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**EXAMINING THE INFLUENCE OF RADIO POLITICAL PROGRAMS ON
TERTIARY STUDENTS**

BY

NAME OF STUDENT: DOMINIC KISSI-YEBOAH (MAPR19102)

NAME OF SUPERVISOR: DR. KOFI AMPONSAH-BEDIAKO

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ABSTRACT

The study examined the radio political programs on tertiary students. The study employed the use of the uses and gratification and the agenda setting theory to try and understand the media consumption pattern of tertiary students and how the consumption of political programs on radio affect their political engagement. The study examines the work of other researchers and concluded that radio political programs are very significant in educating students on political activities and current affairs. The study also observed that radio political programs have the tendency of increasing students' ability to engage in political activities.

CHAPTER ONE

1 INTRODUCTION

This chapter is going to be the introductory chapter to the entire study. The chapter is going to entail the background of the study, research objectives and research questions and significance of study. It is going to help in identifying what the research is about and the type of question the research will be asking.

1.2 BACKGROUND

According to Kuewumi (2009), Radio has radicalized the face of human communication and ultimately become the public tool used to inform, teach, nurture and reform by way of “relaxation”, “reinvigoration” and “resuscitation”. Onabajio (1999) posits that radio is a tool used to effectively get message to a large number of dispersed people at the same time because it transcends the boundary of space and time. Kuewumi (2009) elaborated further by stating that, even though radio can reach a large and dispersed population at the same time, it is also able to connect with listeners on a personal level. According to him, the listener feels a great companion because they are discussing something very relevant, sensible, or personal to him/her. Onabajo (1999) explained this point better by arguing that, radio is a vehicle for projecting personality which is able to attract and hold audience.

Radio in the developing world according to Onabajo (1999) is cheap and can be afforded by almost everybody. Maina (2008) reports that in Kenya, 89% of adults get news and information

from radio programs. The Kenya Audience Research Foundation (KARF, 2011) as cited in Maina (2013) explained that Radio listenership is high when being compared to Television, Newspaper and the Internet respectively whiles Pew Research Center (2011) on the other hand suggests that many people continue to source online platforms when discussing the news especially those around the age 18 to 30. Mu-azu (2017) also argued that the targeted group age of most FM stations are between the age group of 18-35. Reyes et al (2012) in their submission explained that the younger generation are more exposed to new technology which even allows for radio to be on their phones which means that they can prefer to listen to their preferred radio station/ program anytime.

Across Nigeria, FM radio broadcasting stations are becoming more and more establish, driven by private sector participation in ownership and funding and easy to set up with compact equipment (digital radio transmitter and receiver) and infrastructure (Osazee-Odia & Ojobor, 2017). This is similar to the case of Ghana as Mu-azu (2017) argued that Ghana had 412 FM radio. He therefore stated that this is so because of the democratization of the space and also the emerging new social class who are very much interested in information.

Mu-azu (2017) explained that the proliferation of radio station has given listeners the chance to choose a variety of many stations which is also causing a strong competition among these stations. The study suggests that in the northern part of Ghana, 24% of air time is devoted to music based programmes, 32% to cultural programmes, 23% on religious programmes and 21% on news and sports (Mu-azu, 2017). The findings further indicated that talk shows on pertinent

issues of national interest also generate large listenership. The data again showed that listenership always rise between the hours of 7:00 am – 9:00 am during this stage a lot of the things discussed on radio are issues pertaining to national interest (Mu-azu, 2017).

The Africa Development Research Series (2011) in their studies analyzed that, about 96% of their respondent said that they listen to radio program at least once a week. Ngechu and Peter (2008) also argued that farmers are influenced to adoptions agriculture and health knowledge and skills when listening to radio.

KariKari (1994) observed that most of the radio stations in Ghana use one of the six major languages (Akan, Dagbani, Ewe, Ga, Nzema and Hausa) though the country has about 40 languages. Gathigi (2009) in Kenya, Vernacular radio stations have the highest listenership, listener also tune to national English stations.

1.3 Justification of the study

Rai and Gurung (2009) argued that, in Nepalese, radio and newspapers contributed to the media in which many people listen to or read from for information on politics. The media helps to explain the government's goal and policies whereas the public also try to make meaning out them. Tetey (2012) also noted that the media provides forums for accessing thoughts in political broadcast messages for political education. He also observed that the media also serves as a watchdog for political accountability. Walters et al (2011) adds that radio can make a significant change in a community's life.

Many articles have exploited the influence of radio on its listenership. Mania (2013) studied the frequency of listenership of radio broadcasts message by primary school pupils and teachers in Municipality South Division of Nyeri Central District. The main objective of the study was to measure radio listenership by pupils and teachers in Municipality South Division of Nyeri Central Division in Kenya. Osazee- Osia & Ojobor (2015) also explored University student's behaviour on FM radio programs and also the gratification being derived in Nigeria. Ajargbu, Akintayo & Akinjiyan (2015) conducted a survey on radio listening habits of university students and their attitude to programs. In 2017, Mu-azu also published the proliferation and impact of FM radio in Northern Ghana. There has been a lot of research on radio programs and its influence on listeners.

This study will look into the effect of radio political programs on tertiary students. The study will employ the uses and gratification and the Agenda setting theory into trying to understand some of the concepts and phenomenon in these study. Research into how political programs affect students are is very much important to the political development of the Ghana. It is important that we understand the political engagement of the youth and how the media is contributing to that effect.

1.4 OBJECTIVES

The objectives of the study are going to be divided into two parts, the general objective and the specific objectives.

General Objective

The General objective is to examine the influence of radio political programs on tertiary students.

Specific Objectives

1. To examine the type of programs students mostly listen to.
2. To determine the number of times students listen to political programs on radio.
3. To identify the type of station they mostly listen to.
4. To know how radio political programs increase students engagement on political issues.

1.5 RESEARCH QUESTION

1. What type of radio programs students mostly listen to?
2. What radio station does students mostly listen to?
3. How do radio political programs increase student's engagement on political issue?

1.6 DEFINITION OF CONCEPTS

Radio broadcast: The transmitting of radio waves to the general public.

Radio listenership: The time spent while listening to radio

Message: Information transmitted by words from one person to the other, or to a group.

Audio Technology: Sound transmission device that is used to relay information from the radio station to the audience

Radio Content: The items or topics that are mostly discussed on radio.

1.7 SIGNIFICANCE OF STUDY

This study is first and foremost going to add up to existing literature on the influence of radio political programs on tertiary students. Radio is classified as one of the most important channel of communication because of its level of influence. Scholars like Osazee-Odia & Ojobor (2017), Mu-azu (2017), Ajargbu, Akintayo & Akinjiyan (2015) and many others have tried to look into how radio influence tertiary students across various institutions in Africa. This study as stated earlier is going to contribute to knowledge and add up to the literature on the influence of radio political programs on tertiary students.

The study is going to help in the political communication strategy of political parties and also help the media in generating content that will seek to educate and inform young voters on political activities within the country. This study is going to be very useful to campaign managers of political parties and individual politicians as to how they can strategize their communication and also how they can get stir the interest of the youth to politics.

The study is going to adopt the use of the uses and gratification theory into studying student's consumption pattern of radio programs. This is going to help us into understanding the motives and reasons why students listen to radio and also why they choose to consumer other programs. There is also going to reinforce the importance of radio as a mode of communication. Traditional media such as radio have been threatened by the surge of new media and its effect on contemporary communication. I believe that findings from this study are going to help reinforce the significance of radio broadcast and its relevance to political engagement.

1.8 CONCLUSION

The chapter gave us an overview of the background, statement of the problem and research objectives and question. The main objective of the study is to examine the influence of radio political programs on tertiary students using GIJ as the case. The study also discussed the significance of the study and the justification of the study. The study as stated earlier is going contribute to existing knowledge on the importance of radio as a medium and also establish the motives why some tertiary students listen to the radio.

The next chapter is going to review existing literature on the influence of radio political programs on tertiary students. It is going to define the theoretical framework, conceptual framework and the empirical studies.

CHAPTER TWO

2.0 INTRODUCTION

The chapter two reveals literature on related studies and also provides us with theoretical underpinnings for the study. The chapter two looks at the theoretical and conceptual framework of the study. It also looks empirical and critics of related studies. The final part of the study examines how previous literature will influence the research.

2.1 CONCEPTUAL FRAMEWORK

The conceptual study is going to help us define the basic concept for a better appreciation of the topic title. It is also going to give us insight of how other scholars have defined certain concept in the study and how we can design a framework for it in the study.

2.1.1 Political Participation

Verba et al (1995) as cited by Larkin & Were, 2013; p.17) conceptualized political participation by stating that any “activity that has the intent or effect of influencing government action- either directly by affecting the making or implementation of public policy or indirectly by indirectly by influencing the selection of people who make those policies” Bucy and Gregson (2001) also added to the debate by stating that any “interactive political experiences that occur either via cable channels and over the airways are deemed every bit as ‘real’, useful and important as their non-mediated corollaries” (p. 269). Delli Carpini et al (2004) also argued that public talk, interpersonal discussion on political issues are all forms of political engagements.

2.1.2 Political Knowledge

Delli Carpini and Keeter, 1993) conceptualized political knowledge as knowledge of political facts. Eveland and Hutchens (2008) explained further by stating that it involves “political awareness, political expertise and at the furthest end of the spectrum, political sophistication” (Larkin & Were, 2013; p. 19).

Larkin & Were (2013) argued that while it is difficult to measure political knowledge, researchers try to work their way around it by either measuring based on survey questions about political representatives or systems, or self-ratings of levels of knowledge on specific political “issues” (p. 20). Gajora, (2012) argues that this method is not necessarily right. Since perceived knowledge does not actually correlate with knowledge.

2.1.3 Media and political participation

Many researchers (Eveland and Scheufele, 2000; Kim et al, 1999; McLeod et al, 1999a; de Vreese and Boomgaarden, 2006; Zhang and Chia, 2007) have sought to investigate the relationship between the media and political participation. de Vreese and Boomgaarden (2006) argued that exposure to high level of political content by the media can contribute to voting behaviour. McLeod et al (1999a), (1999b) and Zhang & Chia (2007) all argued that exposure to political content in the media can increase individuals political participation and engagement. Leeson (2008) also added that in countries where media freedom is low, there is an equal possibility of low political knowledge, political participation and engagement.

In a cross-sectional study on news exposure and political participation, Jung et al (2011) found that exposure had a significant association with political participation through its impact on political discussion, political knowledge and efficacy.

2.1.4 Radio Political Programmes.

Iwu (2006) argued that radio is a very powerful medium for mass communication because of its ability to send information to a large disperse population regardless of the location. Ajaegbu, Akintayo & Akinjiyan (2015) explained that radio is an effective instrument in getting messages across to a large people at the same time. Onabajo (1999) also added that Radio can persuade and influence audiences thereby contributing to building a national consensus. Ajaegbu, Akintayo & Akinjiyan, (2015) conceptualized radio as a vehicle for projecting personality that attracts and holds an audience. Radio provides information about happenings in our immediate environment. Radio also encourages listeners to learn more about entertainment, education and politics. Radio is also considered to be very accessible, dependable and cheap (Iwu, 2006; Ajaegbu, Akintayo & Akinjiyan, 2015; Osazee-Odia & Ojobor, 2017).

Mu-azu & Shivram (2017) argued that the growth in radio in Ghana can be associated with media pluralism and the emergence of a new wave of social class who are very much interested in information and the growth of technology. They stated that despite the proliferation of radio in Ghana, Public owned stations are being overshadowed by private outlets because of their innovative and creative method of operation.

In their studies, it was established that almost 70% of their respondents agreed that they use mobile hand-set to access radio. The study also revealed that majority of the growth in listenership is as a result of the increase in patronage of public transportation and also private transportation. 80% of the respondents agreed that they have cars and they mostly listen to radio in their cars on their way to work or when they are going to home from work (Mu-azu & Shivram, 2017 p; 3).

Their study revealed that in Tamale Metropolis, where their study took place, majority of radio listeners are between the ages of 15-59. While the most active age group is between the ages of 18-35. The study also revealed that most radio stations' prime time includes 7:00 am -9:am in the morning, 3:00 pm – 5:00 pm and 7:00 pm – 9:00 pm. They indicated that most of their programmes in the prime time are mostly focused on developmental issues including health, education, farming information, policies and governance. These programmes are mostly talk shows involving the interactions of experts and local political leaders.

The study however observed that most private media do not always act professional and ethically. They stated that most private FM do not always perform at the optimum but rather maintained some good ties with the power class, businessmen and industrialists and politicians. The FM mostly depends on the media for survival through advertisements. The study also revealed that another limitation is that some of the local stations use vulgar languages.

2.2 THEORETICAL FRAMEWORK

The theoretical framework is going to help us understand the theoretical underpinning of the study. The theories the study intent to use are the Agenda setting theory and the Uses and Gratification theories. These theories are going to help us understand most of the concepts of the study and how do analyze them. The theoretical framework is going to connect the reader to existing knowledge and guide them through the analysis. This framework is going to also provide us with focus and guides the researcher on how to measure and define scope.

2.2.1 Agenda setting

The Agenda setting theory posits that mass media has the capability to influence what we think about. The theory can be traced to the 1970s when McCombs and Shaw (1972) decided to study the media influence on voter's opinion on the presidential campaign of 1968 (Zain, 2004). The theory seeks to discuss how the media influence can make certain issues of public concern. Littlejohn and Foss (2009) stated that the theory looks at the relationship between the emphasis the media put on certain issues and the public reactions or attribution towards the said issue.

Cohen (1963) however argued that mass media do not necessarily have the ability to change opinions but they can contribute greatly to influencing the audience's perception, values, focus and priorities (Zain, 2004). Research on the theory seems to focus mainly on who is involved in setting media Agenda's, what the media agendas are, and the extent of influence by media frames. McCombs & Shaw (1993) argued that media agendas are mostly set by public agenda

and public interest. They argued that because of competition and marketing reasons, media houses are somewhat forced on giving the audience what they want to see. The mass media are in most cases obliged to listen to the demand from the public this will help them attract audience to their network (Krugman, 1963). Some researchers (Walgrave & Aelst: 2006; McCombs and Shaw: 1993; Roberts & McCombs: 1994) also believe that media agendas can be set by politicians and public relations practitioners.

Everett Rogers and James Dearing (1988) argued that agenda setting in connection with the media stands with other three agendas; that is; public agenda, media agenda and policy agenda. Policy agenda is from the government and mostly policy makers. The media can sometimes decide to lead the charge on issues to set the agenda for that might dominate public opinion and public perception. An example in Ghana will be the #StopGalamsayNow campaign by the media. Public agenda will be the type of issues normally raised about citizens which is picked by the media. The internet in this case has made it possible for citizens to also take charge and lead in setting agenda for national discussions.

2.2.2 Uses and Gratification theory

Uses and gratification theory examines how individuals use mass media. The theory posits that an individual consume media content that seeks to fill their felt needs.. Cummings (2008) explains that the theory examines why people use media and what they gain from putting forth the effort and energy to do so. According to Universiteit Twente (2004), there are three assumptions in developing the uses and gratification theory. They are; to explain how individuals

use mass media to gratify their needs, to discover the motives for individuals media use and to identify the consequence of media the individuals media use.

The model seems to oppose the notion that audiences are passive and susceptible to anything the media provides us. Uses and gratification theorist see audience as very active and capable of making informed decisions on the type of content they wish to consume according to their needs and wants (Blumler and Katz, 1974). As stated earlier by Papacharissi (2007) Uses and gratification theories mostly tend to examine motives, social and psychological antecedents and cognitive, attitudinal or behavioral outcomes.

Motive is conceptualized by Rubin, Perse, and Barbato (1988) as the intensions behind media consumption, whether for pleasure, affection, inclusion, relaxation and escape. The also defined social and psychological antecedents as the mediation concept that influence the selection of medium content, amount of media and the possible outcomes of media experience.

2.3 EMPIRICAL STUDIES

2.3.1 Why do students listen to radio?

Lazarsfeld (1940) as cited in Garfinkel (1987) argued that there is a correlation between programmes preference and demographic characteristics of listeners (i.e gender, age, urbanization, economic class, amount of time individual spends listening to radio). People listen to radio for different reasons. In a study conducted by McClung, Pompper & Kinnally (2007), some reasons why people listen to radio was revealed. They noted that students listen to radio either because of excitement, entertaining, relaxation, helping to forget about school and homework. Some people also listen to radio because according to them, it helps them learn, others also rely on radio to put them in a good mood.

Thomas (2011) also cited a report by Radio Advertising Bureau report on radio listening habit in the UK which also reported that, people regard radio as a lifestyle support system, they discovered that majority of their respondents sees radio as a major mood booster. Ajaegbu et al (2015) discovered that Redeemers University Students listen to radio because of entertainment and up-to-date information. The study revealed that students' decision making ability was further influenced by the programme content. In University of Nairobi, Mogamsi (2016) discovered that students listen to radio via their Mobile phones. They revealed that they mostly listen to stations that play music and also educational programs. Tuffy (2014) also agreed that people listen to radio for satisfaction relating to education and entertainment. He however also revealed that people listen to radio for counseling.

Cheatham (2012) cited Mendelsohn (1964) who also identified some motives for radio listening. He cited that companionship, boredom, news and information, altering mood as among the reasons why people listen to radio. A lot of authors (Ajaegbu, Akintayo, and Akinjiyan, (2015), Cunsolo (2016), Liman, 2016; Nwabueze, 2017 in Nigeria) all agree with the assertion that many radio listeners listen to gratify their need for information and entertainment. Kwacha (2012) also revealed in his findings that majority of the radio listeners in Ghana also listen for up-to-date information.

2.3.2 Radio programs student prefer.

Ajaegbu et al (2015) argued that students mostly listen to the radio for information and also entertainment. Mogamsi (2016) also revealed in their study that university of Nairobi students listen to radio mostly for educational programmes and entertainment programmes. Tuffy's (2014) study wasn't only limited to tertiary students but concluded in that people listen to radio for entertaining, educational and counseling programs. Cunsolo (2016) also discovered that most people mostly listen to contemporary music and news (both global and International).

Most of the literatures argues that most people listen to entertainment programmes and news form information. Oliveira, Portela, & Santos (2012) argues that listeners make their own interpretation of radio programmes. Ismaila (2013) also explained that many listeners are loyal to their favourite stations and are often turned for long periods to a station.

2.3.3 How do radio political programs increase student's engagement on political issue?

Ross (2004) argued that an interest in mediated politics is often prompted by an interest in media effects, exploring how listeners, viewers and readers are influenced by party political discourse to change their attitude and behaviours. There have been many researches done on mediated political programs and its effect on political engagements. Yaseen, Mamdani and Siddiqui (2018) argued that mass media and the news are capable of shaping individual's perception of the world and how they view and understand politics. The mass media is very critical to raising awareness and encouraging political participation among citizens. The survival of any democracy depends on active citizens who are aware of the political process and governance process (Anwar & Jan, 2010).

According to Print (2007) as cited in Badaru and Adu (2020) there are three main agents of political education that influence the participation of youth in politics. The first one is family. The family the child is coming from is the first point of socialization and a politically conscious family is likely to influence the youth into engaging in some political activities. The second is the exposure to the media. According to Print (2007) political programmes in the media can trigger interest in participation in politics by youth. The media as stated earlier in most cases helps the youth define reality,(i.e helps decide what to think about) thereby shaping public opinions and public perception. The third agent is the school. Learning and involvement themselves in political activities in school can help youth gain interest in politics.

O'Neil (2009) also agreed that media is the transmitter of information and provides us with a platform where public participation takes place. Watching the television and reading the newspaper are important determinants of political education and participation in public politics (Shahid 2013; Möller and De Vreese 2013; Mbabvu 2017; Badaru and Adu, 2020).

According to Badaru and Adu (2020), the media has made it possible for the youth to become active participants in the politics. By creating avenue for debate and constantly highlighting political activities, the media has made the youth aware of political activities thereby triggering their sense of political engagement and participation (Pesak, Kenski, Romer & Jamieson (2006). Anwar & Jan (2010) argued that radio, television and newspaper are the most preferred for source of political information. Möller and De Vreese (2013) later added the internet.

Möller and De Vreese (2013) and Gibson, Lusoli and Ward (2005) argued that the internet has dramatized political engagement and participation creating a level grounds for everyone to voice out and be heard. The Internet has created the opportunity for the youth to even become active participants of political discourse. In 2013 Dery and Poupiel discovered that radio is the main source of information for most students followed by television and the Internet. Owusu et al (2018) also came up with a finding that seems to suggest that the Internet is the leading source of information among some 200 students from the University of Ghana.

2.3.4 How the theories and other previous literature will influence the study

This part of the study is going to explain how the two theories relate to the study and how we can use the theories to analyze the results we get from this study.

As stated earlier, Agenda setting theory helps us analyze and measure the extent of media influence on our perception and opinion about issues. As stated by Littlejohn and Foss (2009) the theory is going to help analyze how the media focus on certain issues and how that issue is perceived by the public. The study is analyzing the effect of radio political programs on the tertiary students. The study is going to analyze the relationship between radio political programs and how it affects students political participation and engagement. This theory is also going to help us understand trends in media use and why media consumers will prefer some contents to others. With respect to the topic, this theory is going to help why most tertiary students listen to radio political programmes and how that decision affects their political participation.

Osazee-Odia & Ojobor (2017) explored university students listening behaviour of FM radio programmes using Delsu FM in Nigeria. They employed the use of quantitative methodology by issuing 200 questionnaire. Ajaegbu, Akintayo & Akinjuyan (2015) also studied listening habits among university students and their attitude towards programmes. They also used about 400 questionnaires and found out that radio stations influence students attitude to programmes. Badaru & Adu (2020) also investigated the influence of media use on university students' political participation in South Africa. Their study employed the use of mixed methods in the collection of data. They used stratified random sampling technique and also semi- structured

interviews. Of the 372 participants, 243 (65.3%), 124 (33.3%), 160 (43.0%), 81 (21.8%) reported the use of the internet, newspaper, television, and radio respectively for political information on a daily basis. The study established that there is a strong and positive relationship between students' mass media use and their participation in politics. They there for recommended that political education through mass media is very important improving student's engagement in politics.

The examination of related literature is going to help me analyze the trend in media use and political participation of students. Research from other literatures will help me examine how other researchers studied the relationship between media use and political engagement by tertiary students and also how they all measure the effect/ influence of political programs on political participation by students.

2.4 Conclusion

This chapter as stated earlier reviewed existing literature related to the topic at hand. It tackled the theoretical framework, conceptual framework, and the empirical framework. It also tacked some critics of related studies and also looked at how previous literature will influence the study. The study also employed the use of Agenda setting and Uses and Gratification theory as the backbone of the study.

Chapter Three

3.0 Introduction

This chapter is going to discuss the proposed mode of research. The chapter gives an overview of the methodology used in the study and the techniques used to conduct the research. I am also going to discuss why I used such methodology and also highlight the potential limitation of the proposed method.

3.1 Methodology

This study is going to examine the influence of radio political programs on tertiary students. To be able to achieve this; we are going to investigate the type of programs students mostly listen to, determine the number of times students listen to political programs on radio, Identify the type of station they mostly listen to and to also understand how political programs increase students engagement on political issues. To be able to achieve all these objectives, the study employs the use of mixed methods in the collection of data. Mixed method employs the views of both positivism and interpretive social science approach in data collection and analysis.

Gunter (2000) argued that in interpretive social science, people convey subjective experience through texts and a critical look at the text would reveal a person's inner feelings and motives. He proposed that in interpretive social science, researchers spend numerous hours in direct personal contact with the respondents. Researchers mostly also analyze transcript of conversations or study videotapes of behaviours in extraordinary detail, analysis of non-verbal

and verbal communications. In qualitative methods, data collected are impressionistic rather than numerically defined.

The interpretivists believe that social life is based on social interactions and socially constructed meaning (Gunter, 2000). They believe that people have internally experienced sense of reality as (Gunter, 2000). This subjective sense of reality is their interpretation of reality. To be able to understand how political programs increase students' engagement on political issues, I believe that it is appropriate to adopt the interpretative approach in dealing with the data. I am going to use the qualitative method of data collection to gather and interpret data.

Positivism is associated with quantitative research. They turn to use experiment, surveys and statistics in the collection and analysis of data. They define social science by analyzing the causal relationship between phenomena. According to Gunter (2000), the explanation of human behavior must comply with and be supported by the facts. These facts are obtained through empirical research techniques and analysis. Positivists are mostly interested in objective measurement and the analysis of phenomenon numerically. In order to determine the number of students who listen to radio and also the program students listen to the most; I am going to use the quantitative methodology to explore the data. The use of survey will help identify the number of students who listen to political programs on radio.

Osazee-Odia & Ojobor (2017) in their study to investigate listenership of Radio FM programmes adopted the Quantitative method of data collection. Ajaegbu, Akintayo & Akinjiyan (2015) in investigating radio listening habits among university students and their attitude towards programmes also used the descriptive survey method. Badaru & Adu (2020) employed the use of mixed methods when investigating university student's media use and political participation in South Africa. Dery & Puopiel (2013) used mixed method to obtain data to study radio in the upper west and political education of students in the University for Development Studies.

The combination of both qualitative and quantitative methodology provides insight and expanded understanding of the research problem. Mixed methodology is going to occur in all the three phases (thus; data collection, data analysis and interpretation of data). The review above also suggests that many scholars who were investigating media influence on audience used the mixed method. The objectives of the research stated that the research should be able to determine the number of students who mostly listen to radio political programs and also to investigate the influence this has on their political engagement. To be able to achieve this objectives it is important that the study employs the use of surveys to gather data on the number of students who listen to radio political programs and also analyze the link between radio exposure and political engagement among tertiary students and also to deeply understand the reasons why student listen to political talk shows on radio, it will be best to use a focused group discussion to engage students.

From the research question, we have two explanatory questions and two explorative questions. This means that we are going to use the quantitative methods before using the qualitative methods. The quantitative and qualitative data are collected separately but work together to answer the research questions. The quantitative method is going to employ the use of surveys in their data collections and would be analyzed using statistical tools such as SPSS/ PSPP. The qualitative methodology would also employ the use of focused-group discussion in the collection of data in trying to understand students view on radio political programs and how they think this affect their political engagement. The data would be analyzed using thematic observation.

3.2 Challenges

One major problem I believe I will face is the ability to work within time. Mixed method uses a lot of time in data collection, interpretation and analysis. This is because the researcher id going to combine two methods and work on them concurrently. To be able to effectively work on my study and finish in time, it is advisable to start early and make sure I create for myself tight schedule and strict deadlines which I must concur to.

Another challenge is the ability to determine which method should be mostly used and why. Both of the methods are very important to the study and also to answering the research question. The main objective seeks to examine the influence of radio political programs on tertiary students. This means that I would have to delve deep into some factors that influence them to listen to radio political programs. So, inasmuch as quantitative methodology can help us answer some of the major research question, it is appropriate to use qualitative methodology more for in-depth understanding to the phenomenon under study.

3.3 Conclusion

The study is going to employ the use of mixed methods in the collection and analysis of data. The study is going to use survey in determining the number of students who listen to radio and the type of programs they listen to. Survey is also going to help know the number of students who listen to political programs. The study is going to employ the use of SPSS/PSPP in the interpretation of data.

The study is also going to use focused group discussions in understanding the reasons why students listen to political programs and also how political programs influence their political engagement. The study is going to employ the use of thematic observation in the analysis of data.

Chapter Four

4.0 Introduction

This chapter represents how the study contributes to knowledge and the outcome of the contribution of the study. This chapter also discusses how the research is innovative and original.

4.1 Relevance of the study

The study affirms the relevance of the uses and gratification theory in understanding media consumption pattern of students and how students use information obtained from the media. It helps us understand why student listen to political programs on radio and the benefits and functions which are derived from listening political programs. Osazee-Odia & Ojobor (2017) in trying to understand the listening behavior of radio programs by university students in Nigeria used the theory to examine consumption pattern and motives. The study highlights the understanding of why students in Ghana listen to radio political programs and how it affects their political engagement.

The study helps us understand the importance of radio and radio political programs in political education and engagement of the youth. Osazee-Odia & Ojobsor (2017) asserted that the listening habit of radio programs indicate that students are prone to information acquisition for the advancement of knowledge in terms of self-development and building confidence. Ajaegbu, Akintayo & Akinjiyan (2015) in accessing the radio listening habit among students and their attitude towards programs concluded that responds from Redeemer's University students in

Nigeria suggests that radio plays a significant role in their lives. This study helps us to establish why student thinks radio is important and the role it plays on the political education and development of the youth.

4.2 Recommendation

This study adds up to the empirical contribution of the debate on the influence of radio on tertiary student and their political engagement. Badaru & Adu (2020) argued that mass media has contributed significantly to the political education of university students and has foster the active participation in the political process. Their studies help establish the fact that mass media as the political educator. Mu-azu (2017) asserts that radio discussions creates civic awareness and provides room for political discourse which is geared towards socio-political integration and national development. This study also will contribute to academia and also serve as a point of reference for political communicators and students who wants to understand the influence radio political programs have on tertiary students.

The study recommends that future research focus on non-tertiary youth. Tertiary students alone do not represent the entire youthful population of the country. To be able to fully understand the opinion of the youth in the country, and why they listen to political programs, it is important to focus on the youth in general.

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