Assessing Role of Campus Radio in Pakistan: A Study of Rawalpindi/Islamabad Universities

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Abstract- This research study has designed to find out the role of campus radios for students in education. Campus radio is studied with the perspective of Uses and Gratifications paradigm. The results of this survey research in universities of Rawalpindi/Islamabad, proved that campus radios in both public and private universities gratify the educational needs of their students almost equally. More the students have need for educational content on campus radio, more the campus radio broadcasts gratify their educational needs.

Keywords: campus radios, Gratifications, students

I.   INTRODUCTION

According to Fouteux the main purpose for the establishment of campus stations is to present music, news and culture which are neglected by main stream media. He more added that it is to enhance social equality, sense of cohesiveness and cooperation (Fouteux, 2015). Motives behind the establishment of campus radios vary country to country. In Pakistan the main purpose of campus radio is the provision and enhancement of education.

This is a quantitative study of uses and gratifications of campus radio users. It has been compared the public and private university campus radio listeners. It is tried to find that how the educational gratifications sought and achieved by the students of a public sector university differ from that of private university students.

History of Educational Radio around the World

According to the Ubong and Okpore "Radio as a medium for teaching can be traced to 1921 when the Latter Day Saints' University in Salt Lake City, United States of America was granted an educational broadcast license by the Federal Government" (Ubong & Okpore, 2018). Another researcher argues that Educational radio broadcasting was started from Britain in 1924 (Wedell, 1986). According to the research in 1920s educational programs on radio distributed information and knowledge among the students (Crawford-Franklin & Robinson, 2013). In India educational broadcasting was started in 1926 (David Jonassen, 2003). Japan started to use radio for educational purposes in 1935 (Saba & Twitchel, 1988). African continent caught the train in 1960s (Wedell, 1986). In the light of Doliwa's research work earliest student's radio stations in Poland were set up in 1950s (Doliwa, 2015).

Campus Radio

Initial Campus or university-based radio stations were established in America in the 1960s, and then Canada, Europe and Africa followed the example respectively (Prabakar, 2009). Gradually, the concept of campus radio became popular in all over the world. Campus radios are mandated to help the students in their studies, to facilitate them with education and information. Campus radio has many names such as student radio, college radio, or university radio. Manyozo described the campus radio as a station which is owned by an educational institution but it also provides its services to the nearby community and students (Manyozo, 2009). According to Yu campus radio is very popular, successful and is on the rise (Yu, 1995). Campus radios are established to provide inspiration, interpretation, orientation and educational guidance to the university students, so they present the formats which support these goals. According to Savage and Spince students run campus radios present community-oriented formats (Savage & Spince, 2014). Most of the campus radios broadcast educational and informational content but entertainment programs have their share too.

There are some limitations as well as obligations of a campus radio stations such as to propagate learning and educational activities and promote national identity. They are not allowed to transmit any advertising or sponsored broadcasts (Doliwa, 2015). Moreover, campus radio can present only limited educational programs due to lack of funding (Nartey, 2013). Campus radio can provide educational information such as tips about exam, job interviews, assignments and homework. It is a source to get announcements by registration department and the deanship. It informs about college news and events participation. It

connects the students with teachers and other students. It has the potential to foster informative discussions among students. It can deliver healthy entertainment to the students, which is mostly produced by campus students (Ibrahim & Mishra, 2016).

Campus Radio in Pakistan

When educational institutions observed the popularity of FM radio among youngsters in Pakistan, they decided to use it for educational purposes. Campus radios were being used in developed world. But in Pakistan the first two FM licenses for campus radio were issued to the Da-wah Academy International Islamic University Islamabad and University of Punjab Lahore on October 18, 2002 (PEMRA). These licenses were issued as the result of revised communication laws, such as PEMRA act 2002. Campus radios in these two universities opened the way for campus radios in other universities of Pakistan. Some colleges started FM stations in their college such as Marglla College Islamabad. Now 48 campus radio stations are working in Pakistan.

According to a research study results till 2012, there were only 12 campus radios in Pakistan (Jan & Sultan, 2012). Now in 2020, the number of these campus radios is increased to 48, which indicates the rapid growth of campus radio in Pakistan. Campus radios make the 34% of the all-over the air FM stations in Pakistan. PEMRA issues FM radio licenses to the public and private sector educational institutions which have Mass Communications Department or Media Studies Department. These licenses fell in non-commercial category of FM and are granted only for educational purposes (PEMRA, 2019). Main topics for campus radio programs are health, education, environment, social awareness and community development.

Objectives:
1.   To compare the fulfilment of educational needs between campus radios users of private and public sector universities.
2.   To examine the educational gratifications sought by the students and educational gratifications fulfilled by the campus radio.

Hypotheses
H1. Campus radios of public sector universities gratify more educational needs of the students as compared to the private sector universities campus radios.
H2. The more a person feels need for educational content the more campus radio fulfills his/her needs.

II.   LITERATURE REVIEW

A longitudinal interview study in Addis Ababa, Ethiopia indicated that the entertainment education programs (like journey of life) on radio are very effective for the learning of listeners about health issues such as HIV/AIDS (Farr, Witte, Jarato & Menard, 2005). Albaran and co-researchers argued that radio is a preferred source of news and information. Their study resulted that the young undergraduate students' listeners in USA who belong to the age group 18-24 spent at least 2 hours per day on radio listening (Albaran, et al., 2007). In a research report a researcher summarized researches on the use of educational radio and its impact. He concluded that traditional radio and community radio are being used very successfully as a tool for distance education in Asian and African countries. Western developed world can learn a lot from developing countries in this regard (Berman, 2008).

The pedagogical importance of radio is not specified to the higher education institutions, research proved that campus radio (educational FM radio) is a beneficial and cost effective source of education in schools (Singh, 2010). Radio is not only a source of education, but it is an affective source of information too. Radio informs the public about environment, education, health and safety issues. A research exhibited that FM radio has the capacity to enhance knowledge, understanding of issues, ideas and social relationships. An evaluation of distance education programs related to poultry farming on radio concluded that radio is a source to produce awareness and provide knowledge to change attitudes and mobilize people to adopt appropriate practices. Radio can simplify research findings by broadcasting them into simple, user friendly language (Sasidha, Suvedi, Vijayaraghavan, Singh, & Babu, 2011). Clemente claimed that the campus radio programs have the potential to educate, entertain and change the attitudes of listeners (Clemente, 2013)
 A research study in India showed that educational intervention by utilizing radio produced noteworthy knowledge boost in farmers. These results clearly indicated that radio has important role in improving awareness of listeners (Kumari, Choudhary, Jha & Singh, 2014). Miller and Prentice documented that the college radio is a "vital source of learning" in the educational institutions. They found that the students run college radio has the capability to integrate the academic environment and institution. For the future of college radio strong educational values are dynamics (Miller & Prentice, 2014). Community Radio is a source of promoting the awareness for marginalized societies (Natrayan & Chandrasekar, 2014). According to Doliwa student radio broadcast in Poland inform their audience about the neglected issues integrate the

community of university, and train and educate them. Doliwa argued that provision of training is the most important function of student radio in Poland (Doliwa, 2015). Miller saw the campus radio as a tool which fosters "campus identity". According to him campus radios are a good source of cultural content. He bestowed that campus radio provides a chance to its listeners to communicate with administrations (Miller, 2015).

The basic purpose behind the development of campus or university radio is the provision of a platform to fulAfill "academic purposes and talent development" (Sabran & Karim, 2018). Closure of educational institutions due to COVID-19 resulted in the need for alternate learning sources. In this situation UNESCO saw educational broadcasts of radio and television as powerful learning solutions for distance learning as they are capable to mitigate digital divide by reaching to the marginalized learners in education sector (UNESCO, 2020). A recent study showed that radio motivated and helped the socially excluded young people in new skills development, stimulated to improve their self-confidence and self-esteem (Ravenscroft, Britis & Catalao, 2020).In the light of literature review, it is evident and clear that radio is being used as a tool of education since its introduction as a new media and campus radio has the capacity to promote education and provide educational help to its listeners.

III. THEORETICAL FRAME WORK

Theoretical grounds of this study are in Uses and Gratification (U&G) perspective of mass media research. This approach deals with the needs, motives, media selections and media usage of the audience. Uses and Gratification (Katz, Blumler, & Gurevitch, 1974) theory is applied to this study. Uses and Gratification is the study of media that provides distinctive theoretical frame work to investigate the relationship among the campus radio and the students of university. Uses and Gratification is a functional approach and provides an opportunity to dig out the media effects. A summary of Uses and Gratification will help to recognize its features in a single glance. This theory is "Concerned with (1) the social and psychological origins of (2) needs, which generate (3) expectations of (4) the mass media or other sources, which lead to (5) differential patterns of media exposure, resulting in (6) need satisfactions and (7) other consequences, perhaps mostly unintended ones" (Katz, Blumler , & Gurevitch, 1974).

Uses and Gratification and Radio

A study found that Uses and Gratification is the most appropriate model to study the functionality of media for its target audience (McClung, Pompper , & Kinnllay, 2007). Mass communication researchers who were interested in research on radio used this paradigm to study its use and effects.

It can be said that research on radio gave birth to the Uses and Gratifications theory. The earliest radio researchers examined the appeal of radio quiz programs (Cantril & Allport, 1935). Then Herta Herzog studied the audience of day time radio serials and found the basic concept of this theory. After that plenty of research has done on radio with the perspective of Uses and Gratification. According to the founders of Uses and Gratification theory, media can address a few types of needs. Such as cognitive (information and understanding), affective (emotional and aesthetic experiences), escapist (disconnect from reality) and integrative (strengthening the sense of belonging and relationships with family/friends/community/state, as well as providing for a sense of security, trust, stability and status) (Katz, Blumler, & Gurevitch, 1974).

Katz, Haas and Gurevitch argued that people use media to build and maintain connections with others Katz, Gurevitch & Haas, 1973. Different media gratify the needs of different groups. Different media gratify the different needs, as according to the research results newspapers is best medium to fulfill need of sociopolitical integration, books gratify the need for self-identification, cinema and books are source of "escape", "television is the least specialized medium" as it gratifies a large number of personal and political needs (Katz, Gurevitch & Haas, 1973). McQuail, Blumler, and Brown classified four gratifications, which a person seeks from media. (1) Diversion: escape and emotional release from routine problems, (2) Personal Relationships: use of information obtained from media in conversation, (3) Personal Identity: Self reference and (4) Surveillance: keeping an eye on the happenings of world around us (McQuail, Blumler & Brown, 1972).

A researcher mentioned nine motives for using media these are time pass, companionship, arousal, content, relaxation, information, escape, entertainment and social interaction (Rubin A. M., 1981). While finding out why people listen to public radio? Bluebond used "11 Uses and Gratifications" analysis. This is an approach to audience analysis in which he tried to find out what types of programming appeal and grasp audience to the media types and the nature of content which satisfy their social and 10 psychological needs (Bluebond, 1982). Boyd categorized the motivations for radio listening in 7 categories: people use radio to hear news and information, to get entertainment, to learn, for religious and political programs, to boost their status, to protest and as a hobby (Boyd & Asi, 1991).Stafford & Stafford identified some gratifications which are the reasons for users' media use. According to him audience consume media to pass time, as a habit, for

companionship, for excitement, for relaxation, as an escape, for entertainment, as a social interaction, for information, and for specific content (Stafford & Stafford, 1996).

IV. METHODOLOGY

This study has made use of quantitative type of data analysis. Quantitative research is used to get the statistical calculations to draw conclusion on the base of numerical data. The research design of this study is based on survey. Survey is the most common type of research. It is being widely used in social science research. Survey method is used to collect data for this study. An online questionnaire containing a set of questions is used to assess the feedback of our sample. Students who are studying in the public and private universities having campus radios in Rawalpindi/Islamabad are the population for this research study. This population is categorized in two parts such as public university students and private university students. Multistage random sampling technique is used to select representative sample out of the population. N=221 students (115 respondents from NUML and 106 From Riphah International University) are selected as sample.
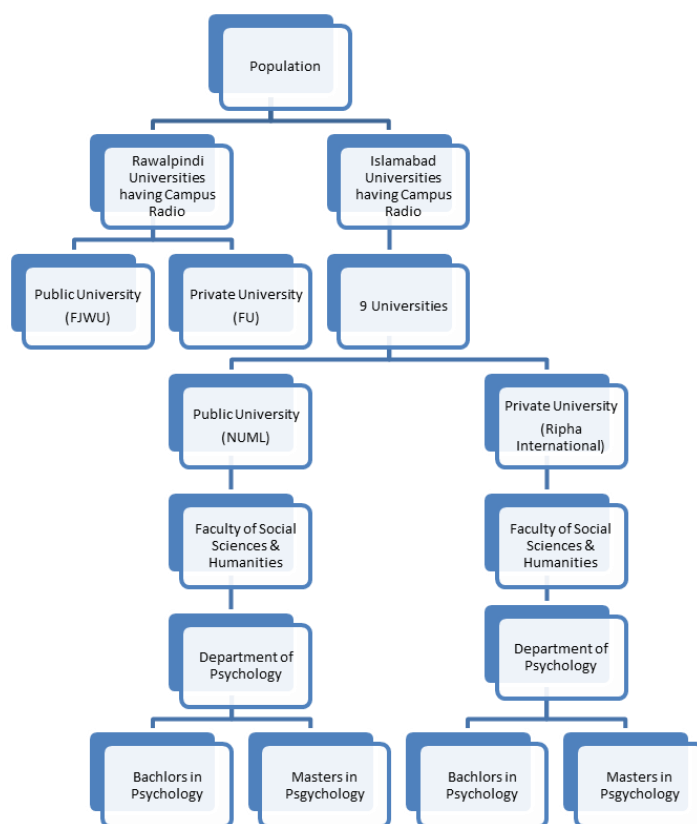
V. FINDINGS

Gratification Sought for Education:
For assessing the existence of need for the educational help that the students want to gratify from listening to the campus radio five points Likert-scale questions are assembled under this category in the questionnaire. The scale ranges from Strongly Agree (5) to Strongly Disagree (1).

Education:
In gratification sought, education has four questionnaire items. Inter-reliability of these items is .832 according to Cronbach's Alpha, which means that the level of reliability is high. Alpha coefficient ranging from 5 to 1 value is used to describe reliability of the factors. On the Rating scale 1 is equal to poor while 5 is equal to the excellent (Santos, 1999).

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Campus radio broadcast should be helpful in exams preparation.	95	43.0	91	41.2	30	13.6	4	1.8	1	.5	221	100
Campus radio needs to be helpful in the preparation of assignments and projects.	83	37.6	95	43.0	37	16.7	6	2.7	0	0	221	100
Campus radio should guide students in their academic problems.	100	45.2	86	38.9	33	14.9	2	.9	0	0	221	100
Campus radio programs needs to be planned so to understanding of concepts.	102	46.2	90	40.7	23	10.4	6	2.7	0	0	221	100

Table 1- Education Sought

The results showed that according to the majority of the respondents (84.1%), (45.2% agreed & 38.9% strongly agreed) they seek guidance in academic problems from campus radio broadcasts. Only 2 (.9%) respondents disagreed that they want any guidance from campus radio on academic problems. 14.9% responses are neutral. 46.2% (N=102) of the respondents strongly agreed and 40.7% (N=90) agreed that they look towards campus radio programs for the understanding of the concepts. Only six respondents disagreed, while no response came for strongly disagree. 23 (10.4%) respondents respond as neutral.

Gratifications Obtained for Education:
To assess the extent of educational needs gratifications of students from listening to the campus radio, five points Likert-scale questionnaire items has assembled under this category in the questionnaire. The scale ranges from Strongly Agree (5) to Strongly Disagree (1).

Education:
A set of 4 factors is used in questionnaire to attain the results for educational gratifications that are fulfilled by the campus radio. Internal reliability score is .842 on Cronbach's Alpha, which means level of reliability, is high.

Table 2- Education Obtained

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Campus radio broadcast are helpful in exams preparation for me.	81	36.7	97	43.9	39	17.6	3	1.4	1	.5	221	100
Campus radio programs are helpful in the preparation of assignments and projects for me.	61	27.6	118	53.4	36	16.3	5	2.3	1	.5	221	100
Campus radio guides me in my academic problems.	76	34.4	102	46.2	35	15.8	5	2.3	3	1.4	221	100
Campus radio programs enhance my understanding of concepts.	75	33.9	101	45.5	36	16.3	5	2.3	4	1.8	221	100

According to the table 4 N=97 (43.9%) respondents are agreed and N=81 (36.7%) are strongly agreed that campus radio fulfills the students need for help in the preparation of exams. 17.6 % of the respondents remain neutral. Only 3 respondents (1.4%) disagreed the statement and only one and only response came for strongly disagree category. The data in the table above displays that majority of the respondents found the campus radio content helpful in the preparation of their assignments and projects. According to the

table above N=118 (53.4%) respondents agreed, N=61 (27.6%) strongly agreed and 16.3 % remained neutral with the statement that campus radio is helpful in the preparation of assignments and projects. Only 6 (2.8 %) respondents disagreed and strongly disagreed with it. Responses for the statement that campus radio guides in academic problems indicate that more than 80% respondents obtain guidance from campus radio in their academic problems as they respond (N=102) agree and (N=76) strongly agree. 15.8 % remained undecided. 5 responses are on disagreement and 3 are strongly disagree with the statement. 101 (45.7%) respondents are agreed that campus radio programs are able to enhance the understanding of concepts, 75 (33.9%) strongly agreed. 4% disagreed or strongly disagreed. 16.3% responses are neutral.

H1. Campus radios of public sector universities gratify more educational needs of the students as compared to the private sector universities campus radios.

Group Statistics

	1- What is the name of your University?	N	Mean	Std. Deviation	Std. Error Mean
Education Obtained	NUML	115	16.522	2.9775	.2777
	Riphah International University	106	16.226	2.3023	.2236

Table 3- Independent Samples Test

		Education Obtained	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	3.507	
	Sig.	.062	
	t	.820	.828
	df	219	212.695
	Sig. (2-tailed)	.413	.408
t-test for Equality of Means	Mean Difference	.295	.295
	Std. Error Difference	.360	.357
	95% Confidence Interval of the Difference Lower	-.415	-.407
	Upper	1.005	.998

The independent sample t-test for comparing means of the variable has found that there is very less difference between the educational gratification obtained from the campus radio of Public and Private Sector Universities. Mean for the public sector university is 16.522 and for private sector university is 16.226. The p-value is 0.062 that is not significant at 0.05 and it can be concluded that the hypothesis has not been supported. Its t value is .820 while df is 219 and mean difference is .295.
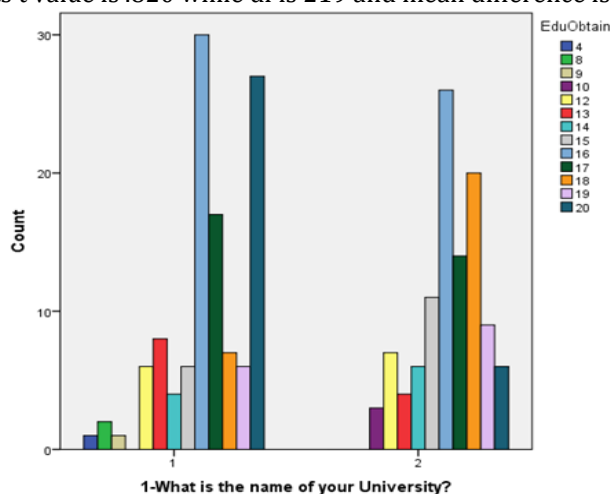
According to the graphical presentation private sector university (which was denoted by 2) fulfilled a slightly more educational needs of the students as compare to the public sector university (denoted with 1).

H2. The more a person feels need for educational content the more campus radio fulfills his/her needs.

Table 4- Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540a	.292	.288	2.255

a. Predictors: (Constant), EduSought
b. Dependent Variable: EduObtain

In this table, R value shows that there is a simple correlation and is 0.540, it is indicated that there exists a high degree of correlation. In the next column of this table the $R2$ value indicates that, 29.2 % can be explained in term of educational content and campus radio need.

Table 5- ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	458.299	1	458.299	90.115	.000b
	Residual	1113.774	219	5.086		
	Total	1572.072	220			

a. Dependent Variable: Edu Obtain
b. Predictors: (Constant), Edu Sought

In this table, (p=0.000 < 0.05), and indicates that, overall, the regression model statistically significantly predicts that we can regard the null hypothesis the more a person feels need for educational content the more campus radio fulfills his/her needs.

Figure 2: Education Sought Vs Education Obtained
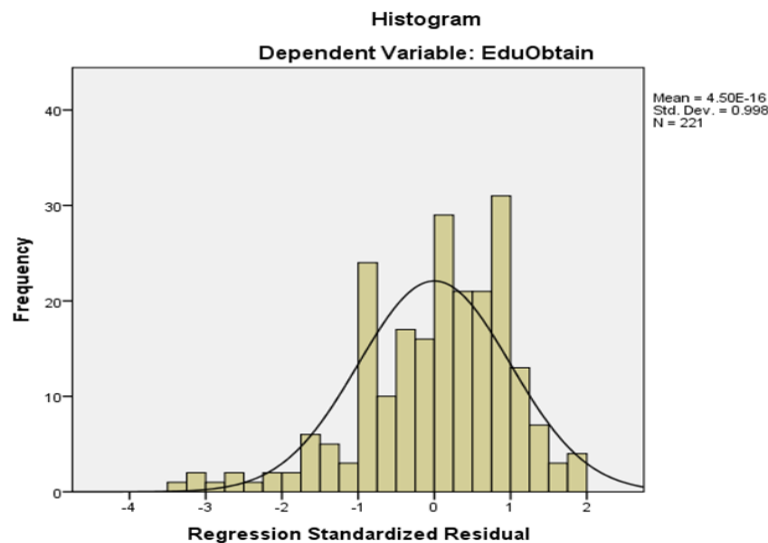
VI. CONCLUSION

While studying that whether campus radios succeeded to meet their purpose of establishment, which is fulfillment of educational and other needs of university students, the study proved that campus radios are playing an important role for students.

Results proved that student have need for educational content on their campus radio, they seek gratification for their educational needs by listening campus radio. And campus radio fulfills these needs of its listeners. It means that the campus radio is performing an important role for the university students and the students rely on campus radio for the fulfilment of their educational needs. Results of the comparison of the public and private sectors universities' campus radio indicated that both of them gratify the educational needs of students almost equally. While comparing the educational needs of the students and gratification they

obtained from campus radio broadcast it is found that there is a very positive and highly significant relation between the need for educational content of the listeners and the fulfilment of their educational needs.

This study established the potential of campus radio. It proved that campus radios, whether they are in public sector universities or in private sector universities are a vital source of education for university students and students look towards the campus radio for their needs gratifications and campus radio gratify their needs. Students are goal oriented in their campus radio use; more gratifications they seek more they obtain from campus radio listening. This research once again added weight to the proclamation that the Uses and Gratifications theory is the best framework to explain the use of media for satisfaction of the needs among the students. To sum up, viewed in totality project findings projected the very positive role of campus radio in education.

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