

Role of Radio in Imparting Education at Allama Iqbal Open University Pakistan and Al-Qudus Open University Jordan

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ABSTRACT

Mass media has an importance in imparting education to male and female in developing countries as well as in developed world. Radio and television both are effective tools for distance education but radio has played pioneer role in it. Currently research was conducted to study and compare the role of radio in imparting education at Allama Iqbal Open University (AIOU) Pakistan and Al-Qudus Open University (AOU) Jordan. The main objectives were: a) to assess the availability of Radio programmes in A.I.O.U and A.O.U., b) to identify the similarities and differences of Radio programmes in both universities. Questionnaires with five point rating scale were used to collect the data as it was a descriptive study. On the basis of findings and conclusions some recommendation were made to improve the current status in both institutions.

Keywords: Open university, mass media, distance education, radio

INTRODUCTION

Developing countries consider education programmes as the basis to their economic development and political independence. Such development requires the participation of both men and women, young and old, either directly through their daily work or indirectly through their economic and social group. However, full participation by the group cannot be achieved unless individuals have acquired the skills and knowledge for such participation. On the other hand, the acquisition of skills and knowledge depends as yet almost entirely on the educational system, which in turn is a reflection of the state of development of the country concerned. As Hope, A. & Guiton, P. (2006, p.7) pointed out that:

It is increasingly becoming a preferred means of enabling government and institution in both developed and developing nations to increase access to education and thereby respond to demand for equality of opportunity to participate in learning and meet the ever changing human resource needs.

The existing formal system of education in the developing countries cannot cope with the demand of education for all. In an effort to extend educational opportunities especially to adults at whatever academic level, nations are being forced to look for alternatives to the high cost of formal provisions. Distance education is one means which appears to provide an answer to such needs. Hellman, J. A. (2003, p.12) defined the term distance education as:

Distance education is often described as a method of teaching while students are not being physically present in one specific location at the same time. It can take place 'anytime, anywhere'. Teacher, students and sometimes other facilitators (such as other subject matter experts) communicate through

various kinds of media to exchange materials. The materials can be in written format (print, e-mail etc.) video or audio format and computer based.

Distance education uses one or more media, correspondence material, radio and television. For effective teaching, a package of material based on the structure of content and structure of media to prepare and its continuous evaluation is necessary. Perraton, H. (2000, p.7) defined the term distance education in these words:

An educational process in which a significant proportion of teaching is conducted by someone removed in space and or time from the learner. In practice, distance teaching usually involves a combination of media. The more effective programmes seen to benefit from linking broadcasts and print with some kind of face-to-face study.

Teaching-learning process is made effective by educational technology. Mass communication generally includes newspaper, radio, television, magazines, motion, pictures and books etc. and through it interpersonal communication of process takes place.

Mehdi, H. S. and Kurshid, S. A. (1991, p. 21) defined the team communication in these words:

Communication on the process by which an idea or a feeling is transferred from a source to a receiver. The source transfer on idea or a feeling with intent either to modify the behavior of a receiver or to make the receiver understand the point of view of the sources of communication.

In a modern world's public opinion, recreational activities and information (education) are largely dependent upon the mass media. In this regard Shukla, A. K. (1997, p. 213) maintained that: "most students of communication seem to assume that the media can be separated from society and studied as if they had a virtually independent existence."

The means of rapid communication have done to give political stability and unity of the nations, particularly to a nation, which is under developed. Particularly electronic media is an effective and important mass medium. The recent age is called an age of communication and information. Radio and television has very important role in the developing countries. Television is an audio visual and radio is only audio medium. Thus the Radio and television are playing a pivotal role in communication. Media, particularly television has its broad effects on every member of a society. Television is an effective media in distance learning system. However, Sharma, B. M. (1994, p.61) stated the significance of the television as

It can carry instruction to different class rooms where it might not otherwise provided, or where it would have to be repeated. Beyond this it has the advantage of all audiovisual instruction, that of enhancing the value of perpetual instruction.

The role of media in instructional delivery has received the most attention. Advocates of media have felt compelled to demonstrate, first that media are at least as effective in teaching as teachers and record that certain media are particularly effective at delivering repetition certain types of context to particular kinds of student.

Clark, R.E. (1983, p.445) commented that "Although the value and validity of media comparison studies which supported to demonstrate both of these effects, have been questioned on the grounds that instructional methods and not delivery systems which really make a difference in learning."

A review by Kozma, R.B. (1991, p.9) suggested that the contribution of media to learning may not lie in the way they deliver instruction, but rather in their construction of learning environments and the development of cognitive skills.

Heinich, R. (1970, p.43) has proposed different role of media in schools, where they would share instructional responsibility with teacher. This has not happened to any significance extent. On the one hand, teachers are resistant to such a radical change in their instructional responsibility. On the other, media based instructional system are not yet capable of doing all that teachers do.

Media, particularly television has its broad effects on education. In this regard Rashid, M. (1999, p.222) stated that:

Television and radio are the electronic magic carpets that transport millions of persons each day to far away places. They are the twentieth century creation of the technological revolution that has been transforming much of the world for almost two centuries and their impact on our social political and cultural life has been profound.

Television is an integral part of our daily life and education where as the radio is also playing an effective role in education. In this regard I.G.N.O.U emphasized (1995, pp. 36-37): “the role of educational radio as it has been serving as the verbal instructions even before the inauguration of Air University in the world especially in Australia.”

So, the television and radio both play an important role in the learning process. Most of the countries in the world use radio and television to promote educational process, improve curriculum and methodology. In this context, Allama Iqbal Open University in Pakistan and Arab Open University in Jordan are successfully imparting education at a large scale. So, this study is limited to analyse the the radio programmes at intermediate levels of the Allama Iqbal Open University (A.I.O.U) and Arab Open University (A.O.U).

OBJECTIVES

The aim of the research was to study the role of radio in imparting education at Allama Iqbal Open University Pakistan and Al-Qudus Open University which is important tool in mass media. The objectives of the study were:

1. to assess the availability of Radio programmes in A.I.O.U and A.O.U.
2. to identify the similarities and differences of Radio programmes in both universities.

RESEARCH METHDOLOGY

The study was descriptive i.e. survey type. Therefore, questionnaires were developed on 5 points rating scale. The population was the students, tutors, academicians and producers of both A.I.O.U and A.O.U. The sample comprised of 500 students, 60 tutors, 24 academicians and 10 producers of each university i.e. A.I.O.U and A.O.U.

The data was collected and tabulated. Analysis was made on the statistical treatment by applying percentage and mean scores. Findings, conclusions and recommendations were made on the basis of analysis of data.

ANALYSIS OF DATA AND FINDINGS

The data collected was analysed and presented in following:

Statement 1. Student have access of students to radio.

Data 13 explains that 89.16% students of A.I.O.U agreed, 10.42% disagreed while A.O.U's 94.82% students agreed, 1.08% disagreed with the statement. Thus the mean score is 4.1 and 4.7 respectively.

Statement 2. The use of radio in teaching learning process is effective.

Data shows that 97.51% students of A.I.O.U agreed, 1.45% disagreed and 0.62% was uncertain while A.O.U 95.45% students agreed, 2.82% disagreed and 1.73% was uncertain about the statement. Mean score of each university is 4.4.

Statement 3. Radio play effective role in promoting education.

Data indicates that A.I.O.U 96.10% respondents agreed, 1.87% disagreed and 2.08% was uncertain while A.O.U 95.46% A.O.U students agreed, 0.69% disagreed and 3.25% were uncertain about the statement. The mean score is 4.07 and 4.11 respectively.

Statement 4. Learning from radio is easy for students

Data explains that 97.08% students of A.I.O.U agreed, 0.63% disagreed and 2.29 % were uncertain while A.O.U's 96.54% students agreed, 0.22% disagreed and 3.24% were uncertain about the statement. The mean score is 4.2 and 4.5.

Statement 5. Important lessons presented through radio.

Data illustrates that 98.33% respondents of A.I.O.U agreed, 1.61% disagreed while A.O.U's 97.84% students agreed, 1.08% disagreed and 1.08% were uncertain about the statement. Therefore mean score is 4.2 and 4.3 respectively.

Statement 6. The facility to listen to radio broadcast was available in the study centers

Data makes clear that 5.20% students of A.I.O.U agreed, 86.09% disagreed and 7.71% were uncertain while A.O.U's 95.02% students agreed, 4.98% were uncertain about the statement. The mean score is 2.1 and 4.1 respectively.

Statement 7. Radio programme was supplemented the written materials

Data reveals that A.I.O.U and A.O.U 100% respondents agreed with the statement that radio programme was supplemented the written material. As a result the mean score is 4.2 and 4.3 respectively.

Statement 8. The broadcast time was suitable.

Data explains that 81.76% students of A.I.O.U agreed and 18.33% disagreed while 85.29% students of A.O.U agreed 14.71% disagreed with the statement. Hence the mean score is 3.5 and 3.8 respectively.

Statement 9. Printed radio schedule was handed over to students properly.

Data represents that 100% students of A.I.O.U and A.O.U's respondents agreed with the statement. Therefore the mean score is 4.6 and 4.3 respectively.

Statement 10. Radio programmes reach the long distance area.

Data makes clear that 80% producers of A.I.O.U agreed and 20% were uncertain while 100% respondents of A.O.U agreed with the statement. Hence the mean score is 4.3 and 4.2 respectively.

Statement 11. The quality of radio scripts is good.

Data shows that 60% producers of A.I.O.U agreed and 20%disagreed, 30% were uncertain while 60% respondents of A.O.U agreed, 10% disagreed and 30% were uncertain about the statement. Therefore the mean score is 3.4 and 3.6 respectively.

Statement 12. The academicians are experienced in writing script for radio

Data explains that 50% respondents of A.I.O.U agreed, 20% disagreed and 30% were uncertain while 20% respondents of A.O.U agreed, 60% disagreed and 20% were uncertain. Thus the mean score is 3.4 and 2.6 respectively.

Statement 13. Radio programmes are planned to supplement the study materials.

Data give details that 95.24% academicians of A.I.O.U agreed and 4.95% disagreed while 80.95% academicians of A.O.U agreed, 19.5% disagreed with the statement. As a result the mean score is 4.5 and 4.2 respectively.

Statement 14. The language used for radio scripts is easy to understand.

Data makes clear that 80.95% academicians of A.I.O.U agreed and 19.04% disagreed while 85.71% academicians of A.O.U agreed, 4.76% were uncertain and 9.52% disagreed with the statement. Hence the mean score is 3.8 and 3.8 respectively.

Statement 15. Radio programmes are useful for the students

Table No.4.3.13 makes clear that 80.96% respondents of A.I.O.U agreed and 19.04% disagreed while 100% were uncertain while 100% academicians of A.O.U agreed with the statement. Hence the mean score is 3.9 and 4.2 respectively.

CONCLUSIONS

Keeping the finding of questionnaires, the following conclusions were drawn: a) Both universities effectively broadcast the radio programmes that promote education effectively, provide help in understanding the difficult concepts, b) It was also noted that students of both have access to radio, c) It was also identified that Radio programmes of both universities supplement the written materials that help in learning, d) Script of radio programmes of the both universities did not covers the whole of the topics while the duration of programmes was sufficient and telecast time was convenient to the students, e) Printed schedule of radio programmes of the both universities was provided to the students, these programmes presented in simple language that useful for teaching learning process.

RECOMMENDATIONS

On the basis of finding and conclusions, following recommendations were made:

1. Maximum topics of the subjects of intermediate level may be covered through radio.
2. Radio sets may also be provided in study centers of both universities for better learning of intermediate level students.
3. Short term and long term training may be arranged for script writing, programme production for the academicians of both universities.
4. Short term and long term abroad training may be provided to the producers of both universities.
5. The cooperation between the academics and media production personals may be strengthen through exchange programme.

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