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A STUDY OF TEENAGERS' ATTITUDES AND VALUES
TOWARD RADIO, THEIR RADIO LISTENING HABITS,
AND RADIO PERSONNEL'S PERCEPTIONS OF TEENAGERS'
RADIO ATTITUDES, VALUES, AND LISTENING HABITS.

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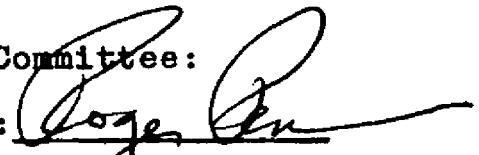
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Broadcasting

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CHAPTER I

INTRODUCTION

Teenagers are an important segment of society. The 1960 Census of Population reported in the Statistical Abstract of the United States: 1961, that 38.5 per cent of the United States population are 19 years of age or younger and predictions are that this age group will constitute 41.6 per cent of the population by 1980.¹

Adolescence is a period when lifelong values and habits are forming; therefore, the attitudes, values, and activities of teenagers are a societal concern. Because of the size of the teenage audience and their potential influence, teenagers are targets for continuous study by educators, advertisers, and social scientists.

In 1960 the Federal Communications' Commission outlined 14 elements of programming to be included in each broadcast market area--programs for youth constituted one of the elements.² The National Association of Broadcasters'

¹United States Bureau of the Census, Statistical Abstract of the United States: 1961 (82nd edition: Washington, D. C.: Government Printing Office, 1961), pp. 6-7, 28.

²Broadcasting Yearbook, XXXI (Washington, D. C.: Broadcasting Publication, Inc., 1961), p. F-17.

Radio Code of Good Practices included the following statement of community responsibility:

A broadcaster and his staff occupy a position of responsibility in the community and should conscientiously endeavor to be acquainted with its needs and characteristics in order to serve the welfare of its citizens.³

The more information the broadcaster has regarding the community and his potential audiences, the better equipped he is to determine station programming needs and the purposes of the programs he intends to present.

The number of regular listeners in the target audience is frequently used as one measure of the success of a radio program; however, it must be noted that program popularity does not necessarily reflect program effectiveness or the interests and tastes of the listening audience.

Commercial broadcasting in the United States is big business dependent upon the sale of advertising time for its revenue.⁴ Teenagers represent one of the lucrative consumer markets in the nation's economy. It is understandable that advertisers attempt to reach the teenage consumer and that radio has become a medium to reach that audience.

³Broadcasting Yearbook, XXXVII (Washington, D. C.: Broadcasting Publication, Inc., 1968), p. D-6.

⁴Richard M. Mall, "The Place of Programming Philosophy in Competitive Radio Today," Journal of Broadcasting, I (1957), p. 21.

In 1963, 22 1/2 million teens in the United States --about 12 per cent of the total population--spent 11 billion dollars of their own money on goods and services designed to satisfy their special needs and whims. By 1970 it is estimated, they will be relieving their purses and pockets of some 21 billion dollars. Just for perspective--11 billion dollars will buy more than 2,000 jet airliners. This figure, also, surmounts the total book budgets of all the libraries in the United States and Canada for the next 111 years.⁵

The teenage consumer, points out Cateora, can significantly influence the market place as an independent consumer spending his own money, as a member of the family influencing family consumption patterns, and as a future adult consumer.⁶

Purpose of the Study

The present study was designed to investigate:

- (1) teenagers' attitudes and values toward radio, their radio listening habits, and
- (2) radio personnel's perceptions of teenagers' radio attitudes, values, and listening habits.

While the primary concern was to compare the attitudes, values, and listening habits of teenagers with the

⁵Beatrice Paolucci and Helen Thal, Youth and Money (Washington, D. C.: National Education Association, 1964), p. 5.

⁶Philip Cateora, An Analysis of the Teenage Market (Austin, Texas: University of Texas Bureau of Business Research, 1963), p. 10.

perception of teenage attitudes, values, and listening habits held by radio personnel, the data was also analyzed to determine differences in the teenage radio audience which could be attributed to either age or sex. The perceptions of radio air personalities were compared to other radio personnel.

The analysis of the data is organized under headings corresponding to questions included in the study. The comparison of teenage responses to radio personnel responses, male teenage responses to female teenage responses, early teen responses to late teen responses, and the responses of air personalities to other radio personnel are organized by subheadings within each section.

Chapter V draws a profile of the early teen and late teen radio listener and offers conclusions and recommendations based on the study.

Copies of the two interview schedules appear in the Appendix.

Definition of Terms

Early teenagers. For the purposes of this study, early teenagers were defined as students in grades seven, eight, and nine.

Late teenagers. Students in grades 10, 11, and 12 were included in the category of late teenagers.

Radio personnel. Radio station managers, program directors, advertising salesman, and air personalities are included in the radio personnel category. Where a distinction is made between other radio personnel and air personalities, only the station managers, program directors and advertising salesman are included in the other radio personnel category.

Air personalities. Air personalities were defined as those individuals who regularly participate in radio programs. The air personalities in this study include only individuals who were on the radio station's payroll, even though the air personalities discussed by the teenagers might have included anyone who participates regularly in radio programs.

Audience involvement versus simply listening. Audience involvement is interpreted as the degree of program involvement by the listener and may include audience participation such as in call-in or quiz programs or a deeply engrossed level of listening. In contrast, simply listening is that level of listening when limited attention is focused on the program. It may be interpreted as that type of listening which occurs when the listener is simultaneously engaged in other activities.

CHAPTER II

REVIEW OF LITERATURE

The teenager of the late 1960's has grown up with mass media as an accepted part of his everyday life. Much research has been conducted to determine changes in a young person's use of leisure time due to exposure to mass media. Summers and Summers note that boys and girls of school age are exposed to broadcast programs more hours during a year than they spend in the classroom.⁷ They further note that "to a much greater extent than any other agency of mass communication, broadcasting has an opportunity to influence the American public."⁸

But, in what way and to what extent is the public, and specifically the teenage public, influenced by the electronic media? Interestingly, even though the Radio Advertising Bureau estimated in 1967 that about 98 per cent of the homes in the United States were radio equipped⁹ and radio has "far outstripped the big audience

⁷Robert E. Summers and Harrison B. Summers, Broadcasting and the Public (Belmont, Calif.: Wadsworth Publishing Co., Inc., 1966), p. 2.

⁸Ibid., p. 7.

⁹Broadcasting Yearbook, op. cit., p. 22.

of its hey-day,"¹⁰ little current research is directed to the effects of radio in the United States.

The review of literature for this study was limited to a ten year period, 1958 through 1968. This limitation was established to insure that findings of the studies reported were made when radio's role had stabilized after the influence of television. Much of radio research in the United States was conducted prior to 1950 and the emergence of television. (Current research dealing with radio in other countries was not included.)

The use made of any mass medium by a specific group is to a large extent dependent upon the availability of the medium to the group. The wide availability of radio in the home, public places, and as a portable medium sets almost no limitation for its use by teenagers.

The 1968 Broadcasting Yearbook estimated 267 million working radio sets in the United States as of January 1, 1968. The estimated distribution of radio receivers included 192 million radios in homes, 65 million automobile radios, and 10 million radios located in public places.¹¹

¹⁰Sherril W. Taylor (ed.), Radio Programming In Action: Realities and Opportunities (New York: Hastings House Pub., Inc., 1957), p. 10.

¹¹Broadcasting Yearbook, 1968, op. cit., p. 22.

A cross-country survey of teens conducted by the Gilbert Youth Research, Inc., revealed that nine out of 10 teenagers own a personal radio.¹²

NBC Radio's 1965 Cumulative Radio Audience Method (CRAM) study estimated that 75.1 per cent of the adults (18 years of age and over) in the United States are reached by radio in one day and that 90.5 per cent are reached in a week.¹³

Summers and Summers further suggest that it is a safe estimation that "children and teens (spend) at least 20 hours a week watching, listening to, or giving at least some degree of attention to materials broadcast on radio and television."¹⁴

Two important factors in the determination of types of programs to be aired and the hours when they will be broadcast are outlined by Dennis. He notes that audience composition (i.e. primarily youth, women, adults, etc.)

¹²Nancy Gilbert, "Most Teenagers Have Private Room, Radio," Centre Daily Times (State College, Pennsylvania), April 18, 1968.

¹³Broadcasting Yearbook, op. cit., p. 22.

¹⁴Summers and Summers, op. cit., p. 2.

changes according to the time of the day and that the listening audience is usually made up of a small, intimate group or single individuals.¹⁵

The American Research Bureau studied the Chicago metropolitan radio audience in 1965. A diary method was used with all members of the household over 12 years of age to determine persons listening both at home and away from home. During non-school hours, the teenage audience represented a substantial portion of the combined listening audiences of the 22 metropolitan Chicago stations. Even though the number of teenage listeners was similar during the 6:00 A.M. to 9:00 A.M., 3:00 P.M. to 6:00 P.M., and 9:00 P.M. to 12:00 midnight time periods, Table I shows how the percentage of teen listeners in the total listening audience changed during an average day.¹⁶

Klapper has observed a self selection process in mass communication. He defines the process as "the inevitable tendency of every product of mass media to

¹⁵John Lawrence Dennis, "An Analysis of the Audience of Religious Radio and Television Programs in the Detroit Metropolitan Area." Unpublished PhD. dissertation, The University of Michigan, Ann Arbor, 1962, p. 12.

¹⁶American Research Bureau, The Chicago Radio Audience (n.p.) April-May, 1965, pp. 7, 9, 11, 13, 15, 17.

TABLE I¹⁷

TOTAL PERSONS OVER 12 YEARS OF AGE LISTENING AT HOME AND
AWAY FROM HOME IN THE 1965 AMERICAN RESEARCH BUREAU
CHICAGO METROPOLITAN RADIO AUDIENCE STUDY

Time Period	Respondents				Percentage of Teens
	Men	Women	Teens	Total	
6:00- 9:00 A.M.	3501	5494	740	9735	7.60
9:00-12:00 Noon	1709	2443	95	5457	1.74
12:00- 3:00 P.M.	1527	2301	88	3916	2.25
3:00- 6:00 P.M.	1916	2371	739	5026	14.70
6:00- 9:00 P.M.	1383	1519	540	3442	15.97
9:00-12:00 Midnight	1327	855	793	2975	26.65
Totals	11,363	14,983	2,495	30,551	(average) 8.17

¹⁷Ibid.

determine its own audiences."¹⁸ Peterson, Jensen, and Rivers see a process of mutual selection between the media and their audiences. "The media tend to select their audiences by means of content. For their part, the audiences tend to select among and within the media, also on the basis of content."¹⁹

This process of selection has resulted in a trend toward specialized audiences for radio. Taylor suggests that:

Tomorrow's radio programming will continue to be directed towards large but specialized audiences. Stations will take on clearly defined personalities as they cater to the information needs and entertainment tastes of one or more specific social groups.²⁰

Baxter's mass media study of Des Moines, Iowa involving students in the fifth, seventh, ninth, and eleventh grades found that both boys and girls in the upper grades spent less time viewing television and more time listening to the radio than did the students in the lower grades. The respondents in the 1958 study spent an

¹⁸Joseph T. Klapper, The Effects of Mass Media (New York: Columbia University Bureau of Applied Social Research, 1950), p. 11.

¹⁹Theodore Peterson, Jay W. Jensen, and William L. Rivers, The Mass Media and Modern Society (New York: Holt, Rinehart, and Winston, Inc., 1966), p. 125.

²⁰Taylor, op. cit., p. 10.

average of eight hours and 45 minutes a week listening to the radio.²¹

Peterson, Jensen, and Rivers note that "the media are not only powerful reinforcers, but they can also slightly redirect existing behavior patterns or attitudes into new areas."²² They suggest that this ability to redirect or "canalize" is part of the power of advertising in influencing the choice of a particular brand of a product already used by a consumer.²³

As a market, the teenager possesses all of the attributes necessary to justify a marketer's efforts. He has desires, money, and a willingness to translate those desires into purchases; moreover, while the teenager is prone to crazes and fads, he is brand conscious and has a strong sense of brand loyalty.²⁴

It is suggested by O'Hallaran, that teenagers form a large portion of the radio audience because "they buy 90 per cent of the records sold in this country and the top music of formula broadcasting is their music."²⁵

²¹William Spiers Baxter, "Mass Media and Young People," Journal of Broadcasting, V (1961), p. 49.

²²Peterson, Jensen, and Rivers, op. cit., p. 187.

²³Ibid.

²⁴Cateora, op. cit., p. 25.

²⁵William O'Hallaran, "Radio is Worth Saving," The Mass Media (University Park, Pennsylvania: Center for Continuing Education, The Pennsylvania State University, 1961), p. 167.

But, what do we know about the content preferences of teenagers? Although audience ratings or studies prior to 1958 may have shown teenagers' prefer "top 40" music programs on radio, there are no current studies in the literature supporting that observation.

The fifth, seventh, ninth, and eleventh grade students in Baxter's mass media study preferred entertainment content to informational content. "Information content was not the first choice of either boys or girls in any age for any medium."²⁶ Content that entertained also received the majority of second and third choices in the ranking. Baxter observed that only eleventh grade girls rated sports as a favorite listening choice. In grade eleven "sports and oldtime, or hillbilly, or Western music were tied for second place as the type of radio content girls listened to regularly."²⁷

People have different meanings, uses, and values for radio just as they do for other things. While the research is limited there is some literature documenting knowledge about audience attitudes.

²⁶Baxter, op. cit., p. 53.

²⁷Ibid.

Troldahl and Skolnik conducted a study to determine the meanings people have for radio. A man or woman in selected households was designated for the interview; however, one weakness of the study was that the researchers gave no indication of the age of the selected respondents. The authors reported six general patterns of responses in their interviews. The companionship of radio was the strongest patterning of responses according to the researchers.²⁸

Two items particularly reflect the desire for companionship. One is the likeing for "chatter" from the radio. The other is the direct statement that radio makes one feel like someone is at home with him.²⁹

Meyershon also emphasizes radio's role as a companion medium and as a background for other activities.

Radios . . . are located in places where people are likely to be doing other things; they may be driving; or on their way to bed; or preparing supper. But they don't just listen; they do other things. Radio has become--to use a familiar expression-- 'a companion medium'. It doesn't get undivided attention; people use it as a background for other things.³⁰

²⁸Verling C. Troldahl and Roger Skolnik, "The Meanings People Have For Radio Today," Journal of Broadcasting, XII (Winter, 1967-68), p. 64.

²⁹Ibid.

³⁰Rolf B. Meyershon, "What We Know About Audiences," Journal of Broadcasting, I (1957), p. 222.

Radio's ability to help keep people informed, to aid in relaxation, and to help provide a pleasant environment was also revealed in the Troidahl and Skolnik study. They indicated some evaluation of programming occurred with responses including comments such as "too much talk and not enough good music on radio," and "too much silly stuff on radio." The final response pattern, the authors reported, was termed "abrasiveness"; it consisted primarily of negative reactions to radio.³¹

They (the respondents) are annoyed when radio commercials break into news and other programs, they don't like "the millions of little ads" that are on radio, and they think radio disc jockeys "talk too much and say very little."³²

Baxter studied the reliability and value placed on radio. He found that:

Although the proportion of respondents who considered radio the most reliable medium decreased in the upper grades, the proportions who preferred radio as a news source and as the medium they would keep if they had to give up all but one medium were larger in the upper grades than they were in the lower grades.³³

³¹Troidahl and Skolnik, op. cit., pp. 64-65.

³²Ibid.

³³Baxter, op. cit., p. 55.

Finally, in his study of programming philosophy in competitive radio, Mall reported that many of the radio station respondents were unable to clearly express their concept of the station audience and why they program as they do. He concluded that:

It appears that far too many stations have only a vague generalized feeling about the composition of their audiences. They have programmed by instinct and intuition. Or, even if they do have some grasp of the audience composition, they have not faced up to the cold hard task of evolving a programming philosophy by which to serve this audience.³⁴

Much of the current research in mass communication deals with the effects of specific content variables on an audience. While youth have frequently been studied in relation to television and its influence, few current investigations of radio are reported concerning either youth or the general public. Only three entries under the Radio Audience--U. S. heading in the Library of Congress card catalogue carried a 1958 or later publisher's date.

³⁴Mall, op. cit., p. 32.

CHAPTER III

METHOD

The present study, conducted in two parts, consisted of a survey of selected teenagers within the Tyrone, Pennsylvania Public Junior-Senior High School to determine their attitudes and values toward radio and their listening habits. The following factors were studied: program categories, air personalities, time scheduling, sponsorship, and audience involvement.

Radio personnel of the radio stations covering the Tyrone, Pennsylvania broadcast area were also interviewed to determine their perceptions of the following: program categories, air personalities, time scheduling, sponsorship, and audience involvement, as they relate to the determination of programs for teenage audiences.

Tyrone, Pennsylvania, was selected as the survey area for the following reasons:

- (1) because of the single junior-senior high school in Tyrone, it was possible to obtain discreet categories of early and late teenagers and a cross section of teenage boys and girls for the interviews. This assured a true representative sampling of the total population for that area,

(2) because of its relatively isolated geographic location, it was possible to identify and gain the cooperation of all local radio stations covering Tyrone,

(3) and, because school personnel granted full cooperation and interest in the conduct of the study.

A pilot study consisting of a small sampling of teenage boys and girls was conducted to determine the relevancy of the questions for the information desired and to aid in establishing response categories for the interview schedule. Questions which failed to provide the information desired were deleted or revised and necessary additions were made in drafting the final interview schedule.

The group interview-questionnaire, located in the Appendix, was administered to selected classes of students in grades seven through 12. Those classes were selected on the basis of providing a cross-section of students by grade level and the most even distribution of boys and girls. A five minute introduction of the purpose of the study and explanation of the interview schedule was made to the total class and the students were each asked to complete the interview schedule. All students in the six classes completed the interview schedule.

The students were asked questions to determine their radio ownership, the amount of time spent in radio listening, types of programs listened to, and their reasons for listening to radio. Teenagers' preferences for program content, air personalities, and degree of involvement and attitudes toward radio station responsibility and sponsorship were also explored.

The eight radio stations within a thirty mile radius of Tyrone, Pennsylvania were contacted to secure cooperation in the study. The purpose of the study was discussed with the managers of six of the stations. In the other two cases, the station manager was unavailable and contact was made with the program director. Each contact was asked to have five station personnel including the station manager, program director, advertising salesman, and air personalities complete an interview schedule. A high degree of interest in the study was shown by each radio station contact and, in all but one instance, a copy of findings was requested.

The method of collecting data resulted in a 100 per cent response by the students and an 85 per cent response by radio personnel.

Statistical tests. This research project centers on a comparison between teenagers' attitudes toward radio, their values and listening habits and the perceptions of

radio personnel toward teenagers' attitudes toward radio, values, and listening habits. To test these comparisons the null hypothesis was stated for each of the questions, i.e. there would be no significant difference between teenagers' radio attitudes, values, and listening habits and the perceptions held by radio personnel of teenagers' radio attitudes, values, and listening habits. Various statistical measures were used depending upon the nature of the data. Those items which fell below the .05 level were held to be significant.

In order to test differences, means were obtained from the responses of each comparison group. A t test was applied to each pair of means and the level of significance for the t test scores were derived from Table D in Garrett. The t test is the appropriate critical ratio for use with small samples, according to Garrett.³⁵

Some questions, because of their nature, were analyzed by utilizing X^2 values for the responses.

When the data of research consist of frequencies in discrete categories, the X^2 test may be used to determine the significance of differences between two independent groups. The hypothesis under test

³⁵Henry E. Garrett, Statistics in Psychology and Education (New York: David McKay Company, Inc., 1958), pp. 223, 449.

is usually that the two groups differ with respect to some characteristic and therefore with respect to the relative frequency with which group members fall in several categories.³⁶

The significance level for the X^2 value was obtained from Table C in Siegel.³⁷

For questions 9, 10, 14, 23, and 26 there appears to be an inconsistency in the data analysis due to the fact that a few teenagers did not respond to the questions. The no response replies were deleted from the statistical analysis, thus, only one degree of freedom in responses is shown; however for purposes of clarity the number of no responses are included in the table.

When the requirements for the statistical tests could not be met because the responses involved percentage responses, the z score was used.³⁸

The radio personnel were divided into two groups, air personalities and other radio personnel, to determine differences in their perceptions of teenage radio attitudes, values, and listening habits.

³⁶Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, Toronto, London: McGraw-Hill Book Company, Inc., 1956), p. 104.

³⁷Ibid., p. 249.

³⁸William L. Hays, Statistics for Psychologists (New York, Chicago, San Francisco, Toronto, London: Holt, Rinehart, and Winston, 1963), p. 585.

Responses of the teenagers were analyzed by male-female and early-late teenage groupings to determine if differences in their attitudes, values or listening habits could be attributed to sex or age.

CHAPTER IV

FINDINGS

Reasons for Radio Listening

Teenagers' responses compared to those of radio personnel. It was hypothesized that there is a specific reason each time a teenager listens to the radio. In order to begin to explore those reasons, the following question was asked of teenagers, "Why do you listen to the radio?"

A related postulate was, if radio personnel are interested in reaching a teenage audience, it is reasonable that they have some knowledge of the reasons teenagers give for listening to the radio. To test that knowledge the radio people were asked, "Why do you think teenagers listen to the radio?"

From the questions asked of the teenagers and the radio station personnel, the following answers, shown in Table II, were found to be significantly different (i.e. to occur beyond chance for the population): for information, to stay awake, to go to sleep, and listening for news. For each of these variables, radio personnel perceived them to be more important to teens than the teenagers indicated they were. Other reasons mentioned at a

TABLE II
DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL AND
TEENAGERS TO THE QUESTION, "WHY DO YOU LISTEN TO
THE RADIO?"

Responses	M ₁	M ₂	d	SD	t
Information	0.912	0.617	0.295	0.488	3.383*
Sports	0.882	0.517	0.365	0.501	4.054*
Background	0.882	0.376	0.506	0.486	5.780*
To Stay Awake	0.735	0.275	0.460	0.448	5.403*
To Go To Sleep	0.765	0.490	0.275	0.502	2.954*
News	0.882	0.718	0.164	0.451	2.003*
Weather Report	0.765	0.597	0.168	0.492	1.829
Entertainment	1.000	0.919	0.081	0.273	1.716
Relaxation	0.794	0.705	0.089	0.458	1.047
Other Reasons	0.147	0.074	0.073	0.262	1.364

M₁ = average rating of radio personnel; M₂ = average rating of teens

*t \geq 1.974; df = 181.

very low level were: for religion, for companionship, for something to do, as an escape from reality, to retain status with group, and necessity for hero worship.

Male teenagers' responses compared to female teenagers' responses. In order to test possible differences between male and female reasons for listening to the radio, the previous question was analyzed using male-female response categories. The data in Table III show little difference in reasons given for listening between the sexes with the one exception being the variable dealing with sports which was seen as significantly more important for boys than girls.

Early teenagers' responses compared to late teenagers' responses. One of the most interesting breakdowns of the question resulted when early teens were compared to late teens. The question analyzed in this manner yielded seven categories which were significantly different. Table IV shows that in all cases, late teens scored news, information, weather, entertainment, relaxation, background for other activities, and to stay awake as more important than did the early teens.

Percentages of Teenage Radio Listeners

Teenagers' responses compared to those of radio personnel. The first question asked of the teenager was,

TABLE III
DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "WHY DO YOU LISTEN
TO THE RADIO?"

Responses	M ₁	M ₂	d	SD	<u>t</u>
Sports	0.649	0.375	0.304	0.488	3.459*
News	0.675	0.764	0.089	1.428	1.198
Information	0.545	0.694	0.149	0.464	1.880
Weather report	0.571	0.625	0.054	0.488	0.663
Entertainment	0.883	0.958	0.075	0.201	1.691
Relaxation	0.727	0.681	0.046	0.470	0.621
Background	0.403	0.347	0.056	0.479	0.694
To Stay Awake	0.247	0.306	0.059	0.464	0.799
To Go To Sleep	0.506	0.472	0.034	0.503	0.416
Other reasons	0.039	0.111	0.072	0.316	1.688

M₁ = average rating of male teens; M₂ = average rating of female teens.

*t \geq .05. 1.974; df = 147.

TABLE IV
DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "WHY DO YOU LISTEN
TO THE RADIO?"

Responses	M ₁	M ₂	d	SD	t
News	0.600	0.855	0.255	0.355	3.573*
Information	0.500	0.754	0.254	0.434	3.267*
Weather Report	0.500	0.710	0.210	0.457	2.652*
Entertainment	0.862	0.986	0.124	0.120	2.805*
Relaxation	0.600	0.826	0.226	0.382	3.092*
Background	0.250	0.522	0.272	0.503	3.533*
To Stay Awake	0.188	0.377	0.189	0.488	2.622*
Sports	0.450	0.594	0.144	0.495	1.763
To Go To Sleep	0.438	0.551	0.113	0.501	1.378
Other Reasons	0.100	0.043	0.057	0.205	1.314

M₁ = average rating of early teens; M₂ = average rating of late teens.

* $t_{.05} > 1.974$; df = 147.

"Do you listen to the radio?" To find out if radio personnel differed in their perception of percentages of teenagers listening to the radio, the corresponding question was asked, "What percentage of teenagers do you think listen to the radio?" The comparison of the responses resulted in the following data: of the teen respondents, 99.33 per cent said they listen to the radio; radio personnel (averaged responses) indicate they thought 76.47 per cent of teenagers listen to the radio. The z test statistic applied to both sets of responses indicate that they are significantly different which rejects the null hypothesis that teens listen to the radio more than radio personnel perceive they do.

Male teenagers' responses compared to those of female teenagers' responses and early teenagers' responses compared to those of late teenagers' responses. Analysis by sex and age groups drew only one 'no response' by an early teen boy to the question, "Do you listen to the radio?" There was no significant difference in the response by either males and females or by the early and late teen groups to that question.

Teenage Radio Ownership

Teenagers' responses compared to those of radio personnel. Table V shows that teenagers owned significantly more radios than radio personnel thought they did.

TABLE V

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "DO YOU
PERSONALLY OWN A RADIO?"

Responses (in percentages)	Radio Personnel	Teenagers	Z
Own a radio	76.22	90.60	4.123*
Do not own a radio	23.78	9.40	

*Z $\overset{>}{.05}$ 1.96; df = 1.

Male teenagers' responses compared to those of female teenagers. There was no difference between the sexes in personal radio ownership.

TABLE VI

DIFFERENCES IN RESPONSES GIVEN BY MALE AND FEMALE
TEENAGERS TO THE QUESTION, "DO YOU
PERSONALLY OWN A RADIO?"

Responses	Male Teens	Female Teens	Totals	X ²
Own a radio	70	65	135	.0174
Do not own a radio	7	7	14	
Totals	77	72	149	

*X² $\overset{>}{.05}$ 3.84; df = 1.

Early teenagers' responses compared to those of late teenagers. The comparison between early and late teenagers, as shown in Table VII shows no significant difference in the number of radios owned by each group.

TABLE VII

DIFFERENCES IN RESPONSES GIVEN BY EARLY AND LATE TEENAGERS TO THE QUESTION, "DO YOU PERSONALLY OWN A RADIO?"

Responses	Early Teens	Late Teens	Totals	χ^2
Own a radio	71	64	135	0.3065
Do not own a radio	9	5	14	
Totals	80	69	149	

$$* \chi^2 \underset{.05}{\geq} 3.84; \text{ df} = 1.$$

Time Devoted to Radio Listening

Teenagers' responses compared to those of radio personnel. Radio station personnel predicted with a high degree of accuracy the percentage of time teenagers devote to radio when compared to the responses of teenagers in this study. Table VIII shows that there was no significant difference in the two responses.

TABLE VIII

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "HOW MUCH
TIME DO YOU SPEND LISTENING TO
THE RADIO PER WEEK?"

	Radio Personnel	Teenagers	<u>t</u>
Time in Hours	22.27	20.81	0.433

*t $\overset{\geq}{.05}$ 1.974; df = 181.

Male teenagers' responses compared to female teenagers' responses. A significant difference was found in the amount of time spent in radio listening by the male and female teenagers. The girls reported listening to the radio more frequently than was reported by the boys.

TABLE IX

DIFFERENCES IN RESPONSES GIVEN BY MALE AND FEMALE
TEENAGERS TO THE QUESTION, "HOW MUCH TIME DO YOU
SPEND LISTENING TO THE RADIO PER WEEK?"

	Male Teens	Female Teens	<u>t</u>
Time in Hours	17.67	24.34	2.281*

*t $\overset{\geq}{.05}$ 1.974; df = 181.

Early teenagers' responses compared to those of late teenagers. Analysis of the amount of time devoted to radio listening by the early-late teen division revealed no significant difference in the averaged responses.

TABLE X

DIFFERENCES IN RESPONSES GIVEN BY EARLY AND LATE TEENAGERS TO THE QUESTION, "HOW MUCH TIME DO YOU SPEND LISTENING TO THE RADIO PER WEEK?"

	Early Teens	Late Teens	<u>t</u>
Time in Hours	18.86	23.25	1.483

*t \geq .05 1.974; df = 181.

Attitudes Toward Radio Listening of Peers

Male teenagers' responses compared to those of female teenagers. To determine teenage attitudes toward the radio listening habits of their peer group, the question was asked, "Do you think other teenagers listen about the same amount of time that you do, or do they listen more or less frequently?" No significant difference resulted between the responses of the two groups. (See Table XI)

Early teenagers' responses compared to those of late teenagers. The early teenage group compared to the late teen group revealed no significant difference in the

responses to the question, "Do you think other teenagers listen about the same amount of time that you do or do they listen more or less frequently?" The data may be seen in Table XII.

TABLE XI

DIFFERENCES IN RESPONSES GIVEN BY MALE AND FEMALE TEENAGERS TO THE QUESTION, "DO YOU THINK OTHER TEENAGERS LISTEN ABOUT THE SAME AMOUNT OF TIME THAT YOU DO OR DO THEY LISTEN MORE OR LESS FREQUENTLY?"

Responses	Male Teens	Female Teens	Totals	χ^2
More frequently	35	30	65	0.775
Same amount	37	39	76	
Less frequently	5	3	8	
Totals	77	72	149	

$$*x^2 \stackrel{>}{.05} 5.991; \text{ df} = 2.$$

Listening Preference for Days of the Week

Teenagers' responses compared to those of radio personnel. The days of the week when any target audience listens to the radio is important information for a radio station. It was hypothesized that there would be no difference in radio personnel perceptions of teenage listening patterns and the actual listening patterns reported by the teenagers. The statistical test applied to

the data revealed, as shown in Table XIII, that teens say they listen more on Fridays than radio personnel perceived they would.

TABLE XII

DIFFERENCES IN RESPONSES GIVEN BY EARLY AND LATE TEENAGERS TO THE QUESTION, "DO YOU THINK OTHER TEENAGERS LISTEN ABOUT THE SAME AMOUNT OF TIME THAT YOU DO OR DO THEY LISTEN MORE OR LESS FREQUENTLY?"

Responses	Early Teens	Late Teens	Totals	χ^2
More frequently	42	23	65	5.457
Same amount	34	42	76	
Less frequently	4	4	8	
Totals	80	69	149	

$$*\chi^2 \geq_{.05} 5.991; \text{ df} = 2.$$

Male teenagers' responses compared to those of female teenagers. Analysis of the days of the week when male and female teenagers listen to the radio showed a higher preference by boys than girls for the following days: Tuesday, Wednesday, Thursday, and Friday. See Table XIV.

Early teenagers' responses compared to those of late teenagers. Sunday was the only day of the week when reported listening varied significantly between the two

TABLE XIII
 DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
 AND TEENAGERS TO THE QUESTION, "ON WHICH DAYS
 OF THE WEEK DO YOU LISTEN TO THE RADIO?"

Responses	M_1	M_2	d	SD	\underline{t}
Friday	0.676	0.859	0.183	0.349	2.560*
Sunday	0.706	0.732	0.026	0.445	0.301
Monday	0.824	0.872	0.048	0.335	0.747
Tuesday	0.794	0.852	0.058	0.356	0.836
Wednesday	0.765	0.879	0.114	0.327	1.730
Thursday	0.824	0.839	0.015	0.369	0.218
Saturday	0.794	0.893	0.099	0.311	1.565

M_1 = average rating of radio personnel; M_2 = average rating of teenagers.

* $\underline{t} \geq_{.05} 1.974$; df = 181.

TABLE XIV
DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "ON WHICH DAYS OF
THE WEEK DO YOU LISTEN TO THE RADIO?"

Responses	M ₁	M ₂	d	SD	<u>t</u>
Tuesday	0.922	0.778	0.144	0.419	2.517*
Wednesday	0.935	0.819	0.116	0.387	2.184*
Thursday	0.896	0.778	0.118	0.419	1.976*
Friday	0.922	0.792	0.130	0.409	2.312*
Saturday	0.870	0.917	0.047	0.278	0.913
Sunday	0.714	0.750	0.036	0.436	0.489
Monday	0.922	0.819	0.103	0.387	1.887

M₁ = Male teens; M₂ = female teens.

*t \geq 1.974; df = 147.

age groups with older teens reporting they listened more frequently on Sunday than did the early teens as Table XV shows.

Listening Preferences for Hours of the Day

Teenagers' responses compared to those of radio personnel. Again, as in the previous question, it is assumed important that radio personnel know the listening patterns of the potential radio audiences. One of the important patterns involves the time periods during the day when different audiences listen to the radio. Seven time categories were established for purposes of data analysis. Of the time categories, the lunch hour period (12:00 noon to 1:00 P.M.), the late evening period (9:00 P.M. to 12:00 midnight), the afternoon (3:00 to 6:00 P.M.), and night (12:00 midnight to 6:00 A.M.) time periods were found to be significantly different with radio personnel predicting higher listening for those time periods than the teens reported. These findings are shown in Table XVI.

Male teenagers' responses compared to those of female teenagers. When asked which hours of the day they listen to the radio, the only significant difference in the responses of male and female teens was found during the early evening time period (6:00 to 9:00 P.M.).

TABLE XV
DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "ON WHICH DAYS OF
THE WEEK DO YOU LISTEN TO THE RADIO?"

Responses	M_1	M_2	d	SD	t
Sunday	0.662	0.812	0.150	0.394	2.063*
Monday	0.875	0.870	0.005	0.339	0.099
Tuesday	0.837	0.870	0.033	0.339	0.547
Wednesday	0.862	0.899	0.037	0.304	0.670
Thursday	0.825	0.855	0.030	0.355	0.495
Friday	0.813	0.913	0.100	0.284	1.765
Saturday	0.850	0.942	0.092	0.235	1.817

M_1 = early teens; M_2 = late teens.

* $t \geq 1.974$; $df = 147$.

TABLE XVI
 DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
 AND TEENAGERS TO THE QUESTION, "DURING WHICH
 HOURS OF THE DAY DO YOU LISTEN TO THE RADIO?"

Responses	M_1	M_2	d	SD	\underline{t}
Lunch Hour (12:00 to 1:00 P.M.)	0.235	0.060	0.175	0.239	3.243*
Late evening (9:00-12:00 midnight)	0.835	0.617	0.236	0.488	2.654*
Afternoon (3:00-6:00 P.M.)	0.941	0.779	0.162	0.417	2.193*
Night (12:00-6:00 A.M.)	0.265	0.107	0.158	0.311	2.436*
Morning (6:00-9:00 A.M.)	0.853	0.732	0.121	0.445	1.484
School hours (9:00-12:00 noon and 1:00-3:00 P.M.)	0.088	0.154	0.066	0.363	0.994
Early evening (6:00-9:00 P.M.)	0.853	0.619	0.161	0.464	1.906

M_1 = radio personnel; M_2 = teenagers

* \underline{t} $\overset{>}{.05}$ 1.974; df = 181.

Girls are more frequent radio listeners during the early evening hours than are boys as is shown in Table XVII.

Early teenagers' responses compared to those of late teenagers. Table XVIII shows a significant difference in the listening patterns of early and late teens during the 6:00 P.M. to 12:00 midnight hours. Late teens listen to the radio more frequently during those hours than do early teens.

Preferences for Program Categories

Teenagers' responses compared to those of radio personnel. For the radio programmer, the target audience's interest in a program category is important in determining the radio station programming. The question, "To which of the following categories of radio programs do you listen?", was asked of the teens and a corresponding question was posed for the radio personnel. Table XIX reveals that radio personnel thought the categories of sports, discussion, religion, news and information programs to be listened to more frequently than was indicated by the teenagers.

Male teenagers' responses compared to those of female teenagers. The only significant difference found in the program choices by sex was the preference for sports programs by boys as shown in Table XX. This data

TABLE XVII

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "DURING WHICH HOURS OF
THE DAY DO YOU LISTEN TO THE RADIO?"

Responses	M_1	M_2	d	SD	\underline{t}
Early evening (6:00-9:00 P.M.)	0.597	0.792	0.195	0.409	2.606*
Morning (6:00-9:00 A.M.)	0.740	0.722	0.018	0.451	0.247
School hours (9:00-12:00 noon and 1:00-3:00 P.M.)	0.117	0.194	0.077	0.399	1.308
Lunch hour (12:00-1:00 P.M.)	0.039	0.083	0.044	0.278	1.133
Afternoon (3:00-6:00 P.M.)	0.753	0.806	0.053	0.399	0.765
Late evening (9:00-12:00 midnight)	0.623	0.611	0.012	0.491	0.153
Night (12:00-6:00 A.M.)	0.117	0.097	0.020	0.298	0.385

M_1 = average rating of male teens; M_2 = average
rating of female teens.

* $\underline{t} >_{.05} 1.974$; df = 147.

TABLE XVIII
DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "DURING WHICH HOURS
OF THE DAY DO YOU LISTEN TO THE RADIO?"

Responses	M_1	M_2	d	SD	\underline{t}
Early evening (6:00-9:00 P.M.)	0.600	0.797	0.197	0.405	2.640*
Late evening (9:00-12:00 midnight)	0.512	0.739	0.227	0.442	2.899*
Early morning (6:00-9:00 A.M.)	0.737	0.725	0.012	0.450	0.175
School hours (9:00-12:00 noon and 1:00-3:00 P.M.)	0.162	0.145	0.017	0.355	0.294
Lunch hour (12:00-1:00 P.M.)	0.075	0.043	0.032	0.205	0.802
Afternoon (3:00-6:00 P.M.)	0.762	0.797	0.035	0.405	0.504
Night (12:00-6:00 A.M.)	0.137	0.072	0.065	0.261	1.277

M_1 = average rating of early teens; M_2 = average rating of late teens.

* $\underline{t} \geq 1.974$; $df = 147$.

TABLE XIX

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "TO WHICH
OF THE FOLLOWING CATEGORIES OF RADIO
PROGRAMS DO YOU LISTEN?"

Responses	M_1	M_2	d	SD	t
Discussion	0.824	0.403	0.421	0.492	4.665*
Religion	0.765	0.430	0.335	0.497	3.634*
Sports	0.971	0.584	0.387	0.495	4.490*
News	0.912	0.758	0.154	0.430	1.981*
Information	0.824	0.624	0.200	0.486	2.234*
Music	0.971	0.980	0.009	0.141	0.332
Other Programs	0.088	0.128	0.040	0.335	0.633

M_1 = average rating of radio personnel; M_2 =
average rating of teenagers.

* t \geq 1.974; df = 181.

TABLE XX
 DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
 TEENAGERS TO THE QUESTION, "TO WHICH OF THE
 FOLLOWING CATEGORIES OF RADIO PROGRAMS
 DO YOU LISTEN?"

Responses	M_1	M_2	d	SD	\underline{t}
Sports	0.688	0.472	0.215	0.503	2.722*
Music	0.974	0.986	0.012	0.118	0.522
News	0.753	0.764	0.011	0.428	0.151
Information	0.597	0.653	0.056	0.479	0.694
Discussion	0.403	0.403	0.000	0.494	0.002
Religion	0.403	0.458	0.055	0.502	0.683
Other Programs	0.117	0.139	0.022	0.348	0.400

M_1 = average rating of male teens; M_2 = average rating of female teens.

* $\underline{t} \stackrel{>}{.05}$ 1.974; df = 147.

shows a positive relationship to the data in Table III showing sports as the only statistically significant difference between male and female reasons for radio listening.

Early teenagers' responses compared to those of late teenagers. The investigation of program categories listened to by the early-late teen groupings showed a significant difference for information and news programs. These programs, as shown in Table XXI, were chosen more frequently by older teens than the early teens.

Listening Alone or With Others

Teenagers' responses compared to those of radio personnel. Question nine dealt with personal listening habits ("Do you listen alone or with others?"). The X^2 test indicated a significant difference between the responses of the teens and radio personnel. (See Table XXII)

Male teenagers' responses compared to those of female teenagers. Analysis of personal listening habits by male teenagers compared to female teenagers resulted in no significant difference. Of the males, 64.67 per cent reported that they usually listen to the radio alone while 51.39 per cent of the females responded that they usually listen alone, as shown in Table XXIII.

TABLE XXI
 DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
 TEENAGERS TO THE QUESTION, "TO WHICH OF THE
 FOLLOWING CATEGORIES OF RADIO PROGRAMS
 DO YOU LISTEN?"

Responses	M_1	M_2	d	SD	\bar{t}
Information	0.512	0.754	0.242	0.434	3.107*
News	0.688	0.841	0.153	0.369	2.197*
Music	0.987	0.971	0.016	0.169	0.711
Discussion	0.350	0.464	0.114	0.502	1.412
Religion	0.387	0.478	0.091	0.503	1.113
Sports	0.537	0.638	0.101	0.484	1.235
Other programs	0.175	0.072	0.103	0.261	1.881

M_1 = average rating of early teens; M_2 = average rating of late teens.

* $\bar{t} \geq_{.05} 1.974$; df = 147.

TABLE XXII

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "DO YOU
USUALLY LISTEN TO THE RADIO ALONE OR
WITH OTHERS?"

Responses	Radio Personnel	Teenagers	Totals	χ^2
Listen alone	26	86	112	3.938*
Listen with others	8	62	70	
No response	0	1	1	
Totals	34	149	183	

* $\chi^2 \geq 3.84$; $df = 1$. (For explanation of df as used in χ^2 tests see page 21.)

TABLE XXIII

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "DO YOU USUALLY
LISTEN TO THE RADIO ALONE OR WITH OTHERS?"

Responses	Male Teens	Female Teens	Totals	χ^2
Listen alone	49	37	86	2.6004
Listen with others	27	35	62	
No response	1	0	1	
Totals	76	72	149	

* $\chi^2 \geq 3.84$; $df = 1$.

Early teenagers' responses compared to those of late teenagers. No significant difference was noted in personal listening habits when analyzed by early teen-late teen groupings. See Table XXIV.

TABLE XXIV

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE TEENAGERS TO THE QUESTION, "DO YOU USUALLY LISTEN TO THE RADIO ALONE OR WITH OTHERS?"

Responses	Early Teens	Late Teens	Totals	χ^2
Listen alone	43	43	86	0.9415
Listen with others	36	26	62	
No response	1	0	1	
Totals	79	69	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; \text{ df} = 1.$$

Involvement Compared to Simply Listening

Teenagers' responses compared to those of radio personnel. Interest in involvement in a radio program was studied in the question, "Which program would you prefer-- one in which you can become involved or participate in or one to which you simply listen?" Of the teenagers, 66.2 per cent responded that they preferred radio programs to which they could simply listen. Radio personnel were evenly divided in their response with 50 per cent feeling

teenagers prefer program involvement and 50 per cent feeling they prefer to simply listen. The χ^2 test applied to the responses showed the difference between the two groups was not significant, as shown in Table XXV.

TABLE XXV

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL AND TEENAGERS TO THE QUESTION, "WHICH PROGRAM WOULD YOU PREFER--ONE IN WHICH YOU CAN BECOME INVOLVED OR PARTICIPATE IN OR ONE TO WHICH YOU SIMPLY LISTEN?"

Responses	Radio Personnel	Teenagers	Totals	χ^2
Involved	17	51	68	2.948
Simply listen	17	98	115	
Totals	34	149	183	

$$*\chi^2 \underset{.05}{>} 3.84; \text{ df} = 1.$$

Male teenagers' responses compared to those of female teenagers. The responses of the male and female groups to the question of program involvement indicated no significant differences between them as shown in Table XXVI. Male teens prefer to be involved more than do female teens.

TABLE XXVI

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "WHICH PROGRAM
WOULD YOU PREFER--ONE IN WHICH YOU CAN
BECOME INVOLVED OR PARTICIPATE IN OR
ONE TO WHICH YOU SIMPLY LISTEN?"

Responses	Male Teens	Female Teens	Totals	χ^2
Involved	29	22	51	1.0487
Simply listen	48	50	98	
Totals	77	72	149	

$$*\chi^2 \geq_{.05} 3.84; \text{ df} = 1.$$

Early teenagers' responses compared to those of late teenagers. A comparison of the responses of early teenagers and late teenagers to the question of involvement in programs shows there was no significant difference between the responses. (See Table XXVII)

Air personalities' responses compared to those of other radio personnel. Table XXVIII reveals a significant difference between responses of air personalities and other radio personnel to the question of the type of radio program involvement preferred by teenagers. Air personalities perceived that teenagers prefer radio program involvement to simply listening more often than did the

other radio personnel. Thus, the responses of radio personnel (not including air personalities) tend to be similar to teenage preferences.

TABLE XXVII

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE TEENAGERS TO THE QUESTION, "WHICH PROGRAM WOULD YOU PREFER--ONE IN WHICH YOU CAN BECOME INVOLVED OR PARTICIPATE IN OR ONE TO WHICH YOU SIMPLY LISTEN?"

Responses	Early Teens	Late Teens	Totals	χ^2
Involved	29	22	51	0.3136
Simply listen	51	47	98	
Totals	80	69	149	

$$*\chi^2 \sum_{.05} 3.84; \text{ df} = 1.$$

Factors in Program Selection

Teenagers' responses compared to those of radio personnel. It was assumed that teenagers would be able to give specific reasons for selecting the programs to which they listen. It was also considered important by this researcher that anyone interested in reaching teenagers via radio for either educational or commercial purposes should have some understanding of the reasons teens give for selection of specific programs. The teenagers rated

the news coverage in radio programming significantly more frequently as a factor in their program selection than radio personnel perceived they would. Although additional reasons for listening choices were given, they were too few in number to be treated individually. When the additional reasons were grouped categorically as 'other reasons', however, they were found to be significant in that radio personnel listed 'other reasons' more often than did the teenagers. Responses included in the 'other reasons' category included entertainment, peer group identification, opportunities for listener participation, a minimum of commercialization, and religious programming. The data are shown in Table XXIX.

TABLE XXVIII

DIFFERENCES BETWEEN RESPONSES OF AIR PERSONALITIES AND OTHER RADIO PERSONNEL TO THE QUESTION, "WHICH PROGRAM WOULD YOU PREFER--ONE IN WHICH YOU CAN BECOME INVOLVED OR PARTICIPATED IN OR ONE TO WHICH YOU SIMPLY LISTEN?"

Responses	Air Personalities	Other Radio Personnel	Totals	χ^2
Involved	12	5	17	9.144*
Simply listen	8	9	17	
Totals	20	14	34	

* χ^2 $\stackrel{>}{.05}$ 3.841; df = 1.

TABLE XXIX

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "WHY DO YOU
SELECT THE PROGRAMS TO WHICH YOU LISTEN?"

Responses	M_1	M_2	d	SD	\underline{t}
News coverage	0.088	0.275	0.187	0.448	2.323*
Other reasons	0.618	0.376	0.242	0.563	2.308*
Type of music	0.529	0.698	0.169	0.461	1.890
Sports coverage	0.088	0.168	0.080	0.375	1.161
Air personalities	0.353	0.201	0.152	0.493	1.623
Weather report	0.000	0.087	0.087	0.283	1.793
No response	0.059	0.067	0.008	0.251	0.175

M_1 = average rating of radio personnel; M_2 =
average rating of teens.

* $\underline{t}_{.05} > 1.974$; df = 181.

Male teenagers' responses compared to those of female teenagers. Analysis by the male-female breakdown shows teenage girls responding with other reasons for listening more frequently than boys as shown in Table XXX.

Early teenagers' responses compared to those of late teenagers. No significant differences, as shown in Table XXXI, were found in reasons for program selection when analyzed according to the early-late teen groupings.

Perceptions of Peer's Reasons for Radio Listening

Male teenagers' responses compared to those of female teenagers. Fewer boys than girls were inclined to feel other teens had reasons different from their own for listening to the radio when asked "Do you think other teenagers have different reasons for their choice of programs?". Thus, boys tended, significantly, to see themselves more like others in their peer group than did the girls. (See Table XXXII)

Early teenagers' responses compared to those of late teenagers. Table XXXIII shows that no statistical difference was found between the responses of the early and late teens when queried as to whether other teens had different reasons for listening to the radio.

TABLE XXX
 DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
 TEENAGERS TO THE QUESTION, "WHY DO YOU SELECT
 THE PROGRAMS TO WHICH YOU LISTEN?"

Responses	M_1	M_2	d	SD	\underline{t}
Other reasons	0.260	0.500	0.240	0.650	2.655*
News coverage	0.195	0.361	0.166	0.484	2.296*
Type of music	0.740	0.653	0.087	0.479	1.160
Sports coverage	0.208	0.125	0.083	0.333	1.351
Air personalities	0.221	0.181	0.040	0.565	0.496
Weather report	0.065	0.111	0.046	0.316	0.995
No response	0.104	0.028	0.076	0.165	1.865

M_1 = average rating of male teens; M_2 = average rating of female teens.

* $\underline{t} \geq 1.974$; $df = 147$.

TABLE XXXI
DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "WHY DO YOU SELECT
THE PROGRAMS TO WHICH YOU LISTEN?"

Responses	M_1	M_2	d	SD	t
No responses	0.112	0.014	0.098	0.120	2.414*
Type of music	0.650	0.754	0.104	0.434	1.373
News coverage	0.275	0.275	0.000	0.450	0.005
Sports coverage	0.212	0.116	0.096	0.323	1.575
Air personalities	0.150	0.261	0.111	0.442	1.373
Weather report	0.112	0.058	0.054	0.235	1.174
Other reasons	0.300	0.464	0.164	0.502	1.783

M_1 = average rating of early teens; M_2 = average rating of late teens.

* $t >_{.05}$ 1.974; df = 147.

TABLE XXXII

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "DO YOU THINK OTHER
TEENAGERS HAVE DIFFERENT REASONS FOR THEIR
CHOICE OF PROGRAMS?"

Responses	Male Teens	Female Teens	Totals	χ^2
Different reasons	29	44	73	4.334*
Same reasons	31	22	53	
No response	17	6	23	
Totals	77	72	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; \text{ df} = 1.$$

TABLE XXXIII

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "DO YOU THINK
OTHER TEENAGERS HAVE DIFFERENT REASONS
FOR THEIR CHOICE OF PROGRAMS?"

Responses	Early Teens	Late Teens	Totals	χ^2
Different reasons	40	33	73	0.1829
Same reasons	27	26	53	
No response	13	10	23	
Totals	80	69	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; \text{ df} = 1.$$

Listening Recommendations Received From Others

Male teenagers' responses compared to those of female teenagers. When asked, "Does anyone ever recommend a radio program to you?", no significant difference was found between the responses of male and female teens as is shown in Table XXXIV.

TABLE XXXIV

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE TEENAGERS TO THE QUESTION, "DOES ANYONE EVER RECOMMEND A RADIO PROGRAM TO YOU?"

Responses	Male Teens	Female Teens	Totals	χ^2
Receives recommendations	47	51	98	1.3361
Receives no recommendation	29	21	50	
No response	1	0	1	
Totals	77	72	149	

$$*\chi^2 \stackrel{2}{.05} 3.84; \text{ df} = 1.$$

Early teenagers' responses compared to those of late teenagers. Table XXXV reveals that no significant difference was found when the age groups (early teen and late teen) were analyzed on the question, "Does anyone ever recommend a radio program to you?"

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Male teenagers' responses compared to those of female teenagers. When asked, "Does anyone ever recommend a radio program to you?", no significant difference was found between the responses of male and female teens as is shown in Table XXXIV.

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No response	1	0	1	
Totals	77	72	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; \text{ df} = 1.$$

Early teenagers' responses compared to those of late teenagers. Table XXXV reveals that no significant difference was found when the age groups (early teen and late teen) were analyzed on the question, "Does anyone ever recommend a radio program to you?"

TABLE XXXV

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "DOES ANYONE EVER
RECOMMEND A RADIO PROGRAM TO YOU?"

Responses	Early Teens	Late Teens	Totals	χ^2
Receives recommendations	48	50	98	2.2554
Receives no recommendation	31	19	50	
No response	1	0	1	
Totals	80	69	149	

$$*\chi^2 \geq_{.05} 3.84; \text{ df} = 1.$$

Influence of Other Individuals on Personal Radio Listening Teenagers' responses compared to those of radio personnel. As the categories listed in Table XXXVI show, only one significant difference was found between the responses of the teenagers and the perception of radio personnel to the question, "What individual or group of individuals would influence you most to listen to a radio program?" The radio personnel perceived air personalities as a significantly more important influence for teens in the selection of radio programs than teens indicated they were.

TABLE XXXVI

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "WHAT INDIVIDUAL
OR GROUP OF INDIVIDUALS WOULD INFLUENCE YOU
MOST TO LISTEN TO A RADIO PROGRAM?"

Responses	M_1	M_2	d	SD	\underline{t}
Air personalities	0.235	0.034	0.201	0.181	4.315*
Peer group	0.559	0.550	0.009	0.499	0.089
Parents	0.088	0.121	0.033	0.327	0.535
Brother or sister	0.088	0.074	0.014	0.262	0.284
Teachers	0.147	0.081	0.066	0.273	1.204
Entertainment group	0.059	0.040	0.019	0.197	0.475
Religious person/group	0.059	0.034	0.025	0.181	0.690
Others named	0.000	0.027	0.027	0.162	0.963
No response	0.088	0.121	0.033	0.327	0.535

M_1 = average rating of radio personnel; M_2 =
average rating of teens.

* $\underline{t} \geq 1.974$; $df = 181$.

Male teenagers' responses compared to those of female teenagers. No significant difference was found between the responses made by male and female teenagers to the question concerning which of the categories of individuals or groups influence radio listening. (See Table XXXVII)

Early teenagers' responses compared to those of late teenagers. The age breakdown between early and late teens provided interesting comparisons for the question of influence on radio program selections. The influence of the peer group was more important to the older group than the younger group. Responses of younger teens revealed brothers and sisters playing a significantly more influential role on their program selection than did the responses of the older group. In no instance did an older teen respondent name air personalities as influential on program selection. The difference between the older and younger groups was significant as shown in Table XXXVIII.

Influence of Others for Listening to a Specific Radio Program

Teenagers' responses compared to those of radio personnel. Individuals influential to radio listening choices were further explored with the question, "Which

TABLE XXXVII

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "WHAT INDIVIDUAL
OR GROUP OF INDIVIDUALS WOULD INFLUENCE YOU
MOST TO LISTEN TO A RADIO PROGRAM?"

Responses	M_1	M_2	d	SD	t
Peer Group	0.506	0.597	0.091	0.494	1.110
Parents	0.156	0.083	0.073	0.278	1.356
Brother or sister	0.078	0.069	0.009	0.256	0.196
Teachers	0.078	0.083	0.005	0.278	0.120
Entertainment group	0.013	0.069	0.056	0.256	1.758
Religious person/group	0.026	0.042	0.016	0.201	0.528
Air personalities	0.026	0.042	0.016	0.201	0.528
Others named	0.052	0.000	0.052	0.000	1.973
No response	0.143	0.097	0.046	0.298	0.850

M_1 = average rating of male teens; M_2 = average rating of female teens.

* $t \geq 1.974$; $df = 147$.

TABLE XXXVIII

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "WHAT INDIVIDUAL
OR GROUP OF INDIVIDUALS WOULD INFLUENCE
YOU MOST TO LISTEN TO A RADIO PROGRAM?"

Responses	M_1	M_2	d	SD	t
Peer Group	0.337	0.797	0.460	0.405	6.293*
Brother or sister	0.137	0.000	0.137	0.000	3.294*
Air personalities	0.063	0.000	0.063	0.000	2.130*
Parents	0.150	0.087	0.063	0.284	1.175
Teachers	0.100	0.058	0.042	0.235	0.937
Entertainment group	0.050	0.029	0.021	0.169	0.647
Religious person/group	0.050	0.014	0.036	0.120	1.198
Others named	0.037	0.014	0.023	0.120	0.863
No response	0.150	0.087	0.063	0.284	1.175

M_1 = average rating of early teens; M_2 = average rating of late teens.

* t \geq 1.974; $df = 147$.

of the following individuals (friends, brothers or sisters, parents, or teachers) would influence you to listen to a specific radio program?" Significantly different responses were given by the radio personnel and teenagers for "friends" and "brothers or sisters". In both cases, station personnel perceived those persons had a higher degree of influence on teenagers than did the teenagers. Table XXXIX shows the data in these findings.

TABLE XXXIX

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL AND TEENAGERS TO THE QUESTION, "WHICH OF THE FOLLOWING INDIVIDUALS WOULD INFLUENCE YOU TO LISTEN TO A SPECIFIC RADIO PROGRAM?"

Responses	M_1	M_2	d	SD	\underline{t}
Friends	1.000	0.738	0.262	0.441	3.453*
Brother or sister	0.529	0.336	0.193	0.474	2.125*
Parents	0.324	0.376	0.052	0.486	0.569
Teachers	0.382	0.295	0.087	0.458	0.986

M_1 = average rating of radio personnel; M_2 = average rating of teenagers. * $\underline{t} >_{.05} 1.974$; df = 181.

Male teenagers' responses compared to those of female teenagers. Teenage girls placed a higher importance on the influence of friends than did teenage boys in reply to the question to determine influence of others

for listening to a specific radio program. The difference was significant as shown in Table XL.

TABLE XL
DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "WHICH OF THE
FOLLOWING INDIVIDUALS WOULD INFLUENCE
YOU TO LISTEN TO A SPECIFIC
RADIO PROGRAM?"

Responses	M_1	M_2	d	SD	\underline{t}
Friends	0.649	0.833	0.234	0.375	2.593*
Parents	0.429	0.319	0.110	0.470	1.374
Teachers	0.286	0.306	0.020	0.464	0.264
Brother or sister	0.338	0.333	0.475	0.475	0.056

M_1 = average rating of male teens; M_2 = average rating of female teens. * $\underline{t} \geq_{.05} 1.974$; df = 147.

Early teenagers' responses compared to those of late teenagers. The importance of the peer group in the lives of older teens was again observed in the analysis of this question by the early-late teenage grouping. Table XLI shows that late teens rated friends as more influential in their listening choices than did early teens.

TABLE XLI

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "WHICH OF THE
FOLLOWING INDIVIDUALS WOULD INFLUENCE
YOU TO LISTEN TO A SPECIFIC
RADIO PROGRAM?"

Responses	M ₁	M ₂	d	SD	t
Friends	0.612	0.884	0.272	0.323	3.926*
Parents	0.387	0.362	0.025	0.484	0.314
Teachers	0.337	0.246	0.091	0.434	1.214
Brother or sister	0.362	0.304	0.058	0.464	0.746

M₁ = average rating of early teens; M₂ = average rating of late teens. *t \geq 1.974; df = 147.

Program Content as a Factor in Program Selection

Teenagers' responses compared to those of radio personnel. Even though the responses to the question, "Does the content of a radio program influence whether you will listen or not?", did not meet the requirements of the X² test, and thus could not be treated statistically, the findings are highly revealing. Radio personnel were overwhelmingly convinced of the importance of program content in the selection of programs for teenage radio listening. In response to a question on the influence of radio program content on listening, 118 teenagers or 79.73 per cent answered that the program content did influence whether

they would listen or not. More significantly, 100 per cent (34 responses) of the radio personnel responded that they thought the program content influenced the teenage listening audience.

TABLE XLII

DIFFERENCES BETWEEN RESPONSES OF TEENAGERS AND RADIO PERSONNEL TO THE QUESTION, "DOES THE CONTENT OF A RADIO PROGRAM INFLUENCE WHETHER YOU WILL LISTEN OR NOT?"

Responses	Radio Personnel	Teenagers	Totals
Content influences	34	118	152
Content does not influence	0	31	31
Totals	34	149	183

Male teenagers' responses compared to those of female teenagers. A higher percentage of boys than girls said that the program content influences their listening. Of the males, 85.21 per cent reported that content does influence their program selections. Program content influences their radio listening according to 72.22 per cent of the female teens. A statistical analysis of the responses shows the difference is significant.

TABLE XLIII

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "DOES THE CONTENT OF
A RADIO PROGRAM INFLUENCE WHETHER YOU WILL
LISTEN OR NOT?"

Responses	Male Teens	Female Teens	Totals	χ^2
Content influences	66	52	118	4.1107*
Content does not influence	11	20	31	
Totals	77	72	149	

* $\chi^2 \stackrel{>}{.05} 3.84$; df = 1.

Early teenagers' responses compared to those of late teenagers. Both early and late teenagers showed concern for radio program content. Older teenagers showed significantly more concern than did the early teens. Of the younger group, 72.5 per cent said the content of radio programs was important to their choice of programs. Content was reported to influence listening by 86.9 per cent of the late teens. The differences in the responses was found significant as shown in Table XLIV.

TABLE XLIV

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "DOES THE CONTENT
OF A RADIO PROGRAM INFLUENCE WHETHER YOU
WILL LISTEN OR NOT?"

Responses	Early Teens	Late Teens	Totals	χ^2
Content influences	58	60	118	4.699*
Content does not influence	22	9	31	
Totals	80	69	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; df = 1.$$

Ways in Which Program Content Influences Teenage Radio
Listening

Teenagers' responses compared to those of radio personnel. A follow-up question to the influence of program content was asked to determine why or in what way program content influences teenage radio listening. The responses of the teenagers and the radio personnel were compiled into six categories. A number of the responses were too varied or infrequent to analyze independently, and thus were grouped into an 'other factors' category. The responses grouped as 'other factors' were given more frequently by radio personnel than by teenagers.

The difference between responses of the radio personnel and the teenagers was significant. As shown in Table XLV there was no significant difference in any of the other response comparisons. The responses grouped as 'other factors' included such items as content credibility and timeliness.

Male teenagers' responses compared to those of female teenagers. There was a definite pattern of responses given by teenage girls to the question, "Why or in what way does program content influence your radio listening?". The pattern of responses by girls was grouped, for purposes of analysis, under the category, 'how it affects one's thinking.' This type of self-actualizing response included such comments as "if it challenges my thinking," "if it is something I can learn from," and "if it doesn't insult my intelligence." Interestingly, teenage boys gave no responses in this category. Table XLVI reveals a significant difference between the responses of male and female teens to the categorical reply, "how it affects one's thinking."

Early teenagers' responses compared to those of late teenagers. A comparison of the responses by early and late teens to the way program content affects radio listening reveals that the way the program is handled by

TABLE XLV

DIFFERENCES BETWEEN RESPONSES OF TEENAGERS AND RADIO PERSONNEL TO THE QUESTION, "WHY OR IN WHAT WAY DOES THE CONTENT OF A RADIO PROGRAM INFLUENCE YOUR RADIO LISTENING?"

Responses	M_1	M_2	d	SD	t
Other factors	0.118	0.020	0.098	0.141	2.714*
Interest in subject	0.382	0.497	0.115	0.502	1.202
Program handling by participants	0.206	0.161	0.045	0.369	0.626
Format of program	0.088	0.067	0.021	0.251	0.430
How affects thinking	0.000	0.027	0.027	0.161	0.963
No response	0.294	0.322	0.028	0.469	0.315

M_1 = average rating of radio personnel; M_2 = average rating of teenagers.

* t $\stackrel{>}{.05}$ 1.974; df = 181.

TABLE XLVI
 DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
 TEENAGERS TO THE QUESTION, "WHY OR IN WHAT
 WAY DOES THE CONTENT OF A RADIO PROGRAM
 INFLUENCE YOUR RADIO LISTENING?"

Responses	M_1	M_2	d	SD	\underline{t}
How affects thinking	0.000	0.056	0.056	0.231	2.114*
Interest in subject	0.545	0.444	0.101	0.500	1.230
Program handling by participants	0.169	0.153	0.016	0.362	0.265
Format of program	0.091	0.042	0.049	0.201	1.198
Other factors	0.000	0.042	0.201	0.201	1.817
No response	0.299	0.347	0.048	0.479	0.630

M_1 = average rating of male teens; M_2 = average rating of female teens.

* $\underline{t} \geq_{.05} 1.974$; df = 147.

the participants and the format of the program are of much greater concern to the late teens than to the early teens. The difference in the responses of the two age groupings, shown in Table XLVII, is statistically significant at the .05 level.

Air Personalities As a Factor in Program Selection

Teenagers' responses compared to those of radio personnel. Radio personnel think teenagers are influenced to listen to a program because of air personalities. An affirmative response to the question, "Are you influenced to listen to a program because of the air personalities?", was given by 60.81 per cent of the teenagers. A corresponding question asked of radio personnel resulted in positive replies by 88.24 per cent who felt that teenagers are influenced to listen or not to listen to a program by the air personality. Table XLVIII indicates a significant difference between the responses of the teens and the radio personnel.

Male teenagers' responses compared to those of female teenagers. Over 55 per cent of the boys responded positively to the question concerning the influence of air personalities on radio listening; of the girls, 66.67 per cent replied similarly. Table XLIX shows no

TABLE XLVII

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "WHY OR IN WHAT
WAY DOES THE CONTENT OF A RADIO PROGRAM
INFLUENCE YOUR RADIO LISTENING?"

Responses	M_1	M_2	d	SD	\underline{t}
Program handling by participants	0.087	0.246	0.159	0.434	2.676*
Format of program	0.012	0.130	0.118	0.339	2.932*
No response	0.412	0.217	0.195	0.415	2.581*
Interest in subject	0.475	0.522	0.047	0.503	0.566
How affects thinking	0.012	0.043	0.031	0.205	1.164
Other factors	0.037	0.000	0.037	0.000	1.629

M_1 = average rating of early teens; M_2 = average
rating of late teens.

* $\underline{t} \geq 1.974$; $df = 147$.

significant difference between the responses of the male and female teens.

TABLE XLVIII

DIFFERENCES BETWEEN RESPONSES OF TEENAGERS AND RADIO PERSONNEL TO THE QUESTION, "ARE YOU INFLUENCED TO LISTEN TO A PROGRAM BECAUSE OF THE AIR PERSONALITIES?"

Responses	Radio Personnel	Teenagers	Totals	χ^2
Air personality influences	30	90	120	10.802*
Air personality does not influence	4	58	62	
No response	0	1	1	
Totals	34	149	183	

$$*\chi^2 \frac{2}{.05} 3.84; df = 1.$$

Early teenagers' responses compared to those of late teenagers. Table L reveals no statistical difference in the responses when analyzed by early teen and late teen categories to the question on influence of air personality on listening preferences.

TABLE XLIX

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "ARE YOU INFLUENCED
TO LISTEN TO A PROGRAM BECAUSE OF THE
AIR PERSONALITIES?"

Responses	Male Teens	Female Teens	Totals	χ^2
Air personality influences	42	48	90	2.0175
Air personality does not influence	34	24	58	
No response	1	0	1	
Totals	77	72	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; df = 1.$$

Ways in Which Air Personalities Influence Teenage Radio
Listening

Teenagers' responses compared to those of radio personnel. To identify the characteristics of air personalities which affect teenage radio listening preferences, the question was asked, "What characteristics of the air personalities influence your radio listening?" An analysis of the replies showed radio personnel perceiving the air personality's ability to identify with teens and an 'other reasons' category as significantly more important to teens than the teenagers responded they were.

The 'other reasons' category included the air personality's production ability and his position. (See Table LI)

TABLE I

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE TEENAGERS TO THE QUESTION, "ARE YOU INFLUENCED TO LISTEN TO A PROGRAM BECAUSE OF THE AIR PERSONALITIES?"

Responses	Early Teens	Late Teens	Totals	χ^2
Air personality influences	47	43	90	0.1233
Air personality does not influence	32	26	58	
No response	1	0	1	
Totals	80	69	149	

$$*\chi^2 \sum_{.05} 3.84; df = 1.$$

Male teenagers' responses compared to those of female teenagers. The personal characteristics and mannerisms of the air personality were more important to female teen listeners than to their male counterparts. Personal characteristics and mannerisms identified as important by teenagers were voice, grammar, speaking ability, sense of humor, pleasing personality, ability to be informal, degree of apparent organization, educational

TABLE LI
 DIFFERENCES BETWEEN RESPONSES OF TEENAGERS AND RADIO
 PERSONNEL TO THE QUESTION, "WHAT CHARACTERISTICS
 OF THE AIR PERSONALITIES INFLUENCE YOUR
 RADIO LISTENING?"

Responses	M_1	M_2	d	SD	\underline{t}
Identify with teens	0.324	0.027	0.297	0.162	6.238*
Other reasons	0.118	0.007	0.111	0.082	3.692*
No responses	0.176	0.356	0.180	0.480	2.029*
Know them personally	0.000	0.060	0.060	0.239	1.470
How well known they are	0.118	0.054	0.064	0.226	1.359
Personal characteristics and mannerisms	0.471	0.544	0.073	0.500	0.767

M_1 = average rating of radio personnel; M_2 =
 average rating of teenagers.

* $\underline{t} \stackrel{>}{.05} 1.974$; df = 181.

background, attitude conveyed and the ability to project a naturalness over the air. The data is shown in Table LII.

Early teenagers' responses compared to those of late teenagers. The early-late teen analysis, as shown in Table LIII, provided no statistical difference in responses to the question of air personality characteristics preferred.

Sponsorship as a Factor in Program Selection

Teenagers' responses compared to those of radio personnel. In answer to a question dealing with the effect of sponsorship on teenage listening habits, 34.45 per cent of the teenage respondents said yes their radio listening was influenced by the program sponsorship. Of the radio personnel, 32.55 per cent answered that they thought teenage radio listening was influenced by program sponsorship. There was no significant difference between the responses of the teenagers and the radio personnel as Table LIV shows.

Male teenagers' responses compared to those of female teenagers. Responses by the teenage boys showed they were less influenced by sponsorship in their program choices than were girls, however, analysis of the data

TABLE LII

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "WHAT CHARACTERISTICS
OF THE AIR PERSONALITIES INFLUENCE
YOUR RADIO LISTENING?"

Responses	M ₁	M ₂	d	SD	t
Personal characteristics and mannerisms	0.455	0.639	0.184	0.484	2.282*
Know them personally	0.052	0.069	0.017	0.256	0.445
How well known they are	0.078	0.028	0.050	0.165	1.356
Identify with teens	0.013	0.042	0.029	0.201	1.079
Other reasons	0.013	0.000	0.013	0.000	0.967
No response	0.416	0.292	0.124	0.458	1.582

M₁ = average rating of male teens; M₂ = average
rating of female teens.

*t $\frac{2}{.05}$ 1.974; df = 147.

TABLE LIII
 DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
 TEENAGERS TO THE QUESTION, "WHAT CHARACTERISTICS
 OF THE AIR PERSONALITIES INFLUENCE
 YOUR RADIO LISTENING?"

Responses	M ₁	M ₂	d	SD	t
Know them personally	0.037	0.087	0.050	0.284	1.262
How well known they are	0.025	0.087	0.062	0.284	1.678
Personal characteristics and mannerisms	0.500	0.594	0.094	0.495	1.149
Identify with teens	0.025	0.029	0.004	0.169	0.149
Other reasons	0.012	0.000	0.012	0.000	0.928
No response	0.425	0.275	0.150	0.450	1.913

M₁ = average rating of early teens; M₂ = average rating of late teens.

*t $\frac{>}{.05}$ 1.974; df = 147.

revealed no significant differences between the responses of the two groups. See Table LV for the data.

TABLE LIV

DIFFERENCES BETWEEN RESPONSES OF TEENAGERS AND RADIO PERSONNEL TO THE QUESTION, "WOULD YOU EVER TURN OFF A RADIO PROGRAM BECAUSE OF THE SPONSOR?"

Responses	Radio Personnel	Teenagers	Totals	χ^2
Sponsor influences	11	51	62	0.0671
Sponsor does not influence	23	96	119	
No response	0	2	2	
Totals	34	149	183	

$$*\chi^2 \stackrel{>}{.05} 3.84; df = 1.$$

TABLE LV

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE TEENAGERS TO THE QUESTION, "WOULD YOU EVER TURN OFF A RADIO PROGRAM BECAUSE OF THE SPONSOR?"

Responses	Male Teens	Female Teens	Totals	χ^2
Sponsor influences	22	29	51	2.2933
Sponsor does not influence	54	42	96	
No response	1	1	2	
Totals	77	72	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; df = 1.$$

Early teenagers' responses compared to those of late teenagers. Of the early teens 31.65 per cent said program sponsorship influenced their listening while 38.23 per cent of the late teens said they would listen or turn off a program on the basis of sponsorship. Table LVI reveals no significant statistical difference among the responses.

TABLE LVI

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE TEENAGERS TO THE QUESTION, "WOULD YOU EVER TURN OFF A RADIO PROGRAM BECAUSE OF THE SPONSOR?"

Responses	Early Teens	Late Teens	Totals	χ^2
Sponsorship influences	25	26	51	0.7004
Sponsorship does not influence	54	42	96	
No response	1	1	2	
Totals	80	69	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; df = 1.$$

Air personalities' responses compared to those of other radio personnel. More air personalities responded that teens radio program selection is affected by sponsorship than did the other radio personnel. Other radio

personnel perceived the teenagers more accurately than the air personalities did as is shown in Table LVII.

TABLE LVII

DIFFERENCES BETWEEN RESPONSES OF AIR PERSONALITIES
AND OTHER RADIO PERSONNEL TO THE QUESTION,
"WOULD YOU EVER TURN OFF A RADIO PROGRAM
BECAUSE OF THE SPONSOR?"

Responses	Air Person- alities	Other Radio Personnel	Totals	χ^2
Sponsor influences	17	6	23	38.327*
Sponsor does not influence	3	8	11	
Totals	20	14	34	

$$*\chi^2 \stackrel{>}{.05} 3.84; df = 1.$$

Attitudes Toward Radio Station Responsibility

Teenagers' responses compared to those of radio personnel. To determine the concept that teenagers hold of radio station responsibility for the programs they air, the following question was asked: "Why do radio stations broadcast the programs they do?" Application of a statistical test between the responses of the teenagers and the radio personnel revealed a significant difference in the expected responsibility carried by station management. Radio personnel perceived teenagers would think station

management more responsible for programming content than teenagers reported they thought they were. On the other hand, the radio personnel were much less inclined to predict the teens regard for responsibility to the public as a factor in determination of radio programming. The teens named a station's responsibility for informing the public as much more important than the station personnel predicted they would, as is shown in Table LVIII.

Male teenagers' responses compared to those of female teenagers. The teenage girls were more inclined to pinpoint a station's responsibility to inform the public as a reason for station programming than were the teenage boys as Table LIX shows.

Early teenagers' responses compared to those of late teenagers. Analysis of reasons given for radio programming by the early teen-late teen age groups shows competition for audience as a major reason. Older teens viewed the attraction and holding of a listening audience as more important in a station's programming purpose than did younger teenagers. The early teens ranked the variable, responsibility for entertainment of the public, more often than did the late teens. See Table LX for these comparisons.

TABLE LVIII

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "WHY DO RADIO
STATIONS BROADCAST THE PROGRAMS THEY DO?"

Responses	M_1	M_2	d	SD	\underline{t}
Station management preferences	0.265	0.020	0.245	0.141	5.600*
No response	0.235	0.067	0.168	0.251	3.029*
To inform the public	0.029	0.208	0.179	0.424	2.410*
To entertain the public	0.147	0.268	0.121	0.445	1.484
To attract and hold a listening audience	0.294	0.302	0.008	0.461	0.090
To meet people's needs and interests	0.147	0.221	0.074	0.417	0.962
To make money	0.206	0.094	0.112	0.293	1.855
Government regulations	0.029	0.034	0.005	0.181	0.122
Other reasons	0.059	0.013	0.046	0.115	1.637

M_1 = average rating of radio personnel; M_2 = average rating of teenagers.

* $\underline{t} \geq 1.974$; $df = 181$.

TABLE LIX
DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "WHY DO RADIO
STATIONS BROADCAST THE PROGRAMS THEY DO?"

Responses	M ₁	M ₂	d	SD	t
To inform the public	0.117	0.306	0.189	0.493	2.778*
To entertain the public	0.286	0.250	0.036	0.436	0.489
To attract and hold a listening audience	0.299	0.306	0.007	0.464	0.090
To meet people's needs and interests	0.234	0.208	0.026	0.409	0.371
To make money	0.117	0.069	0.048	0.256	0.988
Government regulations	0.039	0.028	0.011	0.165	0.376
Station management preferences	0.013	0.028	0.015	0.165	0.639
Other reasons	0.026	0.000	0.026	0.000	1.376
No response	0.091	0.042	0.047	0.201	1.198

M₁ = average rating of male teens; M₂ = average rating of female teens.

*t \geq .05 1.974; df = 147.

TABLE LX
DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "WHY DO RADIO
STATIONS BROADCAST THE PROGRAMS THEY DO?"

Responses	M_1	M_2	d	SD	\underline{t}
To attract and hold a listening audience	0.188	0.435	0.347	0.499	3.380*
To entertain the public	0.337	0.188	0.149	0.394	2.063*
To inform the public	0.225	0.188	0.037	0.394	0.525
To meet people's needs and interests	0.162	0.290	0.128	0.457	1.876
To make money	0.100	0.087	0.013	0.284	0.270
Government regulations	0.050	0.014	0.036	0.120	1.198
Station management preferences	0.012	0.029	0.017	0.169	0.711
Other reasons	0.012	0.014	0.002	0.120	0.105
No response	0.100	0.029	0.071	0.169	1.733

M_1 = average rating of early teens; M_2 = average rating of late teens.

* $\underline{t} \geq 1.974$; $df = 147$.

Attitudes Toward Persons Responsible for Radio Program Determination

Teenagers' responses compared to those of radio personnel. To investigate the attitudes teenagers hold toward who determines radio programs, the question was asked, "Who do you think determines radio station programming?" Teenagers projected the view that the public is the most important determinant of radio programming. Furthermore, many of the teens, broke the public response down and specifically cited the teenage public as a program determiner. Table LXI shows that teens saw the public's role in program determination as significantly more important than the radio personnel perceived they would. A breakdown of the category, "others named," reveals that radio personnel thought the teenagers would think recording stars and "top 40" music more responsible for programming determination than the teenagers actually did. Interestingly, teens listed people connected with radio (i.e. network management and program directors) in the category grouped as "others named".

Male teenagers' responses compared to those of female teenagers. The role played by the air personalities in determination of radio programming was the only significant difference found in the analysis by sex.

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Male teenagers' responses compared to those of female teenagers. The role played by the air personalities in determination of radio programming was the only significant difference found in the analysis by sex.

TABLE LXI
DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "WHO DO YOU THINK
DETERMINES RADIO STATION PROGRAMMING?"

Responses	M_1	M_2	d	SD	t
Public	0.118	0.403	0.285	0.492	3.216*
Others named	0.176	0.040	0.136	0.197	2.947*
Air personalities	0.353	0.228	0.125	0.421	1.514
Station management	0.324	0.342	0.018	0.476	0.207
Sponsors	0.059	0.114	0.055	0.319	0.950
Government	0.029	0.060	0.031	0.239	0.714
No response	0.206	0.107	0.099	0.311	1.565

M_1 = average rating of radio personnel; M_2 = average rating of teenagers.

* $t \geq 1.974$; df = 181.

Table LXII shows that the girls in all instances saw the air personality as influential more often than did the boys.

Early teenagers' responses compared to those of late teenagers. The only significant difference in the way the early-late teen groups viewed responsibility for program determination was in the role played by the public. As shown in Table LXIII older teens placed more importance on the public as a determiner of radio programming than did the younger group.

Radio as a Stimulus for Action

Teenagers' responses compared to those of radio personnel. As a stimulus for action, radio personnel perceived radio's influence on the lives of teenagers as playing a more significant role than teenagers indicated. A statistical test applied to responses to the question, "Have you ever taken one of the following actions as a result of radio listening?", showed the following acts perceived by radio personnel significantly different: bought a product, attended an event, changed an opinion, wrote a letter, called in an opinion. The replies were all seen as more important by the station personnel than the teens, as Table LXIV reveals.

TABLE LXII
 DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
 TEENAGERS TO THE QUESTION, "WHO DO YOU THINK
 DETERMINES RADIO STATION PROGRAMMING?"

Response	M_1	M_2	d	SD	\underline{t}
Air personalities	0.143	0.319	0.176	0.470	2.608*
Public	0.377	0.431	0.054	0.499	0.667
Station management	0.299	0.389	0.090	0.491	1.157
Sponsors	0.091	0.139	0.048	0.348	0.917
Government	0.091	0.028	0.063	0.165	1.620
All others named	0.039	0.042	0.003	0.201	0.083
No response	0.143	0.069	0.074	0.256	1.447

M_1 = average rating of male teens; M_2 = average rating of female teens.

* $\underline{t} \geq 1.974$; $df = 147$.

TABLE LXIII

DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
TEENAGERS TO THE QUESTION, "WHO DO YOU THINK
DETERMINES RADIO STATION PROGRAMMING?"

Responses	M_1	M_2	d	SD	\bar{t}
Public	0.325	0.493	0.168	0.504	2.099*
Air personalities	0.250	0.203	0.047	0.405	0.680
Station management	0.287	0.406	0.119	0.495	1.519
Sponsors	0.087	0.145	0.058	0.355	1.096
Government	0.063	0.058	0.005	0.235	0.115
All others named	0.037	0.043	0.006	0.205	0.184
No response	0.162	0.043	0.119	0.205	2.368*

M_1 = average rating of early teens; M_2 = average
rating of late teens.

* $\bar{t} >_{.05} 1.974$; $df = 147$.

TABLE LXIV
DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL
AND TEENAGERS TO THE QUESTION, "HAVE YOU EVER
TAKEN ONE OF THE FOLLOWING ACTIONS AS A
RESULT OF RADIO LISTENING?"

Responses	M ₁	M ₂	d	SD	t
Bought a product	0.765	0.275	0.490	0.448	5.789*
Attended an event	0.853	0.591	0.262	0.493	2.925*
Changed an opinion	0.588	0.188	0.400	0.392	5.092*
Wrote a letter	0.529	0.114	0.415	0.319	6.060*
Called in an opinion	0.529	0.235	0.294	0.425	3.511*
Bought a record	0.824	0.718	0.106	0.451	1.259
Other actions taken	0.118	0.060	0.058	0.239	1.170

M₁ = average rating of radio personnel; M₂ = average rating of teenagers.

*t $\frac{2}{.05}$ 1.974; df = 181.

Male teenagers' responses compared to those of female teenagers. Table LXV reveals that there was no significant difference between responses given by males and females to the question of radio influenced actions.

Early teenagers' responses compared to those of late teenagers. Table LXVI shows that an analysis of the responses by the early-late teen groups to the question of actions stimulated by radio listening revealed two significant differences between the responses of the two groups. While early teen responses to the "other actions" category were infrequent, the frequency was significant when compared to a lack of such response by late teens. Early teens specified the following actions under the "other actions" response: participated in radio station contest, called in requests, and called in a correction. Late teens reported they changed an opinion as a result of radio listening more frequently than was reported by early teens.

Radio As a Stimulus for Discussion

Teenagers' responses compared to those of radio personnel. Radio personnel thought teenagers discuss radio programs more than the teens reported they do. When asked whether they ever discuss radio programs with others, 60.1 per cent of the teenagers who responded to

TABLE LXV
 DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
 TEENAGERS TO THE QUESTION, "HAVE YOU EVER TAKEN
 ONE OF THE FOLLOWING ACTIONS AS A RESULT
 OF RADIO LISTENING?"

Responses	M ₁	M ₂	d	SD	t
Bought a product	0.286	0.264	0.022	0.444	0.296
Attended an event	0.649	0.528	0.121	0.503	1.510
Changed an opinion	0.247	0.125	0.122	0.333	1.912
Wrote a letter	0.104	0.125	0.021	0.333	0.402
Bought a record	0.688	0.750	0.062	0.436	0.833
Called in an opinion	0.221	0.250	0.029	0.436	0.418
Other actions	0.052	0.069	0.017	0.256	0.445

M₁ = average rating of male teens; M₂ = average rating of female teens.

*t $\stackrel{>}{.05}$ 1.974; df = 147.

TABLE LXVI
 DIFFERENCES BETWEEN RESPONSES OF EARLY AND LATE
 TEENAGERS TO THE QUESTION, "HAVE YOU EVER TAKEN
 ONE OF THE FOLLOWING ACTIONS AS A RESULT
 OF RADIO LISTENING?"

Responses	M_1	M_2	d	SD	\underline{t}
Other actions	0.112	0.000	0.112	0.000	2.938*
Changed an opinion	0.112	0.275	0.163	0.450	2.577*
Bought a product	0.262	0.290	0.028	0.457	0.370
Attended an event	0.525	0.667	0.142	0.475	1.760
Wrote a letter	0.137	0.087	0.050	0.284	0.964
Bought a record	0.725	0.710	0.015	0.457	0.200
Called in an opinion	0.225	0.246	0.021	0.434	0.305

M_1 = average rating of early teens; M_2 = average rating of late teens.

* \underline{t} $\overset{>}{.05}$ 1.974; df = 147.

the question said they do discuss radio programs. Of the radio personnel, 85.3 per cent responded that they thought teenagers did discuss the radio programs to which they listen. Application of the X^2 test indicated a significant difference. (See Table LXVII)

TABLE LXVII

DIFFERENCES BETWEEN RESPONSES OF RADIO PERSONNEL AND TEENAGERS TO THE QUESTION, "DO YOU EVER DISCUSS RADIO PROGRAMS WITH OTHERS?"

Responses	Radio Personnel	Teenagers	Totals	X^2
Discuss programs	29	83	112	6.529*
Do not discuss programs	5	55	60	
No response	0	11	11	
Totals	34	149	183	

$$*X^2 \underset{.05}{\geq} 3.84; df = 1.$$

Male teenagers' responses compared to those of female teenagers. Forty males reported discussing radio programs with others while 29 responded that they did not discuss radio programs. Of the teenage girls, 43 said they discuss radio programs with others; 26 said they did not. The difference in these responses were not significant as is shown in Table LXVIII.

TABLE LXVIII

DIFFERENCES BETWEEN RESPONSES OF MALE AND FEMALE
TEENAGERS TO THE QUESTION, "DO YOU EVER DISCUSS
RADIO PROGRAMS WITH OTHERS?"

Responses	Male Teens	Female Teens	Totals	χ^2
Discuss programs	40	43	83	.2720
Do not discuss programs	29	26	55	
No response	8	3	11	
Totals	77	72	149	

$$*\chi^2 \stackrel{>}{.05} 3.84; df = 1.$$

Early teenagers' responses compared to those of late teenagers. Since a number of teenagers failed to respond to the question on radio program discussions, it was decided not to test for the early-late teen age grouping of this question. However, by number of responses, 47 of the early teens said they do not discuss radio programs. Of the late teens, 36 reported discussing radio programs with others, while 24 said they do not.

Radio Station Programming Directed to Teenagers

In order to determine radio station practices in radio programming directed to teenagers, a series of questions was asked. The first was to ascertain the frequency with which radio stations beam programs to the teen

audience, thus the question, "To what extent does your station currently program to teenagers?" Because of incomplete data this question was not treated statistically, however, the responses are reported in Table LXIX.

TABLE LXIX

FREQUENCY DISTRIBUTION OF RESPONSES BY RADIO PERSONNEL TO THE QUESTION, "TO WHAT EXTENT DOES YOUR STATION CURRENTLY PROGRAM TO TEENAGERS?"

Responses	Air Personalities	Other Radio Personnel	Total
Frequently	12	13	25
Occasionally			
Rarely	2	4	6
Never			
Totals	14	17	31

Categories of Programs Broadcast for Teens

A second question was asked to determine which, if any, of the categories of radio programs were broadcast for a teenage audience by radio stations in the study. Analysis of the question shows music receiving highest frequency of response as a program category directed to teenagers. The broadcasting of sports and information programs were also ranked higher than were news, discussion, religion, or other programs. In the 'other

program' category, radio personnel specified local school activities broadcast as a program type. Little variation occurred between the responses of air personalities and other radio personnel as is shown in Table LXX.

Teenage Audience Composition

While the responses given to the question, "Who do you think makes up the teenage radio listening audience," could not be handled statistically, there were some interesting response patterns. Responses of radio personnel tend to show that they think girls are more frequent radio listeners than are boys and that teens in grades nine through twelve are more frequent users of radio than seventh and eighth grade students. When analyzed by an "air personality"- "other radio personnel" breakdown, the responses revealed an interesting difference. Air personalities identified the teenage audience as predominantly composed of early teens (grades 7 through 10) while other radio personnel rated the 10th, 11th, 12th grade, and out of school teens as the major teenage radio consumer.

Perceived Times Teenagers Listen to Radio

Data from the question, "What days and hours are teenage radio programs broadcast by your station?", was insufficient to support an analysis.

TABLE LXX
 FREQUENCY DISTRIBUTION OF RESPONSES BY RADIO PERSONNEL
 TO THE QUESTION, "WHAT TYPES OF RADIO PROGRAMS
 BROADCAST BY YOUR STATION ARE DIRECTED
 TO A TEENAGE AUDIENCE?"

Responses	Air Personalities	Other Radio Personnel	Totals
Music	11	12	23
News	2		2
Information	4	4	8
Discussion	4	1	5
Religion	2	1	3
Sports	6	6	12
Other	1	1	2
Totals	30	25	55

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Radio as a medium of mass communication plays a pervasive part in the lives of American teenagers. The present study shows that teenagers spend nearly one-fifth of their waking hours per week during the school year listening to the radio. The amount of time becomes more significant when one considers that teenagers also spend time with other media such as television and motion pictures.

With a teen's exposure to radio equal to the amount of time spent in the classroom,* the question must be raised as to the influence of radio in the development of teen attitudes and values. Radio may have an important educational impact, but a number of questions need to be explored:

- Why does the teenager listen to the radio?
- On what basis does he select the programs to which he listens?

*Note--Teenagers spend six hours per day in school during an average of 175 days per year for a total school exposure of 1050 hours each year; this study, completed during the school year, revealed teenagers listening to the radio an average of 20.81 hours per week or 1082 hours per year.

- What influence does the personality on the air or the program sponsorship have on his listening?
- Does radio create an awareness and interest in a subject that can be expected to be influential in changing attitudes or in stimulating specific actions?
- Are there differences in listening habits dependent upon sex or age?

Conclusions

The major differences between the attitudes and values toward radio and the listening habits of male and female teens centered around the tendency for the girls to be more influenced by people as opposed to the boy's greater concern for program content. Girls reported listening to radio more than boys, had a greater interest in news, and were more concerned with the personal characteristics and the mannerisms of the air personalities than were the boys. The girls viewed a radio station's responsibility to keep the public informed as significantly more important than did boys. Girls also reported greater influence by friends on their listening habits than did boys.

Boys were more concerned with the program content when making radio listening selections than were girls. The boys tended to perceive themselves as more like their peers than did the girls. Boys thought other teens were less inclined to have reasons different from their own for

radio listening. Boys also reported listening by themselves to radio more than the girls did. The latter finding could be due to a greater tendency for boys to have car radios or to carry transistor radios; although, these variables were not investigated.

Because the major variations in teenage radio listening patterns were found to occur between the two age groupings, early and late teens, profiles of the early and late teen listeners have been drawn from the findings of this study.

A profile of early teen radio listening habits and attitudes. The junior-high age teenager, as pointed out by psychologists, is at an awkward and impressionable stage in his development. He is somewhat indiscriminating in his tastes and often unable to express why he likes or dislikes something. Although his world is enlarging and includes many friends, he is still highly dependent upon his immediate family. The present study revealed that characteristics such as the above have an impact on the early teenager's use of radio.

Over one-fourth of the early teens in this study responded that the specific content of a program had no effect on their listening choices; they often simply listen. Forty per cent of the early teenagers did not

respond to the question about the ways in which content influences their listening. Nearly 50 per cent said their general "interest in the subject" determined their listening choices.

Although a majority of the early teens were influenced to listen to a specific program by the personality on the air, 40 per cent could not identify ways in which air personalities influence their listening. Of those teens responding, the personal characteristics and mannerisms of the air personality were said to be the factors most influencing their radio listening.

Younger teens showed a marked tendency to be influenced more by family and less by peer group than the older teens. The younger group was more influenced in their radio listening by friends, parents, and siblings; the older group's responses showed primarily the influence of the peer group.

Two-thirds of the early teens report that program sponsorship has no effect on their radio listening.

The early teen listens to the radio somewhat less frequently than does the older teen, but the 18.86 hours each week he devotes to radio still accounts for over 16 per cent of his waking hours. Waking hours for both early and late teens were determined on the basis of 16 hours

per day. The early teen probably spends at least one to two hours more in sleep than does the older teenager, which would tend to make the percentage of waking time spent listening to the radio more nearly the same between the two age groups.

Nearly 90 per cent of the early teens own a personal radio. Eight per cent or more listen to the radio every day of the week except Sunday when the early teen radio listening audience drops by about a third. Early teens use the radio most frequently between 6:00 and 9:00 A.M. and 3:00 and 6:00 P.M. when over 70 per cent report listening. Sixty per cent listen between 6:00 and 9:00 P.M. and the figure drops to about 51.2 per cent between 9:00 P.M. and midnight.

Music programs are the favorite radio listening choice of early teenagers. They listen to the radio primarily for entertainment. Fifty per cent or more of the early teens also listen for news, relaxation, information, and weather reports. The early teen's preference for news and information programs is significantly lower than that of the late teen.

The majority of early teens prefer casual listening; although, over one-third desire program involvement.

Slightly over one-half of the early teens listen to the radio while alone.

Early teens communicate with others less about the radio programs they listen to than do late teens and are less likely to have a radio program recommended for their listening by others.

Early teens are definitely influenced by radio. Radio appears to be a significant factor in the selection and purchase of musical recordings by early teens. Over one-half of the early teens report that they have attended an event because of something they heard on the radio. Paradoxically, radio appears to be less influential in changing opinions of early teens than late teens. Although the responses were infrequent, the data suggest that early teens are the most frequent teen participants in radio contests and telephone request programs. This trend could be due to fewer outside activities as well as a lower degree of entertainment sophistication on the part of early teenagers.

In their attitudes toward radio station operation, younger teens place a high priority on a radio station's responsibility to entertain and inform the public. Early teens view the public, radio station management, and air personalities as the persons primarily responsible for determining radio programming.

A profile of late teens' radio listening habits and attitudes. The older teenager (grades 10, 11, or 12) is a heavy consumer of radio. He listens to the radio 23.25 hours per week or over 20 per cent of his waking time during the school year. The older teen girl is the most frequent teenage radio listener. Over ninety per cent of the late teens own a personal radio.

As is often suggested, music was the number one listening choice of the teens in this study. The older teen's tastes in radio listening are much broader than those of his younger counterpart. Music, news, information, and sports programs are all important in the listening patterns of the late teenager. His concern for the world around him is evidenced by his high interest in news and information programs.

The late teen also uses radio for a greater variety of reasons than does the early teen. Nearly 100 per cent of the late teens identified entertainment as a major reason for listening to the radio. But, 85 per cent of the late teens also responded that keeping up to date on the news is one of their uses of radio. Listening for relaxation, information, and the weather report were mentioned by 70 per cent or more of the late teens. Listening to sports, overwhelmingly a favorite of the male teen,

was also mentioned by a majority of the late teens of both sexes.

A variety of factors are involved in the program choices a late teenager makes. Intercommunication between teens plays a large part in their selection of radio programs. Nearly three-fourths of the late teens reported that radio programs are recommended to them by others. As might be expected, the peer group is most influential. Interestingly, and in contrast to the early teen response, no late teen named a sibling as the individual who most influenced his radio listening selections. But, when asked if they would listen to a specific radio program if it were recommended, one-fourth or more of the late teens replied that they would listen if it were recommended by their parents, teachers, brothers, or sisters.

Late teens show a higher degree of selectivity and discrimination in their radio listening habits than younger teenagers. Program content appears to be important in a late teenager's program selection. In addition, interest in the subject, the handling and format of the program, and the personal characteristics and mannerisms of the air personality are major factors determining older teen program choices. Older teen girls are also interested in the personal challenge provided in radio

programs. They want programs to challenge their thinking and ones from which they can learn rather than ones which "insult their intelligence." Program sponsorship is of minor importance to the late teenager as he selects his listening choices.

While a majority of the late teens prefer to be only casual listeners, nearly one-third want to be involved in the radio programs to which they listen.

Slightly over one-third of the late teens listen to the radio with other individuals while the remainder usually listen alone. Even though most older teens listen to the radio by themselves, a majority of teens do discuss programs to which they listen.

Radio can and does influence older teens. Most teens report that hearing a musical recording on the radio has influenced their purchase of a recording. And, over one-fourth or more of the older teens report that hearing something on the radio has influenced them to attend an event, change an opinion, or buy a specific product.

Older teens listen to the radio regularly throughout the week, but slightly more frequently on Fridays and Saturdays. During the school year over 70 per cent of the late teen respondents listen to the radio between six and nine in the morning and between three in the afternoon and

midnight. This finding is consistent with the American Research Bureau report showing that teenage listening is most frequent between those hours. The American Research Bureau finding further shows that the teenage audience represents a larger proportion of the total radio audience between nine and midnight than during other time periods due to the decline in adult listeners.³⁹ Older teen girls listen more frequently between six and nine in the evening than do boys.

Late teens feel that the public and radio station management are primarily responsible for determining the programs to be aired. The teens believe that the station's interest and need to attract and hold a listening audience and it's responsibility to meet the needs and interests of the public are the major factors in the choice of programming.

Teenage radio listening compared to radio personnel perceptions of teen radio listening. The findings of this study supported Mall's conclusion that many radio station personnel do not clearly understand their radio audiences and are unable to support their programming practices.⁴⁰

³⁹American Research Bureau, loc. cit.

⁴⁰Mall, op. cit., p. 32.

An analysis of individual radio personnel's interview schedules revealed interesting inconsistencies between their perceptions and the practices of their radio stations. This was particularly true of the responses of the majority of program directors who reported programming to teens beyond the hours they perceived teenagers to be listening. There were also inconsistencies between the ways radio personnel perceive teens to use radio and the types of programs provided for the teen listener.

Radio personnel tended to view their teenage audience as primarily an older teen audience, and thus their perceptions of the teenage radio audience are more consistent with older teen uses of radio than those of the total teenage audience. They thought teens used radio more for information, for sports, as a background for other activities, to stay awake, to go to sleep by, and for news than was indicated by the total teen response.

One of the striking contrasts found in this study involves the tendency for radio personnel to see teenagers as less idealistic than they really are about the role and function of radio. Radio personnel perceive that teens think recording stars and "top 40" music are very important in program determination. Radio personnel also believe teenagers feel station management preferences

dictate radio programming. Actually, teens think the public and the station's responsibility to keep the public informed are the major factors in programming determination.

Radio personnel expected teens to be more discriminating in their radio tastes than teens indicated they are. Eighty per cent of the teens indicated that content of a program is important in their listening selections; however, one-hundred per cent of the radio personnel thought program content influenced listening. The higher expectation of radio personnel may be due to their belief that the teenage audience is older than it is. Older teens are far more concerned with program content than are younger teens.

In general, radio personnel see the influence of air personalities as significantly more important to teenagers than was shown by the teen responses. Radio personnel listed radio as a stimulus for action and discussion more frequently than did the teens, thus, indicating their belief that radio is more influential to a teenager than it actually is.

Radio personnel as a group tend to underestimate the percentage of teenagers who listen to the radio. They perceive the teen radio audience as approximately

three-fourths of the actual teenage listening audience. There was little variation between radio personnel's overall estimation of the amount of time teens spend listening to the radio per week and the time they actually spend. Radio personnel misjudged the time periods when teens listen to the radio. Radio personnel believe that teens listen more frequently during the lunch hour, late evening (9:00 to midnight), afternoon 3:00 to 6:00 P.M.), and late night (midnight to 6:00 A.M.) time periods than they actually do listen.

The other radio personnel (radio station managers, program directors, and advertising salesman) tend to more clearly perceive teenagers' actual attitudes and preferences than do the air personalities. Air personalities feel that sponsorship is more influential to teenage listening selections than it is and they believe that teenagers are more interested in program involvement than is actually the case. It is the researcher's general observation that the air personalities employed by the radio stations in the study tended to be younger as a group than the other radio personnel. It could be that the difference in perceptions of the two groups is attributable to inexperience in audience analysis and a lack of radio training on the part of the air personalities. In addition,

air personalities may have more on-the-air contact with younger teens who tend to participate in telephone request programs and radio contests and, thus view younger teen behavior as characteristic of the total teenage audience.

Recommendations

There are important differences between the way teenagers perceive themselves and the way in which they are perceived by radio personnel. The tendency for radio personnel to misperceive the teenage audience is dysfunctional to teenagers and society in general. Radio personnel need to carefully analyze the needs and interests of their communities including the teenager, and to utilize the information gained from such studies in their programming.

The response of older teenagers in this study supports the general reaction and desire shown by today's youth for involvement with issues and ideas. Their concern for people is evidenced by youth participation in recent elections, work in ghettos, and through projects such as the "Up With People" program. Radio stations need to do more than provide disc jockey chatter. This study shows that programming for teens needs to be challenging as well as entertaining, stimulating as well as relaxing, and informative and directive rather than

aimless. The opportunity for audience involvement in radio should consist of more than request programs and contests. Radio stations can provide a forum for the ideas of our youth and can aid in the development of good adult and youth relationships. Interestingly, radio personnel perceived radio as a motivational force for discussion and as a stimulus for action yet when asked to respond specifically about programs for teenagers aired by their stations, they indicated little attention was given for teenage discussion programs.

The majority of teenagers show a concern for the content of a radio program. However, since one-fifth of the group tends to listen to radio regardless of what is being broadcast, the radio station carries a responsibility and tremendous challenge for quality programming. At the time when youth are forming their values and attitudes, radio's influence may be a significant variable. The fact that radio personnel perceive teenagers to be more discriminating than they are in their radio listening, does not relieve broadcasters of their responsibility for controlling program quality.

The selection of air personalities is important and should be made with care. Teens feel that informality and a sense of humor are important, but they also want the air

personality to be serious, to be organized, to use good grammar, and to show a genuine interest in his program. Many of the teen responses closely paralleled the reactions of adults in Troidahl and Skolnik's study with the comments that some air personalities are "too silly" and "insult my intelligence."⁴¹ Older teen girls, the most frequent teenage radio listeners, were particularly critical of aimless radio chatter.

Radio stations interested in the teen audience should establish teen advisory boards which include a cross section of teenagers by age and sex. At least one of the radio stations in the study is involved in the Junior Achievement program sponsoring a teen radio station. Further activities such as this could help to provide direction for radio personnel interested in reaching and understanding the teenage audience.

⁴¹Troidahl and Skolnik, op. cit., 64-65.

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APPENDIX

RADIO QUESTIONNAIRE

1. Do you listen to the radio?
 - a. yes _____
 - b. no _____

2. Do you personally own a radio?
 - a. yes _____
 - b. no _____

3. Rank the major reasons why you listen to the radio in order of their importance. Please specify any additional reasons you may have for listening to the radio.
 - a. news _____
 - b. information _____
 - c. weather report _____
 - d. sports _____
 - e. entertainment _____
 - f. relaxation _____
 - g. background _____
 - h. to stay awake _____
 - i. to go to sleep _____
 - j. _____
 - k. _____
 - l. _____

(please specify reason)

4. Of the following categories of radio programs, please rank the ones to which you listen in order of frequency of listening.
 - a. music _____
 - b. news _____
 - c. information _____
 - d. discussion _____
 - e. religion _____
 - f. sports _____
 - g. other _____

(please specify)

5. Please check the hours of the day when you listen to the radio.
 - a. 6:00 - 6:30 A.M. _____
 - b. 6:30 - 7:00 A.M. _____
 - c. 7:00 - 7:30 A.M. _____
 - d. 7:30 - 8:00 A.M. _____
 - e. 8:00 - 8:30 A.M. _____
 - f. 8:30 - 9:00 A.M. _____
 - g. 9:00 - 10:00 A.M. _____
 - h. 10:00 - 11:00 A.M. _____
 - i. 11:00 - 12:00 A.M. _____
 - j. 12:00 - 1:00 P.M. _____
 - k. 1:00 - 2:00 P.M. _____
 - l. 2:00 - 3:00 P.M. _____
 - m. 3:00 - 3:30 P.M. _____
 - n. 3:30 - 4:00 P.M. _____
 - o. 4:00 - 5:00 P.M. _____
 - p. 5:00 - 6:00 P.M. _____
 - q. 6:00 - 7:00 P.M. _____

- r. 7:00 - 8:00 P.M. _____
- s. 8:00 - 9:00 P.M. _____
- t. 9:00 -10:00 P.M. _____
- u.10:00 -11:00 P.M. _____
- v.11:00 -12:00 P.M. _____
- w.12:00 - 1:00 A.M. _____
- x. 1:00 - 6:00 A.M. _____

6. Please check the days of the week when you listen to the radio.
- a. Sunday _____
 - b. Monday _____
 - c. Tuesday _____
 - d. Wednesday _____
 - e. Thursday _____
 - f. Friday _____
 - g. Saturday _____

7. Estimate the number of hours you spend listening to the radio each week.
- _____

8. Do you think other teenagers listen about the same amount of time that you do or do they listen more or less frequently.
- a. more _____
 - b. less _____
 - c. same _____

9. Do you usually listen to the radio by yourself or do you sometimes listen with one or more other individuals?
- a. alone _____
 - b. with others _____

10. If you do listen with others, do you ever discuss the program with them?
- a. yes _____
 - b. no _____

11. Name two or more specific radio programs you listen to most.
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

12. Please list in order of importance the reasons you select the programs you mentioned above.
- _____
- _____
- _____
- _____
- _____
- _____

13. Do you think other teenagers have different reasons for their choice of programs? If so, please list the reasons.
- _____
- _____
- _____
- _____
14. Does anyone ever recommend a radio program to you?
- a. yes _____
- b. no _____
15. If others do recommend programs to you, who are they?
- a. friend _____
- b. brother or sister _____
- c. parent _____
- d. teacher _____
- e. other _____
(please specify)
16. What individual or group of individuals would influence you most to listen to a specific program?
- _____
17. Which program would you prefer --one in which you can become involved or participate in or one to which you simply listen?
- a. involved or participate in _____
- b. simply listen _____
18. Why do you think radio stations broadcast the programs they do?
- _____
- _____
- _____
- _____
19. Who do you think determines what a radio station will broadcast?
- _____
- _____
- _____
20. Have you ever taken one of these actions as a result of something you heard on the radio?
- a. bought a product _____
- b. attended an event _____
- c. changed an opinion _____
- d. wrote a letter _____
- e. bought a record _____
- f. called in an opinion _____
- g. other _____
(please specify)

21. Does the content of the radio program influence whether you will listen or not? a. yes _____
b. no _____
22. If you are influenced by content, please list the reasons why or how. _____

23. Are you influenced to listen to a program because of the people participating in the program? a. yes _____
b. no _____
24. What is there about the participants that influences you to listen or not to listen? _____

25. Would you be likely to listen to a specific program if one of the following individuals asked you to listen? a. parents _____
b. teachers _____
c. friends _____
d. brother or sister _____
26. Would you ever turn off a radio program because of the sponsor? a. yes _____
b. no _____
27. Please check your age. a. 13 _____
b. 14 _____
c. 15 _____
d. 16 _____
e. 17 _____
f. 18 _____
g. 19 _____
28. Please check your sex. a. male _____
b. female _____

RADIO QUESTIONNAIRE

Please complete the following questionnaire and return it to your station manager by Thursday, December 5, 1968. (Use your best judgment when responding.)

1. What percentage of teenagers listen to the radio? _____

2. What percentage of teenagers personally own a radio? _____

3. Rank, in order of their importance, the major reasons why you believe teenagers listen to the radio. Please specify any additional reasons you think they may have for listening to the radio.

(please specify reasons)

a. news _____
b. information _____
c. weather report _____
d. sports _____
e. entertainment _____
f. relaxation _____
g. background _____
h. to stay awake _____
i. to go to sleep _____
j. _____
k. _____
l. _____

4. Of the following categories of radio programs, please rank, in order of frequency, the ones to which you think teens listen.

a. music _____
b. news _____
c. information _____
d. discussion _____
e. religion _____
f. sports _____
g. other _____

(please specify)

5. Please check the hours of the day that you think teenagers listen to the radio.

a. 6:00 - 6:30 A.M. _____
b. 6:30 - 7:00 A.M. _____
c. 7:00 - 7:30 A.M. _____
d. 7:30 - 8:00 A.M. _____
e. 8:00 - 8:30 A.M. _____
f. 8:30 - 9:00 A.M. _____
g. 9:00 - 10:00 A.M. _____
h. 10:00 - 11:00 A.M. _____
i. 11:00 - 12:00 A.M. _____
j. 12:00 - 1:00 P.M. _____
k. 1:00 - 2:00 P.M. _____
l. 2:00 - 3:00 P.M. _____
m. 3:00 - 3:30 P.M. _____

- n. 3:30 - 4:00 P.M. _____
- o. 4:00 - 5:00 P.M. _____
- p. 5:00 - 6:00 P.M. _____
- q. 6:00 - 7:00 P.M. _____
- r. 7:00 - 8:00 P.M. _____
- s. 8:00 - 9:00 P.M. _____
- t. 9:00 -10:00 P.M. _____
- u. 10:00 -11:00 P.M. _____
- v. 11:00 -12:00 P.M. _____
- w. 12:00 - 1:00 A.M. _____
- x. 1:00 - 6:00 A.M. _____

6. Please check the days of the week that you think teenagers listen to the radio.

- a. Sunday _____
- b. Monday _____
- c. Tuesday _____
- d. Wednesday _____
- e. Thursday _____
- f. Friday _____
- g. Saturday _____

7. Please estimate the number of hours you think teenagers spend listening to the radio each week.

8. Do you believe teenagers usually listen to the radio by themselves or with one or more other individuals?

- a. alone _____
- b. with others _____

9. Do you believe teenagers discuss the radio programs to which they listen?

- a. yes _____
- b. no _____

10. Name two or more specific radio programs which you think teenagers listen to most frequently. (Programs need not be restricted to your station.)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

11. Please list in order of importance the reasons you think teenagers select the programs you mentioned above.

12. Who do you think influences teenagers choice of radio programs?

13. What individual or group of individuals do you feel would influence teenagers most to listen to a specific program?

14. Which type of program do you think teenagers prefer -- one in which they can become involved or participate in or one to which they simply listen?
 a. involved or participate in _____
 b. simply listen _____
15. What reasons do you think a teenager would give for radio stations broadcasting the programs they do?

16. Who do you think teenagers would name as determining radio program content?

17. Do you feel teenagers would be influenced to take one of these actions as a result of something they heard on the radio?
 a. buy a product _____
 b. attend an event _____
 c. change an opinion _____
 d. write a letter _____
 e. buy a record _____
 f. call in an opinion _____
 g. other _____

 (please specify)
18. Do you believe the content of the radio program influences whether teenagers will listen or not?
 a. yes _____
 b. no _____
19. Please list the reasons why or how radio program content influences teenagers.

20. Do you believe teenagers are influenced to listen to a program because of the people participating in the program?
 a. yes _____
 b. no _____

21. What characteristics of the participants do you believe influences teenagers to listen or not to listen to a program? _____

22. Do you feel that teenagers would be likely to listen to a specific program if one of the following individuals asked them to listen?
 a. parents _____
 b. teachers _____
 c. friends _____
 d. brother or sister _____
23. Do you believe teenagers ever turn off a radio program because of the sponsor?
 a. yes _____
 b. no _____
24. To what extent does your station currently program to teenagers?
 a. frequently _____
 b. occasionally _____
 c. rarely _____
 d. never _____
25. What types of programs, broadcast by your station, are directed to a teenage audience?
 a. music _____
 b. news _____
 c. information _____
 d. discussion _____
 e. religion _____
 f. sports _____
 g. other _____
 (Please specify)
26. What days and hours are teenage radio programs broadcast by your station?

27. Who do you think makes up the teenage radio listening audience?
 a. boys _____
 b. girls _____
 c. 7th graders _____
 d. 8th graders _____
 e. 9th graders _____
 f. 10th graders _____
 g. 11th graders _____
 h. 12th graders _____
 i. out of school teens _____

28. Please check your position.

- a. program director
- b. station manager
- c. announcer
- d. disc jockey
- e. advertising
 salesman