with the official school syllabus. Primary Class Two pupils enjoyed “Say and Sing”, while Primary Three had “Let’s Speak English”, each with a lesson of ten minutes duration, usually including a song for pupils to sing. The programmes for upper primary classes were “Music for You”, for those in classes four, five and six and “Once-Upon-A-Time”, a story telling programme for classes five and six. These GBC schools broadcasting programmes were aimed at supplementing and enriching the work done in the classroom and not to replace the teacher. The programmes tried to spread knowledge as evenly as possible (50 Years of Broadcasting in Ghana, 1985).

There are two kinds of formal educational broadcasting that can be identified. The first one is broadcasting provided to the conventional classroom teacher, as part of the educational materials of primary, secondary or university level schools. The schools broadcasting of this kind serves to enrich or supplement existing content. It is adapted to the established routine of the schools and to the needs of the teachers who use it. Almost universally, schools broadcasts are used not to replace the teacher in a subject but to „enrich“ an activity to which the teacher is already committed. In recent times, television and radio programmes have become additional „learning resources“ offering materials that would not otherwise be available. Bates (1982) suggests that the most important conditions for the effectiveness of schools broadcasts are the provision of adequate recording and replay equipment, more initial and in-

service training for teachers on the use of broadcasting and adequate time to enable the full impact of a series to accumulate.

The second type of formal educational broadcasting is for degree programmes outside the conventional classrooms. It usually uses distance education to respond flexibly to the time schedules, life-situations and needs of the learners. The radio schools in Latin America and the „Open universities“ modelled on the British Open University are some of the examples that can be cited. According to Bates (1982), the use of a broadcast component in distance education has to deal with the enormous amount of time needed to cover the large number of specialized courses in the full curriculum that most distance universities try to maintain. Thus, broadcasting is of greater importance in the general foundational course. Again, the competition of other programming for broadcasting times that are accessible to students is another challenge just as the inability of many students to fit their schedules to fixed broadcast times.

The evaluation of communication programmes, projects and experiments has shown that radio can teach and it can present new concepts and information (Galda & Searle, 1980; Byram, Kaute & Matenge, 1980). Sweeney and Parlato (1982) have pointed out that radio plays an effective educational role either as the sole medium or in conjunction with print and group support. Other reports have examined the results of radio when used in conjunction with some form of interpersonal support such as discussion or study groups

and printed materials and found them to be very efficient and effective (Cerqueria et al., 1979; Bordenave, 1977). Berman (2008) posits that if radio is used effectively, it can be a powerful, motivating and low-cost educational technology capable of sustaining the oral tradition of indigenous people and cultures.

It is important to note that from the relevant literature, radio is being used extensively as an educational medium in developing countries and that it has been employed in a variety of instructional design contexts, including areas such as teaching of mathematics, public health, literacy training, management courses in agriculture, in support of correspondence courses, family planning, civics education and primary education (Vyas, Sharma and Kumar 2002; Nwaerendu and Thompson 1987). Africa, it is evident from the literature, has a wide experience in the use of radio for educational purposes.

From the above, it is evident that radio is used in a variety of contexts to serve a wide range of educational purposes. The Commonwealth of Learning (COL) and the Asian Development Bank (1999:12) aptly describe educational radio as the “broadcasting of programmes that aim to teach directly and indirectly and the use of these programmes in both formal and non-formal learning, whether in classrooms, factories, community centres or homes.”

Educational radio, according to Berman (2008), is the term given to the medium's use in formal learning systems, whether primary or higher education. It is typically used as a means for course material delivery and often integrated with various kinds of interaction in classrooms, group discussions or through the telephone. Educational radio provides basic or advanced education and generally, it has a national or institutional character and ultimately, it aims to improve the quality of life. It includes the broadcasting of programmes that aim to teach directly and indirectly. It also involves the use of these programmes in both formal and non-formal learning whether in the classroom or at home. The direct teaching by radio is also known as instructional radio. It is formal instruction if it relates closely to the school or university curriculum.

Many writers have proposed that educational radio can be most effective when supported by trained facilitators, group learning, group discussion, feedback and the use of multimedia approaches. Perraton (1978) argues that trained facilitators must be used in order to successfully utilize educational radio. Also, multimedia such as print materials, posters, films must be used to elaborate the main points to students. Bates (1982) also argues that it is important to identify clearly the primary target audience in order to select appropriate production styles and transmission arrangements which are best suited to that audience.

1.1 Educational Broadcasting

Educational broadcasting refers to radio and television programming providing or related to courses of study. Reddi (2003:1) adds that educational broadcasting “meets specific objectives and needs, whether these are in the area of development-related issues, basic education or in support of specific educational content.” The author adds that the scope of educational broadcasting is general and targeted at broad audiences and meant to create awareness on issues of public interest and provide enriching content. The primary purpose of educational broadcasting is to disseminate particular contents in the form of educational packages but the most important is the content of the programme. From the definitions, it is important to note that educational broadcasting includes programmes, activities and events that support the educational process, whether they are of a formal or non-formal kind. Educational broadcasting is therefore closely related to the task of educational provision.

Some of the major educational radio projects include the “University Broadcast Project”, which is aimed at expanding higher education as widely as possible among the different strata of society; the “Farm and Home Broadcast Project”, which has been designed to provide information and advice on agriculture and allied topics so that the farmers will adopt innovative practices in their fields and the “Tele school” for children (Reddi, 2003; Vyas, 2002).

The educational broadcasting programme can be for educational or instructional purposes. Where it is for educational purposes, the content is meant for broad and diverse audiences, generally to create awareness, provide enriching information about various topics and themes. The nature of the content is broad, multidimensional and even incidental. In situations where the material is for instructional purposes, the content has a clear objective and the format and treatment are target related. The evaluation of such instructional content is through critical monitoring and evaluation and careful processes. Educational broadcasting, by nature, is a non-commercial activity, and generally, does not attract advertising revenue. Government responsibility to educational broadcasting comes in the form of policy definition and the provision of financial resources. Independent agencies such as the Central Institute of Technology (CIET) for school education, the University Grants Commission and the Consortium (CEC, for higher education makes sure the various systems function appropriately (Reddi, 2003; Vyas, 2002).

In all, educational broadcasting can be versatile. Various production formats such as documentaries and production techniques, methods and materials can be used to make content not only informative but also stimulating and motivational. The potential of educational broadcasting is immense and the sector must be driven by the desire to experiment with technology for development and educational purposes and also promoted by committed individuals and institutions (Reddi, 2003).

1.2 Campus Radio

Research shows that the establishment of campus radio stations started in the United States of America in the 1960s and soon spread to Canada, Europe and Africa (Osunkunle, 2008). These radio stations are also known as student radios and they serve communities such as universities and colleges. Osunkunle (2008: 5) advises that “student radios should be democratic by allowing everyone interested to participate in its running.” In Jan and Sultan’s (2012: 120) estimation, a “campus radio is a type of radio station that is run by the students of a college, university or other educational institution.” Such radio stations are generally licensed and regulated by national governments and therefore have different characteristics according to the country of operation. Jan and Sultan (2012) add that regardless of their location, one common element among campus radio stations is a licensing requirement to broadcast musical selections that are not categorized as commercial hits.

Fauteux (2012:1) states that “campus radio stations are recognized for their longstanding commitment to community-based radio programming and their showcasing of innovative and diverse musical genres and styles.” According to the author, the importance of campus radio in North America has been attributed to the pivotal role these stations play within their communities both on and off campus. Campus radio stations represent and reflect their campuses as well as the communities that are served by their broadcast range. Fauteux (2012) adds that campus radio stations represent an important component of

the mediascape available to people and are often framed as being “alternative”, “independent” and “having a responsibility to the community.” The campus radio stations are unique particularly with reference to the role they play in programming music especially, new, local and independent music. They also broadcast spoken word, news and sports as part of their programme schedule. Campus radio stations are social spaces that enable people to congregate around shared interests like a particular musical genre, and those connections form pathways within a locality and beyond.

Yu (1995) has identified three reasons why campus radio is desirable in language learning in China. In the first place, Yu (1995) posits that from both the practical and theoretical point of language acquisition and learning, campus radio provides time and a suitable environment of the target language. Again, campus radio is beneficial in foreign language acquisition because it affords learners contact with native speakers and curriculum requirements. A third advantage of campus radio is its ability to serve as a classroom in the air and its capacity to reach everyone who needs help in learning a foreign language.

1.3 The Study Area

The research focused on radio with specific reference to campus radio. The study was conducted at the University of Cape Coast (UCC) and Cape Coast Polytechnic (C“Poly), both public tertiary institutions established in 1962 and

1992 respectively. The research sites were selected for various reasons. The foremost justification is that UCC and C“Poly were chosen mainly because they are close to the researcher and also operated campus radio stations.

Table 1: Profile of the Two Campus Radio Stations

SUBJECT ENQUIRY	OF	RESPONSES	
		<i>ATL FM</i>	<i>Eagle FM</i>
Owner		UCC	
		SRC/C“Poly	
Date First Aired		1987	2004
Frequency		100.5 MHz FM	87.7MHz
FM			
Hours of Transmission		24/7	24/7
Transmitter Power		1000 Watts	500 Watts
Reach		70km	35km

Source: *ATL FM and Eagle FM Managements, 2012.*

The study also attempted to construct the profiles of the two campus radio stations. Whereas *ATL FM* was set up by students of Atlantic Hall and owned by UCC, *Eagle FM* was set up and owned by C“Poly and the Students Representative Council (SRC). Table 1 provides other background information comparing the two stations“ founding dates, transmitter capacities and reach. *ATL FM*, which is the older of the two campus radio stations in

Cape Coast, transmits on 100.5 MHz dial while *Eagle FM* broadcasts on the 87.7 MHz dial. *ATL FM*'s transmitter capacity of 1000 Watts suggests that the station has twice transmitter power as *Eagle FM* and therefore, has the capacity to reach more communities in the catchment area. Both stations do 24 hours of transmission.

1.4 Statement of the Problem

Given the NCA's guidelines which indicate that a campus radio station is to assist "with academic work to ensure quality education in a tertiary institution," it would be essential to find out how this is being implemented. Despite the large body of research on the various ways radio has been employed as an educational medium in health, mathematics, literacy training and other programmes in developing countries (Muhlmann de Masoner & Bernal, 1982; Byram & Kidd, 1983; Fauder, 1984; Long, 1984), investigations on campus radio and educational broadcasting in tertiary education are rare. Furthermore, there is a dearth of scholarly work on campus radio in Ghana. Again, despite its status as one of the three elements comprising Ghana's broadcasting system, little research has been done on campus radio as an alternative to the communication agenda set by the dominant socio-political order in Ghana. Such an investigation is urgent to provide an appreciable knowledge of the nature of campus radio especially as educational radio in Ghana.

The present study was to ascertain whether that expectation was being met by the two campus radio stations. Again, it was to find out whether they were supporting teaching and learning in tertiary institutions in Ghana, and whether they were different from other campus radio stations elsewhere. The assumption was that a campus radio station in Ghana would be used to support teaching and learning.

1.5 Research Objectives

In a bid to understand the role of campus radio stations as agents of educational broadcasting in the two tertiary institutions in Ghana, the study focused on the following specific objectives:

1. To identify and assess the programming and programmes of *ATL FM* and *Eagle FM* for teaching and learning; and
2. To explore some of the challenges and prospects faced by *ATL FM* and *Eagle FM* in their attempts, if any, in supporting teaching and learning.

1.6 Significance of the Study

This study is important because no such study as examining campus radio and educational broadcasting in tertiary institutions in Cape Coast has been conducted. Therefore, such a study would highlight the role and place of campus radio in addressing the communication needs and interests of

communities in which they are situated. Again, it highlights the NCA's expected role of campus radio in educational broadcasting. It would also provide valuable guidelines for policy makers and managers of campus radio stations and enable them to review their policy and use of campus radio.

An analysis of the activities of the two stations would unearth their limits and possibilities in supporting the educational needs of the two tertiary institutions. Finally, the study would stimulate further research in campus radio and educational broadcasting in Ghana as there is the need for more empirical studies to be conducted to optimise the use of campus radio.

1.7 Operational Definitions

This section situates the following terms within the context of the study, and thus, provides the necessary framework within which to understand their meaning in the work.

Campus radio is a radio facility that has been assigned an FM frequency by the National Communications Authority to operate as a non-commercial radio station in a tertiary educational institution. It sometimes operates with the aim of broadcasting educational programmes or for the purpose of providing an alternative to commercial or public broadcasting. It is run by the students of a university or other educational institution.

Educational broadcasting is a communication strategy in which educational messages are intentionally incorporated into broadcast formats to meet specific needs or objectives in any human endeavour. This involves formal teaching and learning in tertiary institutions.

Audience generally, means all the potential listeners of the broadcast outputs of *ATL FM* and *Eagle FM*.

Reach is the farthest geographical area (which in the stations' own estimation) where their signals may be received.

Teaching is an activity performed by a more experienced and knowledgeable person with a view to helping the less experienced and knowledgeable person to learn. It involves helping others to learn to do things, to think and solve problems and to react in new ways.

Learning refers to any relatively permanent change in behaviour which occurs as a result of practice or experience. The activity that qualifies to be labelled "learning" must result from the learner's experience or practice and must last for a fairly long time.

1.8 Organisation of the Study

This thesis is organised in five separate chapters. Chapter One sets the study in context by providing the foundation for the entire study. This was done by stating among others the research problem, research objectives and the

expectations of the study. Chapter Two provides a detailed discussion of both the literature review and the theoretical framework. The review of related literature takes into account the historical background of radio. This is followed by a discussion of some empirical studies conducted in specific domains. The chapter ends by discussing the theoretical framework that undergirds the present study.

In Chapter Three, the methodology employed in the study receives attention. The chapter describes, for instance, data collection procedure and methods of data analysis. It concludes by highlighting the limitations encountered in the collection of data. Chapter Four presents the discussion of the data. The summary, key findings, implications drawn from the findings of the study and recommendations for future research are considered in Chapter Five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The framework for the research is developed in this chapter. In addition, this chapter reviews related literature on campus radio and educational broadcasting. Empirical studies on the use of radio for educational broadcasting in specific cultures are reviewed in order to demonstrate how the present study is both similar to and different from previous research.

Community radio is variously referred to as community broadcasting services and community media. There is no single definition of community radio and there are almost as many models as there are stations. A community radio initiative is a hybrid and a unique communication process shaped by its environment and the distinct culture, history and reality of the community it serves. The term has been applied to a wide range of non-commercial initiatives such as rural, co-operative, free, popular and educational broadcasting (Buckley, Duer, Mendel, O'Siochru, Price and Raboy, 2008). The primary purpose of a community radio is to offer social benefit and not to operate for private commercial profit. Such an entity can be run by such groups as community-based organizations, educational institutions or associations made up of one or more civil society organizations.

The general definition of community radio includes the following: community radio, campus radio, native radio and ethnic radio (Price-Davies & Tacchi, 2001). According to Buckley (2008:215), the Canadian Television and Telecommunications Commission (CRTC) defines community radio in the Public Notice CRTC 2003-13 as:

A community radio station is owned and controlled by a not-for-profit organization, the structure of which provides for membership, management, operation and programming primarily by members of the community at large. Programming should reflect the diversity of the market that the station is licensed to serve.

The policy guidelines adopted by the Indian government in 2006 states that the community broadcasting stations should be for non-profit and must have three years of service to the local community and must serve a specific local community. It should have an ownership and management structure that reflects the community that it seeks to serve. The programme for broadcast should be relevant to the educational, developmental, social and cultural needs of the community and it should be a Legal Entity. The African Charter on Broadcasting, which was adopted in 2002 by media practitioners and freedom of expression advocates all over Africa, defines community radio as:

Broadcasting which is for, by and about the community, whose ownership and management is representative of the community, which pursues a social development agenda and which is non-profit. (Buckley et al. 2008: 215).

Though there are variations in the definitions of community radio, there are similarities in terms of ownership, funding and programming.

2.1. Community Radio Models

This section provides some community radio models across the world that are relevant to the study. The models selected are from Australia, Canada and South Africa and have been propounded by Price-Davies and Tacchi (2001) as a basis for the development and operation of community radio across the world. The models operate on premises such as licencing, funding and programming.

2.2 Australian Model of Community Radio

In Australia, community radio is a licenced tier of radio broadcasting since the mid 1970s (Price-Davies & Tacchi, 2001). The Australian Broadcasting Authority (ABA) distinguishes community broadcasting services from other services in so far as they are not operated for profit or as part of a profit-making enterprise. Australia has two types of community licence models. The ABA defines community to include geographical, social, historical and cultural connections. The majority of community radio stations in Australia broadcast on frequency modulation.

2.2.1 Licencing

The department responsible for the licencing and regulation of the broadcast industry is the Australian Broadcasting Authority (ABA). It determines the coverage area for a proposed licence. In addition to the broadcasting licence, community radio stations must also hold a transmitter licence under the Radiocommunications Act 1992. The power to issue transmitter licences has been delegated by the Australian Communications Authority to the ABA.

2.2.2 Funding

The community broadcasting stations are not permitted to take advertising but have the permission to broadcast up to five minutes in any one hour of sponsorship announcements (Price-Davies & Tacchi, 2001). The Commonwealth provides funding through the Department of Communications, Information Technology and the Arts (DCITA). The community broadcasting stations rely on volunteers who number about 25,000 (Price-Davies & Tacchi, 2001). The community broadcasting stations protect their rights by requiring each state to have guidelines in place which outline the principles of volunteering and the rights and responsibilities of volunteers within each organization. The stations also have a mix of paid staff and volunteers. As a result of the range of stations in terms of size, location and audience, there is a vast difference in both funding required to operate stations and ability to secure funding.

Australia has an independent funding body for community radio known as the Community Broadcasting Foundation Limited (CBF) which acts as funding agency for the development of community broadcasting in Australia. It is non-profit funding body whose primary aim is to act as the funding agency for the development of community broadcasting in Australia. The CBF receives an annual grant from DCITA and a smaller grant from the Aboriginal and Torres Strait Islander Commission. It is independent from the government and from the community broadcasting organizations it funds.

2.2.3 Programming

The community radio stations must meet the directive of the Broadcasting Services Act 1992 by encouraging diversity in broadcasts that reflect the diverse nature of the Australian society. They are required by the Act to widen the community's involvement and participation in broadcast media through their programming.

2.3 Canadian Model of Community Radio

Within the general framework, community radio exists in multiple forms. These are community radio, campus radio, native radio and ethnic radio. The Canadian Radio-Television and Telecommunications Commission (CRTC) defines campus radio as stations owned or controlled by a not-for-profit organization associated with a post-secondary educational institution and they serve the student population and the wider communities in the area. The

model identifies campus stations. Community-based campus services provide alternative programming such as music not generally heard on commercial stations. The music includes Canadian music and special interest music. They are required to provide in-depth spoken word programming and programming targeted to specific groups within the communities they serve. Students and members of the wider community play an important role in programming. The stations may provide access and training to members of the wider community in addition to students. The majority of campus radio stations are community-based campus services. The second type is the instructional radio services which have similar characteristics to community-based campus stations except that their primary function is to provide a training ground for students broadcasting courses. They also provide some formal educational programming.

2.3.1 Licencing

The application for licence is judged according to how well the station furthers the objectives of the Broadcasting Act and how well it serves the targeted audience. CRTC has the task to issue licences. The mandate of community radio is to provide community access to the airwaves and to offer diversity in programming which should reflect the needs and interests of the communities they serve. The CRTC hears the applications in public and allows for questioning of applicants both by the public and other applications.

2.3.2 Funding

Campus radio can take up to four minutes of conventional advertising in any hour. There are concerns that those stations that attract large amounts of advertising revenue often do so by imitating commercial services and thus lose the focus of what community stations should be. Generally, across the sector, advertising revenue does not make up the majority of the stations' revenue. The thrust of community radio in Canada appears to be listener support, that is, directs support from the communities served through on-air funding drives. Campus radio stations have a student levy which is administered differently from station to station. This direct community support points to strength of the Canada model that local communities are prepared to fund their local stations.

2.3.3 Programming, Staff and Supporters

Community radio in Canada is well supported by the communities it serves and draws on a large number of volunteers. The National Campus and Community Radio Association (NCRA) was formed in 1981 and is a non-profit association of organization and individuals committed to volunteer-based, community-oriented radio broadcasting. The NCRA provides developmental materials and advice and networking services to member stations. It also represents their interests to government, the CRTC and other agencies.

2.4 South African Model Community Radio

The Broadcasting Act number 4 of 1999 defines community broadcasting services as stations fully controlled “by a non-profit entity and carried on for non-profitable purposes” (Price-Davies & Tacchi, 2001:44). It is also to serve a particular community and may be funded by donations, grants, sponsorships or advertising or by membership fees, or by any contribution of these. There are two types of community radio services namely those that serve a geographical community and those serving a community of interest. According to Price-Davies & Tacchi (2001), the community of interest has a specific ascertainable common interest and the community may be institutional, religious or cultural groups.

2.4.1 Licencing

The Independent Communications Authority of South Africa (ICASA) considers applications for licencing on criteria such as the degree to which programming proposes to reflect the needs of the community identified and how it establishes the needs. Applicants should also show how the proposed service is distinguishable from other applicants and/or existing broadcasting serving the same geographical coverage area. A non-refundable application fee of 3000 rand, a Licence Fee of 500 rand and an annual Licence Fee of 1200 rand are charged.

2.4.2 Funding

In South Africa, community radio is underfunded with limited state funding. There are no regulator imposed funding restrictions although ICASA monitors these stations to ensure that donors do not control over the stations. There are no restrictions on the amount of advertising and sponsorship that a station may take. In some cases, the government offers start-up grant. The National Community Radio Forum (NCRF) lobbies for funding for community radio and established the Kgaso Fund which is supported by the Danish and South African governments. Another source is the Open Society Foundation.

2.4.3 Programming

Programming is described by the Broadcasting Act. It must provide diversity in format and languages reflect the cultures of the communities served and promote South African identity. The stations have difficulty generating income to fund the operations and staffing of stations. Community stations are required to have two permanent members of staff that include the station manager. Many of the stations, however, depend on volunteers.

2.5 Common Features of the Community Radio Models

2.5.1 Definition

There are certain threads that run through the models cited. The definitions of community radio state that they are non-profit entities. They have a clear remit to address their intended audiences as participants in the shared life of

the community. They work towards social inclusion which is one of the arguments in favour of a separate tier of community radio status. Licencing processes for community broadcasting services should be fair, open, transparent and set out in law and should be the responsibility of an independent licencing body. Volunteers perform a wide range of roles in community stations including administration, technical support, production and presentation.

2.5.2 Ownership

In terms of ownership, control is vested in a representative management board. Members of the community are not just the audience; they are also the ones responsible for decision making within the station. The guidelines seek to encourage stations to develop and maintain very close links with their audiences and discourage the use of formatted or networked programming. Though there are significant differences with regard to licencing regulation and the structuring of the regulatory authorities, there are single regulators for radio. Again, there are specific processes for advertisement of licences.

2.5.1 Funding

Community broadcasting services should have fair and equitable access to a diversity of funding services according to local sources. There should be no restrictions on funding sources other than what is necessary to maintain the character of the service and to avoid unfair competition. Advertising and/or

sponsorship is permitted and an emphasis is placed on a mixed funding approach. According to Price-Davies & Tacchi (2001), advertising revenue only makes up a small proportion of income. There exists a central fund especially in Australia that provides ongoing support on an annual basis and not just to fund start-up costs.

The features that distinguish community radio are the strict rules on ownership and management of the station, a supportive regulatory framework, programming that is specifically designed to serve the community and close relationships between audiences and broadcasters who are often one and the same. Finally, the programmes for broadcast should be relevant to the educational, developmental, social and cultural needs of the community.

2.6 Relevance of Community Radio Models to the Present Study

The thrust of the models is to distinguish campus radio from commercial sector. One relevance is that it would provide an understanding of the value of campus radio and the benefits it can bring to the communities it is licenced to serve. The guiding principles provide a clear definition of the purpose of campus radio stations. The models would be applied to this study on the basis of their relevance to the educational needs of the communities the two stations are situated. The models would help situate campus radio (*ATL FM* and *Eagle FM*) in Cape Coast in the general remit of community radio in terms of social characteristics, programming, economic bases of the community radio sector

and rules on funding sources and campus radio in the context of the wider media landscape. The framework would highlight how the sector is developing over time since the changes in the broadcasting environment have created an exciting and vibrant location for an analysis of campus radio.

2.7 Review of Selected Empirical Studies

This section reviews empirical studies conducted on the use of radio in educational broadcasting across various cultures. The review points out what remains untreated in the body of literature. These include research carried out on campus radio in Ghana. The use of radio in education has been recorded in many cultures (Ansah, 1986). Research studies point towards the instructional viability of this medium.

The ability of the broadcast media in imparting knowledge in formal education is no longer doubted. They have also been used in non-formal or extensive education. In this case, the broadcast media have been used in four main domains: giving pre-school education; giving basic education at all levels to the financially or physically disadvantaged; in continuing education and in promoting social change.

A study of students' acceptance of an Internet campus radio was conducted by Lahabou and Wok (2011). This study examined human sciences students' acceptance of *IIUM. FM*, an online campus radio of Islamic University of

Malaysia. The authors argue that knowledge about a new technology occurs when the individual is exposed to that technology's existence and that knowledge about a technology could be gained passively or positively. Lahabou and Wok (2011) based their analysis on Technology Acceptance Model using a cross-sectional survey research design and data collected through a self-administered questionnaire to a sample of 467 undergraduate students. The results of the study showed that listeners were knowledgeable about *IIUM. FM*, the online campus radio. Again, the listeners had positive perceptions of the radio station but had a negative attitude towards listening to it. The findings also indicate that respondents mostly listened to music programmes at night and from their hostels.

Again, males and seniors were found to listen more frequently to the online campus radio station. According to Lahabou and Wok (2011), knowledge about the station was found to have an influence on actual listening through Perceived Ease of Listening (PEOL), Perceived Usefulness of Listening (PUOL) and attitude towards listening. The authors acknowledge in the study that the majority of the respondents were young and that the study may not be a representation of a comprehensive picture of the university community. They agree that more studies should focus on a more diversified community to make the study more representative.

A study on radio, television and the Internet providing the right to education in India was conducted by Arulchelvan and Viswanathan (2008). The study examined the use of radio, television and the Internet for educational development. The authors argue that the different forms of communication have varied and interrelated functions to perform towards improving the quality of teaching and learning and spreading education to all parts of India. According to Arulchelvan and Viswanathan (2008), these different forms of communication have made it possible to deliver education all over the globe, and India, in particular, is exploring these courses using basic but popular mass media. The study consisted of the student population in the state of Tamilnadu. Results of the study showed there was a vast scope for using radio effectively for educational purposes.

However, entertainment programmes on the radio were most popular followed by educational programmes and then science programmes. In the case of television, the results showed that the majority watched it for entertainment, followed by news and education. The findings also indicated that usage patterns were significantly related to the rural-urban, the language medium of instruction, the mode of study and place of study with regard to radio, television and the Internet. The authors called for the strengthening of educational radio. They argued that to enhance education, the design and blueprint of radio, television and the Internet infrastructure for education needed to be well-planned and well developed first.

Nwaerodu and Thompson (1987) explored some of the various instructional design formats in which educational radio had been employed and review some of the evaluative studies and the recommended practices regarding educational radio in developing countries which emerge from the literature. An example of the use of educational radio is “Farm Radio Forum”, which started in Canada in 1941 as a radio discussion programme and served as a model which was adopted in a number of developing countries. The researchers point out that each situation in which educational radio has been employed is unique. They add, however, that some of the studies which have investigated the effectiveness of educational radio have not been carefully designed and their results must be considered with some caution. They also posit that in spite of this, there is considerable support for the view that radio is an effective medium of instruction and its widespread availability in developing countries confirms its educational potential and importance.

Jumani (2009) contends that radio is a means for information, entertainment and education and that it is being used for educational purposes all over the world. Jumani (2009) examines the effectiveness of educational radio and its various strategies being applied for rural education. Using questionnaires and limiting the study to radio listeners, radio producers/comperes, social workers/opinion leaders, the researcher articulates that the majority of listeners benefitted from the educational programmes of radio and that school broadcasts (distance and non-formal teaching) was an important need. Radio

could be used to enhance literacy (through distance and non-formal education). The respondents stated that the programmes were informative and motivating. He recommends that Radio Schools such as the Interactive Radio Instruction (IRI) should be used for effective teaching and learning process in rural areas. Jumani (2009) adds that the time for the educational programmes should be enhanced.

Oguta, Ngunjiri and Chege (nd) conducted a study to establish the effectiveness of radio broadcasting as an appropriate means of disseminating agricultural information and technologies. The study involved a desk literature review to establish the effectiveness of radio broadcasting as an appropriate medium. The process included the examination of 24 papers selected for appropriateness, 14 from the proceedings and final report of an international workshop. The authors state that educational radio has been employed within a wide variety of instructional design contexts. Results from the analysis show that radio can be a good intermediary which easily reaches rural communities sending out knowledge. Again, radio is able to benefit from new technologies since it is a powerful communication tool. The results further show that rural radio has the potential for agricultural extension which can benefit from both the reach and the relevance that local broadcasting can achieve by using participatory communication approaches.

A study on campus radio stations was conducted by Osunkunle (2008). This study examined the impact of campus-based radio stations in post-apartheid South Africa. The unit of study was *Radio Turf*, a campus-based community radio station of the University of Limpopo. Data were collected using three focus group interviews which were conducted among listeners in communities surrounding the University of Limpopo. The respondents were asked a series of questions on listenership and programming of the radio station. A key finding of the study was that the station's social development programmes did have impact on listeners leading to change and development in the various communities. Again, the station's programmes were well compiled to ensure that the station fulfils its mandate to entertain, educate and inform its listeners.

In their work, Jan and Sultan (2012) carried out a cross-sectional survey of campus radio and students' perception. The study examined Gomal University students' broadcast communication and the listening situation of campus radio. The authors collected data using standardized questionnaire involving 100 respondents. The results of the study indicated that a huge number of respondents very frequently listen to the campus radio station. Again, listeners appreciated campus radio primarily for its teaching and learning programmes.

Yu (1995) reviewed the practice of using campus radio for English learning in China. The author argues that China's educational radio and television systems are serving as efficient instruments of mass education, especially in

the area of foreign language teaching and learning. Yu (1995) adds that a number of universities have set up campus radio stations to enhance their students' learning in some areas of the curriculum. The author conducted a descriptive study of the campus radio station at the East China University of Science and Technology. The discussion was based on the station's accessibility, flexibility and quality in the teaching and learning. Yu's (1995) conclusions are that campus radio in China is successful, popular and growing. The author adds that campus radio lacks resources and financing priorities have to be changed to ensure success. He concludes that campus radio is probably the single most cost effective way of motivating and helping students to make progress.

Fauteux (2012) explores the development and regulation of the Canadian campus radio sector and the role of campus stations in shaping local musical activity within the music scene. The study also examined the relationship between campus stations and policy making, the distinction between campus and campus-community radio stations in terms of their operations and governance; their relationship to their community and their connections to political, economic and cultural factors. The author selected three campus radio stations to facilitate a strong comparative analysis between and throughout the numerous stations operating in the vast geographic space of Canada. The stations used were *CHMA-FM* in Sackville, *CKUW-FM* in Winnipeg and *CITR-FM* in Vancouver. The author used interviews (of staff

members, volunteers and local musicians), observations and extensive analysis of policy documents and station-produced texts.

The results of the study indicated that the stations appear credible to listeners due to their commitment to staying on top of the genres or music styles represented by their programmes. Fauteux (2012) argues that campus radio stations, through music-based programming, their operational practices and the culture under which these structures and processes operate, produce alternative methods and values for circulating local and independent Canadian artists at a time when more media outlets do exactly the opposite. According to the author, campus radio stations may be more relevant than ever before.

2.8 Summary of Review of Selected Empirical Studies

It is evident that two main threads run through the literature. In the first place, the literature reveals the use of radio in both formal and informal education. Radio has been used together with other forms of technology in various communities including tertiary institutions to enhance teaching and learning. It is a prime and dominant medium and performs a variety of functions as compared with other media. The convergence between radio and the Internet is providing new strengths for teaching and learning.

In all, the review of the literature clearly shows that the use of campus radio for educational broadcasting, in particular, is largely under-researched. Unlike

previous studies that focused on campus radio and social development, music and listening habits, the present study analysed campus radio as an institutional (teaching and learning) tool in two Ghanaian universities. The present study therefore set out to identify the programming and programmes of *ATL FM* and *Eagle FM*; to assess the place of the programmes in teaching and learning; and to explore the prospects and some of the challenges faced by *ATL FM* and *Eagle FM* and to determine their capacity in supporting teaching and learning. The next chapter describes the methodology that was employed to collect data and analyse.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the methodological procedures employed in the present study are discussed. These include the research design and the description of the research sites. Also addressed are the data collection procedures, sampling method and the tools employed in analysing the data.

3.1 Research Design

The study employed the mixed method research design. In such a research design, the researcher combines both quantitative and qualitative methods. This approach, according to Cresswell (2003), has the advantage of strengthening the weakness inherent in both qualitative and quantitative methods. According to Patton (1990), the criterion for selecting and judging a methodological quality depends on its appropriateness. This is because it will allow for a “situational responsiveness” that strict adherence to one paradigm or another will not. By adopting this approach, the researcher wanted to strengthen the claims of the qualitative analysis.

3.3 Data Collection Procedure

The questionnaire and semi-structured interview were used in collecting data. The interview schedule was the most appropriate for the individual in-depth interviews since it was deliberately formulated to combine both open-ended and close-ended questions (Newcomb, 1993 and Priest 1996). The interview schedule (see Appendix A) is similar to what Forcese and Richer (1973: p. 169) labelled as “ virtually identical to a questionnaire in that it consists of precisely designated questions worded in full, some precoded or closed, and others open-ended.” Hoepfl (1997: p.6) states that “the two prevailing forms of data collection associated with qualitative inquiry are interviews and observation.” Lindlof (1995:163) also referred to the semi -structured interviewing as “conversation with a purpose” since it enabled the interviewer to encourage “another person to articulate interests or experiences freely.” He added that the objectives of this type of interview included the ability of the researcher “to verify, validate, or comment on data obtained from other sources” and “to elicit the distinctive languages-vocabularies, idioms, jargons, forms of speech-used by social actors in their natural settings.” The interview schedule was personally administered to the respondents for both radio stations by the same interviewer.

Given the sample size of 200 (100 from each institution) respondents for the study, the questionnaire was used to obtain quick and objective responses of students’ views and perceptions of campus radio (*ATL FM and Eagle FM*) and

educational broadcasting. Issues raised in the questionnaire include whether the two campus radio stations provide educational broadcasting, the nature and duration of the programme(s). The semi-structured interview guide was also used for the management and staff of the stations. This instrument was useful in the present study because of the sample size. Besides, the semi-structured interview guide enabled the researcher to obtain detailed information from respondents on issues the researcher had not anticipated (Fraenkel & Wallen: 2000; Cresswell: 2003). Concerns raised during the interview were similar to those found in the questionnaire. The researcher also investigated whether feedback is sought from the audiences as well as challenges faced by management and staff of the radio stations.

3.4 Sampling Method

Two basic sampling methods, namely random and purposive sampling techniques, were used. The former was employed to select two hundred participants to respond to a questionnaire while the latter enabled the researcher to interview the management and staff of *ATL FM* and *Eagle FM*. The aim of using purposive sampling in the present study was to enable the researcher to obtain direction on the ground rather than speculate on the phenomenon under investigation. The aim of purposive sampling, according to Cresswell (1994:148), “is to purposely select... documents that will best answer the research questions.”

3.5 Method of Analysis

Descriptive statistics was used to describe information. The descriptive statistics allowed the researcher to describe information obtained in simple readable scores (Payne & Payne, 2004). This method was useful because of its relevance in clarifying data and its ability to render the data collected into forms which facilitated the comparison of disparate kinds of information. Fraenkel and Wallen (2000: p. 447) posit that “the most common way to interpret data is through the use of frequencies (i.e. the number of specific incidents found in the data) and the percentage and/or proportion of particular occurrences.”

Thus, quantitative analyses in the forms of simple percentages, mean scores and standard deviations were done to account for the nature of the programmes, feedback and challenges and prospects of the two radio stations. The aim of this quantitative analysis was to demonstrate how the frequencies and simple percentages reinforce the qualitative claims of the study. Besides, frequencies and simple percentages and descriptive statistics provide a simpler and more elegant method of quantitative analyses (Fraenkel & Wallen, 2000).

The data gathered were captured in the computer software Statistical Product for Service Solutions (SPSS version 16.0) and a test was done to establish the reliability of the questionnaire. The Cronbach’s alpha co-efficient of reliability for the students’ questionnaire was 0.845. The figure indicated that the

research instrument administered had “adequate” internal consistency. The key for interpreting the means for positive statements were as follows: 1.0 to 1.4-Strongly disagree; 1.5 to 2.4-Disagree; 2.5 to 3.4-Agree; 3.5 to 4.0-Strongly agree. Again, the reverse was true for all negative items.

The chapter highlighted the research design, the data collection procedures and the tools employed in analysing the data among others. In the next chapter, the findings of the research would be discussed.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the findings and discussion of the data. The findings and discussion were done based on the research objectives and the community radio models. The chapter is made up of three sections. The first two parts of the chapter specifically provided analysis to the two research objectives. In the final part of the chapter, a summary is provided.

4.1 To identify the programming and programmes of *ATL FM* and *Eagle FM*

Appendix 3 presents the programmes from *ATL FM*. The table indicates that the majority of the programmes feature music which indicates that campus radio stations focus more on music. **Appendix 4** also presents the programmes of *Eagle FM*. The presentation shows that music is the most dominant programme of the station.

This section of the findings deals with the first research objective which was to identify the programmes of *ATL FM* and *Eagle FM* for teaching and learning. The programmes that featured were “Campus on UCC” on *ATL FM* and “Campus Vibe” on *Eagle FM*. These were programmes that dealt with

campus issues including teaching and learning. The discussions allowed students to contribute to the discussions through text messages and other media such as facebook and WhatsApp, a new media application that allows users to send messages on their mobile phones to other users who have the software application.

Table 2a: Programme of *ATL FM* on Educational Broadcasting

Nature of Programme	SA		A		D		SD		M*	S.D	Total
	No.	%	No.	%	No.	%	No.	%			
<i>ATL FM</i> provides programmes relevant to my course of study.	5	5.0	10	10.0	65	65.0	20	20.0	2.69	0.849	100
The said programme(s) broadcast current issues.	8	8.0	12	12.0	80	80.0	0	0.0	3.00	0.651	100
Time allotted in broadcasting the programme is adequate.	0	0.0	10	10.0	85	85.0	3	3.0	2.64	0.544	98
Time for broadcasting the programme(s) is convenient to me.	6	6.0	2	2.0	80	80.0	12	12.0	2.92	0.981	100
The content of the programme is rich and diverse.	5	5.0	10	10.0	65	65.0	19	19.0	2.71	0.880	99
Language used in broadcasting the programme is appropriate.	16	16.0	57	57.0	27	27.0	0	0.0	2.89	0.650	100

Table 2b: Programmes of *EAGLE FM* on Educational Broadcasting

Source: Field Data, 2012.

M is the mean, where SD=1; D=2; A=3; and SA=4.*

Nature of Programme	SA		A		D		SD		M*	S.D	Total
	No.	%	No.	%	No.	%	No.	%			
<i>Eagle FM</i> provides programme(s) relevant to my course of study.	4	4.0	12	12.0	64	64.0	20	20.0	2.57	0.685	100
The said programme(s) broadcast current issues.	10	10.2	15	15.2	63	63.6	1	1.0	3.03	0.659	99
Time allotted in broadcasting the programme is adequate.	9	9.0	3	3.0	64	64.0	24	24.0	2.79	0.640	100
Time for broadcasting the programme(s) is convenient to me.	3	3.2	25	27.2	39	42.4	25	27.2	2.93	0.823	92
The content of the programme is rich and diverse.	0	0.0	15	16.2	19	20.4	59	63.4	2.96	0.606	93
Language used in broadcasting the programme is appropriate.	34	34.0	34	34.0	32	32.0	0	0.0	3.02	0.816	100

The tables above provide views of respondents on the programmes of the two campus radio stations. Although the grand mean equals 2.8 indicating that the majority of respondents agreed to the items on the questionnaire concerning the use of *ATL FM* as a medium in the formal learning systems, differences were recorded. It is clear, for instance, that more than 88.0% of the respondents agreed that the time allotted for the programme was inadequate, while only 10% of them felt that time for the broadcast of the programme was convenient to them. Further, despite their agreement to the claim that the language used in broadcasting on the subject was appropriate, the majority of the respondents representing 85% stated that the programme(s) broadcast were not relevant to their courses of study. Again, on the question of how rich and diverse the content of the programme(s) was, 84% of the respondents stated that they did not agree.

On the other hand, the grand mean for respondents on *Eagle FM* is 2.9. Eighty-eight percent (88%) of the respondents from *Eagle FM* were of the view that the time allotted for broadcasting was inadequate. However, only 12% of them felt that time for the broadcast of the programme was convenient to them. Furthermore, 84% of listeners indicated that they did not find the programme(s) on *Eagle FM* to be of much relevance to their courses of study. In addition, 70% of the respondents stated that they did not consider the content of the programme(s) to be as rich and diverse as was to be expected although it was generally felt that the language used in broadcasting was appropriate. All the

respondents indicated that the stations provided information on changes in lecture hours, rescheduling of lectures and examinations.

According to the station manager of *ATL FM*, the station provides a programming perspective that emphasizes the need to “develop the human resource in listeners.” The assistant manager of *Eagle FM* on his part stated that the mission of the station is “to educate, inform and entertain listeners.” They added that their educational programmes cater for students especially those in the two institutions. The station managers, however, indicated that their stations had more interest in the music and entertainment peg because this segment seems to attract a lot of listeners and the fact that most advertisers prefer to sponsor programmes that can help them sell their goods and services.

The programme schedule of *ATL FM* includes news and current affairs in English and Fante, as well as educational and informative programmes such as “A Week on Campus”, “Agyanom Afarifo” (“Our Fishermen”) and “Mantem mu Nsem” (“Community Issues”). “A Week on Campus” is a magazine programme that discusses issues about student life on campus. The programme talks about issues such as counselling, students’ relationships, how to study and health issues like sexually transmitted diseases. Resource persons are invited to talk on various issues and there is also a phone-in segment where listeners can phone into the programme to contribute to it. The languages used on this programme are English and Fante or Twi.

In the case of “Agyanom Afarifo”, the fishermen in the catchment area of the station receive education on best practices and other information that can help them to improve on their welfare. “Mantem mu Nsem” is a weekly programme that deals with issues that affect various communities in the Cape Coast metropolis. It is a programme that invites resource persons from the district assembly and other identifiable bodies to discuss ways of improving the lives of the people living in the various communities. The programmes have phone-in segments where listeners could join the discussion. The languages used are English and Fante or Twi. In addition, the national and international news is sourced from *Joy FM* in Accra and *Voice of America*.

The station also broadcasts live “Newsfile” from *Joy FM* every Saturday morning. It is important to note that the manager of *ATL FM*, who was interviewed for this study, admitted that by his estimation the station’s music programmes generated more listenership than the talk programmes. He, however, added that the station had not conducted any scientific audience study and therefore his view was without any empirical foundation and support.

Eagle FM, on the other hand, has a programme schedule which includes local news and current affairs in English and Akan (Fante and Twi) in addition to the educational and informative programmes such as “ Campus Flavour” (English) and “Good Morning Central (Fante and Twi) every Saturday morning. “Campus Flavour” is a programme designed to address students’ needs on campus. Some of the topics discussed are counselling, Again *Eagle FM* sources its national and

international news from *Peace FM*'s (Accra) major news bulletin at 06:00 and 18:00. It also broadcasts "Kokroko" morning show from *Peace FM* from Monday to Friday.

The two stations seem to follow the same programming pattern. From Monday to Friday, between 4:00 and 6:00 in the morning, the stations broadcast Christian religious programmes. These include preaching, words of exaltation and gospel music. However, on Friday during the same time, Islamic scholars and preachers are given the opportunity to be on air.

At 6:00 *ATL FM* relays the news from *Joy FM* in Accra while *Eagle FM* sources that of *Peace FM* also in Accra. After the news, the two stations have their respective morning shows dealing with issues such as politics, education, business, social and public announcements and newspaper review. *Whereas ATL FM* produces its own morning shows mostly in English; *Eagle FM* affords its listeners the opportunity to listen to "Kokroko" morning show from *Peace FM* which is mostly in Akan. Between 10:00am and 12:00 noon, the two stations offer their respective listeners music, news and messages from business groups that have been supporting them by way of sponsorship and other monetary considerations.

After the news at noon, both stations roll out programmes such as sports, health and business. The afternoon drive starts from 3:00pm. *ATL FM* calls it "ATL Drive Time" whereas *Eagle FM* has labelled it "Afternoon Drive Time." These

programmes provide entertainment, news, music and general information on topics of public interest, for example, business and general education. Where the two institutions in which the two radio stations have news or information for their respective students and or clients, these are slotted into the programmes. There are also phone-in and sms texting segments and spots to acknowledge sponsors of the programmes.

The two stations provide time to make announcements and other packages for their respective institutions on matters relating to students' welfare and academic work. Other organisations and groups also take advantage of this to issue paid announcements. Between 6:00pm and 7:00pm, the two stations present the news from their respective partner stations in Accra. The drive time programmes continue from 7:00pm to 8:00pm. From then on, the two stations broadcast talk shows on political, economic and social issues. After 10:00pm, the stations play music to suit all tastes.

On Sundays from 4:00am to 6:00am, Christian religious programmes are broadcast. They include preaching, music and words of inspiration. The news from the partner stations of the respective stations is aired and from 6:30 to 10:30 am, the stations provide gospel music and words of inspiration. After that, hi-life and hip-life music dominate the airwaves of the two stations until 2:00pm when the sports crew come in with analyses and commentary on football from the various league centres in Ghana. At 6:00pm, the news follows and then other Christian religious programmes are aired. Their programme patterns seem to

have been modelled on that of commercial radio stations. Apart from the influences of those who sponsor radio stations, there are other factors such as market forces and social forces that operate outside the radio industry. After the two stations have provided programmes such as morning shows, religious, entertainment and sports programmes, very little air time is left for educational broadcasting although many of the respondents indicated that the stations provide programmes relevant to their courses of study.

The educational programmes, according to the managers, dealt with courses as expected. They included health matters, for instance, living a healthy life and the importance of herbal medicine in the health delivery system. In business, the listeners are educated on personal savings and how to manage their finances. Others also deal with traffic and road safety measures. The programmes that are informational deal with where people can go shopping, eat, relax, and where others can get the best business opportunities and security alert. The managers confirmed that in most cases, their segment for educational broadcasting was not a priority as such programmes were aired as and when the stations deem them convenient. This assertion is supported by many of the students who stated that the time for the programmes is not convenient.

Of the 40 people who work at *ATL FM* station, 12 (30.0%) are on the station's payroll earning a salary or commission. As many as 28 of the station's workers (79.0%) were engaged as (non-salary) volunteers but are given some monthly allowance. The University of Cape Coast has been paying the salaries of the full

time staff (12) while the station pays the allowances of the larger group of 28. This money is generated from what comes from sponsored programmes.

Eagle FM station has a total of 30 people working there with 24 or (80.0%) of them on the payroll of the station earning a salary or commission. On the other hand, six of them (20.0%) are engaged as volunteers with a token which the manager would not disclose. The SRC of the Polytechnic pays the salaries of the workers through contributions by the students. This suggests that *Eagle FM* will have a heavy burden of paying the salaries and commissions of its workers from its own coffers, whereas *ATL FM* will be supported partially by the University which takes care of about 30.0% of its expenditure on salaries. It must be noted that the operating costs for each station did not include other costs such as honoraria (voluntary payment made for services rendered for which a fee is not normally paid), transportation costs, overheads, periodic maintenance, equipment replacement costs and other incidentals.

In performing their mandate as campus radio stations, the two stations receive support from their respective institutions. The University of Cape Coast pays the salaries of the permanent staff of *ATL FM* who have been employed as workers of the University and also provides some training for the staff. The Assistant Registrar stated that the central administration encourages some lecturers to use the station as a medium to teach students and people in neighbouring communities. The station invites some lecturers to discuss some topical issues for the benefit of students and the communities in the catchment area of the station.

Generally, the university uses the station to disseminate information to students about changes in lecture hours, rescheduling of lectures, examination time-table and others.

It appears that the two stations provide programming which complement those provided by commercial radio. The programming again is informative, cultural and educational in nature which has particular relevance to the communities for which the programmes are intended. The diversity in format and languages reflect the cultures of the communities served by the two campus radio station.

Table 3a: Importance of Educational Programme on Students

Feedback	SA		A		D		SD		M*	S.D	Total
	No.	%	No.	%	No.	%	No.	%			
The programme has helped me generally.	16	16.0	69	69.0	15	15.0	0	0.0	3.01	0.559	100
The programmes are relevant to my course of study.	3	3.0	0	0.0	16	16.0	81	81.0	3.13	0.418	100
The content of the programme should be reviewed.	3	3.0	81	81.0	16	16.0	0	0.0	2.87	0.418	100
The programme(s) should be increased.	35	35.0	49	49.0	3	3.0	13	13.0	2.42	0.755	100
The language of the programme is appropriate.	16	16.0	81	81.0	3	3.0	0	0.0	3.13	0.418	100
The timing of the programme should be reviewed.	13	13.0	66	66.0	21	21.0	0	0.0	2.92	0.580	100

Table 3b: Importance of Educational Programme on Students

Feedback	SA		A		D		SD		M*	S.D	Total
	No.	%	No.	%	No.	%	No.	%			
The programme has helped me generally.	14	14.0	70	70.0	14	14.0	2	2.0	2.96	0.602	100
The programmes are relevant to my course of study.	10	10.0	2	2.0	16	16.0	72	72.0	3.02	0.586	100
The content of the programme should be reviewed.	16	17.2	70	75.2	5	5.4	2	2.2	3.08	0.556	93
The programme(s) should be increased.	39	39.0	34	34.0	24	24.0	3	3.0	2.79	0.844	100
The language of the programme is appropriate.	24	26.1	56	56.0	10	10.8	2	2.2	3.11	0.671	92
The timing of the programme should be reviewed.	13	13.0	63	63.0	22	22.0	2	2.0	2.87	0.646	100

Source: Field Data, 2012. M* is the mean, where SD=1; D=2; A=3; and SA=4.

4.2 The Importance of Educational Programme to Students

Tables 3a and 3b show the views expressed by the respondents from *ATL FM* and *Eagle FM*. The grand mean averages for the two radio networks are 2.9 and 3.0 respectively, indicating a general impact of educational programme on students. Available evidence from the analysis shows that the programmes have not had the desired impact on the respondents. This was somewhat agreed by 97.0% of respondents from *ATL FM* and 88.0% on *Eagle FM*. Again, respondents from both networks, 84% and 92% of the respondents from *ATL FM* and *Eagle FM* respectively, conceded that the content of the educational programmes should be reviewed to reflect their courses of study. In addition to the call for the review of the content of the programmes, the respondents also indicated that there should be more programmes to offer them some information in their courses of study. This observation is evident in the low responses recorded from participants from the two stations, that is, 49.0% and 34.0% for *ATL FM* and *Eagle FM* respectively.

Again, 97% and 82% of the respondents from *ATL FM* and *Eagle FM* respectively somewhat conceded that the programmes did not meet their expectations. Concerning the educative nature of the programme, media ownership theorists such as Altschull (1984) and Shoemaker and Reese (1991) posit that the ideological positions of media owners influence the content of their broadcast, perhaps which is why the managements of *ATL FM* and *Eagle FM* always strive to educate their audiences.

Table 4: Perception of Students about *ATL FM*'s Educational Broadcasting

Perceptions	Frequency (N=100)	Percentage (%)
Programmes are scarcely related to my course	98	98.0
Programme content not adequate	60	60.0
Very educative and interesting	41	41.0
Others	40	40.0

Source: Field Data, 2012

Table 4 presents the perception of students about *ATL FM*'s programming for educational broadcasting. Ninety-eight (98.0%) of the students said the programmes were scarcely related to their courses of study, while about 60 (60.0%) perceived the content of the programmes was not adequate.

Table 5: Views of Students' on *Eagle FM*'s Educational Broadcasting

Views	Frequency (N=100)	Percentage (%)
Programmes are scarcely related to my course	83	83.0
Programme content not adequate	83	83.5
Programmes are educative	45	45.0
Others	35	35.0

Source: Field Data, 2012

Table 5 also presents views by students on *Eagle FM*'s educational broadcasting. Eighty-three (83.0%) of them said the programmes were scarcely related to their courses of study. Again, Eighty-three (83.0%) pointed out that the programme

content was not adequate. The responses indicated that the NCA's first guideline that a campus radio station is to provide a tool for academic work, training and general administration of the institutions is being pursued although the impact was not being felt by the respondents.

Table 6a: ATL FM's Challenges

Challenges	SA		A		D		SD		M*	S.D	Total
	No.	%	No.	%	No.	%	No.	%			
The time for broadcasting the programme(s) is not appropriate.	61	61.0	26	26.0	13	13.0	0	0.0	2.52	0.717	100
Programme duration is not adequate.	38	39.2	43	44.3	16	16.5	0	0.0	2.77	0.715	97
The content is not adequate.	79	79.0	13	13.0	8	8.0	0	0.0	2.34	0.699	100
The programme hardly allows for audience participation.	30	30.0	55	55.0	3	3.0	12	12.0	2.24	0.698	100
Programme should be structured to help students in their area of study.	81	81.0	19	19.0	0	0.0	0	0.0	3.19	0.394	100
Programme should be made more interactive through the use of different kinds of media.	31	31.0	69	69.0	0	0.0	0	0.0	3.31	0.465	100

Table 6b: Eagle FM's Challenges

Challenges/Prospects	SA		A		D		SD		M*	S.D	Total
	No.	%	No.	%	No.	%	No.	%			
The time for broadcasting the programme(s) is not appropriate.	63	63.0	22	22.0	13	13.0	2	2.0	2.62	0.763	100
Programme duration is not adequate.	46	46.0	37	37.0	14	14.0	3	3.0	2.65	0.730	100
The content is not adequate.	50	50.0	35	35.0	10	10.0	5	5.0	2.58	0.831	91
The programme hardly allows for audience participation.	42	42.0	47	47.0	2	2.0	9	9.0	2.37	0.677	100
Programme should be structured to help students in their area of study.	59	59.0	30	30.0	6	6.0	5	5.0	3.14	0.739	100
Programme should be made more interactive through the use of different kinds of media.	34	34.0	54	54.0	12	12.0	0	0.0	3.22	0.646	100

Source: Field Data, 2012. M is the mean, where SD=1; D=2; A=3; and SA=4.*

4.3 Challenges Faced by *ATL FM* and *Eagle FM* in Providing Teaching and Learning Programming

Tables 6a and 6b catalogue the major challenges thought to be faced by *ATL FM* and *Eagle FM* in their attempt to provide quality educational broadcasting to the listening public at the University of Cape Coast and Cape Coast Polytechnic respectively. The majority of respondents from *ATL FM* believed that the most compelling challenge was that the content of programme was not adequate and needed to be enriched. There were other challenges faced by *ATL FM* such as time allotment and convenience, audience participation and duration of programme which recorded insignificant responses.

A relatively similar situation was observed at *Eagle FM*. For instance, more than 80% of respondents were of the view that the content of the programme was not adequate. They also felt that the time of broadcast, audience participation and duration of the programme on educational broadcast on *Eagle FM* were low. The respondents from both *ATL FM* and *Eagle FM* felt that experts should have in-depth knowledge on educational broadcasting and students' courses of study. According to the managers of the two stations, one of the major challenges facing their stations is finance. This observation is captured in the words of the Station Manager of *ATL FM* as follows:

The station will be able to broadcast excellent educational broadcasting programmes if it receives enough sponsorship.

The two managers also indicated that if the stations have a diversity of funding, it would provide them with the strongest possible financial basis on which to operate. This, according to them, will avoid the over-reliance on a single source of income, whilst at the same time offering them a degree of security, through the provision of recurring funding. The managers also stated that most lecturers do not participate in the programme to improve the nature of educational broadcast on the campus radio stations.

They stated that the other challenges were the choice of qualified resource persons and the duration of the programmes. The two stations did not have the quality of skilled staff for educational broadcasting which would invariably help attract and retain the number and quality of audiences. Furthermore, the two stations do not have adequate in-house training programmes and sponsorship for the training of their staff.

The managers added that the timing of the programmes sometimes poses problems as other programmes are also competing for the same time slot. Sometimes they had no choice but to cancel some of their scheduled programmes. Invariably, the time for the programmes affects the content. Once the time allotted for the programme is short, the content is affected. At other times, some programmes had to be cut short to make way for some other programmes.

The managers also indicated the lack of appropriate audience research which is crucial for a full understanding of the value of campus radio and the benefits it can bring to the communities it is licenced to serve.

4.4 Prospects of *ATL FM* and *Eagle FM*

The station managers indicated that the stations could play a major role to supplement the efforts of lecturers of the two institutions. They suggested that tutorial sessions and other lectures could be organized by the stations in collaboration with lecturers. They added that the two stations could be used in formal learning systems which would be an additional platform to bring lectures to the doorsteps of the two institutions, especially, for those on the distance programme and in situations where the class sizes are large. The stations seem to have air time that can be utilized to undertake programmes in formal learning.

4.5 Summary

The chapter dealt with the findings and discussion of the role of two campus radio stations in two tertiary institutions in Cape Coast in educational broadcasting. The findings and discussion were based on data obtained mainly from students of the two institutions, some university administrators, the management and staff of the two radio stations. In the first place, it was found that the two stations provide some of the communication needs and interests of the communities in which they operate. The study also showed that the managements of the two stations were heavily dependent on entertainment in their programming. The two stations were

not-for-profit in character and operations and made use of volunteers. Again, it was found that *ATL FM* and *Eagle FM* were constrained by time, funds and both human and material resources to effectively provide the platform for academic work in the institutions in which they operate. They did not have access to a diversity of funding sources and operated independently of government and of the regulator. Finally, the two campus radio stations have a role to play in education tertiary institutions when given the necessary support.

CHAPTER FIVE

CONCLUSION

5.0 Introduction

This concluding chapter comprises three parts. The first part provides the key findings of the study. a summary of the thesis. In the second section, the recommendations and suggested directions for future research are highlighted. The final part provides a summary of the thesis.

5.1. Key Findings

The following key findings were made with specific reference to the research objectives. With respect to the first research objective, the results show that the two campus radio stations were operating as stipulated by the NCA and as highlighted in the community radio models. They constituted non-profit organizations and served specific communities and they fit into the community radio models as propounded by Price-Davies & Tacchi (2001). They were not offering many programmes for educational broadcasting and the time for the programmes in educational broadcasting was not appropriate. They could be classified as educational radio on account of their operation of providing a medium as formal learning systems. They also offered 24 hours of transmission but no clearly defined time set aside for educational broadcasting. The two radio stations were more into music and entertainment, talk shows, newspaper reviews

and sports which were similar to what other campus radio stations were doing especially in Canada. The two stations followed a similar programme pattern. It was also found that the content of the programmes was sometimes determined by those who sponsored their programmes.

It was also found that the language used in broadcasting the programme is appropriate. The two radio networks used English and Fante or Asante Twi in their programmes. The stations also invited resource persons who have expert knowledge in the subject areas to make the content rich and diverse. It was also noted that the two stations sourced some of their programmes from other radio networks that are well established in the industry. The purpose of this is to make the two campus radio stations more visible.

Concerning the second research objective, the result of the study revealed that the programmes did not have the desired impact on students. The view is that the content of the programmes has to be reviewed to reflect the immediate needs of students. There should also be more programmes to offer support to students in their courses of study. The present study found out that though the students found the programmes to be generally interesting, they did not find the topics discussed related to the areas of study. It was noted that timing of the programmes was not appropriate to the majority of students. Again, the two stations made use of volunteers.

Finally, it was observed that the two stations had some challenges and prospects. One major challenge is limited source of funding. The two stations operate in a very competitive market and therefore need money to operate. Where they cannot find the money at the right time to pursue their agenda, their operations are affected which also affect the kind of services they render. They did not have a fair and equitable access to a diversity of funding sources. The two campus radio stations have a crucial and specific contribution to make to the plural media landscape in Ghana and that they can meet the needs that are not well catered for by other media.

5.2. Limitation of the Study

Currently, there are nine campus radio stations in tertiary institutions in Ghana. The findings of this study are based on only two of them, both located in the Cape Coast Metropolitan Assembly area. The findings of this study reflect the reality only of the study area. The use of the two campus radio stations could be seen as a research limitation since results obtained from the questionnaire administered to students and the interviews with the administrators, advertisers and the managements of the two stations are not generalizable to other campus radio stations in Ghana. Its extension to cover other campus radio stations located in other campuses would have been useful for comparison. However, the limitation presents interesting opportunities for further study to build upon what has been established; another study could also be conducted with a number of campus radio stations to ascertain the researcher's findings in this present research.

5.3. Recommendations

Based on the findings and implications arising from the study, the need for further investigation in the following areas is desirable.

The present study has focused on the role of two campus radio stations in educational broadcasting. The next line of further research would be to discover the place of all campus radio stations in tertiary institutions in Ghana in the whole enterprise of educational broadcasting. Further studies could consider a comparative analysis of commercial radio stations and campus radio stations and their role in educational broadcasting.

The National Media Commission developed a media policy in 1999 which provides a guide for the operation and development of all the various media as well as film and wire service. The findings of this study pointed to a potential for that distinct type of broadcasting. It, therefore, needs to be supported and encouraged through specific and explicit licensing arrangements that guarantee fair and equitable access to the radio spectrum and to economic resources. There should be a plurality of funding sources for campus radio stations and they should be allowed to carry advertising which relates specifically to the communities in which they have been licenced to operate. Again, a Media fund could be established to provide start-up and continuing funding for the stations (Price-Davies & Tacchi (2001). Another alternative would be to set up a Campus Radio Broadcasting Authority to be responsible for the sector.

Furthermore, campus radio's interest and appeal to listeners could be exploited by both government organisations and non-governmental organisations to address other particular messages such as family planning, corruption and healthy living to selected audiences. Programming should take into consideration the basic needs of the people and also deal with matters that are relevant to their concerns. By this approach, radio's importance both as a development tool and as an economically viable enterprise could be fully exploited.

As stated earlier, the stations themselves do not seem to have been sufficiently proactive in securing their role in facilitating educational broadcasting at the tertiary level of education as a result of factors within and outside the broadcast industry. Encouraging campus radio to give educational broadcasting more attention is going to be an experience. It is worth all the possible risks that may be attendant on the experiment. It became apparent during the study that *ATL FM* and *Eagle FM* did not have any collaboration.

Opportunities exist for co-operation among stations which will result in cost efficiencies and economies of scale. In this regard, *ATL FM* and *Eagle FM* will benefit from increased dialogue with other campus radio station broadcasters. Such exchanges, for example, will allow each organisation to learn new technical skills as well as expose them to the riches of diversity in approaches to programming and management. Issues of cultural and contextual relevance, copyright and protection of intellectual property must be addressed. Again,

sharing and exchange of programme content, joint teams for the production of integrated learning materials so as to reduce cost are critical aspects of educational broadcasting to be considered.

It seems that commercial radio must also take the initiative to go into educational broadcasting by looking beyond the capitalistic economic prudence. Also, policy support will then be justified on the premise that it will guarantee that campus radio will become important supplements to classroom instruction since they will be organized in such a way as to stimulate learning activities among students and simulate them to related activities. There is also the need to redefine campus radio and the role it has to play in the whole enterprise of radio broadcasting. The time has come to give some thought to granting special broadcasting incentives and privileges to tertiary institutions interested in educational broadcasting.

There should be shared vision among all stake holders engaged in educational broadcasting. There should be no differing perceptions on the ownership of educational broadcasting. Such perceptions adversely affect all aspects of governance and management. Educational broadcasting should be a partnership and government and management should be based on memoranda of understanding signed by the different participating institutions.

5.4. Conclusion

This study set out to examine the role of two campus radio stations, *ATL FM* and *Eagle FM*, in educational broadcasting. The literature revealed that community radio is a term applied to a wide range of non-commercial initiatives including campus radio. Again, community radio is an essential component of a pluralist media landscape because of its role in providing access to and facilitating community-level debate and information sharing. The community radio models also illuminate our understanding that the two campus radio stations are a hybrid of the models shaped by their environment and the distinct history and reality of the communities they serve. The review of related literature showed that the role of campus radio in educational broadcasting has been under-researched.

The researcher therefore set the following objectives: to identify and access the programming and programmes of *ATL FM* and *Eagle* and to explore some of the challenges and prospects faced by *ATL FM* and *Eagle FM* in their attempts in supporting teaching and learning in the institutions in which they operate. In view of the afore-mentioned research objectives, the researcher adopted a descriptive approach. The focus on the descriptive perspective in this research was to provide a detailed description of how these two campus radio stations operated. The researcher mainly drew on qualitative content analysis. This methodological tool was supported by descriptive statistics. The use of these methods was important because the researcher wanted to demonstrate how statistical evidence could reinforce the qualitative claims of the study. The data upon which the analysis

was made were collected from respondents of two tertiary institutions namely the University of Cape Coast and Cape Coast Polytechnic.

The two campus radio stations were selected on account of their location within the two tertiary institutions. Also, both *ATL FM* and *Eagle FM* afford their listeners the opportunity to listen to the news, panel discussions, sports, entertainment, educational and religious programmes in English and other Ghanaian languages. In all, 200 hundred students, 100 from each institution responded to a questionnaire while two administrators, the management and staff of both stations were interviewed.

The data gathered from the pilot-testing were captured in computer software, Statistical Product for Service Solutions (SPSS version 16.0) after which a test was done to establish the reliability of the questionnaire. The Cronbach's alpha co-efficient of reliability for students' questionnaire was 0.845.

The findings show that the two campus radio stations are a type of community radio and they provide educational broadcasting in the institutions in which they operate. On the other hand, they face challenges such as funding.

APPENDIX A

A QUESTIONNAIRE ON THE ROLE OF *ATL FM* IN EDUCATIONAL BROADCASTING

Dear Respondent,

This questionnaire seeks to solicit your views about the role of *ATL FM* in educational broadcasting. It would, therefore, be appreciated if you could as honestly as possible respond to the instrument. Your responses will, therefore, be kept confidential.

Please choose the appropriate number as applicable.

	Strongly Disagree	Disagree	Agree	Strongly Agree
PART 1: NATURE OF <i>ATL FM</i>'S PROGRAMME ON EDUCATIONAL BROADCASTING	1	2	3	4
1. <i>ATL FM</i> provides programmes related to my course of study.				
2. The said programme(s) broadcasts current issues.				
3. Time allotted in broadcasting the programme is adequate.				
4. Time for broadcasting the programme(s) is convenient to me.				
5. The content of the programme is rich and diverse.				
6. Language used in broadcasting the programme is appropriate.				

PART 2: FEEDBACK ON THE PROGRAMME

7. The programme allows for feedback from the audience.				
8. The host allows for feedback via phone-in.				
9. The host allows for feedback via texting.				
10. The host allows for feedback via face book.				
11. The programme is very educative.				
12The programme has made students become aware of issues in their area of study				

PART 3: CHALLENGES AND PROSPECTS	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
13. The time for broadcasting the programme(s) is not appropriate.				
14. Programme duration is not adequate.				
15. The content is not adequate.				

17. The programme hardly allows for audience participation.				
18. Programme content should be enriched in terms of resource persons.				

19. Programme content should be enriched in terms of different kinds of media e.g. newspapers, foreign media, the web				
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20. In your view, what is your perception of ATL FM's programmes related to your course of study?

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APPENDIX B

A SEMI-STRUCTURED INTERVIEW GUIDE

Dear Respondent,

The purpose of this interview is to solicit your views about the role of *ATL FM* in educational Broadcasting. We would, therefore, appreciate if you could as honestly as possible respond to the instrument. Your responses will, therefore, be kept confidential.

PART 1 (NATURE OF *ATL FM*'S PROGRAMME ON EDUCATIONAL BROADCASTING)

1. Does your station broadcast any information related the courses of study in UCC?

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2. Does it have a specific programme? If yes, what is its name?

.....
.....
.....

3. When did it start?

.....
.....

4. What are the objectives of the station on educational broadcasting?

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.....

5. How much air time (hours, day etc.) is devoted to educational broadcasting?

.....
.....
.....
.....

6. Does your station have any role in providing education to students?

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.....
.....

7. What is the composition (academic qualification, expertise etc.) of your staff and resource persons on issues of educational broadcasting?

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.....

8. What goes into the content (e.g. depth of information) of the programme?

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PART 2: FEEDBACK ON THE PROGRAMME

9. Does the programme allow for feedback from the audience?

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10. If yes, in which mode(s) do you allow for feedback from the audience?

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.....

11. What, in your estimation, has been the impact on your listeners?

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12. What are some of the thematic issues raised by listeners of the station concerning educational broadcasting?

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PART 3: CHALLENGES AND PROSPECTS

13. In your opinion, what challenges do you face in educational broadcasting? (timing, duration, sponsorship, quality of resource persons etc.)

14. What do you think should be done to improve on educational broadcasting on *ATL FM*?

THANK YOU.

APPENDIX C
A QUESTIONNAIRE ON THE ROLE OF *Eagle FM* IN EDUCATIONAL BROADCASTING

Dear Respondent,

This questionnaire seeks to solicit your views about the role of *Eagle FM* in educational broadcasting. It would, therefore, be appreciated if you could as honestly as possible respond to the instrument. Your responses will, therefore, be kept confidential.

Please choose the appropriate number as applicable.

	Strongly Disagree	Disagree	Agree	Strongly Agree
PART 1: NATURE OF <i>Eagle FM</i>'S PROGRAMME ON EDUCATIONAL BROADCASTING	1	2	3	4
1. <i>Eagle FM</i> provides programmes related to my course of study.				
2. The said programme(s) broadcasts current issues.				
3. Time allotted in broadcasting the programme is adequate.				
4. Time for broadcasting the programme(s) is convenient to me.				
5. Resource persons have expert knowledge related to my course of study.				
6. The content of the programme is rich and diverse.				
7. Language used in broadcasting the programme is appropriate.				

PART 2: FEEDBACK ON THE PROGRAMME

8. The programme allows for feedback from the audience.				
9. The host allows for feedback via phone-in.				
10. The host allows for feedback via texting.				
11. The host allows for feedback via face book.				
12. The programme is very educative.				
13. The programme has made students become aware of issues in their area of study				

PART 3: CHALLENGES AND PROSPECTS

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
14. The time for broadcasting the programme(s) is not appropriate.				
15. Programme duration is not adequate.				
16. The content is not adequate.				

17. The programme hardly allows for audience participation.				
18. Programme content should be enriched in terms of resource persons.				
19. Programme content should be enriched in terms of different kinds of media e.g. newspapers, foreign media, the web				

20. In your view, what is your perception of *Eagle FM*'s programmes related to your course of study?

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.....
.....

A SEMI-STRUCTURED INTERVIEW GUIDE

Dear Respondent,

The purpose of this interview is to solicit your views about the role of *Eagle FM* in educational Broadcasting. We would, therefore, appreciate if you could as honestly as possible respond to the instrument. Your responses will, therefore, be kept confidential.

PART 1 (NATURE OF *Eagle FM*'S PROGRAMME ON EDUCATIONAL BROADCASTING)

1. Does your station broadcast any information related the courses of study in Cape Coast Polytechnic?

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2. Does it have a specific programme? If yes, what is its name?

.....
.....
.....

3. When did it start?

.....
.....

4. What are the objectives of the station on educational broadcasting?

.....
.....

5. How much air time (hours, day etc.) is devoted to educational broadcasting?

.....
.....

6. Does your station have any role in providing education to students?

.....
.....

7. What is the composition (academic qualification, expertise etc.) of your staff and resource persons on issues of educational broadcasting?

.....
.....

8. What goes into the content (e.g. depth of information) of the programme?

.....
.....

PART 2: FEEDBACK ON THE PROGRAMME

9. Does the programme allow for feedback from the audience?

.....
.....
.....

10. If yes, in which mode(s) do you allow for feedback from the audience?

.....
.....

11. What, in your estimation, has been the impact on your listeners?

.....
.....

12. What are some of the thematic issues raised by listeners of the station concerning educational broadcasting?

.....
.....

PART 3: CHALLENGES AND PROSPECTS

13. In your opinion, what challenges do you face in educational broadcasting? (timing, duration, sponsorship, quality of resource persons etc.)

14. What do you think should be done to improve on educational broadcasting on *Eagle FM*?

THANK YOU.

APPENDIX D

ATL FM

**PROGRAMME SCHEDULE OF ATLANTIC (ATL) F.M
STATION
442 ATLANTIC HALL, UNIVERSITY OF CAPECOAST**

MONDAY		
TIME	PROGRAMME	CONTENT
4:00am – 6:15am	Heaven To Earth	Gospel Music & Message Daybreak Africa (VOA) – 4:30-5:00am, Network Africa (BBC) (5:30- 6:00), Joy News at 6am.
6:15am – 9:30am	Atlantic Wave	Morning show – motivational message, LPMs, commercials, sports, health news, newspaper review, interviews and discussion, phone-ins & Music
9:30am – 12noon	Metro Mix	ATL News at 10 (Akan News and Announcement @ (10am-10; 30am), discussions on ethical issues at workplaces, commercials, LPMs, music. VOA News Now @11:00-11:05
12noon – 12:30pm	Joy News	Local and Foreign news around the world,
12:30pm – 2:00pm	Lunch Time Rhythms	Sentimental Music, jingles and LPMs.
2:00pm- 2:05pm	ATL FM News	Local and Foreign News
2:05pm – 2:15pm	Sports Flash	Latest Sports News
2:15pm – 3:00pm	KICC	Word of God from KICC
3:00pm – 3:30pm	Focus on Africa	News around Africa
3:30pm – 8:00pm	Ocean Drive	High tempo music variety, Drive talk, country Profile, 5:30-5:50pm Sports Drive, Joy News Night(6pm – 7pm), BBC news at 7:00pm, Announcements & Commercials @ 7 :05pm Hard Facts is from 7:30pm –

		8:00pm (Rebroadcast)
8:00pm – 9:30pm	The Issue	Discussion on topical issues of the week
9:30pm – 12:00am	Rhythm & Blues Hour	Jazz, Latest Rhythm & Blues songs VOA News @ 10
12:00am – 4:00am	VOA Music Mix	Hook up with VOA Music Channel

TUESDAY

TIME	PROGRAMME	CONTENT
4:00am – 6:30am	Heaven To Earth	Check Monday
6:30am – 9:30am	Atlantic Wave	Check Monday
9:30am – 12noon	Metro Mix	Check Monday
12noon – 12:30pm	Joy News	Check Monday
12:30pm – 2:00pm	Lunch Time Rhythms	Check Monday
2:00pm – 2: 05pm	ATL News	Check Monday
2:00pm – 2:15pm	Sports Flash	Check Monday
2:15pm – 3:00pm	Agyanon Afrafo Wonfreyie	Discussions of issues concerning fishermen etc.
3:00pm – 3:30pm	Focus on Africa	Check Monday
3:30pm – 8:00pm	Ocean Drive	Check Monday
8:00pm – 10:00pm	Gospel Highway	Gospel Music- Local and foreign. 30 minutes preaching from life cathedral
10:00pm – 12:00am	Best of Reggae	VOA News @ 10pm.Root rock Reggae music
12:00am – 4:00am	VOA Music Mix	Same as Monday

WEDNESDAY

TIME	PROGRAMME	CONTENT
4:00am – 6:30am	Heaven To Earth	Check Monday
6:30am – 9:30am	Atlantic Wave	Check Monday
9:30am – 12noon	Metro Mix	Check monday
12noon – 12:30pm	Akan News	Check Monday
12:30pm – 2:00pm	Lunch Time Rhythms	Check Monday
2:00pm – 2:05pm	ATL FM local news	Check Monday

2:05pm – 3:00pm	Mid week Sports	Review and preview of matches, interviews and sports discussions
3:00pm – 3:30pm	Focus on Africa	Check Monday
3:30pm – 8:00pm	Ocean Drive	Check Monday
8:00pm – 10:00pm	Midweek Newspaper Review (English)	Panel discussion on issues reported by various newspapers, including listeners participation through phone-ins
10:00pm – 12:00am	Adadamu Special	VOA News @ 10pm. Old Tunes (Local)
12:00am – 4:00am	VOA Music Mix	Check monday

THURSDAY

TIME	PROGRAMME	CONTENT
4:00am – 6:30am	Heaven To Earth	Check Monday
6:30am – 9:30am	Atlantic Wave	Check Monday Feature (Hard Facts at 8:30am)
9:30am – 12noon	Metro Mix	Check Monday
12noon – 12:30pm	Joy News	Check Monday
12:30pm – 2:00pm	Lunch Time Rhythms	Check Monday
2:00pm – 2:05pm	ATL News	Check Monday
2:05pm - 2:15	Sports Flash	Check Monday
2:15pm – 3:00pm	PPAG	Discussions on HIV/AIDS, relationships and other issues
3:00pm – 3:30pm	Focus on Africa	Check Monday
3:30pm – 8:00pm	Ocean Drive	Check Monday
8:00pm – 10:00pm	Cross Current (Political Talk)	Two or more member panel debate on issues in Ghana, listener participation through phone-ins
10:00pm – 12:00am	Mix Grill	VOA News @ 10pm. Different categories of songs (DJ'S Choice)
12:00am – 4:00am	VOA Music Mix	Check monday

FRIDAY		
TIME	PROGRAMME	CONTENT
4:00am – 6:30am	Heaven To Earth	Check Monday
6:30am – 9:30am	Atlantic Wave	Check Monday
9:30am – 12noon	Metro Mix	Check Monday
12noon – 12:30pm	Joy News	Check Monday
12:30pm – 1:30pm	Mantam Mu Nsem	Discussion of community developmental issues.
1:30pm – 2:00pm	Hour of Hope	Word of God from Deeper Life Bible Church.
2:00pm – 4:00pm	Adom Ara Kwa	Gospel Music programme and phone in to thank God
4:00pm – 7:00pm	Ocean Drive	Check Monday
7:00pm – 8:00pm	Call to Islam	Islamic Teachings and Songs
8:00pm – 10:00pm	Foreign Chart Show	Air play, sales and positions (rankings) of and information on foreign musical works
10:00pm – 12:00am	Hip life / high life	High life and hip life songs
12:00am – 4:00am	VOA Music Mix	Same as Monday
Last Friday of every month is ALL NIGHT on Air from 10:00pm to 4:00am		

SATURDAY		
TIME	PROGRAMME	CONTENT
4:00am – 6:10am	Prayer Network	Gospel Musicals, Messages and phone-in for prayer requests and prayers. Joy News at 6am
6:10am – 6:30am	Akwantukese	S D A songs.
6:30am – 7:00am	Ahintasem	Preaching (Word of God).
7:00am – 9:00am	Biribi Soronko (Something Special)	Morning show in Akan – motivational message, LPM"s, commercials, sports (15 minutes), health news, newspaper review, interviews and discussion, phone-ins & Music.

9:00am – 12:00pm	Joy News File	Panel discussion on political and social issues including listeners participation through phone ins.
12:00am – 12:10pm	Joy News	Local and Foreign News
12:10pm – 1:30pm	Talking Sports	Sports News and Panel discussion on issues in the world of sports. Phone-ins by listeners and to sports personalities
1:30pm – 4:00pm	Local Chart Show	Local edition of foreign chart show. Artistes are invited to talk about their works to listeners. Phone-ins.
4:00pm- 5:00pm	Growing Up	Counselling on marriage, psychological, and social problems .
5:00pm – 9:00pm	Weekend Splash	Variety musical programme Joy news @ 6:00pm, BBC News at 7:00pm and announcement @7:05pm
9:00pm – 12:00pm	Love Reasons	Love Magazine programme and connections.
12:00am – 4:00am	VOA Music Mix	Same as Monday

SUNDAY		
TIME	PROGRAMME	CONTENT
4:00am – 7:15am	Worship	Hymns, Preaching (Word of God) Joy News at 6am VOA News Now @7:00
7:15am – 9:00am	Mewo Yesu	Announcement@ 7:15 and Gospel music request programme
9:00am – 10:00am	Old Time Gospel	Oldies Gospel VOA News Now @10:00am

10:00am – 12noon	Tourist Spot Agoro Special	Musicals (Hiplife)
12noon- 12:10	Joy News	Same as monday
12:10:noon – 1:30pm	Gospel Around the World	Variety Gospel Music around the world
1:30pm – 3:00pm	Newspaper Review in Akan	Akan version of English editions
3:00pm – 5:00pm	Sports	Commentary
5:00pm – 6:00pm	Musicals	Announcement @ 5:45pm
6:00pm – 6:10pm	Joy news	Same as Monday
6:10pm – 7: 00pm	Nyanyuiga	Preaching in Ewe
7:00pm – 8:00pm	Mpanyin Ehyia	BBC News @ 7 :00pm, Culture and Tradition Magazine programme
8:00pm – 9:30pm	Hallelujah	KICC Preaching @ 8:00pm Gospel Request
9:30pm – 12:00am	Gospel for the pillow	Gospel tunes, hymns and messages designed for reflection. Discussion on events/activities for the coming week.
12:00am – 4:00am	VOA Music Mix	Same as Monday

APPENDIX E

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