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COMMUNICATION-MEDIA AS AN INSTRUMENT FOR COMMUNITY EMPOWERMENT: A CASE STUDY OF BUSHBUCKRIDGE COMMUNITY RADIO IN MPUMALANGA PROVINCE

by

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DECLARATION

I, **Bellah Diniwe Nyathi**, hereby declare that the mini-dissertation for the degree of Masters in Public Management at the University of Venda, hereby submitted by me, has not been previously submitted for a degree at this University, or any other University, that it is my own work in design and execution, and that all reference materials contained therein have been duly acknowledged

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ABSTRACT

The focus of the study is about communication media as an Instrument for Community Empowerment: A case study of Bushbuckridge Community Radio, Area of Mpumalanga Province. Bushbuckridge community radio station is broadcasting its programmes in three languages, which are spoken in the community and are as follows: Xitsonga, Isiswati and Sipulane (Sotho). Macdonald (1993:118) contends that community radio is aimed at minority interests whom the network and the local station cannot accommodate. Community stations are aimed at Rasters, London, country and western music fans and old age pensioners.

The researcher used a mixed research methodology by using both Qualitative and Quantitative Research methodology. A qualitative research design permits close interaction between the researcher and the respondent and quantitative design permits the researcher to be able to qualify the number of occurrences in each theme. The population of the study was obtained using a descriptive survey whereby data was gathered from a defined population with the aim of studying characteristics, perceptions and intesions of that Population. The Participants were Station Manager, Programmes Manager, News Reader, News Reader, Technical Manager, Board Member, Presenters and Community Members.

The major findings of the study are:

- Majority of the respondents were aware that Bushbuckridge community radio has talented presenter.
- Majority of the respondent agreed that staff ad Bushbuckridge community radio receive training regularly.
- Majority of the respondents were aware that Bushbuckridge community radio is able to manage multiracial communities.
- Majority of the respondents were not sure whether Staff at Bushbuckridge community radio gets opportunities for personal development.

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The recommendations of the study were:

- The researcher recommends that Bushbuckridge community radio should continue to search more talented Presenters,
- It is also recommended that the staff at Bushbuckridge community radio should receive training regularly.
- As the Communities surrounding Bushbuckridge Community the fore the radio should manage multiracial communities.
- It is again recommended that the opportunities for development should cater the staffs at Bushbuckridge community radio.

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DEDICATION

I want to dedicate this document to God almighty, my late Parents Mrs Enny Kichose Dlaweleni Nyathi and Mr Telakufuma Jackson Nyathi for raising a responsible and Brave Woman like me, and my entire family. I could not have done it without them

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I give acknowledgement with honour and gratitude to:

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- My Spiritual Families Englington Church of the Nazarene and Manna Tabernacle of Witness thanks for taking care of me.
- Bushbuckridge Community Radio Station thanks for honouring me and Youth in Hluvukani Iam so thankful for respecting me with your support in my study, Let God Grant you the success you deserve
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LIST OF ABBREVIATIONS

DAB	Digital Audio Broadcasting
IBA	Independent Broadcasting Authority
ICASA	Independent Communication Authority of South Africa
UNISA	University of south Africa

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This study is based on communication-media as an instrument for community empowerment at Bushbuckridge community radio, area of Mpumalanga Province. This study will be conducted at Bushbuckridge community radio.

The aspects to be outlined in this chapter include the introduction and background of the study, problem statement, aim of the study, specific objectives of the study, critical research questions, significance of the study, delimitation of the study, limitation of the study, brief literature review, definitions of major concepts, research design and methodology and ethical considerations as well as organisation of the study.

1.2 BACKGROUND OF THE STUDY

Communication in today's society using radio is topical. The Bushbuckridge community radio station is situated at Mapulaneng Multipurpose Centre in Bushbuckridge; it falls under the Mpumalanga Province sponsorship from Mpumalanga Provincial Government. The government gives the radio a grant from the department of communication, It started broadcasting in 1993. Bushbuckridge community radio station is broadcasting its programmes in three languages, which are spoken in the area and are as follows: Xitsonga, Isiswati and Sipulane (Sotho). The community at Bushbuckridge is benefiting because the radio mainly concentrate on local issues. It also informs people about the state of Bushbuckridge community at large, for example, they alert old pensioners when they are going to get their pension procedurally (www.tripadvisor.com). They also announce the sports and athletics competition, which might take place through different schools, stadium and grounds in the area. As a community radio, the broadcasters make sure that every information reaches everyone around the community.

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The Bushbuckridge community radio is sponsored by the companies, through donations and also generates income through advertisement. At first the programmes broadcast were not up to standard but now it is highly improved because most of the Bushbuckridge community radio employees are likely to get permanent jobs at Munghana Lonene and Ligwalagwala and Thobela FM. Bushbuckridge community radio station is doing its best for the community. The youth are being catered for especially with education and music. The community at large is getting spiritual food through gospel music and religious programs. It is in this regard that the research is conducted (www.sarpn.org).

Broadcasting is one of the most important medium through which the right to freedom of expression (that is to receive and impart information and ideas freely and without interference) is realised. Freedom of expression, as guaranteed by Article 19 of the International Covenant on Civil and Political Rights, includes the right not only to seek and impart information and ideas, but also the right to receive them. The community of Bushbuckridge is getting information mostly from Munghana Lonene, Ligwalagwala and Thobela FM, but because the Radios concentrate more on Provincial and national issues. These stations are situated far from the Bushbuckridge community, Munghana Lonene FM and Thobela FM are situated in Polokwane and Ligwalagwala FM is situated in Nelspruit. When the community is supposed to communicate the local matter it is sometimes difficult as national radios follow more the Policies from Independent Communication Authority of South Africa (ICASA) which need to be accomplished at the end of the Day, though it is the same with the Community Radio Stations yet when it comes to local announcements they will read more than what the national radio does (www.mpumalanga.gov.za/about/history.htm).

Before the Community Radio Station was established they had difficulties when they had to participate to some of the programs where communication had to take place through telephone conversation it was not easy because they had to use land line where they had to request to be connected from a telephone exchange and if they respond late communication had to fail because the program would be over. These stations were not broadcasting mainly things, which was of interests on the Bushbuckridge community

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information. Many people in Bushbuckridge are still maintaining the status quo of not participating closely to the activities of the Bushbuckridge community radio station, because they are still used to the stations of Munghana Lonene. They were supposed to use the services of the Bushbuckridge community radio station especially if it is a local issue (Fourie, 2008:64).

Only that which may reasonably be true, having due regard to the source of the news, may be presented as facts, and such facts shall be broadcast fairly with due regard to context and importance. Where a report is not based on fact or is founded on opinion, supposition, rumours or allegations, it shall be presented in such manner as to indicate clearly that such is the case. Radio has been compared to a theatre of the mind. Radio is everywhere; there is not a patch of land on the entire planet that remains untouched by the electromagnetic signals of nearly thirty thousand radio station worldwide. Radio is available and appeals to everyone. Since the introduction of transistor radios, its mobility and variety has made it one of the most popular forms of mass media history. Radio forms an integral part of our day: it gives as the weather report: keeps us informed about local and international events: a prime carrier of contemporary culture in the form of music be it pop rock, country, or classical (De Beer, 1993). The first radio programmes in South Africa broadcast from Johannesburg on 18 December 1923. Regular broadcasting began in earnest on 1 July 1924. "At the hour of nine on the evening of July 1924, as the chimes rang out from the clock on the old Johannesburg post office, South Africa entered a new era of communication (Rosential, 1974:1).

1.3 PROBLEM STATEMENT

According to the Constitution of the Republic of South Africa, (Act of 1996) section 16 (1) everyone has the right to freedom of expression, which includes; freedom of the press and other media and freedom to receive or impart information or ideas. The IBA has been amended in 2003 to be Independed Communications Authority of South Africa (ICASA). According to the Code of conduct for broadcasting service section 56 state that: Broadcasting licensees' shall:- not broadcast any material which is indecent or obscene or

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offensive to public morals or offensive to the religious convictions or feeling of any section of the population or likely to prejudice the safety of the state or the public order or relations between sections of the population; not, without due care and sensitivity present material which depicts or relates to brutality, violence, atrocities, drug abuse and obscenity; exercise due care and responsibility in the presentation of programmes where a large number of children are likely to be part of the audiences; be obliged to report news truthfully, accurately and objectively; and news shall be presented in the correct context and in a balanced manner, without intentional or negligent departure from the facts, whether by distortion, exaggeration or misrepresentation, material omission, or summarization.

Community radio is aimed at minority interests whom the network and the local station cannot accommodate. Community stations are aimed at Rasters, London, country and western music fans and old age pensioners (cf. Macdonald; 1993:118). Within the South Africa context, the term community is taken to include a geographically based group of people or selection of the public with a specific and clearly identifiable common interest. To qualify for a license a community station needs to fulfil four criteria community radio should (cf. Independent Broadcasting Authority, 1995:3):- be controlled by a non-profit body and function for non-profit body purposes; serve a particular community; encourage members of the community served by the station to participate in the selection and provision of programmes; and be funded by donations, grants, sponsorship, advertising or membership fees.

Despite the provisions of the Acts, there are challenges facing Bushbuckridge Community radio with regard to community empowerment; Publicity, Exposure and Development. This study is conducted in order to come with the solutions that can assist the radio in empowering the Communities. The research study also seeks to serve the importance of radio so that people should appreciate radio and it's the role of empowering the communities.

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1.4 AIM OF THE STUDY

The main aim of the study is to describe communication media as an instrument for community empowerment: A case study of Bushbuckridge Community Radio, of Mpumalanga Province.

1.5 SPECIFIC OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- To investigate the challenges facing Bushbuckridge Community Radio as an instrument for community empowerment
- To determine the importance ofcommunication media as an instrument for community empowerment.
- To explore the mechanisms that can be used to empower the communities through radio.

1.6 CRITICAL RESEARCH QUESTIONS

The research question is stated as follows:

- What are the challenges facing Bushbuckridge Community Radio as an instrument for communities empowerment?
- What is the importance ofcommunication media as an instrument for community empowerment?
- What are the mechanisms that can be used to empower the communities through radio?

1.7 SIGNIFICANCE OF THE STUDY

The findings of the study will shed a light on how radio stations can empower the public. The findings of this study will also benefit the public and radio stations on the importance of empowering the communities. The study is significant for the following reasons; its study will help the community of Bushbuckridge with empowerment, to reach out the

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community and the various stakeholders with empowerment, and the staff of Bushbuckridge community radio station in particular.

1.8 DELIMITATION OF THE STUDY

The study is based on Communication-media as an instrument for community empowerment: a case of Bushbuckridge community radio, area of Mpumalanga. The researcher will conduct the research in Hluvukani Village in Bushbuckridge Local Municipality of Mpumalanga Province.

1.9 LIMITATION OF THE STUDY

The limiting factors of this study can be lack of literature on the philosophical writer on the subject matter, so without previous authors it will be difficult to prepare the literature review to work greatly against the progress of the study. Some people may not want to be part of the respondents, because of fear of identification and insecurity about their jobs that the researcher will discover their weakness and therefore make a statement which will be for the public interest, which have a negative impact on their integrity. Time management problem will be the major cause because the researcher does is working she can only get time to research on weekends. The study will focus from 2010-2014.

1.10 DEFINITION OF OPERATIONAL CONCEPTS

In this section, the researcher will define the operational concepts of the study.

- **Communication**

According to Steinberg (1997:12), communication is simply sending and receiving messages or the transmission of messages from one person to another.

- **Community**

The word "Community" may represent a multiplicity of levels of social organization with which organizers work their primary concern may be one small group in interaction with a single official, or their practice may focus on an organization, a neighborhood, an

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institution, a community, or larger entity, such as region or state (Brager, 1973: 26). According to Raymond Williams (1976: 76) in his book "key words" has noted that the term "Community" became established in English in a range of senses:the commons or common people, as distinguished from those of rank;a state or organized society, in its later uses relatively small;the people of a district;the quality of holding something in common, as in community of interests, community goods; a sense of common identity and characteristics.

Williams (1976: 76) notes a mid-twentieth century usage of "Community" as follows: the term community is a distinct not only from national politics but from formal local politics and normally involves various kinds of direct action and direct local organization; working directly with people; as which it is distinct from service to the community; which has an older senses of voluntary work supplementary to official provision or paid service. According to Dennill (1998: 84) community is defined as a group of people who live in a particular area and who have shared values, cultural patterns and social problem, as well as a group awareness which facilitates the residents interacting more intensely with each other than they would with outsiders.

- **Empowerment**

According to Dennill (1998:84) empowerment is a concept that goes beyond the community participation. It implies enabling people to understand the reality of their environment, reflect on the factors shaping that environment, and take steps to effect changes to improve the situation. It is a process that encompasses people deciding where they are now and goals based on self -reliance and sharing of power. Empowerment helps people to liberate themselves from mental and physical dependants. It is in essence, the ability to stand independently, think progressively, plan and implement changes systematically, and accept the outcomes rationally.

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- **Radio**

Radio is a carrier of messages from other sources. There are three distinct components that relate to the concept radio can be describe: for example, the medium, which is the technical instrument, such as transmitters and receiver; the organization that is the institution or company, such as the South African Broadcasting Company (SABC), multi choice or Primedia, which creates and disseminates the programmes such as the news, weather report, discussion and music (Dennill, 1998:84).

- **Media**

It is the main ways that large numbers of people receive information and entertainment that is television, radio and the newspaper: the newspaper: the news or broadcasting or national media (Oxford Advanced Learners Dictionary, 2003:733).

1.11 ORGANISATION OF THE STUDY

The following are the chapters that will form part of this study:

Chapter 1: Orientation of the study - The aspects to be outlined in this chapter include the introduction and background of the study, problem statement, aim of the study, specific objectives of the study, critical research questions, significance of the study, delimitation of the study, limitation of the study, brief literature review, definitions of major concepts, research design and methodology and ethical considerations as well as organisation of the study.

Chapter 2: Literature review - This chapter is about the review of literature that is related to communication media as an instrument for community empowerment. It focuses on literature relevant to the area of the study. The study is about communication media as an Instrument for Community Empowerment: A case study of Bushbuckridge Community Radio, Area of Mpumalanga Province. The chapter will discuss the following aspects; the historical background of community radio, legislative framework on community radios, radios as a mass medium, information, education, formal education,

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the central ambiguity of community radio, radios as a motivator, mass communications as public communication, and Digital Audio Broadcasting (DAB).

Chapter 3: Research Design and Methodology - This chapter presents research design and methodology that will be followed when conducting the study. This chapter will also outline the study area, population of the study, sampling, data collection methods and instruments, data analysis and ethical considerations.

Chapter 4: Data Presentations, analysis and interpretation - The following chapter focuses on reporting the empirical investigation by providing answers to the perceptions and understanding of communication-media as an instrument for community empowerment at Bushbuckridge community radio station area in Mpumalanga Province.

Chapter 5: Findings, Recommendation and Conclusion - This is a concise interpretation of the major findings and an interpretation of the findings and the conclusion will be made and thereafter the recommendation of the study will be given as well as the presentation of the recommendations for future studies will be provided.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is about the review of literature that is related to communication media as an instrument for community empowerment. It focuses on literature relevant to the area of the study. The study is about communication media as an Instrument for Community Empowerment: A case study of Bushbuckridge Community Radio, Area of Mpumalanga Province. The chapter will discuss the following aspects; the historical background of community radio, legislative framework on community radios, radios as a mass medium, information, education, formal education, the central ambiguity of community radio, radios as a motivator, mass communications as public communication, and Digital Audio Broadcasting (DAB).

2.2 THE HISTORICAL BACKGROUND OF COMMUNITY RADIO

Community radio to some extent suffers from the general cultural neglect of radio and from the point of view of the political economy of research, its standing as a marginal subject would suggest it should be poorly studied and research. The factors work in its favor; however one is the visibility of community radio practice. Where this type of broadcasting has been associated with movements for social change, its visibility is attractive to students, as is the fascination of the related illegal or pirate radio (Jankowski, 2002:51-52).

Devereux (2007:344) point out that by Community media refers to locally oriented, participatory media organizations that provide groups and individuals, whose voices and perspectives are excluded from mainstream media, with access to the tools of media production and distribution.

The radio is the most widespread branch of the media on every continent: it is the cheapest and easiest to access to access, permitting real-time communication with

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audiences wherever they may be. It is the branch whose use has become most commonplace, in particular in developing countries, on the one hand because of the relative marginality of the television, which is still an feature, and on the other because of the difficulty for the most of the population in gaining access to the written press. In addition, group listening provides radio with a wider audience and thus enhances the introduction of new social practices. Therefore the production of radio programmes does not require vast technical, financial or human resources. The History of radio illustrates the wide variety of its uses for propaganda, Political or utilitarian purposes. Its power is awesome when employed by dictatorships as a weapon of propaganda and hatemongering. The example of the Mille Collines 'free' radio station in Rwanda is still fresh in all our minds (Maherzi, 1997:134)

Maherzi (1997:134-135) mentioned that when radio is used as an instrument of government authority, its power is political. When used as a catalyst for development and preventive purposes, it can be utilitarian. Over and above these various uses, the radio has always been a window onto the outside world, thereby playing a decisive role in the democratic process, a fact which many countries have recently recognized. In the few years, radio has considerably evolved around the world. Public service radio and commercial stations particularly in Latin America, there has been the development of a whole series of so called community radio stations, enabling social groups to make their voices heard, including religious communities, universities, ethnic minorities for example they generally have a modest budget and often manage to survive thanks to the unpaid work of their personnel and to voluntary contributions from their sponsors and listeners, as well as occasional revenue from advertising. In Africa, radio is much more widespread than television or the written press, both of which continue to urban-concentrated media.

Radio is able to take into account the full range of listeners' tastes and centres of interest. Stations are already specializing, leading to the development of highly distinct broadcasting formats, with audiences segmented in terms of listening formats. Each station opts for a particular style and 'sound', for example by becoming a theme radio

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exclusively dedicated to the news. Apart from this new trend is continuing to decentralize with emergence of local, community and regional radio stations. With low-Power transmitters, radio is Present in even the remotest of Regions with small stations which both localized and specialized, meaning people everywhere now have a mouth piece and feel they can play a direct role as citizens. Radio in this sense has replaced the telephone or Telegraph (Maherzi, 1997:138-139).

2.3 LEGISLATIVE FRAMEWORK ON COMMUNITY RADIOS

This section will present the legislative framework on community radios.

2.3.1 Constitution of the Republic of South Africa, 1996

The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) Section 16(1) says everyone has the right to freedom of Expression, which includes:

a. Freedom of the press and other media; and
b. Freedom to receive or impart information or ideas.

2.3.2 The Independed Broadcasting Authority (IBA) Act, 1997 (Act No. 153 of 1997)

The Bushbuckridge community radio station is an electronic media which inform the Bushbuckridge community with community information. The Bushbuckridge radio station started broadcasting in 1993. It broadcast in three community languages which is Xitsonga, Sipulane and isiSwati. A community broadcasting service as defined in the Independed Broadcasting Authority (IBA) Act, 1997 (Act No. 153 of 1997), is one which:

a. Is fully controlled by a non-profit entity and carried on for non-profitable purposes;
b. Serves a particular community;
c. Encourages members of the community served by it or persons associated with or promoting the interests of such community to participate in the selection and provision of broadcast in the course of such broadcasting service; and,

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d. May be funded by donations, grants, sponsorship or advertising or membership fees, or by any combination.

The IBA has been amended in 2003 to be Independed Communications Authority of South Africa (ICASA). Code of Conduct for Broadcasting Service Section 56 state that Broadcasting licensees' shall:

a. Not broadcast any material which is indecent or obscene or offensive to public morals or offensive to the religious convictions or feeling of any section of the population or likely to prejudice the safety of the state or the public order or relations between sections of the population;
b. Not, without due care and sensitivity present material which depicts or relates to brutality, violence, atrocities, drug abuse and obscenity;
c. Exercise due care and responsibility in the presentation of programmes where a large number of children are likely to be part of the audiences;
d. Be obliged to report news truthfully, accurately and objectively; and
e. News shall be presented in the correct context and in a balanced manner, without intentional or negligent departure from the facts, whether by distortion, exaggeration or misrepresentation, material omission, or summarization.

Only that which may reasonably be true, having due regard to the source of the news, may be presented as facts, and such facts shall be broadcast fairly with due regard to context and importance. Where a report is not based on fact or is founded on opinion, supposition, rumours or allegations, it shall be presented in such manner as to indicate clearly that such is the case. Radio has been compared to a theatre of the mind. Radio is everywhere; there is not a patch of land on the entire planet that remains untouched by the electromagnetic signals of nearly thirty thousand radio station worldwide. Radio is available and appeals to everyone. Since the introduction of transistor radios, its mobility and variety has made it one of the most popular forms of mass media history. Radio forms an integral part of our day: it gives as the weather report: keeps us informed about

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local and international events: a prime carrier of contemporary culture in the form of music be it pop rock, country, or classical (De Beer, 1993).

The first radio programmes in South Africa broadcast from Johannesburg on 18 December 1923. Regular broadcasting began in earnest on 1 July 1924. At the hour of nine on the evening of July 1924, as the chimes rang out from the clock on the old Johannesburg post office, South Africa entered a new era of communication (Erick Rosential, 1974:1).

There is Cultural Revolution, where one must certainly see the aspiration to extend the active process of learning, with the skills of literacy and other advanced communication, to all people rather than to limited groups, as comparable in importance to the growth of democracy and the rise of scientific industry. Therefore community radio is aimed at minority interests whom the network and the local station cannot accommodate. Community stations are for example aimed at Rasters, London, country and western music fans and old age pensioners (Macdonald; 1993:118). Within the South Africa context, the term community is taken to include a geographically based group of people or selection of the public with a specific and clearly identifiable common interest. To qualify for a license a community station needs to fulfill four criteria community radio should (Independent Broadcasting Authority, 1995:3):

a. Be controlled by a non-profit body and function for non-profit body purposes;
b. Serve a particular community;
c. Encourage members of the community served by the station to participate in the selection and provision of programmes; and
d. Be funded by donations, grants, sponsorship, advertising or membership fees.

A community broadcasting service as defined in the Independed Broadcasting Authority (IBA) Act of 1997,is one which is fully controlled by a non-profit entity and carried on for non-profitable purposes; serves a particular community; encourages members of the community served by it or persons associated with or promoting the interests of such community to participate in the selection and provision of broadcast in the course of such

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broadcasting service; and may be funded by donations, grants, sponsorship or advertising or membership fees, or by any combination of the afore mentioned.

2.4 FUNCTIONS OF THE RADIO

Van Heerden and Le Roux (1975:55-56) identified the following functions of the radio medium;

2.4.1 Information function

The radio was initially developed, as the medium for the dissemination of information, and it is still remains the main source of general information. Programmes, for example news, weather reports, news commentaries, and specific programmes for religion, youth, farmers, and legal issues are pre-eminently information programmes (Van Heerden and Le Roux, 1975:55-56).

2.4.2 Entertainment function

Popular radio programmes are those, which provide entertainment only. These are music programmes, quiz programmes and serial stories as well as drama (Van Heerden and Le Roux, 1975:55-56).

2.4.3 The influencing function

The radio performs an influencing function by being effective in conveying different kind of persuasive communication, for example, advertisement and propaganda (Van Heerden and Le Roux, 1975:55-56).

2.4.4 The function of participation

The radio is a personal medium in which the listener participates in a wide variety of events. The listener participates for example, in church services, sports gathering or opening of parliament (Van Heerden and Le Roux, 1975:55-56). Participation honours the basic right of people to have a say in forms of decision making, Reason *et al.*,

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1994:52). Participation is not simply a matter of interpersonal skill or political constitution it is also about the foundations of human understanding. Mumford argues that: every transformation of a human species has rested on a new metaphysical and ideological base; or rather, upon deeper stirrings and intuitions whose nationalized expression takes the form of a new picture of the cosmos and the nature of humanity, (Reason *et al.*, 1994:16).

A valid form of original participation means that the individual, with soft and permeable character structure, will face in alignment and community with the 'other', including the human, animal, plant and mineral worlds, and would experience these as infused with sacred presence. Individual permeable will be reflected in the culture, with no harsh boundaries dividing cultural groups (gender, class, race, sexual preferable, etc).

2.4.5 Empowerment

Radio, traditional media and video are good for development. The way they are used determines their impact. A process enabling the target groups to participate in both the production of content and dissemination should be encouraged, this would give communities an opportunity to set their own agenda and also enable them to set priorities of what issues are dealt with (Matewa, 2003:1).

2.4.5.1 Traditional media

Community based communication strategies should be encouraged as well as the integration of traditional media and mass media. When traditional media are used, for example drama, the process of professionalizing it should be discouraged. Communities could be encouraged to participate in producing dramas for example on specific educational or development themes and these could be staged to the communities. Different communities could meet and present their best dramas and those judged as the best could meet and present their best dramas and those judged as the best could be awarded a prize and the dramas could be video recorded and screened to the communities or broadcast on national television. This could become not only avenues of disseminating

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information but also entertainment for the rural communities who are generally isolated and have limited entertainment. It is important to involve communities in developing educational and development programmes, which use the traditional channel to reach its target audience is essential as communities would have an opportunity to advise on the appropriateness of such messages to a particular audience, how best the information should be packaged and how it will be communicate (Matewa, 2002:1).

2.4.5.2 Local languages

In both traditional and modern media, participatory interactive process should be encouraged. This could be boosted by the promotion of local languages in print, electronic media and when traditional media training schools so that media practitioners are able to work in different local languages. This could enable some marginalized communities to have a voice and to participate in the development process as receivers and generators of information (Matewa, 2002:2).

2.4.5.3 Broadcasting Act, 1999 (Act No. 4 of 1999)

The is need to lobby government for the amendment of the Broadcasting Act, 1999 (Act No. 4 of 1999) which states that a community broadcasting station can only get license for one year, which may not be renewed. Taking into account the cost and time taken to establish a community radio station, one year is too short for it to have had any and also to inform on area that may need modification or enhancement (Matewa, 2002:2).

2.4.5.4 Development of rural infrastructure

There is need of commitment by government to develop rural infrastructure that is rural electrification and road network. This would make information more accessible to the rural communities and electricity would be used as alternative source of power. The ability of people to move one point to another through an improved road network would improve the flow of information particularly by word of mouth (Matewa, 2002:2).

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2.4.5.5 Communication strategies

Tele-centers should be established to make some of the community members realize the benefits that could develop the community. For example household with telephones could be able made aware of their neighbours on a commercial basis. Community members would therefore be able to make calls for a fee as well receive messages. There is also a need to establish tele-centers at rural schools which facility could be accessible to be students and the community; it could also be a source of revenue for the rural school (Matewa, 2002:3).

2.4.6 Awareness

The media make people to be aware of the information which was not possible for them to know example when the is a soccer game, the media informs them, the media also make sure that projects are advertised and procedures are given for those who are willing to participate and start them. There is a need of conducting workshops and short training courses with development activists whose aim would be to show them the benefits that can help them. The training could also focus on what channels of communication hare there and how they could be used in different situations (Matewa, 2002:3).

2.4.6.1 Education awareness

Media education is the empowerment of individuals, especially minority, and the strengthening of society's democratic structures. The media mediate because they represent the world. The media are symbolic sign system that must be decoded, without this principle on the media education is possible. Media Education is a lifelong process, it is a high motivation, and it must become a primary objective. Media education aims to faster not simply critical intelligence, but critical; autonomy. Media education is investigative, it does not seek to n impose specific cultural or political values. Media Education is topically and opportunistic. It seeks to illuminate the life-situations of learners. In doing so it may place the 'here-send-now' in the context of wider historic and ideological issues. In media Education, is a means to an end. That end is the development

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of transferable analytical tools rather than an alternative content. The effectiveness of Media Education can be evaluated by just two criteria: the ability of students to apply their critical thinking of new situation, and the amount of commitment and motivation displayed by students. Media education will be most effective when parents, teachers, media personnel and decision makers all knowledge they have a role to play in developing greater critical awareness among listeners, viewers and readers. The greater integration of educational and communications systems would undoubtedly be an important step toward more effective education (Masterman, 1989:1).

2.5 MEDIA AND SOCIETY

Mass communication is a truly significant process in modern society. The media do more than entertain us. They provide us with a flow of information that is central to our political system, our economic institution, the lady life styles of each of us, and even our forms of religious expressions. Because of the deep dependency of contemporary societies on their mass media, they are worthy objects of intense scholarly scrutiny. It may be far more important for us to know about the influences of mass communication on our individual and collective lives than to develop knowledge on many other issues studied by various sciences. It matter a great deal whether our daily behavior is shaped by what we read or see on television (Melvin et al., 1982:2).

Mass communication always involves many more receipts than communicators. The number of recipients who can be reached via a medium is relatively unlimited. Not all the recipients reached by a mass medium, can form an undivided social entity. They are a loose, heterogeneous collection of individuals, groups and communities differing as to background, age, interests, opinions, attitudes, etc. The one common factor linking them all together even if just for the duration of the broadcast are the message. Mass communication is a public communication (Maletzke, 1963:21). It is public in the sense of divulgation: the message is directed to everyone and no one is particular. The most notable characteristic of message is due to the need to reach as many recipients as possible (Van Schoor, 1979:41).

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To understand the relationships between the society and its media, both the evolutionary perspective and the conflict model provide valuable interpretive frameworks. These two paradigms give perspectives on both the broad changes that occurred and on specific changes in technology and social organization that took place as the media developed (Melvin, 1982:29).

The mass medium as they exist today in our particular society has a unique structure of control, a particular set of institutionalized norms of content. They have worked out specific types of financial support and clearly defined relationships such as government. They have all experienced in greater or lesser degree a somewhat repetitive set of problems associated with conflicts between their goals, aspirations, and hopes of those whose cultural tastes and educational background s are substantially higher than those of the common citizen. Finally, their development patterns, in terms of general problems encountered during their institutionalization as culture complexes, have been rather similar from one medium to another (Melvin, 1982:29).

The mass media today are intimately involved in the stimulated of innovative behaviour, they can be viewed as innovations themselves. A study of their adoption patterns as well as the social and cultural variables rebels related to their spread can reveal some of the ways in which a society can significantly influence and shape its mass media (Melvin, 1982:29).

2.5.1 The media effects theory

The hypothesis which has been done by Ball-Rokeach and Defleur (1976), is as follows:

a. At the individual level, the media dependency is cursed by people's need for information relevant to their goals. The greater one's need is, the stronger the person's dependency on media will be, and
b. At the societal level, the media dependency is caused by the system's stability. The less stable the social system's stability, the less strong the social system, the dependency on the media will be for all people in that society.

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2.5.2 Media dependency hypothesis

At the media level, the media dependency is caused by the information delivery infrastructure. The more central the media are in the infracture, the stronger the dependency will in that society. Dependency on media will in turn affect the nature and extent of media effects. The stronger the dependency, the more likely the media will have an impact on people's cognition, effects, and behavior. The independency between the media and society determines the dependency of audiences on the media i.e., the need for information, the use of media, and the results of media use, are all created and sustained by the interests of the power-media complex (Ball-Rokeach and Defleur, 1976).

2.5.3 The theory attributes the gap to individual deflect (For Instance cognitive skills)

The real cause of gap lies in social structure and social environment; keys issues are motivation and relevance; with proper motivation and relevance, knowledge gap can be closing rather than widening. As the fusion of mass media information in to a social system increases, segments of the population motivated to acquire that information and/or for which that information is functional at a faster rate than those not functional, so that the gap in knowledge between these segments tends to increase rather than decrease.

2.6 Causes and consequences of third person effects

This section discusses the causes and consequences of third person effects.

2.6.1 Psychological causes

Attribution: people tend to attribute own errors to environment, others, errors to personal traits; self-serving bias. People take more responsibility for success than for failures, and pretend to control over environment (Melvin, 1982:31).

2.6.2 Practical consequences

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Believe in third person effect leads torso support for censorship control or limit information. The estimated size of media effects on the third person is negatively related to the affinity with that person. That is the more similar the third person is negatively the third person is to you the less likely you will see him/her vulnerable to media effects. The third-person effect is negatively related to the perceived credibility of the source. That is, the more credible a source is viewed, the less likely you will underestimate the impact on you, or overestimates the impact on others (Melvin, 1982:31).

2.7 EFFECTS OF THE MEDIA

Melvin (1982:240-242) pointed out the following effects of the media:

2.7.1 Large body of evidence

More than 50 field studies over the last 20 field studies over the last 20 years have also shown that children who habitually watch more media violence behave more aggressively and accept solve problems. The relationship usually when researcher control for age, sex, social class, and previous level of aggression. Disbelievers often suggest that the correlation is statistically small. According to Freedman, it accounts for "only 1% to 10% of individual differences in children's aggressiveness'. But an increase of that size (a more accurate figure would be 2% to 16% has real social significance. No single factor has been found to individual differences in aggression. Experiments establish a causal relationship, and field studies show that the relationship holds in a wide variety of real world situations. The casual relationship is further confirmed by the finding that children who view TV violence at an early age are more likely to commit aggressive acts at a later age. In 1982 Eron and Hussmann found that boys who spent the most time viewing violent television shows at age eight were most likely to have criminal convictions at age come to similar conclusions, even after controlling for children's initial aggressiveness, social class, and education. A few studies have found no effect on some measures of violence, but almost all have found a significant effect on some measures (Melvin, 1982:240-242).

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Freed singles out for criticism a study by Haussmann and his colleagues that was conducted in the late 1970s, he says we found 'no statistically significant effect for either sex in Australia, Finland, and the Netherlands, Poland, or Kibbutz children in Israel. That is not true, we found that the television viewing habits were correlated with simultaneously aggression. Freedman also suggests that another study conducted in Netherlands came to conclusions so different from ours that we banned it form a book we were writing. In fact, the results of that study were remarkable similar to our own, and we did not refuse to publish it. The Dutch researchers themselves close to publish separately in a different format (Melvin, 1982:240-242).

2.7.2 Effects on children

Media violence stimulates aggression by desensitizing children to the effects of violence. The more televised violence a child watches, the more acceptable aggressive becomes suspicious and expected other to act violently-an attribution bias that promote aggressive behavior. Justification is a third process by which media violence stimulates aggression. The child then feels less inhibited about aggressing again, a fourth process is cognitive priming or cueing; the activation of existing aggressive thoughts, feelings and behavior. This explains why children observe one kind of aggression on television and commit another kind of aggression act afterward. Even innocuous objects that have been associated with aggression may later stimulate violence. Josephson demonstrated this effect in a study of schoolboy hockey players; she subjected the boys to frustration and then showed them either a violent or a non-violent television program. There are non-violent program carried a violent a walkie-talkie (Melvin, 1982:240-242).

When the referee in a hockey game carried a similar walkie-talkie, the boys who had seen the violent film were more likely to start fights during the game. This fifty process by which media violence induces aggression is physiological arousal physiological arousal stimulated by viewing violence in unpleasant at first, but children who constantly watch violent television become habituated, and their emotional and physiological responses

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decline, meanwhile the propensity to aggression is heightened by any pleasurable arousal, such as sexual feeling, that is associated with media violence. Freedman arguer that in violent TV show, 'villains start the fight and punished' and the heroes 'therefore, he concludes, children are learning form these programs that' the forces of good will overcome evil assailants.'' On the country, it is precisely because media heroes are admired and have special authority that children are likely to imitate their behavior and learn that media violence has little effect because children can distinguish real life from fiction. But children under 11 do not make this distinction very well. Studies have shown that many of them think cartoons and other fantasy shows depict life as it really is the studies are conclusive. The evidence leaves no room for doubt that exposure to media violence stimulate aggression.it is time to move on and consider how best to inoculate our children against this insidious threat (Melvin, 1982:240-242).

Dr. Freedman's highly selective reading of the research minimizes overwhelming evidence. First, there are the carefully controlled laboratory studies in which children are exposed to violent film clips and short-term changes in their behavior are observed. More than 100 such studies over the last 40 years have shown that at least some children exposed to visual depictions off dramatic violence behave more aggressively afterward both toward inanimate objects and toward other children. These results have been found in many countries n among boys and girls of all social class, races, ages and levels of intelligence (Melvin, 1982:240-242).

Freedman claims that these experiments confuse the effects of arousal with the effects of violence. He argues that "anyone who is aroused with display more of almost any behavior, but most studies shown that pro-social behavior decreases after children view an aggressive film. Finally, Freedman says the experiments are contaminated by demand characteristics. In other words, the children are only doing what they think the researchers want them to do (Melvin, 1982:240-242).

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2.7.3 Cultural differences

Freedman argues that the strongest results reported in the study, such as those for Israeli city children, are so incongruous that they arouse children suspicion. He is wrong given the influence of culture and social learning on aggressive behavior, different results in different cultures are to be expected. One reason we found no connection between television violence viewing and aggression among children on Kibbutzim is strong cultural prohibition against intra-group aggression in those communities. Another reason is that Kibbutz children usually watched television in a group and discussed the show with an adult caretaker afterwards (Melvin, 1982:240-242).

The recently published mete-analyses summarize the findings of many studies conducted over the past 30 years. In an analysis of 217 experiments and field studies, Paik and Comstock concluded that the association between exposure to television violence and aggressive behavior is extremely strong, especially in the data accumulated over the last 15 years. In the other meta-analysis, wood, wrong and catcher came to the same conclusion after combined analysis of 23 studies of unstructured social interaction. Exposure to media violence leads to aggression at least five ways. The first is imitation, or observational learning. Children imitate the action media heroes, especially when the action is rewarded and the model. When general generalized , this process creates what are sometimes called cognitive scripts for complex social problem-solving; internalized programs that guide everyday social behavior in an automatic way and are highly resistant to change (Melvin, 1982:240-242).

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2.7.4 Political effects

Public concern about mass communication in chiefly focused on the potential effects of mass media content on audience members. Parents are anxious to protect their impressionable children from assumed consequences of exposure to extensive portrayals of sex and violence on television; self-aiming to shield society form the police to trade unions, industry, women's liberation, the elderly and racial minorities often rail against broadcast and press distortion or neglect of their affairs; politicians seem to think that

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advertising agencies make a handsome livelihood out their clients' faith common assumption: that the media do indeed have considerable influence over their audiences; that in this sense they are powerful. It could appear self-evident; therefore, that a priority task of communication research should be to study the effects on people's outlook on the world of the large amounts of time they spend watching television, listening to the radio, going to the movies and reading newspapers and magazines (Melvin, 1982:240-242).

2.7.4.1 Media system dependency and media effects

The ultimate basis of media influence lies in the nature of the interdependencies between the media and other social systems and how these interdependencies shape audience relationships with the media. The nature of the tripartite audience media society relationship most directly determines many of the effects the media have on people and society. The degree of audience members' dependence on media information is a key variable in understanding when and why media messages alter their belief, feelings, or behavior (Melvin, 1982:240-242).

The numerous in which audience are independent on the media system to satisfy their information gals in to the need to act meaningfully and effectively in that world, the need for escape from daily problems and tensions. The greater the need, and consequently the stronger the dependency, in such matters, the greater the likelihood that the information supplied will alter various forms of audience cognitions, feelings, and behavior. As societies develop more complex and intense interdependencies with the media, and as the quality of media technology improves, the media provide more unique information-delivery services for members of the audience. The greater the number and centrality of the specific information- delivery services provided by a medium, the greater the audience dependency on that medium (Melvin, 1982:240-242).

The second condition in which dependency is heightened occurs when a relatively high degree of change and conflict is present in a society. Forces operating to maintain the structural stability of a society always coexist with forces geared toward conflict and change. The relative distribution of forces for stability or change varies from time and

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place. Societies undergoing modernization, for conflict and promote structural stability. Social conflict and social change usually involve challenges to established institutions, belief, or practices. People's dependence on media information resource is intensified during such periods. This is a joint consequence of the reduced adequacy of their established social arrangements and transmits information that facilitates reconciliation of arrangements (Melvin, 1982:240-242).

The potential for mass media messages to achieve a broad range of cognitive, effective, and behavioural effects will be increased when media systems provide many unique and central information- delivery service this potential will be further increased when media there is a high degree of structural instability in the society due to conflict and change (Melvin, 1982:240-242).

2.8 RADIOS AS A MASS MEDIUM

Radio plays an important part in the daily lives of many people. The personal experiences show that people attach a number of functions to radio. To each of this function people attach certain values which then help to satisfy certain their needs. For example, the communities use the radio to wake up in the morning, to check the weather so that they can decide what to wear for the day and to catch up on the news in order to be considered well-informed on a recent events and developments (Van den Berg, 1984:26).

Radio is part of our daily environment and its firmly entrenched in many social systems. Radio fulfils the needs of both society and individuals by bringing the outside world in to our immediate environment or circumstances, thus providing us with a multitude of different experiences one distinctive feature of radio over other mass- media forms, is that the listener can continue with virtually or other activity while listening to the radio. As a medium of expression in which is made of the spoken work, music and sound effects, radio assumes, or is given the enables the rapid transfer of data and information, and provide a variety of experiences, amusements, exchanges of ideas, public service and education. At the same time, radio can be an influential role model and can guide

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listener's personal values while radio is itself a culture; it characterizes various subcultures (Van den Berg, 1984:26).

Two assumptions must be made with regard to mass media (Van den Berg, 1984:27); it is accepted there is no mutual understanding or communication by means radio unless there is a degree by means of active interpretation by the listeners; and it is a misconception that the transmission of messages to many people simultaneously via radio (as a mass communication (Unit ii in course book, the basics, Sternberg 1994, for description of mass communication).

Radio can be distinguished from other forms of mass media by its characteristics for example; radio has no tangible image or text. Radio is a blind medium. The recipients are listeners or, collectively, an audience. The communicator is the broadcaster. The codes are entirely auditory, being made up of speech, and sound effects, music and silence. These codes are largely since the sounds are an exact copy of reality. Radio codes may also be expressive in cases where the representation of reality wind or screeching tyres used as a sound effect in order to create an atmosphere of tension in a documentary, radio, drama, or advertisement. Various sounds may, under certain circumstances, be indexial. For example, a listener may associate a particular announcer's voice with a specific station (Crisell, 1986: 47-51).

Radio is composed of various elements such as language, sounds, transmitters, microphones, receivers, the carrier wave, the signal which finally emerges from a receiver as sound wave (Fauconnier, 1975; 36-370). When one talk about radio as a mass medium, three distinct components that relate to the concept radio can be distinguished, for example: the medium, which is the technical instrument, such as transmitters and receivers; the organization, that is, the institution or company, such as the South African Broadcasting Corporation, multi choice or primedia, which creates and disseminates the programmes; and the programmes (i.e. the massages, such as the news, weather report, discussions and music). There are various components involved in the communication process by radio; the broadcaster who is usually an individual, or a group of individuals,

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working for an organization; the programmes which make up the massage contact from the broadcaster and which manifest in different codes such as speech, sound effects, music and silence; and the medium, which, is the technology that facilitates the transmission of the massage, and the listening.

The radio must provide facts, keep the listeners informed, serve as moderator and critic of event, and present ideas and critic events, and presents ideas and actions in the public interest. Radio presents contemporary events and providers a bus for the fortune history record of the society in which it broadcasts. Radio reflects human performance and also brings massages in the homes and mind of the listeners. There are three primary functions of radio, which has been distinguished: entertainment, education and information. Today, radio, an intimate companion, breaking the isolation and loneliness of the daily routine. For the housewife the radio provides a diversion. Radio also brings people intocontact with a wider social life without requiring any exertion on their part. An additional element of entertainment and socialising is introduced when several people listen to the same programmes and discus it amongst themselves at a later stage (Erasmus, 1970:34).Budd and Ruben (1979:19) says that entertainment aims to provide a release from stress and tension, Erasmus (1979:34) says that it offers escapism; while Brown and Rivers (1978:421) add that entertainment allow for increased socializing.

2.9 INFORMATION

Dean and Bryson (1961:16) define information as the sharing of facts with no persuasion or transmission of values, although this does occur. Budd and Ruben (1979:19) on the other hand, say that the prime function of information is to insure the welfare of society and the individual. Our society requires us to be well informed and the radio can be useful in distributing information to the community programmes that fulfil the informational function include news bulletins, weather reports, market prices (Budd and Ruben, 1979:19).Radio serves a highly informative function during times of crisis. For example, market research reveals the informative role played by radio during the power failure of 9 November 1965 on the East Coast of the United States of America.

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The findings from Erasmus (1970:32) indicate the radio played a prime role in restoring calm and order, since only radio could bring facts, quickly, to the audience. Seventy-seven percent of the sample surveyed listened at one time or another to a radio for information, while 89 percent of those who did not listen received information from someone who did. Under such conditions radio plays an important role in preventing panic and can ensure emotional security, since other media forms can become in operable or may not be as quick in disseminating information.

2.10 EDUCATION

The use of radio in education has several advantages. For example, by using sound effects combination with music, radio can present literary works more realistically than printed page. Radio is not limited in times or space. Historical events can be dramatised by the use of archive material. Radio can call on the best authorities in all subjects to deliver opinions and views. Radio is also a considerably cheaper medium to use than television or print, which is of paramount importance in a developing environment (Erasmus, 1970:17). The two disadvantages that radio has in education are that it is transitory in nature and limited to sound only. Like entertainment, virtually any programme can have an educational function, such as;

a. News,
b. Travel,
c. Documentary,
d. Drama, and
e. Classical music concerts.

The use of radio in the education process can be divided into three broad categories: formal education, which is found in a classroom situation and follows set syllabus; non-formal education, which refers to planned educational and informal radio programming, that is not part of any formal education syllabus; and informal education, which is on-going process affecting almost all programmes such as news, talk shows, discussions (Erasmus, 1970:17).

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2.11 FORMAL EDUCATION

The use of radio for formal education purposes started as an experiment in the United Kingdom by the British Corporation (BBC) in 1924, and by 1935 one out of every four schools was making use of radio for formal education has existed almost as long as radio broadcasting itself. In South Africa the Nguni and Sotho services of the SABC started at school's service in the early 1960s (South African Broadcasting Corporation, 1981:87).The objective of this service was to remove some of the difficulties encountered by teachers and pupils in the learning process, it proved valuable in rural areas for developing basic skills. The other large-scale use of radio for formal education in South Africa was the radio University of South Africa (UNISA) broadcast on the radio 200. Began as a pilot project in 1989 with less than a dozen progresses, the project grew to enormous proportions. The content of these programmes was specifically related to under Graduate University courses offered by the lecturers concerned. Radio UNISA programmes were suspended in 1995 pending restructuring of radio in South Africa.

2.12 THE CENTRAL AMBIGUITY OF COMMUNITY RADIO

Community radio stations are, by their very nature, compelled to deal with numerous institutions of governance, be they arms of the state or the market (Howley, 2010:23). First, Community radio is unavoidability part of civil society. It exists through the kinds of voluntary participation in community institutions that define this often misunderstood social arena. Community radio stations are exactly the type of institutions that define the nonstate actors that exist as non-profit seeking expressions of the mutual and collaborative intent of ordinary people to effect social change through discursive means (Howley, 2010:25).

Second, Community radio exists to create social networks through means that are not market based. Access is not based on one's ability to pay for it, either directly, as a fee-paying subscriber whose money guarantees access, or indirectly as the specifically conjured and desirable demographic object sold to advertisers. The value placed on community radio's participants and audiences is not based on a commercial contract but

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on a civil one. Despite the fact that the civil character of community radio has often proved far more controversial than one might expect, it is not simply a matter of ideological convenience; it is a matter of definition (Howley, 2010:25).

Radio is everywhere. The signals are carried on the electromagnetic spectrum to almost every nook and cranny. Hardly a Place in the world is beyond the reach of radio. Nineteen of 20 automobiles come with radios. People wake up with clock, jog with headset radio, and party with boom boxes and commute with car radios. People listen to sports events on the radio even if they're in the stadium (Vivian, 2003:154).

2.13 RADIOS AS A MOTIVATOR

Radio can motivate people to take action. Recording Companies know the Power of radio. Without radio stations playing new music, a new release is almost certainly doomed. Airplay spurs people to go out and buy a Compact Disc or Cassette. Advertisers value radio to reach buyers (Vivian, 2003:154).

Radio is merely the stimulus applied; the study is of the response. Stimulus-response theory is applied to the whole event which is thus treated essentially in psychological, rather than sociological terms. Radio is a powerful medium with a direct and immediate effect on individual behaviors (Scannell, 2007:25).

Community radio-the cheapest and most accessible of the electronic mass media-is ruled out in many countries because of legal restrictions. The researcher provide literature based on the community radio in Australia and South Africa. Australia has a mature 'Third tier' of broadcasting, now over 20 years old, facing the problems of established sector, with consistent if relatively diminishing state support. As a relatively new democracy, South Africa's adoption of community radio is significant on a global scale. As the debate around community radio in India gathers momentum, and various initiatives start to emerge, some of the challenges they currently face may have lessons for India Noronha (Economic & Political Weekly, 2003:6).

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Community radio is a relatively new movement born out of expressed needs for 'equality for the Voiceless' Community radio is an arena where power imbalances can be addressed. It is sad, therefore, that among the 80 odd community stations licensed to broadcast since last year that the proportion of female participation is low. The question arises, what equality exists among the voiceless. National Gatherings of the Community radio sector are comparable to bachelors' Parties. For women, employment selection processes can seem like temporary dating agencies. What is the role of community radio in building a democratic nation? Today there are about one billion radio receivers around the World (Bickley, 1995). Even remote villages have radios. In South Africa, legend has it that more people own radios than mattresses, when individuals find radios too expensive, a communal one often exists. People who can't read and write still understand the radio. For these reasons radio comes closest to being a universal means of Communication Naughton (Gender Equity, 1996:12-18).

Community radio offers the democratic movement in South Africa the opportunity to extend the limits of mobilization and organization and protect the position of the previously disenfranchised against further loss of power. It can create new opportunities for involvement as active participants, in the process of structural change. The introduction of a community based tier of broadcasting which aims to create affirmative models of real life women, isolated communities, various ethnicities, Young people, Working class people and other marginalized sectors of the community was recognized in the struggle era by the mass democratic movement policy have been formulated as a proactive step towards breaking down misconceptions and powerlessness Since the new broadcasting legislation was Promulgated in 1993, 82 Community radio station have licensed by the Independent Broadcasting Authority -IBA Naughton (Gender Equity, 1996:12-18).

Through Qualitative interviews in Cape Town with Bush Radio staff and participant observation conducted at the station between 2002 and 2004, this article explores Bush Radio's use of kwaito music, and how it contributes towards a rhizomatic development of Community. Located within a cultural studies framework, this article approaches kwaito

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as cultural text capable of generating multiple meanings. In particular, it argues that those who work at Bush Radio strategically use kwaito music to create and sustain a divided community in search of a new black identity. Further-more, the article also addresses how kwaito is specifically constructed and contested on the airwaves of Bush Radio and by station Staff Bosch (The World of Music, 2008:75-89).

2.14 MASS COMMUNICATIONS AS PUBLIC COMMUNICATION

The emergence of small-scale electronic media in the early 1970s brought attention to an area that more or less had been neglected in communication research: the study of communication within the context of the community. Research projects initiated around experiments with community media not only focused on the new medium such as local cable television, but on the geographical setting and more importantly, the social setting. The intent was to include all relevant aspects of the local communication structure in such investigations and to evaluate community media performance in relation to that of other forms of local communication and other local media. Concepts such as communication media and community Communication apart from their normative connotations refer to the study of Communication structures and communication processes within a distinct social setting, a geographical community or a community of interest and therefore focus on both the structural and the process-related characteristics of Mass Communications (Jankowski, 2002:19-20).

Communication researchers had come to the conclusion that community-oriented alternative media were forms of communication and media formats that could not easily be conceptualized in terms of conventional theory mass communications within a distinct social setting and with the reformulation of mass communication as such. Two additional problems accentuated in research on community media, have to do with the need for a more adequate vision of community communication: the interplay between mediated and non-mediated (interpersonal) communication both senders and receivers are members of the same social system, the geographical community and or the community of interest.

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Conceptualization of participants in communication in terms of audience is from this perspective adequate (Jankowski, 2002:20).

The most important characteristics of mass communication is the diffusion of information takes place in such a way that information is made public, that is, is made available to everyone. Many people receive the information, and this explains the prefix 'mass' in mass communication, the number of receivers; however is not an important aspect of the process. Mass Communication involves making information available, making information public. Public Communication should be seen as the diffusion of messages in such a way that in principle no one is excluded from receiving them and no one is excluded from this process by the sender (Jankowski, 2002:22).

The Implicit assumption is that people involved in community communication, both as sender & receivers, have common interests in the double meaning of the word. As members of the same topics because they share the same background. There is a variety of applications of media involved such as banners, stickers, posters, pamphlets, video, film, television, radio and small-scale public communication is diverse in type, and differs from large-scale mass communication and from institutionalized mass media (Jankowski, 2002:23- 24).

2.15 DIGITAL AUDIO BROADCASTING (DAB)

Digital Audio Broadcasting (DAB) is the acronym for a system of digital audio broadcasting which has the advantage of being particularly convenient for overcoming transmission interference problems. Digital Audio Broadcasting consists in combining a series of services into a frequency band called a base group. Whereas Analog radio in which each programme corresponds to a single frequency, this enables a multiplex bit stream to be created in which services in one frequency division or carrier bandwidth of approximately 15 MHz can contain up to five stereophonic programmes simulcast with additional data (Maherzi, 1997:139).

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2.16 EMPIRICAL EVIDENCE OF THE BUSHBUCKRIDGE COMMUNITY RADIO SYSTEM

The origin of the station lies in the health seminar that was held in Bushbuckridge October 1993. The seminar was co-hosted by the kaizer family foundation of South Africa. open society foundation of South Africa, the health system trust, the wits links projects Hospital Sterilisation & Decontamination- HSDU, Weather Research and Forestry-WRF, Cabinet War Rooms- CWR and the community of Bushbuckridge, attracted senior print electronic journalist both south Africa & board, political parties health experts and range of overseas heath experts and policy makers. The radio Bushbuckridge is broadcasting, the few programmes are as follows; morning devotion which is starting at 05:30 to 06:00, in this show the community is being informed of different religions. Any religion is acceptable in the republic of South Africa according to the Constitution of South Africa act 108 of 1996. A current affair is at 06:00 to 07:00, where people in the community are informed of the current information about what is happening around their community. In this programme topics are introduced and people are given opportunity to voice out their views. Children show is broadcasted at 08:45 to 09:00, in programme children are given opportunity to expose their talents, they are taught about the superstitious, songs which have education in them on how things should be done for example ho to cross road on robots. Science and technology programme which started at 09:05 to 09:30, people are being educated of how a consumer can buy brands or groceries using the internet. The last programme from the chosen few is Education programme, which is broadcasted from 09:30 to 10:00.

People in Bushbuckridge are expected to participate, but they cannot participate because they do not know how to participate if they don't have information. They should be told on which time and place where they should participate e.g., to register for their school children and where the old ones are supposed to get their salaries or pension funds. If ever there is a project participation they need to be told also for Example Women Care Group where they plough and knitting dresses and sell.

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Information can make people to know whether the government is delivering the service. Are the Councilors at the Bushbuckridge is being delivered by the government. Are the councilors at Bushbuckridge Municipality working or not delivering the service. So that when the time of voting comes people should know whom to vote. The radio is one of the instruments which is supposed to announce or make news on very activity which is taking place at Bushbuckridge Area.

Radio Bushbuckridge is a registered section 21 company and is licensed by ICASA. The station is owned and managed by community members through the elected board of directors. The station is now 80% developmentally oriented and include the following services viz: Economic development & talk show. Environment & tourism development program Community Development & Public awareness Disability, youth, children and woman program Health program Crime Prevention Program Educational & entertainment program area of coverage.

2.17 CONCLUSION

The task of assessing the nature and influence of mass communication is obviously one with a host of important dimensions. It clearly includes more than simply trying to discover the ways in which message content disseminated by print, film, or broadcast media influences, the believes, attitudes, or behaviours of audiences. The task includes systematic inquiries in to the nature of the historical events and the value system that have shaped the media in a given society and have led them to produce their particular pattern of content. It includes a systematic probing into the very nature of human communication at the interpersonal level to see if the study of the ways in which mass communication can reshape social and reshape social cultural arrangements- the rules and role expectations that its people have of one another

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CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents research design and methodology that will be followed when conducting the study. This chapter will also outline the study area, population of the study, sampling, data collection methods and instruments, data analysis and ethical considerations.

3.2 RESEARCH DESIGN

According to Bless and Higsson-Smith (1997:63), research design has two definitions. Firstly it can be understood as the planning of any scientific research from the planning of any scientific research from the first to the last step. Furthermore the research design is the stage where the researcher must decide how to measure the two main variables, this involves deciding not only how many people will be used as subjects but also what their particular characteristics should be and under what circumstances that data will be gathered Bailey (1994:15). For this study, the researcher used field study as a research design. The reason for using field study is because it allows the researcher to describe the Communication Media as an instrument for community empowerment: the case of Bushbuckridge Community Radio-Area of Mpumalanga.

3.3 RESEARCH METHODOLOGY

Research methodology explains and considers the logic behind research methods and techniques. It therefore has much wider scope than research methods which in turn, have a wider scope than research techniques such as attitude scales (Bless and Higson-Smith, 1995:38). For the purpose of this study, the researcher used a mixed methodology, which means both qualitative and quantitative research methodologies were used.

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According to Bless, Higson-Smith and Kagee (2006: 44), quantitative research relies upon measurements and uses various scales. Qualitative approach is a method, through which researchers are employed to study human actions from the insiders' perspective, with the goal of developing an understanding rather than an explanation of human behavior (Babbie and Mouton, 2001:21). The reason why the researcher used qualitative method is because it enables the researcher to gain insight into the nature of the importance of public participation in community development and also enables the researcher to discover the challenges that exist within the changing of a name from Louis Trichardt to Makhado.

Bless, Higson-Smith and Kagee (2006:184) define qualitative study as research that is conducted using a range of methods which use qualifying words and description to record and investigate aspects of social reality. Qualitative research methodology is research that emphasizes depth of understanding and the deeper meanings of the human experience and that aims to generate theoretically enriched observations (Wysocki, 1998:229).The researcher used qualitative method because the aim is to get a deeper understanding of the respondents' experiences. Qualitative studies help the researcher to explore the in-depth feelings of respondents, who in this case will be the elderly. Much can be gained from communicating directly with respondents such as observing their non-verbal behaviour. Through using qualitative study the researcher will be able to get deeper meaning and understanding of the phenomenon being studied. Qualitative study generated ideas and helped the researcher to gain understanding of social life and meaning that people attach to everyday life. The researcher interviewed respondents and where possible translating language that they understand in order to get precise information.

3.4 STUDY AREA

According to Allie, (1999: 46) location is a place where something happens or exists. The location of the study is the actual place where the study is conducted (Soanes and Stevenson, 2004:286). Bushbuckridge community radio is situated in Mapulaneng EMPC, Student Centre Building, R533 Graskop Road, Bushbuckridge 1280.

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3.5 POPULATION OF THE STUDY

Population refers to the set of events, people or things to which the researcher's findings are to be applied (Bless *et al.,* 2006:184). A population is defined by Monette, Sullivian & De Jong, (2008:490) as all possible cases of what one is interested in studying. The population of the study are Bushbuckridge community radio staff, and community members within the Bushbuckridge Local Municipality of Mpumalanga Province. According to Census 2011, the Bushbuckridge Local Municipality has a total population of 541 248, of which 99,5% are black African, 28 Jun 2011.

3.6 SAMPLING

According to Bless *et al.,* (2006:186) sampling refers to the technique by which the sample is drawn from the population. It can also be defined as a process used to select a portion of the study (Maree, 2009:79). The sampled group the study consists of Bushbuckridge community radio staff, and community members within the Bushbuckridge Local Municipality.

3.6.1 Sampling Method

A non-probability Sampling was used in the study. According to Bless *et al.,* (2006:184) non-probability sampling refers to the sampling techniques where the possibility of a member being included in the study is not known. Non-probability sampling can be defined as a technique where the odds of selecting particular individuals are not known (Strydom, 2011:231).

The researcher chose a purposive sampling method to select the respondents. Bless *et al.,* (2006:106), define purposive sampling as a method based on the judgement of the researcher regarding the characteristics of the representative sample. Strydom, (2011:232), defines purposive sampling as a technique based entirely on the judgment of elements that contains the most characteristic, representative or typical attributes of the population that serve the purpose of the study test.

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The researcher chose purposive sampling method which is based entirely on the judgment of the research regarding the characteristics about the participants. The respondents will draw the respondents from station manager, programmes manager, news reader, technical manager, board member, presenters, and community members. Reason is the Purpose of Knowing that the respondents can provide more information. The researcher has judged the respondents that they are having relevant information.

3.6.2 Sampling Size

The sampled population of the study consists of 50 respondents. The sampling size of this study will consists of, 01 station manager, 01 programmes manager, 09 news readers, 01technical manager, 01 board member, 07 presenters, and 25 community members.

3.7 DATA COLLECTION

According to Grinnell (1993:219) data collection is a procedure specifying techniques to be employed, measuring instrument to be conducted in implementing a research. Bless *et al.,* (2006:114) defines data collection as a technique or method used to gather information by directly asking respondents to express their views, feelings or attributes through questionnaires and interviews. For this study, the researcher used the questionnaires and interviews to collect the information.

A questionnaire is an instrument of data collection consisting of a standardized series of questions relating to the research topic to be answered in writing by participants (Bless *et al.*, 2006:184). According to Wysocki (2008:229) questionnaire is a printed list of questions that respondents are asked to answer in a self-reporting format. For the purpose of the researcher used a questionnaire as an instrument because it is assumed that it honest and accurate and reflects the true state of affairs. By using a questionnaire, the researcher reduced the level of deception of subjects or respondents. The questionnaires will be delivered by hand by the researcher to schools together with the letter of consent. The respondents read the questions themselves and mark answers on the questionnaires at

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their spare time. The appointment will be made for collecting the questionnaires after completion and should preferably not be more than 48 hours after delivery.

An Interview schedule refers to data collection based on a series of questions relating to the research topic to be answered by research participants (Bless *et al.,* 2006:183). According to Maree (2007:87) an interview is a two-way conversation in which the interviewer asks the participants question to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants. The researcher used an interview as an instrument for collecting data because it will enable the researcher to see the world through the eye of the participant. It will also allow the researcher to probe for more information and clarification of answers, if necessary. An interview schedule will enable the researcher to get closer to the subjects and to get first-hand information from participants.

3.8 DATA ANALYSIS

Boeijie (2010:76) defines data analysis as the process of systematically arranging the interview transcripts, field notes and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Data analysis involves breaking up the data into manageable themes, patterns, treads and relationships (Mouton, 2001:108). For this study the researcher used statistical analysis and thematic analysis to analyse data.

The analytical procedure to be employed in analysing the data collected through questionnaire was a Statistical Package for Social Sciences (SPSS Version 17.0) which is a computer software employing descriptive statistics. The information will be presented in a graphical tabular presentation, frequencies and percentages.

For the data collected through interview schedule, the researcher used a thematic analysis where the information will be presented in a narrative form. The nature of this study is qualitative; the researcher will use the nine steps for data analysis, as suggested by Cresswell (2004:155). These are as follows:

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- **Step 1: Planning for recording of data**

The researcher must plan how will data be collected information before collecting commences and the researcher have to inform respondent about the plan shared construction of reading.

- **Step 2: Data collection and preliminary analysis**

The researcher must be able to analyse data and make sure that the information being collected in rich information that will generate alternative hypothesis and provide basic for stared construction of reality.

- **Step 3: Managing or organising the data**

The researcher must put all copies of the compiled information during that collection for further advices someone secure for safe keeping.

- **Step 4: Reading and writing**

The researcher is expected to read the transcripts in their entirely, often several times to get unversed in the details and trying to get sense of the interview as a whole before breaking into parts.

- **Step 5: Generating categories, themes and patterns**

The researcher should classify her information into categories in order to reduce it to a small management set of themes to write into the final narrative. The generating categories involved making relates in the setting or people chosen for the study.

- **Step 6: Coding and data**

The researcher then applies some coding scheme to those categories and themes, and diligently and thoroughly marks passages in the data using the codes.

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- **Step 7: Testing the data emergent understanding**

The researcher test to establish the information is relevant to the study.

- **Step 8: Search for alternative explanations**

If the respondents have missed something during the interview, the interviewer must find way to explain the questions to respondents again.

- **Step 9: Representing visualisation (i.e. writing report)**

The researcher has to write a formal report as a proof that she has analyse the data and the report must be kept in a safe place.

The researcher used the following steps as outlined by Cresswell (2004:155): steps 1,2,3,4,5,7,8 and 9. The researcher will jot down the information from the interview sessions, then list all topics of the interviews, abbreviations of the topics as codes and write the codes next to the appropriate segment of the next, turn the topic into categories, perform a preliminary analysis and lastly the researcher will interpret the meaning.

3.9 ETHICAL CONSIDERATIONS

According to Wysocki (2008:228), ethics refers to the guidelines for research that enable a researcher to ensure that all respondents participants voluntarily and are not harmed. Ethics refers to the responsibilities that the researcher bears towards those who participate in researcher, those who sponsor research and those who are potential beneficiaries of the research (Monette *et al.,* 2008:487). The following ethical considerations will be followed:

3.9.1 Permission to conduct identification

It was considered important to seek permission to conduct the research from members of Bushbuckridge community radio station. Top, middle and lower level staff. The purpose is to ensure that respondents made aware about the research, and that they had official

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permission to participate freely. Every Researcher must seek permission for his study. Wilson (1993:245) talks of "cooperation" as one characteristics of ethical research. He says that the investigator should cooperate with duly authorized group, agencies and institutional review boards. The researcher should submit the proposed research to the proposed research target group, individuals or committee in charge of reviewing provisions for the protection of subject's rights and should be willing to comply with their recommendations. In seeking permission however the researcher should be clear about the purpose of research, the method research to be used. The researcher should gain written permission from either the individuals or groups before he can start with his research study. This will also protect him if he happens to encounter some problems.

3.9.2 Informed consent

According to Terre Blanche, (1999:479), informed consent is the process of seeking the explicit and agreement from a subject to participate in a research project based on their full understanding of the procedures involved and their likely affects. The researcher will obtain a verbal or written informed consent from children who are raised by single parents prior to conducting the study. The research will also inform the participants about how the study will affect them, the risks and benefits to participant and the fact that they have the right to decline to participate if they choose to do so.

3.9.3 Confidentiality and Anonymity

Nachmias and Nachmias (1992:91) argue that research data should be confidential and that all participants should remain anonymous unless the researcher is given permission by the participants to release their identities. The researcher explained to the participants that the information they were going to give was sorely for the study and the information is not going to be revealed to anyone. The researcher also assures the respondents that their names will not be revealed. The researcher will not ask questions that will make respondents identify the respondents and the researcher will ensure that a tape recorder is not used. The researcher will ensure that all participants' information and data will be

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kept private and the results will be presented in an anonymous manner in order to protect the participants.

3.9.4 Protection from harm

The respondents should be given the assurance that they will be indemnified against any physical and emotional harm (Welman, Kruger and Mitchell, 2008:341). The respondents were interviewed in the comfort of their rooms, in order to avoid any physical injuries on the way.

3.9.5 Autonomy

This implies that participants in a research study should decide to participate in the study of their own accord. Under no circumstances should they be coerced or pressured to participate. Thus their decisions should be made autonomously (Bless *et al.,* 2006:181). The researcher will briefly explain the type of research that is about to be conducted and furthermore the fact that participation is voluntary and they may withdraw from participation at any time, if they feel uncomfortable.

4. CONCLUSIONS

This chapter outlined research design and research methodologies that were used in this study, study area, population of the study, Sampling method and sampling size, data collection methods and instruments, data analysis, and ethical considerations. All those aspects were put together in order to help the researcher in describe communication media as an instrument for community empowerment at Bushbuckridge community radio of Mpumalanga Province.

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CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter presented the research design and the subsequent methodologies that the researcher intends following and which indicate the structure and the procedures that were followed to answer the researcher's study questions. It has been revealed that the study was conducted in mixed methodologies where quantitative and quantitative research methodology were used and this chapter data is presented, analysed and interpretation of the study. The following sections focuses on reporting the empirical investigation by providing answers to the perceptions and understanding of communication-media as an instrument for community empowerment at Bushbuckridge community radio station area in Mpumalanga Province.

4.2 ANALYSES OF DATA COLLECTED THROUGH QUESTIONNAIRE

In this section the researchers analyse the responses collected by the questionnaires are presented graphically in graphical tabular form and are followed by a brief synthesis of the findings for the item

4.2.1 Section A: Biographical Details of respondents

In this section the researcher presents the biographical details of the respondents in this study. The information are presented in graphical tabular forms and followed by a synthesis of the findings and the detailed findings are discussed in the following chapter which is chapter 5.

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Table 4.1 Gender of respondents

Response	Frequencies	Percentage
Male	15	33.3%
Female	30	66.7%
TOTAL	45	100%

A total of 45 respondents managed to took part in this study, of the 45 respondents, 15 (33.3%) were males whereas 30 (66.7%) were females. All targeted 45 respondents managed to return the questionnaires, and all the questionnaires were analysed. There were more female respondents than male respondents.

Table 4.2 Age of respondents

Response	Frequencies	Percentage
Less than 21 years	10	22.2%
22 to 30 years	26	57.8%
31 to 40 years	07	15.6%
41 to 50 years	02	4.4%
51 years and above	0	0%
TOTAL	45	100%

Table 4.2 above, indicates that most of the respondents, 26 (57.8%) who took part in this study were aged between 22 – 30 years. Ten (22.2%) of the respondents were less than 21 years, and 07 (15.6%) were between above 31 – 40 years. 02 (4.4%) were between 41 to 50 years. From 51 years and above, there was no respondent. It can therefore be concluded that in this study that majority of the respondents who took part in the study were 22 to 30 years.

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Table 4.3 Position of respondents

Response	Frequencies	Percentage
Station Manager	01	2.2%
Programmes Manager	01	2.2%
News Reader	09	20.0%
Technical Manager	01	2.2%
Board Member	01	2.2%
Presenters	07	15.6%
Community Member	25	55.6%
TOTAL	45	100%

The table above, indicates that majority of the respondents at 25 (55.6%) who took part in this study were community members. Nine 09 (20.0%) of the respondents were news readers, and 01 (2.2%) was a station manager. Seven 07 (15.6%) of the respondents were presenters. Three 01 (2.2%) respondent was a technical manager. One 01 (2.2%) was programmes manager and also 01 (2.2%) of the respondent who took part in the study was a board member. It can therefore be concluded that majority of the respondents who took part in the study were community members.

Table 4.4 Working Experience of Respondents

Response	Frequencies	Percentage
Less than 5 years	26	57.8%
6 to 10 years	11	24.4%
11 to 15 years	04	8.9%
16 to 20 years	02	4.4%
20 years and above	02	4.4%
TOTAL	45	100%

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Table 4.3 indicates that majority of the respondents at 26 (57.8%) who took part in this study were less than 5 years working experience. 11 (24.4%) of the respondents were having 6 to 10 years working experience, and 04 (8.9%) were having 11 to 15 years working experience. Few respondent at 02 (4.4%) were having 16 to 20 years working experience whereas also 02 (4.4%) of the respondents was having 20 years and above working experience. It can therefore be concluded that majority at 26 (57.8%) of the respondents who took part in this study were less than 5 years working experience.

4.2.2 Section B: Communication-media as an instrument for community empowerment

In this sub-section, data is analysed using graphical statistics which is further divided into four themes which arose from the survey questionnaire respondents. The four themes are the challenges facing Bushbuckridge Community Radio as an instrument for community empowerment, the importance of communication media as an instrument for community empowerment, does Bushbuckridge Community Radio station serves the purpose for empowering the communities, and the mechanisms that can be used to empower the communities through radio.

4.2.2.1 The challenges facing Bushbuckridge Community Radio as an instrument for community empowerment

This sub-section presents data regarding the challenges facing Bushbuckridge Community Radio as an instrument for community empowerment. The data is presented in the form of tables followed by brief interpretation.

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Table 4.5 Bushbuckridge Community Radio has talented presenters

Response	Frequencies	Percentage
Strongly agree	23	51.1%
Agree	15	33.3%
Not sure	02	2.2%
Disagree	03	6.7%
Strongly disagree	02	2.2%
TOTAL	45	100%

Table 4.5 above indicates that majority of the respondents at 23 (51.1%) strongly agreed that Bushbuckridge community radio has talented presenters, while 02 (4.4%) respondents strongly disagreed. On the other hand, 03 (6.7%) disagreed and there was 15 (33.3%) respondents who agreed that Bushbuckridge community radio has talented presenters. Two 02 (4.4%) respondents were not sure whether Bushbuckridge community radio has talented presenters or not. The statistics shows that to a greater extent majority of the respondents were aware that Bushbuckridge community radio has talented presenter.

Table 4.6 Staff of Bushbuckridge community radio receive training regularly

Response	Frequencies	Percentage
Strongly agree	11	24.4%
Agree	12	26.7%
Not Sure	15	33.3%
Disagree	04	8.9%
Strongly disagree	03	6.7%
TOTAL	45	100%

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Twelve 12 (26.7%) who took part in the study agreed that staff ad Bushbuckridge community radio receive training regularly, while 04 (8.9%) of the respondents disagreed with the statement. Eleven 11 (24.4%) of the respondents strongly agreed that staff ad Bushbuckridge community radio receive training regularly, whereas 03 (6.7%) of the respondents strongly disagreed with the idea. Majority of respondents at 15 (33.3%) were not sure whether staff ad Bushbuckridge community radio receive training regularly or not. From the above statistics, a conclusion can be drawn that, majority of the respondent at 23 (51.1%) agreed that staff ad Bushbuckridge community radio receive training regularly.

Table 4.7 Bushbuckridge community radio is able to manage multiracial communities

Response	Frequencies	Percentage
Strongly agree	15	33.3%
Agree	18	40.0%
Not Sure	07	15.6%
Disagree	04	8.9%
Strongly disagree	01	2.2%
TOTAL	45	100%

Most of the respondents at 18 (40.0%) agreed that Bushbuckridge community radio is able to manage multiracial communities, while 04 (8.9%) disagreed with the statement. Fifteen 15 (33.3%) of the respondents strongly agreed with idea, while only 01 (2.2%) respondents strongly disagreed that Bushbuckridge community radio is able to manage multiracial communities. Seven 07 (15.6%) of the respondents were not sure whether Bushbuckridge community radio is able to manage multiracial communities or not. From the above information, it can be concluded that majority of the respondents were aware that Bushbuckridge community radio is able to manage multiracial communities.

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Table 4.8 Staff at Bushbuckridge community radio gets opportunities for personal development

Response	Frequencies	Percentage
Strongly agree	13	28.9%
Agree	10	22.2%
Not Sure	14	31.1%
Disagree	05	11.1%
Strongly disagree	03	6.7%
TOTAL	45	100%

Ten 10 (22.2%) agreed that Staff at Bushbuckridge community radio gets opportunities for personal development, while 05 (11.1%) disagreed with the statement. Thirteen 13 (28.9%) of the respondents strongly agreed with idea, while Three 03 (6.7%) respondents strongly disagreed that Staff at Bushbuckridge community radio gets opportunities for personal development. Most of the respondents at 14 (31.1%) were not sure whether Staff at Bushbuckridge community radio gets opportunities for personal development or not. From the above information, it can be concluded that majority of the respondents were not sure whether Staff at Bushbuckridge community radio gets opportunities for personal development

Table 4.9 Bushbuckridge community radio has listenership

Response	Frequencies	Percentage
Strongly agree	13	28.9%
Agree	18	40.0%
Not Sure	07	15.6%
Disagree	01	2.2%
Strongly disagree	06	13.3%
TOTAL	45	100%

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Most of the respondents Eighteen 18 (40.0%) who took part in the study agreed that Bushbuckridge community radio has listenership, while only One 01 (2.2%) of the respondents disagreed with the statement. Thirteen 13 (28.9%) of the respondents strongly agreed that Bushbuckridge community radio has listenership, whereas 06 (13.3%) of the respondents strongly disagreed with the idea. Seven 07 (15.6%) were not sure whether Bushbuckridge community radio has listenership or not. From the above statistics, a conclusion can be drawn that, majority of the respondent at 18 (40.0%) agreed that Bushbuckridge community radio has listenership.

4.2.2.2 The importance of communication media as an instrument for community empowerment

This portion presents the importance of communication media as an instrument for community empowerment t. The information in this section are presented in graphical and tabular forms and followed by a discussion of the findings.

Table 4.10 Bushbuckridge community radio empower citizens to be involved in projects

Response	Frequencies	Percentage
Strongly agree	15	33.3%
Agree	21	46.7%
Not Sure	01	2.2%
Disagree	06	13.3%
Strongly disagree	02	4.4%
TOTAL	45	100%

Table 4.10 above indicates that majority of the respondents at Twenty one 21 (46.7%) agreed that Bushbuckridge community radio empower citizens to be involved in projects, while Six 06 (13.3%) respondents strongly disagreed. On the other hand, fifteen 15 (33.3%) Strongly Agreed and there was two 02 (4.4%) respondents who strongly

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disagreed with the statement. Only one 01 (2.2.%) respondents were not sure whether Bushbuckridge community radio empower citizens to be involved in projects or not. The statistics shows that to a greater extent majority of the respondents were aware that Bushbuckridge community radio empowers citizens to be involved in projects

Table 4.11 Rural citizens who do not have access to main stream media are empowered by community radio

Response	Frequencies	Percentage
Strongly agree	06	13.3%
Agree	23	51.1%
Not Sure	09	20.0%
Disagree	05	11.1%
Strongly disagree	02	4.4%
TOTAL	45	100%

Most of the respondents at 23 (51.1%) agreed that Rural citizens who do not have access to main stream media are empowered by community radio, while 05 (11.1%) disagreed with the statement. Six 06 (13.3%) of the respondents strongly agreed with idea, while Five 05 (11.1%) respondents strongly disagreed that Rural citizens who do not have access to main stream media are empowered by community radio. 09 (20.0%) were not sure whether Rural citizens who do not have access to main stream media are empowered by community radio or not. From the above information, it can be concluded that majority of the respondents were aware that Rural citizens who do not have access to main stream media are empowered by community radio

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Table 4.12 Community radio can be able to build capacity to educate community members

Response	Frequencies	Percentage
Strongly agree	21	46.7%
Agree	18	40.0%
Not Sure	02	4.4%
Disagree	04	8.9%
Strongly disagree	0	0.0%
TOTAL	45	100%

Table 4.12 above indicates that majority of the respondents at 21 (46.7 %) strongly agreed that Community radio can be able to build capacity to educate community members, while 0 (0.0%) respondents strongly disagreed with the statement. On the other hand, 04 (8.9%) disagreed and there was 18 (40.0%) respondents who agreed that Community radio can be able to build capacity to educate community members. Two 02 (4.4%) respondents were not sure whether Community radio can be able to build capacity to educate community members or not. The statistics shows that to a greater extent majority of the respondents were aware that Community radio can be able to build capacity to educate community members.

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Table 4.13 Rural citizens can be entertained by the community radio

Response	Frequencies	Percentage
Strongly agree	17	37.8%
Agree	19	42.2%
Not Sure	06	13.3%
Disagree	03	6.7%
Strongly disagree	0	0.0%
TOTAL	45	100%

Most of the respondents at 19 (42.2%) agreed that Rural citizens can be entertained by the community radio, while 03 (6.7 %) disagreed with the statement. Fifteen 17 (37.8%) of the respondents strongly agreed with idea, while 0 (0.0%) respondents strongly disagreed that Rural citizens can be entertained by the community radio. Six 06 (13.3%) of the respondents were not Rural citizens can be entertained by the community radio or not. From the above information, it can be concluded that majority of the respondents were aware Rural citizens can be entertained by the community radio

Table 4.14 Workshops are established between the radio and community members

Response	Frequencies	Percentage
Strongly agree	08	17.8%
Agree	18	40.0%
Not Sure	11	24.4%
Disagree	04	8.9%
Strongly disagree	04	8.9%
TOTAL	45	100%

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Eighteen 18 (40.0%) agreed that Workshops are established between the radio and community members, while 04 (8.9%) disagreed with the statement. Eight 08 (17.8%) of the respondents strongly agreed with idea, while Four 04 (8.9%) respondents strongly disagreed that Workshops are established between the radio and community members. Eleven 11 (24.4%) were not sure whether Workshops are established between the radio and community members or not. From the above information, it can be concluded that majority of the respondents were aware Workshops are established between the radio and community members

Table 4.15 Community radio station focus on getting community talking and not solely on radio

Response	Frequencies	Percentage
Strongly agree	17	37.8%
Agree	22	48.9%
Not Sure	04	8.9%
Disagree	02	4.4%
Strongly disagree	0	0.0%
TOTAL	45	100%

Most of the respondents at 22 (48.9%) agreed that Community radio station focus on getting community talking and not solely on radio, while 02 (4.4 %) disagreed with the statement. Seventeen 17 (37.8%) of the respondents strongly agreed with idea , while 0 (0.0%) respondents strongly disagreed that Community radio station focus on getting community talking and not solely on radio. Four 04 (8.9%) of the respondents were not sure whether Community radio station focus on getting community talking and not solely on radio or not. From the above information, it can be concluded that majority of the respondents were aware Community radio station focus on getting community talking and not solely on radio

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Table 4.16 Community radio station focus on local information

Response	Frequencies	Percentage
Strongly agree	13	28.9%
Agree	19	42.2%
Not Sure	08	17.8%
Disagree	04	8.9%
Strongly disagree	01	2.2%
TOTAL	45	100%

Table 4.16 above indicates that majority of the respondents at 19 (42.2 %) agreed that Community radio station focus on local information, while 04 (8.9%) disagreed. On the other hand, Thirteen 13 (28.9%) respondents strongly agreed with the statement and there was only 01 (2.2%) respondents who strongly disagreed that Community radio station focus on local information. Eight 08 (17.8%) respondents were not sure whether Community radio station focus on local information or not. The statistics shows that to a greater extent majority of the respondents were aware that Community radio station focus on local information

Table 4.17 Local radio stations bring reliable information to those in rural communities

Response	Frequencies	Percentage
Strongly agree	13	28.9%
Agree	17	37.8%
Not Sure	11	24.4%
Disagree	03	6.7%
Strongly disagree	01	2.2%
TOTAL	45	100%

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Most of the respondents at 17 (37.8%) agreed that Local radio stations bring reliable information to those in rural communities, while 03 (6.7 %) disagreed with the statement. Thirteen 13 (28.09%) of the respondents strongly agreed with idea , while only one 01 (2.2%) respondents strongly disagreed that Local radio stations bring reliable information to those in rural communities. Eleven 11 (24.4%) of the respondents were not sure whether Local radio stations bring reliable information to those in rural communities or not. From the above information, it can be concluded that majority of the respondents were aware that Local radio stations bring reliable information to those in rural communities

Table 4.18 Community radio station carters all genres and sphere (disability)

Response	Frequencies	Percentage
Strongly agree	11	24.4%
Agree	19	42.2%
Not Sure	10	22.2%
Disagree	03	6.7%
Strongly disagree	02	4.4%
TOTAL	45	100%

Nine-teen 19 (42.2%) agreed that Community radio station carters all genres and sphere (disability), while 03 (6.7%) disagreed with the statement. Eleven 11 (24.4%) of the respondents strongly agreed with idea, while Two 02 (4.4%) respondents strongly disagreed that Community radio station carters all genres and sphere (disability). Ten 10 (22.2%) respondents were not sure whether Community radio station carters all genres and sphere (disability) or not. From the above information, it can be concluded that majority of the respondents were aware that Community radio station carters all genres and sphere (disability)

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Table 4.19 Community radio has certain limit for example broadcasting area should be 5 to 10 kilometres (KM) radius

Response	Frequencies	Percentage
Strongly agree	06	13.3%
Agree	20	44.4%
Not Sure	13	28.9%
Disagree	04	8.9%
Strongly disagree	02	4.4%
TOTAL	45	100%

Most of the respondents at 20 (44.4%) agreed that Community radio has certain limit for example broadcasting area should be 5 to 10 kilometres (KM) radius, while 04 (8.9 %) disagreed with the statement. Six 6 (13.3%) of the respondents strongly agreed with idea , while only Two 02 (4.4%) respondents strongly disagreed that Community radio has certain limit for example broadcasting area should be 5 to 10 kilometres (KM) radius. Thirteen 13 (28.9%) of the respondents were not sure whether or not Community radio has certain limit for example broadcasting area should be 5 to 10 kilometres (KM) radius. From the above information, it can be concluded that majority of the respondents were aware that Community radio has certain limit for example broadcasting area should be 5 to 10 kilometres (KM) radius

4.2.2.4 The mechanisms that can be used to empower the communities through radio

This section provide a description of the mechanisms that can be used to empower the communities through radio, and the information in this section are presented in graphical and tabular forms and followed by discussions.

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Table 4.20 Community radio staff visit rural citizens regularly

Response	Frequencies	Percentage
Strongly agree	17	37.8%
Agree	12	26.7%
Not Sure	05	11.1%
Disagree	05	11.1%
Strongly disagree	06	13.3%
TOTAL	45	100%

Table 4.20 above indicates that majority of the respondents at 17 (37.8 %) strongly agreed that Community radio staff visit rural citizens regularly, while 06 (13.3%) strongly disagreed. On the other hand, Twelve 12 (26.7%) respondents agreed with the statement and about 05 (11.1%) respondents disagreed that Community radio staff visit rural citizens regularly. Five 05 (11.1%) respondents were not sure whether Community radio staff visit rural citizens regularly or not. The statistics shows that to a greater extent majority of the respondents were aware that Community radio staff visit rural citizens regularly

Table 4.21 Staff at Bushbuckridge community radio receives workshops

Response	Frequencies	Percentage
Strongly agree	09	20.0%
Agree	10	22.2%
Not Sure	20	44.4%
Disagree	04	8.9%
Strongly disagree	02	4.4%
TOTAL	45	100%

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Ten 10 (22.2%) agreed that Staff at Bushbuckridge community radio receives workshops, while 04 (8.9%) disagreed with the statement. Nine 09 (20.0%) of the respondents strongly agreed with idea, while Four 04 (4.4%) respondents strongly disagreed that Staff at Bushbuckridge community radio receives workshops. Twenty 20 (44.4%) were not sure whether Staff at Bushbuckridge community radio receives workshops or not. From the above information, it can be concluded that Community radio majority of the respondents were not aware that Staff at Bushbuckridge community radio receives workshops

Table 4.22 Bushbuckridge community radio has internal inductions

Response	Frequencies	Percentage
Strongly agree	13	28.9%
Agree	14	31.1%
Not Sure	15	33.3%
Disagree	02	4.4%
Strongly disagree	01	2.2%
TOTAL	45	100%

Table 4.22 above indicates the respondents who participated on the research at 14 (31.21%) agreed that Bushbuckridge community radio has internal inductions, while 02 (4.4%) disagreed. On the other hand, Thirteen 13 (28.9%) respondents strongly agreed with the statement and there was only 01 (2.2%) respondents who strongly disagreed that Bushbuckridge community radio has internal inductions. Most respondents at 15 (33.3%) were not sure whether Bushbuckridge community radio has internal inductions or not. The statistics shows that to a greater extent majority of the respondents were not aware that Bushbuckridge community radio has internal inductions.

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Table 4.23 Community radio creates community-based mechanisms for holding the government accountable

Response	Frequencies	Percentage
Strongly agree	19	42.2%
Agree	14	31.1%
Not Sure	10	22.2%
Disagree	01	2.2%
Strongly disagree	01	2.2%
TOTAL	45	100%

Nine-teen 19 (42.2%) strongly agreed that Community radio creates community-based mechanisms for holding the government accountable, while there was only One 01 (2.2%) strongly disagreed with the statement. Fourteen 14 (31.1%) of the respondents agreed with idea, while only 01 (2.2%) respondents strongly disagreed that Community radio creates community-based mechanisms for holding the government accountable. Ten 10 (22.2%) were not sure whether Community radio creates community-based mechanisms for holding the government accountable or not. From the above information, it can be concluded that majority of the respondents were aware that Community radio creates community-based mechanisms for holding the government accountable.

Table 4.24 There are policies to govern community radio stations

Response	Frequencies	Percentage
Strongly agree	17	37.8%
Agree	16	35.6%
Not Sure	10	22.2%
Disagree	01	2.2%
Strongly disagree	01	2.2%
TOTAL	45	100%

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Most of the respondents at 17 (37.8%) strongly agreed that There are policies to govern community radio stations, while only one 01(2.2%) strongly disagreed with the statement. Sixteen 16 (35.6%) of the respondents agreed with idea, while only one 01 (2.2%) respondents disagreed that There are policies to govern community radio stations. Ten 10 (22.2%) of the respondents were not sure whether There are policies to govern community radio stations or not. From the above information, it can be concluded that majority of the respondents were aware that there are policies to govern community radio stations

4.3 ANALYSES OF DATA COLLECTED THROUGH INTERVIEW

In this section, the responses collected by the interview schedule are presented in a narrative form and the detailed findings are discussed in chapter 5.

Question 1: What are the challenges facing Bushbuckridge Community Radio as an instrument for Communities empowerment?

Respondent 1:

Based on the question of what are the challenges facing Bushbuckridge Community Radio as an instrument for Communities empowerment, the first respondent replied that the equipment that we need to use to empower our Community like cars

Respondent 2:

The second respondent on this question revealed that there is a lack of funds, taking radio to the people and other activities e.g. door to door campaign and monthly road shows.

Respondent 3:

The respondent on this question replied that community of Bushbuckridge has still failing to understand the difference between Community Radio, Commercial and SABC Radio. Besides that the Cooperate well with us because we have active forums working with us

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Respondent 4:

Based on this question, the respondent number 4 said that their sound quality lately is letting them down in terms of reaching their community. These led to losing their objectives and mission.

Respondent 5

The respondent number 5 on this question revealed that funds allocated to serve the needs of the Community and lack of proper Budget for the on air talent, so as to sustain and sharpen their skills. Community Radio like this face a challenge of staying from the plan if the managerial structures aren't put into checks and balances, because a lot is not said as into what are the strategic plans for future Community Radio.

Question 2: What is the importance of Communication as an instrument for Community empowerment?

Respondent 1:

On this question, respondent number 1 eluded that it's a mobile studio which is needed to communicate with the Community.

Respondent 2:

Based on the second question, the respondent number 2 revealed that media sector is much important to the Communities because is educating through airing Programmes broadcasted and produced by various representatives from departments, alerting communities about the Government developments in the area

Respondent 3:

The third respondent on this question eluded that there are able to pass information or massage to the public via radio in so many ways. Talk shows, musically, news and going out there in their destinations and listens to their complaints and do referrals

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Respondent 4:

The respondent on this question contended that a community is the eyes and ears for the Community, therefore the voice of the Community.

Respondent 5:

The respondent on this question eluded that communications is the key to World Survival and Radio as a medium has been in the fore front, for sometimes in enlightening and updating public and Community radio has the Potential to achieve such only if it stick to the mandate and ease doing Public and Commercial radio.

Question 3: Does Bushbuckridge Community Radio station serve the purpose for empowering the Communities?

Respondent 1:

The respondent on this question provided that yes, because we make sure that our Community has what is needed to them

Respondent 2:

The second respondent on this question pointed out that yes, it does through our Community Development Programmes by the Government.

Respondent 3:

On this question the respondent replied that yes, we deliver Reliable info to our Community in terms of news, Educations, awareness in terms of Health and also conducted Community work involvement.

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Respondent 4:

The fourth respondent, replied that yes, it does, despite their challenges they play an important role through their Community of Interest segments, news, education and information.

Respondent 5:

Based on this question, the fifth respondent replied that the concept of cause was to empower the Communities but at the moment the fact that young people are coped in to learn more and are equipped with necessary skills that are needed in the corporate radio, one can surely say the Community is being empowered

Question 4: What are the mechanisms that can be used to empower the Communities through Radio?

Respondent 1:

From the question that what are the mechanisms that can be used to empower the Communities through Radio, the first respondent pointed out that the voice is our mechanism together with our equipment.

Respondent 2:

From the above question, the respondent alluded that radio Bushbuckridge empower communities within the area of coverage by giving them chance to do all activities in the media field, for example, university student for learnership, local people produced radio drama and our communities are also our content provider in most Programmes.

Respondent 3:

Based on this question, the third respondent stated that the radio has a powerful way of Communication with its people, by involving them into the programmes. Population need to be part and parcel, by so doing you are able to work with them.

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Respondent 4

The fourth respondent replied that give Information, news and Education which is eligible to the Community, become an ambassador to its Community. Serve them with pride and Honesty. "My Views".

Respondent 5

The respondent on this question eluded that big Business together with other related stakeholders including the Government need to come together and find financial means to help sustain Community radio, through informative, edutainment and entertaining programmes that are meaningful and can relate to the intended audience

4.4 CONCLUSION

In this chapter, data obtained from the respondents through questionnaire was presented, analysed and interpreted in tabular, frequencies and percentage form on communication media as an instrument for community empowerment: A case study of Bushbuckridge Community Radio, of Mpumalanga Province. Also the data collected through interview schedule was presented in a narrative form. The next chapter presents discussions of major findings, recommendations for further research studies and recommendations for the study.

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CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter concludes the study by drawing conclusions about the major findings of the study regarding Communication- Media as an Instrument for Community Empowerment: Case study of Bushbuckridge Community Radio in Mpumalanga Province. Investigating the challenges facing Bushbuckridge Community Radio as an instrument for community empowerment, determining the importance of communication media as an instrument for community empowerment, also investigating whether the Bushbuckridge Community Radio station serves the purpose for empowering the communities and to explore the mechanisms that can be used to empower the communities through radio.This chapter gives recommendations of the relating to the challenges facing Bushbuckridge Community Radio as an instrument for community empowerment, determining the importance of communication media as an instrument for community empowerment, also investigating whether the Bushbuckridge Community Radio station serves the purpose for empowering the communities and to explore the mechanisms that can be used to empower the communities through radio.

5.2 MAJOR FINDINGS OF THE STUDY

This section describes the major findings on the challenges facing Bushbuckridge Community Radio as an instrument for community empowerment, determining the importance of communication media as an instrument for community empowerment, also investigating whether the Bushbuckridge Community Radio station serves the purpose for empowering the communities and to explore the mechanisms that can be used to empower the communities through radio.

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The major findings of this study clearly indicate that majority of the respondents at 23 (51.1%) strongly agreed that Bushbuckridge community radio has talented presenters. Twelve 12 (26.7%) who took part in the study agreed that staff at Bushbuckridge community radio receive training regularly, Most of the respondents at 18 (40.0%) agreed that Bushbuckridge community radio is able to manage multiracial communities Ten 10 (22.2%) agreed that Staff at Bushbuckridge community radio gets opportunities for personal development, Most of the respondents Eighteen 18 (40.0%) who took part in the study agreed that Bushbuckridge community radio has listenership.

The researcher found out that the challenges facing Bushbuckridge Community Radio as an instrument for Communities empowerment, the first respondent replied that the equipment that we need to use to empower our Community like cars. The study also found out that that there is a lack of funds, taking radio to the people and other activities e.g. door to door campaign and monthly road shows. The respondent on commented that community of Bushbuckridge has still failing to understand the difference between Community Radio, Commercial and SABC Radio. The researcher found that their sound quality lately is letting them down in terms of reaching their community. These led to losing their objectives and mission, and that funds allocated to serve the needs of the Community and lack of proper Budget for the on air talent, so as to sustain and sharpen their skills. Community Radio like this face a challenge of staying from the plan if the managerial structures aren't put into checks and balances, because a lot is not said as into what are the strategic plans for future Community Radio.

5.3 RECOMMENDATION OF THE STUDY

The researcher recommends that Bushbuckridge community radio should continue to search more talented Presenters. It is also recommended that the staff at Bushbuckridge community radio should receive training regularly. As the Communities surrounding Bushbuckridge Community the fore the radio should manage multiracial communities. It is again recommended that the opportunities for development should cater the staffs at Bushbuckridge community radio.

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The researcher recommends that the mechanisms that can be used to empower the communities through radio can be the voice is our mechanism together with our equipment. The researcher recommends that that radio Bushbuckridge empower communities within the area of coverage by giving them chance to do all activities in the media field, for example, university student for learnership, local people produced radio drama and our communities are also our content provider in most Programmes.

The researcher recommends that the radio has a powerful way of Communication with its people, by involving them into the programmes. Population need to be part and parcel, by so doing you are able to work with them. With the study findings the researcher recommend that the community radio should give Information, news and Education which is eligible to the Community, become an ambassador to its Community. Serve them with pride and Honesty. Finally the researcher recommends that the big Business together with other related stakeholders including the Government need to come together and find financial means to help sustain Community radio, through informative, edutainment and entertaining programmes that are meaningful and can relate to the intended audience

5.4 RECOMMENDATIONS FOR FUTURE STUDIES

Therefore the researcher recommends that Bushbuckridge community radio should continue to search more talented Presenters, It is also recommended that the staff at Bushbuckridge community radio should receive training regularly. As the Communities surrounding Bushbuckridge Community the fore the radio should manage multiracial communities. It is again recommended that the opportunities for development should cater the staffs at Bushbuckridge community radio and they should make sure they improve their listenership by having outreach programmes to the communities.

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5.5 CONCLUSION

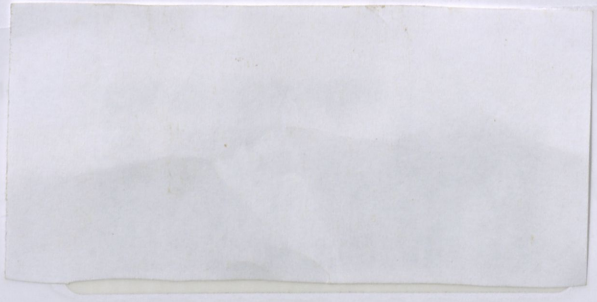
This research includes the background of the study, problem statement, aim of the study, specific objectives of the study and limitation of the study in chapter one. Within this same chapter are definitions of operational concepts and organisation of the study. The background of the study highlighted Communication in today's society using radio that is topical. Bushbuckridge community at large, for example, they alert old pensioners when they are going to get their pension procedurally (www.tripadvisor.com). They also announce the sports and athletics competition, which might take place through different schools, stadium and grounds in the area. As a community radio, the broadcasters make sure that every information reaches everyone around the community. The Problem statement, According to the Constitution of the Republic of South Africa, (Act 108 of 1996) section 16 (1) states that everyone has the right to freedom of expression, which includes; freedom of the press and other media and freedom to receive or impart information or ideas. The IBA has been amended in 2003 to be Independed Communications Authority of South Africa (ICASA). According to Code of conduct for broadcasting service section 56 state that: Broadcasting licensees' shall:-

(a) Not broadcast any material which is indecent or obscene or offensive to public morals or offensive to the religious convictions or feeling of any section of the population or likely to prejudice the safety of the state or the public order or relations between sections of the population;
(b) Not, without due care and sensitivity present material which depicts or relates to brutality, violence, atrocities, drug abuse and obscenity;
(c) Exercise due care and responsibility in the presentation of programmes where a large number of children are likely to be part of the audiences;
(d) Be obliged to report news truthfully, accurately and objectively; and
(e) News shall be presented in the correct context and in a balanced manner, without intentional or negligent departure from the facts, whether by distortion, exaggeration or misrepresentation, material omission, or summarization.

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The main aim of the study was to investigate study regarding Communication- Media as an Instrument for Community Empowerment: Case study of Bushbuckridge Community Radio in Mpumalanga Province. Specific Objectives of the study: is to investigate the challenges facing Bushbuckridge Community Radio as an instrument for community empowerment and to determine the importance ofcommunication media as an instrument for community empowerment. The other specific objective was to investigate whether the Bushbuckridge Community Radio station serves the purpose for empowering the communities and exploring the mechanisms that can be used to empower the communities through radio.



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Permission to collect data

APPENDIX A

SCHOOL OF MANAGEMENT SCIENCES
OFFICE OF THE DEAN

To: The Station Manager
Bushbuckridge Community Radio

11.12.2014

REQUEST FOR PERMISSION TO COLLECT INFORMATION FOR STUDIES OF MISS. NYATHI B.D - STUDENT NO: 11514255.

The above matter refers.

We hereby wish to confirm that Miss. Nyathi B.D (Student No.: 11514255), a registered Master of Public Management student at the University of Venda is researching on the following topic: "**Communication-media as an instrument for community empowerment: A case study of Bushbuckridge community radio area of Mpumalanga Province**". In order for her to complete her studies, we request your Department to provide her with the information that she might need for her study project. As an institution of higher learning, we believe that the research she is undertaking will yield the results that might also assist your Department. We therefore encourage your Department to assist her with the necessary information that will be collected through questionnaires and interviews. We undertake that the information that will be provided to her will be solely used for this study.

We hope that you find this to be in order and therefore, anticipate your assistance. If any queries, please feel free to contact me at Cell: 079 422 7369 or Email: Matodzi.Khwashaba@univen.ac.za

.....
Prof. M.P Khwashaba
Promoter: Department of O.R Tambo Institute of Governance and Policy Studies

University of Venda
SCHOOL OF MANAGEMENT SCIENCES
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FAX 015 962 4749

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APPENDIX B

LETTER TO RESPONDENTS

Enquiry: Nyathi B.D
Cell: 0826329443
Email: nyathibd@sabc.co.za

P.O BOX 485
HLUVUKANI
1363
11 December 2014

Dear Respondents

I, Bellah Diniwe Nyathi, am a student at the University of Venda, registered for Master of Public Management (MPM). I am conducting a study on "**Communication- media as an instrument for community empowerment: A case study of Bushbuckridge community radio station area of Mpumalanga Province**".

Please feel free to provide the required information to the best of your knowledge and opinion which shall help in improving our community radio station and empower our community.

I am greatly thankful for your assistance.

Yours Faithfully

BellahDiniweNyathi (Miss)
Student Number: 11514255

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APPENDIX C

INSTRUMENT

QUESTIONNAIRE

COMMUNICATION-MEDIA AS AN INSTRUMENT FOR COMMUNITY EMPOWERMENT: A CASE STUDY OF BUSHBUCKRIDGE COMMUNITY RADIO AREA OF MPUMALANGA PROVINCE

This is study is based on Communication- media as an instrument for community empowerment: A case study of Bushbuckridge community radio station area of Mpumalanga Province. I am requesting you to be part of my study by putting a cross (X) in the appropriate answer. There is no right or wrong answer.

SECTION A: BIOGRAPHICAL DETAILS OF RESPONDENTS

1. Gender of Respondents

Male	
Female	

2. Age of Respondents

Less than 21 Years	
22 to 30 Years	
31 to 40 Years	
41 to 50 Years	
51 ears and above	

3. Position of Respondents

Station Manager	
Programmes Manager	
News Reader	
Technical Manager	
Board Member	
Presenter	
Community Member	

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4. Working Experience

Less than 5 Years	
6 to 10 Years	
11 to 15 Years	
16 to 20 years	
21 Years and above	

SECTION B: COMMUNICATION- MEDIA AS AN INSTRUMENT FOR COMMUNITY EMPOWERMENT

	Challenges facing Bushbuckridge Community Radio as an instrument for communities empowerment	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	Bushbuckridge community radio has talented presenters.					
6	Staff at Bushbuckridge community radio receives training regularly.					
7	Bushbuckridge community radio is able to manage multiracial communities.					
8	Staff at Bushbuckridge community radio gets opportunities for personal development.					
9	Bushbuckridge community radio has listenership.					

	The importance of communication media as an instrument for community empowerment	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
10	Bushbuckridge community radio empowers citizens to be involved in projects.					
11	Rural citizens who do not have access to main stream media are empowered by community radio.					
12	Community radio can able to build capacity to educate community members.					
13	Rural citizens can be entertained by the community radio.					
14	Workshops are established between the radio and community members.					
15	Community Radio stations focus on getting the Community talking and not solely on radio.					

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16	The Community radio station focus on local information.					
17	Local radio stations bring reliable information to those in rural.					
18	The community radio station carter all genres and sphere (disability).					
19	Community radio has certain limit for example broadcasting area should 5 to 10 km radius.					

	Mechanisms that can be used to empower the communities through radio	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
20	Community radio staffs visit rural citizens regularly.					
21	Staffs of Bushbuckridge community radio receive workshops.					
22	Bushbuckridge community radio has internal inductions.					
23	Community radio creates community-based mechanisms for holding the government accountable.					
24	There are policies to govern community radio stations.					

"THANK YOU FOR YOUR PARTICIPATION"

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APPENDIX D

INSTRUMENT

INTERVIEW SCHEDULE

COMMUNICATION-MEDIA AS AN INSTRUMENT FOR COMMUNITY EMPOWERMENT: A CASE STUDY OF BUSHBUCKRIDGE COMMUNITY RADIO AREA OF MPUMALANGA PROVINCE

1. What are the challenges facing Bushbuckridge Community Radio as an instrument for community empowerment?

_____

_____

_____

_____

_____

2. What is the importance of communication media as an instrument for community empowerment?

_____

_____

_____

_____

_____

3. Does Bushbuckridge Community Radio station serve the purpose for empowering the communities?

_____

_____

_____

_____

_____

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4. What are the mechanisms that can be used to empower the communities through radio?

_____

_____

_____

_____

_____

"THANK YOU FOR YOUR PARTICIPATION"

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