# THE ROLE OF PUBLIC SERVICE BROADCASTING IN SOUTH AFRICAN 

 EDUCATION: PHALAPHALA FM AS A CASE STUDYby<br>\section*{RABELANI LUSANI NETSHITOMBONI}

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## SUMMARY

This study investigates the role of radio in South African education, with Phalaphala FM as a case study. The aim was to investigate the extent to which Phalaphala FM's programmes include educational material and the extent to which the respondents listen to Phalaphala FM to satisfy their educational needs. Phalaphala FM as a regional radio station predominantly serves rural listeners, as they often do not have access to alternative forms of media. The theoretical point of departure is the uses and gratifications with its emphasis on the active audience concept. Content analysis of Phalaphala FM's programme schedule was conducted to determine the amount of educational material. Focus group interviews and survey research were used to determine the respondents' media usage patterns. The results indicate that entertainment programmes are given more time on Phalaphala FM and that the respondents prefer entertainment programmes, to informational and educational programmes.
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## CHAPTER 1

## BACKGROUND AND NEED FOR THIS STUDY

### 1.1 INTRODUCTION: NATURE OF THE RESEARCH PROBLEM

Radio has been largely regarded by scholars as the most suitable medium to use for development purposes, more especially in the Third World countries. However, when looking at the role of radio in developing countries, it is important to also consider the features that characterise Third World countries. According to Mwakawango (1986:82), developing countries are characterised by low literacy rates, low per capita incomes, poverty, disease and an average life expectancy of almost half that of developed countries. Mwakawango (1986:82) further states that although the death rate is high, population growth is phenomenal.

The role of radio in developing countries is therefore seen in terms of the need to reconstruct and develop the country and to foster the ideals of national integration. The latter features prominently because most of the countries gained their independence in the 1960 s and would like to wield together many tribes, races and ethnic groups (Mwakawango 1986:83). Ghartey-Tagoe (1986:131) states that in African countries, the main task is to assure greater participation of the people in economic and national affairs, increase their skills and to help them to find their cultural identities. This can be done through the effective use of communication, and in this instance radio is the main medium for use. While television could be a very useful tool, the problem is that the majority of the people cannot afford it. The effectiveness of newspapers would also be limited because of a high rate of illiteracy. Katz and Wedell $(1977: 219)$ also state that radio production costs are lower than those for other media with comparable penetration and that radio has the advantage that it is independent
of rural electrification and disproportionately cheaper. As a result radio becomes the natural choice because it does not require a prerequisite for literacy (Bates 1984:237). Wedell (1986:87) states that many people can afford a radio set. Therefore, it is a useful medium to stimulate development. Ghartey-Tagoe (1986:131) further states that radio covers vast areas in Africa, with only $25 \%$ of Upper Volta and $15 \%$ of Mali not covered by radio. Countries like Ghana, Nigeria, Zambia and Tanzania are entirely covered by radio and are also able to operate external services.

Bates (1984:235) states that radio is however faced with increased competition from other sources, like television, for teachers' and learners' time. This could result in loss of audiences to the independent non-broadcast companies who, because of new technologies, can provide education. Bates (1984:236) also states that the spread of technology is likely to increase educational differences within society because not everyone can afford to be connected to the new technology. As a result, those who need further training, the unemployed and less well educated are less likely to benefit from home learning through the new media (Bates 1984:236-237). Radio therefore becomes the main provider of further education as it can reach many households.

Katz and Wedell (1977:22) warned that broadcast media should not be expected to do the whole job. They however stressed that to be genuinely effective, the broadcast media need to be reinforced by word of mouth, preferably through trusted friends or advisors, or by campaigns of personal intervention as practiced, for example, by literacy corps, health officers, agricultural extension agents, and community development officers. Chilangwa (1986:106) states that educational broadcasts in Africa have struggled to attract large enough numbers of listeners to justify the expenditure of the meager financial and manpower resources now available in African countries. Although educational broadcasts attract huge audiences at the beginning, the size of such audiences becomes smaller as they
become disillusioned because educational broadcasts are initiated with no specific objectives and without adequate planning (Chilangwa 1986:107).

Ghartey-Tagoe (1986:130) states that the general feeling is that the media in Africa have not risen to the challenge of the national and development needs of the countries in which they operate. This is accounted for largely by the lack of enough trained personnel for the systematic development of programmes which are more relevant to the needs of African countries. Broadcasting institutions lack effective policies and planning, research and training facilities. Early policies that guided radio development in the colonial countries included such objectives as the enlistment of loyalty, extension of the empire, the promotion of tranquillity and unity, the preparation for autonomy, the achievement of modernisation, and the creation of indigenous creativity (Katz \& Wedell, 1977:8). In the post colonial era, developing countries were faced with the challenge of developing policies which would address the needs of the emerging nations.

Katz and Wedell (1977:3) state that those developing nations have invested little effort in the formulation of explicit policies for relating the media to development goals. The main focus of the new governments has been to ensure national integration and loyalty to the government. This goal is often pursued at the expense of other developmental goals and in the absence of coherent policy for the use of the media for development as a whole. The other aspect to be considered is the fact that in developing countries government control of broadcasting usually involves much more than the allocation of broadcasting frequencies, and also extends to control of content due to political considerations (Katz \& Wedell 1977:42) ${ }^{1}$.

[^0]The effective use of radio for national development has also been affected by the involvement of foreign donors. For example, in Liberia where the majority of the people lived in small isolated farming villages and traditions and indigenous cultures remained strong, radio had a major role to play in national development (Kromah 1986:199). The government introduced broadcasting programmes in the 1950s. However, the participation of foreign business-oriented management suspended the quest to achieve national development goals. The Liberian government played a minor role in programming policies (Kromah 1986:200). As a result rural people were excluded politically from the mainstream of central government but radio was not sensitive to these problems.

According to Bates (1984:181) there are fundamental questions about the role of broadcasting which are not addressed, and as such keep on recurring and affecting the effectiveness of educational broadcasts. Firstly, why broadcasting organisations with a commitment to education consult too little with other educational institutions and agencies? Secondly, why so little is done to discover the specific learning needs of the target audiences and the effects of educational programmes? Thirdly, why are certain formats, like documentaries for instance, so popular with educational broadcasters compared with more overtly instructional formats? Wedell (1986:107) states that there is limited research on the feasibility of educational programmes and availability of manpower.

It is in the light of the issues raised above that this study is to determine the role that Phalaphala FM plays as a public broadcaster in rural Venda. A need exists to determine the role that Phalaphala FM plays in the nonformal education of Venda youth and whether secondary school children use Phalaphala FM to satisfy educational needs. This study also evaluates whether radio has lived up to its reputation of being an effective tool for education.

### 1.2 NEED FOR THE STUDY

The need for this study is to determine the role of Phalaphala FM in nonformal education and whether secondary school children in rural Venda use Phalaphala FM to satisfy their nonformal educational needs. The focus of this study is on rural areas because as far as this researcher could determine, no academic research has been done on the radio listening patterns and/or needs analysis of radio listeners in rural areas.

Research on the use of radio and uses and gratification theory in South Africa has been done by scholars like Groenewald and Holtzhausen (1978), and Bekker and Groenewald (1991a \& 1991b). The above-mentioned research projects were aimed at urban black people. However, the needs and interests of people in rural areas may be different from those of people in urban areas. According to Bates (1984:181) broadcasting institutions hardly consult their target audience, and little research is done to discover the specific needs of the target audience. Given that this investigation deals with nonformal educational programmes on radio, it becomes necessary to investigate the extent to which such educational programmes are presented on radio and the effectiveness thereof.

### 1.3 RESEARCH QUESTIONS

The purposes of this study are exploratory and descriptive. When the researcher investigates a fairly unknown area (that is the radio usage pattern of pupils in a rural area), which is more exploratory, research questions are formulated. Research questions are also formulated in a descriptive study. According to Wimmer and Dominick (1997:25), research questions are generally used when the researcher is unsure about the nature of the problem under investigation. The above explains why
research questions were formulated in this study. The following are the research questions formulated for this study:

* What is the pupils' media usage pattern in general (eg. television, newspapers, magazines)?
* What is the radio listening pattern of Venda high school children (standard 6-9 at Tshivhase and Tshidimbini High School)? :
- when do they listen to Phalaphala FM during weekdays and weekends?
- the number of hours they listen during weekdays and weekends?
- the programme preferences on Phalaphala FM?
* What needs are being satisfied by different programmes on Phalaphala FM? The following are possible needs/functions:
- entertainment
- education
- information
- escapism
- social
- combination of the above needs?
* Are there differences between boys and girls with regard to their programme preferences and the needs being satisfied by Radio Phalaphala?
* Do Phalaphala FM programmes fulfil the educational function of radio?
* If yes, which radio programmes fulfil or satisfy educational needs?
* What are the strengths and limitations of surveys when applied in the rural areas?


### 1.4 UNDERLYING ASSUMPTIONS OF THE STUDY

Because the theoretical point of departure is the uses and gratifications (cf.chapter 3) the intrinsic assumptions are that listeners actively select radio programmes to satisfy specific needs.

The following are assumptions based on the research questions above:

* School children use other media (television, magazines, newspapers) to satisfy needs (education, information, entertainment, etc.)
* In rural areas Phalaphala FM satisfies diverse needs.
* In rural areas radio plays an important role in educating school children.
* Entertainment programmes on Phalaphala FM are used to satisfy educational needs.
* Programme preferences of boys and girls differ (therefore the needs being satisfied by Phalaphala FM show gender differences)


### 1.5 PURPOSE OF THE STUDY

Firstly, the purpose of this study is to explore the extent to which Venda high schools' pupils listen to Phalaphala FM in order to satisfy their educational needs. An exploratory survey can be used when the researcher is beginning an inquiry into a less explored field of study (Babbie 1995:53). Because (as far as this researcher could determine) no academic research has been done on the radio listening patterns and/or a needs analysis of radio listeners in rural areas, thus one of the aims of this study is to explore this field of study.

Secondly, the purpose of this study is also descriptive. A descriptive survey can be used to discover the distribution of certain traits (e.g., needs, attitudes) of pupils (Du Plooy 1995:127). In this study it has also been used to describe the pupils' listening patterns with regard to Phalaphala FM and the extent to which they use Phalaphala FM programmes to satisfy their educational needs.

### 1.6 UNIT OF ANALYSIS

Two units of analysis have been identified for this study, namely, Phalaphala FM programmes as presented in the radio station's annual programme schedule (cf. Appendix D for the programme schedule). In this regard time has been used as a measuring instrument. The programme schedule was used in the content analysis (cf. Chapter 2 for content analysis) The second unit of analysis is the respondents in both survey and focus group discussion.

### 1.7 TIME DIMENSION

This investigation focuses on Phalaphala FM's programme schedule for the year 1996. Questionnaires were administered to high school pupils in Venda during the week of the 8-11 October 1996. The data from the two schools was collected in one day. This is a cross-sectional survey because the information was collected at one point in time.

### 1.8 POPULATION PARAMETERS

The population of this investigation is high school pupils in Venda who were in standard 6-10 for the academic year 1996. The type of sampling chosen for this investigation was a nonprobability sample. The sampling method is convenience sampling (cf. 4.3 for details on sampling).

### 1.9 METHODOLOGY

A descriptive survey research (questionnaire) plus focus groups was used in this study. A content analysis of Phalaphala FM's programme schedule was also conducted to determine the extent to which Phalaphala FM broadcasts educational programmes as compared to information and entertainment.

### 1.10 THEORETICAL FOUNDATION OF THE STUDY

The theoretical point of departure for this study is the uses and gratifications theory(cf. chapter 3). The intrinsic assumption of uses and gratifications are that listeners actively select radio programmes to satisfy specific needs. Initially this study was purely qualitative in nature, which is one of the characteristic features of the social science tradition. The research methodology adopted was the survey. After the survey was conducted, it was clearly evident from the data that there are some limitations inherent in surveys when conducted in rural areas. As a result focus group discussions were introduced to address the limitations of survey research. This study could thus be associated with both the social science and the humanities traditions. This is mainly because the uses and gratifications theory is associated with the social sciences, with the survey as the research methodology. On the other hand the humanistic approach of focus groups has been used.

The uses and gratification theory has been selected because the assumptions (cf.3.3) serve as a basis for research of this study, especially the intrinsic assumption that listeners actively select radio programmes to satisfy specific needs. Furthermore, the uses and gratifications has been used extensively by researchers over the years (Pitout, 1989, Hanekom, 1990, Bekker \& Groenewald, 1991a, Bekker \& Groenewald, 1991b) to empirically investigate the motives and needs for media use. Although this approach has specific shortcomings (cf.3.6) it remains a valid and well-proven theory to investigate different needs being satisfied by the media. To address the shortcomings of survey research, focus groups (a qualitative research method) have been conducted to investigate in more depth pupils' motives and needs for using Phalaphala FM.

### 1.11 DEFINITION OF CONCEPTS

### 1.11.1 Listeners of Phalaphala FM

In this investigation listeners refers to high school pupils whom in 1996 were doing standards 6-10. Their ages range from 13-21 years. This age category falls within the typical Phalaphala FM audience profile, where the majority ( $33 \%$ ) of listeners are within the 16-24 age category (cf. Appendix E). However, the age groups presented in Appendix E do not include respondents who are in the 13-15 age group.

### 1.11.2 Media usage patterns

This refers to the respondents' radio listening patterns as compared to other media like television, magazines and newspapers.

### 1.11.3 Rural community

A rural community has an identity and cohesion to a much greater degree than in the Western world. It is also characterised by units for religious celebrations, organisation of festivities and ceremonial rites, customary procedure for appointment of village chiefs (Thomas-Hope, 1996:126-126). The other characteristic feature is the domestic household is the basic unit around which activities revolve. Division of labour is still largely in existence. For example, women are still largely responsible for care of small children, housework, cooking, fetching water, firewood and food processing operations such as, grinding maize into flour. The above characteristics of a rural area can still be identified in
the rural areas which are the focus of this study. However, there are some changes which can be noted in these rural areas. For example, there is an increase in access to electricity, which limits the extent to which people in this society make use of firewood.

### 1.11.4 Education

Education is a process which forms part of the broader society. It often associated with schools. This is referred to as formal education because schools pass attitudes and values though the hidden curriculum. Schools also prepare people for work as they teach knowledge and skills, and they offer certificates. In this way schools link in with the work that people go on to do. According to Christie (1990:261), it is important to guard against the trap of thinking that people can only learn through schools. This is mainly because there are many educational programmes that can be run outside formal schools to provide alternatives to formal schools. These programmes are often referred to as nonformal education. Nonformal education provides selected types of learning to particular subgroups in the population. For example, educating people on health matters, careers, entrepreneurs, and cooking.

### 1.11.5 Information

According to Budd and Ruben (1979:19), the prime function of information is to ensure the welfare of the society and the individual. Radio programmes that fulfil the informational function include among others, news bulletins, weather reports and market prices.

### 1.11.6 Entertainment

The entertainment function offers people an escape from their routinised worlds. Entertainment satisfies an essential and irrefutable need as it serves as a major safety valve in times of stress. The particular form of escape that it provides consists of physical passivity with emotional involvement. Radio programmes that fulfil the entertainment function include among others, sports and music. Psychological studies have indicated that these characteristics can play an important role in educating and influencing people (Eidsvik (1978:15).

### 1.12 Types of broadcasting

For the purpose of this research the following definitions of broadcasting are based on that given in the IBA Act. The researcher is aware of the fact that there is some contention surrounding these definitions of the various types of broadcasters, because they define broadcasters in economic terms. For example, there has been much argument regarding the redefining of "community radio" purely in geographic terms, in the Broadcasting Bill, as it excludes a community of interests (such as religious). Public broadcasting is under constant pressure to provide a universal service while at the same time competing with community and private stations. It is important to note that the South African Broadcasting Corporation(SABC) has its unique categorisation of radio broadcasting, namely, commercial and community radio, metropolitan radio, and regional radio. Phalaphala falls under the regional category. The following definitions are working definitions for the purpose of this research and this researcher is aware of the limitations to these definitions.

### 1.12.1 Private radio

Commercial radio in South Africa is known as private radio. The Independent Broadcasting Authority Act (IBA) Act No. 153 of 1993 defines commercial/private radio as "a service operated for profit." Licenses are issued for the duration of six years (South Africa 1993:s1).

### 1.12.2 Community radio

The Independent Broadcasting Authority (IBA) Act No 153 of 1993 defines community radio as " $a$ service which is fully controlled by a nonprofit entity for nonprofit purposes in order to serve a particular community." A community station should promote the interests of the community and encourage the community to participate in the selection and provision of programming. Funding may be by means of donations, grants, membership fees or sale of advertising time (South Africa 1993:s1).

### 1.12.3 Public service radio

The Independent Broadcasting Authority (IBA) Act No 153 of 1993 defines public radio as " $a$ service provided by the South African Broadcasting Corporation (SABC) or any other statutory body or person who receives all or some income from licence fees and can include a commercially operated service" (South Africa 1993:s1). According to Mpofu, Manhando and Tomaselli (1995:7) public broadcasters need to place political, civic, cultural events and entertainment in a common domain.

### 1.13 OUTLINE OF THE STUDY

Chapter 1 gives an outline of the background and need to investigate the extent to which high school pupils (in rural Venda) listen to Phalaphala FM for educational purposes. The uses and gratification theory is used to explore and explain the reasons why high school pupils in rural Venda listen to Phalaphala FM. An outline of the research problem, research questions, underlying assumptions, purpose and the methodology is given.

Chapter 2 deals with the role of radio in nonformal education. A content analysis of Phalaphala FM's programme schedule was conducted to determine the extent to which Phalaphala FM broadcasts nonformal educational.

In Chapter 3 the theoretical framework of this investigation, namely, uses and gratification, is discussed. The different stages of development, theoretical assumptions and criticisms leveled against the uses and gratification theory are discussed.

Chapter 4 deals with the methodology used in this investigation. Survey and focus group discussion have been discussed as they are the research methods adopted for this study. Techniques used for data collection and analysis are discussed.

Chapter 5 discusses the results of both survey and focus group discussions. Chapter 6 deals with the analysis and synthesis of the results. Suggestions for further research are also discussed.

## CHAPTER 2

## ROLE OF PHALAPHALA FM IN NONFORMAL EDUCATION

### 2.1 INTRODUCTION

This chapter focuses on the content analysis of Phalaphala FM's Programme schedule for 1996 (cf. Appendix D). The purpose of this content analysis is to determine the extent to which Phalaphala FM broadcasts educational programmes in relation to other functions of radio, namely entertainment and information. The South African Broadcasting Corporation (SABC) now classifies Phalaphala FM as a regional broadcaster where developmental information is given priority as listeners have limited access to alternative forms of media. As a result, it becomes necessary to determine the Phalaphala FM's programme functions. The methodology used in this content analysis is based on the steps described by Wimmer and Dominick (1997).

### 2.2 CONTENT ANALYSIS OF PHALAPHALA FM's PROGRAMME SCHEDULE

### 2.2.1 Content analysis defined

According to Wimmer and Dominick (1997:112) there are three concepts which characterise content analysis. Firstly, content analysis is systematic. This means that the content to be analysed should be selected according to explicit and consistently applied rules. For example, sample selection must follow proper procedures, each item must have an equal chance of being included in the analysis and only one set of guidelines for evaluation is used throughout the study.

Secondly, content analysis is objective. This means that the researcher's biases should not enter into the findings. If the analysis is replicated by another researcher, it should produce the same results (Wimmer \& Dominick 1997:112).

Thirdly, content analysis is quantitative. The goal of content analysis is the accurate representation of a body of messages. Quantification gives the researchers additional statistical tools that can aid in interpretation and analysis (Wimmer \& Dominick 1997:112).

### 2.2.2 Research problem

The research problem gives direction to a research project. The purpose of this content analysis is to determine the extent to which Phalaphala FM broadcast educational programmes in relation to information and entertainment programmes. The focus of this content analysis is mainly on nonformal education because Phalaphala FM is a regional broadcaster which along with other five regional radio stations (LiGwalagwala FM, Ikwekwezi FM, Motsweding FM, Thobela FM and Munghana Lonene) predominantly serve rural audiences. Hence educational programmes are given priority as listeners often do not have access to alternative forms of media (South African Broadcasting Corporation 1999b). The content analysis was thus used to determine the extent to which Phalaphala FM broadcasts educational programmes.

### 2.2.3 Population

According to Wimmer and Dominick, (1997:116) a population specifies the boundaries of the body of the content to be considered which requires an appropriate definition of the relevant population. The population in this content analysis is the whole programme schedule for 1996-1997 (South African Broadcasting Corporation 1997)(cf.Appendix D for the copy of the programme schedule).

### 2.2.4 A sample

According to Wimmer and Dominick (1997:61), a sample is a subset of the population that is representative of the entire population. The sample for this content analysis are programmes on Phalaphala FM's annual programme schedule as published by the SABC (1996). These programmes were observed over a period of one week. Thus, a convenience sample was selected as the subjects were readily accessible for study.

### 2.2.5 Unit of analysis

A unit of analysis is the smallest element of a content analysis which is to be counted or measured (Wimmer \& Dominick 1997:119). The unit of analysis identified for this study is the actual programme in its entirety as listed in the programme schedule. Time has been used as a measuring instrument. The units of measurement used in this content analysis are hours, minutes and seconds. The duration of the programmes is measured and is then converted to a percentage of the total for ease of comparison.

### 2.2.6 Categories

According to Wigston (1995:160) categories are meaningful groups into which we allocate our units of analysis. According to Wimmer \& Dominick, (1997:121), in addition to exclusivity, content analysis categories must have the property of exhaustivity. There must be an existing slot into which every unit of analysis can be placed. The categories used in this content analysis are education (formal and nonformal), entertainment and information programmes of Phalaphala FM. As Berger, (1991:27) indicated, it is important to offer operational definitions of the subjects under investigation and to illustrate how they are going to be used in a study. There are overlaps which exist between these categories. In order to deal with the problem overlaps in categories, this researcher determined the dominant function of the programme and categorised the programmes according to this function in order to ensure the exclusivity of the categories. In this study the categories are defined as follows:

### 2.2.6.1 Education

Education refers to the following three different types of education, namely, formal, nonformal and informal education.

## * Formal education

It is the institutionalised, chronologically graded and hierarchically structured educational system, spanning lower primary school to university level. According to Bock and Pipagianis (1983:16) formal education has goals and rewards since students are to be socialised for adult life and the central activities of their student role are not directly relevant to their immediate interests. According
to Christie (1990:144), formal education involves a selection of the knowledge in society, which is combined into a set syllabus. After successfully going though a set syllabus, a student is given a certificate to prove that he or she has qualified for a specific job (Christie 1990:191).

## * Informal education

Informal education could be defined as a lifelong process by which every person acquires accumulated knowledge, skills, attitudes and insights from daily experiences and exposure to the environment. It often happens when people are not aware that they are adding specific or general knowledge since the content is presented in the guise of entertainment (Wigston 1996:341). The informal function of radio parallels other functions and it is in addition to those functions. Hence, it is difficult to separate out the informal function of radio out, even artificially. This is largely because it will be highly subjective to determine the informal functions of programmes and will thus invalidate this research. Programmes will have an informal educational function for some listeners, but not all, and then could be informal for some aspects of the programme only. For example in a news bulletin, where you learn something from one particular item only, such as the need for a bar-coded identity document in order to be able to vote in the election. As a result informal education will not be included as a separate category.

## * Nonformal education

Nonformal education could be defined as any type of organised, systematic educational activity carried out outside the framework of the formal educational system to provide selected types of learning to particular subgroups in the population (Van der Stroep 1984:vii). Nonformal education
has some distinct features which make it more relevant for rural transformation, namely, immediate action and the opportunity to use what has been learnt immediately (Bock \& Pipagianis 1984:7). The elements within the programme content which led to placing that programme within the nonformal education category include among others, career matters, health, legal matters, agriculture, self-help, entrepreneurs and cooking. The above-mentioned elements helped in coding the programme content.

### 2.2.6.2 Information

Dean and Bryson (1961:16) define information as the sharing of facts with no persuasion or transmission of values, although this does occur. The elements within the programme content which led to placing that programme within the information category include among others, news bulletins, actualities, announcements, weather and phone-in programmes.

### 2.2.6.3 Entertainment

Entertainment programmes include sports programmes and music (Tannenbaum (1980:5). According to Wigston (1996:7), the definition of entertainment lies in the use and gratification received by the listener from the programme. The entertainment function overlaps with every other function that radio fulfils. The elements within a programme which led to placing that programme in the entertainment category include among others, music, serial drama and sports programmes (broadcasts and announcements of results).

### 2.2.7 Quantification

In this study quantification was done at a nominal level. At the nominal level researchers simply count the frequency of occurrence of the units in each category (Wimmer \& Dominick 1997:122). What is being counted in this content analysis are the hours, minutes and seconds to determine the amount of time given to the above-mentioned categories.

### 2.2.8 Reliability

Reliability refers to the repeated measurement of the same material which produces results similar in decisions or conclusions (Wimmer \& Dominick 1997:126). An acceptable level of reliability largely depends on the research context and the type of information coded. According to Wimmer and Dominick (1997;130), if a certain amount of interpretation is involved, reliability estimates are typically lower. As a rule of thumb, most published content analyses typically report a minimum reliability coefficient of about 90 percent when using Holsti's formula and about 0.75 percent or above when using pi or alpha (Wimmer \& Dominick 1997:130). In this content analysis the Holsti's formula was used to determine reliability. Intracoder reliability was established for this content analysis. After the initial coding was completed, a sub sample of the data of 20 percent was selected and re-analysed by the same researcher after the elapse of a time period of two months, thus intracoder reliability was established. A minimum reliability coefficient of $95 \%$ was achieved. According to Wimmer and Dominick (1997:129), one of the limitations of the Holsti method is that it does not take into account the occurrence of some coder agreement strictly by chance.

### 2.2.9 Limitations of content analysis in this study

The following are the limitations identified in this content analysis:

* Issues surrounding the exclusivity of categories were problematic because of the overlap which exists between the categories. The overlaps exist largely due to the dominant influence of entertainment which overrides the other programme categories, namely, information and education. This has led to the creation of concepts like "infotainment" and "edutainment." For example, according to Brown and Singhal (1993:83-82), edutainment occurs when persuasive educational messages are infused within the content of an entertainment medium such as soap opera or music, for the purposes of promoting specific pro social values, beliefs and practices. These concepts (infotainment and edutainment) were not used as categories in this content analysis because they are not mutually exclusive. They are not mutually exclusive because they combine two functions of radio. As a result, the dominant function of a programme was determined and the programme was categorised according to this function.
* The subjective nature of interpreting the dominant functions of programmes in this content analysis could result in a much lower reliability index (cf.2.2.8 for details on reliability). The interpretation of the dominant function could be because the ultimate function is determined by the listener depending on what he or she does with the programme content.


### 2.2.10 Results

The findings of this content analysis are presented in the form of a pie chart as shown below.


Figure 2.1 Results of content analysis

### 2.2.11 Interpretation of results

When dealing with the results of this study, it is important to note that the South African Broadcasting Corporation(SABC) model is, very much, a hybridised one, where there is a mix of commercial and public broadcasting and for many years the SABC was not very sure whether it was a commercial or public broadcaster.

It is evident from the above results that entertainment programmes are given more time as compared to information and formal and nonformal educational programmes. The results of this content analysis correlate well with the trend toward a greater emphasis on entertainment by public broadcasters. Focus group and survey results discussed in Chapter 5 indicate the respondents like entertainment programmes more than educational and informational programmes. This could mainly be because entertainment programmes are given more time than educational and informational programmes, as shown in Figure 2.1. This implies that the more exposure a specific programme category gets, the more favourable to the listeners it could be.

Emphasis on entertainment by Phalaphala FM could also be seen as part of the international trend among public broadcasters to operate from a more commercial approach in order to generate more income (by attracting more listeners through entertainment) in the face of more competition from within the media industry. There are problems that public broadcasters encounter in this regard. As Bird (1994:4) argues, commercially gained revenue, whether made as direct form of funding or as a way of cross-subsidising public service programming, will lead the broadcaster into the situation where control over programming is not dictated by the public services concerns but by the needs of the advertiser. This is the case because financing public service broadcasting (PSB) has been
transformed by the commercial logic of the market forces (Mpofu, Manhando \& Tomaselli 1995:17). As a result, the famous trinity of the ideal of information, education and entertainment is being put under intensive examination due to the global demand that public service broadcasting be responsive to the market forces. Tracey (1992:19) further states that the need to respond to the market forces by public broadcasters often lead to the obvious aspect of "downsizing," making the organisations smaller and therefore allegedly more efficient. Rowland and Tracey (1990:20) state that as a result of the need for public broadcasters to generate income to sustain themselves, public broadcasters have carried "enhanced" programme underwriting well into the realm of straightforward commercialism. In the United States public broadcasters have cut back or dropped what little public affairs and cultural programming they had, transforming their production capabilities into vehicles dedicated solely to fund-raising (Rowland \& Tracey 1990:20).

Although public service is internationally under pressure to operate in a way that it generates income, Phalaphala FM cannot generate income to sustain its survival. This is largely because of the nature of its audience, the majority of whom belong to the lower income groups (cf. Appendix E the income categories of Phalaphala FM listeners). As a result Phalaphala FM relies on cross-subsidisation from commercial stations within the South African Broadcasting Corporation, such as 5 FM and Radio Metro.

Currently, Phalaphala FM does not have competition from other broadcasters as it is the only station which broadcasts in Tshivenda in its stronghold (Venda). The only possible competition could have been Univen Community Radio station operated by the University of Venda. However, this is a campus-based community radio station which broadcasts mainly in English and it is largely aimed at
the student community. The heavy emphasis on entertainment by Phalaphala FM raises some concerns regarding the public service mandate, that is, to inform, educate and to entertain. The other aspect to be considered is that the South African Broadcasting Corporation(SABC) now classifies Phalaphala FM as a regional broadcaster along with five other stations, where developmental information is given priority as listeners do not have access to alternative forms of media (South African Broadcasting Corporation 1999b). The results of this content analysis indicate that emphasis on Phalaphala FM's programming is on entertainment. As such, they refute the South African Broadcasting Corporation(SABC)'s assertion that priority in regional radio stations is given to developmental information.

Another aspect to be considered is the Westernisation of the radio station, which poses a threat to indigenous culture. With the changes and developments in technology, it will be difficult for nonWestern nations to preserve their cultures. In the Western countries, not just public institutions but everyday life is becoming opened up from the hold of indigenous tradition. The general trend worldwide is that societies across the world are becoming detraditionalised as a result of the emerging global cosmopolitan society (Giddens 1999). Phalaphala FM's emphasis on entertainment programming could be part of this process in which cultures open to global influences. For example, with increased flow of information from Western countries, music from Western countries is now accessible to local radio stations. As a result, international music becomes more influential than local traditional music. However, it should be noted that due to their superiority in terms of technology, Western countries pose a threat to indigenous cultures. According to Lipinski (1999:152) the traditional information boundaries are breaking down. This implies that media institutions are becoming more open to information and art forms from other countries and cultures.

In order to attract foreign investment a country may agree to harmonise its own laws according to the developing international order. As a result a country may diminish its own information heritage or disenfranchised a portion of its constituency. This results in the debasement of the cultural information heritage of a country in the name of economic progress (Lipinski 1999:152). The reality facing the interrelationships between sovereign states and actors within those states with other states and state actors is such that the basis of such relationships is tied to the infiltration of commercial interests and the dominance of market factors to the exclusion of other principles (Lipinski 1999:154). Public broadcasters are forced to respond to the market factors in order to generate income in the face of increasing competition from commercial broadcasters. In this situation, those who have control over information and media institutions are placed in a superior position for subsequent information transfer and development. With regard to broadcasting and flow of information, Western countries are well placed to dominate the transfer of information. This unequal transfer of information has an influence on the output of media institutions in developing countries, which will further threaten the existence of indigenous cultures.

### 2.3 SUMMARY AND CONCLUDING REMARKS

It is evident from the above content analysis that entertainment is given more time on Phalaphala FM's programming as compared to education and information. The results of this content analysis correlates well with the focus groups and survey results discussed in Chapter 5. The content analysis indicates that entertainment programmes are given more time on Phalaphala FM, whilst focus groups and survey results indicate that the respondents prefer entertainment programmes. This trend poses a challenge to those who want to use radio for nonformal educational purposes to develop educational programmes which can be presented in an entertaining manner or combined with
entertainment programmes. One of the limitations of this content analysis is that it cannot deal with issues pertaining to the listeners' use of radio programmes, as it focuses mainly on the message. The following chapter provides a theoretical framework, namely, uses and gratifications.

## CHAPTER 3

## USES AND GRATIFICATION THEORY

### 3.1 INTRODUCTION

This chapter focus on the theoretical approach used in this study, namely the uses and gratification. Emphasis is placed on the history and development of uses and gratification theory in general, uses and gratification theory in South Africa, and the relationship between uses and gratification and this investigation. Finally, this chapter will critically evaluate the uses and gratification theory.

### 3.2. THE HISTORY AND DEVELOPMENT OF THE USES AND GRATIFICATION THEORY

The historical development of uses and gratifications theory and the basic assumptions of this theory have frequently been discussed by, amongst others, Groenewald and Bekker(1991a, 1991b); Infante, Rancer, and Womack (1990); Katz, Blumler and Gurevitch(1974); Palmgreen, Rosengren and Wenner (1985); Greenfield (1985) and Pitout (1989). According to these authors four phases can be distinguished in the development of uses and gratifications theory. The different stages are briefly summarised below.

### 3.2.1 Descriptive/reconnoitre phase (first phase)

During the first phase from 1940s to 1950s the focus was on the meaningful description of audience subgroup orientations to selected media content forms. The outcome for this early research was mainly to illuminate something of the "feel" and quantity of audience attachment to mass communication in its own right (Blumler 1974:13). The first phase paved the way for the second phase of uses and gratifications research which is known as the operational phase (Blumler 1974:13).

### 3.2.2 An operational phase (second phase)

The operational phase in the 1960 s produced research about the functions of the mass media and a typology of motivations. During this phase, the most important needs being satisfied by the media were established, for example, needs related to relaxation, entertainment, escapism, information and socialisation. The second phase of the late 1960s, regarded as the "adolescence" phase, thus focused on operationalisation of the above social and psychological needs which many presumed give rise to differentiated patterns of media consumption (Blumler 1974:13). The outcomes of such work held out the promise that the tendencies for audience members to seek certain satisfaction from media content could be measured by means of quantitative research methods such as structured survey questionnaires (Blumler 1974:13).

### 3.2.3. An exploratory phase (third phase)

In the third phase (an exploratory phase) the theoretical assumptions of the theory were formulated (cf.3.3). This phase, which lasted from about 1974 to 1984, produced the largest volume of uses and
gratifications research. Most studies did not, however, contribute to the development of the approach. Yet this phase produced a few studies where theoretical models were tested, for example, Levy and Windhal's (1984) study on "audience activity" and Palmgreen and Ryburn's(1982) and Palmgreen (1984) model where the connection between "gratifications sought" and "gratifications received" was researched. The criticism that media uses necessarily leads to the satisfaction of a need was refuted as a result of the testing of the above-mentioned models. For example, Levy and Windhal (1984) and Palmgreen and Rayburn (1982) found that a discrepancy often exists between "gratifications sought" and "gratifications obtained."

The third phase saw further development in the area of theory construction, which included concepts regarding the expectancy-value theory in uses and gratifications study. Here provision was made for the influence of expectations and values, "gratifications sought" and media behaviour. Furthermore, it was indicated that media use can lead to the satisfaction/dissatisfaction of needs. The effect occurs when nurtured expectations regarding the media are satisfied. According to Palmgreen, Wenner and Rosengreen (1985:16) the criticism that uses and gratification is atheoretical dissolved in the face of theoretical advances made along several fronts by uses and gratification researchers. These advances however lacked coordination, but resulted in a complex theoretical structure. The preceding studies paved the way for the fourth (theoretical) phase in uses and gratification research.

### 3.2.4 A theoretical phase (fourth phase)

The theoretical phase (fourth phase) was primarily concerned with the formal construction and testing of theory. According to Palmgreen, Wenner, and Rosengreen (1985:15) media gratification model was an attempt to establish an integrated theoretical perspective. Blumler (1979:11) states that there
is no such a thing as the uses and gratification theory, although there are plenty of theories about uses and gratifications phenomena. Palmgreen, Wenner and Rosengreen (1985:15) further states that the development of these broad-based theoretical frameworks has yielded recently to more explicit theoretical constructions concerning expectancy-value relationships to gratifications.

Finally, it can be concluded that the inclusion of expectancy value concepts in uses and gratifications research during the fourth phase really attempts to explain the leap from media use to needs satisfaction. The acid test of theory lies in its ability to explain and predict phenomena.

Due to the complexity of measuring the relationship between "gratifications sought" and "gratifications obtained" in survey research, this study does not address this issue. For example, surveys cannot deal with issues pertaining to context, attitudes and stereotypical beliefs of the respondents.

### 3.3 THE THEORETICAL ASSUMPTIONS OF USES AND GRATIFICATIONS

During the third phase the theoretical assumptions of the uses and gratifications theory were formulated (cf. Infante, Rancor \& Womack [1990:353]; Katz, Blumler \& Gurevitch [1974:21-22]; Blumler [1979]; Pitout [1989]; Stappers [1983]; Rubin [1985]; Oosthuizen [1986]). Important theoretical assumptions of uses and gratification theory are given below.

[^1]from the liberal-rationalist beliefs in human dignity and the potential of the individual for self-realisation (Blumler 1979:13).

* The recipients are active participants in the communication process, in other words, an important part of media use is supposed to be purposive. Yet it cannot be denied that media use sometimes has a casual origin (Oosthuizen 1986:52). Adherents of the approach emphasize that the use of the media is strongly determined by the expectations of the user (Stappers 1983:57).
* Purposive media use implies that the recipient is primarily responsible for combining a need with the choice of the media. (This view differs from that of direct media-effect models where media use does not result from supporting motives/needs). The recipient determines himself/herself which media messages he or she will select in order to satisfy some particular needs. Needs can vary from social contact with others to persuasion).
* To satisfy needs the media competes with other sources. Thus, acknowledgment is given to the role played by intervening variables. Alone, the media cannot satisfy all needs. So, for example, a need for information about a specific event will be satisfied, in the same manner, by a combination of differing sources (specialists, personal conversations, etc.).
* A further aspect of the theory is the assumption that recipients are aware of their interests and motives/needs for media use. Therefore, they are able to report in a
reasonably objective manner concerning their motives/needs for media use. Rubin (1985:207) says in this regard: "Audience self-report accounts are thought to supply sufficiently accurate information about the reasons for and gratification derived from media use." This point of view raises certain questions concerning the possible identification of latent, as well as manifest, motives/needs for media use within a functional framework. The collection of data makes use of open-ended questions (where individuals give reasons for media use) and closed response categories (where respondents are asked to indicate how a specific motivational statement agrees with their own reasons for the use of a medium)(Rubin 1985:207). Open questions and closed response categories can give an indication of manifest needs (those that the respondent is aware of), but not latent or subconscious needs.
* Value-judgements regarding the cultural meaning of the mass media need to be suspended "until audience motives and gratifications are fully understood" (Rubin 1985:37). Interpersonal needs and motives for media use need to be understood before the cultural meaning regarding the role of media messages and media channels can be understood.

In this study the assumptions of a recipient who actively and consciously selects media to satisfy needs are of special importance.

### 3.4 USES AND GRATIFICATIONS RESEARCH IN SOUTH AFRICA

In their investigation of the radio and television exposure of a group of black adolescents in Soweto, Groenewald and Holzhausen (1987) found that radio (and television) programmes satisfy different needs for black adolescents, especially needs for education (or informal teaching); information and entertainment. Their results further indicate that there is a slight difference between girls' and boys' radio and television programme preferences

In another investigation of the assumptions of an expectancy-value model of gratifications for radio programmes among blacks in the PWV area (now Gauteng) Bekker and Groenewald (1991a) found that the majority of respondents were able to satisfy their needs for information, education and entertainment through selective exposure to radio programmes (Bekker \& Groenewald 1991a:3). There are differences among media consumers with regard to their orientation toward the mass media, namely, social set up patterns of media consumption, programme preferences, expectations and evaluations (Bekker \& Groenewald 1991a:7).

For most of the radio programme types the respondents' expectations and evaluations do have an influence on the gratifications that they perceive to obtain from these programmes (Bekker \& Groenewald, 1991a:15).

### 3.5 THE RELEVANCE OF THE USES AND GRATIFICATIONS THEORY FOR THIS INVESTIGATION

The above research projects by Groenewald and Bekker (1991a), and Groenewald and Holzhausen (1987) were mainly aimed at urban black people. However, the needs of rural people may be different from those living in urban areas. Because (as far as this researcher could determine) no academic research has been conducted on the radio listening patterns and/or a needs analysis of radio listeners in the rural areas of South Africa, one of the aims of this study is to address this issue.

Since a broadcaster focuses on market research, little is done by broadcasters to discover specific needs of the target audiences and the effectiveness of the programmes is hardly evaluated (Bates 1984:181).

### 3.6 CRITICAL EVALUATION OF USES AND GRATIFICATIONS THEORY

Various authors, such as Elliot (1974); Blumler (1979); Infante, Rancer and Womack (1990); McQuail (1983); Rubin (1985) have indicated that uses and gratifications have specific shortcomings. These shortcomings are briefly summarised as follows by Infante, Rancer \& Womack (1990:359360):

* Uses and gratifications theory does not represent a single theory. Blumler (1979) calls uses and gratification an umbrella concept in which several theories reside.

The theory's grounding in the functional paradigm has been challenged. The underlying thought of the functional paradigm is that the media exist to meet certain needs or requirements of society and that the function refers to the meeting of such a need (McQuail, 1983:73). This conservative view increases the chances that the mass media could be used to manipulate the audience. Thus, reducing the application of new knowledge about media dependence discovered through these many research efforts, and in the process preserving the status quo. However, it should be mentioned that this criticism has been addressed by uses and gratification theorists during the third and fourth phases of development.

* Rubin (1985) suggests that uses and gratification audience motive research have been compartmentalised within particular cultures or demographic groups. This has left no room for synthesis and integration of research results, activities which are critical to theory building. There are also different meanings associated with terms like "audience motives", "uses," and "gratification" and this has slowed unified theoretical development in uses and gratifications.
* Uses and gratifications theory and research has been criticised on methodological grounds. Self report questionnaires have largely been used in uses and gratifications research. The reliability and validity of self report data have largely been questioned in that some individuals may not accurately respond to questions on their behaviour and feelings.


### 3.7 SUMMARY AND CONCLUDING REMARKS

Based on the above discussion, it has become evident that there is a need to have a multi-dimensional theoretical approach to the study of the media and human behaviour. According to Blumler, (1979:267-268) the uses and gratification approach cannot distinguish features of audience-media relations that transcend national boundaries from those that are country specific. This limitation calls for more cross-cultural studies of audience orientations. Blumler (1979:271) further states that the uses and gratification approach should attempt to work toward convergence with other approaches such as reception theory and effect studies. Ways of integrating tradition of uses and gratification include the following: (1) regarding uses and gratification as a specific case of a more general approach, (2) relating uses and gratification to other parallel traditions of research such as reception theory and by incorporating some assumptions of reception theory in further research. For instance, the socio-cultural dimension of communication. To counteract the above criticisms, the researcher of this study has conducted focus groups interviews to supply or supplement data that could not be gathered by means of the survey method. The following chapter discusses the research methodology used in this study.

## CHAPTER 4

## METHODOLOGY

### 4.1. INTRODUCTION

This chapter deals with the methodology used in this study. Although three research methods were used in this study, two of the three research methods, namely, survey and focus group discussions are discussed in this chapter. Data collection techniques and statistical analysis of questionnaire data are discussed. The other research method used is content analysis, which was discussed in Chapter 2 , together with the results.

### 4.2 RESEARCH DESIGN

### 4.2.1 Survey research

According to Du Plooy (1995:127), the survey is a research method which can be used to explore the unfamiliar or describe what is, rather than why an observed distribution exists. Generally, surveys can be conducted for the purposes of understanding a larger population from which the sample was selected. The purpose of the survey in this study is to explore and describe the extent to which the respondents in this study use radio for nonformal education(cf. 1.5 for details).

### 4.2.2 Group administration

In this study group administration was used to collect data from the sampled respondents. According to Wimmer and Dominick (1994:131), group administration is a data collection technique in which a group of respondents is gathered together (pre-recruited by a field service) and given individual copies of a questionnaire, or asked to participate in a group interview (a large focus group). The session can take place in a natural setting. The natural setting refers to an environment which is not alien to the respondents. In this study group administration took place in the respondents' classrooms.

### 4.3 POPULATION AND SAMPLING

Mutshindudi, which has eight secondary schools and 22 primary schools was the region from which the sample was selected. The three high schools that the researcher has selected are Khadzinge High School, Tshivhase High School and Tshidimbini High School. The researcher arbitrarily selected the above schools on the basis of proximity and availability on specific dates. Thus, an availability sample was used. Appointments were made for the week of the 8-11 October 1996 with the principals of the respective schools.

The researcher selected 270 pupils between standard seven and ten from the above-mentioned high schools in Venda. The following factors however affected the distribution of questionnaires per school and as a result the 270 questionnaires were divided between the two available schools:

* On the day arranged for the survey, Khadzinge High School was no longer available, as the pupils had gone on a field trip. As a result the researcher was forced to use the two remaining schools, namely, Tshivhase High School and Tshidimbini High School.
* Unavailability of standard 10 pupils, whose classes had ceased, two days before the survey was conducted. Their classes had ceased as they had begun with their preparations for the end of year exams.

The researcher of this study arbitrarily selected one class per standard and all pupils in the selected classes form part of the sample. Attempts were made to get an equal number of pupils in all the classes and between boys and girls. Table 4.1 below indicates the demographics of gender and class per school.

Table 4.1 Demographics of gender and class per school

|  | Tshivhase High School | Tshidimbini High School |
| :---: | :---: | :---: |
| Standard 7 Males | 25 | 24 |
| Females | 24 | 25 |
| Standard 8 Males | 23 | 23 |
| Females | 22 | 22 |
| Standard 9 Males | 20 | 21 |
| Females | 21 | 20 |
| TOTAL | 135 | 135 |

### 4.4 MEASURING INSTRUMENT: QUESTIONNAIRE

### 4.4.1 Pilot study

A pilot study was conducted among high school pupils in Venda during April 1996. The main purpose of this pilot study was to serve as a pretest for a survey questionnaire to establish a group of Venda pupils' use of radio to satisfy their nonformal educational needs. This pilot study helped this researcher establish the extent to which Venda pupils listened to Phalaphala FM and the types of programmes that they listen to. This information was helpful in the construction of the final questionnaire (cf. Appendix C for the pilot study questionnaire). and the types of programmes that they listen to.

### 4.4.2 Questions for the actual study

In total twenty three (23) questions were asked. Six of the twenty-three (23) were open-ended questions, while seventeen (17) were close-ended questions. (cf. AppendixB). The questionnaire was divided into the following six (6) groups:

## * Questions 1-4 Demographical data

These questions serve to provide more insight on the background information of the respondents in terms of age, language, gender and level of education. This data is necessary when one determines the radio listening patterns of the respondents, as people of different age groups might prefer different programmes categories.

Firstly, the purpose of these questions was to establish the extent to which the respondents have access to a radio set and their general radio listening patterns. Secondly, to establish whether the respondents listen to Phalaphala FM. These questions can be supported by means of the uses and gratification theory as the radio listening patterns are determined by the listeners' needs.

## * Questions 14-17 Suggestions for improvement of programmes

This part comprises open-ended questions which require respondents to state if they would like any of the programmes mentioned in Question 13 improved. These questions were also meant to give the respondents the chance to express their own views. The responses given can also be explained by means of uses and gratification as this theory supports the active listener assumption.

## * Questions 18-21 Phalaphala FM addressing specific issues

In these questions, respondents were requested to rate the extent to which Phalaphala FM address issues pertaining to: health, agriculture, legal matters and career guidance. These questions could also be explained by the uses and gratifications theory as they seek to determine whether specific programme categories meet their needs.

## * Questions 22 Suggestions for future programming

This question gave respondents the chance to make suggestions for future programming (if any). This question can also be explained in terms of uses and gratification theory as this theory supports the active viewer assumption.

## * Question 23 Comparing radio with other sources of information

In this question the respondents are required to indicate the extent to which they rely on radio for information relating to health, agriculture, legal matters and career guidance, as compared to other media. These areas were selected for this set of questions because there is a lack of resources, such as libraries in these areas. Thus the researcher wanted to determine the extent to which they are covered in radio programmes. This question can be explained by means of uses and gratification theory as the type of media that the respondents use as a source of information which is determined by their needs.

### 4.4.3 Data collection and statistical analysis of questionnaire data

The questionnaire data was collected making use of a questionnaire which was handed to pupils to complete. Group administration was used to collect the data. Descriptive statistics was used to analyse the questionnaire data. Data has been analysed by means of the Statistical Analysis System (SAS) computer programme. Frequencies and percentages have been calculated for each question.

Because this research is descriptive, explorative and illustrative, and no relations have been postulated between variables, no specific statistical methods of analysis has been used. In this study percentages and frequencies are presented in the form of graphs and tables in order to describe the results from a demographic viewpoint.

### 4.4.4 Problems with empty cells

One of the major problems of this study was the number of empty cells. There are various reasons which can account for empty cells in the survey. Among them is the respondents' inability to understand the questions and the instructions. The problem with empty cells is that they deprive the researcher the ability of obtaining a clear picture of the phenomenon under investigation. Although empty cells can be recorded and reported as part of the research findings, they highlight the limitations of a survey questionnaire. In this study, one of the reasons why there are empty cells could be the instruction which appears just after question nine (9) which states that "If you answered YES in question 9, please answer Question 10-23 but if you have answered NO in Question 9, please answer Question 23 only. Although the researcher in this study explained the questions and instructions in vernacular, this exercise only minimised the problem.

### 4.5 CRITICAL EVALUATION OF SURVEY RESEARCH AND GROUP ADMINISTRATION

The following discussion of the advantages and disadvantages of survey analysis is based on the discussion by Wimmer and Dominick (1997) and Babbie (1995).

### 4.5.1 Advantages

### 4.5.1.1 Survey

* The cost of surveying is reasonable considering the amount of information gathered (Wimmer \& Dominick 1997:137). In this survey, the costs involved were relatively low as money was only spent on photocopying the questionnaire and transport.
* Large amounts of data can be collected with relative ease from a variety of people (Wimmer 1997:138). The survey questionnaire used in this study was groupadministered. Thus, more information was gathered from the two schools in one day.
* A survey is flexible because it provides the researcher with a broader scope which enables the researcher to ask many questions. In this survey, 23 questions were asked which enabled the researcher to collect large amounts of data.

The researcher has the opportunity to answer questions from the respondents and handle problems that might arise and as such fewer items are left blank or answered incorrectly (Wimmer \& Dominick 1997:160). This was not necessarily the case in this study as there were many blanks and incorrectly answered questions, more especially with the open-ended questions.

* The questionnaire can be longer than the typical questionnaire used in mail surveys (Wimmer \& Dominick 1997:160). Although the questionnaire used in this survey is longer, with 23 questions, it did not take long to complete as most of the questions are close-ended. The administration of the questionnaire took approximately one hour.
* Since the respondents are assembled for completing the questionnaire the response rates are always very high (Wimmer \& Dominick 1997:160). In this study the response rate was 100 percent.


### 4.5.2 Disadvantages

### 4.5.2.1 Survey

* Surveys also appear superficial in its coverage of complex social matters because a survey questionnaire cannot measure the attitude and beliefs of the respondents (Babbie 1995:273). In this study the survey questionnaire could not measure the attitudes, behavioural patterns and belief systems which could influence the respondents ${ }^{\dagger}$ radio listening patterns. As a result, focus group discussions were introduced to try and address the limitations inherent in surveys.
* The other problem with survey research is the language issue. English is often used in questionnaires as most of the research approaches have been adopted from Western countries. For instance, some English concepts do not have equivalents in African languages, and as such the researcher might not get the expected response. For example, According to Ugboujah (1985:280) in the African context, the use of the vernacular was appreciated by respondents and thus minimised the language problem. In this study the problem which could have contributed to a considerable number of incorrectly answered questions and blanks could be that the questionnaire was constructed in English. Provision should have been made to have the questionnaire translated into Tshivenda.


### 4.5.2.2 Group administration

* If the respondents suspect that the research in which they are requested to participate could be an initiative of the authorities they might be uneasy and withhold some information (Wimmer \& Dominick 1997:160). The purpose of this study was clearly explained to the pupils to clear misunderstandings and suspicions. The familiarity of the researcher to the respondents and the explanations given for the survey helped to alleviate suspicions.
* A group environment makes interaction possible among the respondents. But this makes the situation more difficult for the researcher to control (Wimmer \& Dominick 1997:160).

Surveys require respondents from a wide variety of people and mixing respondents together may bias the results (Wimmer \& Dominick 1997:160). The respondents in this survey are from the same area and largely have the same demographical and class status. This was not applicable in this study as no paid accommodation was sought (the researcher stayed at home) and no extra people were required to help in the administration of the questionnaire.

* Group administration can be expensive. Costs include recruiting fees, co-op payments, hotel rental refreshments and salaries for interviewers (Wimmer \& Dominick 1997:160).

Focus groups were introduced in this study in order to deal with the problems pertaining to context which cannot be addressed by survey. The purpose of using focus groups is to either corroborate or refute the results of a survey in an African context.

### 4.6 FOCUS GROUPS

### 4.6.1 Background

The focus group is one of many qualitative research methods that can be used to study audiences. One of the aims of the focus group method is to collect qualitative data that provides insights into the perceptions and opinions of the participants (Krueger 1994:19). A focus group is typically composed of six to 12 members who are selected because they have certain characteristics in common, that relate to the topic of the focus group, such as teenagers who listen a specific radio station(Krueger 1994:6). A focus group is not a free-flow conversation among group members. The focus group has a clear focus and agenda. A moderator or discussion leader leads the discussion. He or she promotes interaction between members and makes sure that the discussion remains on the topic of interest. A clear statement of the problem or general research question is crucial to the success of the focus group. Such statements generate specific questions that the moderator (interviewer) must address during the group interview session, and identifies the target population of interest (Stewart \& Shamdasani 1990:18).

The focus group method has proven useful following the analysis of a large scale quantitative survey. In this case the focus group facilitates the interpretation of quantitative results and adds depth to the results obtained in a more structured survey. In this study, focus groups were introduced in order to
deal with the problems pertaining to context (culture, background, education, etc.) which cannot be addressed by survey, problems with empty cells, and the blanks in open-ended questions. The purpose is to either corroborate, or refute the results of a survey in an African context (cf.4.5.2).

### 4.6.2 Planning of the focus group interviews of this study

### 4.6.2.1 Number and composition of focus groups

As far as the composition of focus groups is concerned, Krueger (1994:77) says that a focus group is characterised by homogeneity, but with sufficient variation among members to elicit contrasting opinions. In general, homogeneity is sought in terms of age, gender, education, family characteristics, or past use of a telecommunications network service. The guiding principle in the composition of a group is the degree to which the above variables will influence participation within the group discussion. Krueger, (1994:78) and Stewart and Shamdasani (1990:51-52) have found that the following combinations do not work well and care must be exercised in combining these groups:

* Individuals from different lifestyles and stages, for instance, combining young working women with mature home workers who have never been employed outside the home, except if the topic clearly cuts across these lifestyles and life stages. In this study the respondents are all in high school and there are no vast differences in terms of their lifestyles.
* The mixing of genders in focus groups can sometimes create problems especially if the topic is experienced differently by each sex. Furthermore, there is a tendency for some men to speak more frequently and with more authority when in the company of women. This is called
the "peacock effect" and this can irritate the women in the groups, which in turn can have a negative effect on the research. It is for this reason that in this study two focus groups were organised and the respondents were divided along gender lines.
* A group composed of parents and children will produce a different type of discussion than a group of parents, or children alone. The same applies to combining highly skilled people with novices, or technical with non-technical people. The presence of skilled people may inhibit the participation of the rest of the group (Stewart \& Shamdasani 1990:51). In this study all the respondents are high school pupils.

The above discussion may create the impression that gender, age, occupation and family members should not be combined in a group discussion. Though these variables should always be taken into consideration, in some studies it is desirable to use a group made up of a mix of people (e.g., men and women, literate and illiterate).

### 4.6.2.2 Sample

To address the problem of selecting a representative sample, Wimmer and Dominick (1994:150) suggest that researchers may conduct two or more focus groups on the same topic. The results can then be compared with each other in order to determine whether differences or similarities between the groups exist. In this study two focus groups were organised to see if similarities or differences exist between the groups.

Because focus groups consist of a small number of participants per group (six to twelve participants) researchers need to define a narrow audience for the study. Data gathered by means of focus groups cannot be generalised far beyond the members of focus groups.

In this study two focus groups were organised and they were divided along gender lines. In order to recruit the participants the researcher in this study contacted people who stay in the same vicinity with the researcher. The participants were selected on the basis of availability. Thus, a convenience sample was selected. It should be noted that the participants in the focus groups did not participate in the survey.

### 4.6.2.3 Location

The venue where focus groups will take place is an important factor in the design of focus groups. If the location is closer to the potential participants, it is more likely that they might participate. If the time allocated for the discussion is not enough, it can be extended over a two-day period. In this study the location was closer to the participants' home, which they found to be more convenient. The focus groups were conducted at Makwarela in the Thohoyandou subregion. The discussion took place in the home, where permission was asked, to use the home by the researcher.

### 4.6.2.4. Time

According to Wimmer and Dominick (1997:456) the time selected to conduct focus groups depends on the type of respondents whose participation is desired. In this study, respondents whose participation was desired are high school pupils. In order not to disturb the respondents' who had to do some household chores, the discussion was held in the afternoon at 16 h 00 when the respondents had finished their household chores.

### 4.6.2.5 Data collection techniques

The researcher needs to make decisions regarding the type of recording apparatus that is to be used, for example, video and/or audio recording (Wimmer \& Dominick 1997:458). In this study, a tape recorder, pen and notebook were used.

### 4.6.3 Analysis and interpretation of focus group data

Focus group interviews produce an overwhelming amount of data. One single focus group could produce 10-15 pages of field notes combined with 30 to 60 pages of the transcript. The question is how does one analyse and interpret this data?

In analysing the results of focus group discussions of this study, the tape-based method of analysis was used. According to Krueger (1994:143) the tape-based analysis involves careful listening to the tape and the preparation of an abridged transcript. The transcript contains comments that directly relate to the topic plus the moderators' oral summary at the conclusion of a focus group. The abridged
transcript may be 3-10 pages long (Krueger 1994:143). The use of an abridged transcript was motivated by the fact that the focus groups were conducted in Tshivenda. However, the results were reported in English. The abridged transcript was not included in the appendix because it was mainly done in Tshivenda.

### 4.6.4 Critical evaluation of focus group method

### 4.6.4.1 Advantages

* Focus groups provide data from a group of people much more quickly at less cost than if people were interviewed separately, for example, in-depth interviews (Stewart \& Shamdasani 1990:16).
* Focus groups allow the researcher to interact directly with the respondents, thus provide an opportunity for the researcher to probe even further probe(Stewart \& Shamdasani 1990:16). This has largely been the case in this study.
* Focus groups also makes available data in the respondents' own words. This provides the researcher with deeper meanings of what is being investigated (Stewart \& Shamdasani 1990:16).
* Focus groups allow respondents to build on the responses of other group members (Stewart \& Shamdasani 1990:16).


### 4.6.4.2 Disadvantages

* Focus group discussions (FGD) results cannot be generalised because of the small number of respondents who participate in the discussion and the convenient nature of most focus group recruiting (Stewart \& Shamdasani 1990:17). This applies to this study as the results cannot be generalised.
* The responses from members of the group are not independent of one another (Stewart \& Shamdasani, 1990:17). It has been clearly evident in the focus group discussions that the respondents had an influence on each other's responses.
* The moderator's bias may result because of the moderator knowingly or unknowingly providing cues about what types of responses are desirable(Stewart \& Shamdasani, 1990:17). An example of this could be the researcher unknowingly posing leading questions.


### 4.7 SUMMARY AND CONCLUDING REMARKS

The focus of this chapter is on the methodology used for this study. The aim of this exploratory and descriptive study is to establish the extent to which people listen to radio to satisfy their daily educational needs. Survey, as the research method used in this study, was discussed as well as the advantages and disadvantages of survey research. Despite the limitations of survey, a survey was ultimately used in this study. Focus groups were introduced to deal with problems inherent in surveying and the problems that the researcher experienced with a survey. The results of the data collected using the methodologies discussed in this chapter will be discussed in the next chapter.

## CHAPTER

## DISCUSSION OF THE RESULTS OF THE STUDY

### 5.1 INTRODUCTION

This chapter discusses the results of both the survey and focus group discussions. The results of focus group discussions and survey are compared to see if they can be used in a complementary manner.

### 5.2 SURVEY RESULTS

### 5.2.1 Background

This section deals with survey results for both close-ended and open-ended questions. Whilst responses to close-ended questions were satisfactory, although at times inappropriate, it becomes evident in this study that generally, responses to open-ended questions were either inappropriate or the spaces provided were left blank. Lack of responses resulted in high number of missing frequencies.

Explanations for the above-mentioned problem range from pupils' inability to understand the questions, as the questionnaire was phrased in English, the inconvenience to the writing of responses in open-ended questions as opposed to the mere ticking of an appropriate response(close-ended questions) and time constraints as the questionnaire administration was done during school hours.

The other factor which accounts for the high number of missing frequencies could be the instructions on Question 9 which states that "Ifyou answered YES in Question 9, please answer Questions 10-23 but if you answered NO in question 9, please answer Question 23 only" (cf. Appendix B for questionnaire). In the following section responses to close-ended questions are quantified and presented in the form of graphs.

### 5.2.2 Frequency of access to a radio set and frequency of radio listening

Figure 5.1 indicates that the percentage of respondents who always have access to a radio set is almost equal to that of respondents who always listen to radio. The percentage of those respondents who sometimes have access to a radio set is also almost equal to that of respondents who sometimes listen to radio. These results clearly indicate that the frequency of radio listening is largely determined by access to a radio set.

Access to a radio set, could be explained in terms of ownership of a radio set or being able to listen to the radio with friends or family members. When dealing with frequency of radio listening, consideration should be given to the context in which the audience exists, television watching patterns and other societal activities which demand the audiences' attention. Frequency of access to radio sets could also be determined by the need that the listeners would like to have satisfied. Thus access and frequency of radio listening is also determined by the reasons for listening to radio.

### 5.2.3 Reasons why respondents listen to Phalaphala FM

Figure 5.2 indicates that entertainment is a major driving force in the respondents' radio listening patterns. About 64 percent of the respondents indicated that they always listen to radio for entertainment. However, listening to radio with the intention of learning something is second to entertainment, with approximately $50 \%$. Listening to radio as company, and when there is nothing else to do, are way down. There is a significant number (68\%) of the respondents who sometimes listen to radio as company. It is also interesting to note the consistency of the percentage of respondents who always listen to radio to learn something (50\%), and those who sometimes (48\%) listen to radio to learn something. The higher percentage (52\%) of those respondents who never listen to radio, when there is nothing else to do, demonstrates that to a large extent there is a need that the respondents would want to satisfy when they listen to radio. For example, listening for entertainment or educational purposes.

When dealing with the reasons for listening to radio, it should be noted that there are some overlaps which exist among the possible reasons for listening to radio. For example, one can listen to radio for music but, at the same time the same music can serve as company, or for escapist purposes. Another example could be that a music programme can also serve as a source of information about the type of music being played or about a certain artist. Reasons for listening to radio should also be understood within the social context in which listeners exist. This is largely because there are other factors, for example social activities and school which also shape the listeners' perception of what is important in life. The needs that the respondents want to serve by listening to radio also determine their radio listening patterns and programme preferences.

### 5.2.4 Programme preferences

As this research covers all programme genres, the analysis of respondents needs was done according to gender. This was done largely because in programming some of the programmes are aimed at either men or woman. For example, programmes dealing with cooking are largely aimed at females, while sports programmes are largely aimed at males. A comparison of programme preferences between male and female respondents was drawn.

Table 5.1 clearly indicates that music and drama programmes are the most liked programmes across gender lines. Sports programmes are more popular among male respondents than with female respondents. These results reaffirm the assumption that sports programmes are more popular among males than female respondents. The other notable differences along gender lines are clearly evident in cookery, in which more female respondents listen to such programmes than male respondents. These results confirm the stereotype that cooking is the responsibility of females, and the division of work is along gender lines, which is so evidently clear in society. Religious programmes are also more popular among female respondents than male respondents.


Figure 5.1 Access to a radio set and frequency of radio listening


Figure 5.2 Reasons why pupils listen to radio


Figure 5.3 Radio listening patterns


Figure 5.4 Rating of Phalaphala FMs programmes


Figure 5.5 Source of information on health


Figure 5.6 Source of information on agriculture


Figure 5.7 Source of information on legal matters


Figure 5.8 Source of information on careers

Information oriented programmes like news and actualities are popular with male respondents. It is clearly evident from Table 5.1 that more males prefer news programmes than females, although the gap is narrower than anticipated. As far as actualities are concerned, males prefer such programmes more than females. The gap is however bigger than with the news. As far as health programmes are concerned, Table 5.1 indicates that a slightly higher percentage of females listen to such programmes than males. Agricultural programmes on the other hand seem to be more popular among males than females. Table 5.1 below also confirms the traditional stereotyped differences in programme preferences between males and female respondents. However, the extent of these differences was less than anticipated.

## Table 5.1 Programme preferences

| PROGRAMME TYPE | \% MALE | \% FEMALE |
| :--- | :--- | :--- |
| News | 35.2 | 31.5 |
| Actualities | 12.1 | 2.8 |
| Discussion:Health | 45.1 | 50 |
| Discussion:Agriculture | 14.5 | 9.8 |
| Phone-in:request line | 14.29 | 12.5 |
| Phone-in:open line | 9.46 | 8.56 |
| Documentaries | 6.51 | 4.65 |
| Drama | 67.8 | 71.6 |
| Serials (soapies) | 20.46 | 15.16 |
| Music | 72.1 | 70.2 |
| Sports | 63.9 | 28.2 |
| Cookery | 25.2 | 49 |
| Weather | 25 | 49 |
| Religion | 40.8 | 56 |
| Advertisements | 30.7 | 26.98 |

### 5.2.5 Radio listening patterns

Gender was not used as a dividing factor in this section because there are no significant differences in radio listening patterns between males and female respondents. However comparisons have been made between listening patterns during weekdays (Monday-Thursday) and over the weekend (FridaySunday).

It is clearly evident from figure 5.3 above that there are some significant differences which can be observed in the listening patterns between weekdays and the weekends. It is evident from Figure 5.3 that more respondents listen to radio for 1-2 hours during weekdays than over the weekends. The same trend can be observed in the 4-5hours category in which more respondents listen to radio more hours during the week than over the weekends. It is however interesting to note that in the $5+$ hours category more respondents listen to radio over the weekends than during the week. Heavy radio listening over the weekends could be explained by the fact that the respondents have more time over the weekend than during the week.

### 5.2.6 Views (rating) on Phalaphala FM's provision of information

This section covers only four areas, namely, health, agriculture, legal matters, and careers. These broad areas were arbitrarily chosen by the researcher as examples of fields of information most rural to a rural community. The focus is largely on the presentation and content of Phalaphala FM's programmes.

It is clearly evident from Figure 5.4 that more than half of the respondents (approximately 52\%) rated Phalaphala FM highly in terms of its provision of information pertaining to health matters. This is viewed in comparison with about $25 \%$ and $10 \%$ of respondents who rated Phalaphala FM medium and low respectively (cf.table 30 in Appendix A). This tendency bodes well for the use of radio to satisfy needs for health related information. The possible explanation of the high rating, could be the accessibility of radio to the respondents. These results also show that, although access to television is on the increase, radio is still a major source of information on health and related matters.

It is also interesting to note that the high rates for health correspond with the results that radio is a primary source of information on health (cf. figure 5.5). Figure 5.5 also indicates that the use of other media, such as television, magazines and television, for health purposes is also high. Phalaphala FM's ratings on its provision of information on agricultural matters is generally low (cf.table 31 in Appendix A). It is important to note that the use of other media for agricultural purposes is also low (cf. figure 5.6). The low rating for the dissemination of information on agriculture could simply be because very little such information is broadcast. This tendency could possibly be explained by the fact that even though these are rural respondents where agriculture is still largely practiced, it is largely practiced by older people and, to a limited extent, by young people. The youth. lacking interest in agriculture, do not pay attention to agriculture related messages, and are therefore unaware of the existence of such programmes. The other possible explanation could be that a few of the respondents come into contact with agricultural matters when they take it as part of their school curriculum.

As far as legal matters are concerned, Phalaphala FM is not highly rated (cf.table 32 in Appendix A). Another aspect to be noted is that other sources of information are also not highly used as sources of information on legal matters (cf. figure 5.7). This could possibly be explained by the fact that the technical aspects involved in legal matters might be difficult for the respondents. Thus, they avoid such programmes and reading material.

A higher significant percentage of the respondents rated Phalaphala FM highly in its provision of career and related information (cf. table 33 in Appendix A). When compared to the other three fields of information, namely, health, agriculture, and legal matters, radio's rating with regards to career information is almost equal to that for health matters. However, when compared with the other sources, radio is the least used source of information on the provision for information on career matters (cf.figure 5.8). These results could possibly be explained by the increase in access to other sources of information.

In as far as the content of Phalaphala FM's programmes is concerned, it is evident that a significant percentage of the respondents are satisfied with Phalaphala FM's programme content on career matters. A higher percentage of the respondents rated Phalaphala FM highly in its provision of information on career and related matters (cf.table 33 in Appendix A).

The other aspect to be taken into consideration is the higher percentage of respondents who are not sure of their views on the contents of Phalaphala FM's programmes. This high level of uncertainty is a cause for concern to people who intend to use radio to satisfy nonformal educational needs. It is however clear that if improvements are made to the content and presentation of programmes, this high level of uncertainty could be addressed. Research-based changes are therefore necessary.

Although the above discussion gives an indication of the respondents' views and uses of radio programmes, it also highlights some of the problems inherent in survey research. Firstly, the information in Figure 5.4 does not correlate positively with that in Figure 5.5 to 5.8. For example, respondents are mostly "not sure" about health content according to Figure 5.4, yet Figure 5.5 rates radio as the highest source of information on health matters.

Secondly, in Table 33 (Appendix 1) the respondents rated Phalaphala FM highly on provision of career information, while Figure 5.8 places radio as the lowest source of information on careers. The above examples illustrate some of the problems inherent in surveys. In the above examples, it is evident that the respondents did not clearly understand the questions and that they could not link the questions. It should be noted that this happened even though the questions were explained to them in Tshivenda before they were completed. It is for this reason that focus group discussions were introduced in this study.

### 5.2.7 Respondents' use of other media

This section covers only four areas, namely, health, agriculture, legal matters and careers. It is evidently clear from the Figure 5.5 that radio is a primary source of information on health matters, together with parents and television. Radio only leads parents by a very slim margin of 2.2 percent (much smaller than anticipated). As television penetrates the rural areas, this narrow gap between radio and television is expected to close even further. Radio leads television by 6 percent. This tendency is of concern for the use of radio in fulfilling certain needs. However, friends, teachers, magazines and newspapers are lower. Possible reasons for the low use of teachers as a source of information could be that teachers are seen as figures of authority by the pupils. Pupils are therefore
reluctant to discuss health matters with teachers. The contacts that exist between pupils and teachers are largely limited to the confines of the school environment, in which there is little or no time to discuss matters outside of the school curriculum.

As far as newspapers and magazines are concerned, the possible explanation for the low percentage could be that newspapers are expensive, thus the respondents cannot afford them. The other factor could be that the availability of newspapers in the rural areas is limited as there are distribution problems.


#### Abstract

Although the respondents spend more time with their friends, it should be noted that there are among other things, sports and social activities like sports and church activities in which they get involved. Even though the respondents might have discussions on health matters, such discussions are conducted in the context of other youth activities.


In as far as agriculture is concerned, it is evident that teachers, magazines and newspapers are the primary sources of information. However, it should be noted that the use of other sources of information, such radio, parents, television and friends on agricultural matters are significantly lower (cf. figure 5.6). The use of radio for agriculture is lower than anticipated, considering that agriculture is still a dominant activity in rural areas. Given the dependency in a rural community on agriculture for survival, this low tendency is a cause for concern when trying to introduce improved farming techniques to the community. The other important aspect is that the focus has shifted from the discussion of radio programmes between children and parents to the discussion of television programmes, as they are more dramatic than radio programmes. Very few television programmes deal with agricultural matters, and are presented during the day when the respondents are at school.

Although agriculture is still practiced in the rural areas where the respondents live, it is largely done by older people. The only time that young people come into contact with agricultural matters is when they take agriculture as a school subject.

As far as legal matters are concerned, it is evident from Figure 5.8 that newspapers, magazines and friends are the primary source of information on legal matters. This is possibly because the pupils read the information in newspapers and magazines and then share that information with friends. Radio, teachers and television are all down in the graph. Although radio covers legal matters, the technical aspects of legal matters might sound unattractive to the respondents as they are not familiar with legal terminology. In most instances a legal practitioner is called into the radio station to discuss a specific legal topic. Legal programmes are also probably overshadowed by the entertainment aspect of radio, mainly, music. Legal matters are probably well understood by middle class people who have access to such information in their work situations. Therefore, this means that fewer parents are exposed to legal matters, to such an extent that they cannot discuss this with their children. The other aspect which should be considered is that purely educational programmes are not attractive to the youth. Thus, educational material should be fused into entertainment programmes. The inability of teachers to discuss legal matters with the respondents (thus resulting in a low percentage about 5\% in Figure 5.7) could possibly be explained by the fact that legal matters do not form part of the school curriculum. Thus, there is no room for discussions of such matters.

In as far as career orientated information is concerned, it is evident from Figure 5.8 that teachers are the primary source of information on career and related matters. They are followed by magazines and newspapers. Television, parents and friends are relatively low. It is interesting to note that radio is the least used as a source of information on career and related matters (lower than anticipated). The
position of radio in this category is problematic for people who want to use radio as a source for providing information on career and related matters, and for fulfilling of certain needs in the rural areas. The percentage for teachers is higher because career guidance forms part of the school curriculum. This situation could also culminate in the discussion of career matters among friends.

Considering the high rate of illiteracy in the rural areas, and the fact that few parents are exposed to career and related matters, largely those in the middle class have access to information on career matters through their work environments. That radio is considered the lowest source of information (against expectations) on career matters by the respondents is disturbing. This tendency could largely be explained by the fact that radio largely focuses largely on the entertainment function of radio, particularly music.

### 5.2.8 Results of open-ended questions

Open-ended questions form part of the survey questionnaire. The purpose of open-ended questions was to provide the respondents with the opportunity of expressing their points of view on the issues at hand. Not all the respondents provided answers to the open-ended questions.

Table 5.2 Examples of results of open-ended questions

| Write the name of your favourite radio station | Phalaphala FM (formerly Radio Venda) <br> Radio Thohoyandou (now defunct) |
| :---: | :---: |
| Please indicate in the space below the programme(s) on Phalaphala FM that you like most | Dokotela uri mini?(What does the doctor say?), Nganeathevhekani (serial drama),Music (listeners' choice), Religious programmes, News,Actualities <br> Soccer, Cookery,Khari lisuke (talk shows),Dzamatongoni (African music) <br> Top 40,Ndumeliso (dedications) <br> Agriculture |
| Name the programme(s) that you would like to have improved on Phalaphala FM | Discussion programmes (health) <br> Religious programmes, Drama, Cookery |
| Give reasons why you would improve these programmes | There is limited time for health programmes <br> There are no religious programmes for men <br> There are few purely educational dramas <br> There is limited time for cookery programmes |
| Explain how you would want to improve these programmes | Give more time to health and cookery programmes <br> Stop beer and cigarette advertisements as they destroy the youth <br> Introduce religious programmes for men <br> Introduce more strictly educational dramas <br> Encourage the youth to write educational dramas based on their own experiences |
| What sort of programmes would you like to hear in future on Phalaphala FM | Programmes on family planning <br> Career guidance <br> Encouraging general awareness <br> Tips on self help <br> Motivational talks |

Although Table 5.2 gives an indication of the respondents' views, it also highlights some of the problems inherent in survey research as respondents also provide irrelevant answers or leave the space blank. It is on the basis of these problems identified in the survey that those focus group discussions were introduced to address such problems. Table 5.3 below give examples of irrelevant responses to open-ended questions.

Table 5.3 Examples of irrelevant answers

| Irrelevant responses | Question 16:Give (a) reasons why you would improve these <br> programmes <br> Because by focusing on health many youth are losing their futures and <br> careers" <br> "Because I want to known something in Jesus because I want to sing a <br> songs" <br> "Because advertisements of alcohol and smoking are not good to us <br> because we will get alcoholic" |
| :--- | :--- |
|  | Question 17 :Explain how you would want to improve these <br> programmes <br> "To improve songs, music, news and religious programmes" |
| "To teach people to know the causes of diseases and how to prevent |  |
| them" |  |
| "It teaches us to drink alcohol and to smoke. Avoid all bad habits. I |  |
| also like Mr. Ligudu |  |

### 5.3 RESULTS OF FOCUS GROUP DISCUSSIONS

### 5.3.1 Background

Focus group results are valuable because they deal with the problems pertaining to the context which cannot be dealt within surveys. Such results also add depth to responses obtained in the more structured survey (cf. 4.6.1 for details). In this study focus groups were used to address the problems experienced with the survey questionnaire. For example, not all respondents filled in the questions regarding reasons for listening to Phalaphala FM, number of hours they listen to Phalaphala FM and the programmes the respondents would like to see improved. Furthermore, in this study focus groups were used in order to address problems pertaining to context (cf.4.6.1). In this study, the results from the focus group provided more in-depth information than the survey.

That it affords respondents the opportunity to express themselves in their mother tongue is another reason for using focus groups. The use of English, especially with regard to the open-ended questions in the survey questionnaire, was problematic for a number of respondents as they lacked the vocabulary to express themselves properly in English. The open nature of the focus group method and the fact that the focus group interviews were conducted in Tshivenda(the respondents' mother tongue) allowed the researcher of this study to probe for answers and if necessary reformulate questions in order to supplement the survey data.

The following themes were addressed during the focus group interviews:

* Reasons for listening to Phalaphala FM.
* How often do the respondents listen to Phalaphala FM (Frequency of radio listening).
* Programmes liked most on Phalaphala FM.
* Programmes that the respondents would like to have improved.
* Suggestions for future programming

The findings from the focus groups are presented according to the following main themes discussed during the focus group interviews:

### 5.3.2 Reasons for listening to Phalaphala FM

This question focused specifically on the basic functions of radio, namely, entertainment, education and information. Both male and female respondents indicated that they listen to Phalaphala FM for entertainment. The entertainment programmes included, among others, music, drama sports.

It has become evident from the focus group results that educational programmes are not popular among both male and female respondents. This could largely be attributed to the fact they spend five days per week at school, and as such they would like to have a break from purely educational material. The respondents also emphasized the need to listen to purely entertainment programmes as a way of escaping from the pressure of school work. They however indicated that if educational programmes are combined with entertainment programmes, they would probably be more attractive.

The respondents also indicated that if educational programmes are designed in conjunction with the educational authorities, arrangements could possibly be made for them to listen to such programmes during school hours.

### 5.3.3 How often do you listen to Phalaphala FM

The results of the focus groups indicate that there are no significant differences between male and female respondents in their listening patterns of Phalaphala FM during the week and over the weekend. The respondents indicated that on average they spend five hours listening to Phalaphala FM during the week (Monday-Thursday) and approximately five hours over the weekend. The respondents indicated that they spend more time listening to music on audio cassettes, which they do whilst studying. The focus group also revealed that because of increased access to television the respondents spend more time watching television than listening to the radio. This is a cause for concern for people who want to use radio to address certain needs for educational purposes.

It was also evident from the focus groups that the respondents do not only rely on radio as a source of information. Radio is seen as one of their many sources of entertainment and information. As a result the amount of time spent on a particular media was determined by the need that a particular medium satisfies. It seems that the respondents use the radio together with other activities such as studying and doing household chores.

### 5.3.4 Radio programme liked most on Phalaphala FM

It has become evidently clear that although both males and females like entertainment programmes, they like different types of entertainment. For example, male respondents prefer sports programmes, especially soccer. Although both male and female respondents indicated that they like music programmes, the results of the focus group discussion revealed that they prefer different types of music. For example, male respondents indicated that they like rap and reggae music best, whilst female respondents, on the other hand, indicated that they like soul and gospel music best. It should however be noted that they like different types of music. The serial dramas are equally popular among both male and female respondents. Although male respondents indicated that they also like health programmes, female respondents take such programmes more seriously than male respondents.

It has been evidently clear that male respondents are heavy consumers of information-oriented programmes such as news and actualities than females. One of the most notable differences was that male respondents like sports programmes more than females. The focus groups also revealed that female respondents like programmes dealing with cooking more than male respondents.

Both male and female respondents indicated that they do not like programmes dealing with malende (traditional dance music for women), and tshikona (traditional dance music for men). They feel that such programmes appeal more to old people and not to the youth. These findings illustrate the value of focus groups because this qualitative data could not have been picked up with the structured questionnaires. These results may be an indication of the influence of Western culture on the indigenous culture. In other words these results show signs of globalisation. That is, Western popular culture poses a threat to indigenous culture.

If this trend continues among the youth, it will affect the extent of the exposure that the Venda traditional music will get from radio. However, it should be noted that except for radio there are other means through which the exposure of the Venda traditional music could be ensured. This raises some concerns and challenges on the globalisation of cultures.

### 5.3.5 Programmes that respondents would like to have improved

Both male and female respondents in the focus groups indicated that programmes dealing with health matters, talk shows, music, cooking, careers and religion should be improved in terms of the time content and presentation.

The respondents indicated that they find health and related programmes interesting but feel that more time should be given to these programmes. This concern was raised mainly because the respondents feel that if more time was given to such programmes, they will be able to exhaustively discuss the issues. The respondents indicated that such programmes should not only deal with topical issues, like Acquired Immune Deficiency Syndrome (AIDS) and other sexually transmitted diseases. Such programmes should also deal with basic health matters such as the importance of keeping the living environment clean, healthy eating habits, and exercise.

As far as talk shows and programmes dealing with cooking matters are concerned, the respondents indicated that more time should be given, as this will enhance the quantity and quality of information provided to the listeners. It should be noted that the time concerns relate more to male respondents, whilst cooking relates to female respondents.

### 5.3.6 Suggestions for future programming

The focus group results indicate that the respondents wanted programmes which deal with issues such as self help, technological awareness and family planning among teenagers on Phalaphala FM. The respondents also indicated that the youth should be encouraged to write stories which will be broadcast on radio. Such stories should specifically deal with teenage issues and acted out by teenagers. This would help teenagers to develop writing and acting skills. The respondents felt that this would be one way through which Phalaphala FM could make a contribution toward addressing problems that teenagers encounter. This would also provide the youth with a platform to share their experiences and interact with other listeners within Phalaphala FM's catchment areas.

### 5.3.7 General observations

From the results above it can be deducted that focus groups can be used in conjunction with a survey to corroborate, or refute the results of a survey. The use of focus group discussions in conducting research is more suitable if the researcher wants to get in-depth information on the subject under investigation. Focus groups afford the respondents to participate actively in the discussion and to express their opinions. It was evident from the discussion that focus group results can enhance surveys results. This is largely because focus groups are qualitative in nature, therefore the researcher gets information directly from the respondent. Firstly, in topics which are of interest to the respondents, they extensively participate in the discussion. It thus becomes important for the researcher to be alert as this could shift the focus of the discussion. In such instances, probing is not necessary due to spontaneity of the responses and the level of enthusiasm.

Secondly, the respondents alter their initial point of view when they hear the responses of their fellow respondents. The manner in which the researcher phrases the question plays an important role in determining the manner in which the respondents will participate in the discussion. It therefore becomes important for the researcher to determine why there has been a change of opinion. This could be noted as a disadvantage of focus groups as some participants tend to adopt positions of other participants, and not express their own positions. Thirdly, language plays a significant role in the discussion as the respondents were more able to express their opinions in their vernacular.

### 5.3.8 SUMMARY AND CONCLUDING REMARKS

The results of this study indicate that surveys are useful when the researcher wants to investigate specific trends among many subjects. However, it cannot address issues pertaining to the context of the research subjects and to investigate the matter in more detail. In this instance, focus group discussions have proved to be the ideal method for more in-depth investigations. As a result the two methods can be used in conjunction with each other, as it has been the case in this study. The following chapter discusses the results of the study as presented in Chapter 2 and Chapter 5.

## CHAPTER 6

## INTERPRETATION OF RESULTS

### 6.1 INTRODUCTION

This chapter focuses on the interpretation of the findings of this study as discussed in Chapter 5. The interpretation will involve the following: (a) evaluation of focus group discussions and (b) survey results. The evaluation will also draw from the content analysis discussed in Chapter 2. The extent to which radio, and specifically, Phalaphala FM (as a public broadcaster) satisfies the nonformal educational/developmental needs will be discussed. The last section of this chapter provides the implications of the study and suggestions for further research.

### 6.2 PURPOSE AND THEORETICAL ASSUMPTIONS OF THE STUDY

This is an exploratory and descriptive study to determine the extent to which high school pupils in the selected rural schools of Venda listen to Phalaphala FM to satisfy their educational needs. Survey questionnaires and focus group discussions were used to determine the extent to which the respondents listen to Phalaphala FM for educational purposes.

The uses and gratifications theory provides the theoretical background for this study. This approach developed from research inquiries into the functions of the mass media for its users (Hannekom 1990:114). Uses and gratifications theorists argue that there should be a move away from the focus on the effects the media has on the users, to the extent to which people choose different media
programmes to satisfy their diverse needs. Uses and gratifications theorists argue that people choose different media or programmes to satisfy their different needs. Among others are, information, entertainment, educational, relaxation and escapist needs.

### 6.3 EVALUATION OF SURVEY AND FOCUS GROUP RESULTS

### 6.3.1 Frequency of access to a radio set and radio listening

Figure 5.1 demonstrates that frequency of access to a radio set determines the frequency of radio listening. Access to a radio set could be defined, among other, in terms of ownership, through friends and relatives who own a radio set. When looking at the frequency of radio listening, it could be defined in terms of listening to radio for background music when engaged in other activities, radio as company, and when a person deliberately listens to radio with a specific purpose in mind.

When dealing with radio listening patterns, one has to also consider the context in which the audience exists. Communication practices can no longer be conceptualised as external to the social structures and to other kinds of everyday life practices. According to Reimer (1998:138) in order to be able to deal with the issues pertaining to the context and everyday practices, ethnographic research methods should be employed. Reimer (1998:137) further states that contextualisation is important when trying to understand why people use the media the way they do. This means that people's media practices in audience studies must be related to other everyday life practices. Reimer (1998:137) further states that the choices a person makes in everyday life are deliberate, even though often made routinely, and taken together, they express who the person is and who he or she wants to be. For example, it has been clearly evident from the focus group interviews that the respondents consciously decide on the
types of programmes they would want to listen to at a specific time. This information could not be found in the data collected from the survey.

### 6.3.2 Reasons why respondents listen to Phalaphala FM

Figure 5.2 shows that the respondents listen to radio to satisfy specific needs. These needs include inter alia, providing entertainment, information, learning something, or as company when there is nothing else to do. It has however become evident that entertainment is given more time on Phalaphala FM than other functions of radio(cf.figure 2.1). Entertainment in this case refers largely to music programmes, sports and drama. Music programmes appear to be the most popular among the respondents (cf.table 5.1). Although focus group discussions indicate that the respondents listen to radio for entertainment, they revealed that, in as far as music is concerned, the respondents like different types of music (cf.the discussion in 5.3.4).

In a study by Rich (1997:37) it has been clearly evident that young people use popular music as a source for the socialisation process and this helps to unify the social collectives. Rich (1997:33) also states that, amongst teenagers, radio is seen as a source of music, so much so, that radio was synonymous to music. Many school children listen to radio with music as their main interest because radio plays an important role in their movement away from family influences in favour of the peer group. A study by Hargrave (1994:8) clearly indicates that older people also listen to radio because it provides a mixture of information and entertainment, listen to music to keep up with their children, and listen to music as background noise. These results indicate that entertainment programmes are not only confined to children but to adults as well.

Rich (1997:35) also states that teenagers move away from television because it addresses the conventional values of mainstream society. In a study by Hargrave (1994:28) it has also been evidently clear that radio was considered because it offers live programming and that it created a level of excitement which was not present in television. The fact that radio offers more live programming than television clearly indicates that even though access to television is on the increase, radio has some characteristic features which still attracts listeners from television. This tendency bodes well for people who want to use radio to satisfy certain needs.

As a result Rich (1997:37-38) suggests that there is a need for more studies on music and communication. Methodologies developed by uses and gratifications researchers should be used to study music and its communication effects.

### 6.3.3 Radio listening patterns

As shown in Figure 5.3 it is clear that there are generally no significant differences in the time spent listening to radio between weekdays, and over the weekends. When dealing with the radio listening patterns, one has to also look at the other activities in which listeners are involved in, among others are, social activities, school and household chores. Females are reputed to always being busy due to the sexual division of labour within the family. However, this trend is changing as both males and females become actively involved in social activities like sports, et cetera. This results in the narrowing the gap between males and females in terms of the time spent listening to the radio.

### 6.3.4 Respondents' use of other media

It has become evident that in addition to radio, the respondents also use other media as sources of information. The high percentages indicated for other sources of information in this study questions the popular belief that radio is the answer to promoting development in rural areas. What needs to be borne in mind is that people generally use specific media, if they have access to it, and if it satisfies their specific needs. These results contradict the study by Rich (1997) which indicate that teenagers move away from television and are attracted to radio. It should however be noted that Rich's research was conducted in a Western environment, whilst this study was conducted in a rural area in developing country.

Variables such as the research subjects' environment, education and income also play an important role in the people's media use. In his study Emenyeonu (1995:104) highlights that generally urban youth prefer television to newspaper and radio. However, the contents mostly cherished by the youths were current affairs, news and political debates. In a study by Nwuneli (1984:81-86) on the urban poor, the major finding was that income and education were associated with media exposure. Although the focus of Nwuneli's study was on urban people, its results shows confirm the findings of this study, which focused on rural areas. It is evident from focus group and survey results that the more rural people become educated, the more access they have to other media and sources of information. Survey and focus group results indicate that due to increased access to television, newspapers and other sources of information, the status of radio as the main source of information in the rural areas is being challenged.

### 6.3.5 Programme preferences

Table 5.1 clearly indicates that there are some differences in terms of programme preferences between male and female respondents. However, the differences are not as high as anticipated. Table 5.1 clearly indicates that music and drama programmes are equally liked by both male and female respondents. Focus group discussions have however, revealed that although both male and female respondents like music programmes, they like different types of music (cf.5.3.2).

Some of the notable differences in Table 5.1 are that more male respondents like news bulletins and actualities as compared to their female counterparts. Focus group discussions also revealed that in terms of news programmes male respondents are mainly interested in sports news, and soccer in particular. Another notable difference is in programmes dealing with cookery and related matters. This category is most liked by female as compared to male respondents. Female respondents listen to such programmes to get tips and different receipts. It is clearly evident from the discussions that there are still some significant differences in terms of programme preferences between male and female respondents, but they are not as large as anticipated.

The question of programme preference between male and female respondents has also been illustrated in a study by Bekker \& Groenewald (1991a:20) which found that audience members differ from one another in their orientation to the radio as a mass medium. They differ not only in what they seek, or do not seek, but also with respect to variables such as sex, age, occupation and programme preferences. The study by Bekker and Groenewald (1991a:20) also indicates that radio news programmes are predominantly consumed by males. These results confirm the findings of this study as it is clear on Table 5.1 that news programmes are largely the domain of male listeners.

Educational programmes are largely used by females, most of whom are housewives and students (Bekker \& Groenewald 1991a:20). There is a significantly higher percentage of the respondents (both male and females) who listen to radio to learn something (cf. figure 5.2.). However, there is no significant difference between males and females. This means that the findings of the study by Bekker and Groenewald (1991a) are not in agreement with the findings of this study.

The study by Bekker and Groenewald (1991a:20) also indicates that dramas are largely consumed by females who seek and obtain information and entertainment from their favourite serial dramas. This is however contradicted in this study which indicates that dramas are equally liked by both males and females (cf. table 5.1). The popularity of story programmes could be that they can be used for escapist purposes and can be listened to when one wants to relax.

Bekker and Groenewald (1991a:7) indicate that there are important differences among media consumers with regard to their orientation toward the mass media. These differences include audience members' social set-ups and possibilities, as well as their real patterns of media consumption, which are important for the satisfying of certain needs. These differences could thus explain the differences in programme preferences among the respondents. The other aspect which accounts for the differences in programme preferences is that audience members' perceived gratifications are greater when they expose themselves to their favourite media programmes (Bekker, \& Groenewald 1991b:43). The results of this study indicate that the respondents derive more pleasure when they listen to their favourite music programmes and a health programme called "Dokotela uri mini"?(What does the doctor say?). The acknowledgment and identification of the different groups of radio listeners and their programme preferences can be of great value to broadcasters as they seek to direct their messages to a specific target audience (Bekker \& Groenewald 1991a:21).

### 6.4 EVALUATION OF PHALAPHALA FM's PROGRAMMING

## * Background of Phalaphala FM

Phalaphala FM broadcast from the Northern Province with its stronghold in Venda and the Venda speaking areas of Gauteng. Its broadcast area covers the Northern Province, parts of Gauteng, North West and Mpumalanga (cf. Appendix E for the map of Phalaphala FM's catchment areas). The majority of Phalaphala FM listeners are between the ages of 16-24 (cf. Appendix E). Most of the respondents selected for this study fall within this age category which to whom most of Phalaphala programmes are aimed (South African Broadcasting Corporation 1999b). The majority of Phalaphala FM listeners are within the lowest income category (cf. Appendix E).

Looking at the catchment areas, income levels of the listeners and the age group which comprise the majority of the listeners, it is evident that there is a need for educational and development-orientated programmes. Such programmes should be introduced to contribute in nonformal education.

## * Psychographics of Phalaphala FM

Phalaphala FM is a public broadcaster within the South African Broadcasting Corporation (SABC) stable, broadcasting in Tshivenda to all those who understand the language. Phalaphala FM strives to enhance and develop its listeners through the preservation of the culture, traditions, language and religions of all Tshivenda-speaking and understanding communities throughout the Republic of South Africa and beyond its borders. The station strives for balanced, independent and objective reporting while reflecting issues, events, lifestyles and all activities within its area of broadcast. Phalaphala FM
has a loyal audience because it satisfies their needs and expectations. The formation of various fan clubs all over its reception areas are proof enough of the satisfaction that the station offers (South African Broadcasting Corporation, 1999b). This declaration by the South African Broadcasting Corporation is in contradiction with the results of this study. It is evidently clear from the results that the respondents do not only rely on Phalaphala FM to satisfy their needs, as they also make use of other media, such as, television, newspapers and magazines to satisfy some of their needs. It has also become evident that the percentage of radio listeners is generally lower than anticipated as a result of the increase in access to other media forms.

## * Programming on Phalaphala FM

Phalaphala FM strives for quality programming, its emphasis being on education, entertainment and informing its audience. A variety of programmes that include news, music, education, drama and community-based issues are the backbone of the success of this station. The station also offers live sports commentaries and results, and youth programmes aimed at the 16-34 years age group (South African Broadcasting Corporation 1999b).

The above-mentioned sections on the psychographics and programming indicate that Phalaphala FM effectively addresses the entertainment, educational and informational needs of its listeners. However, the content analysis conducted for this study indicates that a large amount of Phalaphala FM's programming is given over to entertainment programming as compared to information and education (cf.2.2.10). This appears to be in contradiction to the above-mentioned aspects with regard to programming. These results could be an indication that exposure given to specific programme category has an influence on the listeners' programme preferences. The most popular form of
entertainment is music, and largely Western type of music. This could be the result of the Westernisation of the South African media. For example, the respondents in this study indicated that they do not like traditional music. This could largely be because they have been highly exposed to Western influence through the radio. If this trend continues, it could lead to the extinction of the indigenous culture. Phalaphala FM as indicated in the above section on Psychographics also has, as one of its aims, to preserve the cultures of its listeners. However, its heavy emphasis on entertainment seems to contradict one of its aims, namely, the preservation of the cultures of its listeners.

Looking at the income levels of Phalaphala FM listeners, it is evident that it cannot generate income to sustain its existence (cf. Appendix E for income levels). As a result it relies on cross-subsidisation from other stations within the South African Broadcasting Corporation (SABC) which can generate income. It is therefore a cause for concern that Phalaphala FM places emphasis on entertainment, which is the characteristic feature of commercial broadcasting. Given that the bulk of Phalaphala FM listeners are in the Northern Province, it can be argued that Phalaphala FM has a target listener group for which it does not compete with other broadcasters (as it is the only radio station which broadcasts in Tshivenda). Phalaphala FM is therefore well placed to pursue it public service mandate. The question in this regard is why is Phalaphala FM's public service mandate being sacrificed in favour of the more commercial approach?

As an attempt to fulfil its mandate as a public broadcaster, the SABC is engaged with other stakeholders to develop educational programmes. According to South African Broadcasting Corporation (SABC (1999a:28) the SABC educational radio has joined hands with different stakeholders to produce new educational material to be broadcast in the ten indigenous language radio stations, of which Phalaphala FM is one. The material used for such programmes has been
adapted to suite the culture and idiom of each language, adding up to nearly five hours of programming every week, on every station. Subjects to be covered in 1999 include human rights, health, environment, early childhood development, agriculture, culture, justice, commerce and finance, youth issues, curriculum support, culture of learning and teaching, and educator development.

The success of this project will depend among others, on variables such as the timing of programmes, presentation formats, and the actual contents of such programmes. The proposed educational programmes will have approximately five hours per day. As this represents only $20 \%$ of the broadcast day, it could be argued that entertainment programmes will still feature predominantly on Phalaphala FM. This does not augur well for the use of radio to promote development of the area.

According to Senior (1984:50), a lack of guidelines pertaining to programming is largely due to a lack of government support for the media in developing countries. This stems also from the absence of a national media policy. Katz \& Wedell (1977:3) argues that developing nations have invested little effort in the formation of explicit policies for relating the media to development goals. As a result the establishment of media as support mechanism for economic, social and cultural enhancement is clearly lacking, which leads to limited resources allocated to radio (Senior 1984:50). This however, does not apply to South Africa as the Independent Broadcasting Authority (IBA) Act was passed to deal with media policy issues. The Broadcasting Bill of 1998 was also introduced. It aims to establish uniform norms and standards within which public radio must conform (South Africa 1995). The question in South Africa is whether the policy which is in place is being implemented or not. However, whether the implementation (if it is implemented) is successful or not is beyond the scope of this study.

### 6.5 SUGGESTIONS FOR FUTURE PROGRAMMING ON PHALAPHALA FM

The results of this study indicate that entertainment programmes are the most popular among the respondents. Phalaphala FM is thus well placed to introduce the entertainment-education strategy in its programming. According to Brown and Singhal (1993:85) the entertainment-education strategy in radio began in 1951 when the British Broadcasting Corporation (BBC) began broadcasting a soap opera The Achers. This soap opera was used to promote agricultural innovations among British farmers. Through an entertaining storyline it provided educational information to the farming community such as crop planting techniques, pest control strategies and animal disease prevention. In 1991 The Archers became the longest running radio soap opera in the world.

In Jamaica, since 1959 radio entertainment formats such, as soap operas, comedies, music programmes, and talk shows have been utilised to convey educational developmental messages. Popular soap operas like Raymond, the Sprayman promoted the government's mosquito eradication campaign in 1959 (Brown \& Singhal 1993:86). Similar examples of entertainment-education radio soap operas have been broadcast in other countries as well. For example, in Indonesia, a popular radio soap opera called Butir Pasir Di Laut (Grains of Sand and Sea) has been used to promote family planning since 1977 (Brown \& Singhal 1993:86).

The other strategy, which could be considered in changing Phalaphala FM programming, is the entertainment-education strategy in music. Brown and Singhal (1993:88) state that the worldwide popularity of music endows it with a special ability to carry education-development messages to audiences. Bonafadelli and Haettenschuite (1989:1553) also state that for, young listeners, radio today is a medium that mainly provides a music environment for the stimulation and control of their
moods. Unfortunately, with a few exceptions, the entertainment potential of music has rarely been tapped for education. Only recently have attempts been made to use music as part of communication campaigns to educate listeners about prosocial issues. For example, in Jamaica, from 1982 to 1986, the Jamaican National Family Planning Board ran a campaign to educate people about family planning. As part of the campaign a hit song Before you be a mother, you got to be a woman was used to educate the listeners about family planning. This campaign was also meant to promote sexual responsibility.

In 1986 an entertainment-education project was launched in Spanish-speaking Latin American countries using rock music. Two rock videos which promoted sexual abstinence and contraception, entitled Cuando Estemos Juntos (When we are together) and Detente (Wait) were used as part of the safe sex campaign (Brown \& Singhal 1998:88). Rock was used mainly because it was popular among young people in Latin America. Two teenagers were selected to sing the above-mentioned songs, and to encourage fellow teenagers to abstain from sex, a much more effective strategy than having the message emanate from parents. Brown and Singhal (1993:90) further state that music has the ability to shape public opinion. For example, music can be used as a form of protest against exploitation, aspiration toward a better life, expression of working class solidarity, and expression of environmental concerns.

The entertainment-education communication strategy in radio has been implemented previously in a number of countries, using a variety of radio formats, with generally positive outcomes (Brown \& Singhal 1993:86). It is on the basis of the results of this study and the above-mentioned examples that this study suggests that Phalaphala FM makes use of the entertainment-education strategy in radio, and the entertainment strategy in music, in its broadcasts.

The other strategy which Phalaphala FM can use is that of radio listening groups. According to Mamoeka (1983:11), radio listening groups comprises of rural news, answers to listeners' questions, family advice, a talk and discussion. The strategy makes extensive use of audience reaction, where available, for subsequent programmes. Mbalia (1990:18) further states that radio listening groups are planned around listeners' needs. For example, in Ghana, radio listening groups were established and they became an effective way of communicating the broadcasters' goals to the listeners, as well as, providing the listeners an opportunity to participate in the remaking of their society (Dinatale 1971:35). Some of the topics discussed in the radio listening groups are, farming, foreign trade, new trends in agriculture, career opportunities in rural areas, family budgeting, health education and religion and family planning. The format of the programmes aimed at the radio listening groups consists of replies to queries from the forums, reports on the programme of action and the discussion of the topic of the day.

In South Africa, the concept of radio listening groups is relatively new. In the early 1990s, the most notable attempt at introducing radio listening groups was led by the Centre for Continuing Education (CCE) at the University of the Witwatersrand and was documented by Russel (1990). The main aim of the project was to develop a model for interactive radio in South Africa. Although the introduction of radio listening groups require a lot of planning and financial support, this strategy introduced making use of the already existing structures in society. For example, schools, churches, social clubs, interest groups, civic organisations and governmental departments.

### 6.6 IMPLICATIONS OF THE STUDY

The findings of this study have implications on audience studies, and research methods used. The following are some of the implications of this study:

* Gratifications that the audiences derive from the media are determined, among others, by variables such as income, education, sex and individual expectations from a particular media.
* Radio has always been regarded as the media which is the most popular and suitable for developmental purposes. The results of this study indicate that the popularity of radio is being challenged by other media, such as television.
* There are indications from this study that the exposure given to a particular programme category determines its popularity among the listeners. For example, the content analysis indicates that entertainment programmes are given more coverage on Phalaphala FM, and as a result, survey and focus group results indicate that entertainment programmes are more popular among the respondents.
* The results of this study also indicate a large degree of Westernisation among the respondents. The respondents indicated that they prefer a more Western kind of music over the traditional music. Local cultures are affected by the influence of Western practices and music which gets more coverage on the South African media. This has implications on the future of local cultures. If this matter is not addressed, indigenous cultures could be destroyed in the long term.
* If both qualitative and quantitative research methods are used in a complementary manner, this would make a substantial contribution to theory building. In this study focus groups and survey have been used in a complementary manner.


### 6.7 SUGGESTIONS FOR FURTHER RESEARCH

There are several issues which have arisen from this study, but are beyond the scope of this study. They are presented here as follows:

* Policy pertaining to broadcasting is in place, as structures and Bills pertaining to policy matters are in place. For example, the Independent Broadcasting Act (IBA) Act has been passed to deal with policy matters within the broadcasting industry. The Broadcasting Bill of 1998 was introduced to establish norms and standards within which public radio must conform. It is therefore important for further research to be conducted to investigate as to whether it is working as it should or not.
* Radio has always been regarded as the main medium suitable for use in the development of the Third World countries because of its popularity and accessibility. The results of this study indicate that although in some instances radio is popular, its popularity is being challenged by other media, especially television. Further research needs to be conducted to determine what could be done to effectively use radio for development purposes in the face of competition from other media.

Many school children listen to radio on a daily basis with music being their main interest in the medium (Rich 1997:35). It is evident in this study that music programmes are the most popular among the radio listeners. There is, therefore, a need for more studies on music and communication. Such studies should also look into the role that popular music can play in educational programmes.

* One of the criticisms laid against the uses and gratifications theory is its individualistic, questionnaire-based approach which ignores the social context of the research subjects. Therefore there is a need to combine uses and gratifications theory with other theoretical approaches like reception analysis, which takes into account the context of the research subjects.
* Surveys have proven to be a useful research method in research which targets many respondents and to establish existing trends. However, a shortcoming is that they cannot be used when the researcher wants to study the phenomenon in more detail. In order to overcome the problems encountered with surveys in this study, focus group discussions were used to complement surveys. It would be interesting if more research studies using survey and qualitative methods are conducted to see how they could be used to refute or corroborate each other's results. As Mouton (1990:170) states, adopting a point of view of convergence of research methodology could help to understand more about human nature.
* The findings of this research indicate that there is an increase in the influence of the Western culture, which threatens the existence of the local indigenous cultures. The possible eradication of aspects of indigenous culture should urgently be investigated in future research.

The ideal would be if the researcher could go and live with the research subjects over a period of time. By means of participant observation the researcher will be afforded the opportunity to investigate the extent to which globalisation has influenced indigenous culture of Venda and the role of radio (and other media such as television) in Westernising indigenous cultures. By observing, participating in cultural activities, conducting focus group interviews, and if necessary, in-depth interviews, the researcher will be able to conduct a proper ethnographic study of the media usages patterns of a specific culture and the possible influence of Western media on that culture. These aspects can be studied within the broad theoretical framework of ethnography, cultural studies, globalisation and cultivation theories. The ontological, epistemological and metatheoretical assumptions of these theories and methods are more sensitive and better suited to study the way people live and experience their culture, than the uses and gratifications approach.

A basic assumption of ethnography is that people are able to actively describe and explain their situation in this world (Moores 1993:5). In other words, meaning is created by the recipients themselves, and ethnography enables the researcher to observe the process of meaning making. Ang (1990:242) states that reception analysis focuses on audience interpretations and uses of media texts. Furthermore, the appropriation of messages is studied within social contexts. The reason is that the recipient is a social being, has history and lives within specific social circumstances where variables such as social class, race, gender, level of education and media habits play a determining role in the use and interpretation of messages. Ethnography thus emphasises the social circumstances of the recipients within which messages are received and interpreted. Because media use is a social activity, media users should be investigated as part of the interpretive community to which they belong.

* One of the strategies used for nonformal education for radio is the radio listening groups (RLGs). This strategy is relatively new in South Africa. As such, further research needs to be conducted in order to investigate how radio listening groups can be used for nonformal educational purposes in South Africa. Such research should also look at how the already existing structures like social clubs, churches and schools can be utilised as the basis for such radio listening groups.


### 6.8 SUMMARY AND CONCLUDING REMARKS

It has been evident in this study that entertainment programmes on Phalaphala FM are given more time as compared to education and information programmes. As a result entertainment programmes are more popular among the respondents. This implies that the coverage a programme category gets from a radio station might determine the popularity of such a programme. It has also become evident that the need for public broadcasters to respond to the market forces also has an impact on its ideals, namely, information, education and entertainment. As a result radio's potential for use in development cannot be fully explored. At the same time, increased access to other media forms through new technologies, such as the distribution of television programmes by direct broadcast satellite (DBS) also limits the effective use of radio in rural areas. Audience studies have largely been dominated by the social science tradition of uses and gratifications which is interested in finding the universal, and generalisable patterns in audience behaviour (Reimer 1998:139). This situation is changing in the face of the more critical approaches of media ethnography and reception analysis. As a result audience study has become more qualitative and more humanistic in character, which seems to be the direction that audience studies are taking.

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Table $1 \quad$ Age group

| Age group | N | $\%$ |
| :--- | :--- | :--- |
| $12-14$ | 28 | 10.4 |
| $15-17$ | 141 | 52.8 |
| $18-20$ | 99 | 36.8 |
| 21 and above | 1 | 0.4 |
| TOTAL | 269 | 100 |

Table 2 Language

|  | N | $\%$ |
| :--- | :--- | :--- |
| Venda | 267 | 98.9 |
| Pedi | 2 | 1.1 |
| Zulu | 0 | 0.0 |
| Zulu | 269 | 100 |

Table 3 Sex

|  | N | $\%$ |
| :--- | :--- | :--- |
| Male | 133 | 49.4 |
| Female | 136 | 50.6 |
| Total | 269 | 100 |

Table 4 Standard

|  |  | Standard 7 | Standard 8 | Standard 9 | TOTAL |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Male | N | 47 | 46 | 40 | 133 |
|  | $\%$ | 17.47 | 17.10 | 14.87 | 49.44 |
| Female | N | 51 | 44 | 41 | 136 |
|  | $\%$ | 18.96 | 16.36 | 15.24 | 50.56 |

Table 5 Access to a radio set

|  | N | $\%$ |
| :--- | :--- | :--- |
| Always | 93 | 34.6 |
| Sometimes | 157 | 58.4 |
| Never | 19 | 7.1 |
| TOTAL | 269 | 100 |

Table 6 Frequency of radio listening

|  | N | $\%$ |
| :--- | :--- | :--- |
| Always | 97 | 35.9 |
| Sometimes | 167 | 61.9 |
| Never | 6 | 2.2 |

Table 7 Listening to radio to be entertained

|  | N | $\%$ |
| :--- | :--- | :--- |
| Always | 156 | 64.2 |
| Sometimes | 78 | 32.1 |
| Never | 9 | 3.7 |
| TOTAL | 243 | 100 |

Table 8 Listening to radio to learn something

|  | N | $\%$ |
| :--- | :--- | :--- |
| Always | 132 | 49.8 |
| Sometimes | 126 | 47.5 |
| Never | 7 | 2.6 |
| TOTAL | 265 | 100 |

Table $9 \quad$ Listening to radio as company

|  | N | $\%$ |
| :--- | :--- | :--- |
| Always | 31 | 13.4 |
| Sometimes | 157 | 67.7 |
| Never | 44 | 19.0 |
| TOTAL | 232 | 100 |

Table 10 Listening to radio with nothing else to do

|  | N | $\%$ |
| :--- | :--- | :--- |
| Always | 20 | 8.8 |
| Sometimes | 90 | 39.5 |
| Never | 118 | 51.7 |
| TOTAL | 228 | 100 |

Table 11 Radio listening patterns (Monday-Thursday)

| Number of hours per day (Monday- <br> Thursday) | N | $\%$ |
| :--- | :--- | :--- |
| 1/2hour | 35 | 15.2 |
| 1/2-1hour | 44 | 19.1 |
| 1-2hours | 52 | 22.6 |
| 2-3hours | 29 | 12.6 |
| 3-4hours | 29 | 12.6 |
| 4-5hours | 6 | 2.6 |
| 5+hours | 35 | 15.2 |
| TOTAL | 230 | 100 |

Table 12 Radio listening patterns(Monday-Thursday)

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
| Numbers of hours per day (Monday- <br> Thursday) | N | $\%$ | N | $\%$ |
| $1 / 2$ hour | 15 | 13.3 | 20 | 17.5 |
| $1 / 2$-1hour | 24 | 20.8 | 20 | 17.5 |
| 1-2hours | 28 | 24.3 | 24 | 21.3 |
| 2-3hours | 16 | 13.9 | 13 | 11.4 |
| 3-4hours | 9 | 7.8 | 19 | 16.6 |
| 4-5hours | 3 | 2.6 | 3 | 2.6 |
| 5+ | 20 | 17.3 | 15 | 13.1 |
| TOTAL | 115 | 100 | 114 | 100 |

Table 13 Radio listening patterns(Friday-Sunday)

| Number of hours per day (Fridays-Sundays) | N | $\%$ |
| :--- | :--- | :--- |
| 1/2hour | 27 | 11.7 |
| 1/2-1 hours | 34 | 14.8 |
| 1-2hours | 37 | 16.1 |
| 2-3hours | 32 | 13.9 |
| 3-4hours | 22 | 9.6 |
| 4-5hours | 23 | 10.0 |
| 5+hours | 55 | 23.9 |
| TOTAL | 230 | 100 |

Table 14 Radio listening patterns(Friday-Sunday)

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
| Numbers of hours per day (Fridays- <br> Sundays) | N | $\%$ | N | $\%$ |
| $1 / 2$ hour | 11 | 10.0 | 15 | 13.2 |
| $1 / 2$-lhour | 20 | 17.3 | 14 | 12.3 |
| 1-2hours | 20 | 17.3 | 17 | 14.9 |
| 2-3hours | 17 | 14.7 | 15 | 13.2 |
| 3-4hours | 10 | 8.6 | 12 | 10.5 |
| 4-5hours | 12 | 10.4 | 11 | 9.6 |
| 5+hours | 25 | 21.7 | 30 | 26.3 |
| TOTAL | 115 | 100 | 114 | 100 |

Table 15 Frequency of listening to news bulletins

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 40 | 35.2 | 36 | 31.5 |
| Now and then | 58 | 50.8 | 58 | 50.8 |
| Never | 16 | 14.0 | 20 | 17.7 |
| TOTAL | 114 | 100 | 114 | 100 |

Table 16 Frequency of listening to actualities

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 13 | 12.1 | 3 | 2.80 |
| Now and then | 37 | 34.2 | 37 | 34.5 |
| Never | 58 | 53.7 | 67 | 62.6 |
| TOTAL | 108 | 100 | 107 | 100 |

Table 17 Frequency of listening to discussion programmes:health

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 51 | 45.1 | 57 | 50.0 |
| Now and then | 54 | 47.7 | 56 | 49.1 |
| Never | 8 | 7.00 | 1 | 0.8 |
| TOTAL | 113 | 100 | 114 | 100 |

Table 18 Frequency of listening to discussion programmes:agriculture

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 17 | 14.5 | 11 | 9.8 |
| Now and then | 45 | 38.4 | 37 | 32.7 |
| Never | 45 | 38.4 | 65 | 57.5 |
| TOTAL | 117 | 100 | 113 | 100 |

Table 19 Frequency of listening to phone-in:request line

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 32 | 14.29 | 27 | 12.05 |
| Now and then | 55 | 24.55 | 65 | 29.02 |
| Never | 23 | 10.27 | 22 | 9.82 |
| TOTAL | 110 | 49.11 | 114 | 50.89 |

Table 20 Frequency of listening to Phone-in:open line

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 21 | 9.46 | 19 | 8.56 |
| Now and then | 56 | 25.23 | 68 | 30.63 |
| Never | 34 | 15.32 | 24 | 10.81 |
| TOTAL | 111 | $? ? ?$ | $? ? ?$ | $? ? ?$ |

Table 21 Frequency of listening to documentaries

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 14 | 6.51 | 10 | 4.65 |
| Now and then | 28 | 13.02 | 35 | 16.28 |
| Never | 63 | 29.30 | 65 | 30.23 |
| TOTAL | 105 | 48.84 | 110 | 51.16 |

Table 22 Frequency if listening to drama

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 78 | 67.8 | 81 | 71.6 |
| Now and then | 29 | 25.3 | 27 | 23.8 |
| Never | 8 | 6.9 | 5 | 4.5 |
| TOTAL | 115 | 100 | 113 | 100 |

Table 23 Frequency of listening to serials

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 22 | 10.43 | 1 | 7.58 |
| Now and then | 24 | 11.37 | 28 | 13.27 |
| Never | 56 | 26.54 | 65 | 30.81 |
| TOTAL | 102 | 48.34 | 109 | 51.66 |

Table 24 Frequency of listening to music

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 83 | 72.1 | 80 | 70.2 |
| Now and then | 29 | 25.2 | 29 | 25.5 |
| Never | 3 | 2.7 | 5 | 4.3 |
| TOTAL | 115 | 100 | 114 | 100 |

Table 25 Frequency of listening to sports programmes

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 71 | 63.9 | 31 | 28.2 |
| Now and then | 24 | 21.6 | 34 | 30.9 |
| Never | 16 | 14.4 | 45 | 40.9 |
| TOTAL | 111 | 100 | 110 | 100 |

Table 26 Frequency of listening to cookery

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 23 | 21.5 | 54 | 49.0 |
| Now and then | 32 | 29.9 | 39 | 35.5 |
| Never | 52 | 48.5 | 17 | 15.5 |
| TOTAL | 107 | 100 | 110 | 100 |

Table 27 Frequency of listening to weather

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 27 | 12.50 | 29 | 13.43 |
| Now and then | 57 | 26.39 | 32 | 14.81 |
| Never | 25 | 11.57 | 46 | 21.30 |
| TOTAL | 109 | 50.46 | 107 | 49.54 |

Table 28 Frequency of listening to religious programmes

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 46 | 20.44 | 63 | 28.00 |
| Now and then | 58 | 25.78 | 47 | 20.89 |
| Never | 8 | 3.56 | 3 | 1.33 |
| TOTAL | 112 | 49.78 | 113 | 50.22 |

Table 29 Frequency of listening to adverts

|  | Male |  | Female |  |
| :--- | :--- | :--- | :--- | :--- |
|  | N | $\%$ | N | $\%$ |
| Regularly | 33 | 15.35 | 29 | 13.49 |
| Now and then | 42 | 19.53 | 44 | 20.47 |
| Never | 33 | 15.35 | 34 | 15.81 |
| TOTAL | 108 | 50.23 | 107 | 49.77 |

Table 30 Rate Phalaphala FM on provision of health information

| Health | N | $\%$ |
| :--- | :--- | :--- |
| Low | 22 | 9.6 |
| Less low | 9 | 3.9 |
| Medium | 58 | 25.2 |
| Less high | 22 | 9.6 |
| High | 119 | 51.7 |
| TOTAL | 230 | 100 |

Table 31 Rate Phalaphala FM on provision of information on agriculture

| Agriculture | N | $\%$ |
| :--- | :--- | :--- |
| Low | 51 | 22.4 |
| Less low | 52 | 22.8 |
| Medium | 69 | 30.3 |
| Less high | 19 | 8.3 |
| High | 37 | 16.2 |
| TOTAL | 228 | 100 |

Table 32 Rate Phalaphala FM on provision of information on legal matters

| Legal | N | $\%$ |
| :--- | :--- | :--- |
| Low | 54 | 23.6 |
| Less low | 54 | 23.6 |
| Medium | 42 | 18.3 |
| Less high | 20 | 8.7 |
| High | 59 | 25.8 |
| TOTAL | 229 | 100 |

Table 33 Rate Phalaphala FM on provision of information on careers

| Career | N | $\%$ |
| :--- | :--- | :--- |
| Low | 25 | 10.9 |
| Less low | 21 | 9.1 |
| Medium | 43 | 18.7 |
| Less high | 21 | 9.1 |
| High | 120 | 52.2 |
| TOTAL | 230 | 100 |

Table 34 Views on content of Phalaphala FM's legal programmes

|  | N | $\%$ |
| :--- | :--- | :--- |
| Satisfactory | 88 | 38.6 |
| Not sure | 120 | 52.6 |
| Unsatisfactory | 20 | 8.8 |
| TOTAL | 228 | 100 |

Table 35 Views on content of Phalaphala FM'S health programmes

|  | N | $\%$ |
| :--- | :--- | :--- |
| Satisfactory | 176 | 34.6 |
| Not sure | 40 | 51.3 |
| Unsatisfactory | 13 | 14.0 |
| TOTAL | 229 | 100 |

Table 36 Views on content of Phalaphala FM's agricultural programmes

|  | N | $\%$ |
| :--- | :--- | :--- |
| Satisfactory | 79 | 34.6 |
| Not sure | 117 | 51.3 |
| Unsatisfactory | 32 | 14.0 |
| TOTAL | 228 | 100 |

Table 37 Views on content of Phalaphala FM's programmes on career matters

|  | N | $\%$ |
| :--- | :--- | :--- |
| Satisfactory | 152 | 66.4 |
| Not sure | 61 | 26.6 |
| Unsatisfactory | 16 | 7.0 |
| TOTAL | 229 | 100 |

Table 38 Respondents' use of television as a source of information

|  | N | $\%$ |
| :--- | :--- | :--- |
| Health | 129 | 60.6 |
| Agriculture | 13 | 6.1 |
| Legal | 23 | 10.8 |
| Career | 48 | 22.5 |
| TOTAL | 213 | 100 |

Table 39 Respondents' newspaper as a source of information

|  | N | $\%$ |
| :--- | :--- | :--- |
| Health | 49 | 28.8 |
| Agriculture | 30 | 17.6 |
| Legal | 49 | 28.8 |
| Career | 42 | 24.7 |
| TOTAL | 170 | 100 |

Table 40 Respondents' use of teachers as source of information

|  | N | $\%$ |
| :--- | :--- | :--- |
| Health | 109 | 47.0 |
| Agriculture | 28 | 12.1 |
| Legal | 11 | 4.7 |
| Career | 84 | 36.2 |
| TOTAL | 232 | 100 |

Table 41 Respondents' use of parents as source of information

|  | N | $\%$ |
| :--- | :--- | :--- |
| Health | 136 | 64.5 |
| Agriculture | 11 | 5.2 |
| Legal | 24 | 11.4 |
| Career | 40 | 19.0 |
| TOTAL | 211 | 100 |

Table 42 Respondents' use of friends as a source of information

|  | N | $\%$ |
| :--- | :--- | :--- |
| Health | 90 | 47.6 |
| Agriculture | 12 | 6.3 |
| Legal | 47 | 24.9 |
| Career | 40 | 21.2 |
| TOTAL | 189 | 100 |

Table 43 Respondents' use of magazines as source of information

|  | N | $\%$ |
| :--- | :--- | :--- |
| Health | 58 | 38.4 |
| Agriculture | 23 | 15.2 |
| Legal | 33 | 21.9 |
| Career | 37 | 24.5 |
| TOTAL | 151 | 100 |

Table 44 Respondents' use of radio as a source of information

|  | N | $\%$ |
| :--- | :--- | :--- |
| Health | 168 | 66.7 |
| Agriculture | 22 | 8.7 |
| Legal | 26 | 10.3 |
| Career | 36 | 14.3 |
| TOTAL | 252 | 100 |

## APPENDIX B

NB.Completion of this questionnaire is anonymous. You do not have to write your name.

## Instructions.

* Please answer the questions as you think.
* Please mark with an X in the appropriate block(s), except when specified otherwise.

1. To which age group do you belong?

| $12-14$ | $15-17$ | $18-20$ | 21 and above |
| :--- | :--- | :--- | :--- |
| 1 | 2 | 3 | 4 |

## 2. What is your home language?

| Venda | 1 |
| :---: | :---: |
| Pedi | 2 |
| Zulu | 3 |
| Xhosa | 4 |
| Other (please specify) | 5 |

3. Sex

| Male | 1 |
| :--- | :--- |
| Female | 2 |

## 4. To which one of the following classes do you belong?

| $\operatorname{Std} 6$ | $\operatorname{Std} 7$ | $\operatorname{Std} 8$ | $\operatorname{Std} 9$ | $\operatorname{Std} 10$ |
| :--- | :--- | :--- | :--- | :--- |
| 1 | 2 | 3 | 4 | 5 |

## 5. Do you have access to a radio set?

| Always | 1 |
| :--- | :--- |
| Sometimes | 2 |
| Never | 3 |

## 6. Do you listen to radio?

| Always | 1 |
| :--- | :--- |
| Sometimes | 2 |
| Never | 3 |

If you answered "always" or "sometimes" in question 6, please answer questions 7-9. If you answered "never" in question 6, do not continue with this questionnaire. Please hand it in.

## 7. Why do you listen to Radio?

You may mark more than one option.

|  | Always | Sometimes | Never |
| :---: | :---: | :---: | :---: |
| To be entertained | 1 | 2 | 3 |
| To learn something | 1 | 2 | 3 |
| As company | 1 | 2 | 3 |
| Nothing else to do | 1 | 2 | 3 |
| Other (please specify) | 1 | 2 | 3 |

8. Write the name(s) of your favourite radio station(s)?

## 9. Do you listen to Phalaphala FM?

| YES | 1 |
| :--- | :--- |
| NO | 2 |

## If you answered YES in question 9, please answer Question

10-23 but if you answered NO in question 9, please answer Question 23 only.

## 10 How many hours do you listen to Phalaphala FM?

Monday-Thursday

| Less than half hour | 1 |
| :--- | :--- |
| A half hour or more, but less than 1 hour | 2 |
| One hour or more, but less than 2 hours | 3 |
| Two hours or more, but less than 3 hours | 4 |
| Three hours or more, but less than 4 hours | 5 |
| Four hours or more, but less than 5 hours | 6 |
| Five hours or more | 7 |

## 11. How many hours do you listen to Phalaphala FM?

## Friday-Sunday

| Less than half hour |  |
| :--- | :--- |
| Half hour or more, but less than 1 hour | 2 |
| One hour or more, but less than 2 hours | 3 |
| Two hours or more, but less than 3 hours | 4 |
| Three hours or more, but less than 4 hours | 5 |
| Four hours or more, but less than 5 hours | 6 |
| Five hours or more | 7 |

12. Please indicate in the space below which programme(s) on Phalaphala FM do you like most. You may mention more than one programme.
13. Indicate how often you listen to the following programmes on Phalaphala FM.

|  | Regularly | Now and |
| :--- | :--- | :--- | :--- |
| then |  |  | Never

14. Would you improve any of the programmes referred to in Question 13?

| YES | 1 |
| :--- | :--- |
| NO | 2 |

If you answered YES in question 14, please answer question 15-23. If you answered NO in question 14, please answer question 18-23.
15. Name the programmes that you would improve
16. Give (a)reason(s) why you would improve these programmes? $\qquad$
17. Explain how you would want to improve these programmes?
18. Rate the degree to which Phalaphala FM helps you with information on the following issues.

Mark with an $X$ in the appropriate block(s):1-low, 5=high

|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Health | 1 | 2 | 3 | 4 | 5 |
| Agriculture | 1 | 2 | 3 | 4 | 5 |
| Legal | 1 | 2 | 3 | 4 | 5 |
| Career | 1 | 2 | 3 | 4 | 5 |
| Other(please specify) | 1 | 2 | 3 | 4 | 5 |

19. What is your opinion on the content of programme(s)broadcast by Radio Venda on the following issues?

|  | Satisfactory | Not sure | Unsatisfactory |
| :--- | :--- | :--- | :--- |
| Legal | 1 | 2 | 3 |
| Health | 1 | 2 | 3 |
| Agriculture | 1 | 2 | 3 |
| Career | 1 | 2 | 3 |
| Other (please specify) | 1 | 2 | 3 |
| $\ldots \ldots . . . . . . . .$. |  |  |  |
| $\ldots . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~$ |  |  |  |

20. What is your opinion on the presentation of programme(s)broadcast by Phalaphala FM on the following issues?

|  | Satisfactory | Not sure | Unsatisfactory |
| :--- | :--- | :--- | :--- |
| Legal | 1 | 2 | 3 |
| Health | 1 | 2 | 3 |
| Agriculture | 1 | 2 | 3 |
| Career | 1 | 2 | 3 |
| Other (please specify) | 1 | 2 | 3 |
| $\ldots \ldots . . . . . . . . .$. |  |  |  |

21. Have you, at any time responded to (a) specific Phalaphala FM programme(s) through either or all of the following:

|  | Yes | No |
| :--- | :--- | :--- |
| Letter(s) | 1 | 2 |
| Telephone | 1 | 2 |
| Personal visits | 1 | 2 |

22. What sort of programmes would you like to hear in future on Phalaphala FM? . . .
23. Which of the following source(s) do you regularly use to get information on health, agriculture, legal matters and career guidance? You can indicate more than one option.

|  | Health | Agriculture | Legal | Career |
| :--- | :--- | :--- | :--- | :--- |
| Television | 1 | 2 | 3 | 4 |
| Newspaper | 1 | 2 | 3 | 4 |
| Teachers | 1 | 2 | 3 | 4 |
| Parents | 1 | 2 | 3 | 4 |
| Friends | 1 | 2 | 3 | 4 |
| Magazine | 1 | 2 | 3 | 4 |
| Radio | 1 | 2 | 3 | 4 |
| Other (please specify) $\ldots . . .$. | 1 | 2 | 3 | 4 |

## APPENDIX C PILOT STUDY QUESTIONNAIRE

## A. BIOGRAPHICAL DATA

1. In which of the following age categories do you belong?

| 12 or less | $13-18$ | $19-30$ | $31-45$ | $46-$ |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

2. Gender

| Male |  |
| :--- | :--- |
| Female |  |

3. What is your highest level of education?
B. RADIO LISTENING PATTERNS
4. Do you have access to a radio set?

| Always |  |
| :--- | :--- |
| Sometimes |  |
| Never |  |

5. Why do you listen to radio?
6. Which is your favourite radio station?
7. Do you listen to Phalaphala FM?
8. When do you listen to Phalaphala FM?

| Morning | Daytime | Sunset | Evening | All day |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

9. Which programme (s) do you like most? Why? $\qquad$
10. Which programme (s) do you like least? Why? $\qquad$
C. HEALTH AWARENESS
11. Which other sources of information do you use except radio? $\qquad$
12. Would you say that your other sources of information satisfy your needs?

| Yes |  |
| :--- | :--- |
| No |  |

13. Do you discuss health, career and related matters with your parents, friends and teachers?

| Yes |  |
| :--- | :--- |
| No |  |

14. How would you rate your level of awareness on health and related matters?

| 1 | 2 | 3 | 4 | 5 |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

## D. BASIC LIFE SKILLS

15. Rate the degree to which Phalaphala FM helps the listeners with information needed for everyday living (career guidance, jobs, legal matters, etc.?

| 1 | 2 | 3 | 4 | 5 |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

16. What are your other sources of information on basic life skills?
E. INFORMATION ON REGIONAL MATTERS
17. Rate the extent to which Phalaphala FM's news and actualities deal with regional matters.

| 1 | 2 | 3 | 4 | 5 |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

18. What are your other sources of information on regional news? $\qquad$

## E. PROGRAMME CONTENT AND PRESENTATION

19 What are your views on the content of programmes on Phalaphala FM?
20. What are your views on the presentation of programmes on Phalaphala FM.
21. What level of interaction do you have with the presenter(s) of programmes referred to above?
22. Do you think entertainment can be used as a medium for education?
23. How do you think the presentation of Phalaphala FM's programmes could be improved?
24. How do you think the content of Phalaphala FM's programmes could be improved?
APPENDIX D PHALAPHALA FM WEEKLY SCHEDULE
Monday
05:00-05:02 Station Id And Tshikona
05:02-05:05 Opening Announcement/U Vula Tshititshi
05:05-05:10 Devotion/Thabelo
05:10-05:30 Weather Report/Mivhigo Ya Mutsho
05:30-06:00 News Headlines/Mafhungo Mahulwane A Duvha/Morning Safe Drive Show/Vha Ndilani Morning Requests (Postcards)/Lotsha
06:00-06:05 News/Mafhungo
06:05-06:45 Morning Safe Drive Show/Vha Ndilani/Morning Requests/Lotsha Racing
Preview/Road Reports
06:45-07:00 Looking Back/Vhuralalani
07:00-07:05 News/Mafhungo
07:05-08:00 Actuality/Ndevhe Tsini
08:00-08:05 News/Mafhungo
08:05-09:00 Morning Drive Show/ Vha Ndilani/Morning Requests/Lotsha
09:00-09:45 Yours And Mine/Nne Na Vhone/Hints/Skin Care/Nutrition/PhysicalTraining/Interviews
09:45-10:00 Pre-School/Mbonyolosi (Pdp)
10:00-10:05 News/Mafhungo
10:05-11:00 Nne Na Vhone/Yours And Mine/ Environmental Awareness/Interviews
11:00-11:05 News/Mafhungo

20:45-21:00 Serial Drama/Nganea Thevhekani
21:00-21:15 Art/Tshau Ndi Tshau
21:15-22:00 What Does The Doctor Say/ Dokotela Uri Mini?
22:00-22:05 News/Mafhungo
22:05-22:30 School Radio/Zwa Tshikolo
22:30-23:00 Country Music/Muzika Wa Country
23:00-05:00 Midnight Owls/Chat Shows
Tuesday
05:00-05:02 Station Id And Tshikona
05:02-05:05 Opening Announcement/ U Vula Tshititshi
05:05-05:10 Devotion/Thabelo
05:10-05:30 Weather Report/Mivhigo Ya Mutsho
05:30-06:55 Morning Safe Drive Show/ Vhandilani/ Morning Requests (Post Cards)
06:55-07:00 Atr Epilogue
06:00-06:05 News/Mafhungo
06:05-07:00 Morning Safe Drive Show/ Vhandilani/Morning Request/ Lotsha/ Racing Preview
07:00-07:05 News/Mafhungo
07:05-08:00 Actuality/Ndevhe Tsini
08:00-08:05 News/Mafhungo
08:05-09:00 Morning Safe Drive Show/ Vha Ndilani/Morning Requests/ Lotsha
09:00-10:00 Recipe/Kubikele/Women Variety/ Kitchen Party/Hints vhafumakadzi Vha Hashu/Yours And Mine/ Nne Na Vhone/ Grooming/ Interviews
10:00-10:05 News/Mafhungo
10:05-11:00 Recipe/Kubikele/Women Variety/ Kitchen Party/Hints/ Vhafumakadzi Vha Hashu/Yours And Mine/ Nne Na Vhone/ Grooming/ Interviews
11:00-11:05 News/Mafhungo
11:05-12:00 Telephone Requests/Dza Lutingo
12:00-12:05 News/Mafhungo
12:05-12:30 Yours And Mine/Nne Na Vhone/Topic Of The Day/ Variety/ Vhafumakadzi VhaHashu/ Interviews
12:30-13:00 Actuality/Ndevhe Tsini
13:00-13:05 News/Mafhungo
13:05-13:30 Actuality/Ndevhe Tsini
13:30-13:45 Serial Drama/Nganeathevhekani
13:45.- 14:00 Listener's Choice/Dze Na Khetha
14:00-14:05 News/Mafhungo
14:05-15:00 Listener's Choice/Dze Na Khetha
15:00-15:05 News/Mafhungo
15:05-16:00 Listener's Choice/Dze Na Khetha
16:00-16:05 News/Mafhungo
16:05-17:00 Afternoon Safe Drive Show/ Vhandilani
17:00-17:05 News/Mafhungo
17:05-17:55 Afternoon Safe Drive Show/ Vhandilani/General Knowledge/ Zwidivhevho (Quiz -R150 P.W.)
17:55-18:00 Atr Epilogue
18:00-18:05 News/Mafhungo
18:05-19:00 Actuality/Ndevhetsini
19:00-19:05 News/Mafhungo
19:05-19:30 Civil Defence/Tsireledzo Ya Vhapo
19:30-20:00 Pdp/Gondovhugala
20:00-20:05 News/Mafhungo
20:05:20:45 Death Messages/Dzimpfu
20:45-21:00 Serial Drama/Nganeathevhekani
21:00-22:00 What Does The Law Say?/ Mulayo Uri Mini? (Pdp Phone-In (Last Tuesday -
Pietersburg)
22:00-22:05 News/Mafhungo
22:05-22:30 School Radio/Zwa Tshikolo
22:30-23:00 Late Night Requests/Ria Dzedza/ Phone-In
23:00-05:00 Midnight Owls/Chat Shows
Wednesday
05:00-05:02 Station Id And Tshikona
05:02-05:05 Opening Announcement/U Vula Tshititshi
05:05-05:10 Devotion/Thabelo
05:10-05:30 Weather Report/Mivhigo Ya Mutsho
05:30-06:00 Morning Safe Drive Show/ Vhandilani/Morning Requests (Postcards) Lotsha
06:00-06:05 News/Mafhungo
06:05-07:00 Morning Safe Drive Show/ Vha Ndilani/Morning Request/Lotsha/Racing
Preview/Road Reports
07:00-07:05 News/Mafhungo
07:05-08:00 Actuality/Ndevhe Tsini
08:00-08:05 News/Mafhungo
08:05-09:00 Morning Safe Drive Show/ Vha Ndilani/ Morning Requests/Lotsha
09:00-10:00 Yours And Mine/Nne Na Vhone/ Health/Omo Mailbag/ Hints/Etiquettes/ Self Help/Interviews
10:00-10:05 News/Mafhungo
10:05-11:00 Yours And Mine/Nne Na Vhone/Health/ Omo Mailbag/Hints/Etiquettes/ Self Help/
Interviews
11:00-11:05 News/Mafhungo
11:05-12:00 Telephone Requests/Dza Lutingo
12:00-12:05 News/Mafhungo
12:05-12:30 Yours And Mine/Nne Na Vhone/ Women Variety/ Vhafumakadzi Vha Hashu/ Topic Of The Day/ Interviews
12:30-13:00 Actuality/Ndevhe Tsini
13:00-13:05 News/Mafhungo
13:05-13:30 Actuality/Ndevhe Tsini
13:30-13:45 Serial Drama/Nganeathevhekani
13:45-14:00 Mid-Week Charts (Top 30)
14:00-14:05 News/Mafhungo
14:05-15:00 Mid-Week Charts (Top 30)
15:00-15:05 News/Mafhungo
15:05-16:00 Mid-Week Charts (Top 30)
16:00-16:05 News/Mafhungo
16:05-17:00 Afternoon Safe Drive Show/ Vha Ndilani
17:00-17:05 News/Mafhungo
17:05-17:45 Afternoon Safe Drive Show/ Vhandilani
17:45-18:00 Disability/Kha Ri Konane
18:00-18:05 News/Mafhungo
18:05-19:00 Actuality/Ndevhetsini
19:00-19:05 News/Mafhungo
19:05-19:30 Music/Muzika/Rdp
19:30-20:00 Pdp/Fhatalushaka/Literacy
20:00-20:05 News/Mafhungo
20:05-20:45 Death Messages/Dzimpfu
20:45-21:00 Serial Drama/Nganeathevhekani
21:00-22:00 Tshivenda-Mirror Talkback Show/ Kha Ri Li Suke
22:00-22:05 News/Mafhungo
22:05-23:00 Night Shift/Ri A Vhombedza
23:00-05:00 Midnight Owls/Chat Shows

## Thursday

05:00-05:02 Station Id And Tshikona
05:02-05:05 Opening Announcement/U Vula Tshititshi
05:05-05:10 Devotion/Thabelo
05:10-05:30 Weather Report
05:30-06:00 News Headlines/Mafhungo Mahulwane A Duvha/ Morning Safde Drive Show/Vha Ndilani Morning Requests (Postcards) Lotsha
06:00-06:05 News/Mafhungo
06:05-07:00 Morning Safe Drive Show Vha Ndilani/Morning Request/ Lotsha/ Racing Preview/
Road Reports
07:00-07:05 News/Mafhungo
07:05-08:00 Actuality/Ndevhe Tsini
08:00-08:05 News/Mafhungo
08:05-09:00 Morning Drive Show/Vhandilani/ Morning Requests/ Lotsha
09:00-10:00 Yours And Mine/Nne Na Vhone/ Hints/Recipes/Budgeting/ Interviews
10:00-10:05 News/Mafhungo
10:05-11:00 Yours And Mine/Nne Na Vhone/ Hints/Recipes And Budgeting/ Interviews
11:00-11:05 News/Mafhungo
11:05-12:00 Telephone Requests/Dza Lutingo
12:00-12:05 News/Mafhungo
12:05-13:00 Yours And Mine/Nne Na Vhone/ Midday Quiz/Interviews
13:00-13:05 News/Mafhungo
13:05-13:30 Actuality/Ndevhe Tsini
13:30-13:45 Serial Drama/Nganeathevhekani
13:45-14:00 Listener's Choice/Dze Na Khetha
14:00-14:05 News/Mafhungo
14:05-15:00 Listener's Choice/Dze Na Khetha
15:00-15:05 News/Mafhungo
15:05-16:00 Listener's Choice/Dze Na Khetha
16:00-16:05 News/Mafhungo
16:05-17:00 Afternoon Safe Drive Show/ Vhandilani
17:00-17:05 News/Mafhungo
17:05-17:30 Afternoon Safe Drive Show/ Vha Ndilani
17:30-18:00 Women's Prayer Forum/Mirabelo Ya Vhafumakadzi
18:00-18:05 News/Mafhungo
18:05-19:00 Actuality/Ndevhetsini
19:00-19:05 News/Mafhungo
19:05-19:30 Music/Muzika/Cosatu/Mishumoni
19:30-20:00 Pdp (Civic Education)/Tshenzhelani
20:00-20:05 News/Mafhungo
20:05-20:45 Death Messages/Dzimpfu
20:45-21:00 Serial Drama/Nganeathevhekani
21:00-22:00 Late Night Requests/Ri A Dzedza (Telephone)Atr Discussion (4th Thursday Of The Month)
22:00-22:05 News/Mafhungo
22:05-22:30 School Radio/Zwa Tshikolo
22:30-23:00 Afro-Sound/Muzika Wa Afrika

## Friday

05:00-05:02 Station Id And Tshikona
05:02-05:05 Opening Announcement/U Vula Tshititshi
05:05-05:10 Devotion/Thabelo
05:10-05:30 Weather Report/Mivhigo Ya Mutsho
05:30-06:00 Morning Safe Drive Show/ Vhandilani/Morning Requests (Postcards)
06:00-06:05 News/Mafhungo
06:05-07:00 Morning Safe Drive Show/ Vha Ndilani/Morning Requests/Lotsha/ Racing Preview/
Road Reports
07:00-07:05 News/Mafhungo
07:05-08:00 Actuality/Ndevhe Tsini
08:00-08:05 News/Mafhungo
08:05-09:00 Morning Safe Drive Show/ Vha Ndilani/Morning Requests/ Lotsha
09:00-10:00 Yours And Mine/Nne Na Vhone/ Hints/Meetings
10:00-10:05 News/Mafhungo
10:05-11:00 Yours And Mine/Nne Na Vhone/ Hints/Meetings/Interviews
11:00-11:05 News/Mafhungo
11:05-12:00 Telephone Requests/Dza Lutingo
12:00-12:05 News/Mafhungo
12:05-12:30 Yours And Mine/Nne Na Vhone/ Women Variety/ Vhafumakadzi Vha Hashu/ Interviews
12:30-13:00 Actuality/Ndevhe Tsini
13:00-13:05 News/Mafhungo
13:05-13:30 Actuality/Ndevhe Tsini
13:30-13:45 Serial Drama/Nganeathevhekani
13:45-14:00 Listener's Choice/Dze Na Khetha
14:00-14:05 News/Mafhungo
14:05-15:00 Listener's Choice/Dze Na Khetha
15:00-15:05 News/Mafhungo
15:05-16:00 Listener's Choice/Dze Na Khetha
16:00-16:05 News/Mafhungo
16:05-17:00 Afternoon Safe Drive Show/ Vha Ndilani
17:00-17:05 News/Mafhungo
17:05-18:00 Afternoon Safe Drive Show/ Vha Ndilani
18:00-18:05 News/Mafhungo
18:05-19:00 Actuality/Ndevhetsini
19:00-19:05 News/Mafhungo
19:05-19:30 Sport Fixtures/Matanzwa Mato
19:30-20:00 Health/Mutakalo (Pdp)
20:00-20:05 News/Mafhungo
20:05-20:45 Death Messages/Dzimpfu
20:45-21:00 Serial Drama/Nganeathevhekani
21:00-22:00 Week-End Fever
22:00-22:05 News/Mafhungo
22:05-23:00 Week-End Fever
23:00-05:00 Midnight Owls/Chat Shows
Saturday
05:00-05:02 Station Id And Tshikona
05:02-05:05 Opening Announcement/U Vula Tshititshi
05:05-05:10 Devotion/Thabelo
05:10-05:30 Weather Reports/Mivhigo Ya Mutsho
05:30-06:00 Saturday Requests/Ndi Mugivhela
06:00-06:05 News/Mafhungo
06:05-07:00 Saturday Requests/Ndi Mugivhela
07:00-07:05 News/Mafhungo
07:05-07:45 Saturday Music/Ndi Mugivhela
07:45-08:00 Old Mutual Finance For The People
08:00-08:05 News/Mafhungo
08:05-09:00 Youth Variety/Zwa Vhaswa
09:00-10:00 Reggae Music/Muzika Wa Reggae
10:00-10:05 News/Mafhungo
10:05-11:00 Coca-Cola Full Blast Music Show
11:00-11:05 News/Mafhungo
11:05-12:00 Telephone Requests/Dza Lutingo/ Ro Vha Dalela/ Outside broadcast
12:00-12:05 News/Mafhungo
12:05-13:00 Telephone Requests/Dza Lutingo/Ro Vha Dalela/Outside Broadcast - Road Show
13:00-13:05 News/Mafhungo
13:05-14:00 Guest Artist/Muimbi Wa Vhege
14:00-15:00 Sports Preview/Vho Ramiloro/ Music
15:00-18:00 Sports/Music/Mitambo/Muzika
18:00-18:05 News/Mafhungo
18:05-19:00 Local Top Twenty (Part One)
19:00-19:05 News/Mafhungo
19:05-20:00 Local Top Twenty (Part Two)
20:00-20:05 News/Mafhungo
20:05-20:30 Week-End Fever
20:30-21:00 Short Drama (Last Saturday)
21:00-21:05 News/Mafhungo
21:05-22:00 Week-End Fever
22:00-22:05 News/Mafhungo
22:05-23:00 Night Fever
23:00-05:00 Midnight Owls/Chat Shows
Sunday
05:00-05:02 Station Id And Tshikona
05:02-05:05 Opening Announcement/U Vula Tshititshi
05:05-05:10 Devotion/Thabelo
05:10-06:00 Sunday Requests/Dza Swondaha
06:00-06:05 News/Mafhungo
05:05-06:30 Sunday Requests/Dza Swondaha
06:30-07:00 Bivhili Iri Mini/What Does The Bible Say
07:00-07:05 News/Mafhungo
07:05-07:30 Church Service/Kereke
07:30-07:45 Spiritual Music/Rendani Murena
07:45-08:00 Sunday School/Mulisa Wanga
08:00-08:05 News/Mafhungo
08:05-09:00 Religious Prog/Zwa Vhureleli/ChurchNews/Mafhungo AKereke/ Actuality/ DenzheLast Sunday Discussion/ U Haseledza 2nd Sunday Church Visits/Ro Vha Dalela
09:00-10:00 Gospel Music/Muzika Wa Gospel/ Discussion : Disability/Kha Ri Konane (3rdSunday Every Month)
10:00-11:00 Top 40 Part One
11:00-11:05 News/Mafhungo
11:05-12:00 Top 40 Part Two
12:00-13:00 Top 40 Part Three
13:00-13:05 News/Mafhungo
13:05-14:00 Jazz
14:00-14:05 News/Mafhungo
14:05-15:00 Sports Preview/Music/ Vhoramilor/Muzika
15:00-18:00 Sports/Music/Mitambo/Muzika
18:00-18:05 News/Mafhungo
18:05-19:00 Choral Music/Dzikhwairi
19:00-20:00 History/Kale-Kale + Traditional Music/Muzika Wa Hashu
20:00-22:00 North Of The Limpopo/Devhula Ha Vhembe
22:00-22:05 News/Mafhungo
22:05-23:00 Sunday Late Night Requests/Kha Ri Lumelisane

## LISTENERS AND MAP OF ITS CATCHMENT AREAS

## Age groups of Phalaphala FM listeners

|  | Average day |  | Past seven days |  |
| :--- | :--- | :--- | :--- | :--- |
| Age groups | Number | $\%$ | Number | $\%$ |
| $16-24$ | 144000 | 33 | 226000 | 36 |
| $25-34$ | 91000 | 21 | 148000 | 24 |
| $35-49$ | 98000 | 22 | 137000 | 22 |
| $50-64$ | 63000 | 14 | 67000 | 11 |
| $65+$ | 46000 | 10 | 46000 | 7 |
| TOTAL | $\mathbf{4 4 2 0 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{6 2 4 0 0 0}$ | $\mathbf{1 0 0}$ |

Income levels of Phalaphala FM listeners

|  | Average day |  | Past seven days |  |
| :--- | :--- | :--- | :--- | :--- |
| Income per month | Number | $\%$ | Number | $\%$ |
| A-R6000+ | 10000 | 2 | 16000 | 2 |
| B-2 500-R5 999 | 38000 | 8 | 54000 | 9 |
| C-R900-R2 499 | 144000 | 33 | 229000 | 37 |
| D-R1-R899 | 250000 | 57 | 325000 | 52 |
| TOTAL | $\mathbf{4 4 2 0 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{6 2 4 0 0 0}$ | $\mathbf{1 0 0}$ |




[^0]:    ${ }^{1}$ The sources used in this text are from the 1970 s and 1980 s . However, there have not been significant changes in the status quo. Television has made big inroads into Africa since those articles were written. For example, M-Net and DSTV, but these have little impact on those who need development most.

[^1]:    * A core assumption of the uses and gratification theory is that the audience members consciously and actively select media (and media content) to satisfy their individual needs (gratifications) (Elliot 1974:253). The concept of an "active audience" stemmed

