

Students' Competency in School-Based Radio broadcasting: Basis for Communication Enhancement Plan

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Abstract

Radio acts like a magic box as it influences and persuades one thought. This study aimed to determine the level of competency of Junior High School participants in radio broadcasting for public and private schools in the division of Cagayan de Oro, Philippines. Purposive sampling technique was used to select the respondents and the data were gathered from the survey which is patterned after DepEd Memo. Frequency distribution, mean and standard deviation were also used to measure the respondents' characteristics and competencies. Pearson r was used to get a significant relationship among variables. Inadequacy of training, workshops or seminars, lacking of radio broadcast materials, and basic knowledge and skills have faced by the participants that resulted to low performance. The study established that the participants were very good in radio anchoring, news presentation, infomercial, and scriptwriting, but only good in technical application. Anchoring and news presentation were significantly influenced by the age. Participants' sex was found to be significant to anchoring and technical application. Anchoring, news presentation, infomercial, and technical application were influenced significantly by the number of years as members of school-based radio broadcasting. Anchoring and news presentations have a weak positive relationship to students' membership to other clubs/organizations. All competencies in radio broadcast were correlated in attending related workshops and seminars. Thus, a communication enhancement plan was crafted to address the problems faced by the participants.

Keywords: Radio broadcasting, Students' competency in radio broadcast, Communication enhancement plan

Introduction

The world today is constantly faced with challenges in mass media communication. But, among the medium of communication, radio is still considered one of the best sources of information. Radio is an influential medium of information dissemination (Padilla, 2016). Radio is one of the most affordable educational technologies available for use in education and development in developing countries (Odera, 2011). Ribba (2015), states that radio serves as one of the information communication and technological tools used in mass communication.

The Philippine government developed campus journalism in pursuant to Republic Act 7079 or Campus Journalism Act of 1991. In the implementation of campus journalism, the Department of Education (DepEd) applied many strategies to enhance the students' capabilities in journalism works such as news, editorial, sports, and radio broadcasting. The department shall sponsor periodic competitions, press conferences and training seminars which aimed to demonstrate the importance of journalism, enhance journalistic competence, promote responsible journalism, and provide a venue for an enriching learning experience for students interested in journalism (DepEd Memo 167, s. 2018). Radio broadcast and scriptwriting is part of the annual press conferences in both public and private secondary schools. It enriches the varied abilities of the participants in scriptwriting, creating commercial, news gathering, and news delivery. Various awards will be given to the presenters after a 5-minute broadcast simulation. In the past years, many challenges have been brought out. Among the challenges are the inadequacy of training materials for radio broadcast, lacking of workshops or seminars for the student participants, lacking of radio broadcast materials to be used for technical application, lacking of basic knowledge and skills for radio broadcasting, and the low performance of the participants. The primary goal of every school that engages into radio broadcasting is to compete to the National Schools Press Conference (NSPC) which is considered as highest level of journalism competition in the Philippines. It is therefore the aim of this study to determine the level of students' competency in radio broadcasting as basis for communication enhancement plan.

Review of literature

Kidson (2019) stated that radio is all about communication and running a radio show takes commitment and teamwork in order for it to be a success. Radio allows students to express their views and build their confidence whether it is discussing important issues or sharing ideas. Telg (2018) found that writing for radio is different from any forms of writing. Litherland (2020) stated the major benefit of radio learning including the possibility on job-related skill. The distinctive voices of radio broadcasters may be a result for their vocal cords being more elastic (Llewellyn, 2014). Pierce (2019) opined the benefits of having real-world experience through attending workshops or seminars related to broadcast journalism. Broadcast journalism students learn how to write scripts for radio, how to record and edit sound and video, and how to interview the sources. Feebey-Hart (2014) suggested to anyone who would like to become a news presenter to build up practical experience of reporting in the field first, before he/she can sit in a studio and start presenting news.

The Philippine government institutionalized campus journalism which anchored on Campus Journalism Act of 1991. The state upholds the freedom of the press even at the campus level in order to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. Estella and Loffelholz (2019) found that media development organizations in the Philippines basically promote professionalism which partnered with several local institutions and groups for activities such as developing journalism curricula.

Methodology

This study employed a descriptive method wherein the researcher analysed, interpreted and reported the present status of problem. This was conducted in Cagayan de Oro where the respondents were the select 161 junior high school from public and private schools. They were purposively chosen based on the list of participants during school press conference, while the other remaining public schools respondents were chosen based on the knowledge of the researcher pertaining to the list of participants in the division. A guided response and rating scale type questionnaire which patterned after DepEd Memo Order no. 167 s. 2018 was used. This study utilized also an in-depth interview to seven (7) top-performing, and seven (7) low-performing participants. Frequency distribution, mean and standard deviation were used to measure the respondents' characteristics and competencies. Pearson r was used to get the significant relationship among variables. Cronbach's Alpha was used to compute data from pilot testing among thirty participants for reliability.

Results and discussion

Presentation of data is based on the classification of the problems presented.

Respondents' Characteristics

The characteristics referred to the respondents' age, sex, number of years as member of school-based broadcasting, membership to other clubs/organizations, and related workshops/seminars attended.

Table 1 Distribution of respondents' age

Age	Frequency	Percentage
18 years old and above	20	12.42
17 years old	26	16.15
16 years old	30	18.63
15 years old and below	85	52.80
Total	161	100.00

Table 1 shows that 85 (52.8%) belonged to the age bracket of 15 years old and below. This implies that majority of the students within this bracket may be attributed to the age requirement of junior high school. Both public and private schools are compliant to the K to 12 basic education program which requires the age range of 12 to 15 years old that fit for junior high school. The lowest frequency of 20 (12.42%) denotes respondents who are already 18 years old and above. There are some schools accepting junior high school regardless of their age. But, in school-based radio broadcasting, maturity of voice is important because it signifies authority as an announcer or reporter. Liwellyn (2014), states that voice quality is described in different ways in various studies such as warm, resonant, powerful, emotive and authoritative.

Table 2. Distribution of respondents' sex

Sex	Frequency	Percentage
Male	54	33.54
Female	107	66.46
Total	161	100.00

Table 2 shows that 107 (66.46%) of the respondents were females while 54 (33.54%) were males. This indicates that majority of the participants were females. The result is considered as one of the challenges in every school to encourage male students to join radio broadcasting as they possess important roles in a radio broadcast such as voicing, and anchoring. Profitt (2019) revealed the efficacy of women in the media industry.

Table 3. Distribution of respondents' number of years as member of school-based broadcasting

Number of Years as Member of School-Based Broadcasting	Frequency	Percentage
3 Years or More	13	8.07
2 Years	35	21.74
1 Year and Below	113	70.19
Total	161	100.00

Table 3 shows that 113 (70.19%) of the students are members of the club for 1 year and below. This implies that majority of them have limited experience in radio broadcast. This fact illustrates that most of them

came from the lower level. Kidson (2019) stated that aside from the fame and rewards, other benefit of being a member of school-based radio broadcast is the showcase of teamwork. The lowest frequency of 13 (8.07%) signifies the students who have been member of the school-based broadcasting for 3 years or more. This implies that only few had long experiences in radio broadcast. Litherland (2020) found that the major benefit of radio learning in school is teaching students to a new radio broadcasting job-related skill.

Table 4. Distribution of respondents' membership to other clubs/organizations

Membership to Other Clubs/Organizations	Frequency	Percentage
English Club	28	12.96
Filipino Club	26	12.04
Science Club	30	13.89
Math Club	13	6.02
Sports Club	12	5.56
Glee Club	10	4.63
Arts	6	2.78
Theatre	4	1.85
Student Body Organization	23	10.65
None	47	21.76
Others Please Specify	17	7.87
Total	216	100.00

Table 4 shows that majority or 47 (21.76%) of the students did not have membership to other clubs or organizations. This implies that majority of them were perhaps reluctant to join other organizations or clubs because they would like to focus only in journalism club. Kidson (2019) opined that radio is about speaking and listening. The lowest frequency of 4 (1.85%) denotes the students were not so interested in theatre club. This implies that only few have interest in acting and stage performing which are supposedly their advantageous to enhance broadcast communication skills.

Table 5. Distribution of respondents' related workshops/seminars attended

Related Workshops/Seminars Attended	Frequency	Percentage
5 Times & More	37	22.98
3-4 Times	19	11.80
1-2 Times	56	34.78
None	49	30.44
Total	161	100.00

Table 5 shows that the highest frequency of 56 (34.78%) denotes students who attended radio broadcasting related workshops or seminars for one to two (1-2) times. This indicates that majority of them have learned some strategies and techniques through workshops and seminars. In radio broadcast, students learn how to write scripts, how to record and edit sound, thus it is important to engage the learners into real-world experience (Pierce, 2019). The lowest frequency of 19 (11.8%) denotes respondents with seminars or workshops attended of three to four (3-4) times and more. This implies that only few have attended seminars or workshops. Sexton (2017) revealed that attending seminars and workshops would enhance the skills in researching, interviewing, and creative thinking that eventually help them for the improvement of their competency.

Students' Competency Level in School-Based Radio Broadcasting

Table 6. Anchoring

Indicators	Mean	SD	Description
I speak clearly in an understandable manner	3.20	0.734	Most of the Time
I pace my voice well to fit the storyline	3.11	0.775	Most of the Time
I show expressions of interest, enthusiasm, and confidence	3.32	0.817	Most of the Time
I pronounce the words correctly and clearly	3.11	0.763	Most of the Time
I use my tone of voice appropriately	3.19	0.784	Most of the Time
I speak clearly with well-modulated voice	3.11	0.803	Most of the Time
I present appropriate pace and volume	3.07	0.807	Most of the Time
I am consistently audible throughout the presentation	3.00	0.880	Most of the Time
I can easily be heard in all parts of the room	3.11	0.803	Most of the Time
I can get listener's attention	3.05	0.805	Most of the Time
I pronounce the words in a distinct manner	3.19	0.792	Most of the Time
I utilize various voice inflections	2.92	0.790	Most of the Time
I utilize voice change to enhance meaning of the lines	3.12	0.879	Most of the Time
I articulate words in a distinct manner	2.99	0.837	Most of the Time
I stretch a word to a desired length to emphasize or give appropriate meaning	3.11	0.841	Most of the Time
Overall	3.11	0.807	Most of the Time

Table 6 shows that the students obtained a mean of 3.11 (SD= 0.807) which described as “**Most of the Time.**” Thus, they are “**Very Good**” in anchoring. It implies that most of them have interests in radio anchoring. Litherland (2020) opined that radio communication serves as a career path that interests many young students. The highest mean of 3.32 (SD= 0.817) reveals that the students rated “**Most of the time**” in the indicator “**I show expressions of interest, enthusiasm, and confidence.**” Wilkinson (2015) stated that the exploration and exhibition of voice through media exposure in the community could help the students. They rated “**Most of the time**” or very good in the indicator “**I articulate words in a distinct manner**” though it yields the lowest mean of 2.99 (SD= 0.837). This implies that transforming vocal training skills cannot be done in one day or overnight. Halbrooks (2019) stated that before one could master his or her talent in radio anchoring, he or she will take the right kind of practice to become so comfortable on-air.

Table 7. News presentation

Indicators	Mean	SD	Description
I speak clearly in an understandable manner	3.27	0.731	Most of the Time
I pace my voice well to fit the storyline	3.20	0.784	Most of the Time
I show expressions of interest, enthusiasm, and confidence	3.26	0.781	Most of the Time
I pronounce the words correctly and clearly	3.13	0.751	Most of the Time
I use my tone of voice appropriately	3.16	0.763	Most of the Time
I speak clearly with well-modulated voice	3.15	0.760	Most of the Time
I present appropriate pace and volume	3.16	0.755	Most of the Time
I am consistently audible throughout the presentation	3.02	0.782	Most of the Time
I can easily be heard in all parts of the room	3.08	0.782	Most of the Time
I can get listener’s attention	3.01	0.783	Most of the Time
I pronounce the words in a distinct manner	3.16	0.751	Most of the Time

I utilize various voice inflections	2.92	0.790	Most of the Time
I utilize voice change to enhance meaning of the lines	3.09	0.835	Most of the Time
I articulate words in a distinct manner	3.02	0.833	Most of the Time
I stretch a word to a desired length to emphasize or give appropriate meaning	3.19	0.802	Most of the Time
Overall	3.12	0.029	Most of the Time

Table 7 shows an overall “**Most of the Time**” description with a mean of 3.12 (SD= 0.029) which means “**Very Good**” in news presentation. Results denote that the students are able to perform their tasks, but, they need proper guidance from experts. Pierce (2019) claimed that journalism students, should properly learn in journalism activities. The indicator “I speak clearly in an understandable manner” marked the highest mean of 3.27 (SD= 0.731) described as “Most of the time” or “Very Good.” This implies that the participants applied the proper delivery, but they need to be consistent. Feebey-Hart (2014) suggested that if a person would like to become an effective news presenter, he should focus on journalism. The students rated “**Most of the time**” or very good in the indicator “**I utilize various voice inflections**” which yielded to the lowest mean of 2.92 (SD= 0.790). This implies that they found tough to apply voice inflections. Rodero (2013) defined voice as a main communication resource and best tool for working on radio.

Table 8. Infomercial

Indicators	Mean	SD	Description
I produce brief infomercial with clear advocacy	3.02	0.866	Most of the Time
I produce believable and realistic infomercial	2.99	0.884	Most of the Time
I produce clear and easy-to-understand infomercial	3.06	0.882	Most of the Time
I produce infomercial with an organized script	3.06	0.903	Most of the Time
I produce infomercial with a smooth and appropriate transition of the message	2.93	0.884	Most of the Time
I produce output different from other existing infomercial	2.98	1.734	Most of the Time
I use the latest applications available	2.85	0.982	Most of the Time
I produce infomercial that has never been aired	2.83	0.965	Most of the Time
I apply unique but appropriate music background	2.87	0.988	Most of the Time

I apply sound effects appropriately	2.93	1.013	Most of the Time
I engage with the audience	3.00	0.880	Most of the Time
I show appropriate audience appeal	2.94	0.903	Most of the Time
I keep audience focused all throughout the broadcast	3.01	0.891	Most of the Time
I deliver in a way that audience can recall	2.87	0.988	Most of the Time
I deliver in a manner that has positive response from the listeners	3.09	0.931	Most of the Time
Overall	2.97	0.975	Most of the Time

Table 8 shows an overall rating of **“Most of the Time”** with the mean of 2.97 (SD= 0.975). This means the participants are **“Very Good”** in infomercial. It implies that they should be guided thoroughly in creating an infomercial. In the indicator **“I deliver in a manner that has positive response from the listeners”** obtained the highest mean of 3.09 (SD= 0.931) described as **“Most of the Time”** or very good. This entails that the students could follow the guidance given by the TWG. Infomercial is considered one of the most powerful and persuasive forms of communication in the world today (Otinga, 2012). The students rated lowest in the indicator **“I produce infomercial that has never been aired”** with the mean 2.83 (SD= 0.965) described as **“Most of the Time.”** This means the participants are **“Very Good”** but, the result indicates that they found tough to produce an original infomercial. Larrotta (2016) found that the students created infomercial of original products, used persuasion and argumentation strategies, transmitted social messages, and engaged in civic literacy.

Table 9. Technical application

Indicators	Mean	SD	Description
I show a smooth transition from one topic to another	2.53	0.942	Most of the Time
I establish clear relationship between stinger and sound effects	2.65	1.868	Most of the Time
I show smooth transition from one news event to another	2.48	0.929	Sometimes
I establish distinction between sound effects and news bed	2.45	0.928	Sometimes
I establish cueing appropriately	2.39	0.931	Sometimes
I implement authentic effects	2.53	0.949	Most of the Time

I show good audio quality	2.55	0.935	Most of the Time
I implement authentic sound	2.49	0.936	Sometimes
I apply music background with less staticity	2.40	0.958	Sometimes
I apply newsbed with no interference	2.37	0.966	Sometimes
I apply “crossfade”	2.29	0.921	Sometimes
I apply “fade in” and “under”	2.35	1.003	Sometimes
I apply clear, audible time signals	2.39	1.050	Sometimes
I apply “segue” for the next segment	2.17	0.963	Sometimes
I apply “fade in” and “fade out”	2.43	1.065	Sometimes
Overall	2.43	1.023	Sometimes

Table 9 shows that the students rated “**Sometimes**” with an overall mean of 2.43 (SD= 1.023). This implies that they are only “**Good**” in technical application. The students have the ability to perform but do not have enough experience the actual process. The indicator “**I establish clear relationship between stinger and sound effects**” gained the highest mean of 2.55 (1.868) described as “**Most of the Time**” or “**Very Good**” in applying stingers or sound effects. They rated lowest in the indicator “**I apply “segue” for the next segment**” with the mean 2.17 (SD= 0.963) although described as “**Sometimes,**” or “**Good.**” It indicates that majority of them found hard to apply transitory music background. Finnegan (2019) claimed that radio is the theatre of the mind.

Table 10. Script writing

Indicators	Mean	SD	Description
I cover topic with necessary details and examples	3.02	0.869	Most of the Time
I write accurately and no factual errors	2.88	1.773	Most of the Time

I write in the active voice	3.01	0.862	Most of the Time
I use academically and socially acceptable language	3.13	0.916	Most of the Time
I eliminate unnecessary information	2.98	0.891	Most of the Time
I write in a way that can easily be followed by another person or team	3.14	0.828	Most of the Time
I write in a way that easy-to-read and understandable language	3.17	0.823	Most of the Time
I capitalize all non-spoken words (instructions, name of reporters, etc.)	2.91	0.927	Most of the Time
I spell-out numbers 1-10 and use figures for numbers 11-999	2.85	1.200	Most of the Time
I separate abbreviated letters with dashes	2.81	0.945	Most of the Time
I write the script clearly	2.97	0.869	Most of the Time
I clearly label all elements	2.84	0.928	Most of the Time
I indicate the names of members and their tasks clearly	2.93	0.965	Most of the Time
I number the pages of a script accurately	2.87	1.025	Most of the Time
I observe proper spacing between words	3.05	0.999	Most of the Time
Overall	2.97	0.988	Most of the Time

Table 10 shows that the students obtained the mean of 2.97 (SD= 0.988) described as “**Most of the Time,**” or “**Very Good**” in script writing. The students have the ability to write script but they need to consider the proper guidelines set by the TWG. The indicator “**I write in a way that easy-to-read and understandable language**” gained the highest mean of 3.17 (SD= 0.823) described as “**Most of the time**” or “**Very Good.**” This implies that most of the participants could write the script through the use of simple words. Script writing is the bones and the strength of the radio (Ruoff, 2018). The indicator “**I separate abbreviated letters with dashes**” obtained the lowest mean of 2.81 (SD= 0.945) described as “**Most of the time**” or very good. Result implies that most of the students found hard to apply consistency the use of dash in abbreviated letters or acronyms. Pierce (2019) believes that broadcast journalism students learn how to write scripts for radio, edit, record, and interview sources through real-world experience.

Significant relationship between the respondents’ competency level in school-based radio broadcasting and their characteristics.

Table 12. Test of relationship between the participants’ competency level and their characteristics

Competency	Respondents' Characteristics				
	Age	Sex	Number of years as member of school-based broadcasting	Membership to other clubs/ organizations	Related workshops/ seminars attended
Anchoring <i>Pearson Correlation r-value</i> <i>P-value</i>	0.190 0.016*	0.173 0.001*	0.148 0.011*	0.148 0.000*	0.114 0.003*
News Presentation <i>Pearson Correlation r-value</i> <i>P-value</i>	0.022 0.312	0.034 0.293	0.100 0.000*	0.100 0.031*	0.148 0.000*
Infomercial <i>Pearson Correlation r-value</i> <i>P-value</i>	0.094 0.111	0.051 0.547	0.101 0.000*	0.050 0.301	0.163 0.010*
Technical Application <i>Pearson Correlation r-value</i> <i>P-value</i>	0.026 0.223	0.125 0.001*	0.139 0.000*	0.048 0.331	0.169 0.040*
Script Writing <i>Pearson Correlation r-value</i> <i>P-value</i>	0.032 0.337	0.019 0.206	0.026 0.801	0.047 0.661	0.184 0.010*

Table 12 exhibits that anchoring and age shows a “**weak positive relationship**” ($r= 0.190$) which ($p= 0.016^*$) means significant. This implies that the students belonged to higher years are most likely more knowledgeable in anchoring. Participants are able to express the message authoritatively. As broadcasters, it is important to work as talented and have distinct and unique voices than others. Liwelleyn (2014), stated that the distinctive voices of radio broadcasters may be a result of their vocal cords being more elastic. The students’ sex shows “**weak positive relationship**” to anchoring ($r=0.173$), and technical application ($r= 0.125$) but still significant. Students’ sex is slightly associated with anchoring. This signifies that most of the radio broadcast team chose male as lead anchor.

The number of years as member of school-based broadcasting shows a “**weak positive relationship**” to anchoring ($r=0.148$), news presentation ($r= 0.100$), infomercial ($r= 0.101$), and technical application ($r= 0.139$). This implies that though it weak, yet still, have a positive relationship or significant. The performances are slightly associated with their experiences as members of the organization. Hart (2014) suggested to anyone to build more practical experiences. The students’ membership to other clubs/organizations shows “**weak positive relationship**” to anchoring ($r= 0.148$), and news presentation ($r= 0.100$) but still significant. The performance of the students in some other groups are slightly associated with their performance in radio broadcasting. Radio

communication provides young people with a space for the exploration and exhibition of voice, and a space that has inclusionary potential (Wilkinson, 2015). Students' related workshops/seminars attended shows “**weak positive relationship**” or significant to anchoring ($r= 0.114$), news presentation ($r= 0.148$), infomercial ($r= 0.163$), technical application ($r= 0.169$), and script writing ($r= 0.184$). The levels of competency are slightly associated with the seminars and other related workshops. Songco (2016) stressed that the inclusion of radio broadcasting to school has a huge impact to inter-competition.

Communication Enhancement Plan

The key purposes of this plan are the following: (1) improve student participants' competency skills in radio anchoring; (2) enhance students' ability in news presentation; (3) educate the student participants in the formulation of infomercial; (4) assist the needs of the learners in technical application; and (5) provide suitable workshops and seminars for the participants on writing for radio script.

Conclusion

Radio anchoring and news presentation were significantly influenced by the age of the participants, except for infomercial, technical application, and script writing. The sex of the participants found to be significant to anchoring and technical application, except for the news presentation, infomercial, and script writing. The students' competency in anchoring, news presentation, infomercial, and technical application were influenced significantly by the number of years as member of school-based radio broadcasting, except for script writing that showed no correlation. A weak positive relationship was found between anchoring, news presentation and the students' membership to other clubs/organizations. All competencies in school-based radio broadcast were found significant in attending related workshops and seminars.

Recommendations

The study recommended that the Department of Education (DepEd)'s TWG aside from holding conferences on radio broadcast annually, they should also extend technical and administrative support to the school participants in order to address some problems. School principals and school administrators should extend logistic support to the broadcast team. The public and private broadcast journalism coordinators should provide trainings and support strategies to ensure that both students and teachers have enough knowledge on radio broadcast. The coordinators should be responsible for a radio broadcast communication enhancement plan in the school. They are also advised to hire trainers or coaches who have possessed good educational qualification.

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