AN INVESTIGATION INTO THE LISTENERSHIP OF SELECTED FEATURES IN THE FOCUS OF RADIO EDUCATIONAL PROGRAMMES ON MOTSWEDING FM

BY

MANDISA DAWN MTI

A STUDY SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTERS IN COMMUNICATION IN THE DEPARTMENT OF COMMUNICATION IN THE FACULTY OF HUMAN AND SOCIAL SCIENCES AT THE NORTH WEST UNIVERSITY

SUPERVISOR: PROFESSOR D GARSIDE

October 2011
North West University
Mafikeng Campus
DECLARATION

I declare that the dissertation on the listenership of selected features in the focus of radio educational programmes on Motsweding FM, hereby submitted, has not previously been submitted by me for the degree at this or any other university, that it is my own in design and execution and that all material contained herein has been duly acknowledged.

Mandisa Dawn Mti
ii ABSTRACT

In my thesis I analyse the role of Motsweding FM as a community radio station committed to the public service broadcaster’s mandate to inform, educate and entertain the public.

After conducting interviews with a wide cross-section of Motsweding listeners, my research confirms that the radio has an important role to play in community development by addressing the information needs of the largely rural Mafikeng community in broadcasting developmental and educational programmes.

However, the research has also shown that the radio station needs to be more active in consulting with its listenership (particularly since radio education has negative, as well as positive effects) and should also try to work more closely with government agencies (as part of the African renaissance).
iii ACKNOWLEDGEMENTS

- Most of the data on which this study is based was collected in the field. My greatest debt is to the respondents whose unfailing courtesy and tolerance enabled the study to take place.

- I would like to express my warmest professional thanks to my supervisor Prof. D Garside, and co-supervisor Dr J I de Jager, for opening the doors of learning to me, for their willingness, dedication, support, guidance and patience at all times in making sure that this project become a reality.

- I would also like to thank my beloved family for their encouragement and the warm support that they showed me throughout the time of my studies.

- To my fellow student, Mr O Monei, who assisted me with the graphs using his computer skills, I would like to express my gratitude.

- To all my colleagues in the Department of Agriculture and Rural Development nothing would have been possible without your support, I deeply thank you.

- My research would not have been possible without the cooperation of SABC, and in this regard I sincerely thank the staff members of Motsweding FM for their assistance by providing me with information and insight.
iv DEDICATIONS
This dissertation is dedicated to my family, the Mti family, who motivated and kept supporting me throughout until I completed this study, and who encouraged me to study further to pursue my career in communication.

My mother, brothers and sisters, who supported me financially. To my children who frequently asked me when I would complete my study; thanks for your patience and God bless you all. You were my source of inspiration.

Mandisa Dawn Mti
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>i</td>
</tr>
<tr>
<td>Abstract</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Dedications</td>
<td>iv</td>
</tr>
<tr>
<td>1. Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>2-4</td>
</tr>
<tr>
<td>Research questions</td>
<td>5</td>
</tr>
<tr>
<td>Purpose of the study</td>
<td>5</td>
</tr>
<tr>
<td>Significance of the study</td>
<td>6</td>
</tr>
<tr>
<td>Reliability and validity</td>
<td>6</td>
</tr>
<tr>
<td>Limitation of the study</td>
<td>6</td>
</tr>
<tr>
<td>Definition of terms</td>
<td>7</td>
</tr>
<tr>
<td>Structure of the mini-dissertation</td>
<td>7</td>
</tr>
<tr>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Literature review</td>
<td>8-20</td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>21</td>
</tr>
<tr>
<td>3.2 Population</td>
<td>21</td>
</tr>
<tr>
<td>3.3 Sampling</td>
<td>21</td>
</tr>
<tr>
<td>3.4 Data collection</td>
<td>22</td>
</tr>
<tr>
<td>3.5 Method of presentation of data</td>
<td>22</td>
</tr>
<tr>
<td>3.6 Delimitation</td>
<td>22</td>
</tr>
<tr>
<td>3.7 Ethical considerations</td>
<td>22</td>
</tr>
<tr>
<td>Chapter: Presentation and analysis of data</td>
<td>23-34</td>
</tr>
<tr>
<td>Summary</td>
<td>35</td>
</tr>
<tr>
<td>Chapter: Conclusion and recommendations</td>
<td>36-37</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>38-39</td>
</tr>
<tr>
<td>Annexure: Questionnaires</td>
<td>40-44</td>
</tr>
</tbody>
</table>
CHAPTER 1

AN OVERVIEW

1.1 INTRODUCTION

Motsweding FM is a Setswana radio station at the South African Broadcasting Corporation (SABC) Broadcast Centre based in Mafikeng, which broadcasts in the North West province and covers other provinces such as Free State, Limpopo, Gauteng, Northern Cape and Mpumalanga. By October 2009 the station had an average of 2.7 million listeners, and it currently targets people aged between 25 and 49 in metropolitan and rural communities (www.saarf.co.za).

Wimmer (2001:83), indicates that Motsweding FM specializes in featuring community development programmes. It competes with established radio stations like Mafikeng FM, North West FM and Radio Mafisa for listenership in certain programmes, and it generates its income from advertising and promotions. It also relies on donations from the community and a small state subsidy.

Wimmer (2001:84), indicates that "the mission of Motsweding FM is to tirelessly serve the needs and express the interests of the community in North West province by responsibly covering current news, programmes and music that the
community or citizens want and need to know about development and allow the community to participate in their environments and what is happening around their community”.

**The goals of the Motsweding FM are:**

(1) to know and serve the community, and

(2) to provide quality news, programmes and to position the radio station to prosper in the future.

The primary listeners are citizens of North West province, young and old people, male and female. The secondary listeners are non-government organizations committed to community development through health, education and employment schemes. These include groups such as indigenous and ethnic minorities, trade unions, the unemployed, women, youth, the aged, and gay and lesbian groupings.

The mere fact that Motsweding FM broadcasts in Setswana, which is predominantly spoken in the North West province, helps people to understand government programmes in their own language. According to the new regulations promulgated by the Independent Communications Authority of South Africa (ICASA), in particular Act No. 13 of 2000, the public broadcaster’s radio stations must have at least one current affairs programme seven days a week,
for one hour, like 'Bo re setse' (The Time is Now) and 'Tsele le tsele' (This and That), in the mornings and in the evenings on Motsweding FM. The programmes must also focus on top stories of the week including youth issues, child welfare, culture and entertainment.

The country's public service broadcaster is the SABC, with the responsibility to organize public service broadcasting to inform, educate and entertain the public and to ensure a balanced development of broadcasting on radio. According to Dominick (2002:61), "the Corporation has been advised by parliament decision in 1997 to take steps as it thinks fit to ensure that broadcasting is conducted as a public service to provide and produce programmes; to establish a system for gathering of news for radio and maintain a library of radio programmes". As a public service broadcaster, it promotes the interests and concerns of the entire nation, being mindful of the need for harmony and understanding within the country and ensuring that the programmes reflect the varied elements which make up the composite culture of South Africa. It should focus its attention to increase interactivity and audience participation in programmes to make it fully public oriented.
1.2 STATEMENT OF THE PROBLEM
As public service broadcaster in the area, most educational programmes broadcast on Motsweding FM happens to be known to the local community, as they hear educational programmes from other media that broadcast earlier than Motsweding FM. People listen to, see and read about the programmes on television and in newspapers, and other radio stations like SA FM (www.saarf.co.za).

Dominick (2002:95), indicates that “this raises the question of listenership of educational programmes on radio as the characteristics of listenership are timeliness, freshness and currency”. The primary competitors are weekly programmes on Mafikeng FM. Presently 25 percent of the residents listen to Mafikeng FM and the remaining 75 percent is shared by Motsweding FM and SA FM on a daily basis (www.saarf.co.za).

1.3 RESEARCH QUESTIONS
- Who are the listeners in the Mafikeng area?
- What are their education requirements in educational programmes?
- Are these needs being met?
- Do they think the radio could do more to assist in their educational needs being met?
- What do they think should be done?
1.4 PURPOSE OF THE STUDY

The purpose of this study is to determine the listenership of featured educational programme broadcasts on Motsweding FM on a daily basis. The researcher also wants to determine whether its contents address the information requirements of the Mafikeng community.

1.5 SIGNIFICANCE OF THE STUDY

Based on educational programmes which express themselves, telling their own stories, and which explore their own issues, with concern for timeliness, currency and freshness, the findings of this study will help to determine the information needs of the listenership of the Mafikeng community and investigate the impact that radio has had on their lives.

1.6 LIMITATION OF THE STUDY

The only time the researcher had for data collection was daily between 16h00 and 17h00. The time constraint is stated here as a limitation since it affects the reach, depth and quality of this study. The study is limited to the Mafikeng area and does not exploit the influence of Motsweding FM in the other provinces mentioned.
1.7 DEFINITION OF TERMS

[1] Listenership = The people who listen to featured educational programmes broadcasted on Motsweding FM on a daily basis for a large number of Mafikeng communities.

[2] Information needs = The information requirements of the Mafikeng community.

[3] Timeliness = When programmes are fresh and accurate.

1.8 STRUCTURE OF THE MINI-DISSERTATION

Chapter 1 summarizes the study. It focuses on the research problem, research questions, purpose, significance, objective and limitations of the study. Chapter 2 looks at literature review, while Chapter 3 concentrates on the research design. It looks at the population, sampling, method, method of data collection and presentation. Chapter 4 concentrates on presentation and analysis of data only, while Chapter 5 presents the discussion, conclusion and recommendations as well as possible future studies.
CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION
This study is focused on the listenership of educational programmes on Motsweding FM. It covers the relevant needs and expresses the interests of the community in the province.

2.2 SABC IN GENERAL
Du Plooy (1991: 344), indicates that the airtime which has been made available for educational programming on radio stations such as Motsweding FM is considerable (an average of 241 minutes per week). There seems to have been an agreement between the station’s need for flexibility in their scheduling, and the requirement that they incorporate a certain amount of educational programming into their schedules. Stations are extremely concerned that listeners will react negatively to educational programming and that they will either switch off or switch over to other stations if the programmes are branded too obviously as being educational.

"The fear of losing listenership is particularly acute in the increasingly competitive environment in which stations are under great pressure to build
audiences and to become self-sufficient. At least one station manager recognized that falling audience figures may be related to the quality of the programming" (Du Plooy, 1991:344).

Given the pressure to build audience share, the stations are struggling with the notion of broadcasting for niche audiences in the educational field; their tendency is to make programmes generally attractive rather than to segment the target audience for education and to cater for its needs in a more focused way. From an educational point of view the difficulty is that if the goal of keeping the general listenership is prioritized over educational effectiveness, then some of the programme goals for educational radio may not be achieved therefore the station needs to plan around the demands of listenership (www.saarf.co.za).

Wimmer states that this dynamic is supported by the approach of promotion and marketing of the educational programmes. Although programmes are promoted on air, the promotional strategies tend to target the general listenership. It does not seem that the stations are presently able to invest the resources necessary to take specific educational programmes to niche audiences. Nevertheless, some of the station managers are clear that the challenge is to build audiences for educational programmes and are open to support in this regard (Wimmer, 2001:101).
There seem to be few models of educational programmes in the SABC which can be regarded as 'good radio'. The programme formats generally take the form of talk-shows or interviews with the occasional recorded component. Wimmer indicates that “in order to accommodate past and present sensitivities about the SABC in Johannesburg dictating to the stations, scripts are developed centrally in the SABC and are then disseminated to the stations like Motsweding FM in the North West province, which are then at liberty to adapt them as they wish. However, it would seem that in most cases programmes are produced according to the format developed in Johannesburg. This is understandable, given the amount of airtime that needs to be filled, the low levels of educational programme production capacity at each station, the resources available for these programmes, and the need for local component to be introduced through the use of local studio guests. The station needs to make innovative and exciting programming” (www.saarf.co.za).

According to Dominick (2002:86), it is not clear where the responsibility for educational quality control resides in the radio division. For example, although the scripts for the curriculum support programmes are produced with the help of advisers, they seem to be purely informal and do not appear to contain any other educational goals. The SABC's Education Radio Department has gone a long way towards developing a substantial body of educational
programmes as part of the daily schedules of ten African language broadcasts around the country. Resistance to educational programming is reducing somewhat, although stations are still extremely concerned about losing listenership during the airing of these programmes. Their solution is to integrate the educational programmes more closely into the general schedule, but in so doing they are stressing that programmes need to be entertaining and informative in general terms so as not to drive away audiences.

Weaver, (1998:106) indicates that at the same time, some station personnel are concerned about whether or not the programmes are being effective in educational terms and are keen to find ways of improving the quality of their output.

The Corporation of Public Broadcasting indicates that some niche programming is being broadcast, such as the programmes for early childhood development and for educators, but here the evaluations point to the need to define the audiences more closely, to segment them rather than treating them as homogeneous, so as to better cater for their needs (Corporation of Public Broadcasting, 2002:112).

The Department of Education, realized that the response of the radio stations to the possibility of introducing a schools service is very cautious and is
coloured by their previous experience of Schools Radio under the old dispensation. “Although some see opportunities in a venture of this kind, most are concerned about losing listeners, about whether or not schools will in fact have radios in order to receive the broadcast, about possible conflicts with their existing language policy, and about the venture being prescriptive and infringing on their autonomy. Schools argue that for the service to work well, close consultation with the stations will be necessary, the quality and relevance of programming will need to be improved, ongoing research will be required, radios will need to be put in place, and a great deal more resources will need to be made available for production and implementation. Schools also identify teacher training as being a critical component of the proposed initiatives” (Weaver, 1998:113).

2.3 EDUTEL PROGRAMME

“The Corporation of Public Broadcasting states that the Edutel experience provides an important model for how a schools service could be conceptualized. It was run in conditions which are very similar to the conditions in which schools in South Africa find themselves today, except that in the changing policy environment the demands of Curriculum 2005 mean that there are more opportunities for the use of media in education than there were during Edutel’s lifespan” (Weaver, 1998). The attempts made by organizations such as Open Learning Systems Education Trust (Olset) to use
radio and audio in formal education need to be more closely examined in order to learn more about what works (for the radio stations and for the educationist) and why.

It is important to demonstrate, both to radio stations and to educationists, what is possible in schools broadcasting and how radio can be used best in formal education. Current experience is extremely limited in this regard. More research is required to gain a more specific understanding of the nature of the audience for a schools’ service and for the specific needs of target audiences.

“Programme quality needs to be improved, and this will not only require a better understanding of what works on radio in educational terms, but will also require capacity building and resource allocation; for example, talkshows and interviews. An important issue in this regard will be how to deal with the issue of where to locate programme production (some may need to be centralized while some could be decentralized), and how this will relate to the radio station language policies currently in place. Close engagement with radio people, educational practitioners and policy-makers will be necessary to work out how to manage programming and publicity in ways which work for radio and for education” (www.saarf.co.za).
The Corporation of Public Broadcasting (2002:115), indicates that considerable thought needs to be given to the options of live broadcasting to schools, broadcasting for recording, and an audio cassette distribution service. The options are not mutually exclusive and may complement each other. The development and distribution of support material is likely to be one of the key components of a schools' service, and media utilization training will be one of the greatest challenges in this regard (Corporation of Public Broadcasting).

Dominick states that a strategy for the effective distribution of radios will be essential if stations are to be convinced that the programming will be broadly received. A successful schools' service will depend in part on changing the criteria against which a radio station's performance is judged. At present the size of the listenership is everything and this will militate against any initiative which requires stations to make available airtime for schools' programming. The only alternative is to look at the possibility of putting the schools' service on to a separate radio station, but Olset's experience is that this makes it very difficult for the audience to access the material (Dominick, 2002:87).

Further evidence of the close relationship between the service and the Education Department lay in the fact that the first manager of Edutel was an inspector, seconded by the department to run the service. According to
Jackie Phaka, manager of Edutel in its last two years and currently station manager of Motsweding FM, Edutel always briefed the department about its plans for conducting workshops with teachers, principals and inspectors, and would never go to schools without informing the department.

The Corporation of Public Broadcasting (2002:118), states that the availability of radios in schools would have been a major factor in determining the extent to which the service was used, and according to Jackie Phaka, schools were responsible for acquiring radios at their own expense. She says that most schools in the region did acquire radios in this way. However, she strongly believes that the availability of workbook materials was the next most important factor in encouraging teachers to use the radio programmes. Making the printed materials available stimulated teachers’ interest and motivated them to access the programmes, either live, or by recording them, or by requesting recordings.

In 1996 Olset negotiated transmission time (30 minutes slots) with three African language radio stations; Motsweding FM, Ukhozi FM and Umhlobo Wenene FM. This arrangement continued into 1997, but was not evaluated.
2.4 EDUCATIONAL RADIO

The Corporation of Public Broadcasting (2002:118), states that the participating radio stations are the ten indigenous language public broadcasting stations run by the SABC for talk shows in Ikwekwezi FM, Lesedi FM, Ligwalagwala FM, Motsweding FM, Munghana Lonene FM, Phalaphala FM, Radio Sonder Grense, Thobela FM, Ukhozi FM and Umhlobo Wenene FM. The educational programmes are generally broadcast from Monday to Friday each week. In eight out of ten cases the stations also put an educational slot on air on a Saturday or Sunday. The educational programmes are integrated into the general programme schedules and are thus easily accessible to people who are regular listeners to the station.

Using guidelines from the SABC’s radio education department, Ms Phaka indicated that the stations each decide how much time to allocate to the different educational programming categories and when they are to be broadcast. Although most of the programme slots are allocated roughly equal time on the different schedules, this does vary to some extent, as do the days on which the programme slots are broadcast. So; for example, Umhlobo Wenene FM devotes 30 minutes to programmes on educator development on Thursday from 21h30 to 22h00; Phalaphala FM gives this slot 55 minutes on Wednesday from 19h05 – 20h00, and Thobela FM puts it on air for 55 minutes on Saturdays from 07h05 to 08h00.
The Corporation of Public Broadcasting (2002:120), indicates that the interviews with the stations suggest that most of the educational programmes follow a talk show and/or phone-in format. Scripts are developed in Johannesburg by the executive producers for education and these are distributed to each of the stations. As a result, similar topics are being covered on each of the stations. However, flexibility is provided for in that the stations are at liberty to treat the script as they wish. The interviews with the stations suggest that, in general, other formats (such as drama or documentaries) are not used because they take more time to produce, are more costly and, possibly, because of a lack of the capacity required to produce programmes in a wider range of formats (Phaka, 2005:22).

"The researcher determined that the stations perceive themselves to be appealing to different types of niche audience as learners, suggesting that a 'one size fits all' approach does not work for them either" (Phaka, 2005:22).

'You can’t judge Motsweding on the same basis as Ukhozi; Motsweding has a very sophisticated listenership. The children of these listeners do have access to better early learning centres and so the standard format is irrelevant to them’ (Phaka, 2005:23).
According to the Edutel experience in 2005, Gordon Naidoo indicated that schools in the then Bophuthatswana were willing to purchase their own radios for use in class, but there are no details about the scale of success, nor of the extent of radio distribution. Olset Director, Gordon Naidoo, says that they have experienced a high retention and usage rate when putting radios into schools.

As already mentioned, the fear of losing listenership is particularly acute in the increasingly competitive environment in which stations are under pressure to build audiences and to become self-sufficient. Nevertheless, at least one station manager recognized that falling audience figures may be related to the quality of the programming. Nevertheless, some of the station managers are clear that the challenge is to build audiences for educational programmes and are open to support by participating in sharing ideas and views in the programme (Phaka, 2005:25).

There seem to be few models of educational programmes in the SABC which can be regarded as good radio. The programme formats generally take the form of talk shows or interviews with the occasional recorded component. At least four radio station managers expressed the need to improve the quality of the educational programming (Phaka, 2005:27).
The challenges which the situation generates is to raise the quality of programme production so as to develop programmes which are exciting and innovative in radio terms, and effective in educational terms. This requires getting better information on the target audiences and their needs so as to produce programmes which cater more directly for audience needs; which can be achieved by improving the information flow to listeners about what is coming on air and when. It also promotes educational programmes more vigorously to their audiences in order to build the niche audiences (Phaka, 2005:29).

The Corporation of Public Broadcasting (2002:117), states that the tension between building an audience and carrying educational programmes is seen to be a major constraint; because radio has to be commercially viable, radio is judged on size of listenership only in terms of radio educational programmes. Phaka added that if a slot performs badly, people are quick to blame educational programmes (Motsweding FM). "It is good to broadcast in the classroom if it is on a separate channel. But if it is to be integrated with entertainment we can’t address these issues properly. We can’t afford it. We will have to pay for the service, one way or another. Right now we have to sell all the airtime. But the research says you can’t isolate educational programming. You need to be entertaining (Motsweding FM). Some of our programmes currently takes place in English" (Phaka, 2005).
The conclusion of the researcher is that radio is in a good position to produce programmes in all eleven official languages and there are radio stations through which such resources can be distributed. However, while for foundation and intermediate phase education the researcher recommend strong consideration of producing radio programmes in all official languages, for programmes targeting further and higher education providers or learners, fewer languages could perhaps be considered.
CHAPTER 3:

RESEARCH METHODOLOGY

3.1 INTRODUCTION

According to Babbie (2001: 91), before a researcher can observe and analyse, a plan is needed. This plan needs to determine what is going to be observed and analysed: the why? and how?.

A survey was conducted to determine whether the content of the radio programmes are relevant to the needs of the Mafikeng community.

3.2 POPULATION

From the residents of Mafikeng in particular the urban area, about 60 representatives were taken to listen to educational programme attentively and regularly.

3.3 SAMPLING

As described by Wimmer (2001:93), a stratified random sample under the probability sampling procedure was used. The group of 60 people included in the sample, people between 25 to 49 years of age, were also divided into groups such as youth, adults, male and female.
3.4 DATA COLLECTION

Data was collected by means of a questionnaire.

3.5 METHOD OF PRESENTATION OF DATA

The data is presented in a written report with figures and graphs.

3.6 DELIMITATION

This study, findings and recommendations are delimited to the youth and adult community members in Mafikeng between the ages of 25 to 49 as stated in 3.3.

3.7 ETHICAL CONSIDERATIONS

The questionnaire had an introduction letter, which explained the reasons for conducting the survey. In this letter, the anonymity of respondents was promised. Therefore on the questionnaire no space was made available for respondents to fill in their names.

Letters were sent to various directorates of the Department of Agriculture in which the participants/respondents work, and who are residents of Mafikeng, requesting permission to allow their staff members to participate in the study.
CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In this chapter, the results of the research are discussed. The data was collected by means of a questionnaire as explained in the methodology. Several questions were formulated in order to test the content of the listenership of the Motsweding Radio Station within the Mafikeng area. The figures below give a clear indication of the biographical information and the content of information in terms of the listenership level in the Mafikeng area. The discussion and conclusion were finalised after the analysis of all data.

4.2 FINDINGS

1.

![Age Distribution Chart]

The figures above indicate the age difference of the 49 respondents rather than whole population of the members who participated in the study. It has been categorized in age groups: 25 to 30 years is 30%, 31 to 40 years is 40%, 41 to 49 years is 30%.
2. The above graph gives the gender results: males 50% and females 50% of the respondents.

3. The graph above indicates the educational level of the respondents: 50% had university, 25% college, 15% high school and 10% of the respondents had middle school education.
4. Do you tune in to the radio station, Motsweding FM?

The listenership of the respondents who tune in on Motsweding indicated that 75% listened to the station and that 25% did not.

5.

The figures above indicate that 65% of the "No" respondents listened to Mafikeng FM and 35% to North West FM.
6. If "yes", did you find it informative?

The figures indicate that 80% of the respondents found the station informative and 20% did not.

7. Do you understand what Public Broadcasting Services are all about?

This graph indicates that 50% of the respondents had an understanding of Public Broadcasting, 35% did not and 15% were not sure.
8. Do You think that the radio station is effective? (Motsweding FM)

This graph indicates that the radio station is regarded as “effective” by 60% of the respondents and as “not effective” by 40%.

9. Explain how the station can be improved

The above graph indicates that for the station to improve 55% preferred educational programmes, 35% preferred dedicated programmes for reggae and 10% preferred youth programmes.
Which of the following weekly programmes do you listen to?

- Talk shows after 7
- Cultural programme
- More gospel
- More jazz
- Motivational speech
- Education

Cultural programme, 30%
Talk show, 35%
Education, 25%
Motivational speech, 5%
More jazz, 3%
More gospel, 2%

It is clear from the above graphs that 35% listen to talk shows after 7 pm, 30% to cultural programmes, 25% to educational programmes, 3% wanted more jazz, 2% more gospel and 5% more motivational speeches.

How often do you listen to Motsweding FM?

- Daily
- Weekly
- Monthly
- Once in a while / sometimes
- I have never listened to Motsweding FM before

This graph indicates that 40% of the respondents listened daily, 30% weekly, 20% monthly, 5% sometimes and 5% never listened to Motsweding FM.
12.

What kind of programmes would you like Motsweding FM to initiate?

- 20% of the respondents were in favour of talk shows,
- 20% of the return of the motivational speaker, Dr Tibane,
- 20%, in favour of bringing back old music, careers and culture,
- 20% of programmes which assists the unemployed,
- 10% for programmes about HIV/AIDS child and women abuse, and
- 10% of assistance with human development.
The expectations from educational programmes were: 55% wanted informed presenters, more music and research on Mzantsi, 35% accurate development information and 10% social and religious programmes.

Which one of the following stories is your favourite?

- Youth issues = 25
- Child welfare = 20
- Culture = 15
- Entertainment = 15
- Other (health) = 5
- (news) = 5
- (Education) = 5
- (current affairs) = 5
- (talkshows) = 5
The preference for their favorite stories from the station were:

- youth issues 25%,
- child welfare 20%,
- culture 15%
- entertainment 15%, others
- (health) 5%,
- news 5%,
- education 5%,
- current affairs 5% and
- talk shows 5%.

15.

Do Educational programme assist in the development of the community?

75% of the respondents indicated that educational programmes play an important role in the development of the community and 25% disagreed.
16.

Would you encourage the members of your community to listen to educational programmes?

This graph indicates that 65% of the respondents would encourage members to listen to educational programmes whereas 35% would not.

17.

Explain why you would or would not encourage the community to listen to educational programmes?

This graph indicates that 60% would like to be kept abreast of the development from government and 40% are interested in programmes that are informative and contain elements or edutainment.
18. How would you rate the information you get from Motsweding FM?

- 30% High average
- 30% Average
- 20% Below average
- 10% Low average

The graph shows that 40% rated the information as high, 30% as average, 20% as below average and 10% as low.

19. Do you find it easy to access Motsweding FM in rural areas?

- 30% Update people with informative news, 30
- 30% No other station does it compete with.
- 20% Reaching people in regions NW, 20
- 20% Communities have radios than TVs

This graph indicates that 30% of the respondents reflected that Motsweding FM update people with informative news, 30% that there is no any other radio station it competes with, 20% that they reach more people in regions of the North West province and 20% that communities have more radios than TV's.
20. Does it reach communities in the entire urban area?

This graph indicates that 55% of the respondents agreed that information reach the urban areas and 45% disagreed.

21. How current is the information provided by Motswedeng FM?

This graph indicates that 69% of the information was regarded as current, 20% as sometimes current and 11% as outdated.
4.3 SUMMARY

The research indicates that the listeners in the Mafikeng areas are in general satisfied with the way Motsweding FM broadcasts and that the station's information providing is currently regarded as the most effective by 60% of the respondents in the area.

A large percentage of the listeners did appreciate Motsweding FM's contribution, the majority of the community recognized the radio station is taking responsibility for the broadcasting of favourite topics such as youth issues, child welfare, culture, education, entertainment and others. The highest positive responses were for: Youth 25%, child welfare 20%, culture 15% entertainment 15% and other [health] 5%, news 5%, education 5%, current affairs 5% and talk shows 5%.

Therefore the researcher came to the conclusion that:

- Motsweding FM is an influential radio station in the Mafikeng area,
- Due to the radio stations influence and reach it can be effectively used (e.g. government departments, NGOs and educators) to get a number of important messages (e.g. health, education and child welfare) to the population.
CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

From the results of this limited study, the conclusions indicate that all respondents recognize that Motsweding FM is an important broadcaster of developmental and educational programmes. The researcher can conclude that Motsweding FM addresses the information needs of the community of Mafikeng. The respondents have indicated that they would also like to listen to more of their favorite programmes.

The following are recommendations to increase listenership:

- Motsweding FM – the findings indicated that the favoured station for 75% of the population of the Mafikeng area - should broadcast programmes that will assist in the development of the community of Mafikeng.

- Since the respondents have shown interest in culture and education, Motsweding FM should therefore recognize that its listeners, who live in Mafikeng area, have realized the importance of culture and education programmes and the opportunities they create, and should cater for this demand.
• Motsweding FM does address the information requirements of Mafikeng community, but there is room for improvement in order to ensure that every member of the community has something to gain in listening to the radio.

It is possible to come to more general conclusions concerning Motsweding FM. The radio station has a reach that goes beyond the Mafikeng area and the North West province – to provinces like the Free State, Gauteng, Northern Cape, Limpopo and even Mpumalanga.

It can therefore be assumed and confirmed by future studies of this nature that the Motsweding FM can become an ally of NGOs, government, educators, health and child welfare organizations to contribute to the development and utilizing of the potential of its 2,7 million listeners (Mafikeng Mail, 6 November 2009).

Reaching the rural people of South Africa with the mass media is currently an important objective of the government of the day.
REFERENCES


Belmont, Carifonia: Wadsworth.


CPB 2002 Corporation of Public Broadcasting www.cpb.org/abait/
history/timeline.html. 3 August 2008

Desai, M.V. (1977): Communication policies in India, A study, Paris Unesco


Mafikeng Mail, 6 November 2009


http://www.saarf.co.za/newsreleases.htm


Weaver, DH. (1998): The global journalist, Hamptan Press, New Jersey

ANNEXURE: QUESTIONNAIRE

THIS RESEARCH IS BASED ON AN ANALYSIS OF THE CONTENTS OF MOTSWEDING FM THE COMMUNITY RADIO STATION, AND IF IT ADDRESSES THE INFORMATION NEEDS OF THE COMMUNITY OF MAFIKENG.

Dear Respondent

I am conducting an opinion survey (Academic Research) of the contents of the local radio station, Motsweding FM. I want to establish if Motsweding FM fulfils the information needs of Mafikeng community.

Everyone’s views or opinions are welcome and the survey will help to know the information needs of our community. Your opinions and views are valuable. It will also help us to improve the performance of the radio station. Please note that anonymity of respondents is guaranteed and all information will be treated as confidential.

Your time, cooperation and input will be appreciated.

Yours faithfully

__________

Ms MD Mti
SECTION A
Respondents should mark the relevant answer with X where appropriate and express their views and attitudes where necessary.

Biographical Data
1. Age
   a. 25 – 30 yrs
   b. 31 – 40 yrs
   c. 41 – 49 yrs

2. Gender
   a. Female
   b. Male

3. Educational level
   a. Middle School
   b. High School
   c. College
   d. University

SECTION B
1. Did you tune in / listen the radio station (Motsweding FM)?
   a. Yes
   b. No

2. If "No" explain why-----------------------------------------------

3. If "yes", did you find it informative?
   a. Yes
   b. No

4. Do you understand what public broadcasting services are all about?
5. Do you think that the radio station is effective? (Motsweding FM)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. No</td>
<td></td>
</tr>
</tbody>
</table>

6. Explain how the station can be improved:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Which of the following weekly programmes do you listen to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Talk shows after 7 pm</td>
<td></td>
</tr>
<tr>
<td>b. Cultural programme</td>
<td></td>
</tr>
<tr>
<td>c. Motivational speech</td>
<td></td>
</tr>
<tr>
<td>d. Educational programme</td>
<td></td>
</tr>
<tr>
<td>e. Jazz</td>
<td></td>
</tr>
<tr>
<td>f. Gospel</td>
<td></td>
</tr>
</tbody>
</table>

8. How often do you listen to Motsweding FM?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Daily</td>
<td></td>
</tr>
<tr>
<td>b. Weekly</td>
<td></td>
</tr>
<tr>
<td>c. Once a month</td>
<td></td>
</tr>
<tr>
<td>d. Once in a while / sometimes</td>
<td></td>
</tr>
<tr>
<td>e. I have never listened Motsweding FM before</td>
<td></td>
</tr>
</tbody>
</table>

9. What kinds of programmes would you like Motsweding FM to initiate?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. What do you expect from an educational programmes?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Which one of the following stories is your favourite? Choose one only

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Youth</td>
</tr>
<tr>
<td>b.</td>
<td>Child welfare</td>
</tr>
<tr>
<td>c.</td>
<td>Culture</td>
</tr>
<tr>
<td>d.</td>
<td>Entertainment</td>
</tr>
<tr>
<td>e.</td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

12. Do educational programmes assist in the development of the community?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Yes</td>
</tr>
<tr>
<td>b.</td>
<td>No</td>
</tr>
</tbody>
</table>

13. Would you encourage the members of your community to listen to educational programmes?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Yes</td>
</tr>
<tr>
<td>b.</td>
<td>No</td>
</tr>
</tbody>
</table>

14. Explain why you would or would not encourage them to listen to educational programmes:

15. How would you rate the information you get from Motsweding FM?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>High average</td>
</tr>
<tr>
<td>b.</td>
<td>Average</td>
</tr>
<tr>
<td>c.</td>
<td>Below average</td>
</tr>
<tr>
<td>d.</td>
<td>Low average</td>
</tr>
</tbody>
</table>

16. Does it reach communities in the entire urban areas?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Yes</td>
</tr>
<tr>
<td>b.</td>
<td>No</td>
</tr>
</tbody>
</table>
17. Do you find it easy to access Motsweding FM in rural areas?

18. How current is the information provided by Motsweding FM?

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Somewhat current</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Outdated</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your participation and time set aside for completing this questionnaire.