

Enabling through Community Radio: Evaluating the role of community radio in women empowerment through Social Media Skill development and Educational Access

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Abstract

Community radio has emerged as a vital medium for development, particularly in marginalized communities. This research examines the impact of community radio stations (CRS) on women's lives, focusing on social media skills, programming innovation, personal and family decision-making, and educational access. Data analysis reveals that younger women (aged 15-25) show a high propensity to acquire social media skills through CRS, with 75% reporting skill acquisition. The 36-45 age groups demonstrate highest engagement in family discussions on health care, hygiene, family planning, and child education (94.5%). Utilization of government programs is prevalent, with 66.7% of respondents availing benefits, highest among the 36-45 age groups. Despite observed trends, chi-square tests indicate no significant age-related or educational level-related differences in social media skill acquisition and government benefit utilization, suggesting other influential factors. The study highlights the need for comprehensive strategies addressing multiple determinants to enhance empowerment and participation among women through community radio.

Keywords: community radio; women's empowerment; social media skills; digital literacy; programming innovation; family decision-making; educational access; government benefits; community engagement.

Introduction

Community radio has long been recognized as a powerful tool for fostering local development, particularly in underserved and marginalized communities. Its ability to reach broad audiences, including those in remote areas, makes it a valuable medium for information dissemination and community engagement. Recent advancements in technology and the rise of digital platforms have expanded the role of community radio beyond traditional broadcasting, incorporating elements of social media and digital literacy. This research examines how community radio stations (CRS) enable women by assessing their impact on various facets of women's lives, including social media skills, personal and family decision-making, and educational access.

One significant aspect of this study is the exploration of how CRS contribute to the development of social media skills among women. Social media platforms have become integral to modern communication, and proficiency in these tools is essential for personal and professional growth. Community radio stations often engage in capacity-building activities, including training sessions on digital literacy and social media use. By investigating these initiatives, this research aims to determine how effectively CRS enhance women's ability to navigate and utilize social media for their empowerment (Lal, 2020; Sulaiman & Shafeeq, 2018).

The innovation in programming is another critical area of focus. Community radio provides a platform for experimenting with diverse formats and content, which can include educational programs, discussions on social issues, and interactive sessions. This research will evaluate whether CRS have encouraged women to experiment with new formats in radio programming and how this innovation influences their skills and confidence. The ability to create and manage diverse content may also reflect broader skill development and influence community engagement (Rao, 2019; Khan & Ashraf, 2021).

Empowerment through community radio extends to personal and family decision-making processes. Effective decision-making is crucial for women's agency and autonomy, impacting areas such as family issues, children's education, and financial management. This study will assess how participation in community radio influences women's roles in decision-making within their families and communities. By exploring these dynamics, the research will shed light on how media engagement can empower women to take active roles in managing their lives and resources (Sen & Mukherjee, 2018; Das, 2021).

Educational access for women remains a significant challenge in many regions, especially in rural areas where community radio is prevalent. This research will examine how CRS address barriers to education, including the availability of schools or centers for old-age women's education and the difficulties faced in accessing schools or colleges for girls. Understanding how community radio addresses these issues can provide insights into its role in facilitating educational opportunities and promoting lifelong learning (Patel & Khan, 2022; Mehta & Singh, 2021).

In addition to skill enhancement, CRS serve as critical conduits for the dissemination of information relevant to women's development. These stations provide a platform for sharing valuable information on health, education, and economic opportunities, which are often tailored to the local context and needs. By broadcasting content that addresses issues such as healthcare, hygiene, family planning, and child education, CRS help raise awareness and inform women about important topics that directly impact their lives. This localized approach ensures that the information is relevant and accessible, making it easier for women to apply this knowledge in their daily lives (Jain & Kumar, 2020; Patel & Khan, 2022).

Furthermore, the interactive nature of community radio allows for real-time engagement and feedback from listeners. Women can actively participate in discussions, ask questions, and share their experiences, creating a dynamic and participatory learning environment. This engagement not only reinforces the information being shared but also builds a sense of community and support among women listeners. Through these interactive sessions, CRS foster a culture of continuous learning and empowerment, enabling women to stay informed and connected (Bhatia & Sharma, 2019; Gupta, 2020).

Community Radio Stations significantly impact women's empowerment by facilitating their participation in family decision-making processes. By providing a platform for women to voice their concerns and share their perspectives, CRS encourage greater involvement in discussions related to family issues, children's education, and financial management. This participation is crucial for enhancing women's agency and autonomy within the household. Studies have shown that women who engage with CRS are more likely to assert their opinions and take an active role in decision-making, thereby challenging traditional gender norms and fostering a more equitable family dynamic (Sen & Mukherjee, 2018; Das, 2021).

In terms of educational opportunities, CRS are instrumental in addressing barriers to education for women and girls. By promoting the importance of education and providing information on available educational resources, community radio encourages families to prioritize schooling for their daughters. Additionally, CRS often collaborate with educational institutions and NGOs to offer literacy programs, vocational training, and adult education classes, thereby expanding access to learning for women of all ages. These initiatives not only improve educational outcomes but also enhance women's employability and economic independence (Mehta & Singh, 2021; Patel & Khan, 2022).

Review of literature

Lal (2020) explores the role of community radio in enhancing digital literacy and social media skills among rural women. The study highlights that community radio stations provide essential training programs on social media usage, helping women to stay connected and informed. These programs not only boost confidence but also enable women to participate more actively in digital platforms. By bridging the digital divide, community radio facilitates a broader dissemination of information and encourages the use of social media for personal and professional growth.

Sharma, L., & Gupta, A. (2024) in the study on 'Community radio broadcasting: regaining the lost faith and authenticity

of radio broadcasting in India 'highlights the crucial role of community radio in contemporary broadcasting services in India and identifies that by operating on a low-cost, low-return model, community radio manages to inform, educate, and engage its audience in a way that is both distinctive and impactful. The findings suggest that community radio has the potential to restore the credibility and authenticity of radio broadcasting, particularly in rural areas where other media forms may fail to resonate with the local populace.

Rao (2019) examines how community radio encourages innovative programming and the engagement of women in content creation. The study finds that women involved in community radio are more likely to experiment with diverse programming formats, which enhances their creativity and technical skills. This participation fosters a sense of ownership and empowerment, as women can tailor content to address local issues and interests. The study underscores the importance of community radio in providing a platform for women to express their voices and engage in meaningful dialogue.

The study by Dr. Lokesh Sharma (2023) investigates the role of community radio stations in sustaining and promoting rural industries and entrepreneurship in Rajasthan, India findings reveal that community radio stations play a crucial role in creating awareness about rural industries. They provide a platform for local talents to showcase their work, thereby promoting indigenous crafts and sustaining local businesses.

Sen and Mukherjee (2018) focus on the role of community radio in enhancing women's participation in family decision-making processes. The research indicates that women who actively listen to and participate in community radio programs are more informed and confident in voicing their opinions within their households. This increased involvement in decision-making is linked to improved family dynamics and greater gender equality. The study emphasizes that community radio serves as a catalyst for social change by empowering women to take active roles in their families.

The findings of the study done by Pareek, R., Sharma, L., & Drolia, R. (2023) indicates that community radio has a significant impact on the empowerment of rural women and felt more informed about their rights and more capable of participating in social, political, and economic activities. Besides the study highlights the importance of community radio as a tool for education and empowerment, particularly in rural areas where other forms of media may not be as accessible or relevant.

Jain and Kumar (2020) investigate how community radio stations facilitate women's access to government programs and schemes. The study shows that community radio effectively disseminates information about various government initiatives, helping women understand and utilize available resources. This access is particularly crucial in rural areas, where information often fails to reach the intended beneficiaries. By bridging this information gap, community radio enhances women's ability to improve their socio-economic conditions.

Mehta and Singh (2021) explore the role of community radio in promoting educational access for women. The study highlights that community radio addresses barriers to education by providing information on educational opportunities and resources. Additionally, community radio often collaborates with educational institutions to offer literacy programs and vocational training. These initiatives significantly enhance women's educational attainment and contribute to their overall empowerment.

In a study on 'Effectiveness of Community Radio in Preservation and Promotion of the Indigenous Culture' Sharma, L., Rathore, H., & Sharma, G. (2021) reveal that community radio stations in Rajasthan play a crucial role in preserving and promoting the state's indigenous culture. These stations broadcast programs that highlight local folk art, music, traditions, and cultural practices. By doing so, they ensure that these cultural elements are not only preserved but also shared with wider audiences, thereby promoting cultural continuity and appreciation.

Gupta (2020) evaluates the impact of community radio on social media skills among rural women. The research finds that community radio stations that integrate social media training into their programs significantly improve women's digital literacy. This skill enhancement is linked to broader social and economic empowerment, as women become more capable of utilizing social media for networking, information sharing, and advocacy. The study underscores the transformative potential of community radio in the digital age.

Sharma, L., Kiran, P., & Kumar, G. (2022) research on 'Community radio developing the skills of self-expression and public speaking in rural communities' reveal that community radio stations in Rajasthan play a crucial role in preserving and promoting the state's indigenous culture. These stations broadcast programs that highlight local folk art, music, traditions, and cultural practices. By doing so, they ensure that these cultural elements are not only preserved but also shared with wider audiences, thereby promoting cultural continuity and appreciation.

Research Gap

There is a lack of comprehensive studies that specifically examine the direct impact of Community Radio Stations on the development of social media skills, innovation in radio programming, and the effective dissemination of information on women development. Existing research does not sufficiently address the multifaceted impact of Community Radio Stations on women's empowerment, particularly in the context of their roles in family decision-making, utilization of government programs and schemes and the challenges faced in overcoming barriers

Significance of the Study

This research aims to contribute to the broader understanding of community radio's role in women's empowerment. By evaluating its impact across multiple domains, the study will provide valuable insights for policymakers, community leaders, and organizations working towards gender equality and empowerment. The findings will also offer practical recommendations for enhancing the effectiveness of community radio in supporting women's development (Bhatia & Sharma, 2019; Gupta, 2020).

Objectives:

- To evaluate the role of Community Radio Stations (CRS) in enhancing social media skills and facilitating the dissemination of information on development of women.
- To assess the impact of Community Radio Stations on women's empowerment, focusing on access to government programs and schemes, educational opportunities.

Research Questions:

- How do Community Radio Stations (CRS) contribute to the enhancement of social media skills, innovation in radio programming, and the dissemination of information on development of women?
- What is the impact of Community Radio Stations on women's empowerment, particularly in terms of access to government programs and educational opportunities?

Hypothesis

- **Hypothesis:** Community Radio Stations (CRS) significantly enhance women's social media skills, foster innovation in radio programming, and effectively disseminate information on development of women.
- **Hypothesis:** Community Radio Stations (CRS) have a positive impact on women's empowerment by improving their access to government programs and schemes and reducing barriers.

Research Methodology

- To assess these impacts comprehensively, a mixed-methods approach will be utilized, combining quantitative surveys with qualitative interviews and case studies. This methodology will provide a robust analysis of how community radio contributes to women's empowerment through various dimensions, including social media skills, decision-making capabilities, and educational access (Yadav & Patel, 2021; Verma & Chandra, 2022).

Sampling

A two-stage sampling process has been used to select the sample of CRS and community radio volunteers. In first stage

the sample of CRS has been selected and in second stage the sample of community radio volunteers has been selected.
Selection of CRS

At present (at the time of writing) more than 20 community radio stations are operational in the Rajasthan state of India. The selection criteria of CRS was based on some distinguished characteristics of the CRS i.e., 1) The old and established community radio stations (CRS) working for last 15 years. 2) The CRS in institutions for women. 3) the CRS serving a well-defined and identified community. Meeting the criteria two community radio stations Radio Banasthali 90.4 FM and Radio 7 were selected through the purposive sampling method of probability techniques.

Selection of women volunteers

The women volunteers who are associated with community radio stations for more than five years and who are actively involved in the program production. These women were considered as respondents for this study. A list of active women volunteers was provided by the Community Radio stations and following the list all 153 women volunteers associated with the selected community radio stations were considered for the census survey. The table shows the number of respondents of the selected community radio stations participated in the survey.

Table1.1: Number of respondents

S.No	Name of CRS	No. of volunteers
1.	Radio Banasthali	130
2.	Radio 7	23

A sample of 153 women volunteers has been taken using census method. Primary data have been gathered through interviews schedule, while secondary data have been obtained from published materials and online resources. The collected data have been analysed using SPSS and other statistical tools, and the findings were documented accordingly. Additionally, the content of the radio programs was analysed using thematic analysis.

Data Analysis and Interpretation

Age variable

Learning social media skills through the CRS

Age years				Total	
		No	Yes		
	15-25	Count	8	24	32
		% within	25.0%	75.0%	100.0%
		% within	12.5%	27.0%	20.9%
	26-35	Count	21	23	44
		% within	47.7%	52.3%	100.0%
		% within	32.8%	25.8%	28.8%
	36-45	Count	23	32	55
		% within	41.8%	58.2%	100.0%
		% within	35.9%	36.0%	35.9%
46-55	Count	10	8	18	
	% within	55.6%	44.4%	100.0%	
	% within	15.6%	9.0%	11.8%	
Above 55	Count	2	2	4	
	% within	50.0%	50.0%	100.0%	
	% within	3.1%	2.2%	2.6%	
Total	Count	64	89	153	
	% within	41.8%	58.2%	100.0%	
		100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.857 ^a	4	.210
Likelihood Ratio	6.062	4	.195
N of Valid Cases	153		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.67.

The data presents the relationship between age and the acquisition of social media skills through the CRS. Among the 15-25 age group, 75% of the 32 respondents reported learning social media skills, while 25% did not. This group accounts for 20.9% of the total respondents, with a higher tendency to acquire social media skills.

In the 26-35 age groups, 52.3% of the 44 respondents reported learning social media skills, and 47.7% did not. This group represents 28.8% of the total respondents, showing a balanced but slightly lower engagement compared to the younger group. For those aged 36-45, 58.2% of the 55 respondents reported learning social media skills, while 41.8% did not. This group forms the largest segment at 35.9% of the total respondents, indicating substantial participation in learning social media skills through the CRS.

The 46-55 age group saw 44.4% of the 18 respondents learning social media skills and 55.6% not. In the above 55 age group, 50% of the 4 respondents reported learning social media skills, and 50% did not. Overall, 58.2% of the 153 total respondents reported learning social media skills, while 41.8% did not, suggesting a significant but varied engagement across age groups.

The chi-square tests, including Pearson Chi-Square and Likelihood Ratio, indicate no statistically significant difference in social media skill acquisition among the age groups, with p-values of .210 and .195, respectively, implying age does not significantly impact the likelihood of learning social media skills through the CRS.

Expressing views regarding Health care/hygiene/ Family planning/Child Education, family

		Age years		Total
		No	Yes	
15-25	Count	8	24	32
	% within	25.0%	75.0%	100.0%
	% within	33.3%	18.6%	20.9%
26-35	Count	8	36	44
	% within	18.2%	81.8%	100.0%
	% within	33.3%	27.9%	28.8%
36-45	Count	3	52	55
	% within	5.5%	94.5%	100.0%
	% within	12.5%	40.3%	35.9%
46-55	Count	5	13	18
	% within	27.8%	72.2%	100.0%
	% within	20.8%	10.1%	11.8%
Above 55	Count	0	4	4

		% within Age yrs	0.0%	100.0%	100.0%
		% within	0.0%	3.1%	2.6%
Total		Count	24	129	153
		% within Age yrs	15.7%	84.3%	100.0%
		% within	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.394 ^a	4	.052
Likelihood Ratio	10.666	4	.031
N of Valid Cases	153		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is .63.

The data examines the extent to which individuals express their views or concerns regarding health care, hygiene, family planning, and child education within their families across different age groups. Among the 15-25 age group, 75% of the 32 respondents reported expressing these concerns, while 25% did not. This group constitutes 20.9% of the total respondents, indicating a strong engagement in family discussions on these topics.

In the 26-35 age group, 81.8% of the 44 respondents expressed their views, compared to 18.2% who did not. This age group makes up 28.8% of the total respondents, showing a high level of participation in family discussions on health and related concerns. For the 36-45 age group, 94.5% of the 55 respondents reported expressing their concerns within their families, while only 5.5% did not. This group represents the largest segment at 35.9% of the total respondents, highlighting a very high level of involvement in family discussions regarding health, hygiene, family planning, and child education.

In the 46-55 age group, 72.2% of the 18 respondents indicated they expressed these concerns, while 27.8% did not. For the above 55 age group, all 4 respondents reported expressing their views, making this group the smallest segment at 2.6% of the total respondents. Overall, 84.3% of the total 153 respondents expressed their views on these important topics within their families, while 15.7% did not.

The chi-square tests, including Pearson Chi-Square and Likelihood Ratio, show p-values of .052 and .031, respectively, suggesting that there is a borderline significant difference in responses among age groups, with a slightly stronger indication of significance from the likelihood ratio. This implies that age may have some influence on the likelihood of expressing views on health and related topics within families.

Availing benefits of government programmes and schemes

Age years				Total
		No	Yes	
15-25	Count	7	25	32
	% within	21.9%	78.1%	100.0%
	% within	13.7%	24.5%	20.9%
26-35	Count	16	28	44
	% within	36.4%	63.6%	100.0%
	% within	31.4%	27.5%	28.8%
36-45	Count	17	38	55

		% within	30.9%	69.1%	100.0%
		% within	33.3%	37.3%	35.9%
	46-55	Count	10	8	18
		% within	55.6%	44.4%	100.0%
		% within	19.6%	7.8%	11.8%
	Above 55	Count	1	3	4
		% within	25.0%	75.0%	100.0%
		% within	2.0%	2.9%	2.6%
	Total	Count	51	102	153
% within		33.3%	66.7%	100.0%	
% within		100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.343 ^a	4	.175
Likelihood Ratio	6.220	4	.183
N of Valid Cases	153		

- a. cells (20.0%) have expected count less than 5. The minimum expected count is 1.33.

The data explores respondents' utilization of government programs and schemes across different age groups. In the 15-25 age bracket, 78.1% of the 32 respondents reported availing benefits, while 21.9% did not. This age group constitutes 20.9% of the total respondents, with 24.5% of the "yes" responses attributed to them.

For the 26-35 age group, 63.6% of the 44 respondents reported availing benefits, while 36.4% did not. This age group represents 28.8% of the total respondents, with 27.5% of the "yes" responses coming from this bracket. In the 36-45 age group, 69.1% of the 55 respondents reported availing benefits, while 30.9% did not. This group constitutes the largest segment at 35.9% of the total respondents, with 37.3% of the "yes" responses attributed to them.

In the 46-55 age group, 44.4% of the 18 respondents reported availing benefits, while 55.6% did not. Above 55 age group, comprising 4 respondents, showed that 75% of them are availing benefits, while 25% are not. This group represents 2.6% of the total respondents, with 2.9% of the "yes" responses attributed to them. Overall, 66.7% of the total 153 respondents reported availing benefits of government programs and schemes, while 33.3% indicated otherwise.

The chi-square tests reveal no statistically significant difference in responses among the age groups. The Pearson Chi-Square value of 6.343 and a p-value of .175, as well as a likelihood ratio test with a p-value of .183. This suggests that age does not significantly influence the utilization of government programs and schemes.

Education variable
Learning social media skills through the CRS

Education				Total
		No	Yes	
Graduate /Post Graduate	Count	6	11	17
	% within	35.3%	64.7%	100.0%
	% within	9.4%	12.4%	11.1%
Illiterate	Count	6	2	8
	% within	75.0%	25.0%	100.0%
	% within	9.4%	2.2%	5.2%
Literate but no formal education	Count	5	5	10
	% within	50.0%	50.0%	100.0%
	% within	7.8%	5.6%	6.5%
Others (Specify)	Count	1	0	1
	% within	100.0%	0.0%	100.0%
	% within	1.6%	0.0%	0.7%
School up to 5 years (Class1-5)	Count	5	6	11
	% within	45.5%	54.5%	100.0%
	% within	7.8%	6.7%	7.2%
School up to 6-9 years (Class 6-9)	Count	15	11	26
	% within	57.7%	42.3%	100.0%
	% within	23.4%	12.4%	17.0%
SSLC/HSC	Count	9	12	21
	% within	42.9%	57.1%	100.0%
	% within	14.1%	13.5%	13.7%
Under Graduate	Count	17	42	59
	% within	28.8%	71.2%	100.0%
	% within	26.6%	47.2%	38.6%
Total	Count	64	89	153
	% within	41.8%	58.2%	100.0%

	% within	100.0%	100.0%	100.0%
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Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.446 ^a	7	.087
Likelihood Ratio	12.943	7	.074
N of Valid Cases	153		

a. 6 cells (37.5%) have expected count less than 5. The minimum expected count is .42.

The table examines the relationship between different educational levels and the acquisition of social media skills through CRS. The data categorizes participants by education and whether they learned social media skills (Yes) or not (No). The figures are shown as raw counts and percentages within each educational category and within the overall skill acquisition categories.

For individuals with Graduate/Post Graduate (General) education, 64.7% reported learning social media skills through CRS, while 35.3% did not. This group makes up 11.1% of the total participants, with 12.4% of those learning social media skills belonging to this educational background. Illiterate individuals, however, show a stark contrast, with only 25% gaining social media skills and 75% not acquiring them. They constitute 5.2% of the total sample, indicating a significant disparity in skill acquisition based on educational attainment.

Participants with "Literate but no formal education" show an even split, with 50% reporting learning social media skills. Those educated up to Class 5 display a slight majority (54.5%) learning these skills. Meanwhile, participants with education up to Class 6-9 have 42.3% reporting social media skills acquisition, indicating a balanced but slightly lower trend compared to technical skills.

However, the Chi-Square Tests indicate a less robust association compared to technical skills, with a Pearson Chi-Square value of 12.446 (df=7, p=.087), suggesting that while there is a noticeable trend, it is not statistically significant at the conventional 0.05 level. This indicates that educational level and social media skill acquisition through CRS are related, but other factors might also play significant roles.

Expressing views regarding Health care/hygiene/ Family planning/Child Education, in your family

Education					Total
			No	Yes	
Graduate /Post Graduate (General)	Count	5	12	17	
	% within	29.4%	70.6%	100.0%	
	% within	20.8%	9.3%	11.1%	
Illiterate	Count	0	8	8	
	% within	0.0%	100.0%	100.0%	
	% within	0.0%	6.2%	5.2%	
Literate but no formal education	Count	0	10	10	
	% within	0.0%	100.0%	100.0%	

	% within	0.0%	7.8%	6.5%
Others (Specify)	Count	0	1	1
	% within	0.0%	100.0%	100.0%
	%withi	0.0%	0.8%	0.7%
School up to 5 years (Class1-5)	Count	1	10	11
	% within	9.1%	90.9%	100.0%
	% within	4.2%	7.8%	7.2%
School up to 6-9 years (Class 6-9)	Count	4	22	26
	% within	15.4%	84.6%	100.0%
	% within	16.7%	17.1%	17.0%
SSLC/HSC	Count	4	17	21
	% within	19.0%	81.0%	100.0%
	% within	16.7%	13.2%	13.7%
Under Graduate	Count	10	49	59
	% within	16.9%	83.1%	100.0%
	% within	41.7%	38.0%	38.6%
Total	Count	24	129	153
	% within	15.7%	84.3%	100.0%
	% within	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.571 ^a	7	.475
Likelihood Ratio	9.162	7	.241
N of Valid Cases	153		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is .16.

The table explores the relationship between educational levels and the expression of views on health-related issues within the family. It categorizes participants by their education level and whether they express their concerns (Yes) or not (No). The data is shown in both raw counts and percentages within each educational category and within the overall expression categories.

For individuals with Graduate/Post Graduate (General) education, 70.6% express their views on health-related issues, while 29.4% do not. This group represents 11.1% of the total participants, with 9.3% of those expressing concerns coming from this educational background. Notably, all Illiterate participants (100%) express their views on these issues, representing 5.2% of the total sample, suggesting that even without formal education, individuals are still likely to engage in health-related discussions within their families.

Participants with "Literate but no formal education" also show full engagement, with 100% expressing their views on health-related issues, indicating that literacy alone, even without formal education, encourages participation in family health discussions. Those with education up to Class 5 show a high engagement rate, with 90.9% expressing concerns, highlighting that even minimal formal education can lead to active participation in health-related family discussions.

The Under Graduate category stands out, with 83.1% expressing their views on health-related issues. This category constitutes 38.6% of the total sample, indicating a strong correlation between higher education and active participation

in family health discussions. Participants with education up to Class 6-9 and those with SSLC/HSC also show high engagement rates of 84.6% and 81.0% respectively, further emphasizing the trend that higher educational levels are associated with increased expression of health-related concerns within the family.

The Chi-Square Tests reveal a Pearson Chi-Square value of 6.571 with a significance level of .475, indicating no statistically significant association between educational level and the likelihood of expressing views on health-related issues within the family. This suggests that while there are variations in participation rates across different educational levels, these differences are not statistically significant, and individuals across all educational backgrounds are likely to engage in discussions about health, hygiene, family planning, and child education within their families.

Availing benefits of government’s programmes and schemes

Education				Total	
		No	Yes		
Education	Graduate /Post Graduate (General)	Count	6	11	17
		% within	35.3%	64.7%	100.0%
	Illiterate	% within	11.8%	10.8%	11.1%
		Count	3	5	8
	Literate but no formal education	% within	37.5%	62.5%	100.0%
		% within	5.9%	4.9%	5.2%
	Others (Specify)	Count	4	6	10
		% within	40.0%	60.0%	100.0%
	School up to 5 years (Class 1-5)	% within	7.8%	5.9%	6.5%
		Count	1	0	1
	School up to 6-9 years (Class 6-9)	% within	100.0%	0.0%	100.0%
		% within	2.0%	0.0%	0.7%
	SSLC/HSC	Count	6	5	11
		% within	54.5%	45.5%	100.0%
	Under Graduate	% within	11.8%	4.9%	7.2%
		Count	12	14	26
	Under Graduate	% within	46.2%	53.8%	100.0%
		% within	23.5%	13.7%	17.0%
	Total	Count	7	14	21
		% within	33.3%	66.7%	100.0%
% within		13.7%	13.7%	13.7%	
Total	Count	12	47	59	
	% within	20.3%	79.7%	100.0%	
	% within	23.5%	46.1%	38.6%	
Total	Count	51	102	153	
	% within	33.3%	66.7%	100.0%	
	% within	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.925 ^a	7	.142
Likelihood Ratio	11.274	7	.127
N of Valid Cases	153		

a. 5 cells (31.3%) have expected count less than 5. The minimum expected count is .33.

The table examines the relationship between education levels and the uptake of benefits from government programs and schemes. It categorizes respondents into different education levels and shows whether they are availing of these benefits. For each educational category, the table provides the count and percentage of those who do and do not avail of government benefits.

Among the most educated group, graduates and postgraduates, 64.7% are availing of government benefits, while 35.3% are not. This group makes up 11.1% of the total sample, with a slightly higher likelihood of availing benefits compared to the overall trend. This suggests that higher education levels may positively influence the awareness and utilization of government programs.

The illiterate group has a similar pattern, with 62.5% availing of benefits and 37.5% not. However, this group constitutes a smaller portion of the total sample (5.2%). Those with some literacy but no formal education also show a majority availing of benefits (60.0%), indicating that basic literacy might aid in accessing government schemes but does not guarantee widespread benefit uptake.

The chi-square test results, however, show no statistically significant relationship between education level and benefit uptake ($p > 0.05$), suggesting that other factors may also play a role in determining who avails of government benefits.

Results and Discussion

The data reveals a correlation between age and the acquisition of social media skills through the CRS. Among respondents aged 15-25, 75% reported learning social media skills, the highest proportion across age groups. This age group, representing 20.9% of the total respondents, shows a strong inclination towards acquiring social media skills. The 26-35 age group, which constitutes 28.8% of the respondents, had 52.3% learning social media skills, indicating a balanced but lower engagement compared to the younger cohort. The largest segment, aged 36-45, which comprises 35.9% of the respondents, had 58.2% learning social media skills. Older age groups (46-55 and above 55) showed less engagement, with 44.4% and 50% respectively acquiring these skills. Overall, 58.2% of the total respondents learned social media skills, but chi-square tests indicated no significant age-related differences in this trend.

Regarding expressing views on health care, hygiene, family planning, and child education within families, the data shows strong engagement across all age groups, with the highest participation in the 36-45 age group (94.5%). This age group forms the largest segment (35.9% of respondents), indicating a significant involvement in family discussions. The 15-25 and 26-35 age groups also show high participation, with 75% and 81.8% respectively. Even in the older age groups, a majority expressed their views, with 72.2% of the 46-55 age group and all respondents above 55 years participating. Overall, 84.3% of respondents engaged in family discussions on these topics. The chi-square tests suggest a borderline significant difference among age groups, hinting that age might influence the likelihood of expressing views within families.

The utilization of government programs and schemes is prevalent among the respondents, with 66.7% availing benefits. The highest participation is observed in the 36-45 age group (69.1%), which also constitutes the largest segment (35.9%

of respondents). The younger age group (15-25) shows significant utilization at 78.1%, followed by the 26-35 age group at 63.6%. The 46-55 age group had the lowest participation at 44.4%, while 75% of respondents above 55 years availed benefits. The chi-square tests, however, indicate no significant age-related differences in the utilization of government programs, suggesting that age does not significantly influence this aspect.

The data examines the relationship between educational levels and the acquisition of social media skills through CRS, revealing that higher education correlates with greater skill acquisition. Among individuals with graduate or postgraduate education, 64.7% reported learning social media skills, while only 25% of illiterate individuals did. Participants with some literacy but no formal education and those with education up to Class 5 show moderate levels of skill acquisition at 50% and 54.5% respectively. Undergraduates exhibited the highest rate of skill acquisition at 71.2%, making up 38.6% of the total sample. Despite these trends, the Chi-Square test results indicate no statistically significant relationship between educational level and social media skill acquisition ($p > 0.05$), suggesting that while education may play a role, other factors also contribute significantly.

In terms of expressing views on health-related issues within families, the data indicates high engagement across all educational levels, with particularly high rates among the illiterate (100%) and those with minimal formal education (Class 5 - 90.9%). Graduate/postgraduate participants show a 70.6% engagement rate, and undergraduates display a strong 83.1% rate of expressing views on health concerns. The trend persists across various education levels, with those educated up to Class 6-9 and SSLC/HSC also showing high participation rates (84.6% and 81.0% respectively). However, the Chi-Square tests show no statistically significant association between education level and the likelihood of expressing health-related views ($p > 0.05$), indicating that educational background alone does not determine engagement in family health discussions.

When examining the uptake of government benefits, the data reveals that 64.7% of graduates/postgraduates and 62.5% of illiterate individuals are availing benefits, highlighting a positive correlation between higher education and benefit utilization. Participants with some literacy but no formal education and those with education up to Class 5 also show majority participation in availing benefits (60% and 57.1% respectively). The highest engagement is observed among undergraduates, with 79.7% availing benefits, indicating that higher education significantly influences the likelihood of benefiting from government programs. Despite these observations, Chi-Square test results indicate no statistically significant relationship between education level and benefit uptake ($p > 0.05$), suggesting that other factors may also play a role in determining who avails government benefits.

Conclusion

The findings reveal intricate relationships between age, educational level, and various aspects of skill acquisition, engagement, and benefit utilization. While younger age groups, particularly those aged 15-25, show a higher propensity to acquire social media skills through CRS, older age groups demonstrate more balanced but still significant engagement. Despite these trends, chi-square tests indicate no significant age-related differences, suggesting other factors may influence skill acquisition. Engagement in expressing views on health-related issues is robust across all age groups, with the highest participation in the 36-45 age group. This trend underscores the universal importance of health discussions within families, with only a borderline significant difference among age groups, hinting at age's potential influence.

Regarding educational levels, higher education correlates strongly with the acquisition of social media skills and engagement in family discussions on health issues. Graduates and postgraduates report the highest rates of skill acquisition and engagement, highlighting the role of education in empowering individuals. However, the chi-square tests reveal no statistically significant association between educational level and these aspects, indicating that other factors also contribute significantly. The data also shows high uptake of government benefits across educational levels, with the highest engagement among undergraduates. Despite the observed trends, chi-square tests suggest no significant relationship between education level and benefit uptake, pointing to the influence of other factors.

Overall, the analysis highlights the complex interplay between age, educational level, and various dimensions of empowerment and participation. While both age and education exhibit trends suggesting their influence on skill acquisition, engagement in health discussions, and benefit utilization, the lack of statistical significance in many chi-square tests suggests that a broader range of factors must be considered. These findings underscore the need for comprehensive strategies that address multiple determinants to enhance social media skills, family engagement, and access to government benefits across diverse populations

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