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School of Journalism and Communication

Graduate Program

**Assessing Communication Effectiveness of Addis Ababa
University Community Radio for the Students**

By

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University in Partial Fulfillment of the Requirement for the Degree of
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Abstract

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The overall objective of the study is to assess the communication effectiveness of Addis Ababa university community radio program.

For the effectiveness of the research, efforts have been made to study the overall operational activities of Addis Ababa University Community Radio and the attitudes of its audience.

The study has methodology which is designed based on mixed approach both qualitative and quantitative approach using survey method. The Respondents were selected using Stratified sampling technique. In addition, different books and documents were revised to give depth to the research outcome.

The researcher has also used democratic participatory media theory and agenda setting theory in order to examine the effectiveness of the station.

The finding of the study was shows that of the audience of the station had no control over AAUCR. They also did not get the chance to fully participate in the production activities. The main factor is that the station did not appreciate audience to participate in program production.

It is clear that the communication between AAUCR and the student is not strongly aligned.

To conclude, as the finding shows the communication between the AAUCR and the student is not effective.

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Acronyms

UNICEF:	United Nations International Children’s Emergency Fund
AMARC:	Association Mundial de Radios Comunitarians (The World Association of Community Radio Broadcasters)
MOE:	Ministry of Education
EBA:	Ethiopian Broadcasting Authority
AAU:	Addis Ababa University
AAUCR:	Addis Ababa University Community Radio

ERIS:	Electoral Reform International
HOACBP:	Horn of Africa Capacity Building Program
PSB:	Public Service Broadcasters
NGO:	Non Governmental Organization

CHAPTER ONE

1. Introductions

1.1 Background of the study

Radio is the most important source of information in Ethiopia. According to audience survey in Ethiopia by UK electoral Reform International (IRIS, 2011), four out of five Ethiopians' use radio as source of information. This indicates Ethiopians are the main consumer of radio medium. Ethiopian radio broadcasting history dates back to September 1935 and stayed by providing information for the public (Ethiopian mass media profile, 2006).

Although the history of radio broadcasting is long, community broadcasting is a recent phenomena compared with public and commercial radio broadcasting. The first idea about community radio in Ethiopia was raised in January 2002 in Addis Ababa in a symposium organized by Oxfam Canada with Horn Of Africa Capacity Building (HOACB) entitled 'promoting community radio in the horn of Africa'(Ayele& Asfaw,2010:2006).

Community media understood as media that serve a specific geographic community or community by interest, and allow non professionals to actively engage in media production, organization and management (Jankowski, 2003). The world association of community radio broadcasters (AMARC) defines community radio as "nonprofit radio which serves the community it located or to whom it is addressed hence encouraging the expression and participation of the community in the station" (AMARC, 2007. pp. 63). It puts three important aspects about community radio, such as not for profit, community ownership and control, and community participation. Frazer and Restrepo (2001) explain the unique characteristics among community radio from other type radio broadcasting as, Community radio emphasis that it is not commercial and does not share what it would call the prescriptive and paternalistic attitude of the public service broadcasting. The key difference is that while the commercial and public service models both treat its listeners as subjects and participants. Similarly, Howely (2013) define community radio as it is nonprofit organization, serving community to whom it broadcast, and participation of community in the radio. While the term Community radio elaborate to various definition, Tabing generalize the common and catchy definition for community radio as "community radio is established by community for community about community it serves" (Tabing 2002. Pp. 11).

Community radio evolved fifty years back, in 1960's in Latin America and Africa. The first community radio was opened in Kenya (Fraser and Restrepo, 2001). In Ethiopia, Kore community radio is the first licensed community radio in January, 2007 (Getahun, 2006). But (Mathiwos, 2006) proved that before the approval of community radio license guide, there were attempts to establish community radio in Sidama, Harar and Gulele pilot project. Community radio has been proven to be effective in spreading information to poorly educated people in several parts of the world, like Ethiopia.

According to Ethiopian broadcasting authority, in recent years more than 28 community radios are launched in different parts of the country. Among those around nine are University owned community radios, which Addis Ababa university community radio FM 99.4 is included in (EBA news letter, 2016).

Higher educational institutions radio stations is a type of radio that is run by the students of a collage, university or other higher learning institutions. Programming may be exclusively by students and by program producers higher by the station. The higher learning institutions community radio stations focuses on the issues of their community. Addis Ababa university community radio (AAUCR) got broadcasting license from Ethiopian broadcasting authority in August, 2013 and start broadcasting in February, 2014 (Ayele, 2016).

Community radio is highly accessible medium by educate and entertain a specific segment of society who share common interest. Community radio stations may go through obstacles in many ways and this may be very noticeable especially on those beginner ones. But it is not safe to assert that all community radio stations would encounter similar challenges. And thus, there needs to be a study to figure out the challenges and opportunities. And thus, this study attempts to assess challenges and opportunities of community radio stations and also the communication effectiveness of Addis Ababa University community radio FM 99.4 for the students.

1.2 Statement of the problem

Community radio is the recent phenomenon in Ethiopia media history and in academics, where the idea and initiative to promote and develop community radio broadcasting in the country is not more than 15 years old (Ayele, 2011).

Ethiopian Community radio broadcasting service directive, No 02/2008, Part two article 3(1) states that, “Community Radio Broadcasting Service plays a significant role in fulfilling education, information and entertainment needs of a community which the commercial and government broadcasting service do not cover”. As it mentioned in the introduction, currently eight universities owned community radios that are in operation. From the different type of community radio license AAUCR got “higher education institution community radio” type of license in 2013. Although some scholars undertook research on community radio in the country and also in AAUCR, no research has been done on communication effectiveness of AAUCR.

In my observation the station does not seem to be participatory, accessible and accountable for respective audience. According to Ethiopian broadcasting agency, Addis Ababa university community radio awarded 14 hours air time license but currently by unknown reason it is being broadcasting only for eight hours (EBA, 2015). On the other hand, the station was in the same campus with the school that offers journalism and communication and the station seems to benefit from that. But now a day the department moved to the main campus (6 killo). In my preliminary research AAUCR does not seem to play a significant role as community radio for its community. However, it is difficult to conclude that the communication between AAUCR and the AAU students is effective or not, without conducting a formal research. Thus, this study attempts to assess the communication effectiveness of the AAUCR FM 99.4.

1.3 Objective of the study

1.3.1 General objective

The main objective of the study is to assess the communication effectiveness of Addis Ababa University community radio station FM 99.4 for the students. It is assessed by studying the audience’s participation, attitude, the overall operation and some related issues.

1.3.2 Specific objectives

1. Assess the overall operation of AAUCR
2. Evaluating how the station addresses its target audiences.
3. Investigate the attitude of audience for the station
4. Examine audience participation in radio station
5. Assess the challenges and opportunities in AAUCR

1.4 Research Questions

1. How does AAUCR operate?
2. How does AAUCR address its target audiences?
3. What is the audience's attitude for the station?
4. To what extent do AAUCR audiences participate?
5. What are the opportunities and challenges of AAUCR?

1.5 Application of the study

According to ministry of education, Currently 32 universities are there in Ethiopia and other 10 new establishment universities are constructing in the second growth and transformation plan (MOE, 2015).

Therefore the finding of the study will be helpful to;

It will pave the way for other universities with the need to establish community radio stations. And it will also helpful to identify and maintain the AAUCR strength and figure out its weakness to improve it. Other researchers who are interested to study further on community radio stations owned by universities can use this as a reference.

1.6 Scope of the study

First, the study covers only Addis Ababa university community radio station which is located at capital city, Addis Ababa.

Second, the study focuses on the operation, audience participation, attitude, and programming of Addis Ababa University community radio FM 99.4.

1.7 Limitation of the study

Despite Addis Ababa University encompasses 17 campuses, the study focus only the students from the main campus and FBE (faculty of business and economics). This limits audience survey of the research.

CHAPTER TWO

2. Review of related literature and Theoretical Framework

This part of the paper is devoted to the discussion of literatures relevant to the study. It, thus, touches issues that are related to the idea of community radio and how it operates.

2.1 Conceptualizing Community Radio

Community radio operations have distinct characteristics which differ from commercial and national Public Service Broadcasters (PSB) in regard to its mission and service. Community radio does not compete with commercial and PSB, rather plays a Complementary role (Desta, 2012).

The term Community radio is difficult to define since the prefix “community” goes with variety of definition. The term community is considered to be a group of people who share common interest or characteristics (Fraser and Restrepo, 2001). The same idea by AMARC and Panos Southern Africa, “In relation to community radio, the term ‘community’ refers to a collective or a group of people sharing common characters and/or interests” (AMARC & Panos, 1998: Pp.13). There is a challenge also to use uniform terminology for community radio. For example, community radio in Europe known as associative radio, free radio, neighborhood radio or community radio, In Latin America it is called popular, miner’s radio or peasant radio educational radio. In Asia they are termed as radio for development and community radio. Jankowski and Prehn wrote that In Oceania and Australia they speak as aboriginal radio, public radio and community radio and also in Africa they refer to local, rural radio and bush radio (as cited in, Mathewos,2006).

Different media scholars try to offer different definition for community radio. Community radio is not for profit and provides a mechanism for facilitating individuals and groups, and communities to tell their own lives stories, to share experience and contributors of media. In many parts of the world today community radio act as a vehicle for commentary and voluntary ,sector ,civil society, agencies, NGOs and citizens to work in partnership to promote community development.

In way of management and structure perspective, Community radio broadcasting is designed and structured by the local, rural community to meet its expression is enlightenment needs (Andrew Ate and Ikerodah, 2012).

The prefix “community,” according to Peter Lewis, had been used in North America during the late 1960s to refer to cable community television, signifying local community involvement in production and ownership (Lewis 2006). Other authors added that, Community radio is authorized to serve the community. Community radio is owned and controlled by nongovernmental organization whose structure provides for membership, management, operation and programming primarily by member of the community at large (Fraser and Restrepo, 2001:Pp. 4).

In media content and technological perspective, Kevin Howley defines community media as “grassroots or locally oriented media access initiatives” that express and react to dissatisfaction with commercial media form and content, and are “committed to enhancing community relations and promoting community solidarity” (Howley; 2005. Pp.2). As well, community media are sometimes expected to promote and generate social and technological change on the lives of “disparate groups” (Howley, 2005). He distinguishes community media from commercial and public counterparts in their ways.

1. Community media provides local population with access to the instrument of media production and distribution.
2. The organization culture of community media stress volunteerism over professionalism and decision making.
3. Community media reject market oriented approach to communicative practice ...mutually supportive, collaborative and enduring communal relation.

(Andrew and Ikerodah, 2012.Pp.55) sum up Alumuku’s idea (2006:27) as community radio becomes vital for community communication and they divide community radio in two aspects. Namely, geographic community radio which exist in specific locality and community of interest radio where not people live together rather having common interest.

Similarly, The World Association of Community Radio Broadcasters (AMARC) defines community radio as ‘not-for-profit radio which serves the community in which it is located or to whom it is addressed, hence encouraging the expression and participation of the community in the station.

AMARC put out three important aspects of community radio are:

- 1) Not for profit. The main goal of community radio stations is to serve the community. The stations are always non-commercial.
- 2) Community ownership and control. ‘By the people, for the people’ is the basic principle of community radio.
- 3) Community participation. Not only the control is in hands of the community, but it is also crucial that the inhabitants participate in the (realization of the) radio programs. They are interested in.

While the different perspective of defining, community radio definitions has been share many common elements. The simple and catchy phrase ‘radio by people and for people’ is often used as a good summary. A community radio station is one that is operated in the community, for the community, about the community and by the community.

“The community can be territorial or geographical - a town, village, district or island. It can also be a group of people with common interests, who are not necessarily living in one defined territory. Consequently, community radio can be managed or controlled by one group, by combined groups, or of people such as women, children, farmers, fisher folk, ethnic groups, or senior citizens. What distinguishes community radio from other media is the high level of people’s participation, both in management and program production aspects. Furthermore, individual community members and local Institutions are the principal sources of support for its operation”, (Tabing, 2002:11).

The role of community radio in implementation of right to information, participation of the grassroots people in the development process and democratization of a country is globally acknowledged. Community radio is the mass media of the grassroots population (UNECEF, 2012).

2.2 Characteristics of Community Radio

A study of community radio (AMARC, 2007: 41-44), showed that community radio ‘contributes to the expression of social, cultural and political movements in all their diversity, as well as to the promotion of all initiatives for peace, friendship among people, democracy and development. (AMARC, 2007: 41-44) has put the following characteristics of community radio:

1. It serves a recognizable community.
2. It encourages participatory democracy.
3. It offers the opportunity to any member of the community to initiate communication and participate in program making, management and ownership of the station.
4. It uses technology appropriate to the economic capability of the people, not that which leads to dependence on external sources.
5. It is motivated by community well being, not commercial considerations.
6. It promotes and improves problem solving.

Also (Wood, 2002 :), as cited in (Getahun, 2006 :) explain the above characteristics in the same way. In addition, community radio stations must be available, accessible, acceptable, accountable and affordable to their listeners (South Africa Community Radio Manual, 1999:65).

As community radio run by the community it has to be reachable and win the trust of the listeners by touching their issues. The issues may be cultural, political, social and economical. The community can communicate through community radio stations.

Generally (Frazer and Estrada, 2001) discuss the concrete concept of community radio as follows;

1. Community radio broadcaster's pattern can reaches all members of the community aim to serve.
2. The community participation in formulating plans and policies for the radio service and in defining its objectives, its principle of management and its programming.
3. The community participants in decision concerning programming content duration schedule.
4. The community is free to comment and criticize.
5. There is continuous interaction between producers and receivers of messages.
6. Although the variety in communication process, history, and reality of community it serve, all community radio characterized by community based, community owned and controlled ,independent ,not for profit ,pro community and participatory(Frazer and Estrada;2001:4).

Active and continuous participation of the listeners is the basic output for community radio. What distinguishes community radio from other media is the high level of people's participation both in management and program production.

2.3 Principles of Community Radio Operation

According to (Tabing, 2002:11) Community radio has its own principles. Those are,

a) Access to the facility is the primary step towards the full democratization of the communication system. People have access not only to the media products but also to the media facilities. The feedback channel is always open and full interaction between the producers and receivers of messages is maintained.

b) Participation in the production and management of media is the logical step after access. Citizen's participation in radio is allowed at all levels – from planning to implementation and evaluation of the project. It involves the citizens in the decision-making process, including making decisions about the contents, duration and program schedule. The citizens, or their representatives, also have a voice in the management and financing of radio program projects.

c) Self-management of the communication facility follows participation. Once the community members gain necessary experience and assimilate the required skills there is no reason for preventing them from managing and owning the radio station.

d) Community mandate is the inevitable result of the process of democratizing the communication system. Community mandate encompasses not only management but also ownership of the radio.

e) Accountability is exercised. There is no sense in having the opportunity to operate, control and manage the station when accountability is not in the hands of the managers and broadcasters.

2.4 Function of Community Radio

AMARC conduct assessment on the effectiveness of community radio in 2007 based on several scientific studies. According to AMARC community radio is effective in:

- ***Achieving development goals.*** Community radio is effective in facilitating communication for key development sectors such as health, education and livelihoods.

- **Empowering Women.** Community radio is effective in empowering women to actively participate in their communities and to become citizens whose voices are heard.
- **Ensuring proper governance.** Community radio can contribute to rendering governments accountable by enabling ordinary people to question their leaders on matters such as the use of public resources.
- **Ensuring inclusion of the marginalized.** Community broadcasting plays a specific and crucial role in encouraging public participation, facilitating community level debate, facilitating inclusion and cultural diversity. Rural community radios in Latin America and Africa show the importance of CR in democratic processes and in ensuring salvage of local languages and knowledge.
- **Conflict resolution.** Community radios in countries in conflict are known to have an important social impact in conflict resolution and peace building.
- **Disaster prevention/relief.** Community radio has proven very effective in prevention or in confronting disaster relief following natural disaster. The examples go from the Tsunami in Asia, the Katrina disaster in New Orleans; in Sub-Saharan regions radios are effective in confronting consequences of desertification.

To sum up community radio provides a means for local communities, who are often voiceless, to voice their own issues, concerns, cultures, traditions and languages. In short, community radio gives access to voices in the community and encourages diversity, creativity and participation.

2.5 Evolution of Community Radio

2.5.1 Beginning of Community Radio

“Poverty and social injustice were the stimulus for the first experiences, one beginning in Bolivia 1947 and was known as *the miners’* radio and another in Colombia in the same year, known as radio *Sutatenza*” (Fraser and Restrepo, 2001:6). Even though, there is a considerable difference with today’s concept of community radio, they mentioned that the first community radio was begun 50 years ago in Latin America. Its breakthrough took place during the 1970s in Europe, when so-called ‘*pirate stations*’ started to fill up the gaps that bigger stations left behind: locally relevant topics and problems (Osterman and Jop de Vrieze, 2008)

The history of community radio in the United States dates back to 1906, where an eleven year old boy, Lewis Hill, established the first amateur radio in New York (Rennie, 2006; 63 quoted in Getahun, 2006:31). In Asia continent it started in 1983 in sirilanka by UNESCO (Estrada, 2001).

2.5.2 Background of Ethiopia community radio

Even if the presence of controversy about the exact time of beginning of community radio history in Ethiopia, it didn't more than fourteen or fifteen years. According to (Ayele Eshetu, 2007) the concept about community radio in Ethiopia was first raised widely and clearly on January, 2002 at Addis Ababa.

Oxfam Canada, which is an international NGO working in information and communication projects under its horn of Africa capacity building program was the first to began promoting community radio in Ethiopia after it organized a symposium in Addis Ababa entitled "Promoting Community Radio in the Horn of Africa" in January (ibid).

(Ayele E, 2007) has put the following related to the launch of community radio stations in Ethiopia. This symposium was the first in its kind to gather more than 100 participants from eight African countries including Ethiopians to share experiences where officials from AMARC-Africa took part. It was believed that the symposium helped the Ethiopian participants to embrace the idea and begin their own initiatives to promote community radio in Ethiopia. This workshop was mainly aimed at reviewing and analyzing the possibility of development of community radio in Ethiopia and to identify mechanisms for the promotion of community radio as well.

As a result the participants agreed that it is possible to promote community radio in the country based on the strengths and opportunities analysis and recommended to set up an advocacy task force. This task force, which is called "Ethiopian Community Radio Advocacy group", becomes mandated and responsible to promote and advocate the development of community radio in the country. (Ayele, 2007)

According to Mathiws Tadesse, following this symposium there were some groups who tried to establish practically, such as Harar community radio, Sidama community radio and Gulele community radio pilot Project. But those community radios were practiced before the formulation of policies and proclamation by Ethiopian broadcasting Authority (EBA). But latter it pushes to convince the government to consider community radio.

Kore community radio awarded the first license and start broadcasting on 2010 (Getahun, 2006). Jimma university community radio which is established by the collaboration with Netherlands based nongovernmental organization named media action was the first to start broadcasting in the country. Among the 28 license awardees, currently nine are higher education institution though the type of community radio license varied. From the seven type of community radio AAUCR got “higher education institution community radio” type of license (EBA, January/2016).

2.5.3 Addis Ababa University Community Radio Fm 99.4

Ayele mentioned in his research Addis Ababa university community radio was established in august, 2013 and start broadcasting in February, 2014 (Abel Adamu; personal interview: January/2016, mentioned in (Ayele E, 2007)). The place where the current radio station located was Ethiopian radio studio during emperor Haile Sellassie 1 and Dergue regime as ministry of information. According to Ato Nigatu (personal interview with Ayele, on November/2015) the idea to establish community radio was raised before Addis Ababa University incorporated Ethiopian mass media training institute in 2004 as faculty of journalism and communication.

The initiative was begun before the replacement of Ethiopian mass media training institute by faculty of journalism and communication under AAU. There was a committee which conducts study or assessment about frequency and took experience from Uganda and Kenya community radios. But due to shortage of finance the repeated attempt to get license was failed.

Thus, Addis Ababa University incorporated all facilities and movable equipment to community radio. Even though the idea was initiated by Ethiopian mass media training institution human personnel, the initiative committee (license team) was not continued its role to get license due to great bureaucracy. Then after 8 applicant trails for license failed, other ninth applicant was successes got the license on August 2013(Ayele, 2016). According to the then manager of the station, he had even paid from his pocket during up and downs to get license. Then the university got great opportunity of equipments to open radio station after license award from Ethiopian Broadcasting Authority. While all facilities inherited from Ethiopian but 100 watt transmitter given from UNESCO as well as some other facilities was contributed from Ethiopian film organization and Ethiopian news Agency.

2.5.3.1 Mission and vision

Before establishing community radio Lumko Mtimde(1998:21) specify “ It is important for a community radio project to develop a clear mission statement, which establishes the goal of the radio station, its target group and the needs and/or interests it aims to address.” In this point of view AAUCR point out its objective as;

Greater community cohesion-through providing a communication channel to which all members of the community have access the community radio will increase communal interoffice rice/department knowledge ensuring that all group with the university’s can work well together to achieve the universities vision and goals.

Education- increase communities’ knowledge base will improve the effectiveness of staff members and allow students to develop interests in wider range of areas, surrounding communities will also benefit through programs which aimed at range of educational level.

Skill management-students leave Addis Ababa University with strong theoretical background in the subject which they have studied, but little experience of a work place environment and have not had much opportunity to develop the skills which needed in the work place such as team work, leadership, motivation and communications. AAUCR will give students the opportunity to experience such an environment, working in both leadership and team roles allowing them to develop and a wide range of skills which will be invaluable to them future work.

2.5.3.2 Vision

It envisioned being commendable media in practicing journalism profession and to be the source of information to the community.

2.5.4 Legal aspects about community radio in Ethiopia

The history of community radio in Ethiopia is not more than fifteen years. The absence of appropriate legislation or having not adequately precise criteria that define what is and is not community radio was one of a challenge in promoting community radio in Ethiopia some few years ago as it is true in some countries (Mohammad, 2013).

After the down fall of Dergue regime the media landscape in Ethiopia is changed and the provision of 1995 constitution opened to democratic and human rights. Ethiopian broadcasting authority reason out to declare community broadcasting service directive No. 02/2008 in the country because of Whereas, a community Radio Broadcasting Service plays a significant role in fulfilling education, information and entertainment needs of a community which the commercial and government broadcasting service do not cover;

Whereas, it is necessary to expand and develop the service in order to fulfill the needs for information, education and entertainment of each nation, nationality, and people for our country being the home to various nations, nationalities and peoples; Whereas, it necessitates the appropriate usage of the limited radio frequency resource that belongs to the people in common;

This imply the government understands community radios indispensable role for current education, information, development and democracyetc, the government initiates to award license of community radio for universities as higher educational institution. Proclamation No.178/1999, which legalizes the establishments of private and commercial Broadcasting media, was declared beyond the declaration of free press proclamation. Due to this, it is the most propitious time to establish community radio in the country simply because the legal environment is favorable and encouraging.

Accordance with Article 47 of the Broadcasting proclamation No. 533/2007, Ethiopian Broadcasting Authority issued community radio broadcasting service directive, No 02/2008.

According to this directive, community radio service categorized into two; namely geographical and common interest.

Part two Article 3(1) explain geographical community service as,“...is established to the community who are living in a specific geographical area and having common language, culture, values and their interest is not covered by any other media;”

Part two article 3(2) define community radio service on common interest as, “...is not restricted with geographical area which gives service to those who have common interest and the community considered as the same and their interest is not covered by other media can be established in the following ways; 2.1.Organized individuals and institution that are getting service in regard to education, work and others to satisfy the need of people who have direct service relation with institution.” AAUCR can be categorized this type of community radio service.

The current definition of community and community radio in “Community Radio Broadcasting Service Directive No 02/2008” related with the definition given by AMARC and Tabing as well as Estrada (Tabing; 2002). Article 2(1&2) of the directive, define community radio broadcasting service as “Community” means the sections of a society having common interest and living in the same area geographical location. “A community Radio Broadcasting service” means a non-profit making radio service established in the interest of the community that is guided and administrated by the community itself”

According to the article, Community Broadcast Services aim at providing information, educational and entertainment services for inaccessible communities and thereby contributing to their political, social and economic development. “Community Radio Broadcasting Service plays a significant role in fulfilling education, information and entertainment needs of a community which the commercial and government broadcasting service do not cover;”

Article 16(4) explains that any community broadcasting service shall:

1. carry out its activities based on the needs of the community regarding development, education and good governance;
2. promote and develop the language, culture and artistic value of the community;
3. allow the participation of the members of the community in the preparation of its programs;
4. transmit programs on issues involving the common interests of the community that could not get coverage by other broadcasting services;

5. utilize the income derived from different sources for the operation of the broadcasting station;
6. Provide community centered informative and entertaining programs to promote the information culture and knowledge of the community.

According to proclamation 533/2007 in Article 21 the license does not grant for Religious organization, profit generating organization, political party and foreign nationals. It shares common elements with South African community radio manual.

“South African community radio license are not grant any party, organization, movement, body or alliance which is of a political nature”(Frazer and Restrepo 2001:27).

Therefore I will try to assess the challenge and opportunities of AAUCR to practice its role.

2.5.5 Theoretical frame work

2.5.5.1 Democratic participant media theory

The idea of Democratic Participant Media Theory was started by grass-root level media in 1960s. It emerged because of the dissatisfaction with other models such as Libertarian theory, social responsibility theory, etc. The democratic-participant theory believes there is democratic and professional hegemony in the media today and the media is totally commercial. All these ill practices should be removed for the media to be democratic and be easily accessible or participatory.

It considers there should not be monopolization (public/private), centralization of press and top down approach in the media. The press should be pluralistic, decentralized, bottom-up or horizontal and must have equality. The major concept is participation and full circular communication. (<https://www.businessstopia.net/>).

Democratic participant media theory support the right to local information ,the right to answer back and the right to use new means of communication for interaction and social action in small scale setting of community, interesting groups, commercialized, professionalized state controlled media (Denis McQual ,1994:132). According to McQual, Theory of Democratic Participant Media Theory is related with community radio.

This theory emphasis is the prevailing democratic, commercial and professional hegemony in media system should be done away with so as to ensure easy access to the media by allowing potential users and consumers. The theory believes that greater attention should be given to the needs and interest of the society. It equally observed that given the fact that the mass media has become too important socially.

Community radio also has to allow the potential audiences to participate in overall activities of the station. This will create the feeling of belongingness among the audiences and put them as part of the station.

From theoretical perspective, participatory communication promotes greater participation in public life, stipulates creative problems solving and fosters sense of community cohesion. Participatory communication approach tends to idealize the concept of community disregarding power relationship and the convergent of opinion within on community (Marcier, 2009).

Similarly related to community radio participatory nature (Lukanda, 2011: p, 34) clarify “the station’s policies, management and programming must be a responsibility of the community for a station to be considered a true community radio”.

To summarize, the best model of community radio is to strengthen local media discussion with communities and to introduce a dimension of community service into all local media. Therefore, participatory nature of this communication model helps to bring mutual flow of communication from sender to receiver and vice versa.

2.5.5.2 Agenda Setting Theory

The theory was first developed by Maxwell Mac Combs and Donald Shaw in 1972. They originally suggested that the media sets the public agenda, in the sense that they may not exactly tell what to think, but they may tell what to think about. They said in their book,

In choosing and displaying news, editors, newsroom staff, and broadcasters play an important part in shaping political reality. Readers learn not only about a given issue, but also how much importance to attach to that issue from the amount of information in a news story and its position. In reflecting what candidates are saying during a campaign, the mass media may well determine the important issues that is, the media may set the “agenda” of the campaign (Mc Comb M, 2003)

When we come to the relationship between the community radio concept and the agenda setting theory, just like the theory said on the above, community radio has a potential to set the agenda for their audience. The community can discuss on the issue set by the community radio and it is expected from community radio. The agenda set by the station can influence the communities' life style.

2.5.5.3 Social responsibility theory

Social responsibility is ethics that guide any action, be it in media or other organizations that put an obligation towards environment, society, culture and economy. The theory started from Europe and took a shape with the commission on the freedom of press that happened in United States in 1949.

The model was designed formally by Siebert, Peterson and Schramm in 1956 in their books. It encourages total freedom to press and no censorship, but it should be regulated according to social responsibilities and external controls. After the emergence of this theory professionalism in media started to be taken seriously.

In this theory, the press is taken to be for the people and society. The media is taken as a place for the voiceless to have a voice and develop public opinions where each and every person has the right to speak, express and publish. It is a tool for social development.

According to BUSINESSTOPIA, Generally this theory promotes:

1. Media must speak against and an aware person about social problems as it is media's responsibility to work for the betterment of the society.
2. Media must work for society and only do the things that are beneficial to the society.
3. The media must be responsible towards the society.
4. Public must get to participate through comments, response, write and get involve.

So these pointes are directly related with community media. Community radio has the same features with the social responsibility theory.

CHAPTER THREE

3. Methodology

The focus of the study is to assess the communication effectiveness of AAUCR by obtaining information from its audience (the AAU students). To get the necessary data, mixed (quantitative and qualitative) research methods will be used. Survey, Focus group discussion and in-depth interview are the data collection methods.

These methods will be helpful to explore the organizational structure, audience participation, and media landscape of AAUCR. Efforts have made to meet the main objectives of the research.

In this chapter the justification of the methodology, the specific methods, sampling techniques and form of data analysis will be presented.

3.1. Justification of the research methodology

“By mixing both qualitative and quantitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself.

One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e. the use of several methods and data sources is important to examine the same phenomenon.” (FoodRisc Resource Centre).

According to this point of view it is possible to use both quantitative and qualitative methods for a single research project. It has also the advantage of complementing the limitation of one method with the other strength. The other reason for electing the triangulation method is the area, which I have decided to study. According to (Jankowski, 2002: 370 cited by Mathiwos Tadesse, 2006), the favorable approaches to study community media are case studies and triangulation of quantitative and qualitative methods.

3.2 Methods of research

3.2.1. Sample survey

A survey is a study that collects information by asking people questions. The information collected -the data-is generally numerical and suitable for statistical analysis. Surveys have proven to be an effective way to assess people's vote intentions, to explain their votes, to predict use of products and to assess changes in opinions. (Guido H.Stemple and Bruce H Westley: 19891 & 981). Thus this technique is very important to examine the attitude of the audience towards the AAUCR.

I decided to use this method to study the audience of AAUCR because it's not possible to survey the entire population because of time limitation. So the sample drawn is more representative. Significant data will be collected from two campuses of AAU, i.e. 6 killo (main campus) and FBE (faculty of business and economics). 75 audiences are participated.

Instrument of data collection

In the survey, the main instrument used to collect data is a **questionnaire**. The questionnaire contains 18 questions that are categorized under four parts. It's prepared in English because most of the participants are expected to communicate in English. I distributed 100 questioners by considering the returned papers i.e. the respondents may not return the whole questioners back. Out of 100 questioners 90 of them are returned and I took 75 of them because my sample size is 75 for questioners.

75 audiences in questionnaire are not enough but other methods like focus group discussion and in-depth interview are implemented, so the number of participants is increased.

3.4.2 Focus group discussion

Focus groups are typically defined as bringing together a small group of people to participate in a carefully planned discussion on a defined topic. The aim of the technique is being to make use of group interaction to produce data and insights. Because the method creates the opportunity for the participants talk "naturally". The focus group interview thus simulates oral circulation

through the active participation of the people. This approach is believed in generating much richer and more sensitive type of data. Particularly focused group interview is more close to the natural setting that can generate meanings and interpretation in reaction to media use and content.

This approach is believed to be logical sound and effective in identifying the feelings and attitudes of respondents. It is usually conducted to obtain specific information from non-randomly selected respondents (List 2006; Hansen et. el. 1998).

Particular consideration is given to the fact that focus group studies should have a minimum of six focus groups, until comments begin to repeat themselves and little new material is generated. The participants are students from two campuses (Faculty of Business and Economics and 6 kilo or main campus). There are two groups. In each group six audiences are participated. Totally 12 students participated in the discussion. I used purposive sampling method for FGD. Attempts are made to select convenient interview settings where every participant felt comfortable.

3.4.3 In-depth interview

In-depth interview is a method requires personal interviewer asking questions generally face to face contact to other or persons and enables the researcher to get information too depth, to catch the information off guard, misinterpretation concerning questioning can be avoiding(Kother;2007,97). He also states that this method is essential for intensive investigation.

The researcher used this method to get valuable information about AAUCR which cannot easily obtain by other methods. Thus, the researcher interviewed Asemahegn Asres(from board members), BirhanuChekol (station's coordinator), Dawit Kebede (reporter), Kidist Abate (reporter), Abaynesh Shibabaw (reporter), and Mathiwos Tadesse (chief editor) as a key informants about AAUCR FM 99.4 station i.e. managing, production, broadcasting, and financing. Totally 6 respondents are participated.

3.5. Sample size and sampling technique

Addis Ababa University encompasses 17 campuses. According to Addis Ababa university 2015 statistics the total population of university community reaches about 60,080(52,866 students, 2,717 academicians and 7,222 administrative staffs).University has nine schools which include 55 departments.

According to Frazer and Restrepo (16:2001) ‘community radio broadcast pattern reaches all members of community it aim to serve’, so as community radio principle AAUCR audiences include all campuses and respective community. To assess the communication effectiveness of the station it needed conduct sample survey at all campuses but due to resource limitation the researcher forced to take sample survey from two campus i.e. main campus and FBE campuses. This may limit the quality of research reliability.

The total sample size is 93 i.e. 75 from survey, 6 from in-depth interview and 12 from focus group discussion.

3.5.1 Sampling technique

I used random sampling on survey. It is helpful to avoid biases and to address most of the audience.

On the focus group discussion and In-depth interview the researcher used purposive sampling technique. The respondents of both methods are selected by the researcher according to their role on the AAUCR.

3.6 Data Organization and analysis

The data collected from the questionnaire is analyzed by using tables and pie chart. Information collected through in-depth interview and focus group discussion were documented and analyzed textually.

CHAPTER FOUR

4. Data Presentation and Analysis

This part of the paper presents the data obtained through questionnaire, focus group discussion and in-depth interview along with the analysis. As it is mentioned in chapter three of the study, the total sample size for this study were 93. And the entire questionnaire were filled and returned on time.

4.1 Addis Ababa university Community Radio's organizational set-up and programming

4.1.1. Organizational set-up

Addis Ababa university community radio was established in august 2013. The place where the current radio station located was Ethiopian radio studio during emperor Haile Sellassie 1 and Dergue regime as ministry of information. The idea to establish community radio was raised before Addis Ababa University incorporated Ethiopian mass media training institute in 2004 as faculty of journalism and communication.

The station has 10 staff members i.e. 5 reporters and program producers, 2 technicians, 1 coordinator, 1chief editor and manager. All of the reporters and technicians are degree holders in journalism and communication. AAUCR has regular volunteer producers from department of journalism and communication. The station selects 10 volunteer students from the department per year and they will have 200 birr transport salary per month. Managing the radio station is the mandate of the AAU. The station has a board; the chairman is the university president professor Admassu Tsegaye. The university senate and the board of the radio station are different.

For program production purposes, AAUCR has three studios with the necessary equipment including computers. Nevertheless, the station lacked certain facilities indispensable to its activities, such as library, documentary service, etc. Evidently, such constraints might have had their negative effects on its program production processes.

4.1.2. Programming

The station has 8 transmission hours (from morning 12:00 –afternoon 8:00 local time)

Ten (10) programs are produced and transmitted by the station. The rest of the time is covered by music. Most of The programs focused on community related issues.

4.1.3 Content of the programs

Table 1: Content of the programs

No	Program	Content	Genre	Duration	Tran. Time
1	Bet lengida (interview with gusts)	It's about experience sharing.	Edutainment.	40 min.	-Sunday 6:20am-7am and again on Monday 2:05 am- 2:45 am Local time.
2	Zema Ethiopia (Ethiopian musicians profile)	It's about the life and work experience of Ethiopian musicians.	Entertainment	30 min.	Tuesday 5:00am - 5:30am local time.
3	Main news of the week	It's about the main news of the week around the world.	Informational	30 min.	Friday 4:00-4:30 am local time.
4	Hello china	It's about Chinese language learning.	Educational.	15 min.	Saturday 1:15am-1:30 am local time.
5	Ye Ethiopia taim	It's about Ethiopian ethnic group's life style, culture and so on.	Edutainment.	30 min.	Friday 6:15am-6:45 and again on Tuesday 1:15am- 1:45 am. Local time.
6	Behig Agbab	It's about law related issues.	Educational and informational.	30 min.	Thursday 5:00am- 5:30am and again Saturday 7:00am- 7:30am. Local time.
7	Lisane bier	It's about narration of different fictions	Entertainment.	40 min.	Saturday 2:00am-2:40 and again Wednesday 3:00am-3:40am.
8	Addis Ababa university eniweq	It's about knowing addis ababa university.	Edutainment.	30 min.	Sunday 2:00am-2:30am. Local time.
9	Sport analysis	Its bout different sport events especially football.	Entertainment.	45 min.	Always 7:00am -7:45 and Saturday 6:00am- 6:45am. Local time.
10	Yetibebat medrek	It's about different literatures, music, painting and so on.	Entertainment.	40 min.	Thursday 6:00am- 7:00am. And again Sunday 2:20am-3:00am. Local time.

There is a limitation on the contents of the programs. Innovation, entrepreneurship, technology, scholarships and so on does not assessed by the stations programs. The whole programs are transmitted in Amharic. The students come from different ethnic groups and language. It's difficult to produce the programs in different languages but it has to include some languages.

4.2. The audience of AAUCR

The main part of the research lies in the sample survey conducted on the audience of AAUCR. The sample population was drawn from two campuses of Addis Ababa University (main campus and FBE or Faculty of Business and Economics.)

By considering the returned questioners, I distributed 100 questioners and collected 90 of the questionnaire. Out of 90 questioners 75 questioners are selected and analyzed because the sample size is 75. In analyzing process, out of 75 respondents 22 of them are not listening to the radio because of different reasons. So after the first 2 questions I precede with 53 listeners. The researcher tried to make the respondents gender proportional but I couldn't get female respondents as I wished.

4.3 The data collected by questionnaire

4.3.1 The demography of respondents

This study tried to assess the communication effectiveness of FM 99.4 community radio station for the student. The station housed in the school of journalism and communication of Addis Ababa University. Considering the capacity of the researcher in terms of time and other relevant resources as well, the paper attempted to deal with the issue thorough the students. Given this introduction, the following table presents the demographic information of respondents.

Table 2: Gender

		Frequency	Percent
	Male	49	65.4
	Female	26	34.6
	Total	75	100.0

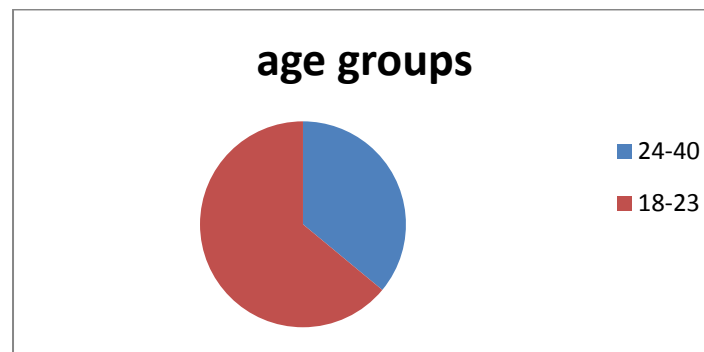
*****Source from researcher field survey data, 2017.**

From the above table 4.2. Respondant's gender, majority 65.4% of respondents are male and the rest of 34.6% of respondents are female.

During the data collection process most females were not willing to participate in FGD and also questioner. As they told me informally they have no idea about the station and the others said that they have nothing to say because they didn't listen to the programs of the station. Finally I found some girls who are willing to participate on the study. Because of the above reason I could not make the respondents gender proportional. I used random sampling method that is why the listeners and non listeners are participated because the response like "no I am not listening" also the finding. They have a reason for not listen to the radio and this may be a problem of the station.

4.3.2 Age group of the students

Figure 4.1: Age group of the students



******source from researcher field survey data, 2017**

From the above pie chart result 27(36%) of respondents are at the age level of 24-40 and the rest of the respondents 48 of them (64%) of respondents are at the age level of 18-24 years old.

Most of the respondents are the bachelor degree students and they are in the age level of 18-23. The rest of the listeners are the collection of students from masters and bachelor degree.

4.3.3 Information about Addis Ababa University Community Radio

4.3.3.1 Did you listen to Addis Ababa University Community Radio?

Table 3: Did you listen to Addis Ababa University Community Radio?

		Frequency	Percent
	Yes	53	70.7
	No	22	29.3
	Total	75	100.0

******source from researcher field survey data, 2017**

Majority of the respondents in this research or 70.7% of the respondents are listening to Addis Ababa University Community Radio. And the rest 29.3% of the respondents are not listening.

As the data presented in the above table most of the respondents from the collected questioner put themselves as a listener of the station. They said they listen to the radio programs because the programs are interesting even if there are many technical and other problems.

4.3.3.2 If your answer for item number 2.1 is NO, why?

Table 4: If your answer for item number 2.1 is NO, why?

		Frequency	Percent
	The time is not convenient for you	13	59.0
	You have no idea about the station	5	22.8
	You didn't like it	4	18.2
	Total	22	100.0

******source from researcher field survey data, 2017**

Regarding to the respondents who are not listen to the station, they have a reason. 59.0 % of the respondents said the time is not convenient for listing. The 22.8% of the respondents said they have no idea about the stationion and the rest 18.2% of the respondents said they didn't like it. Most of the listeners admitted that the transmission time is not convenient for them. From 8 hours of broadcasting they can only listen to 2 transmission hours because the remaining 6 hours are the learning time for them. Because of this reason the time is not convenient for them. This reason can put as a weakness of the station because the station has to know the possible time for

listeners and arrange the time to be convenient. Generally majority of the respondents who are not the listeners of the AAUCR said, they can't listen because of time. The respondents, who are not listening to the stations programs, did not answer the remaining questions and I proceed with the 53 respondents who are listening to the radio station.

4.3.3.3. If your answer for item number 2.1 is YES, What is the focus of the programs?

Table 5: If your answer for item number 2.1 is YES, What is the focus of the programs?

		Frequency	Percent
	Community related program	24	45.3
	Music	23	43.4
	narration of fictions	4	7.5
	hello china (Chinese language learning)	2	3.8
	Total	53	100.0

****source from researcher field survey data, 2017

From the above table 4.5 on respondents answer on the focus of the programs that Addis Ababa University Community Radio transmitting, from the total 53 listeners, 45.3% of the respondents are said the community related programs and 43.4 % of respondents said music, 7.5% of the respondents said narration of fictions and 3.8% of them said “Hello China” program. Based on the respondents response, most of the programs of stations are focuses on community related programs and music. There is one language related program called “hello china” and there is a program called “Lisane bier” focuses on narration of fictions. But it has not sufficient time duration. So we can say that the programs of the station focuses on community related issues and music.

Actually hello china is not a type program it's a name of the program but there is no another program related to language and I think it can represent the type of program related to language.

4.3.3.4 Which program did you like most? (It is possible to choose more than one answer)

Table 6: Which program did you like most? (It is possible to choose more than one answer)

		Frequency	Percent
	Community related program	17	32.1
	Health	16	30.2
	all program	20	37.7
	Total	53	100.0

******source from researcher field survey data, 2017**

From the above table **4.6** 37% of the respondents are interested to listen to the whole programs of the station. 32% of the respondents prefer to listen health related program and 30% of the respondents are interested to listen to community related programs of the station.

They think that these programs enable them to know about their rights and obligations as well as to know about themselves. As many students told me informally they would like to listen to music because the music transmitted by the station has a potential to entertain the audience. From community related programs “Behig Agbab” or law related program has many audiences when it is related with other programs. In this program law professionals share their professional knowledge to the audience. Even if there is no live discussion, listeners have call to the station and give there feedback and also ask their questions regarding to law related issues.

Theoretically in agenda setting theory the media can set the agenda for discussion and the audience can discuss on it and have knowledge or solve a problem. The same is true here in Addis Ababa University Community Radio FM 99.4. If the station put some idea and the audience are participating on the discussion they are applying agenda setting theory. But in most of the programs the students are not participating as expected rather the Addis Ababa city residents are actively participating. So we can say that as I repeatedly said, this is because the time is not convenient for the students.

As the table shows the students are interested to listen to the existing programs but they want to other programs additionally. They think that these programs are not enough; the station has to

add the programs in different issues. There are many issues to be presented in the station as a community radio. They said to me informally that, Addis Ababa University has many things to say. So the station has to increase the number of programs as well as the transmission hours.

4.3.3.5 What is the reason that you liked the program selected on item number 2.3? (It is possible to choose more than one answer)

Table 7: What is the reason that you liked the program selected on item number 2.3? (It is possible to choose more than one answer)

		Frequency	Percent
	It provided me information related to AAU community	24	45.3
	It is more of educational program	26	49.
	It was more of entertaining program	3	5.7
	Total	53	100.0

******source from researcher field survey data, 2017**

From the above table respondent's result for the reason that they liked the program selected on item number 2.3, 45.3% of respondents said that it provided them information related to AAU community. 49.1% said that they get more of educational programs and the rest 5.7% of the respondents said the program is more entertaining. No one is put their idea out of the provided reasons.

From the programs transmitted by the station the listeners put their reason for listen to the specific program. Most of them said they found the program more educational. Actually many of the programs are edutainment in their nature; it aims to educate the audience by entertaining them as the radio station owned by the higher educational institution. There is a news time and we can categorize it with informational programs. But related with the shortage of transmission time and man power it has not enough time coverage.

4.3.3.6 How clear is the transmission from the radio station?

Table 8: How clear is the transmission from the radio station?

		Frequency	Percent
	Very good	20	37.7
	Good	29	54.8
	Not good	4	7.5
	Total	53	100.0

From the above table **4.8** the result for the question how clear is the transmission from the radio station? 54.7 % of them remarked that the transmission of the station is good 37.7% of the respondents said it is very good and 7.5 of them said not well.

Radio stations play a vital role in communication technology as they are heavily relied on to transfer data and information across the audience. To carry on communication via radio waves, some small additional equipment necessary to operate them.

Some students told me informally; when the radio station starts transmission it was not clear. But starting from the previous 2 or 3 months it's improved. As I personally observed the transmission quality is good even where the places far from the station. Recently the station has bought new transmitter that is why the transmission quality has improved

4.3.3.7 Is the transmission time convenient to you?

Table 9: Is the transmission time convenient to you?

		Frequency	Percent
	Yes	23	43.4
	No	29	54.7
	Missing	1	1.9
	Total	53	100.0

******source from researcher field survey data, 2017**

From the above Table **4.9** for the question, is the transmission time convenient to you? It is highly remarked that 54.7 % of the respondents haven't the opportunity for listening because the

time is not convenient. 43.4 % of respondents said that the transmission time is convenient for them and the rest 1.9% of the respondents are jumped this question.

As I repeatedly put in the above analysis the main cause of not listening for the students is the transmission time. As it's observed, if we look at the audiences, the Addis Ababa City residents are listening to the radio than the students: it's because the time is convenient for the city residents and not convenient for the students. 43.4 % of the respondents said that, it's convenient for them but the learning time and the transmission time are almost the same. They can listen to the early morning and the lunch time programs. So practically we can say that it is not convenient for them.

4.3.4. Information related to the contents of the programs

4.3.4.1. The contents of the programs are reflecting basically our university community issues

Table 10: The contents of the programs are reflecting basically our university community issues

		Frequency	Percent
	Strongly agree	4	7.5
	Agree	23	43.5
	Disagree	14	26.4
	strongly dis agree	12	22.6
	Total	53	100.0

******source from researcher field survey data, 2017**

From the above table **4.10** the respondents response about whether the contents of the programs are reflecting basically their university community issues or not, 43.5 agree. And the 26.4 % respondents stated that it is not reflecting the AAU community issues.

According to the respondents view almost half of them said the station is reflecting their community issues. They mentioned the program called 'Addis Ababa Eniweq' or the program related to knowing Addis Ababa University. This program helps us to know about the student's life, instructors and the whole community of the university. If we got the information about the community we can say that this station is covering the university issues. The other respondents 26.4% of them said it's not covering the university community issues. AAU consist students

with disabilities and others who need special attention. But there is no any program about students with disabilities so we can say it's not about the whole community.

4.3.4.2. Which program reflected your local issues and culture best?

Table 11: Which program reflected your local issues and culture best?

		Frequency	Percent
Valid	Community related program	4	7.5
	law program	23	43.5
	Musics	14	26.4
	Health	12	22.6
	Total	53	100.0

****source from researcher field survey data, 2017

Table 4.11 for the question, which program reflected your local issues and culture? 43.4 % of them preferred law related program and 26.4 of respondents preferred music and the remaining 22.6% of the respondents said health related program.

According to the data presented on the above table the reason of the respondents to select law related program. The station is informing the students to know about different legal issues and it helps them to know and apply their right and obligations. When we look at the reason why they preferred to listen to music program, they said the music is interesting and entertaining. The remaining listeners said health related program is so educating and interesting. It helps the students to know how to learn and graduate with health.

The station tries to promote the university community's issue on their program especially the student's issue. But as it observed in the respondents answer and practically there are many issues the station has to cover. Like the issue about students with disabilities, female students, generally issues about the students who needs special attention has to touch. And also what they said to me is the station has to produce drama and more entertaining programs.

4.2.4.3. Is the contents of the programs interesting?

Table 12: Is the contents of the programs interesting?

		Frequency	Percent
	Very interesting	4	7.5
	Interesting	21	39.6
	Not interesting	15	28.3
	Poor	13	24.5
	Total	53	100.0

****source from researcher field survey data, 2017

From the above table 4.12 the result on the contents of the programs are interesting 39.6% of the respondents remarked that it is interesting and 28.3 % stated that it is not interesting, 24.5% of the respondents said it's poor and the remaining 4 % of the respondents said it's very interesting. As we see from the table most of the respondents remarked that the programs are interesting. It has a capacity to educate, inform and entertain the audience.

Based on the audiences response even if the transmission time is not convenient for them but as much as possible they are listening the radio station. And they said the contents of the programs are interesting. But by adding the recommendation of the students from the previous table analysis the station can produce and transmit more interesting programs and it can win the trust of the students.

4.3.4.4. Do you think that the programs can bring behavioral change among the students?

Table 13: Do you think that the programs can bring behavioral change among the students?

		Frequency	Percent
	Yes	24	45.3
	No	29	54.7
	Total	53	100.0

****source from researcher field survey data, 2017

From the above Table **4.13** the result on, can the AAUCR programs bring behavioral change among the community? 45.3% of them said yes it can, and the remaining 54% of the respondents said no.

Based on these data majority of the respondents said that the station has not a capacity to bring behavioral change among the students. As the student's oral opinion the station had health related program but currently it has stopped. These kinds of programs are helpful for giving knowledge about reproductive health, HIV/AIDS, peer pressure and other health related issues for the students. So these kinds of programs can bring behavioral change among the students. For now the existing programs has a little potential to bring behavioral change but the station can add some programs and it has to create a potential to bring behavioral change among the students.

4.3.4.5. Do you think that the station is achieving its goals to inform, educate and entertain the audience?

Table 14: Do you think that the station is achieving its goals to inform, educate and entertain the audience?

	Frequency	Percent
Yes	6	11.3
No	47	88.7
Total	53	100.0

******source from researcher field survey data, 2017**

From the above Table **4.14** the result on whether the station is achieving its goals to inform, educate and entertain or not, 88% of the respondents remarked that the AAUCR is not achieving its goals.

The station has a news time to inform the audiences with updated information. For this 8 hour transmitting time the news has fair air time but it has to cover more about the university. Actually the news prioritizes the university issues but not enough. When we come to the programs it has a component of entertaining and educating but it is also not enough and needs more effort. That is why almost all of the respondents said the station is not achieving its goals to educate, inform and entertain the audiences.

4.3.5 Audience participation in AAUCommunity Radio

4.3.5.1 Have you ever been participated in the program that needs audience participation?

Table 15: Have you ever been participated in the program that needs audience participation?

		Frequency	Percent
	Yes	8	15.1
	No	45	84.9
	Total	53	100.0

****source from researcher field survey data, 2017

From the above result 4.9% of the respondents have not been participated in the program that needs audience participation, the rest 15.1% of them have been participated. Most of the respondents do not participate in the program that needs audience participation.

Theoretically in Democratic Participatory Media Theory the media has not be monopolized, the audiences must be participate in all activity. The major concept is participation and full circular communication. But the station does not follow the principle of this theory.

4.3.5.2. Do you think that the programs are participatory?

Table 16: Do you think that the programs are participatory?

		Frequency	Percent
	Yes	25	47.2
	No	28	52.8
	Total	53	100.0

****source from researcher field survey data, 2017

From the above Table **4.16**, the result of whether the programs are participatory or not, 52.8 % of the respondents stated that it is not participatory and the rest 47.2 of respondent stated that it is participatory.

Majority of the respondents said the programs are not participatory. If the audiences have to participate in the stations program it has to be participatory. The students said they would like to participate on it but they cannot participate. The station has to encourage the audience to participate and make the program participatory.

4.4 The data collected by focus group discussion are stated as follows

In this discussion 12 respondents are participated. Among them 3 of them only are females.

Among the whole respondents 5 of them are from main campus and the rest of them are from the faculty of business and economics (FBE).

4.4.1 Do you listening AAUCR frequently? Why?

The respondents discussed on whether they are listening to the station or not, if so why they are listening.

His name is Fuad Shemil, he said

“I am the listener of AAUCR because I love to hear the morning news until the time of the class. Whenever I listen to the radio I heard good programs from the station.”

The other respondent’s name is Bontu Regassa. She said.

“I am a frequent listener of the Addis Ababa University community radio station because the music transmitted by the station is very lovable. The journalists also seem professionals.”

Most of the listeners mentioned that they listen to the radio station because of the music, the programs, and the news. Like the respondents who are participated in the questioner, they are listening to the radio because the community related programs, news and music are interesting for them. But the transmission time is not enough.

4.4.2 Which program do you like?

His name is Nega Wolbumo and he said,

“One day when I turn the radio on I heard something about the Addis Ababa University gives free legal service for the community. Starting from then i am a frequent listener of “Behig Agbab” the program related to legal issues. I have got much information from the program”

Many of the respondents told me that among the whole programs they choose law related program because they got much information about legal issues and responsibilities. The other respondent is called **Yonas Asefa** and he put his idea like this.

“I like to listen to ‘Narration of fictions’ or ‘Lisane Bier’. Once up on a time I heard the program about Ethiopian kings and queens and I love the story. Because I am interested to listen to this kind of story. After that I like to listen to hear this program.”

Almost all of the respondents are prefer to listen to law related programs, sport, narration of fictions and morning news. The other respondent who is not willing to tell his name said,

“I like sport and I really like the sport program because it is entertaining and gives me information about sport related events from around the world. But the duration of time has to extend to entertain and to be informed more.”

Generally the students put their opinion on the given question and put their recommendation also by saying, the transmission time has to extend, and the station has to add another additional programs on different issues. Then the station can be preferable from the existing FM radio station located in Addis Ababa.

4.4.3 Are you accept the station as your own or not?

The focus group discussion participants made a discussion on this issue and I put their response bellow.

“I have the feeling of belongingness for this station but I can’t participate as my station because nobody motivated us to participate. The staff members, specially the journalists have a responsibility to make us a part of the station.

The other respondent put his idea like this,

“I am ok with the whole program but the time is short and the transmission time is not convenient for me. The possible time to listen is early morning and the weekend. That is not enough. Because of this reason I could not listen to the whole programs as I wished and it is difficult for me to feel like it’s mine.

One of the respondents says,

“The station focuses on AAU related programs that is why I feel like it’s about me and my friends. As many of the students said the time is too short and most of the programs transmitted on the time of learning. So it’s better to extend the time.”

To sum up many of the respondents are worried about the time. The transmission time is starting from 12:00 early morning -8:00 afternoon local time. Most of the students have a class before noon. Because of this, time is a big deal for them. According to the student’s opinion, it’s difficult to say the station has created the feeling of belongingness.

4.4.4 How far the station programs reflect the culture of the community?

Most of the FGD members said, they are not capable to answer this question because of the transmission time. The all programs aired while they are learning.

Some of them give me different answers as follows,

“I am interested in sport program. When I finished listening to the sport program I’ll turn the radio off because I am not interested in other issues.”

The other listener said,

“Sometimes I listen about some known Ethiopian ethnic group’s life style, but what about the unknown. It may reflect some ethnic group culture but we have to know about the unknown ethnic groups.”

In social responsibility theory, Media must speak against and an aware person about social problems as it is media’s responsibility to work for the betterment of the society.

Media must work for society and only do the things that are beneficial to the society.

According to the respondents it is difficult for the station to be voice to the voiceless and to promote or reflect the society’s social and cultural activities.

Generally most of the students cannot answer the question because of the above reason.

(The time is not convenient for them). To explain, they listen to the radio when they get chance to listen (during early morning and in the lunch time). They can listen to the whole program of the station only on **Saturday** and **Monday**. It is not enough to evaluate or to judge the stations programs by saying weather “the programs are reflecting our culture” or by saying “it’s not reflecting”.

4.4.5 What are the benefits of the community from the station programs?

As the respondents said the students are benefited from the stations different programs.

Many of them mentioned “Behig Agbab” or law related program. This program helps the students and the community to know about different legal issues and ask for their rights as well as to know their legal obligations.

The others said “There is a program called “Bet Lengida” or interview with gusts. It’s important for experience sharing. The students, professors and many experienced gusts share their experience on this program”. The other programs also try to inform, educate and entertain the audience even if it is not enough.

Theoretically in democratic participatory media theory, it is believed that to conserve and revive local cultures by promoting the right to information (global and local), right to express (feedback), right to use new technologies (means of communication), freedom to local data, freedom to take part in social action, etc. (www.businessstopia.com)

And also in social responsibility theory Media must speak against and an aware person about social problems as it is media’s responsibility to work for the betterment of the society. This theory promotes the issues that have benefits for the society.

So as a community radio, if the AAUCR fulfills the above things there is a possibility to benefit the audience especially the students.

4.4.6 What are the weakness and strengths of the station?

The respondents put many things as a strength and weakness. Many of the respondents said the AAUCR transmitted many participatory, educational and entertainment programs. It also transmitting community related programs that are counted as strength of the station. But they put many weaknesses in this radio station.

One of them said,

“The station has to cover some issues about students with disabilities. There is no any program about disabilities. They have to think about it.”

And also the other respondents said

“The station has to produce more programs with different issues like, technology, entrepreneurship, scholarship and issues about different marginalized groups. It has to have the coverage of many community related programs as a community radio.”

All most all of the respondents said, the transmission time has to be extended because many of the students are not listen to the radio station because of this.

To summarize the FGD part, the students are participated very well. They want to listen to the AAUCR but the time is the major constraint for them. They recommended the station has to have radio drama, and the station has to promote itself to be listened.

4.5 AAUCR staff members

4.5.1 The data collected by in-depth interview are stated as follows

In this portion the data collected from the staff members of the AAUCR station will be analyzed.

4.5.1.1. Access

The station chief editor Ato Mathiwos Tadesse said the following about how clear is the transmission;

“Now we have a new transmitter to solve the transmission problem. We can reach the whole Addis Ababa University campuses.”

He added that, the transmitter has a potential to transmit in 200 killo meter radius. That means, when the transmitter starts transmitting in its full potential it can cover the towns located around Addis Ababa city. So this new transmitter can clear the transmission of the station. And also, the station will have new and many audiences.

4.5.1.2. Participation

As the reporters of the station the participation of the audience defined like this:

Kidist Abate said, *“Some audiences give us a feed back about the program but not that much. The number of audience is very small. Most of the audiences are not from the university, they are Addis Ababa University residents. I think it’s because the time is not convenient for them.”*

The other reporter said another thing as follows:

Dawit Kebede said, *some listeners told us they have no idea about the station but they found it when they are searching for other radio station. And they found it interesting. I think the reason*

for small audience participation is we have no live discussion. We have got the feedback through phone but not enough. Generally our programs are not participatory.

The other reporter **Abaynesh Shibabaw** says additional thing about the audience participation.

“Most of the listeners are listening to our music not the program. Many audiences are participating in sport program and they are asking to extend the time. It’s difficult to say there is no listener in the university but not enough. When we made a mistake unexpected persons called to us to correct.”

Generally as the reporters said, some audiences have no idea about the station and they listen to the radio suddenly. And most of the participants are not the students but the Addis Ababa city residents. The main reasons behind the small participation of the audience are the programs are not participatory and the station has not live production.

4.5.1.3. Personnel

In this radio station there are 5 paid reporters 10 volunteers from the students, 2 technicians, Coordinator and Manager. According to the coordinator of the radio station **Ato Birihanu Chekol**:

“The human resource is not enough. There is additional place for new employees but because of budget constraints the place is not filed. The man power turnover is making things difficult for the station. The whole employees are degree holders.”

As **Ato Mathiwos** mentioned,

“The university is working on the structure of the station. In this structure the salary of the journalists will improve. If the structure is approved we will have enough human resource and we can transmit live production in our radio station as well as via internet.”

The shortage of human resource influenced the program quality and audience satisfaction. As I observed, the same is true here in AAUCR station. The station reporter **Abaynesh Shibabaw** added that:

“I am a producer, reporter and program leader (host). Because of shortage of human resource we all are working the whole thing. It has its own influence on the program quality and quantity.”

4.5.1.4. Program

According to the chief editor **Mathios Tadesse**:

“We are trying to make the program easy to understand. Some of our journalists mixing English language in Amharic language but they are improving it.

We are transmitting infotainment, and edutainment programs. We are working to entertain, educate and inform the audience. In our programs as much as possible we are using our maximum effort to assess the whole culture of the students.”

4.6 Communication effectiveness of the AAUCR for the AAU students

According to business dictionary, effectiveness measures the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency effectiveness is determined without reference to costs and, whereas efficiency means “doing the thing right” and effectiveness means “doing the right thing”.

Measuring effectiveness is difficult and subjective, but according to the definition of the business dictionary and the context of this study effectiveness means achieving the goals and missions. As the researcher observed the communication between the students of AAU and AAUCR station is not effective. Actually it’s difficult to be effective in short period of time but there have to be a hope.

The researcher said it’s not effective because of the following reasons:

- Many students have no idea about the existence of the AAUCR.
- The programs are not participatory
- The main target audience of the AAUCR is the AAU community but Most of the listeners are not the university students or community they are the Addis Ababa city residents.
- The university has not made a promotion or an awareness creation for the students about the station.
- The station has not convenient time of transmission for the students.
- The station did not transmit more entertaining programs like drama.

Because of these and other reasons the communication between the AAUCR station and the students is not effective.

4.7 Challenges of the AAUCR

As Ato **Mathiwos** and the other reporters said, the major challenge of the station is shortage of man power and turnover. This limits the station to make the programs participatory and to make the transmission time convenient to listening. The university did not promote the station to the university community so the students are not participating as much as they can.

4.8 Opportunities of the AAUCR

There are many opportunities to improve the overall operation of the station. The station has a new transmitter. If the station uses the potential of the transmitter it can cover 200 k/m radius. That means the transmission will cover some places located around Addis Ababa.

The station has a generator with good potential so even if there is no electricity they can transmit the programs without any problem. This shows how the university gives an attention for the station. We can count this as a good opportunity for the improvement of the AAUCR.

The data collected from the questionnaire, focus group discussion and in-depth interview are presented and analyzed. Theoretically, it is believed that a community radio station makes its audience participate in every activities of its operation. After all, it is a medium “in which the communities participate as planners, producers and performers and it is the means of expression of the community, rather than for the community” (AMARC Africa and Panos Southern Africa, 1998:12). Contrary to this the AAUCR is not allowed or motivate the students to participate. As a community radio it has to open its door for listeners to participate on planning, producing and the other activities.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter contains three parts. The first part deals with the summary of the findings of the study. The second part is the conclusion that discusses the communication effectiveness of AAUCR to the AAU students. The last one is devoted to suggestions and recommendations.

5.1 Summary

The main purpose of the study is to investigate the overall operation and assess the communication effectiveness of the AAUCR to the Addis Ababa University students. Based on the theoretical background the study has analyzed the radio station from the point of view of its: organizational set-up, programming and audiences. Each of these factors is a significant indicator for the successful communication or failure of the radio station.

The summary of the Findings presented as follows:

Organizational set-up

The station has 10 staff members i.e. 5 reporters and program producers, 2 technicians, 1 coordinator, 1 chief editor and manager. All of the reporters and technicians are degree holders in journalism and communication. AAUCR have regular volunteer producers from department of journalism and communication. The station selects 10 volunteer students from the department per year and they will have 200 birr transport salary per month. Managing the radio station is the mandate of the AAU. The station has a board and the chairman is the university president professor Admassu Tsegaye.

Programming

The station has 8 transmission hours and 10 programs and news. Some programs have community related contents but not enough. The transmission time of the station is not convenient for the students because the transmission time is the same with the class time.

The station has a lack of community radio program especially about the students. The transmitting community related programs are not enough as a community radio. Actually there is the shortage of man power; it can influence the quality and quantity of the programs.

Most of all the AAUCR programs have the absence of audience involvement because the programs transmitted by the station are not participatory. Music covers too much time rather than programs; the audience liked this but the station cannot be educational.

Audience

The audience of the AAUCR is mainly the AAU community as a whole and the Addis Ababa city residents also following and participating in the programs. The audiences of the station (the AAU students) are not actively participating in the overall activities of the station. As the finding shows that the AAUCR is not serving the community as expected.

Based on the above findings the following conclusions are stated as follows.

5.2 Conclusion

The main purpose of the study is to assess the communication effectiveness of the AAUCR to the AAU students.

To address the research problem the following objectives has been formulated.

- a. Assess the overall operation of the AAUCR
- b. Looking at how the station addresses its target audiences.
- c. Investigate the attitude of audience for the station
- d. Examine audience participation radio station
- e. Assess the challenges and opportunities in AAUCR

To meet the above objectives, the study set the following research questions:

1. How does AAUCR operate?
2. How does AAUCR address its target audiences?
3. What is the audience's attitude for the station?
4. In what extent AAUCR audiences are participating?
5. What are the opportunity and challenges of AAUCR?

In this part of the paper, I will try to analyze the answers for these questions based on the findings obtained from the research

The answer for the **First** research question can be treated like this.

The AAUCR has the board and the chairman is the president of AAU professor Admasu Tsegaye. The station is under the owner ship of the AAU. It has 8 transmission hours and 10 staff members. As a community radio the station has community related programs and music are transmitting on the station. The station invites 10 volunteer students per year with transport fee 200 birr.

The answer of the **Second** research question is like this. The station tries to address its target audience by its programs. As I mentioned in this paper repeatedly; even if the target audience of the AAUCR is the AAU community, the Addis Ababa city residents are actively participating in the programs more than the university community.

As repeatedly stated in this paper the programs are not participatory so it limits the participation of the listeners. The university has to promote the station especially for the AAU community. This also influence the participation, as we see on the analysis part, most of the students have no idea about the AAUCR. Because of these reason we can say that the station could not reach to its target audience.

To answer the **Third** research question: the audience attitude towards the AAUCR is not bad, but as I said on the second research question most of the students does not know about the station. The whole students must be the listeners of the station but some of them only have idea about the station. And the university does not promote the station for the students.

This some students said they have the feeling of belongingness for the station but still they could not listen to the programs as they wished due to transmission time. The listeners want to participate in each and every activity of the radio station if possible.

The **Forth** research question deals about the extent of audience participation. This issue was mentioned on the previous questions. To put it again, the programs are not participatory that is why the audiences are not participate as they wish.

The **final** research question is what are the challenges and opportunities of the AAUCR?

There are many opportunities for the stations overall improvement. The AAU gives an attention for the station. To make the transmission clear the university bought a new transmitter that has a potential to transmit 200 k/m radius. As an old and big university community radio it has a chance to get professors, students, artistes and so on. By inviting these people they can share their experience to the audience. This station can transmit educational programs more than other FM radio stations.

The AAUCR has many challenges. It has a shortage of man power. To extend the transmission hours the station needs additional professionals. Not only to extend the time; shortage of man power is the problem in the current 8 hours transmission time.

The station has not human resource management department. This is also the challenge. The turnover of the professionals also the big challenge for the station.

Generally the aim of the study is assessing the communication effectiveness of AAUCR for the AAU students by evaluating the overall operation of the study, the attitude and participation of the students and so on. As it's observed from the finding, the communication between the AAUCR and the AAU students is not effective. The following pointes show the communication is not effective.

- Many students have no idea about the existence of the AAUCR.
 - The programs are not participatory
 - The main target audience of the AAUCR is the AAU community but Most of the listeners are not the university students or community they are the Addis Ababa city residents.
 - The university has not made a promotion or an awareness creation for the students about the station.
 - The station has not convenient time of transmission for the students.
 - The station did not transmit more entertaining programs like drama.
- Because of these and other reasons the communication between the AAUCR station and the students is not effective.

Programming

The station has 9 transmission hours (from morning 12:00 –afternoon 8:00 local time) Ten (10) programs are produced and transmitted by the station. The rest of the time is covered by music. Most of The programs focused on community related issues. But there is a limitation on the contents of the programs. Innovation, entrepreneurship, technology, scholarships and so on does not assessed by the stations programs.

Relation with the theory

I used democratic participatory media theory, agenda setting theory and social responsibility theory as a theoretical frame work. The democratic participatory media theory support the right to local information, the right to answer back and the right to use new means of communication for interaction and social action in small scale setting of community, interesting groups, and commercialized, professionalized state controlled media.

This theory promotes greater participation of the audiences in community radio. But based on the finding the AAUCR lacks implementing the principles of this theory. As the findings shows the programs of the station are not participatory because of that the audience cannot participate. Not only because of the programs but it's because the station is not promoted.

The agenda setting theory suggested that the media sets the public agenda, in the sense that they may not exactly tell what to think, but they may tell what to think about. Especially community radio has a chance to set the agenda and for the public. But the AAUCR is not implementing this theory also. It is related with the audience involvement and listening status. If they are not involving and most of the students does not listening, how can the station set the agenda for discussion? So it is possible to say that this theory also not implemented.

In social responsibility theory, the press is taken to be for the people and society. The media is taken as a place for the voiceless to have a voice and develop public opinions where each and every person has the right to speak, express and publish. It is a tool for social development. This is directly related with the responsibility of community radio. Based on the findings the AAUCR is trying to be responsible for the students but not that much, it needs further effort.

5.3. Recommendations

To bring all round development at grass-roots level there should be a participatory structure of communication. Therefore, facilitating things for the people to get complete access to any sort of information is very essential. One way of achieving this objective is to provide all sorts of support to different communities of the country to create their own community media, in which community radio is included.

The AAUCR is expected to provide essential information to the university community as well as the Addis Ababa city residents. To achieve the goals and missions of the station and also the university, there are many things to improve and keep. The following recommendations are stated as follows:

- The station must have the human resource management office or department.
- The transmission time should be extended or consider the possible listening time for the students
- The programs must be participatory
- As much as possible the radio station needs to involve many volunteers/ amateur producers in the production activities. This has many advantages. First, it gives opportunity for talented people to exercise the profession of journalism. Second, it is one means of running community radio with minimum cost. Third, it provides a good chance for the community to air its concerns.
- The shortage of human resource must be solved
- Innovation, entrepreneurship, technology, scholarships and so on has to assess by the stations programs.
- The station has a responsibility to participate the audience in overall activities of the station.
- The programs should be by the community for the community

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Personal Interviewee

Mathewos Tadesse, the chief editor of AAUCR

Birhanu Chekol; coordinator of AAUCR

Dawit Kebede, reporter, at AAUCR

Kidisat Abate, reporter at AAUCR

Abaynesh Shibabaw, reporter of AAUCR

Asemahegn Asres, AAUCR board member

Appendixes

Appendix 1

Addis Ababa University

Graduate School of Journalism and Communications

Addis Ababa

Interview form for Addis Ababa university community radio audiences

Dear audience!

The main objective of this interview is to collect information concerning the broadcast of Addis Ababa university community radio and its participatory nature as a community radio.

If you agree, I would like to ask you your attitude towards the radio station and participation rate in program production.

The outcome of the study depends on your response so as much as possible try to give answers for all the questions openly and honestly.

Thank you in advance for your cooperation.

Instruction for interview

For items with alternate answers, please put an “x” mark in the box given. For open end questions write the answer on the space provided.

1. Personal data

1.1 Sex a) Male ☐ b) Female ☐

1.2 How old are you? _____

2. Information about Addis Ababa University Community Radio

2.1 Did you listen to Addis Ababa University Community Radio? a) Yes ☐ b) No ☐

2.2. If your answer for item number 2.1 is NO, Why?

a) The time is not convenient for you ☐

b) You have no idea about the station ☐

c) You didn't like it ☐

d) If others specify ☐

2.3. If your answer for item number 2.1 is **YES**, What is the focus of the programs?

a) Community related program

b) narration of fictions ☐

c) Music ☐

d) hello china (language related program) ☐

e) If others specify _____

2.4. Which program did you like most? (It is possible to choose more than one answer)

a) Community related program ☐

b) health ☐

c. law related program ☐

d) Music ☐

e) all the programs ☐

2.5. What is the reason that you liked the program selected on item number 2.3? (It is possible to choose more than one answer) Because:

a) It provided me information related to AAU community ☐

b) It is more of educational program ☐

c) It was more of entertaining program ☐

2.6. How clear is the transmission from the radio station?

a) Very good ☐

b) good ☐

c) not good ☐

d) Poor ☐

2.7. Is the transmission time convenient to you?

a) Yes ☐

b) no ☐

2.8. If your answer for item number 2.8 is no, what is the reason?

3. Information related to the contents of the programs

3.1. The contents of the programs is reflecting basically our university community issues

a) Strongly agree ☐ b) agree ☐ c) disagree ☐ d) strongly disagree ☐

3.2. Which program reflected your local issues and culture best?

a) Community related program ☐ b) health ☐ c) music ☐

3.3. Is the contents of the programs interesting?

a) Very interesting ☐ b) interesting ☐

c) Not interesting ☐ d) poor ☐

3.4. Do you think that the programs can bring behavioral change among the community?

a) Yes ☐ b) no ☐

3.5. If your answer is yes for item number 3.4 how?

3.6. Do you think that the station is achieving its goals to inform, educate and entertain the audience?

a) Yes ☐ b) No ☐

4. Audience participation in AAU Community Radio

4.1. Have you ever been participated in the program that needs audience participation?

a) Yes ☐ b) No ☐

4.2. Do you think that the programs are participatory?

a) Yes ☐ b) No ☐

Thank you!

Appendix 2 -In –depth Interview schedule

AAU Community Radio Management

1. Access

1. How clear is the station transmission?
2. Is the transmission of the station covers the whole community?
3. Is the location of the station accessible to the community?
4. Is the language used by the station understandable to the community?
5. Are the programs represent the culture of the community?
6. How many proportion of the community listen the station program?
(The scale of the listening community)

2. Participation

1. To what extent the communities participate in the station programs?
2. What are the mechanisms in place to participate the community?
3. What is the style of communication between the station and the community?

3. Personnel

1. What kind of man power do you use?
 - Volunteers
 - Members of the community
 - paid employees
2. How many employed do you have?
3. What is the educational level of your employees?
4. Are they familiar with journalistic profession?
5. What kind of motivation do you use?
6. Are they receiving in-job training?

4. Program

1. What kind of programs do you disseminate?
2. Do you have a communication strategy for broadcasting your program?

3. Who are your target audience?
4. What kinds of programs are scheduled?
5. Has the station achieved its objectives?
6. Is there noticeable change in the community on the basis of your program?
7. Are the programs represent the community culture and satisfy special needs?
8. What are the major challenges and good opportunities in operating the station?
9. What are the short comings of the station?

Appendix 2 -In-depth Interview Schedule

AAU Community Radio, Staff

1. What is your position at AAU Community Radio?
2. What kind of program do you present?
3. Are you satisfied with what you are doing?
4. What do you think about the audience?
5. How the communities participate in the program?

Appendix 3 – focused group discussion

Semi- structured interview

1. Do you listening AAUCR frequently? Why?
2. Which program do you like?
3. What is your opinion towards the station?
4. Are you accept the station as your own or not?
6. What is the role of the community in the practice of the station?
7. How far the station programs reflect the culture of the community?
8. Is the station contributed to satisfy the special needs of the community?
9. What are the benefits of the community from the station programs?
10. Is the station serve as the voice of the community?
11. What are the weakness and strengths of the station?
12. What do you suggest about the programs of the station?