



Effectiveness of campus FM radios in promotion of education and awareness in Pakistan

Dr. Muhammad Umair Chaudhary, Individual Researcher, PhD (Media Studies), Department of Media Studies, Islamia University Bahawalpur, Pakistan, thechaudhary@hotmail.com

Dr. Abdul Ghani, Assistant Professor, School of Mass Communication, Minhaj University, Lahore, Pakistan, drabdulghani.masscom@mul.edu.pk

Robina Saeed, Assistant Professor, School of Mass Communication, Minhaj University, Lahore, Pakistan, hod.mcomm@mul.edu.pk

Muhammad Kamran Khan, Associate Lecturer, Department of Mass Communication and Media, University of Narowal, Pakistan, kamran.khan@uon.edu.pk

Afifa Tanveer, Visiting Lecturer, Department of Mass Communication and Media, University of Narowal, Pakistan, afifatanveer@gmail.com

ABSTRACT- The present study examines the effectiveness of campus FM radios in the promotion of education and mass awareness. Due to its affordability and easy access, radio is a very popular mode of communication in Pakistan and is commonly used by the masses for entertainment and education purposes. Other than conventional radio, many commercial and non-commercial FM radios are operational in Pakistan. Beside these FM radios, Campus based FM radios are also efficiently working in different educational institutes for promotion of knowledge, education and mass awareness. For this study, survey methodology is used to measure the effectiveness of Campus radios in promotion of education. The survey results show that Campus radio is a very useful and effective tool for promotion of education, knowledge and awareness among student community. However, study recommends the establishment of more campus FM radios in public and private sector institutions to educate the masses throughout the country.

Key Words: Campus Radio, Education, Awareness

I. INTRODUCTION

This research paper is focused and aimed to explore the effectiveness of campus radio in the promotion of education and awareness. Two types of radio are very different i.e. educational radio and community radio. Educational radio offers basic or advanced education whereas community radio allows and transmits informal learning and social transformation. Community radio normally draws on local communities and is participatory in nature, while educational radio has a national/institutional character in general. Eventually, both seek to enhance the quality of life (Thomas, 2001).

In the perspective of the effectiveness of electronic media and its popularity, Pakistan Electronic Media Regulatory Authority (PEMRA) was formed in 2002 to promote and regulate private electronic media under the 2002 PEMRA Ordinance. PEMRA is mandated to improve media, education, and entertainment standards and to expand the options available to the citizens of Pakistan, including news, current affairs, religious awareness, art, and culture, as well as science and technology. To promote and enhance education, research as well as skilled human resources, it was decided to use radio medium being cheaper and easily accessible to the masses. PEMRA has granted permission to operate FM campus radios for student practical training in mass communication departments of various universities and educational institutes as trained professionals and skilled workforce can play a constructive role in creating independent and free media (PEMRA, 2020).

In many parts of the world, radio is still the only means by which educators can reach a mass audience at the same time and a reasonably low cost. (Thomas, 2001). Campus radios are very useful for the practical training of students enrolled in media and mass communication departments at colleges, university levels as well. Pakistan Electronic Media Regulatory Authority (PEMRA) has permitted them to operate campus radios. Campus radio or Campus FM stations are currently operating in several parts of the nation. These radio stations do not broadcast news and current affairs programs. Their transmission is restricted to air educational, awareness programs, etc. Presently, forty-five non-commercial FM radio stations are working

under the umbrella of the Pakistan Electronic Media Regulatory Authority. Out of which thirty-four (34) are campus FM radios whereas eleven FM radios are working in different organizations, government departments to disseminate information, knowledge of social issues and culture promotion e.g. Islamabad Traffic Police, Sindh Police, Punjab Traffic Police, National Highways & Motorway Police (NH&MP), KPK Judicial Academy, Information & PR Directorate, KPK, Punjab Language Institute, Lahore Chamber of Commerce, Punjab Institute of Language, Art & Culture, Lahore (Chaudhary, 2019).

Radio is seen as a platform that offers convenient access to homes and workplaces. Radio is also a cost-effective and sufficient tool for use as an educational instrument. For extended teaching and learning, FM radio is used and various courses are explained. It also provides general information and maintains ties with students that are widespread and dispersed, and provides the necessary support to bridge the gap in contact between students and teachers. The main objective of setting up campus radios in educational institutions/universities is to provide students and the general public with spill-over benefits by providing them with awareness and general information (PEMRA, 2016).

FM Radio Channels are intended to entertain especially young listeners. FM radios are being used in various sectors in Pakistan to provide information, education to the common masses at low cost and to highlight different social and cultural issues faced by society (Chaudhary, 2019).

Objectives

This research paper aims to explore the efficacy of Campus radios and their contribution towards the promotion of education and mass awareness of the audience. The key objectives of the study are as follows:

1. To know the background of FM radio
2. To know and evaluate the effectiveness of campus FM radios
3. To know and find out social awareness through campus FM radio

Significance

The increasing ratio of FM networks in the country has grabbed the attention of the researcher. The effectiveness of Campus FM as an educational tool will be examined as this dimension needs to be addressed.

Statement of the problem

This research paper will investigate the effectiveness of campus FM radios and their use by different educational institutes in the country. This study will also elaborate on how campus FM radios are also helpful in social mobilization and awareness.

H-1

Campus FM radio has a positive impact on the listeners.

Rationale of Hypothesis 1

Campus FM radio channels have a positive effect on students as they disseminate programs, on social awareness, knowledge, pedagogy, and information for the listeners. In order to get student's attention, Campus FM stations broadcast certain programs that circulate education and infotainment.

H-2

Campus FM radios are disseminating entertainment programs only.

Rationale of Hypothesis 2

Most of the Campus FM radios broadcast based on the musical, entertainment, and infotainment programs. Very little room is allocated to information programs such as news and other current affairs programs where national and international issues are discussed. Resultantly, Campus FM listeners are largely unaware of what is going on in their surrounding world. Another reality is that PEMRA has not allowed campus and community FM channels to broadcast news.

Research Questions

1. Whether the campus FM radios help to disseminate education for the masses?
2. Whether the transmission of campus FM radios is airing social awareness issues for the mass audience?
3. Whether Campus FM radios have made a positive impact on the learners?
4. Have Campus FM radio programs fulfill the requirements of learners with their healthy contents?
5. Has the establishment of more campus FM radios are required to be established to address educational and social issues of the students?

II. LITERATURE REVIEW

Berman (2008) discusses conventional distance learning and, radio technology. The researcher also provides examples of the use of education and community radio in Asia and Africa. According to the researcher, instead of simply transposing Western approaches to distance learning in developing countries, it is argued that the developed world can get benefit from the use of radio in developing countries and that the medium needs greater exposure as a means of providing rural, isolated people around the world with educational opportunities.

Rahman Ullah (2017) identifies the role of FM radio in providing education through various programs in their daily broadcasting. According to research eight (08), FM radio stations are operating in Peshawar, covering most of the KP and FATA stations, each has its own broadcasting goals, such as education, information, and entertainment. The research explored that the number of programs planned for FM radio stations is transmitted for educational purposes that meet the needs of the Peshawar audience. According to the researcher, a review of research has also shown consistency with the principle of uses and gratification. Community broadcasting referred to as FM broadcasting, is now leading to informal and formal education due to the use of inexpensive and easily manageable technology. It has the ability in the future to play a greater role in promoting the process of education and informed decision-making in society.

Shehzad et al. (2019) noted that it is more difficult to layout physical infrastructure for the education in Pakistan, but PEMRA is doing well to grant university licenses to set up televisions and radios to facilitate education. Pakistan is the second country to create an Open University in 1974 after the United Kingdom, which began its radio in the 80s and Television in the 90s for its distant learning system spread across the country. The research highlighted the programs broadcast by Pakistani universities and higher education institutions and PEMRA's role in this work by granting licenses to set up campus radio and television channels to complement and enhance the standard of the country's formal education. The study results indicate that 81 percent of FM radio stations were intended for entertainment purposes, while just 19 percent were intended for educational purposes. According to the researcher, campus radios have not fulfilled their stated role in boosting higher education and community awareness through their transmission.

According to Awais (2002), there is a desperate need to set up a Peshawar University campus radio to provide students with a platform where they can not only learn technical skills but also share their thoughts and information and exchange ideas with others. It is necessarily required a radio station in the university for mass awareness and freedom of speech.

Adelakun (2014) discusses that educational/ campus radio stations are set up to promote education and cater to student needs in various educational institutions. However, college or educational radio stations, rather than concentrating on education, focused on airing entertainment programs. Students preferred to listen to entertainment activities, sports programs as compared to education programs and services. This suggests that students listen much more to radio entertainment stations than to educational radio stations.

Jumani & Fazal-ur-Rahman (2009) state that the role of radio in any country's development is not negligible and radio is found to be a very effective mass medium in the process of development, especially in rural socio-economic development. Radio is a broadcast media that can be used to

engage individuals in the process of growth and national policy-making, and it is also beneficial to transform mass perceptions as it has the potential to address significant segments of the population and the opportunity to provide information and encouragement for improving community cohesion and social values.

Rawan & Siraj (2003) highlight the effectiveness of radio and describes that radio is called a “magic medium” due to its important role in mass communication. In Pakistan, radio has taken and shouldered the responsibility of mass education. Various educational programs are broadcasted on the radio to educate masses across the country. Its audience comprises students, housewives, farmers, common man, etc.

According to Rawan & Siraj (2003), the efficacy of radio cannot be neglected. The researchers explain that because of its significant function in mass communication, radio is considered a "magic medium." Radio has taken and shouldered the burden of mass education in Pakistan. Various educational programs are transmitted on the radio to educate the masses in the country. The audience includes teachers, housewives, fishermen, ordinary citizens, etc.

III. RESEARCH METHODOLOGY

To measure the effectiveness of Campus radios, a precise result-oriented survey was conducted by the researchers. A questionnaire consisted of close-ended questions was developed for the present research.

Survey Method

For the current analysis and study, the researcher selected a survey method. A questionnaire was distributed by the investigator to respondents selected from the population. Most of the respondents were either students, academicians, researchers, faculty members, or either related to the field of electronic media, journalism, and mass communication.

Population

The population of this sample is composed of professionals, journalists, students, educationists, etc. ranging in age from 20 to 40 years, in particular from electronic media.

Sampling

This research sample consists of two hundred (200) participants.

Data Analysis & Interpretation

Demographical analysis of participants

The demographic characteristics of the respondents are as under:

1. Gender

Male 62.90%
Female 37.10%

2. Age group

20-25 26.80%
26-30 31.80%
31-35 24.30%
36-40 17.10%

3. Education level

FA/FSc 6.40%
BA/BSc 27.20%

MA/MSc	29.60%
MS/M.Phil	24.30%
PhD	12.50%

4. Profession

Student	57.30%
Teachers	19.27%
Media persons	11.80%
Professionals	9.70%
Govt. Servant	10.20%
Other	3.53%

Table No. 1: Do you listen to Campus FM radio?

	Yes	No	To some extent
Frequency	146	0	54
Percentage	73.1%	0%	26.9%

Results of the survey illustrate that 73.1 % of respondents listen to campus FM radio whereas 26.9 % of respondents occasionally listened to Campus radio. The results reveal that 100% of respondents listen to the transmission of campus FM radio as a survey was conducted from those respondents who use to listens to Campus FM radio programs.

Table No. 2: If yes, how often do you listen to Campus FM radio?

	Regularly	A few times in a week	A few times in a month	Rarely
Frequency	31	48	43	78
Percentage	15.5%	24%	21.5%	39%

Results show that regarding daily time spent on radio listening by the respective respondents. According to the results, the habit of listening to traditional radio is decreasing as only 15.5% of respondents claim that they listen to the radio regularly. 24 % dependents listen radio broadcast in a week time and 21.5% of respondents listen radio few times in a month whereas as 39% respondents rarely listen radio broadcast

Table No. 3: Do you listen to Campus FM radio for what the main purpose?

	Entertainment	Information	Education	Development	Persuasion
Frequency	98	71	18	7	6
Percentage	49%	35.5%	9%	3.5%	3.0%

The above table illustrates the purpose of FM listening by the respective respondents. Results reveal that about 49% of respondents listen to FM radio for entertainment purposes. 35.5% of respondents listen to FM radio to get information, 9% of respondents listen to FM radio for educational purposes, 3.5% of respondents listen to FM radio for development purposes whereas only 3.0% of respondents listen to FM radio for persuasion. This survey depicts that the majority of FM listeners listen to FM radio for entertainment.

Table No. 4: How much time you spend daily listening to Campus FM radio transmission?

	1-2 Hours	2-3 Hours	> 3 Hours
Frequency	118	66	16
Percentage	59.0%	33%	8.0%

According to the results, 59% of respondents daily listen to FM radio for a duration of 1 to 2 hours. 33% of respondents responded that they used to listen to FM radio 2-3 hours daily whereas only 8.0 % of respondents are those who claimed that they listen to FM radio more than three (03) hours. It means the majority of listeners spent 1 to 2 hours daily on Campus FM listening.

Table No. 5: What is your opinion about the programs aired on Campus FM radios in terms of norms and values?

	Ethical	Unethical	Average
Frequency	68	26	106
Percentage	34%	13%	53%

Respondents were asked to give their opinion about the programs aired on FM radios in terms of values. As illustrated in the table, the majority of respondents believe that C a m p u s FM radio programs are average rated. 53% responded given their vote in favour of the average rating. 34% of respondents think that the programs aired on Campus FM radios are ethical whereas the rests of respondents i.e. 13 % believe that the programs aired on Campus FM radio are unethical. These results depict that the majority of respondents rated the contents of programs aired on FM radios as average from a n ethical point of view. Very few respondents are of the view that the contents aired on FM radio programs are unethical.

Table No.6: Up to what extent do you think that transmission of Campus FM radio helps to highlight different social issues?

	Greater extent	Great	To some extent	Rarely	Not at all
Frequency	34	78	64	15	9
Percentage	17%	39.0%	32%	7.5%	4.5%

It was asked from the respondents to give their views about the usefulness of Campus FM radio programs in terms of highlighting different social issues. About 56% of respondents believe that Campus FM radios programs help to raise different social issues. 32 % of respondents think that to some extent FM radio programs help to highlight/raising social issues.7.5% of respondents responded that FM radio programs are not much helpful in raising social issues and rarely such programs are aired on FM radios which are useful in highlighting various social issues. Only 4.5% o f respondents have disagreed and they think that programs on FM radio do not raise social issues.

Table No. 7: Do you think that regional language programs aired on Campus FM radio are very helpful in promoting harmony among the different groups of society?

	Very much	Much	Neutral	Rarely	Not at all
Frequency	39	84	53	19	5
Percentage	19.5%	42%	26.5%	9.5%	2.5%

According to the results, 61.5% of respondents think that regional language programs on FM radios are helpful in t h e promotion of harmony among society. 26.5% respondents have a neutral opinion,

9.5 % responses have been received wherein the respondents are of the opinion that rarely FM radio programs aired in regional language are helpful in the promotion of harmony among different groups of society whereas only 2.5% respondents disagreed with this opinion.

Table No. 8: Which types of social issues are mostly highlighted in Campus FM radio programs?

	Health issues	Education	Women rights	Agriculture	Gender issues	Poverty	Unemployment
Frequency	47	75	26	15	21	13	3
Percentage	23.5%	37.5%	13.0%	7.5%	10.5%	6.5%	1.5%

The Table shows that 23.5% of respondents have the opinion that FM radio programs raised health-related issues. 37.5% of respondents believe that FM radio programs raise educational issues, 13.0% considered that issues related to women's rights are highlighted in FM radio programs, 10.5% responded that mostly gender issues are raised in different social programs aired on FM radio. 7.5% of responses have been received against agricultural issues being raised on FM radios. 6.5% of respondents are of the view that poverty issues are mostly highlighted on FM radios whereas 1.5% of respondents have the opinion that mostly unemployed issues are raised in programs aired on FM radios. Overall results received depict that mostly education-related issues are highlighted on FM radio programs which is a very good sign for the community keeping in view the aspect that most listeners of Campus FM radio programs belong to youth. However, some weight-age is also given by the respondents by sharing their views that FM radios programs also highlight health-related issues in their programs

Table No. 9: To which extent do you think that Campus FM radio has influenced the youth in terms of bringing in social change?

	Greater extent	Great	To some extent	Rarely	Not at all
Frequency	34	78	63	16	9
Percentage	17%	39.0%	31.5%	8.0%	4.5%

It was asked from the respondents to give their views about the usefulness of FM radio programs in terms of highlighting different social issues. About 56% of respondents consider that FM radio programs help to raise different social issues. 31.5 % of respondents think that to some extent FM radio programs help to highlight/raise social issues. 8.0% of respondents responded that FM radio programs are not much helpful in raising social issues and rarely such programs are aired on FM radios which are useful in highlighting various social issues. Only 4.5% of respondents have disagreed and they think that programs on FM radio do not raise social issues.

Table No. 10: How would you evaluate the effects of Campus FM radio programs on the students?

	Positive	Negative	Neutral
Frequency			
Percentage	48.5%	16.0%	35.5%

The above Table illustrates that the majority of respondents i.e. 48.5% have the opinion that Campus FM radio programs have a positive impact on the youth of Pakistan. 16% of respondents opined that FM radio programs have negative impacts on the youth. 35.5% of respondents have

a neutral opinion on the issue. Overall results depict that FM radio programs have a positive impact on youth. Youth is the community that used to listed FM radio programs the most. The results of the survey are ambitious and encouraging. Youngsters are the most intact community with FM radio programs and the results of the survey show a very good sign for the community keeping in view the aspect that youth

is the most intact community with FM listening. Less number of respondents are of the view that FM radio programs create a negative effect on the youth.

Table No. 11: Up to what extent do you think that Campus FM radio is fulfilling the requirements of the modern age?

	Greater extent	Great	To extent	someRarely	Not at all
Frequency	29	73	67	18	13
Percentage	14.5%	36.5%	33.5%	9.0%	6.5%

According to the Table, 51.0% of respondents have the opinion that FM radio programs are fulfilling the requirements of the modern age, 33.5% of respondents have shared their opinion that FM radio programs are satisfying the requirements of the modern age to some extent, 9% have the opinion that FM radio programs are rarely fulfilling the requirements whereas 6.5% respondents believe that FM radio programs do not fulfill the requirements of the modern age. Overall results show that most of the respondents are satisfied with the performance of FM radio programs and opined that programs aired on FM radios are fulfilling the needs/ requirement of the modern age. Very few respondents have disagreed with the opinion.

IV. RESULTS

The results of the study demonstrate that campus FM radio is an essential requirement of the educational institutes. Moreover, the study found that campus based FM radios play a significant role in spreading education and awareness among the students, teachers and administrative staff. In light of the findings of this study, the researchers strongly recommend that colleges and universities should equip their departments with the establishment of Campus FM radio to educate the students and provide them an opportunity to improve their skills and hidden talent by using the platform of campus FM.

V. RECOMMENDATIONS

In Pakistan, besides Radio Pakistan, many commercial and non-commercial / campus FM radios are working. Mostly FM commercial radios are entertainment channels that air musical and entertainment stuff. In Pakistan, illegal FM radios were being used by the terrorists and anti-state elements to spread their anti-state thoughts, views to distract the minds of innocent peoples especially youth/women. These illegal FM radios have been successfully blocked. On the other hand, campus radios are working in the educational sector mainly in public sector Universities and colleges as well as in some public sector departments. These FM radios are very effectively conveying information and education. Allama Iqbal Open University, Islamabad is successfully using its campus FM radio for distance education throughout the country.

In Pakistan, community radio has yet not been started. Community radios are essentially required for awareness of local communities like other developing countries of Africa and Asia such as Srilanka, Bangladesh, Uganda, etc. The government should learn from the experience of the other parts of the world where the radio is very effectively being used to approach the masses for awareness, education, and information. Radio deserves greater attention as a means of promoting the educational opportunity to rural, isolated peoples worldwide. Similarly, campus radios could relay the subjects that might be addressed in the classroom. PEMRA and university administrations should take this into account and make appropriate improvements to their policies. In public sector universities, very few mass communication departments have taken concrete steps to promote and expand education by establishing their radio stations. Despite that, it is necessarily important to equip such institutes with the latest technology. It also required to revise the curriculum following the requirements of the local and international media market.

News and current affairs programs are not broadcasted on FM campus radio stations. It is essentially required for the promotion of education that the topics and subject matter discussed in the classroom

should be broadcasted from campus radios so that such students who could not attend the class due to some reason may also get benefit from the radio transmission. It is the responsibility of PEMRA and the administration department in educational institutes to think about it and introduce required and necessary changes in their policies.

VI. CONCLUSION

Campus radios are operating in the country and successfully contributing to their necessary function by spreading knowledge, education and information to the masses, particularly to students and young people, and also by providing a forum for students to gain experience and to perform and express their potential and talent. In contrast to Radio Pakistan and other non-campus based FM channels, campus-based radios cater more to the particular needs of the students by airing debate, interviews, documentaries, features and some exclusive music programs. The study found that listeners of these radios view them as a positive influence over their career building endeavors. The study also revealed that educational activities on campuses can be further enhanced if the radios are put in the service of promoting education.

REFERENCES:

1. Adelakun, L. A. (2014). The use of institution-owned radio for the promotion of formal education among Nigerian youths. *International Journal of Social Sciences and Humanities Reviews*. Vol.4 No.4, p.108–118.
2. Awais, A. (2002). Prospects of Community radio in NWFP. *University of Peshawar, Pakistan*
3. Berman, S. D. (2008). The return of educational radio?. *The International Review of Research in Open and Distributed Learning*, 9(2).
4. Chaudhary, M.U. (2019). *Revival of radio in Pakistan: Cultural, Political and Social impact of FM radio on the youth*. Unpublished Ph.D. Thesis submitted to Islamia University Bahawalpur, Pakistan.
5. Jumani, N.B., & Fazal-ur-Rahman. (2009). Role of media (radio) in opinion building in rural masses in Pakistan. *Global Media Journal*, AIOU, Islamabad, Pakistan, Vol -II, issue -II.
6. PEMRA. (2020, October 04). *Pakistan Electronic Media Regulatory Authority*. Retrieved from PEMRA website: www.pemra.org.pk.
7. Rawan, B., & Siraj, S.A. (2003). *Mass Communication handbook, course code 963*, Allama Iqbal Open University, Islamabad, ISBN -969-492-028-0, 2008.
8. Rahman Ullah, & Khan, A. U. (2017). Role of FM Radio in Education (A Case Study of FM Radio in Peshawar). *J. Soc. Sci*, 3(3), 9-16.
9. Shehzad, H. R., Riaz, M. & Zahra, S. (2019). *Licensed to Learn: A Case of TV and Radio Channels in Pakistani Universities*. *International Journal of Distance Education and E-Learning (IJDEEL)* Volume V- Issue I.
10. Thomas, J. (2001). *Using Community Radio for Non-formal education*. Vancouver, BC.: Commonwealth of Learning. <http://www.col.org/colweb/site/pid/3137>