

GHANA INSTITUTE OF JOURNALISM

**PERCEPTION AND USE OF RADIO IN THE INFORMATION AGE - A SURVEY
OF ACCRA ACADEMY AND ACCRA GIRLS' HIGH SCHOOLS IN GHANA**

BY

ADDO JOSEPH TUFFOUR

**A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
AND RESEARCH, GHANA INSTITUTE OF JOURNALISM IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF
ARTS IN JOURNALISM.**

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DECLARATION

I declare that this dissertation is the product of my own research undertaken at the school of graduate studies and research, Ghana Institute of Journalism, under the supervision of Dr. Etse Sikanku. All references cited in this work have been duly acknowledged.

A handwritten signature in blue ink, appearing to read 'Addo Joseph Tuffour', written over a horizontal dotted line.

ADDO JOSEPH TUFFOUR

(STUDENT)

A handwritten signature in blue ink, appearing to read 'Dr. Etse Sikanku', written over a horizontal dotted line.

DR. ETSE SIKANKU

(SUPERVISOR)

DEDICATION

This dissertation is dedicated to the daughter of my mother-in-law Mawuena and daughter Samantha-Becca for bearing with my long and awkward hours of work both at home and office in pursuit of a better life for the family.

ACKNOWLEDGMENT

This work would not have been accomplished without the abundant grace of God and the tutelage of many people. I wish to express my sincerest appreciation to my supervisor, Dr. Etse Sikanku who selflessly guided every inch of this study. The support of all staff of the School of Graduate studies and research – both manifest and latent - must not pass without plaudits. I wish to extend salutation to the staff and students of both Accra Girls' and Accra Academy High Schools, especially the Assistant Headmistress and House Master, Miss Adams and Mr. Lomotey respectively. Finally for standing with the researcher as field assistant I wish to say gracias to my buddy and course mate, Kanyi Lawrence Ayitey.

ABSTRACT

In the face of rapid increase in new media technology, previous scholarly research has attached much interest to the intersections and dynamics between traditional media and new forms of communication. Still, radio dominates as a major mass medium in Ghana and Africa. The study examined the radio listening habits of adolescents in an era of digital technology. It surveyed 300 high school students in Ghana specifically with regards to gratifications sought; gratifications obtained from listening to radio and the mode of accessing radio. The research further investigated whether or not radio in Ghana is serving the needs of adolescents as well as the extent to which other media outlets in the information age are having displacement effects on traditional radio, within the framework of the Uses and Gratifications and the Niche theories. It panned out from the investigation that majority of the students listen to radio in order to be entertained and informed on current happenings and healthy lifestyle. The traditional radio set turned out to be the single most preferred device for listening to radio as a result of its comparative advantage such as affordability and accessibility to non working students. The results of the investigation further indicated that, adolescent girls in Ghanaian High Schools prefer accessing radio with mobile phones than their male counterparts who relied more on advanced devices such as MP3. In order to get the most of entertainment, celebrity interviews, sports and current affairs respectively. It emerged from the research that, although adolescents still listen to radio, a significant number of students no longer fancy radio in Ghana due to interjections of favourite music by DJs; presence of invectives and too many ads on alcohol and condoms.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Background

Radio is a predominant form of communication in Ghana. The medium has several advantages including its expansive reach to various parts of the country. It's against this backdrop that Snider A. (2005) contends that: "Radio is the most pervasive of the electronic media in large part because of its characteristics. It has fewer technological requirements than its electronic competitors. Its range is greater than conventional television and involves less equipment than satellite television. As a result, it is accessible to the vast majority of the world's population."

Advancing a similar argument, Cark B. (2006) comes to the obvious conclusion that "radio is affordable, flexible and sustainable." On the issue of affordability and access to Africa and other economically disadvantaged climes, Temin B. (2003:655) argues that, "radios themselves are inexpensive and often function as public goods as well as a small number of sets can serve an entire community." Radio therefore becomes a medium for popular and participative communication through which different categories of people and institutions seek to advance their views and interests. Andrew Crisell observes that: "Not only did the transistor allow the listener to take her radio anywhere, for it was no longer a fixture of the home or factory but could go with her to the seaside or out into the country; it greatly extended the number of things she could do while listening, such as working out in the garden or even driving her car (Crisell, 1994:29).

Apart from the portability of transistor radios, a radio set comes with almost every new car manufactured in recent times, taxi drivers fix the device in their cars and some African countries like Nigeria, Mali, Cameroon, Togo, Benin and now commercial motor cycle riders in Ghana are fond of having radio sets attached to their bikes. Radio messages in addition to breaking the barrier of illiteracy through the use of local languages in their simplest forms, also reach different people without discrimination and the receivers or listeners require less intellectual exertion to understand the message. This accessibility in essence, benefits the African continent more than any other as the people continue to seek valuable information on various issues affecting their lives on daily basis. It's quite obvious that, a lot of the decisions people make are based on information available to them, through the media; hence the quantum of importance which the media enjoys today in various forms of discourse having to do with transformation and development.

From the lens of a neo-Marxist ideological point of view, Graham Hayman and Ruth Tomaselli reason that, in modern urban society within a large nation-state, the radio is the medium through which many people experience the world beyond the geographical limits of their daily life. The act of listening to radio (switching on the receiver in the family home, with one or more members of the family present) could be considered as a daily habit or ritual in which ideology is present (Hayman and Tomaselli, 1989:2). With the emergence of new media - mainly the internet and cell phone – radio has just found an ally in the spreading of its trans nationality and transcontinentality as radio stations now set up websites on which people can read information and also listen to live program streams from any part of the globe.

1.1 Ghana's History of Radio

It all started under the British governor of the then Gold Coast Sir Arnold Hodgson in 1935 who made his maiden broadcast on July 31, 1935 on the new broadcast service, "Station ZOY" which was heard through diffusion boxes by some 300 subscribers in the capital, Accra. The station was established as a public service tool that brought news, entertainment and music into the homes of its initial subscribers.

Station ZOY operated initially as an offshoot of the government's Public Relations Department, now Information Services Department (ISD) and was used variously to support formal education as well as the spread of British propaganda during the Second World War. The station later became a department on its own in 1953 and was renamed Ghana Broadcasting Corporation (GBC) to serve as the mouth piece of government. Subsequently, re-diffusion stations were established in district centers of the colonial and postcolonial administration in places like Cape Coast, Sekondi, Kumasi and Koforidua. They were duly equipped in order to expand radio broadcast to other parts of the country. It should be noted that, until the promulgation of the 1992 constitution of Ghana which subsequently led to the passage of the WTO agreement by legislators in 1996 that brought the National Communication Authority Act, Act 524, radio in Ghana remained a state monopoly.

The National Communication Authority (NCA) was essentially established to regulate communications by wire, cable, radio, television, satellite and similar technologies for the synchronized development of viable communications services in the country.

As per the first quarter report of the NCA in 2015, 506 radio stations have been licensed to operate in Ghana. The Greater Accra region where the two chosen schools are located has over 350 radio stations.

1.2 Overview of Radio Listening Trends among Young Adults

“I hear a wailing piano solo speaking of complex ways in tear-furrowed concerto; of faraway lands and new horizons with coaxing diminuendo, counterpoint, crescendo. But lost in the labyrinth of its complexities, it ends in the middle of a phrase at a dagger point....”

In the famous African Poem “Piano and Drums” my favorite Poet Gabriel Okara launched a scathing attack on cultural imperialism in Africa, brought about by factors such as globalization and westernization - represented by the “piano” over the “African Drum.”

Similarly, the medium of radio is going through metamorphosis as if the challenge of deregulation in the 1990s and the emergence of television before that were not enough. Radio faces another challenge from new digital technologies that come in many forms. Computers, Smartphones and Tablets represent a new variety of digital platforms for audiences to obtain and exchange information, news and entertainment. An article in entertainment trade magazine “Variety” for instance went as far to claim that radio “owners” know it’s headed into the dumper”(Lefsetz) citing the lack of innovation of new music on the radio and the competition from new media.

It should be noted however that, long before the advent of new media platforms and software, Marshall McLuhan had expressed that: “a new medium....never...leaves the old one in peace. It never ceases to oppress the older media until it finds new shapes and positions for

them.” (174). Rather than sending radio to the dumper it may be that new media is challenging and re-shaping traditional media.

Data shows an alarming trend of radio listening habits among young adults. Among the overall population of the United States, AM and FM radio are the top sources for keeping up-to-date with music. However, among persons 12 through 24, AM and FM ranks fourth in sources listed to keep up-to-date with music, ranking behind YouTube, Pandora and Friends and Family.

Scholarly research has also confirmed evidence that, young audiences tend to prefer new media over traditional radio in many cases. A study found that, traditional radio has a limited utility in the new digital environment where young adults are used to flexibility and choice including playlist technology for music (Albarran, et al....92-101).

In summery therefore, advancement in technology has brought about the situation where people no longer listen to radio through re-diffusion boxes or immobile radio sets. The invention of miniature devices equipped with radio features has thus given vast mobility, making it the predominantly news source for the on-the-go population (Bittner and Bittner 1977) in particular, young people.

1.3 Profile of Accra Girls' High School

The school, established on 30th September, 1960 and situated currently on the Obasanjo Street – off the Achimota-37 Hospital Road to cater for girls in particular - is one of the institutions administered by the Ghana Education Service. As an offshoot of the Ghana Education Trust Schools introduced under Dr. Kwame Nkrumah, the first President of Ghana

between 1957 and 1960 when only few schools and a few educated people existed in the country. Under the policy, monies accrued from the sale of cocoa were lodged in the Trust Fund and subsequently used to establish a number of Primary and High Schools.

Starting off with some 12 students under the headship of Miss Blanche Gibson an expatriate - under the motto: "AIM HIGH," implying that in pursuit of learning or excellence, the sky should be the limit for students – the population of the school currently stands at One Thousand, Four Hundred (1,400) thus Seven Hundred and Fifty (750) boarders and Six Hundred and Fifty Day students from all the ten regions of Ghana and neighboring countries.

The location of the school used to be a Military Camp for the West Africa Frontier Force recruits, hence a Military security zone. At the beginning, there was one white storey building which served both as a classroom and a dormitory alongside a dining hall and three bungalows. By the end of the third year, additional buildings had sprung up; an Art room; Home Economics Department,; Science Block; Administration Block; Assembly Hall; Three Dormitory Blocks and Fifteen Bungalows. The Houses which used to be named after former headmistresses in 1985 are now known as Buckman, Gibson and Aryee Houses.

Being on record to have produced the national second best West African Senior Secondary Certificate Examination (WASSCE), students under its current headmistress, Ms Veronica Akapames as well as some of the nation's eminent people, AGISS' curriculum offers: Business, General Arts, Science, Vocational, Home Economics and Visual Arts.

1.4 Brief History of Accra Academy

One notices on a gentle hill to the north as he enters Accra by the Winneba Road, a tall white tower beshadows the campus of the Accra Academy. However, the beginnings of the school dates back to Ankrah lane in the then slums of James Town, where about some 84 years ago, Mrs. Ellen Buckle gave away her large two storey house for use as a classroom block to accommodate the newly founded Accra Academy.

The school was established essentially to satisfy the urgent need of a Secondary School which would provide good tuition at a subsidized cost to children from under-privileged homes who had the aptitude but whose parents could not afford high school education in schools like Achimota; Mfantsipim and Adisadel.

After repair works had been completed on Ellen House and furniture procured, the school was officially opened on 20th July, 1931 with a student population of 19 who were distributed into forms one to three under the watch of A.K Konuah (later Headmaster), C.S Duah (later Town Engineer, Accra Municipal Council) and F.G Torto (later Professor of Chemistry at the University of Ghana, Legon). The original teaching staff of the school comprised the four founders and two others who had just completed Mfantsipim School namely M.F Dei-Annang and S.S Sackey – both 20 years of age – functioned in dual capacity of teacher and School Bursar.

The school offered a wide range of courses in Arts, Science and Business. In 1932 and 1939 respectively 49 out of the 52 students presented for the Junior Cambridge School Certificate Examination passed of whom ten obtained exemption from the London Matriculation Examination. This sterling performance of the school soon caught the attention of the

Department of Education and in 1947, a recommendation was made to the director of Education to place Accra Academy on the list of government assisted schools and thus from January 1, 1950 Accra Academy became a government assisted secondary school.

Although the school started as a Day school, accommodation was later secured in Claremont House – a storey building adjoining Ellen House to provide limited boarding facility. The former Speaker of Ghana’s Parliament, Justice D.F Annan was a beneficiary of this facility.

The school was among 11 secondary schools granted semi-autonomous status by the former PNDC Secretary for Education, Mr. K.B Asante in 1990 to undertake a twinning exchange program arranged with Thomas Alleyne’s High School of Uttoxeter, Staffordshire, in 1991/92 among ten students and two members of staff for three weeks.

It was the tenure of Mr. Allotei Kobina Konuah from 1952 to 1967 that saw the school move to its present site at Bubiashie. Guided by its motto: “Esse Quam Videri,” – translated as, “To be than to seem to be” or “Honesty is the best policy,” with a current student population of over 3000, Accra Academy through the sacrifice of its founding fathers has churned out many products (old students) some of whom still occupy enviable positions in and outside the country: public servants, diplomats, professors, lawyers and international politicians such as Honorable Paul Boateng of the British House of Commons.

1.5 Research Problem

While there is no scintilla of doubt about the plethora of radio station options available to the residents of Accra particularly, young people as a result of liberalization of the media air-waves from 1992, considering the preceding information, some issues raise potential questions and problem^s related to radio listening habits of Ghana’s young adults particularly

adolescents. The first question to ask is: Do young people in Ghana still listen to radio at all? What could be their most preferred radio station and content; and at which time do they listen to radio? What reasons or gratifications motivate them to or not to listen and could demographic factors such as gender influence their choice of device for listening to radio?

Secondly, as young people have adopted the use of new digital technologies around the world, scholarly research has predicted a lack of interest by such people in traditional media. Given that, such a situation of abandonment of radio could have dire consequences on the future of radio – including an eventual decline in audiences, the current research will therefore examine the use and perception of both local advanced digital devices used by especially high achieving adolescents in two High Schools in Ghana’s capital, Accra. Thus what device (cell phone, internet, other) do they use to access radio within the context of the “Uses and Gratifications Theory as well as the Theory of Niche.”

1.6 Purpose of the Research

The study specifically sought to:

- a. Ascertain if adolescents in Ghana still listen to radio or not.
- b. Find out adolescents radio contents or programs that appeal to them most
- c. Identify the gratifications sought by these young adults from radio – if any
- d. Determine the time adolescents in High School listen to radio
- e. Identify where these young adults listen most to radio
- f. Check how demographic factors such as gender alter the radio listening habits of young adults’ with regards to choice of device to access radio.
- g. Determine the extent to which radio in Ghana is or not serving the needs of adolescents.

1.7 Justification of Focus of the Study

This study was intended to make a contribution to African media scholarship through the detection of adoption and use or otherwise of advanced digital devices by young adults in our part of the world for listening to radio. Beyond their adoption of new media, it is a stark truth that, young adult audiences, the world over, also represent the future for all traditional media, notably radio for two good reasons. If for instance this study tends out that, young adults are choosing new media over traditional media in Ghana; the study will inform policy formulation to nip in the bud, a possible exit or loss of important audience or consumers from the media market. Clearly the findings of this study will enable producers of radio programs as well to tailor adolescent-centered programs adjusted to the preference of young adults.

Finally given the important role that children will play in the future development of Ghana in particular and the importance of education through radio in developing the full potential of young adults, as future leaders of this country, I believe there is the urgent need to carry out serious research on the current radio listening habits of high achieving adolescents in an all-boys and all-girls gender independent institutions – thus Accra Girls and Accra Academy High Schools in Ghana.

1.8 Assumptions

In respect of findings from empirical studies reviewed in this study, the purpose of my research and the theoretical framework within which I have accepted to work, I hereby assume that;

- a. Adolescents in Ghanaian High Schools seldom listen to radio in recent times
- b. Adolescents' most preferred program on radio is music and nothing else.

- c. Majority of young adults in High Schools in Ghana seldom access radio through internet or computer due to lack of access and high cost of internet connectivity and internet café in Ghana.
- d. The adolescent girls prefer accessing radio through cell phones as supposed to other new media

1.9 Operational Definitions

Literature on Uses and Gratifications in my considered view was crucial in carrying out this research. It was against this backdrop that I used the following definitions described in the literature: *Uses* imply that, individuals are selecting certain mediums or contents in order to fulfill their needs (Katz, et al., 1973). *Gratifications* refer to the needs fulfilled through media (Katz, et al., 1973). For instance, an individual may listen to the radio in order to gain information about his or her District Assembly. In this case, the individual is hoping to gratify a need for information and using the radio as the conduit through which to gratify that need. I will be examining three aspects of gratifications. *Gratifications sought* are defined as “expectations about content formed in advance of exposure” (Palmgreen & Rayburn, 1979, p.157). Gratifications are thus the expectations of an audience member before he or she desires to learn about local activities (information seeking) so he or she will turn on the local radio station. *Gratifications obtained* are defined as “satisfaction subsequently secured from consumption of it” (Palmgreen & Rayburn, 1979, p.157). Gratifications obtained on the other hand are thus what the audience member has received from engaging with a medium. For instance, an individual who listened to the “News at Noon” on the radio might take away that, a new community Library is opening up pretty soon in his vicinity.

Literature on niche theory equally informed the current study. Niche refers to the specialized role that a medium has in fulfilling gratifications. In the literature of niche theory, mediums are in competition with one another for consumer satisfaction, consumer time, and advertising dollars” (Dimmick, et al., 2004, p.22). Exclusion, also known as displacement, implies that audience members are replacing one medium with another medium – for instance replacing radio with television, (Dimmick, et al., 2004). *Competitive displacement*, also known as partial displacement, refers to a lessening of one medium for certain gratifications in favor of another medium (Dimmick, et al, 2004). In a competitive displacement, the older medium is still used, but to a lesser degree. For displacement to occur, overlap and superiority *must* be high. *Overlap* is explained in the literature as the ability of a medium to provide more gratification opportunities for an audience over another medium (Dimmick, et al., 2000).

The under listed terminologies for the purposes of this study should be explained as follows;

- a. Advanced digital radio listening devices: any equipment with radio listening function such as mobile phones, mp3 players, tablet, computers, car stereo and satellite receivers.
- b. Content: refers to the programs produced by radio stations
- c. Device : refers to any appliance that can be used to receive radio signals
- d. Traditional radio set: refers to radio listening devices equipped with transistors mainly designed for listening to radio.
- e. Young adults: refers to children from age 12 to 19.

CHAPTER TWO

THEORETICAL FRAMEWORK AND RESEARCH ON RADIO LISTENING HABITS OF YOUNG AUDIENCE

2.0 Introduction

This chapter discusses theories and research on radio habits of young people across the globe.

2.1 Uses and Gratification Theory

The theory's underpinning essentially is about the reasons why people use media and the main benefits they derive from media. Until its emergence, the hypodermic needle had posited that the media and the audience were in a near Orwellian relationship, where audience members were passive recipients and susceptible to any messages published in the media. It's on record that, this pretentious and cynical view of media and audience relationship eventually triggered an era of research dubbed "limited effects," a model which argues that the media are not all controlling, stressing that, the audience is mentally strong enough to read through the lines and critique what is handed to them. Basically this shift in paradigm from the hypodermic needle model to limited effects led to the era of Uses and Gratifications research which tried to explain why the audiences choose and reject certain media and what they receive from them.

Championing research on the Uses and Gratifications theory (UGT) in the 1950s, Elihu Katz argued that, researchers ought to start asking not just "what does media do to people?" "But what people do with media (Sparks, 2012)." It should be noted that, before Katz, other scholars such as Herzog and Berelson's (1944) study on the response to newspaper strike in New York; Wolf and Fiske's (1949) study on comic books and ego development had examined the idea of what people do with media. It was however the publication of *Personal*

Influence (1956) by Elihu Katz and Paul Lazarsfeld that brought about a large-scale paradigmatic shift within the social sciences. The duo reasoned that, “selective exposure, perception and retention” guarded individuals from the totalitarian effects of mass media (Ball-Rokeach, 1988, p.7). In the view of Katz and Lazarsfeld, the media were not in control of the population but instead, the population was in control of what they were exposed to and media did not necessarily gratify every one’s needs the same way.

As an underlying assumption, UGT is viewed as a social-psychological theory which posits that, users of media actively seek out and use media to fulfill specific needs. In order to understand the audience, the researcher ought to decipher what factors inform audience members’ choice of media (Rubin, 1993). When audience members approach media, they are doing so to fulfill a socio-psychological need (Palmgreen & Rayburn, 1979). Additionally, the media landscape offers many choices for individuals and UGT opines that, media must compete for people’s attention (Sparks, 2012). This makes it very crucial for scholars of UGT to fathom why some mediums are chosen over others : what does one medium offer an individual that another medium does not and what gratifications emerge from one medium that are not available from other mediums?

Notwithstanding decades of research into why people were actively seeking out media in general, no general typology or classifications of what gratifications are fulfilled by the media had come up. McQuail , Blumler and Brown (as cited in Katz, Blumler & Gurevitch, 1973) rectified this by defining four distinct categories of gratifications that had permeated throughout UGT the research: The first is Diversion, which deals with a quest to escape from routines or problems, thus media used as a tool of escape; the second is Personal relationships, thus media being used as a companion but also can provide useful conversation

pieces; the third is Personal identity, thus media, used for self-esteem and value reinforcement; and finally Surveillance, thus exploring the media environment for happenings, location or people.

Moreover, Katz, et al (1973) provided insight into McQuail, et al (1972) typologies by explaining the psychological needs which could be associated with each aspect of their typologies. Diversion or escape could be derived from a need to “release tension and reduce anxiety” or catharsis. Personal relationships - also known as social utility – could stem from a need to feel of affiliation.; the gratification of personal reference could come from a need to uphold one’s self-esteem or to reinforce existing beliefs; and surveillance could be used in an attempt to understand an individual’s environment - physical or sociological (katz, et al., 1973, pp 513-514). Now while katz, et al (1973) couched a general understanding of the reasons for media use, Rubin (2012) created a more encompassing eight category typology for television use to give additional descriptive power to the pundits of UGT viz;

- a. Passing time using media to divert attention
- b. Companionship using media as an outlet as an outlet for spending time with others
- c. Escape using media as a way to relieve pressure or anxiety;
- d. Enjoyment using media to have pleasurable experience;
- e. Social interaction using media to be able to have conversation with others;
- f. Relaxation using media to learn feel calmed;
- g. Information using media to learn about what is going on in the world;
- h. Excitement, using media to feel excited.

Although typologies are essential in understanding what an individual gains from media, it is important to consider the nexus between a medium and its audiences.

If an individual is engaging with a medium as for instance researchers can gain an insight into the relationships between the attributes of the media (real or perceived) and the social and psychological functions which they serve (Katz, et al., 1973, p.165). Real or perceived assessments are the glue that binds an audience member to a particular medium. For instance, the attributes of talk (Open-microphone and audience participation) allow for a participant style of programming, with individuals often being information seekers who are more community minded (Surlin, 1986). In essence therefore, gratifications that audiences receive from talk radio include interaction with others, reinforcement of beliefs and information (Surlin, 1986).

2.2 Gratifications Sought and Gratifications Obtained

Two distinct types of gratifications are crucial to gratification researchers; gratifications sought and gratifications obtained (Katz, et al., 1973 & Rayburn,, 1979). Gratifications sought are “expectations about content formed in advance of exposure” while gratifications obtained, are “satisfactions subsequently secured from consumption of it” (ibid, 157). An individual may for instance want to listen to “news at noon” on a radio station in order to stay informed about his or her local community (gratification sought) and after listening, they come away with information about a new local business that is being constructed (gratification obtained). In this example, the individual’s prior expectations of learning about the community are fulfilled and obtained by the broadcast. The distinction between gratification sought and gratification obtained is necessary for the study of why people use media because what one seeks from media is not always what one obtains and when an audience member seeks but does not obtain, the chances of that individual using the medium again diminishes (McGuire, 1974).

2.3 Uses and Gratification in the Information Age

Whereas Eighamey and McCord (1995) have opined that, media users will seek more information in the information age, Perse and Dunn (1998) reason that, it may be hasty to focus intensively on the socio-cultural impacts of new media. Instead, the focus must precede an understanding of factors that inform people's use of these channels.

Global deregulations of the communication industry and digital technology have altered the exposure patterns of many media consumers (Finn, 1997). Novel compression algorithms now thus allow data and content for online transmission down telephone copper wire, coaxial, fiber optic cable, and by broadcast satellite, cellular as well as wireless technologies (Chamberlain, 1994). Media users are therefore faced with more media choices; motivation and satisfaction thus become more important aspects of audience analysis in terms of media habits preferences.

Moreover, interactivity, demassification and asynchronicity have been identified as three unique attributes of data associated with new media outlets such as the internet. Interactivity, as per Heeter (1989) is a multi-dimensional concept which encapsulates choices provided to users; amount of effort a user must exert in accessing information and how actively responsive a medium is to users. Interactivity is a canopy term that encompasses the potential to observe system use; the extent to which users can add information to the system that can be accessed by a mass heterogeneous audience, and the extent to which a media system facilitates interpersonal communication among specific users.

The concept according to Dyson (1993) may offer users the choice to develop new mass communication as well as greatly increase users' activities. Interactivity in essence is thus not

only the ability to pick and choose from a plethora of internet products or surf numerous radio channels.

Chamberlain (1994) contends that, the world has entered an era of demassification where individual consumers of media are enabled through novel technologies, to pick from a repertoire of media content previously shared only with others as mass media. Mass messages can thus be viewed as second-class mediated information by recipients; hence individual face-to-face dialogue will be the most preferred mode of communication (Chamberlain, 1994). Thus unlike the traditional mass media, new media such as the internet offer selectivity features that allow the individual to fashion messages to their needs.

Asynchronicity of the media according to Williams et al., (1988) is a concept that allows media messages to be staggered in time, such that, electronic messages may be received by both senders and receivers at different times while still interacting at their own convenience.

The individual therefore with the internet, has the potential to store, duplicate or transfer radio messages online for whatever purposes. Thus once messages are digitized, the manipulation of the media becomes infinite, allowing users of media a great deal of control that did not exist with traditional media. However, Uses and Gratifications researchers believe each of these accelerated media aspects – Interactivity, Demassification and Asynchronicity – offer a vast continuum of communication behaviors that need examination (Ruggiero, 2000).

As per Lind and Medoff (2010) digital technology has made web radio an elating new development in the media industry. One of the benefits associated with web radio is; the

compendium of files that one can listen to at any time regardless of when they were first aired. This has given rise to the occurrence of podcasts by especially radio stations with online presence through which online radio listeners can have access to avalanche of radio programs regardless of distance or time.

Formats of this nature are downloadable to new technological gadgets viz, mobile phones, ipods, ipads and computers. Users consequently are not limited to any schedule where one can only tune in at the time his or her preferred program is being aired. Archived files can even be listened to whenever and where ever listeners choose. Some aspects of internet radio such as netcasts and cybercasts admittedly can only be accessed live; news casts can be stored on servers available to listeners anytime. The advantage here is that, online users are not only limited to radio listening but can also see for instance, lyrics of music, rock bands in concert and news can be seen in the forms of texts, graphics or video, which opens up a wide range of possibilities that never existed with traditional radio operation. Web radio listeners also through multitasking, are able to do other activities while using their computers to access websites (Lind and Medoff, 2010).

A London economics report on media consumer research (2011) posited that, a pressing consumer issue concerning the digital switches over, is the use of radios in cars. This is because the need to replace car radios could lead to significant extra costs for consumers, especially if take-up prior to the switch over is low. After examining the differences across groups, it became evident that most respondents living in country-side listen to radio in the car as compared to those in the urban areas, which may be due to increased reliance on car travel in the country-side.

Industry research in the United States (Abarran, 2002) indicated that, younger audiences are snubbing terrestrial radio for new technologies such as mp3 players, internet radio and satellite. Obviously, radio from its inception, has been challenged by lots of novel technologies each drawing listeners and compelling radio to update its programming so as to remain in competition

Abarran (2002) reasons that, young audiences have the ability to choose their content from a vast menu that is as diverse as the motivations that stimulate their selection of radio stations, which includes sensation seeking, need for information, withdrawal, and the theme of the content among other types of features. Whatever the gratifications and however the ways by which young people manipulate these technologies, remains an ongoing issue of interest to media pundits. Clearly there is inadequate academic research on the impact of new audio technologies on terrestrial radio (Abarran, 2002).

2.4 Uses and Gratifications and Radio Research

Radio in its heydays was a real force for social advancement, creating a unifying American national identity, by connecting the rural with the urban areas (Himes, 1999). The medium was helpful in assimilation (for instance, the Rise of the Goldbergs dealt with Jewish immigrants assimilating into their new American surroundings); providing entertainment, which was once out of the reach of many individuals (opera comes to mind); and helping provide up-to-speed information (Himes, 1999). As per 1933 study by the President's Research Committee on Social Trends, "Radio tends to promote social leveling. Negroes barred the same institutions by radio; residents outside of the larger cities who have never seen an opera house can become familiar with the works of the masters" (Hilmes 1999, p.5).

In terms of Uses and Gratification, the uses described by Hilmes indicate the gratifications of surveillance and information (The Rise of the Goldbergs and university style education) and entertainment (Opera).

2.5 Critique of the Uses and Gratification Theory

In spite of its theoretical and methodological applicability, the Uses and Gratification Theory has been criticized for its excessive descriptive proclivity, its theoretical inadequacies and for relying too heavily on audiences for reporting their true motivations for media use (Bucy, et al., 2007, p.150). Despite the suggestion by Bucy, et al (2007:150) that, “less reliance on individual interpretations and more direct observation of actual behavior “should be a way to reduce reliance on audience interpretations of their media use, it is somewhat obtuse because the suggestion ignores the fact that it is not possible for researchers to observe everything in a research context.

In their strong argument, Kubey and Csikszentmihalyi (1990) described the notion of an active audience as deceptive when applied to television viewing. The researchers reasoned that, television and films – as a result of their pictorial nature - have a comparative leverage over print to produce much more uniform cognitive and affective responses in audience.

The theory has also been criticized for ignoring “the dysfunctions of media in society and culture because it uses media primarily as positive ways in which individuals meet their needs, without any attention to the overall negative cultural effects of media in society.” (Littlejohn, 1992, p.373).

2.6 Niche Theory

The theory was historically envisaged within the realms of biology to discuss the introduction of new organisms into an environment but was later modified for the field of communication (Dimmick, Chen & Li, 2004).

It is theorized essentially as a situation where a new medium competes with older and more established mediums. The theory of Niche postulates that, when a new medium enters into an environment, that medium engages in direct competition with existing media for “consumer satisfaction; consumer time and advertising dollars” (Dimmick, et al., 2004, p.22, Dimmick, Kline & Stafford, 2000).

2.6.1 Core Assumptions

The implications for introduction of a new medium include displacement of an old medium; new medium thus takes over some of the roles of the old medium) or exclusion – thus making the older established medium obsolete in its roles (Dimmick, et al., 2000).

For a new medium to succeed in replacing or partially replacing an older medium, some two critical conditions must be fulfilled: overlap should be high, thus a new medium delivers the same or better quality of programming than the older medium. Secondly the new medium must be superior in giving greater gratification opportunities (Dimmick, et al.,2000).

Older mediums such as traditional radio has not been completely replaced by for instance the internet, however there has been a reduction in the time spent with older mediums and gratifications sought from them by consumers (Santhanam, Mitchell & Rosenteil, 2012).

2.6.2 Niche Theory and Radio

Radio has without doubt withstood the so many storms to remain one of the most viable mediums all over the world. As per the PEW Research Center, 2012 report in the United States, two-thirds of the sample surveyed stated that, they will listen to their radio in an automobile and less frequently outside of it, thus isolating it to a section of the day where audience members may not focus much attention on the medium or its message (Sanathanam, et al., 2012)

In their study of young adults' listening habits for instance, Albarran, et al (2007), the displacement of radio was also shown. It emerged that, news gratification which was once obtained by young adults through traditional radio had been displaced by personal mp3 players in the United States.

Many young adult users of radio, 50 percent of those sampled in a similar study said they did not listen to traditional radio. According to Albarran, et al (2007, p.99) these young people also cited the negatives of traditional radio including too many commercial interruptions, too little variety in music, and too much industry consolidation so that all stations sound the same.

2.7 The Nexus between Niche and Uses and Gratifications Theories

In the event where multiple mediums are competing for people's time, attention and dollar, then of course each medium must offer a unique service in order to be relevant to maintain an audience. Traditional radio has a presence in most individuals' lives but the use of it has seen a decline with the advent of new mediums such as television, broadband internet, iPods, smart phones and satellite radio/HD radio, which fight for audience time. This link between new medium introduction and freedom of choice creates a situation where traditional

mediums could become more and more obsolete as they provide a limited array of choices and audience members must conform to the mediums schedule while a newer medium like the internet offers “greater choice, more control over content, or both” (Dimmick, et al., 2004, p.22).

Both Niche and Uses and Gratifications theories have been employed to explore gratification opportunities of email and telephone; traditional news mediums and the internet; and videos as a source of entertainment (Albarran & Dimmick, 1993; Dimmick et al., 2002; Dimmick et al., 2004). Gratification opportunities are thus described as the “characteristics of a medium” relating to “time,” space and content (Dimmick, et al., 2004, p.22-23). The internet provides users many opportunities to gratify needs by offering a plethora of contents to choose from based on their own schedules. Traditional radio on the other hand offer comparatively less gratification opportunities because its rigid scheduling programs and lack of listener choice in programming. This situation puts radio at a disadvantage over the internet, however radio still has a niche as an information source, and specifically, a local information source: traditional radio thus have leverage over the internet in the sense that, while there is overlap, it is small and so results in only partial displacement (Dimmick, et al., 2004).

Few studies have explored the link between Uses and Gratifications and Niche theory with an emphasis on gratifications sought and gratifications obtained. One of the goals of the current study is to explore what needs the radio in Ghana does or does not fulfill for adolescents in Senior High Schools, with access to high speed internet and cell phones.

2.8 Radio and New Media

2.81 Traditional Terrestrial Radio

In spite of digital technology presence the world over, radio has always been a part of college students' entertainment lives. While new technologies for instance, have affected the amount of time spent listening to radio by young audience, some researchers after examining why radio listening has declined among college students discovered that, almost half of the college students interviewed never listened to traditional radio, preferring instead to listen through other devices such as mp3 players, satellite radio, or internet streaming. Similar survey indicated that, 47 percent of 18 – 24 year olds were spending less time with AM/FM radio than in previous years (Goldwerger, 2012). Clearly there is no questioning the fact that, radio listening among young adults has dwindled.

Currently there are numerous apps for young audience particularly students to choose from, including those that stream commercial radio stations to Smartphones. However, while ipods and other devices have cut the amount of time spent listening to traditional, Ferguson, Greer and Reardon (2015) found that, students without Mp3 device listened to radio more than those who owned one. The same study also found that, new formats such as Jack FM that offer listeners more music and fewer commercials have helped to keep young audience tuned in to radio and have not abandoned listening to traditional radio completely. Another study, by Edison Research and Triton Digital reported that, radio is still the main way by which listeners find especially new music, with 75 percent of respondents saying radio is their main source for music discovery (Reuter, 2014).

A debate in the radio industry today is a re-definition of the term "Radio." Some internet services such as Pandora radio use the term in their name even though they do not broadcast

from an AM or FM tower, and there is some debate as to whether or not music programming on the internet should be defined as radio (Freire, 2007). While this debate is ongoing among radio industry insiders and researchers, the argument is of little or no concern to the listening audience; implying probably that, consumers are more interested in their entertainment or music than the technology that delivers their favorite tunes.

Notwithstanding the effects of digital technology on traditional radio, over-the-air broadcasting still has 80.5 percent (Levy and Fixmer, 2014). The main leverage traditional terrestrial radio has over internet radio is that, local stations have an accredited listening measurement service. Arbitron (renamed Nielson Audio in 2013) provides radio stations' listening numbers through their "Portable People Matter" (PPM) system that automatically records how long and to which stations listener tunes into while the audience wears a beeper-like device for a week (Dudek, 2010). Arbitron also still uses paper diaries in some markets to measure station popularity. Online radio services have no such accredited equivalent, which makes the gathering of online radio listening numbers more difficult.

In spite of all the new listening options, people still enjoy traditional radio. A study conducted by the media and the mood of the nation in the United States found that, listening to terrestrial radio had the most mood-enhancing effect of any mediums. It thus lifted happiness levels 100 percent and energy levels 300 percent (Thomas, 2011). With varying evidence about the popularity of online media over traditional radio in especially developed countries, the current study will among others, address current usage patterns, specifically those obtained from gratifications received by listeners in Ghana's Senior High Schools.

2.8.2 The Digital Divide

As per McQuail (2005), the digital divide is a term used to describe the inequalities created by new computer-based digital communication. This divide arises because not all individuals have access to new technology and it is not affordable for everyone. From this perspective, acquiring the skills and tools necessary to operate such technology can be difficult. McQuail (2005, p.492) again noted that, the digital divide appears at a social, personal and national levels to create a knowledge gap – “one concerning the general distribution of aggregate information in society between social classes, the other relating to specific subjects or topics on which some are better informed than others.

Researchers are concerned that, children from disadvantaged backgrounds may have limited or no access to the benefits of the internet and home computers. Schools in disadvantaged neighborhoods that lack resources to provide up-to-date classrooms, including internet access and computers, may be failing students who need these tools to acquire skills for success in modern society.

In his argument, Livingstone (2006) approached the term from a different angle; “as we move from talk of the digital divide to that, of digital inclusion, the guiding question must be: What is the public good in being digitally included?” (p.221). Livingstone (2006) further wrote that, it is unclear whether new media results in new types of inclusions or exclusion to individuals or reinforces social and economic exclusions.

Pertaining to this discussion, Jackson et al., (2007) explained that, the digital use divide may be more at issue than digital divide. It is important to study the way children from all socio-economic backgrounds are using new media – including radio. Livingstone and Helsper

(2007) concluded that, in developed countries, there are very few children who do not use the internet. “Even on the basis of national survey, it is difficult to determine the reasons for low and non-use of the internet among children and young people, for the sample sizes become very small” (P.690).

The initial issue with the digital divide appears to be less important than it once was now that new media are becoming more accessible to all. Jackson et al., (2007) reasoned that, “for adults, age, race, income and education have all been related to access to the internet.” (P.183). Loges and Jung (2001) however indicated that, this divide will dissolve over time. Contributing to this debate, Clark (2003) postulated that, “the digital divide is not limited to who does and does not have access to technology; there was a social, political, racial and economic divide that existed before the internet and continues to structure the limitations in the digital divide” (P.114). It is therefore imperative to study the elements existing in society before new media and the digital divide because these account for why technology and access are issues in the current debate. In spite of age or social status, and computer proficiency are acquired, users may have the ability to reach a level playing field at last as far as access is concerned.

Research has identified young adults as more likely to adopt advanced devices than older people, hence the existence of a digital divide between younger and older population in their perception and use of digital technology.

According to research by the Encyclopedia Britannica (2012, the increased usage of mobile phones and computer-like smartphones is moderating the digital divide. It indicated that, people who formerly did not use new media found cellular wireless connections a more

affordable means of access. Another study (PEW report 2012) also discovered that, young adults, minorities, those who did not attend college and the people from lower-income households were more likely to choose the cell phone as their means of accessing information. About 88 percent of the citizens of the United States had cell phones, whereas only 57 had laptop computers – the report revealed.

The report indicated further that, the accessibility of internet-enabled cell phones therefore created another sort of digital divide; thus some young people from poor families became so delighted by the global nature of internet access to the extent that, they spent a lot of time with social networking sites; playing games, and watching videos and thus fell behind academically – which turned out to be especially the case for children of poorly educated parents. Some experts consequently opined that, the problem emerged as a result of time spent on entertainment rather than education, which rather widened the divide.

2.8.3 Global Usage of Mobile Phones

AS per World Bank research in 2012, three quarters of the world's population had access to mobile phones, more than the number of toilet facilities. Thus the number of mobile phone subscription has shot up over the past few years. Whereas less than one billion mobile subscriptions were active in the year 2000, there are six billion active mobile phone subscriptions today. Mobile phone users are on record to have downloaded more than 30 billion internet based applications. Additionally, the vast majority of today's mobile subscriptions, amounting to about five billion are in developing countries, a sign of mobile technology importance in countries which are yet to go through the expensive and difficult process of building land-based communications infrastructure (Fitzpatrick, 2012).

There's no denying the opportunities mobile telephony offer to advance human and economic development; ranging from providing access to health information to making cash payments; spurring job creation and stimulating citizens involvement in the democratic processes. The challenge now has to do with how to empower people, businesses as well as governments' in these developing countries to develop their own locally relevant mobile application so as to the benefit fully from the opportunities mobile telephony offers. The report also highlights mobile-based development programs such as mobile payments and job search apps in countries like Kenya and Palestine respectively. Mobile telephony apps are playing a major role in disease response, education and monitoring government abuses in other countries.

According to the same research, smartphones and wireless data packages are still out of reach of most people especially among those in peripheral countries. Consequently, many apps designed in developing countries are built as effective low-bandwidth solutions such as WAP and SMS, which are less expensive. These technologies are considered "low-tech" by internet experts and software developers.

Cell phones are equally competing with radio as the most accessible communication and media platforms in both Kenya and Ghana. Similarly a 2009 AudienceScapes survey revealed that, 71 percent of respondents said they had mobile phones at home, while 87 percent indicated they had radio. Comparatively access to a computer and the internet at home is low in both countries. Five percent of respondents in Kenya and 10 percent in Ghana respectively said they had computers at home. Whereas 11 percent of Kenyans in respect of access to internet had internet at home, four percent of Ghanaians reported they had access to internet at home.

Mobile phones and Radio coverage and accessibility can potentially form a powerful tandem to reach rural resident. These innovations often emerge as converged technologies, as many rural folks in both countries listen to radio through their mobile phones. Of Ghanaians surveyed, 72 percent said they had mobile phones at home in spite of the relatively burdensome cost of phones and phone services, especially to the rural dwellers. Household radio ownership nationally as per the survey, stood at 86 percent.

Currently, cellular phones in Ghana which used to be the preserve of the bourgeois and a symbol of wealth are owned by every Tom-Dick-and-Harry. The total number of active cell phones in Ghana as of 2015 stand at 31,592,494 according to the National Communications Authority.

In 2012, Oduro Gyarteng studied the use of portable media devices by Ghanaian undergraduates of the African University College of Communications in Accra. The research discovered that, tertiary students were familiar with portable media devices and actually used them regularly in doing their assignments and research. In the area of laptop computer ownership, while 70 percent of the students said they owned laptops, 30 percent responded in the negative (Oduro-Gyartent, 2012). The study revealed further that, whereas 14 percent of the respondents owned tablet computers, all respondents said they owned mobile phones – a clear manifestation that, of the numerous media devices, the most widely used is the mobile phone

2.9 Related Study

2.9.1 Research on Radio Listening

While listening to AM or FM radio in automobiles remain a primary function today for radio outside of their cars, young adults feel that, radio may only be preferred as a source of news and information. Now that new media choices such as social media, YouTube and music player apps delivered over computers, smartphones and tablets are becoming available every day, audiences find that, variety and listener defined choice may become important reasons to abandon radio.

This trend has been confirmed by a nationwide study in the United States, which found that, college students preferred these new technologies over radio in general (Ferguson, Greer, and Reardon). The emergence of internet and cell net connected devices such as computers, tablets and smartphones has added a new level of connectivity for young adults.

Radio station websites can be a valuable tool for promoting the station to listeners. A study conducted in 2003 revealed that Television stations have discovered station websites to be an important promotional tool for reaching out to and engaging their audiences (Chan, Olmstead and Ha). Previous studies reasoned that, broadcasters' websites were valuable primarily for the main reason of increasing revenues for the station via advertising on these websites. It is now apparent that, these websites are best used in support of promoting their main off-line business. Although the study cited is of Television stations, it may have similar implications for radio broadcasters as well.

Radio stations have adopted the use of websites as a promotional tool. A content analysis of FM radio station websites conducted in 2002 found these websites to be underperforming in providing the kind of content listeners expressed a desire for (Potter). A survey of 500 radio

station websites published in 2003 concluded that, much of the greatest potential that, the internet provided for listener interaction and promotion were being underutilized at the time of the study. (Pitts and Harms). These two studies confirm that, early on, in radio stations' development of internet for promotional purposes, radio may have been slow to realize the potential of online media technologies. With the adoption of internet well established at the time, radio may have been behind the trend of keeping up with new technology.

The traditional platforms for accessing the internet have been via desktop and laptop computers. According to a Pew Research study published in 2012, nearly three quarters of American adults own a laptop or desktop computer (Pew Research Center Project for Excellence in Journalism). The rate of computer and laptop ownership as per the study remained unchanged since 2007.

However, over time, the uses of the internet had been growing steadily. A Gallup survey indicated that, the time spent online by all adults had shown steady increases during a survey conducted between 2002 and 2005. Gallup found that, in 2002, 42 percent of American adults used the internet daily. That percentage rose steadily through the survey period to 51 percent in 2005.

Another study conducted by Pew Research between 2000 and 2009 indicated similar trend-lines with internet usage increasing while the percentage of respondents who reported not using the internet was decreasing.

Similar study by the USC Annenberg School Center for the Digital Future from 2000 to 2012 also discovered similar upticks in internet use. A further look at the data from that same study shows that, the use of the internet by young adults is even more pronounced (2013 Digital Future Report).

How people are accessing the internet is also an important subject regarding the interests of radio. As desktop and laptop ownership has remained steady in the United States while internet use has increased. People may be spending more time in front of their computers. This rational does not take into account the variety of new and portable technology available to the public. Such radio is also a portable device with in-dash receivers in automobiles and the ability for audiences to listen to radio via hand held or portable radios, the penetration of portable internet connected devices is also crucial to look at. The implications for radio are two-fold. Internet connected devices such as smartphones or portable tablets provide the challenge of media competition as potential radio audiences may choose internet media over radio listening. This connectivity also represents a new avenue of mobile promotion and interaction for radio through these devices and new apps.

In a study by Edison Research and Triton Digital, the trend-line representing ownership of smartphones showed a rapid increase over the period of 2009 to early 2014. Over the past five years. Ownership of smart phones has increased from almost 500 percent to an estimated 160 million American smartphone owners. The same study shows that nearly 75 percent of Americans under age 55 own smartphones with those who are of the young age groups showing the most smartphones ownership.

To this end, audiences clearly have found uses for the internet in the form of connecting to people via social media, listening to music and for entertainment. In the meantime, AM/FM radio listening has remained strong as nearly 93 percent of Americans report listening to radio at least once a week, with persons 25 through 34 reporting revenues for 2013 close to 18 billion dollars (Radio Advertising Bureau).

Thus while the use of the internet is growing, radio listening and the business of radio remains intact. It appears that, the growing use of the internet may not be affecting radio listening and radio revenues adversely. Earlier academic studies inferring young adults' preferences for MP3 players and sources other than radio for listening to music as adversely affecting radio listening may not be happening.

Somehow, radio has remained robust in an environment where audiences are now used to multiple sources of music in the form of YouTube and online music delivery applications and competition for the attention of the public in the various forms of social media. The adoption in use of new media and social media by the public may not be adversely affecting uses of radio. It might be possible that, radio has overcome an earlier trend of the broadcasters' late adoption of web tools as part of the programming and promotion of radio stations, resulting in a new viability for radio broadcasting. /

Meanwhile, the South African Advertising Research Foundation (SAARF) in February 2012 released the findings of its maiden radio audience research which indicated that South Africans showed little change in their radio listening habits compared with results of previous studies on the same topic. According to the survey, South Africans on the average, listened to the radio for three hours and 38 minutes daily.

Their radio listening levels were seen as "stable" across an entire week. The research discovered that, 88.1 percent of South Africans listened to the radio throughout the seven days of the week, with 68.3 percent listening from Mondays to Fridays. In relation to radio stations' appeal to listeners, the survey found that, five commercial radio stations, as well as a number of community radio stations significantly improved audience levels compared to the

RAMS of February, 2011. The community radio sector was thus found to be stronger than it was the previous year, reaching 24.3 percent of South Africans each week (as compared to 23 percent in February, 2011) and 12.4 percent on an average from Mondays to Fridays (compared to 11.6 percent in February, 2012).

In an ethnographic study conducted by Gathigi (2009) on the radio listening habits of rural audiences in Kieni West Division of central Kenya, the researcher collected data using interviews, focus group discussions and observation methods. In addition, the researcher content analyzed relevant documents to radio broadcast in Kenya.

The research established that, radio was the most important and accessible medium in Kieni West and that vernacular radio stations were the most preferred ones. Kieni West listeners used radio to obtain both local and international information. The rural folks of Kieni West relied on radio for social interactions, civic engagements and as a platform for the discussion of some of their problems and solutions. The research concluded that, media liberalization and commercialization in Kenya had led to a number of outcomes to rural listeners. These included emergence of a competitive radio industry that provided multiple outlets and a wide variety of contents from which people could choose. Secondly, the rise of vernacular radio stations had provided access to broadcasting in various local languages which allowed for diverse content to a wide section of the population. Vernacular stations, according to the research, demonstrated sensitivity to the needs of rural audiences and therefore had higher acceptance.

Ofori-Boateng (1997), sampled the views of 100 students of the University of Ghana on their interests in radio phone-in talk shows. The findings indicated that, although they did not have access to telephones on campus at the time, more than half of the respondents' listened to radio phone-in talk shows. This was because considered the programs educative, informative and created avenues for freedom of speech and expression. The study also showed that, 92 percent of students listened to radio for more than an hour daily, which was because radio listening, unlike television viewing could be combined with other activities such as reading.

In his study of radio listening at the workplace with the focus on staff of the University of Cape Coast, Edjah (2004), interviewed eight informants as part of the research to gauge their radio listening habits at the workplace. The findings of the research revealed that, major factors such as information seeking, education and entertainment motivated informants to listen to radio at the workplace. Such motivations were in the form of; news current affairs, music and comic programs on radio. The research further found that, respondents preferred listening to radio using other media. This was due to various gratifications such as obtaining information to stay current as well as for music satisfaction to ease work stress and boredom. Respondents also said listening to music on radio at the workplace did not distract attention, but rather enhanced their concentration on their work schedules.

In 2009, AudienceScapes conducted a research on the media reception habits of Ghanaians. The sample survey, found that radio was the most widely accessible and the most widely used source of news and information for Ghanaians. Of the respondents, 90 percent said they listened to radio in the last week of the research and almost all respondents , thus 96 percent said they listened to the radio for news and information on at least a weekly basis as supposed to just listening for entertainment. The survey results also showed that, radio broadcasts were

also widely trusted as news and information sources, which suggested that; overall, radio was a favorable conduit for delivering development information in Ghana – at least on a national scale.

Almost all the respondents who listened to radio the previous year said they tuned in to FM stations regularly. A substantial minority had listened to the radio via mobile phone far more than had used AM or shortwave radio signals – highlighting the fact that, new technologies are used frequently to access older media. When asked about favorite outlets, respondents mentioned Peace FM as one of the three most preferred radio stations.

Prior to the Ghanaian media survey, AudienceScapes had studied the media habits of Ugandans between 2007 and 2008. The study found that, radio was by far the most dominant communication medium in Uganda. Almost half of the respondents sampled resided in the central region of Uganda (an indication of a higher socio-economic status) along with 37 percent from upper middle socio-economic status. Residents of the central region had greater access to traditional media such as radio and television as well as newer communication mediums such as mobile phones and the internet.

The researchers concluded that, although television increased in use substantially in the central region from 2007 to 2008, it was far from challenging radio as the dominant communication tool. The research also found that many residents of the northern region listened to the radio in either other people's homes or in public places such as restaurants or cafes. This was in order to supplement individuals' lack of personal access and the frequency of listening. It was established that, 37 percent of rural residents in the region listened to the radio in someone

else's home and 30 percent in public places weekly. Also whereas 71 percent of rural households had access to radio and listened daily, 91 percent were weekly listeners.

2.10 Research Questions

In summary, uses and gratifications theory examines the audience as active members in their own media choices and scholars of uses of gratifications are interested in what users of media seek and or obtain. For the current study therefore, I posed four research questions which addressed audience motivations for media selection:

Research question 1: What kinds of personal gratifications do audience members seek from their local radio station?

Research question 2: What kinds of personal gratifications do audience members obtain from their local radio station?

Research question 3: Are radio stations in Ghana serving the needs of young adults or not?

Niche theory on the other hand postulates a displacement effect can occur when media services overlap and compete for audience time. In line with this potential displacement, I therefore asked my fourth question:

Research question 4: How do respondents listen to radio?

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research method adopted in undertaking the study. The population, sampling procedures, research instrument and techniques for data collection will be duly discussed.

3.2 Population and Sample Size

The Senior High students of Ghana constituted the population of this research. A total of 300 out of 3,500 students were drawn from Accra Girls' and Accra Academy, thus 150 students from each school made up the sample size for the study.

3.3 Research Method

The study employed a sample survey which is the most preferred quantitative research protocol (Anderson, 1987) used to examine phenomena as they stand without any intent to affect any outcome. Surveys therefore help to get the perception of the public on phenomena. The protocol is thus viewed as passive (non-disruptive) examination made by an outsider looking in. It considers whole population of a class or a representative sample of that population and applies some system of measurement to determine selected characteristics of that class (Anderson, 1987, pp.97-98). The survey was therefore deemed best for studying the entire Accra Girls' and Accra Academy school community with a population of over 3,500. The protocol enabled the researcher to sample a cross-section of the entire population. The researcher consequently expected the findings of the study to be generalized over the entire population.

3.4 Sampling Procedures

In order to obtain a representative sample for the study, a purposive sampling technique was employed in the selection of the various categories of respondents. A total of 300 students were sampled for the study; thus 150 respondents each from Accra Girls' and Accra Academy respectively based on their classes and gender. Whereas 94 of the respondents were drawn from Senior High School (SHS: 1) One, 56 were SHS: 2 students.

My attempt was to have all level of students, thus from SHS: 1 to SHS: 3 in the sample, however at the time of the study there were only two levels of students, thus SHS: 1 and SHS 2 present, writing their end of year Examinations. The SHS: 3 students had already taken their West African Senior High School Certificate Examination (WASSCE) and thus completed their Senior High School education.

3.5 Research Instrument

Questionnaires comprising both open and closed ended were employed as the instruments for data collection. These questionnaires were structured in English language and contained items that identified demographics of respondents including age, class or level of education, type of student, ethnicity, residence and religion. These lines of questioning offered the researcher a deeper understanding of the extent to which demography guides the radio listening habits of the respondents.

The other parts of the questionnaire encapsulated the main and general research items that sought to elicit responses from respondents' radio listening devices; most preferred content; gratifications sought from listening to radio; gratifications obtained from listening to radio; reasons for preferring one listening device over another; the place; time and how often they

listened to the radio. The questionnaires further requested respondents to provide responses to their preferred radio stations and programming; the new media device that takes most of their attention and to indicate whether or not radio in Ghana served the needs of people in their age bracket and why?

3.6. Techniques for Data Collection

The study made use of both primary and secondary sources of data. First hand information and primary data were obtained from questionnaires administered to the students of both Accra Girls and Accra Academy.

3.7 Techniques for Data Collection

Secondary data were obtained from existing documents and research work done on Radio across the world, Africa and Ghana in particular. A great deal of these documents was obtained from various libraries and statutory organizations in order to augment available data.

On the main instrument for data collection, sets of three hundred structured questionnaires were administered to all the sampled young adults to elicit relevant information from them. The questionnaires' administration coincided with the term three examinations of respondents and so was handed to respondents to answer under the tutelage of their teachers on the 27th of July, 2015 and the researcher later returned to collect them.

3.8 Data Processing and Analysis

The field data were checked for accuracy and completeness after which analysis of the data was done by using simple frequency tables and percentages for straight forward understanding.

CHAPTER FOUR

FINDINGS AND DATA ANALYSIS

4.0 Introduction

This chapter discusses the findings of the study which encompasses both univariate and multivariate analyses of the various variables involved in the study. The research interviewed 300 respondents, made up of 150 students' from Accra Girls' High School and 150 boys from Accra Academy.

4.1 Demographic Profile

4.1.1 Age of listeners

Table 1: Age Distribution of listeners

Age bracket	Frequency	Percentage
13-16 (years)	205	68
17-19	95	32
Total	300	100

The study on age distribution established on the face of the data that, 68 percent of respondents in all were within the age bracket of 13-16 years while those between ages 17-19 stood at 32 percent.

4.1.2 Level of education

Table 2: Level of education of listeners

Class	Frequency	Percentage (%)
SHS One	148	49
SHS Two	90	30
Undisclosed class	62	21
Total	300	100

With regards to respondents level of education, 90 out of 300 students representing 30 percent of the sample were in second year, thus senior High School (SHS:2) students whereas 148 respondents, representing 49 percent of sample were in first year, thus SHS: 1 students. Meanwhile, for some reasons, 62 students, constituting 21 percent of the sample did not disclose their level of education (class). The number of first year respondents was on the high side because most of them comparatively had fewer examination papers left to be written in the week of data collection than their seniors in SHS: 2.

4.1.3 Ethnicity of respondents

Table 3: ethnicity of students

Ethnic group	Frequency	Percentage (%)
Mole Dagbon	11	4
Guans	4	1
Akans	121	40
Ewe	68	23
Ga Adangme	81	27
Non Ghanaians	6	2
Undisclosed	9	3
Total	300	100

In terms of ethnic background perceived to be one of the demographic influencers of radio listening habits among respondents, it turned out that, six out of the 300 respondents, forming two percent of the sample were of Yoruba, thus Nigeria, Igola and Songhai stock; nine students, making three percent of the respondents for some unexplained reasons chose not to disclose their ethnicity; four out of the total sample, thus one percent of the respondents were

Guans while 11 students' constituting four percent of the respondents hailed from the three northern regions, thus Mole dagbons from notably Kasena Nankana, Frafra and Kusasi background. Ewes formed 23 percent with 68 respondents while 81 students, constituting 27 percent of the sample were Ga Adangmes. The Akans, from the above table were the most dominant group. 121 of them encapsulating, Fantes, Akwapims, Kwahus's, Akyems and Asantes made up 40 percent of the sample.

4.1.4 Residence of respondents

Table 4: Residence of respondents

Region	Frequency	Percentage (%)
Upper West	-	-
Upper East	-	-
Northern	1	0.3
Brong Ahafo	1	0.3
Ashanti	9	3
Eastern	26	9
Volta	6	2
Greater Accra	217	72
Central	34	11
Western	5	2
Total	300	100

The data collected also depicted where geographical location of respondents in terms of where they lived, since that was conceived to be another factor that could inform students radio listening habits. From the above table, majority of the students lived in Ghana's capital,

Accra and Tema thus 217 out of 300, constituting 72 percent of respondents, though some hailed from various ethnic groups, they lived in Accra – even during vacations or mid-term breaks. 35 respondents forming 12 percent of the sample lived in the central region particularly Kasoa and its environs. 26 students making nine percent of the sample lived and spent their vacations in the Eastern region while nine respondents, thus three percent of the sample lived in the Ashanti region. Also, whereas five respondents forming two percent of the data lived in the Western region, the three northern regions constituted less than one percent of the data collected. All the same, it is clear from the above distributions that, the sample was a reflection of every nook and cranny of Ghana and some countries within the sub-region of Africa due to the cosmopolitan nature of the two Senior High Schools surveyed.

4.1.5 Religious background of students

Table 5: Religion practiced by students

Religion	Frequency	Percentage (%)
African Traditional Rel.	-	-
Christianity	214	71
Hindu	1	0.3
Jehovah Witness	1	0.3
Islam	10	3
Other (Unstated)	74	25
Total	300	100

The study also revealed that Christianity was the most popular religion practiced by respondents with 214 students forming 71 percent of the data. Respondents totaling 74, thus

25 percent of the data did not disclose their religious identity while 10 students, making up 25 percent professed Islam. Also, whereas there was no take for African Traditional Religion, two respondents, and constituting 0.6 percent of the data were Hindu and a Jehovah Witness respectively.

4.1.6 Categories of students'

The data collected included two main categories of respondents – thus Boarders and Day students. The data indicated that, whereas 208 respondents, making up 69 percent were Boarders, 49 of them being 16 percent of respondents were Day students

4.2 Radio listenership among students

On students' radio listenership, data collected revealed that, 50 percent of respondents regularly listened to radio while 33 percent listened once in a while. However 17 percent of the data accounted for those who no longer listen to radio.

4.2.1 Gratifications sought from listening to radio

Table 6: What respondents sought from radio

Gratification	Frequency	Percentage (%)
Information	95	32
Entertainment	88	29
Relaxation	19	6
Sermon	12	4
Education	73	24
Others	13	3
Total	300	100

It panned out that students listened to radio for diverse reasons as emerged from the above table, which depicts majority of students listened because of information and entertainment -

Thus 32 percent listened in order to be informed about the country or the world at large as well as their health and sports. Also, whereas 29 percent listened in order to be entertained, 24 percent of respondents listened because of music and entertainment. Whereas six percent sought relaxation, four percent listen in order to be inspired through sermons. However those who listened for anything including jokes just to while away time or overcome boredom accounted for four percent of the data.

4.2.3 Listeners' most preferred program on radio

Table 7: Students most preferred radio program

Content	Frequency	Percentage (%)
News & current Affairs	110	37
Music	122	41
Sports	39	13
Sermons	7	2
Quizzes	7	2
Others	15	5
Total	300	100

Respondents' as per the data collected, had diverse preferences to radio programs. Music and entertainment oriented contents were preferred by a majority of 41 percent of listeners as compared to 37 percent of listeners who preferred News and Current Affairs, while 39 percent opted for sporting programs. Whereas Sermons accounted for seven percent of listeners, another seven percent of the data preferred "Quizzes and What-Do-You-Know?"

programs. However, 15 percent preferred other contents such as, talk-shows on health related issues cum lifestyles to adverts.

4.2.3 Gratifications obtained from listening to radio

Table 8: Gratifications derived from listening to radio

Gratifications	Frequency	Percentage (%)
To be educated and duly informed.	78	26
Entertainment	124	41
Event monitoring	72	24
Devine Inspiration	12	4
To kill boredom	14	5
Total	300	100

With regards to gratifications obtained from listening to radio around them, majority of the students totaling 41 percent indicated they listened to radio just to entertain themselves, with 26 percent listened so as to be educated on grammar usage, lifestyle, and personal hygiene, and also to be duly informed on current issues in Ghana and around the world - including sports and politics. Meanwhile, whereas five percent of respondents listened to shove away boredom, four percent obtained divine inspiration from especially sermons.

4.3 Locations for radio listening

Data was also collected on the preferred location where students often listen to radio. It came to light that, majority of the them listened at home; constituting 77 percent with 14 percent listening whenever they sat in their parents' vehicles while nine percent indicated they had no specific location, thus listened anywhere.

4.4 Most preferred radio stations

Table 9: favorite radio stations

Radio station	Frequency	Percentage (%)
Uniiq FM	7	2
Adom FM	36	12
Joy FM	15	5
Radio Gold	6	2
Citi FM	14	5
Sweet Melody	46	15
Peace FM	56	19
Hitz FM	49	16
Marhaba FM	5	2
Y FM	13	4
BBC	4	1
Sky FM	1	0.3
<i>Asempa FM</i>	3	1
<i>Okay FM</i>	2	1
<i>Rainbow FM</i>	3	1
<i>Top Radio</i>	2	1
<i>Pink FM</i>	2	1
<i>Sunny FM</i>	2	1
<i>Obonu FM</i>	6	2
<i>Obuoba FM</i>	2	1

<i>Spring FM</i>	3	1
<i>S FM</i>	1	0.3
<i>Atlantis Radio</i>	1	0.3
<i>Neat FM</i>	1	0.3
<i>Meridian FM</i>	1	0.3
<i>Starr FM</i>	1	0.3
<i>Bright FM</i>	1	0.3
<i>Roc FM</i>	1	0.3
<i>Sunsum FM</i>	1	0.3
<i>Tonga FM</i>	1	0.3
<i>Plus FM</i>	1	0.3
<i>Nhyira FM</i>	1	0.3
<i>Oman FM</i>	2	1
<i>Light FM</i>	1	0.3
<i>Radio XYZ</i>	1	0.3
<i>Jubilee FM</i>	1	0.3
<i>Channel "R"</i>	1	0.3
<i>Multi – channels</i>	6	2
<i>Total</i>	300	100

The students, as per data gathered, had different preferences with regards to favorite radio stations. *Radio Ghana (Uniiq FM)* was preferred by two percent of listeners; 12 percent opted for *Adom FM*, while five percent preferred *Joy FM*. Students who preferred *Radio Gold* constituted two percent while five percent fancied *Citi FM*. Whereas 15 percent had a

preference for *Sweet Melody FM*, 19 percent fancied *Peace FM*, making it the most preferred station while 16 percent settled for *Hitz FM*.

Meanwhile, *YFM* was the toast of four percent of listeners whereas *Marhaba FM* (*pro Islamic station*); *Obonu FM* as well as listeners who did not have specific pet radio stations (thus, lovers of multi-channels) constituted two percent respectively of the data.

It's equally indicative of the above table that, one percent of listeners respectively opted for *BBC*; *Asempa*; *Okay FM*; *Rainbow FM*; *Top Radio*; *Pink FM*; *Sunny FM*; *Obuoba FM*; *Spring FM* and *Oman FM* whereas "*S*" *FM*; *Atlantis radio*; *Neat FM*; *Meridian FM*; *Starr FM*; *Bright FM*; *Roc FM*; *Sunsum FM*; *Tonga FM*; *Plus FM*; *Nhyira FM*; *Radio XYZ*; *Jubilee FM* *Light FM* and *Channel "R"* respectively were preferred by less than one percent of listeners.

4.5 Most preferred radio listening device

Table 11: most preferred radio listening device

Device	(Academy)Boys	Accra Girls	Frequency	Percentage (%)
Radio set	51	63	114	38
Mobile phone	42	71	113	38
Mp3 player	20	6	26	9
Tablet computer	11	5	16	5
Satellite receiver	10	2	12	4
Car stereo	1	3	4	1
Undisclosed	15		15	5
Total	150	150	300	100

The study established that, 114 listeners, constituting 38 percent often listened to radio using radio sets, while another 113 students, constituting approximately 38 percent of the data often preferred accessing radio with their mobile phones. Whereas 26 students forming nine percent of the data often preferred listening to radio with Mp3 players, 16 students' constituting five percent often relied on tablet computers to listen to radio. Meanwhile whereas 12 listeners, thus four percent of data accessed radio via satellite receivers, a minority of four students forming one percent of data gathered, often preferred listening to radio with car stereo sets. Meanwhile some 15 listeners, making up five percent did not disclose their preferred device for accessing the medium of radio. Most of the students prefer using traditional radio sets - notably the digital ones - to advanced devices because they are comparatively inexpensive to students who are not working and very easy to use; they also enjoy the high volumes of such radio sets which they described as "good noise" – when listening in a lonely environment to dissipate loneliness.

4.6 Usage of advanced radio listening device

It's indicative of the data that, a majority of 174 listeners often used advanced radio listening devices viz; mobile phones, tablet computers, mp3, car stereo sets and satellite receivers to access radio, thus constituting 58 percent of the population while the remaining 113, representing 38 percent said they did not use any digitally advanced radio listening devices.

4.6.1 Reasons for using modern technological radio listening devices

Table 10: reasons for using modern technological device

Reasons	Frequency	Percentage (%)
Offers more channels	73	42
Because of portability	58	33
Fun associated with it	21	12
Easy to use	19	11
Others	3	2
Total	174	100

It panned out that, the 174 students who used advanced radio listening devices had different reasons for settling on those technological devices. A majority of 73 students out of the 174, representing 42 percent preferred using technological devices to traditional radio devices because of the multiplicity of channels they offer, while another 21 constituting 12 percent used advanced listening devices as a result of the fun associated with such devices. Meanwhile whereas 58 students, representing 33 percent of the data often-time used advanced technological device to access radio due to their portability, another 19 respondents, forming 11 percent indicated that advanced devices were comparatively easy to use. Meanwhile some three students' constituting two percent for diverse reasons such as curiosity satisfaction; not wanting to disturb others or to be detracted, relied on such advanced radio listening devices.

4.6.2 Students most preferred time for listening to radio

Table 11: listeners most preferred time for listening to radio

Time	Frequency	Percentage (%)
6-10am	59	20
11-2pm	34	11
2pm-6pm	57	19
6pm-10pm	61	20
10pm-12am	20	7
Others	69	23
Total	300	100

It emerged from the data gathered that, 20 percent of listeners preferred listening to radio between 6 and 10 am, a time often devoted to current affairs and breakfast shows on most of the radio stations mentioned in this research. Whereas 11 percent of the students preferred listening between 11am and 2pm, a time usually devoted to music and brunch time programs, another 19 percent preferred to listen between the hours of 2 to 6pm, thus a time often meant for “evening drive” programs - including entertainment. Meanwhile, a majority of 61 students, constituting 20 percent preferred listening between 6pm and 10 pm, a period usually reserved for music oriented programs as well as some health related or religious programs while seven percent enjoyed listening to radio between 10 pm and 12midnight – thus another air slot usually for religious discussions; music and prayers. However some 69 students, making up 23 percent of the sample are random listeners of radio – with no specific time preference.

4.6.3 Radio serving the needs of adolescents or not:

When asked whether or not radio in Ghana was serving the needs of young adults, 66 percent of respondents indicated their preferred radio stations were serving their needs citing programs like “Mind your language” to back their belief that radio polished their spoken and written English language. These respondents also stated that radio had not only relieved them from emotional stress but given more information about government and their health.

Meanwhile 44 percent of respondents thought radio in Ghana was not serving the needs of young adults. They cited in particular the non-existence of contents or programs for young adults and the absence of any radio station devoted to only children in the industry. Additionally, they found it wrong that the views of young adults are not sought by any radio station on most of the issues that concern them, stressing that radio stations in Ghana were always talking politics and nothing else.

4.6.4 Dislikes about radio in Ghana

Table 12: students dislikes about radio in Ghana

Dislike	Frequency	Percentage (%)
Too many adverts	78	26
Interruptions by Presenters	124	41
Insults	72	24
Exaggerations	26	9
Total	300	100

With respect to what young adults hated most and thus put them off from radio in Ghana, 41 percent of respondents cited too many interruptions from radio presenters who usually talked while some good music was playing; many ads on alcohol and condoms while 26 percent indicated their dislike for insults and invectives allowed on air from especially callers during

phone-in segments of political talk-shows and sports analysis programs. Meanwhile, whereas 24 percent of the students indicated their dislike for too many adverts, nine percent disliked exaggeration and gossips by especially Peace FM; embellishment of news in especially Akan language which often made serious reportage of for instance rape and defilement rather sound like entertainment.

4.6.5 Displacement effects on radio usage

In ascertaining whether or not there is any displacement effects on radio usage among young adults in Ghana, students were asked what they made of radio in the face of abundant new media such as internet and television. It panned out that only three percent of the respondents had access to internet connectivity in which case they used especially social media such as Facebook and “Eskime” for communication and interactions with friends, YouTube for some special music and the internet for general research, the majority of students making up 80 percent (for most of their gratifications) maintained their routine reliance on portable digital radio which they cited as comparatively more affordable to poor non-working students; not too complicated nor subject to any poor links or server connectivity problems and which did not exist in most of the regions outside Accra. The few students making up eight percent who registered their dislike for radio in Ghana however sought most of their gratifications from the television.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.0 Introduction

The study was aimed essentially at examining the radio listening habits of high achieving young adults in two High Schools in Ghana specifically with regards to gratifications sought; gratifications obtained from listening to radio and the mode of accessing radio; the location and time of listening. The research further investigated whether or not radio in Ghana is serving the needs of adolescents as well as the extent to which other media outlets in the information age are having displacement effects on traditional radio, within the framework of the Uses and Gratifications and the Niche theories.

In line with the focus of the study, issues such as: residence, home region, gender, age, level of education, category of student, religion and ethnic background of students were duly analyzed to provide the demographic premise for the study. Other issues interrogated had to do with whether students listened to radio or not, reasons for doing so, their most preferred radio programs and stations, the devices used to access radio as per gender and what would endear students most to radio in Ghana.

5.1 Key findings and summary

A careful assessment of the data collected from the study revealed that majority of respondents listened to radio for the purposes of information and entertainment, while a great deal of students listened to be educated and inspired through religious programs. Students who indicated their preference for such programs opined that, they got informed on crucial happenings within the country and around the world through news bulletins; talk-shows; morning shows as well as other current affairs programs. Listeners who needed inspiration

had it through sermons while students who fancied information about sports tuned in for regular updates in the world of sports.

It emerged from the study that the diversity of listeners' gratifications derived from listening to radio influenced their choices and tastes of radio programs. When asked about the gratifications obtained most from listening to radio, the majority of respondents indicated they did so to entertain themselves especially through music; for surveillance and also to be abreast of current events around them - which resonate with the postulations of Dominick (2002) on social utility.

On most preferred location for listening to radio, the majority of students said they listened usually alone on-the-go anywhere they deemed conducive.

Most preferred device for accessing radio

As a foil to earlier postulations that traditional radio has a limited utility in the new digital environment among young adults (Albarran, et al., 2002, 92-101), the findings of the study revealed that, majority of the students often preferred using radio sets to advanced digital devices such as mobile phones, mp3, tablet computers online, satellite receivers and car stereos. Respondents who accessed radio with the car stereos constituted a smaller proportion of the entire population of the study. The users of advanced listening devices on one hand, cited availability of multiple channels, portability, flexibility and ease of text messaging while listening at the same time as the leverage such devices had over traditional radio sets. Factors that contributed to the mass preference for traditional radio on the other hand, included its comparative affordability to especially poor students who were yet to join the

world of work, ease of access even while sleeping or busily doing some activities and higher volume quality.

Car stereos were marginally used because the very few students who listened via car stereos according to the research did so only when they accompanied their parents in their cars to town especially during vacations, mid-term breaks or after school hours.

Gender and choice of device

With respect to gender and choice of listening device, majority of the girls fancied the mobile phones as compared to their male counterparts – majority of whom used Mp3, Tablet Computer to browse web radio as well as satellite receivers. This could be attributed to the more adventurous nature of male students at high technology as compared to their female counterparts.

Most preferred time for radio

With regards to time, it panned out that majority of the respondents actively listened to radio between 6pm and 10pm during the “evening drive” in order to entertain themselves to good music and talk-shows that bothered on lifestyles and health or interviews of celebrities. The students are equally active listeners of “Morning shows” from which they got abreast of current affairs usually through the first major news bulletins, newspaper reviews within and outside the country; as well as latest updates on world sports. Equally significant number of students listened to radio between the hours of 2pm and 6pm during which the “afternoon drive” is on amidst music and talk-shows which enabled them wind down tensions from academic work. A minimal number of students with desire for religious stuff such as quoran recitations, Christian sermons and prayers were active listeners of radio between 12 am and 6am.

Majority of the students also indicated the time in accordance with when their favorite programs were aired.

Most preferred radio station

On the most preferred radio station majority of the respondents chose *Peace FM* followed by *Hitz FM*, *Sweet Melody* and *Adom FM*, all based in Accra. YFM, Joy FM, Citi FM, *Radio Ghana (Uniiq FM)*, *Marhaba* and *Meridian FM* were the other stations mostly preferred by the students. The similar feature between *Peace FM* and *Adom FM* above is their transmission in twi language which resonated well with the ethnic background of the majority of the respondents who were Akans as compared with especially the low patronage of *Joy FM* and *Citi FM*. *Sweet Melody* known for its gospel orientation for people of the Christian faith comparatively had a high patronage than *Marhaba FM* an Islamic station in Accra because majority of the students as per data collected were more than their Muslim counterparts.

Most preferred gratification source and displacement effects

It panned out that only a few students had access to internet connectivity in which case they used especially social media such as Facebook and “Eskime” for communication and interactions with friends, YouTube for some special music and the internet for general research, the majority of students (for most of their gratifications) maintained their routine reliance on especially portable digital radio which they cited as comparatively more affordable. Other students who registered their dislike for radio however sought most of their gratifications from the television.

Students dislikes about radio in Ghana

The students' abhorrence for radio in Ghana stemmed from: too many ads on alcohol and condoms; too many interruptions of good music by radio presenters who usually talked while some music is playing; too many invectives allowed on air from callers during phone-in

segments especially political talk-shows and sports analysis programs; so much exaggeration and gossips by especially Peace FM; embellishment of news in especially Akan language which made reportage on rape and defilement sound rather entertaining and inaccessibility of some radio stations in the hinterlands.

What students would like to hear on radio

As to what would delight and attract adolescents most to radio, respondents called for an all-teen radio, a station whose presenters shall be only adolescents and promote young talented artistes; more educational talk-shows, particularly ones that offer the platform for practical lessons in Literature in English (not only Sciences); career guidance and counseling; more music and less news; avoidance of phone-ins into panel discussions, radio theatre and documentaries.

The study, hinged on four assumptions made different findings. The first was: *majority of adolescents in Ghana were likely to adopt advanced radio listening devices to access radio.* This assumption was informed by the postulations of Albarran (2002) that younger listeners are likely to use technological devices (more than adults) to access radio. The findings however did not support this assumption.

The second assumption based on the worry expressed by Craig, et al (2009) that the introduction of new media notably internet would lead young people to dump or use radio less: *adolescents in Ghanaian schools seldom listen to radio in recent time,* was equally rejected by the findings of the research.

Two of my assumptions were however affirmed by the study. The first: *that majority of the young adults seldom access radio with internet or computer due to lack of access and high cost of internet connectivity and internet cafes in Ghana* as reflected in the digital divide debate. It turned out that only few students who had access to internet were at times steered by radio to use the internet for research, to know more about certain topics and also for interaction on social media.

The other assumption supported by the research, that *music and entertainment were the most important gratifications sought by adolescents in Ghanaian High Schools*. This was based on previous study which pointed out among others that, due to the routine tension and stress from academic work most students depend on radio for emotional release.

5.2 Limitation and Recommendations

It is a truism that, every scientific study has some inadequacies or imperfections and this research was no different. Administering of questionnaires has the tendency of attracting all manner of responses that could be half-truths or fallacious from respondents. Simply put, due to the anonymity of this survey, the researcher had no way of ascertaining responses for accuracy save affirmations drawn from Focus Group Discussions. For instance, there was bound to be challenge with memory recall about how students accessed radio, thus the most preferred device for listening to radio; how often and where they listened to radio.

Secondly, the research limited the survey to only two out of about 608 Public High Schools in Ghana and so had small sample size that was skewed towards only first and second year students.

Future research should thus be extended to schools in the hinterlands outside Ghana's capital with much higher sample size which could probably result in different outcome. It is further recommended that, future study should investigate challenges facing radio stations in the technological environment of Ghana

6.4 CONCLUSION

This research undoubtedly provides enlightening insights into Ghanaian young adults' radio listening habits and preferences within the new environment of digital space. In conflict with earlier prediction that new media technologies would cause the demise of traditional radio, the emerging picture from this study demonstrates that, most adolescent students in High Schools view radio as the most cherished and reliable medium in Ghana because it is comparatively affordable and free.

Excessive interruptions of preferred programs with commercials and ads on especially alcohol and condoms however stands as one of the most disgusting experiences about radio listening among adolescents. Producers of radio in Ghana should therefore consider the strategy proposed by Ferguson, Greer & Reardon (2013) that, "stations with fewer commercials attained more listening." They could charge more for these commercials which could make up for the loss of revenue from airing fewer ads. Listeners might pay more attention to fewer commercials instead of long commercial breaks that tend to make the audience tune out more. The other most annoying experiences about radio as per the study include the use of invectives on radio by especially political talk show panelists and phone-in segments.

Radio stations in Ghana should be informed by these results to adjust themselves accordingly, in order to see how best they can serve and keep young audience tuning into their stations.

Radio in Ghana ought to find creative ways to remain relevant to adolescents. These may include but not limited to, having an all-teen; pidgin radio stations like radio “wazobia” in Nigeria, with adolescent presenters and panel only; and a 24/7 non-stopped music stations.

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APPENDIX

QUESTIONNAIRE

This study by Joseph Addo is being conducted to solicit your views on the *PERCEPTION AND USE OF RADIO IN THE INFORMATION AGE among adolescents in Ghana – A SURVEY OF ACCRA GIRLS' AND ACCRA ACADEMY HIGH SCHOOLS*. This is in partial fulfillment of requirements for the award of Master of Arts in Journalism. Your responses will be treated in confidentiality. Thanks for your participation.

1. Age: (A) 13-16 (B) 17-19 (C) Other.....
2. Gender: (A) Female (B) Male
3. Class: SHS (1) SHS (2) SHS (3)
4. Religion: (A) Christianity (B) Islam (C) Traditional (D) Other, please state.....
5. Ethnic Group: (A) Guan (B) Mole Dagbon (C) Akan (D) Ga Adangbe (E) Ewe (F) Other, please state.....
6. Kind of student: (A) Day (B) Boarder
7. Where do you
8. ou reside? State region and town.....
9. Do you currently listen to radio in the era of many media technologies such as computer, internet and television? (A) Yes (B) NO
10. If “Yes” why?.....

11. If “No” state why.....
12. How do you listen to radio? (A) through a Radio set (B) Mobile phone (C) MP3 (D) Tablet computer (E) Satellite receiver (F) Other, please state.....
13. Why do you prefer the device chosen in “12”? (A) because of its affordability (B) because of its portability (C) because of fun associated with it (D) because it’s easy to operate (E) Other, please state.....
14. If you prefer the radio set to other devices, state why.....
.....
15. If you prefer listening to radio through Mobile phones, MP3, Tablet computer or Car stereo, kindly state why.....
.....
16. How often do you listen to radio? (A) Once a week (B) Everyday (C) Other, please state.....
17. Where do you usually listen to radio? (A) At home (B) At school (C) In a car (D) At the internet café (E) Other, please state.....
18. What’s your main reason for listening to radio? (A) Information (B) Music and Entertainment (C) Education (D) Relaxation (E) Other, please state.....
19. What’s the name of your favourite radio station? (A) Uniiq/Radio Ghana (B) Joy FM (C) Radiio Gold (D) Citi FM (E) Adom FM (F) Peace FM (G) “Y” FM (H) Sweet

Melody (I) Obonu FM (J) Rainbow FM (K) "X" FM (L) Marhaba FM (M) Other,
please state.....

20. Why do you prefer listening to your chosen radio station in "19"?

.....
.....

21. What time of day do you usually listen to radio? (A) 12 midnight-5.a.m (B) 6.a.m – 10: a.m (C) 11 a.m – 2 pm (D) 2pm-6pm (E) 6pm-10pm (F) 11pm-12midnight

22. Why do you prefer listening to radio at the time stated above? (A) that's my free time (B) That's when my favourite program is aired (C) Other, please

state.....
.....

23. What will you say has been your main benefit from listening to radio?.....

24. Is radio in Ghana serving the needs of adolescents like you? (A) Yes (B) NO

25. If "Yes" why?.....

26. If "No" why?.....

27. What do you dislike most about radio in

Ghana?.....
.....

28. What would you like to hear most on

radio?.....
.....