

Radio Upper West and Political Education of Students in the University for Development Studies

Marcelinus Kuukang Dogyele Dery*, Felix Puopiel**

*Graphic Communication Group Limited, P.O.Box 423, Tamale, Northern Region, Ghana.

**Data Development Research, Tamale, Northern Region, Ghana.

Abstract: The study intended to establish whether political education formed part of this information and education process. Data for the study was gathered mainly from primary sources through the use of questionnaire survey. The main sampling techniques employed selecting respondents for the study were stratified and systematic sampling procedures. On the basis of the analysis the study established the following findings. Firstly, the study found out that radio was a main source of political education to the respondents with each of them listening to radio at least once a week. It was also found that many of the respondents were knowledgeable in the basic political issues. Additionally, the most influencing factor that would make many respondents vote for both presidential and parliamentary candidates was the personal qualities of the candidate.

Key words: political education, political information, basic political issues, voting decisions

I. INTRODUCTION

Karikari (1994) noted that radio is a tremendous means of scientific education, political enlightenment and socio-cultural progress. Such a statement underscores the role radio can play in improving the lives of people through information dissemination. As a means of mass communication, radio is expected to disseminate information and news relevant to the economic and social needs of society. These economic and social needs of society, referred to as localism, were the ideas that guided the development of radio in the United States of America (Dominick 2005).

Radio stations were licensed to serve the public interest of those who could hear their signals. They were to survey their listeners and ascertain the needs of their local communities and develop programmes that would address those needs. Radio is expected to perform the same role of disseminating information and news relevant to the economic and social needs of society in Ghana. In the realm of politics, it is described as the most people friendly medium for democratic practice. "Besides its far reach as a mass media form, the radio does not require literacy on the part of its consumers, and is therefore accessible to the masses of people". (Yankah 2004).

With an estimated illiteracy rate of about thirty-five percent in Ghana (Mahama 2000), many Ghanaians would not have had the chance to receive any information at all from the mass media but for radio. According to Yankah (2004), a research conducted in 1999 by the *Centre for Democratic Development* revealed that only 13% of the respondents said they read a newspaper once a week with over half of the respondents saying they never read a newspaper. .

Stressing further the role of radio in democratic development, Yankah (2004) noted that in the run up to the 2000 elections, interactive radio was used to stage debates among candidates vying for parliamentary seats throughout the country, after which the phone lines were opened for questions and contributions from the floor. On the voting day itself, interactive radio was effectively used to mobilize people to vote, advocate peace, report on suspected rigging and other irregularities at various polling stations, and even declare results.

Radio therefore being more accessible to Ghanaians than any other medium of mass communication makes it important to assess how it affects the various aspects of societal life. It is in view of this that the role of *Radio Upper West* in educating students of the Wa campus of the University for Development Studies (UDS) on political issues was examined.

II. PROBLEM STATEMENT

Researches conducted indicate that the media coverage on politics influence people's political attitudes. Kraus & Davis (1987) found that the media play a significant role in shaping the political attitude of voters. Another research by Hamad *et al* (2001) also revealed that the media, including radio play a part in stimulating political participation and socialization among university students.

Whilst other studies have examined the link between the mass media and the stimulus for political participations, this research sought to look at how far radio goes to make students of the University for Development Studies understand and appreciate political issues. This angle to the research was chosen because, if it is political education, then University for Development Studies students must understand why certain political activities like voter registration and voting take place. They must as well know the roles and functions of politicians in the various political offices to enable them know who is best qualified to occupy them. People must not just take part in certain political activities or make political decisions because they have been told through radio to do so.

The *Ghana Broadcast Corporation* (GBC) established *Radio Upper West* in order to let information, entertainment and educational programmes be sent to the people in the languages and contexts that they understand. The study wanted to find out whether political education formed part of this information and education process.

III. OBJECTIVES OF THE STUDY

The following served as the principal objectives of the study and it sought to:

1. Find out whether radio was a major source of political information to University for Development Studies students
2. Find out whether political education formed part of the programmes of *Radio Upper West*
3. Examine the knowledge of University for Development Studies students on basic political issues
4. Examine the influencing factors in voting decisions among University for Development Studies students

IV. THEORETICAL FRAMEWORK

This chapter examines some theories that have been postulated by researchers to explain the relationship between radio and the impact of its broadcast contents on audience. While there may be other theories that address this topic, those considered most suitable for this research are the uses and gratifications theory and the information theory.

A. *Uses and gratifications theory*

The uses and gratifications theory originated in the 1970s as a reaction to traditional mass communication research which emphasised the sender and the message (Universiteit Twente 2004). Departing from this point, the theory stressed on the active audience and user instead by looking at the psychological orientation, motives and gratifications of media users. The theory attempts to explain the uses and functions of the media for individuals, groups and society in general. According to the Universiteit Twente (2004), there are three objectives in developing the uses and gratifications theory. These are to: explain how individuals use mass communication to gratify their needs; discover underlying motives for individuals media use and identify the positive and negative consequences of individual media use. At the core of the uses and gratifications theory lies the assumption that audience members actively seek out the mass media to satisfy individual needs.

A similar explanation given by Blumler & Katz (1974) and reproduced in the Spring 2001 theory book suggests that the media users play an active role in choosing and using the media. Users take an active part in the communication process and are goal oriented in their media use. The theorists say that a media user seeks out a medium source that best fulfils the needs of the user. Uses and gratifications theory assumes that the user has alternate choices to satisfy his/ her needs.

B. *Information Theory*

This importance of scheduling and its role in making impact on listeners is the subject of discussion by Mano (2005). Scheduling is a pivotal part of every broadcasting organization as it is crucial to the regular production and consumption of broadcast programmes (Mano 2005). "It is the schedule that allows broadcasters to position and sequence programmes in ways which might attract certain audience at certain times of the day and keep them listening for longer period", (Mano 2005:94). He explains that scheduling, which is technically referred to as day parting is dividing the day into slots that are then filled with programmes. Regularly produced programmes are then distributed across the hours of the day and days of the week, month and year.

Realizing the importance of scheduling in radio broadcast, Radio Zimbabwe produces its schedules three months in advance so that it can market its programmes to advertisers and listeners. Grassroot views on output, listeners' participation and feedback and ideas

generated from regular brainstorming sessions are some of the factors that go into scheduling at Radio Zimbabwe, according to Winston Mano. These strategies of scheduling has made the radio station a very attractive one to many of its listeners as they know each programme and its schedule and can therefore follow it through to get the needed information from it.

V. METHODOLOGY

This chapter of the research discusses the methods used to collect the data for analysis. It includes the research paradigm, target population, sample size, sampling procedure, research instruments as well as procedure for data collection.

A. Research Paradigm

The research used both quantitative and qualitative methods to obtain information for the study. The quantitative method of generating information was in the form of a survey where a set of questions was administered to a sample of students of the Wa Campus of the University for Development Studies and the necessary information obtained. The survey method was adopted for this research because, the researcher wanted to find out how wide spread *Radio Upper West* political information broadcasts affect students of the Wa Campus of University for Development Studies.

B. Target population

The target population for this research was undergraduate students of the Wa Campus of the University for Development Studies (UDS), whether resident or non-resident. The research covered a sample of students from level 100 to 400. In addition, the management of *Radio Upper West* was also contacted for information about the radio station and how they operate.

C. Sample Size

Even though scientifically it is difficult to determine the sample size that will provide the desired level of confidence in the results as noted by Wimmer and Dominick (1999), the researcher selected 400 students out of 5429 representing 7.4% of the population for the administration of the questionnaire. Programmes at the undergraduate level in the University for Development Studies are perused from level 100 to 400. The Students were selected from each level to make the final 400 to whom the questionnaire was administered.

D. Sampling Procedure

The sampling procedure of the research was done using two sampling designs namely systematic sampling and stratified sampling. As stated earlier, the undergraduate programmes at the university start from level 100 and ends at level 400. The population was therefore stratified according to levels. But with a population of 5429, it means the number of students in each level was not evenly distributed, therefore, some levels had more students than others in the sample. In selecting the sample therefore, the sample of students from each level would be proportionate to the number of students in it. Levels that had more students would have greater proportions of the sample while those with fewer students would have lesser proportions. The level 100 students were 2445 representing 45% of the population. Using the stratified sampling method, this level constituted 45% of the selected sample size and translating this into real numbers, 180 students were selected. There were 1242 students in level 200, forming 23% of the entire undergraduate student population. Similarly, the selected sample contained 23% of students from this level and this percentage represented 92 students. Students who were in level 300 were 941 representing 17% of the target population. This same percentage was represented in the selected sample and the number of students selected was 68. Final year students who were those in level 400 were 801. In percentage terms, their number formed 15% of the target population. This percentage of 400 is 60 and 60 level 400 students were in the selected sample.

In combining these two sampling designs, the population was first stratified according to levels. With the list of students in each level provided, the number of students for each level was then systematically and proportionately selected to form the sample. In doing this a name was first selected at random from the list of level 100 students. Then the subsequent names were selected at a sampling interval of 13 which is the level 100 population size divided by their sample size of 180. For level 200, a subsample of 92 had to be selected from it and to do this; the researcher divided the level's population of 1242 by 92 to get the sampling interval which was also 13. The 92 students were then selected using this sampling interval. The sampling interval for level 300 was also coincidentally 13. The required 68 students were also selected first by choosing a name at random and the rest of the 67 names selected systematically at an interval of every 13th student. The number of required students from level 400 was 60 and dividing their level population of 801 by 60 to obtain the sampling interval, the number 13 was obtained. The students were therefore selected using this sampling interval. The

subsamples from each level were then put together to get the desired sample size of 400 students for the questionnaire to be given to them for self administration.

E. Research Instruments

The main research instrument used to gather the information from the students of the Wa Campus of the University for Development Studies was a questionnaire. This was done to enable information on a lot of variables to be gathered from the sample within a short time. The questions in the questionnaire were made up of both close ended and open ended questions. The questions were asked to elicit information that would address the hypotheses and objectives of the research.

F. Data Collection Procedure

Before departing to the field to collect the data, the researcher pre-tested the questionnaire on students of the University of Education, Winneba in order to determine the clarity of the questions and the general reaction of students to some of the questions that would be administered. It was found out that some questions were nebulous and they were reconstructed in order to make them clear to the respondents. This was most important as the questionnaire was self administered by the students and any ambiguous or double barreled questions may not elicit the desired response. Questions that were also found to be offensive to the sensibilities of students were eliminated or reconstructed.

After drawing the sample, the selected students were given the same questionnaire to be self administered and returned to the security gate at the School of Graduate Studies of the University for collection. The selected students were made to know that the exercise was only to help elicit information from them for the purpose of the research but not to test their intelligence or knowledge on political issues. They were therefore entreated to give their responses to the questions in a frank and sincere manner.

VI. RESULTS AND DISCUSSION OF FINDINGS

The aim of this study was therefore to find out whether *Radio Upper West* was playing any significant role in moulding the political knowledge and attitudes of students of the University for Development Studies as it has already been indicated that university students have a high need for political information because of their role in critiquing socio-political developments.

Among all the media in the *Upper West Region*, radio was the main source of information for most of the students (36%) followed by television (32%). Newspapers ranked next to radio and television (22.2%). The percentage of students who indicated that they mostly used the internet for information was 5% while 4.8% mentioned other media such as magazines and mobile phones as their main source of information. A total of 322 students representing 81% the respondents however said they listened to radio regularly. The other 19% said they listened to radio occasionally on campus. When asked how regularly they listened to radio, the responses indicated that all the students listened to radio at least once a week.

Even though there were three radio stations in Wa, *Radio Upper West* was the first choice radio station for most of the students. About half of the students (49.5%) mentioned *Radio Upper West* as their main source of radio information. The next source of radio information to the students was *Radio Progress* which is owned by the Catholic Church. The percentage of the respondents who depended mostly on *Radio Progress* for their information was 35.5% while the remaining 15% of them mostly relied on *Radio FIDS*, which is the university's campus radio, for their information. This suggests that, the programmes of *Radio Upper West* better served the interest of students that was why most of the students abandoned their own campus radio which was supposed to design programs to serve the interest of the students, and rather patronised *Radio Upper West*.

A. The reach of Radio Upper West among the students

The programmes of *Radio Upper West* which were broadcast in three languages namely English, Dagaare and Sisaale attracted great patronage from the students. Out of the 400 students sampled, 301 of them representing 75% said they had been listening regularly to the radio station. Among them 89% said political education formed part of the programmes they had been listening to at the radio station. This showed that *Radio Upper West* had, indeed been doing programmes in political education. The students said the political education was always, centred on voting and elections issues, thus confirming what the Director of *Radio Upper West* said in an interview.

B. Benefits derived from the political education

After listening to the political education programmes on *Radio Upper West* and being positively impacted by them, many of the students said they had been urged by the enlightenment received to participate in active political activities such as political campaigns and political debates. This was indicated by 62% of the students saying the political education they received from *Radio Upper West* urged them to participate in such political activities. From the responses given by the students, it can be seen that *Radio Upper West* played a significant role in moulding their political knowledge and attitudes. How far their political knowledge and attitudes are moulded by the political education programmes of *Radio Upper West* will be determined later in the discussion.

C. *Impact of the political education programmes on the students*

The study found out that before *Radio Upper West* started doing political education programmes many of the students had a very poor knowledge about political issues. While 59% of them said they were knowledgeable in political issues, 24% described themselves as barely knowledgeable while 9% of them said they were not knowledgeable at all in political issues. Only 8% of them said they were highly knowledgeable in political issues. This description of the knowledge of students in political issues meant that there was the need for more enlightenment if each student would be able to assess political situations and decisions independently in order to make an informed choice or take a decision.

The statistics available after *Radio Upper West* started broadcasting the political education programmes showed that, many students were benefiting greatly from such programmes. The percentage of students who said they were not knowledgeable at all before they started listening to the political education programmes on *Radio Upper West* was 9 and this had reduced to 3 after the students started listening to the programmes on *Radio Upper West*, showing a decrease of 6%. Respondents who said they were barely knowledgeable in political issues before they started listening to *Radio Upper West* were 24% of the sample. After listening to the programmes, the percentage of the students that still described themselves as barely knowledgeable had reduced drastically to 4. Those students who said they were knowledgeable in political issues after listening to the political education programmes on *Radio Upper West* were 202, representing 51% of the students. This is an indication of a reduction in the percentage of the students who described themselves as knowledgeable in political issues before they started listening to the programmes on *Radio Upper West*. Before the students started listening to *Radio Upper West*, 59% of them said they were knowledgeable in political issues, but with the percentage now being 51 after they started listening to the political education programmes, it indicates a reduction of the number and percentage of knowledgeable students in political issues. This reduction is however, a positive development as it can be seen that the number of students who were highly knowledgeable in political issues before *Radio Upper West* started broadcasting political education programmes were only 32 and that was 8% of the sample. This category of students increased to 169, representing 42% after they started listening to the political education programmes on *Radio Upper West*. This means that many of the politically knowledgeable students who listened to *Radio Upper West* political Education programmes became highly knowledgeable in political issues, hence a reduction in the number of the knowledgeable students.

D. *Knowledge of the students in basic political issues*

Some of the questions asked in order to elicit the knowledge of the students concerning basic political issues generated interesting responses. When asked what the primary role of a member of parliament was, only 59% of the students got the answer right by saying it was representing his/her constituents in debating and enacting laws for the state in parliament. A significant percentage of the students (38) said the primary role of a member of parliament was to develop his/her constituency through the provision of projects. With over 40% of the students not knowing the primary role of a member of parliament, it is certainly worrisome as many of them at that level of education, should have had such a basic knowledge about politics. In a situation like this a parliamentary aspirant can hoodwink many of the students with promises he/she knows he/she cannot provide. There are many parliamentary aspirants in Ghana who mount political platforms and make all kinds of promises and after getting the votes, fail to deliver. Knowledge of the primary role of a member of parliament especially among university students is necessary in order to assess parliamentary aspirants adequately before voting for the one who can best articulate the views and concerns of the constituents in parliament.

E. *Influencing factors in voting decisions among students*

The study also found it necessary to examine the factors that many students consider before deciding to vote for presidential and parliamentary candidates. This was considered necessary because according to Anebo (2001), the low level of political knowledge of the majority of the Ghanaian electorate coupled with the community based interest politics and other primordial characteristics of the Ghanaian social structure make citizens have little incentive to evaluate parties and candidates on issues and competency. Factors that

influence voting decisions, he added, are therefore, difficult to establish. This study therefore wanted to investigate what make the respondents vote for presidential and parliamentary candidates.

The number of students who said they ever voted in national elections was 372, constituting 93% of the respondents. The students gave various reasons for which they voted or will vote for a particular candidate or in a particular manner when asked what would be the most influencing factor in voting for a particular presidential candidate in a national election. Those who would consider the personal qualities of a presidential candidate as their most influential factor before voting were only 46% of the respondents. While others gave party representation (16%) and ethnic considerations (8%) as factors that would influence them most to cast a vote for a presidential candidate, some students mentioned other factors that would influence them. It is quite worrying to observe that a person's personal qualities, cannot even account for half of the students voting for him/her in a presidential election. This is particularly so as the survey was conducted among university students who should look for quality in persons before voting rather than other considerations which will have no influence in the person performance in office. If personal qualities is not considered a major factor to win a candidate presidential election even among university students, it could be the reason why many Ghanaian independent presidential candidates always perform so poorly in all presidential elections in the fourth republic. None of them ever had up to 1% of the total votes cast.

Ethnic considerations though remote, and party representation have always been major factors in influencing presidential voting decisions in Ghana (Daily Graphic 2009). "Ethnicity has been the tool of seasoned politicians. Their utterances during elections seem to have polarized the nation," *The Daily Graphic* of Monday, August 3, 2009 observed. The cumulative percentage of ethnicity and party representation being 24% even among such a highly enlightened society like a university campus shows that, their influences will even be higher in an illiterate society. The other influencing factors that were mentioned beside these were past lifestyle of a presidential candidate, campaign promises, mode of campaign and economic status of presidential candidates. These together would influence 30% of the students to vote for a presidential candidate or otherwise. According to the students, a person's past lifestyle can still influence his/her behaviour today. Someone who ever embezzled office money can still embezzle public funds today and to such students, he is not fit to be president. On campaign promises, the students explained that it is campaign promises that are used to judge the performance of a government and if those promises are good, it means the government will perform well if voted into power. To them, mode of campaign is important in determining whether the president will be serious in office and work to meet the needs of the people or will be callous about their needs. They were of the view that a candidate that invests heavily in a presidential campaign will value the office and work as is expected of him/her but one that is given the chance to govern without much toil will be indifferent towards the plight of the masses. The economic status of a presidential candidate was also one of the reasons why the 120 students making the 30% would vote or not vote for a presidential candidate. To them, voting for a poor man to be president is like sending money to a thief for safe-keeping. They said the person will like to satisfy his/her personal needs before thinking of the electorates while a person who already has already met those needs before becoming president will concentrate on working to improve the standards of the masses.

One significant difference between the responses for the presidential candidate and those for the parliamentary candidate is that, more than half of the respondents said they would consider a person's personal qualities before voting for him/her to become a member of parliament while in the case of the president, people who would consider personal qualities before voting were not up to half of the respondents. This may explain why individuals have been winning parliamentary elections in Ghana as independent candidates without affiliations to any political party. For instance, in the Anlo and Akan constituencies in the Volta Region of Ghana, which is a strong hold of the National Democratic Congress (NDC), independent candidates emerged as winning candidates over incumbent NDC candidates in the 2000 elections (Anebo 2001). The political party's influence in a candidate's chance of winning parliamentary election, though strong, reduced from 16% in the case of the presidential election to 13% in the parliamentary election. It is important to note that the students were asked to choose the most influencing factors in deciding to vote for a presidential or parliamentary candidate. It is possible that some of them will consider more than one factor before deciding which candidate to vote for. Therefore, although personal qualities is the leading factor in influencing voting decisions among the students in both the presidential and parliamentary elections, that one alone may not win an election for a candidate especially in the case of the presidential election as the other factors combined will be more than 80% and these can work against the candidate.

VII. SUMMARY OF FINDINGS

The study found out that radio was a main source of political education to the respondents with each of them listening to radio at least once a week. Among all the radio stations in the *Upper West Region*, *Radio Upper West* was the preferred radio station for most of the students. Almost half of the respondents (45.5%) indicated that *Radio Upper West* was their preferred radio station.

When the respondents were examined on basic political issues in order to determine how the political education programmes from *Radio Upper West* impacted on their political knowledge, it was found out that many of them were knowledgeable in the basic political issues. When asked what the primary role of a Member of Parliament was, 59% of the respondents were able to get the answer right by ticking “representing his/her constituents in debating and enacting laws for the state in parliament” in the questionnaire. On the number of terms a person can serve as a Member of Parliament in Ghana, 86% of the respondents got it right by indicating the, a person can serve as a Member of Parliament in Ghana for as many terms as possible. Many of the respondents also got it right when asked whether the president in Ghana can sack a Member of Parliament from office. Those who said the president cannot sack a member of parliament from offices were 91% of the respondents. There was however a question which the responses indicated that the students were no knowledgeable in all basic political issues. When asked how a district/municipal/metropolitan chief executive is approved, only 2% of the respondents got the answer right.

The study also sought to find out the factors that would influence the respondents to vote for presidential and parliamentary candidates. For the president candidates, the most influencing factor that would make many students vote for them was the personal qualities of the person. This factor could however not be the most influencing one for more than have of the respondents. Those who considered personal qualities as the most influencing factor that would make them vote for a presidential candidate were only 46% of the respondents. Other most influencing factors were party representation (16%), ethnic consideration (8%) and others (30%). The ‘others’ factor was about the past life of the presidential candidate, wealth of the candidate as well as other factors that the respondent might consider which were not mentioned in the questionnaire. Apart from these most influencing factors, the respondents also indicated how other factors might also influence them to vote for a presidential candidate in a national election. Many of them (94%) were of the view that if a presidential candidate should promise to provide jobs for the people after winning the election, they would consider such a promise as very important and would therefore vote for the candidate. On how a promise to provide infrastructural facilities would influence them to vote for a presidential candidate, 80% of the respondents “indicated that such a promise would be regarded as very important and would therefore urge them to vote for the candidate.

VIII. CONCLUSION

From the findings of the study, it is evident that the programmes of *Radio Upper West*, especially the political education programmes, positively impact on the students of the *University for Development Studies*. Many of them after listening to the political education programmes from the radio station indicated an improvement in their political knowledge and the urge to actively participate in political activities. The findings on the knowledge of the respondents in basic political issues however proved that many of the respondents were not as knowledgeable in certain political issues as they themselves indicated. Perhaps, the political education that is done by *Radio Upper West* does not include the basic issues about Ghanaian politics as only 12% of the respondents said their sources of knowledge on the basic political issues were the media. Or the erratic manner that such programmes are presented may be responsible for many students not assimilating the knowledge they get from such education properly.

When it comes to presidential and parliamentary elections in Ghana, there are certain expectations which must be met by the candidates vying for the various political offices before they can convince students of the *University for Development Studies* to vote for them. Presidential aspirants should convince them that they will be able to meet their job, educational, as well as they health needs before many students will give them their mandate. One revelation from this finding is the issue of gender which many gender activists think it works against women in elections in Ghana. It was not considered as a factor that can work against women in elections. The indication by all the respondents that they would vote for a competent candidate irrespective of the gender of the person attests to this fact. On the parliamentary elections, a candidate’s knowledge of the problems in his/her constituency can improve his/her chances of winning the election on the Wa campus of the *University for Development Studies*. Other factors that might work in favour of a parliamentary candidate in the campus are however difficult to determine as many of the students indicated that most of the possible factors stated in the questionnaire were not important in influencing them to vote for a parliamentary candidate.

REFERENCES

- [1]. Anebo, F.K.G. (2001). “The Ghana 2000 Elections: Voter Choice and Electoral Decision” *African Journal of Political Science*, 1 (7).
- [2]. Blumler, J.G, & Katz, E (1974). *The Uses of Mass Communications: Current Perspectives in Gratifications Research*. Beverly Hills, C.A sage.
- [3]. Dominick, J.R (2005). *The Dynamics of Mass Communications, Media in the digital age (8th edition)*. U.S.A, McGraw Hill.
- [4]. Electoral Commission Ghana (2001). *Elections 2000, Accra*. Friedrich Ebert Foundation.

- [5]. Hamad et al (2001) "Political Education Through The Mass Media? A survey of Indonesian University students" *Asia Pacific Media Educator*, 11.
- [6]. Karikari, K (1994). *Independent Broadcasting in Ghana, Implications and Challenges*, Accra. Ghana Universities Press.
- [7]. Kraus, S. & Davis, D. (1987). *The effect of mass communication in political behavior*. Pennsylvania State Union Press, Pennsylvania
- [8]. Mahama, J (2000). *Government cautions press against reckless sensationalism*. Press Power and Politics.
- [9]. Mano, W. (2005). "Scheduling for rural and urban listeners on bilingual Radio Zimbabwe" *The Radio Journal-International Studies Broadcast and Audio Media*, 3 (2).
- [10]. Universiteit Twente (2004). *Theory Clusters*. (10/10/2008. www.graduate.utwente.nl)
- [11]. Yankah, K (2004). *Language, the mass media and democracy in Ghana, annual lecture in the humanities 2004*. Ghana Academy of Arts and Sciences, Accra.

AUTHORS

First Author – Marcelinus Kunkang Dogyele Dery, Mphil., Graphic Communications Group Limited (Tamale, Ghana)
hondery@gamil.com.

Second Author – Felix Puopiel, M.SC., A part time lecturer at the Institute of Local Government Studies (Tamale, Ghana).
puopiel@yahoo.com.