

## **STUDY ON ROLE OF RADIO FOR RURAL EDUCATION IN PAKISTAN**

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### **ABSTRACT**

Radio is a mean not only for information and entertainment but also for education. Radio is being used for educational purposes all over the world. In Pakistan it is also a medium of communication. Pakistan broadcasting corporation has started broadcasting educational programs of Allama Iqbal Open University. There is no denying the fact that educational broadcasting in Pakistan is being run successfully.

The rural population of the country is getting benefit from the educational programmes of the radio. The main aim of the study was to examine the effectiveness of educational radio and its various strategies being applied for rural education. The study was delimited the radio listeners, radio producers/comperes and social workers/opinion leaders. The masters list of listeners was obtained from Radio Station, Hyderabad. The second sample was radio producers/comperes whereas the third sample was social workers/opinion leaders. The tool used in this study was questionnaires.

It was found that the majority of the listeners possessed radio sets and was getting benefit from the educational programmes of radio. The programmes were informative and motivating. The strategies of radio for rural education were appreciable because these infused mobility, widened horizon of rural people and focused attention on the goals and problems of rural people.

It could be used to enhance literacy (through distance and non-formal education).the producers/comperes were found keenly interested in their job. It was revealed that priority was given to education and rural development programmes of radio. Programmes needed detail and summary at the end. Furthermore language was not easy. Mobile radio station was needed for rural educational programme to cater to the needs of far flung areas. School broadcast (distance and non-formal teaching) was the need of the day. Social workers/opinion leaders opined that there was need of developing self reliance. Radio provides guidance to rural people in solving the problems of rural development. They felt the need of starting school broadcasting .radio was being utilized for apprising villagers with their problem. There was need of maintaining more educational programmes.

Rural programmes were to be in mother tongue. It was recommended that for educational purposes Radio Pakistan and AIOU may produce programmes which have their strong links/roots in the surroundings of the rural people.

Radio schools like Interactive Radio instruction (IRI) may be used for effective teaching learning process in rural areas. Time of educational programmes should be enhanced. Programmes like radio rural forum may be started as well as open broadcasting should be adopted for rural development programme.

**Keywords:** Radio, Rural Education, Distance Non Formal and Continuing Education

## **LITERATURE**

The role of information media with specific reference to rural development can only be defined from the scope of rural development activities. The primary purposes of information transfer in the context of rural development are to bring about a change in the quality of the life of rural people.

The utility of radio as a media of information transfer for assisting development in particular rural development has been established world wide. Radio can be used to assist the activities of development workers. There are several ways in which the technology of communication media can be used to further the education. In a number of countries, educational radio and television programmes are being used to supplement formal classroom education.

Education programmes regulate broadcasting for those who have a certain amount of education or are, at least, literate. Such programmes broadcast of regular and convenient times enable those who are not in a position to continue education to supplement their knowledge.

Radio may be used to provide basic education to disadvantaged adults in a community. Mohanty, J. (1986, p.1) mentions that "educational broadcasting is required to be a potential instrument of educational advancement and an integral component of educational inputs in traditional as well as distance education or other alternative learning systems for different categories of learners". Radio communication is one of the fastest, powerful, inexpensive and in many countries the only way of communication with rural people. It reaches people of all cultural, social, educational and economic levels very quickly.

Hasan and Khurshid (1994, p. 225) has depicted Pakistani scene saying that, "The bulk of population of the country lives in rural areas where facilities in the field of education are very scanty and limited. Unlike the printed words and other media of communication, radio enjoys the unique advantages of reaching the far flung areas and message can be easily understood by every one as it requires no prior standard of education and knowledge".

Radio has enabled millions of villages to receive information of all kinds. Radio and television are extensively used in distance and non formal education, in both advanced and developing countries. The advent of modern technologies could not alter the role of radio especially for rural areas. Its importance is as it was forty years ago. In late seventies Schramm, W. highlighted the scope of radio, " If mass media or equally potent and rapid means of information were not available, it would be utterly impossible to think of national, economic and social uplift attached to such development today".

There are several strategies from which any suitable strategy is to be chosen for desirable change. Before choosing any strategy there is a need of knowledge about the interests, needs and desires of the target population. Radio programmes are required to carry out the strategy having order and purpose.

Rural development activities are usually organized by government through their information services, ministries and other statutory bodies.. They normally take the form of literacy programme, agricultural extension project, health services. Radio uses different strategies for broadcasting. Rajasundaram (1981,p.49) has given following strategies:

**Table: 1**  
**Strategies for radio broadcasting**

<b>Strategy</b>	<b>For whom</b>
<b>Open broadcasting</b>	<b>the unorganized and general audience</b>
<b>Instructional radio</b>	<b>the organized listening group, specific audience, supported by other media channels. Related to a formal curriculum.</b>
<b>Radio rural forums</b>	<b>the listening group, organized and specific audience. Objective of broadcast is to stimulate group discussion.</b>
<b>Radio schools</b>	<b>the non-formal learning group. Related to formal curriculum.</b>
<b>Radio and animation</b>	<b>the participating group; open broadcasting but production is more or less in the hands of non broadcasters(a section of the audience). Use of the medium as feedback channel is important component.</b>

The system of education suffers from many problems. These include illiteracy; drop out, short of female teachers in rural areas. Pakistan Broadcasting Corporation covers 98% geographical area of the country. Majeed (1985) mentions that "radio has the unique distinction of being the first major electronic technology to be introduced to the largely illiterate rural population in early sixties. Radio was seen as a source of information through mass bulletins and radio talks especially geared towards the rural masses". To effect change in the attitudes, beliefs and traditional ways of the thinking of the villagers and to remove illiteracy, superstitions and misconceptions in rural areas about things radio programmes played an important role. Radio is very commonly used both in urban as well as rural areas. Hence the programmes of PBC cover most of the aspects of rural development. On the other hand Allama Iqbal Open University (AIU) which is one of the mega universities in the world telecast its programmes on radio. It has very good track record in this regards. Siddiqui (1987) pointed out that radio is fulfilling needs of the students of rural areas.

### **OBJECTIVE OF THE STUDY**

The objectives of the study were to:

- Investigate the role of radio in rural education
- Asses strategies of educational broadcasting

- Evaluate the role of media in education
- Identify problems involved in the use of radio for rural education
- Suggest possible solutions for the identified problems

## **METHODOLOGY OF THE STUDY**

The major focus of the study centered on the effectiveness of radio broadcasting. Various aspects of rural education were analyzed and major indicators were identified in order to investigate the effectiveness of rural broadcasting in Pakistan. This study used a survey approach to look at coherent aspects of effectiveness broadcasting in rural education, objectives, practices and approaches for radio programmes, radio broadcasting in Pakistan. Keeping in view the nature of the problem, descriptive i.e. survey type of the study was considered appropriate.

According to Best (1992, p.76) "A descriptive study describes and interprets what is. It is concerned with conditions or relations that exist opinions that are held, processes that are going on, effects that are evident and trends that are developing". Three questionnaires were utilized as research instrument.

### **Instruments and their development**

The survey method gathers data from a relatively large number of cases of a particular time. Hence, in order to collect the data from the field. Questionnaires were used which generally consisted of a number of statements for the measurement of the variable of the subject under consideration. For the study, three questionnaires were developed and used.

- Questionnaire for radio listeners
- Questionnaire for radio producers/compare
- Questionnaire for social workers/opinion leaders

Likert method of summated rating was used because the respondent course easily expresses definite formalness or favorableness to a particular point of view and that the number of favorable statements is approximately equal. Each closed ended statements provided description of five levels, namely:-Strongly agree (SA), Agree (A), Uncertain (UNC) ,Disagree (DA), Strongly disagree (SDA). Regarding likert scale, Sindhu (1987, p.186) defines that: The likert scale uses items worded for or against the proposition, with five point rating response indicating the strength of the respondent's approval or disapproval of the statement. This method removes the necessity of submitting items to the judges for working out scale values each item.

### **Questionnaire for Radio Listeners**

This questionnaire was concerned with gathering factual information about the radio listeners with respect to:

1. Profile to listener
2. View on the programmes of radio
3. Timing of the radio programmes
4. Purpose of radio
5. Benefits of radio
6. Problems regarding radio programmes and suggestion on radio programme
7. Rural broadcasting

### Questionnaire for Radio Producers Compare

This instrument was concerned with gathering information about the radio and producers/compares themselves and their professions with respect to:

1. Profile of producer/compare
2. Role of radio
3. Purposes of radio
4. Categories of radio progress and their timings
5. Rural broadcasting
6. Problems involved in radio progress and the suggestion

### Questionnaire for Opinion Leaders/ Social Workers

This instrument was concerned with gathering information and opinion of leaders about the products of various programmes of radio in Pakistan on the basis of their actual performance in rural development. The instrument was divided into sections encompassing:

1. Profile of opinion leaders/ social workers
2. Purpose of radio
3. Radios utilization in rural development
4. View on existing programmes of radio
5. Problems involved in rural broadcasting and their solutions

The research was carried out as under:

### Population

The population of the study consisted of (i) 1200 radio listeners, (ii) 80 radio producers/compares and (iii) 330 social workers/ opinion leaders.

Sample Group	Sample size
Radio listeners	800
Radio producers/compares	50
Social workers/opinion leaders (these were affluent Persons earning social, political, educational and Economical status in the community)	300

The study intended to focus on the role of radio in rural education. Hence, the population was scattered in rural settings, male and female cohorts covering wide strata radio listeners, radio producers/comperes and opinion leaders/social workers. Manageable sample was therefore selected through necessary stratification and randomization to make it truly representative.

Table: 2 Details of sample

S.No.	Category	Total populatio	Target	Total covered	% age
1.	Radio listeners	1200	980	800	66
2.	Radio producers/comperes	80	65	50	62.5
3.	Opinion leaders/social workers	330	330	300	75

## **PROCEDURE FOR SELECTIN OF SAMPLES**

### **Sample of radio listeners**

The sample of radio listener was comprised of those listeners of radio who write letters to radio. A master list comprising of twelve hundred radio listeners was prepared. Among from that list random sampling was applied. Eight hundred listeners were sample of the study.

### **Sample of radio producers/comperes**

The sample of radio producers/comperes was comprised of radio producers/compeers working at radio station Hyderabad. The total population was 80 and the sample size was 50.

### **Sample of social workers/opinion leaders**

The sample of social worker/opinion leaders in Hyderabad Division was selected to seek their opinion. The total population was 330 and the sample size was 300.

Before launching the study the instruments were tried out and tested through pilot study. Profile of the radio listeners was obtained from radio station, radio magazine and radio listeners club.

## **DATA COLLECTION**

Data collection procedure was handled with care and paid attention to every set of the study within appropriate limits. The try-out was undertaken. Target groups were briefed about the objectives of the study and their role mainly focusing on the validity of indicators. They were further asked to indicate any ambiguity in the statements or indicators, any repetition which required deletion or resetting, unnecessary questions, aspect which had been ignored in the instrument and suggestions for further improvements. After improvement of the instrument the questionnaire was administered among the sample.

## **DATA ANALYSIS**

The responses received from the above mentioned sample were analyzed for improvement of the designed instruments. Following were the major aspects of attention which were highlighted for the responses in all the instruments.

- Questionnaire for radio listeners and opinion leaders/social worker in Urdu.
- Identification of ambiguous/unclear words/sentences by encircling them on the instruments.
- Indicating questions which were unnecessarily repeated in the questionnaires.
- Pointing out questions which could be easily merged with other, without the loss of intended focus of the instrument.
- Suggesting new questions which could be included in the instrument within the framework and score of the study.
- Identifying irrelevant questions which could be eliminated from the instrument.
- Proposing general guidelines and suggestions for improvement of the questionnaires.

The responses and feedback on various instruments were analyzed. The majority the questions and identified responses were found appropriate to the instruments and study. However, some suggestions were made to restate some items for clarity, merger of me duplicate or related items.

Only a few suggested the need for additions of some re aspect. It was felt essential to translate questionnaires for radio listeners and opinion leaders/social workers in Urdu.The filled up questionnaires as received were serially numbered, items were coded.

Since the questionnaires were consisted of rating scale, the following scale value was assigned to each of the five responses.

<u>Level of Agreement</u>	<u>Scale Value</u>
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

From the score of rating scale, percentage and mean score was determined. For mean score following formula was used.

$$\text{Mean Score} = \frac{\sum F \times 5 + F \times 4 + F \times 3 + F \times 2 + F \times 1}{N}$$

SA
A
UNC
DA
SDA

## DATA PRESENTATION

**Table: 3**  
**Responses of Radio listeners**

Sr No.	Statement	SA	A	UNC	DA	SDA	Mean
1	Radio programmes are relevant to your needs	148	357	14	80	74	3.53
2	Broadcasting is a mean of guidance to learn social sciences.	163	328	148	88	73	3.53
3	Educational programmes of radio increase knowledge.	398	202	91	69	34	4.11
4	Radio programmes are in accordance with rural development.	273	240	156	35	96	4.11
5	Radio can establish a climate for change particularly for rural people.	391	221	58	62	68	3.70

**Table: 4**  
**Responses of Producers**

Sr No.	Statement	SA	A	UNC	DA	SDA	Mean
1.	The radio programmes motivate common people for practical work.	12	29	3	3	3	3.88
2.	The radio programmes help listeners to understand everyday problems.	29	7	4	6	4	4.0
3.	Radio provides guidance, discussion on curriculum of schools and subject matter for the rural community.	16	18	11	3	2	3.86
4.	The strategies applied by radio for rural education are appropriate.	9	20	8	5	3.4	3.88
5.	Radio establish a climate for change particularly for the rural people.	29	9	2	7	3	4.08
6.	Radio raises the general level of aspiration.	22	13	4	6	5	3.82

**Table: 5**  
**Responses of Opinion leaders/social workers**

Sr No.	Statement	SA	A	UNC	DA	SDA	Mean
1.	Radio has importance in rural development.	197	73	11	8	11	4.46
2.	Radio provides guidance to the rural people in solving the problems of rural development.	64	174	14	31	17	3.79
3.	Radio broadcasting is relevant with rural development.	48	172	42	14	24	4.10
4.	Radio provides guidance, discussion on curriculum of schools and subject matter for rural community.	127	77	26	28	42	3.73
5.	The strategies for rural education applied by radio are radio.	38	136	65	43	18	3.44

## **DISCUSSION**

The role of media in a nation's development process has been widely accepted. Broadcast media, especially radio, has been found to be a very effective in the development process in Pakistan. Research has found a very high correlation between the development of media and the economic and social development of rural areas in the developing world. Broadcast media have been able to help in the development process by establishing a climate for change. The media can do this by infusing mobility, widening horizons, focusing attention on the problems of development, and communities has been broadly recognized. The role of media in enhancing rural education has been widely accepted. The media can enrich the interpersonal channel of communication and help in the enforcement of social norms. It can also be used for involving people in national policies and goals for development. The broadcast media were also found helpful in the development process by their power to affect and change attitudes, thus helping in the adoption of new methods and techniques for development.

The important use of broadcast media is their contribution to the educational system; in both formal and non-formal education. In formal education, media can provide instructions, can supplement the classroom lessons, and can be used for upgrading the knowledge of teachers. They are also being used for vocational and higher education. In a non-formal context, the media can provide fresh information and knowledge to the rural communities where, in most cases, no other sources of information is available. They can help in literacy campaign by motivating the general public, by encouraging the individual learner, and by providing the actual literacy instructions – the most important in community development efforts.

## **FINDINGS AND CONCLUSION**

- 1- **72% listeners were enthusiastic in listening to radio. For mostly students the appropriate time was of evening and night whereas 63% found that the programmes were relevant with their needs. 64% listeners very well knew the objectives of the programmes**
- 2- **There were 75% such listeners who were of the view that the subject matter in their favorite programmes was sufficient. 78% pointed out that these programmes helped them in their daily life. There is understanding about everyday problems whereas at least the same majority admitted that most of the educational subjects presented real life situation.**
- 3- **89% listeners admitted that the programmes which were recorded in villages include participation of students, teachers and other related persons to education.**
- 4- **61% listeners said that broadcasting is a mean for guidance to learn social science. 64% viewed that the programmes were in accordance with rural development.**
- 5- **There were 71% such listeners who were of the view that radio can establish a climate for change for rural people. 76% of radio listeners agreed that radio infuses mobility and widens horizon of rural people and focuses attention of goals and problems of rural development.82% listeners admitted that radio can provide awareness in general public.**

- 6- 71% radio listeners were of the view that radio is a suitable mean for educating people. The same percentage said that literacy can be enhanced through distance and non- formal education with the help of radio.
- 7- 64% producers said that radio provides guidance, discussion on school curriculum related for rural population. 86% producers pointed out that radio infuses mobility and widens the horizons of rural peoples. 70% producers said that radio raises the general level of aspiration.
- 8- 88% producers pointed out that radio is being used to teach a variety of aspects of the development process beside enhancing and enforcing social norms. 72% producers said that radio station prioritized education in the programmes of rural development.
- 9- 73% Opinion leaders said that the strategies for rural education applied by radio were suitable admitted that radio programmes were relevant to rural development.
- 10- 76% viewed that radio makes the rural people realize the educational needs, problems and responsibilities.
- 11- 84% opinion leaders pointed out that radio provides advices to rural peoples to improve their projects of rural development. 69% opinion leaders/ social workers agreed that radio accelerates the pace of rural education in villages.
- 12- 79% opinion leaders said that radio motivates the rural educated peoples to train their common people and create interest for education.

## RECOMMENDATIONS

- 1- Such programmes may be produced which have their strong links/roots in the surroundings of rural people beside their books. In other words, most of the educational subjects be presented in rural life situation.
- 2- Radio programmes be improved in terms of content and methods and should be relevant to the emerging needs of rural peoples.
- 3- Programmes like radio rural forums be started.
- 4- Radio schools like Interactive Radio Instruction (IRI) may be launched for effective teaching learning process in rural areas.
- 5- Open broadcasting be adopted for rural development programmes.

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Moreover he has completed one year Postdoctoral research in 2007 form Deakin University Australia. The title of his Postdoctoral research is "Evaluation of the competencies of teachers trained through distance Education". He has supervised 10 theses of M.Phil/PhD in the field of Education. He wrote 18 research papers, 5 chapters/units for teacher training courses at AIOU. 20 educational TV programmes were reviewed and 25 radio programmes for educational programmes. He is media coordinator of the Faculty of Education Allama Iqbal Open University Islamabad for media programmes to be developed by Institute of Educational Technology, Allama Iqbal Open University Islamabad. He is the member of course team of distance education programmes and revised ten courses/study guides of Masters Level. Moreover, he has completed three projects in the area of education. Dr. Jumani is member of different national and international professional bodies. He has participated in many national and International conferences/seminars.

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