



Copyright@Author(s) - Available online at dergipark.org.tr/en/pub/igusbd. Content of this journal is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

I Click, But I Don't Listen: Suggestions About University Radio Broadcast Streaming Model For Generation Z Via Turf Analysis*

Tıklıyorum Ama Dinlemiyorum: Turf Analizi Kullanarak Z Kuşağı İçin Üniversite Radyosu Yayın Akışı Model Önerisi

¹Burçin YERSEL

ÖZKARAYANIK 

²Başak KALKAN 

³Arzu ÇELEN ÖZER 

⁴Aysel ULUKAN KORUL 

* This study was produced from the project "Evaluation of University Radio's Corporate Communication through a Participatory Alternative Broadcasting Approach: ESTU Radyoweb Aktif (Rwal)" (Project No. 20GAP066), supported by Eskişehir Technical University.

¹Assoc. Prof. Dr. Eskişehir Technical University, Porsuk Vocational School, Radio and Television Technology Program, Eskişehir, Türkiye.
✉ bispir@eskisehir.edu.tr

²Assoc. Prof. Dr. Eskişehir Technical University, Porsuk Vocational School, Department of Audiovisual Techniques and Media Production, Eskişehir, Türkiye
✉ basakkalkan@eskisehir.edu.tr

³Lecturer, Ph.D. Eskişehir Technical University, Porsuk Vocational School, Radio and Television Technology Program, Eskişehir, Türkiye.
✉ acozer@eskisehir.edu.tr

⁴Lecturer, Ph.D. Eskişehir Technical University, Porsuk Vocational School, Computer Programming, Eskişehir Türkiye.
✉ aulukankorul@eskisehir.edu.tr

Geliş/Received: 25.08.2023
Kabul/Accepted: 12.06.2024

Abstract

Objective: This study aims to present an original university radio broadcasting model structured within the framework of social responsibility theory, targeting Generation Z university students who are moving away from traditional media. The main goal is to identify and model a broadcasting flow strategy for an institutional university radio station.

Method: Within the scope of the study, a web-based survey was distributed via institutional email to students at Eskişehir Technical University. Approximately 4% of recipients responded to the digitally interactive survey, and a total of 415 student responses were analyzed. The survey examined students' daily radio listening durations, their focus levels on specific programs, and their preferences for music-based content. The analysis employed the TURF (TURF Analysis—defined as an optimization model) model, which enabled strategic programming to increase the reach of less preferred program types.

Findings: Based on the analysis, two primary broadcasting strategies were developed. The first strategy involves designing the broadcasting flow based on musical genre preferences to optimize underperforming program segments. The second strategy suggests organizing the broadcasting schedule based on program segments to improve the listenership of less preferred music genres. The developed broadcasting model preserves content diversity, prevents loss of originality, and enhances the listener's ability to make personalized choices.

Conclusion: By integrating social responsibility theory with TURF analysis, the proposed model provides an effective response to Generation Z's criticisms regarding lack of diversity and originality in

Burçin Yersel Özkarayanık, Başak Kalkan, Arzu Çelen Özer, Aysel Ulukan Korul, "I Click, But I Don't Listen: Suggestions About University Radio Broadcast Streaming Model For Generation Z Via Turf Analysis", Istanbul Gelisim University Journal of Social Sciences, 12 (1), April 2025, pp. 133-151.

university radio broadcasts. The model aims to improve listener satisfaction and freedom of choice through innovative broadcasting strategies tailored to the expectations of modern university students.

Keywords

University Radios, Z Generation, TURF Analysis, Broadcast Streaming Model, Listening Habits

Öz

Amaç: Bu çalışma, geleneksel medyadan uzaklaşan Z Kuşağı üniversite öğrencilerine yönelik, sosyal sorumluluk kuramı çerçevesinde yapılandırılmış özgün bir üniversite radyo yayın modeli sunmayı amaçlamaktadır. Kurumsal bir üniversite radyosu için geliştirilecek yayın akışı stratejisini belirlemek ve modellemek hedeflenmiştir.

Yöntem: Çalışma kapsamında, Eskişehir Teknik Üniversitesi öğrencilerine kurumsal e-posta aracılığıyla web tabanlı bir anket uygulanmıştır. Etkileşimli dijital formatta gönderilen anketlere yaklaşık %4 oranında geri dönüş alınmış; 415 öğrencinin yanıtları analiz edilmiştir. Öğrencilerin günlük radyo dinleme süreleri, programlara odaklanma düzeyleri ve müzik türü tercihleri değerlendirilmiştir. Analiz yöntemi olarak TURF (Total Unduplicated Reach and Frequency) Analizi kullanılmıştır. Bu analiz, daha az tercih edilen program türlerinin dinlenme oranlarını artırmaya yönelik stratejik yayın planlamasına olanak tanımıştır.

Bulgular: Araştırma sonucunda iki ana yayın stratejisi belirlenmiştir. İlk olarak, müzik türü tercihlerine göre yayın akışının, daha az tercih edilen yayın segmentlerini optimize edecek şekilde planlanması önerilmektedir. İkinci olarak, yayın segmentlerine göre akışın, daha az tercih edilen müzik türlerinin dinlenme oranlarını artıracak şekilde düzenlenmesi gerektiği ortaya konmuştur. Geliştirilen yayın modeli sayesinde tür çeşitliliği korunmuş, özgünlük kaybı önlenmiş ve dinleyicilerin seçim özgürlüğü desteklenmiştir.

Sonuç: Sosyal sorumluluk kuramı ile TURF Analizi'nin entegrasyonu sonucunda oluşturulan bu model, Z Kuşağı'nın çeşitlilik ve özgünlük konusundaki eleştirilerine etkili bir yanıt sunmaktadır. Geliştirilen yayın stratejileriyle üniversite radyolarında dinleyici memnuniyetinin ve seçim özgürlüğünün artırılması hedeflenmektedir.

Anahtar Kelimeler

Üniversite Radyoları, Z Kuşağı, TURF Analizi, Radyo Yayın Akışı Modeli, Dinleme Alışkanlıkları

Introduction

Being the most accessible and economical means of communication throughout its history, radio has always been a popular means of mass communication for fulfilling social functions. University radios¹ are also alternative community stations founded with the goal of fulfilling social functions and realizing the professional experience of young people. Democratic participation, interaction with internal and external actors, dissemination of education, culture, science, and knowledge, and supporting the local and the alternative are among the founding objectives of university radios. (Onarrı, 2015, p. 62; Martínez et al., 2020, p. 11; Tufan, 2020, p.1; Sabran & Karim, 2018, p. 35)

However, students represent the key target audiences of university radios, and the new generation of young people, defined as Generation Z, are less interested in radio and consider it only as a means

¹When the way radios are structured patterns are examined, radios; they are divided into public radios, private radios and community radios. University radios, as community radios, are radios broadcasting within the body of a university, college or educational institution, also defined as "campus radio" or "student radio. Non-profit, non-commercial, college radio is inherently dedicated to the local community and public issues (Güney, 2009, p. 43). 90% of university radio stations are music-oriented (Sauls, 2000, pp. 35-37). In addition to offering musical diversity and creating an educational environment, university radio stations also include program types that popular, private radio organizations do not include. Since university radios have to broadcast at low power, the reach of their broadcasts is mostly limited to the university and city they are located in, but university radios can turn this disadvantage into an advantage with IP (Internet Protocol) broadcasting over the internet (Sauls, 2000, pp. 35-39).

of listening to music, posing a significant obstacle to the realization of the social functions of university radios. Through the opportunities brought by web 2.0 technology, Generation Z, including young people going to university, has experienced a change in the means of socializing, communicating, receiving information, and listening to music. Meanwhile, the single-type music genres brought about by the commercial radio broadcasting approach and its inability to meet the expectations of young people have decreased Generation Z's interest and inclination towards traditional mass media such as radio. (Özel, 2015, p.281) As underlined in research on young people's radio listening habits, young people do not prefer to listen to the radio due to standardized program formats and the prevalence of popular music, and note that they do not find it interesting. (Özel, 2015, pp. 314-315) As their interest in radio has decreased, young people have shifted to digital platforms to listen to music. Accessibility to any music at any time and in any environment in digital media tools is claimed to be the reason why young people are shifting from radio to these tools to listen to music.

In this study, variables related to the radio listening habits of university students, specifically from Eskişehir Technical University (ESTU), representing Generation Z, were analyzed, and an optimization model to identify trends among students with a combination of time slots has been presented using TURF (Total Unduplicated Reach and Frequency) Analysis and intended to propose a model to increase efficiency unlike the algorithms used so far.

Radio Listening Habits of Generation Z

Different mass media tools have been effective in different periods for their potential to transform societies. As the pace of technological evolution causes significant shifts in the structures of these different mass media, a traditional mass media medium, radio, stands out as one of the most affected by this rapid shift. This change is especially noticeable assessing the radio listening habits of Generation Z. The Baby Boomer generation fades away and is replaced by the Millennial Generation and soon, Generation Z, the broadcast radio industry must rethink its place in the market and make a concentrated effort to remain competitive. To remain competitive, it must consider itself to be part of a broader Media Listening Experience (MLE) comprised of streaming, podcast, and satellite listening options (Pluskato, 2015, p. 325).

In a study conducted with the interview technique among students from nine different universities in Istanbul, their views on the music policy of radios were centered mostly around "having diversity", "not being original", "prioritizing popular culture" and "not being free". (Kuyucu, 2020) Other factors behind the fall of interest in radio among young people include the desire of Generation Z to be more active in radio program formats but not being able to do so, and the presence of advertisements on private radios. (Bulunmaz, 2015; Yalın & Kaya, 2018; Ak et al., 2018) There is another view advocated by young people that radio channels are "captive of popular culture" and this leads to a problem of authenticity (Kuyucu, 2020, p. 9). The most influential medium in the music preferences of young people participating in this research is unarguably digital media tools. Young people expressed that digital media tools are effective and influential in their music preferences. The advantage of being able to listen to any music at any time in digital media tools places digital media far ahead of radio (Kuyucu, 2020, p.9). Another study on young people indicates that Generation Z, referred to as the generation of technology, uses technological tools, especially the internet, as a means of information and entertainment. (Yuniati et al., 2019) In a study conducted by Yuniati et al., it was stated that the introduction of new media or social media such as Facebook, YouTube, Twitter, Instagram, etc. brought by web 2.0 technology has altered Generation Z's view of the media. They note that young people's focus has shifted to new media and that they prefer new media to satisfy their media needs. They also emphasize that young people use the media mostly for information and entertainment purposes. (Yuniati et al., 2019) In another study on the radio listening habits of university students, it was concluded that young people prefer radio for purposes such as emotional support, raising morale through programs, being informed, entertained, educated, and following fashion trends. (Ajaegbu et al., 2015) This study further shows that the scheduling and broadcast stream of the radio are effective in determining students' attitudes toward radio. (Ajaegbu et al., 2015) The results of another study conducted by Eken and Gezmen on the radio listening habits of university students suggest that students primarily use radio channels as a source of information about new products, discounts, traffic jams in the city, movie reviews, etc. and secondarily for entertainment purposes (Eken & Gezmen, 2020, p. 30)

To achieve the goal of university radio broadcasting, integrating the social responsibilities of universities and radio functions, it is crucial to revive the interest and demand for radio among young people, the so-called Generation Z, who are the primary target audience and have grown up surrounded by technology. Creating content capable of fulfilling social functions by also considering the expectations and demands of Generation Z and broadcasting this content benefitting the advantages of new communication technologies brought about by the internet and digitalization are regarded as necessity for university radios (Bulunmaz, 2015). It is very important to create broadcasting models, program continuity, and content that will increase the interest of young people in radio, given that the programs created for young people forming Generation Z will contribute significantly to society. Considering the internet-oriented lifestyle of Generation Z, it can be said that a university radio model that broadcasts on the internet and uses multimedia can be more appealing. Within this perspective, this study seeks to create a university radio broadcast stream model and strategy that will increase the interest and participation of Generation Z as radio listeners.

Method

To increase the interest in listening to the radio among Generation Z university students who have turned away from traditional media, 2 main broadcasting strategies were put forward based on the total daily radio listening hours of students, their time to focus on a program, and their preferences for music-oriented program content in the proposal of a university radio model according to the findings obtained within the framework of social responsibility theory and in line with the results of TURF analysis: 1. Planning the broadcast stream based on music genre preference to optimize the less preferred broadcast segment; 2. Planning the broadcast stream based on the broadcast segment to optimize a less preferred music genre. Accordingly, a broadcast stream model has been developed based on the broadcast segment, taking into account the students' radio listening habits.

TURF (Total Unduplicated Reach and Frequency) analysis is a technique used in the world of marketing to optimize product lines. Specifically, it involves selecting the combination of product variants that will ensure that the overall product reaches its maximum penetration. Its applications are extensive, both in the world of mass commodities, and in durable goods and even in services (Conklin & Lipovetsky, 2000). Total Unduplicated Reach and Frequency (TURF) analysis to design a product line through a binary linear programming model. This improves the efficiency of the search for the solution to the problem compared to the algorithms that have been used to date. The results obtained through our exact algorithm are presented, and this method shows to be extremely efficient both in obtaining optimal solutions and in computing time for very large instances of the problem at hand. Furthermore, the proposed technique enables the model to be improved in order to overcome the main drawbacks presented by TURF analysis in practice (Serra, 2013, p.382). TURF analysis is considered important in the modeling of a university radio, which will be structured by considering its social function, in terms of giving the most preferred combinations.

Findings and Interpretation

Web-based questionnaire application was sent to the students of Eskişehir Technical University via institutional e-mail and delivered to all students for this study, which was carried out to determine and model a broadcasting stream strategy to be developed for an institutional university radio. As of 2023, the number of students studying at Eskişehir Technical University at associate, undergraduate and graduate level is 11,862. About 4% of the questionnaires sent in interactive digital format were responded to. The responses of 415 students were analyzed. The first data obtained about the students indicate that approximately 91% of the participants, i.e. 376 students, are between the ages of 18-25, mainly associate and undergraduate students representing Generation Z. The category between the ages of 26-40 includes approximately 9% of the students studying at postgraduate level.

Results on students' radio listening habits show that listening between 0-1 hour is the most preferred duration by Generation Z with a rate of 59%. This is followed by listening between 1-2 hours with 20%, listening for more than 2 hours with 10%, and 10.6% of the students stated that they never listen to the radio.

Table 1: Duration of Students' Radio Listening

			18-25	26-40	Total
How many minutes do you listen to a radio program on an average?	0 - 15 min.	Count	42	2	44
		% in age	11.2%	5.0%	10.6%
	15 - 30 min.	Count	229	17	246
		% in age	61.1%	42.5%	59.3%
	30 - 45 min.	Count	70	13	83
		% in age	18.7%	32.5%	20.0%
	45 - 60 min.	Count	23	6	29
		% in age	6.1%	15.0%	7.0%
	more than 1 hour	Count	11	2	13
		% in age	2.9%	5.0%	3.1%
Total	Count	375	40	415	
	% in age	100.0%	100.0%	100.0%	

Table 1 presents the data on the duration of students' radio listening. According to the data on the duration of listening to a radio program, it was concluded that while 26.7% of Generation Z students prefer to listen for 0-15 minutes, listening for 15-30 minutes is the most preferred duration with a rate of 34.8%. 7.4% listen to a radio program for more than 1 hour. Therefore, it can be claimed that the students pay attention to the radio program for a short period of time, between 15-30 minutes, and then 0-15 minutes. The gender distribution of the 415 students in the questionnaire study is almost equal (Table 2). Participants were 48.5% female and 51.5% male. In line with the gender variable, the Chi-square test of independence was used to see whether there was a correlation between the program listening durations of female and male students. There was no meaningful correlation between the duration of listening to a radio program and gender ($\chi^2=6,100$; $df=4$; $p=0,192$).

Table 2. Duration of Radio Listening by Gender

			Gender		Total
			Female	Male	
How many minutes do you listen to a radio program on an average?	0 - 15 min.	Count	28	16	44
		% in gender	13.9%	7.5%	10.6%
	15 - 30 min.	Count	118	128	246
		% in gender	58.7%	59.8%	59.3%
	30 - 45 min.	Count	34	49	83
		% in gender	16.9%	22.9%	20.0%
	45 - 60 min.	Count	15	14	29
		% in gender	7.5%	6.5%	7.0%
	more than 1 hour	Count	6	7	13
		% in gender	3.0%	3.3%	3.1%
Total	Count	201	201	415	
	% in gender	100.0%	100.0%	100.0%	

Based on these findings, the programs to be organized within the university radio must be designed not to exceed 30 minutes. The adaptation of university students representing Generation Z to mobile life is reflected by the devices they prefer in their radio listening activities. In terms of their preferences for listening to the radio, car radio ranked first with 41.4%, followed by mobile devices with 31.8%, computers with 17.5%, and fixed devices (such as digital TV, and radio players) with 9.4%.

The preference for car radios is believed to be related to the integration of the act of radio use during driving time. 56.8% of the students indicated that they listen to the radio while traveling. The rate of listening to the radio at school is 2.5%, while the rate of listening at home or in dormitories is 40.7%.

Table 3. Correlation between Radio Program and Listening Period Preference

		06:01-09:00 09:01-12:00		Listening Period							Total
				12:01-14:00	14:01-17:00	17:01-19:00	19:01-24:00	24:01-03:00	03:01-06:00		
Program Type	News	Count	24	21	21	29	37	53	14	5	128
		% in listening period	51.1%	36.8%	40.4%	38.2%	37.0%	39.0%	21.9%	35.7%	
	Sports Programs	Count	5	14	16	16	14	30	12	2	74
		% in listening period	10.6%	24.6%	30.8%	21.1%	14.0%	22.1%	18.8%	14.3%	
	Cultural Programs	Count	24	23	22	35	44	71	31	7	157
		% in listening period	51.1%	40.4%	42.3%	46.1%	44.0%	52.2%	48.4%	50.0%	
	Educational Programs	Count	7	6	7	15	13	32	12	4	64
		% in listening period	14.9%	10.5%	13.5%	19.7%	13.0%	23.5%	18.8%	28.6%	
	Drama Programs	Count	2	3	1	1	4	9	10	3	22
		% in listening period	4.3%	5.3%	1.9%	1.3%	4.0%	6.6%	15.6%	21.4%	
	Music Programs	Count	39	51	43	69	92	113	55	12	296
		% in listening period	83.0%	89.5%	82.7%	90.8%	92.0%	83.1%	85.9%	85.7%	
	Entertainment Programs	Count	28	29	21	32	66	63	27	6	167
		% in listening period	59.6%	50.9%	40.4%	42.1%	66.0%	46.3%	42.2%	42.9%	
	Advertisements	Count	4	3	1	2	3	1	1	0	9
		% in listening period	8.5%	5.3%	1.9%	2.6%	3.0%	0.7%	1.6%	0.0%	
Total		Count	47	57	52	76	100	136	64	14	347

Since there are multiple answers, their sum exceeds 100%.

The cross-tabulation table between the type of programs that students prefer to listen to on the radio and the period they listen to them is given in Table 3. The chi-square test of independence was used to see whether there was a correlation between program type and listening period. Accordingly, there is a meaningful correlation between program type and listening period ($\chi^2=118,064$; $df=64$; $p<0,05$).

A TURF analysis was conducted for the combination of time slots and the optimization model that will reveal the students' tendencies as part of the planning for a radio broadcasting stream strategy that is envisaged to be developed by considering the variables and attitudes towards the radio listening habits of university students representing Generation Z. In TURF analysis, reach describes the percentage of recipients who like at least one item in the combination package, while frequency gives the total preference percentage of the combination package. Table 4 describes the time slot covered in the Slots combinations.

Table 4. Streaming Time Slots

06:01-09:00	Slot1
09:01-12:00	Slot2
12:01-14:00	Slot3
14:01-17:00	Slot4
17:01-19:00	Slot5
19:01-24:00	Slot6
24:01-03:00	Slot7
03:01-06:00	Slot8

Table 5. Maximum Group Size:1

Variables	Reach	Reach(%)	Frequency	Frequency(%)
Slot6	163	29.0	163	24.3
Slot5	122	21.7	122	18.2
Slot4	97	17.3	97	14.5
Slot7	78	13.9	78	11.6
Slot2	70	12.5	70	10.4
Slot3	64	11.4	64	9.6
Slot1	56	10.0	56	8.4
Slot8	20	3.6	20	3.0

Variables: Slot1, Slot2, Slot3, Slot4, Slot5, Slot6, Slot7, Slot8

Table 2 presents students' time slot preferences. University students were requested to rank their top 3 preferences in order of priority in the question regarding the preferred radio listening time period in the survey. Accordingly, table 2 shows the data on the number of students reached and the percentage of preferred students regarding students' time slot preferences without any combination. Table 2 shows that, 163 of the students who responded to the questionnaire chose the time period 19.01-24.00, which defines Slot 6. This is followed by slot 5 with 21.7%, slot 4 with 17.3%, slot 7 with 13.9%, slot 2 with 12.5%, slot 3 with 11.4%, and slot 1 with 10%. The least preferred time slot is slot8 with 3.6% defining the period between 03-01-06.00. When only one variable allowing the combination is included, the reach and frequency values are the same. In Table 2, the last column also includes the percentage of students who chose multiple time slots. The ranking does not change again in the non-combined findings of the preferences of students who make multiple choices in the time slot preference ranking. The highest share of all choices made is slot 6 with 24.3%. The smallest share is slot 8 with 3%.

The objective of radio broadcasts is to reach the largest audience at the right time. Therefore, it is important to determine the best time for the radio broadcasts in line with the preferences of the target audience and to shape the program broadcast streams accordingly. Thus, we analyzed the combinations of the most preferred slot 6 and the other time slots in which we can reach more audiences. The analysis results for the ideal combinations with the highest slot showed that 4 time slot slots gave the highest rate with 68.7% (Table3). For this reason, we analyzed combinations with the highest slot and 4 time slots. Table 4 presents the findings for time slot combinations.

Table 6. Maximum Group Size:4

Variables	Reach	Reach(%)	Frequency	Frequency(%)
Slot4, Slot5, Slot6, Slot7	350	62.3	460	68.7
Slot2, Slot4, Slot5, Slot6	338	60.1	452	67.5
Slot3, Slot4, Slot5, Slot6	333	59.3	446	66.6
Slot2, Slot5, Slot6, Slot7	332	59.1	433	64.6
Slot1, Slot4, Slot5, Slot6	328	58.4	438	65.4
Slot2, Slot4, Slot6, Slot7	326	58.0	408	60.9
Slot3, Slot5, Slot6, Slot7	324	57.7	427	63.7
Slot1, Slot4, Slot6, Slot7	323	57.5	394	58.8

Variables: Slot1, Slot2, Slot3, Slot4, Slot5, Slot6, Slot7, Slot8

Table 6 shows that 62.3% of the students prefer the slot 4, slot 5, slot 6, slot 7 combination. these time slots constitute 68.7% of all time slot combinations. Therefore, it can be considered the most preferred time slot combination. It seems important that slot 6, 19.01-24.00, should be designated as the prime slot for university radios. The best combination to develop is slot 4,5,7 next to slot 6 respectively. The other combinations in the top 3 following this combination, which includes slot 6, are slots 2,4,5, and slots 3,4,5, respectively.

The results of TURF analysis on the music preferences of the students for the music they like to listen to on the radio revealed the optimization of music genre and time slot preference. The optimum preference of the students in combinations of music genre and time slot came out in the combinations of 5. Time slot definitions in combinations do not imply a certain priority. Music genre variables within the scope of the research include: Jazz-Blues, Classical, Pop-Rock, World Music, Turkish Folk Music, Turkish Classical Music and Classical Turkish Music. The preference for jazz-blues combinations is given in Table 7.

Table 7. Time Slot Combination of Jazz and Blues

Variables	Group Size	Reach	Reach (%)	Frequency	Frequency(%)
JB6	1	112	19.2	112	20.5
JB2, JB6	2	163	28.0	184	33.6
JB5, JB2, JB6	3	204	35.1	261	47.7
JB3, JB2, JB5, JB6	4	241	41.4	327	59.8
JB1, JB2, JB3, JB5, JB6	5	270	46.4	384	70.2

Variables: JB1:Slot1, JB2:Slot2, JB3:Slot3, JB4:Slot4, JB5:Slot5, JB6:Slot6, JB7:Slot7, JB8:Slot8

Table 7 shows that the most effective combination in students' preference for Jazz Blues music genre is the slots corresponding to 1,2,3,5 and 6 time slots. Accordingly, reach can be increased by placing Jazz Blues music genres between 06.01-14.00/ 17.01-24.00. The most effective combination for students' classical music listening time preferences is given in Table 8.

Table 8. Time Slot Combination for Classical Music

Variables	Group Size	Reach	Reach (%)	Frequency	Frequency(%)
C6	1	79	13.6	79	17.6
C2, C6	2	142	24.4	157	35.0
C1, C2, C6	3	191	32.8	230	51.3
C7, C1, C2, C6	4	229	39.3	296	66.1
C3, C1, C2, C6, C7	5	251	43.1	340	75.9

Variables: C1:Slot1, C2:Slot2, C3:Slot3, C4:Slot4, C5:Slot5, C6:Slot6, C7:Slot7, C8:Slot8

The TURF analysis data presented in Table 8 reveals that the most effective time slots for classical music are 3,1,2,6,7. Accordingly, if classical music broadcasts take place between 06.01-14.00/ 19.01-03.00, this would provide optimum reach.

Table 9. Time Slot Combination for Pop Rock

Variables	Group Size	Reach	Reach (%)	Frequency	Frequency(%)
PR6	1	172	29.6	172	17.4
PR4, PR6	2	256	44.0	321	32.5
PR2, PR4, PR6	3	319	54.8	451	45.6
PR3, PR2, PR4, PR6	4	354	60.8	589	59.6
PR1, PR2, PR3, PR4, PR6	5	386	66.3	676	68.4

The combination of 5 for the Pop-Rock time slots resulted as 1,2,3,4,6. Table 9 presents that music broadcasts in the Pop Rock genre are preferred during the day. 06.01-17.00/ 19.01-24.00 time periods will ensure optimum reach for Pop-Rock music broadcasts. Table 10 presents the findings on the optimal participation combinations for World Music.

Table 10. Time Slot Combination for World Music

Variables	Group Size	Reach	Reach (%)	Frequency	Frequency(%)
W3	1	54	9.3	54	16.2
W5, W3	2	91	15.6	103	30.9
W4, W3, W5	3	121	20.8	156	46.8
W6, W3, W4, W5	4	146	25.1	199	59.8
W1, W3, W4, W5, W6	5	168	28.9	234	70.3

Table 10 shows that the highest reach happens in Slot 3, which is located between 12.01-14.00 hours in single slot. However, we can see in Table 10 that Slot 3 is not effective for optimum reach when combined with 1 or 2 other slots. Another finding related to world music is that the optimum level of reach happens in time slots 1,3,4,5,6 as a combination of 5. Accordingly, it is important to broadcast world music between 06.01-09.00/ 12.01-24.00.

Table 11. Time Slot Combination for Turkish Folk Music

Variables	Group Size	Reach	Reach (%)	Frequency	Frequency(%)
TF6	1	75	12.9	75	15.8
TF2, TF6	2	119	20.4	141	29.7
TF4, TF2, TF6	3	154	26.5	207	43.7
TF3, TF2, TF4, TF6	4	178	30.6	267	56.3
TF7, TF2, TF3, TF4, TF6	5	200	34.4	324	68.4

Table 11 shows the reach rate of the students regarding their preferences on when to listen to Turkish folk music. In the single time slot preference, it is observed that the optimum reach and frequency happen in the 19.01-24.00 time period. For the combination of 5, it can be said that time slots 2, 3, 4, 6, 7 have the optimum reach combination. Accordingly, it can be concluded that the optimum reach and frequency of Turkish folk music broadcasts happens at 09.01-17.00/ 19.01-03.00.

Table 11. Time Slot Combination for Turkish Classical Music

Variables	Group Size	Reach	Reach (%)	Frequency	Frequency(%)
TC1	1	35	6.0	35	19.2
TC4, TC1	2	66	11.3	67	36.8
TC3, TC1, TC4	3	95	16.3	97	53.3
TC2, TC1, TC3, TC4	4	122	21.0	125	68.7
TC5, TC1, TC2, TC3, TC4	5	148	25.4	153	84.1

Table 11 shows the reach rate of the students regarding their preferences on when to listen to Turkish Classical Music. In the single time slot preference, it is observed that the optimum reach and frequency happen in the 06.01-09.00 time period. For the combination of 5, it can be said that time slots 1, 2, 3, 4, 5 are the optimum reach combination. Accordingly, for optimum reach and frequency, Turkish Classical Music broadcasts should take priority in the 06.01-19.00 time slot.

Table 12. Time Slot Combination for Classical Turkish Music

Variables	Group Size	Reach	Reach (%)	Frequency	Frequency(%)
CT6	1	51	8.8	51	18.5
CT2, CT6	2	85	14.6	93	33.8
CT4, CT2, CT6	3	114	19.6	134	48.7
CT1, CT2, CT4, CT6	4	137	23.5	172	62.5
CT5, CT1, CT2, CT4, CT6	5	160	27.5	208	75.6

Accordingly, we can say that the highest reach happens in Slot 6, which is located between 19.01-24.00 hours in a single slot. Table 12 shows that the combination of 5 for optimum reach happens in 5, 2, 1, 4, 6 time slots. According to the findings, it is important to prefer classical Turkish music broadcasts between 06.01-12.00 and between 14.01-24.00.

University Radio Broadcast Stream Strategy and Model

Based on the findings of the TURF analysis regarding the multiple and single music genre variables within the broadcasting segment time slot for the optimum impact level, program genre variables for the relevant time slot, and time slot preference rankings, Table 13 presents the model developed in line with the radio listening tendencies of university students and the findings of the TURF analysis.

Table 13. University Radio Broadcast Stream Strategy and Model

Slot	Music Genre Optimum			Music Genre Monodic	Slot Preference	Program Type	Reverse Program	Reverse Music	University Radio Broadcasting Model Recommendation		
	Program Type	Slot	Music Genre								
06:01-09:00	Jazz/ The Blues	News		Turkish Music	7	News		Jazz/ The Blues	News	06.01-06.15	
	Classical						Music	06.15-06.45	Jazz- The Blues/ Classical Music/ PopRock/ Turkish Folk Music/ Turkish Music/ Classical Turkish Music/ Worldbeat		
	Pop Rock	Culture					Culture	06.45-07.15	Jazz- The Blues/ Worldbeat/ Turkish Music		
	Turkish Music						Music	07.15-07.45	Jazz- The Blues/ Classical Music/ Pop Rock/ Turkish Folk Music/ Turkish Music/ Classical Turkish Music/ Worldbeat		
09:01-12:00	Classical Turkish Music			Turkish Music	7			Worldbeat	Entertainment	07.45-08.15	Jazz- The Blues/ Worldbeat/ Turkish Music
	Worldbeat	Entertainment					Music	08.15-08.45	Jazz- The Blues/ Classical Music/ Pop Rock/ Turkish Folk Music/ Turkish Music/ Classical Turkish Music/ Worldbeat		
	Jazz/ The Blues						News	08.45-09.00			
	Classical Music	Sports					Sports	09.00-09.15			
09:01-12:00	Classical Music			Turkish Folk Music	5	Sports		Turkish Folk Music	Music	09.15-09.45	Classical Music/ Turkish Folk Music
	Pop Rock						Music	09.45-10.15	Jazz- The Blues/ <u>Classical Music/</u> Pop Rock/ Turkish Folk Music/ Turkish Music/ Classical Turkish Music		
	Turkish Folk Music	Music					Music	10.15-10.45	Classical Music/ Turkish Folk Music		
	Turkish Music						Entertainment	10.45-11.15	Jazz- The Blues/ <u>Classical Music/</u> Pop Rock/ Turkish Folk Music/ Turkish Music/ Classical Turkish Music		
09:01-12:00	Classical Turkish Music			Classical Music	5	Entertainment		Classical Music	Music	11.15-11.45	Jazz- The Blues/ <u>Classical Music/</u> Pop Rock/ Turkish Folk Music/ Turkish Music/ Classical Turkish Music
							Dramaturgic	11.45-12.00	JazzBlues/ <u>Klasik Müzik/</u> PopRock/ Türk Halk Müziği/ Türk Sanat Müziği/ Klasik Türk Müziği		

12:01-14:00	Jazz/ The Blues	Worldbeat	6	News	Sports	Pop Rock	News	12.00-12.15	
	Classical Music					Worldbeat	Sports	12.15-12.30	
	Pop Rock	Worldbeat	6	Education	Education	Turkish Folk Music	Music	12.30-13.00	Worldbeat/ Jazz- The Blues/ Classical Music/ Pop Rock/ Turkish Music
	Worldbeat					Turkish Music	Education	13.00-13.30	Worldbeat/ Jazz- The Blues/ Classical Music/ Pop Rock/ Turkish Music
	Turkish Music	Worldbeat	6	Music	Music	Classical Turkish Mus	ic Music	13.30-14.00	Worldbeat/ Jazz- The Blues/ Klasik Müzik/ Pop Rock/ Turkish Music
	Pop Rock					Jazz/ The Blues	News	14.00-14.15	
14:01-17:00	Worldbeat	Worldbeat	3	Education	News		Music	14.15-14.30	
	Turkish Music					Classical Music	Education	14.30-15.00	Jazz- The Blues/ Classical Music/ Pop Rock/ Worldbeat/ Turkish Folk Music
	Turkish Music	Worldbeat	3	Music	Sports	Pop Rock	Music	15.30-16.00	Jazz- The Blues/ Classical Music/ Pop Rock/ Worldbeat/ Turkish Folk Music
	Classical Turkish M					Worldbeat	Education	16.00-16.30	Jazz- The Blues/ Classical Music/ Pop Rock/ Worldbeat/ Turkish Folk Music
17:01-19:00	Jazz/ The Blues	Worldbeat	2	Music	Culture	Turkish Folk Music	Music	16.30-17.00	Jazz- The Blues/ Classical Music/ P op Rock/ Worldbeat/ Turkish Folk Music
	Worldbeat					Turkish Music	News	17.00-17.15	
	Turkish Music	Worldbeat	2	Music	Entertainment		Music	17.15-17.45	Turkish Music
							Culture	17.45-18.15	Worldbeat/ Jazz- The Blues/ Turkish Music
							Music	18.15-18.45	Turkish Music
							Entertainment	18.45-19.00	Worldbeat/ Jazz- The Blues/ Turkish Music

In the slot ranking strategy for the developed strategy, the time slot rankings were designed with the reverse strategy in the time slot ranking strategy within the developed strategy, and the time slot rankings were designed with the opposite directional ranking. Table 14 presents the reverse slot strategy ranking.

Table 14. Ranking of the reverse slot strategy

Slot Preference	1	2	3	4	5	6	7	8
Reverse Slot	8	7	6	5	4	3	2	1

The optimum 5-song and single music genre preferences among the time slots are placed in the table, and the program types preferred in the same time slot are also identified. The music genres and program types identified accordingly and included in the reverse slot ranking were also placed in the table, providing variable visibility for the model to be developed in line with the strategy. Accordingly, the optimum preference for music genre was included in the least preferred program type in the relevant time slot. Thus, it is envisaged to increase the listenability of the least preferred program type in the relevant slot with the effect of music genre appreciation. With reverse preference, in line with the same strategy, it was envisaged to increase the music genre within the specified time slot by reverse matching the program type preference with the non-preferred music genre in the relevant slot.

The programs included in the broadcast stream strategy developed based on the specified reverse matching strategy were planned as 30 minutes following the findings on listening duration in radio listening preferences, while the time allocated to bulletin content was planned as 15 minutes. This not only meets the listener’s expectation regarding the duration of radio content but will also prevent the loss of audience by protecting them from long-term exposure to a program/music genre they do not like in the context of the reverse strategy. In the strategy developed in line with the horizontal variables, vertical streaming² alignment was also taken into account through the findings on the relevant variables.

In the model developed for the vertical stream strategy, 15-minute news/sports bulletins were included between slots. For each 30-minute program placement, the preferred/non-preferred ranking is also done vertically. After the most preferred music genre was matched with the non-preferred program type in the relevant slot, the non-preferred music genre was included in the most preferred program type in the next stream order. The music programs are certainly placed between both types of programs in order to ensure the listeners’ engagement with the radio channel.

Conclusion

This study aims to define a model broadcast stream according to the variables related to the radio listening habits of Generation Z university students. First of all, an optimization model to identify trends among students with a combination of time slots has been presented using TURF (Total Unduplicated Reach and Frequency) Analysis and intended to propose a model to increase efficiency unlike the algorithms used so far.

The model of the university radio broadcasting stream strategy developed by focusing on the variables on the horizontal and vertical axis is intended to achieve optimum listening through radio listening behaviors by taking into account the expectations and wishes of the audience of the university radio. The strategy aims to increase the audience of certain types of programs among university students and to increase the limited listening of radio programs. Time slot rankings in the broadcast stream which is created within this framework are modeled with an opposite directional order. The designed model radio broadcast stream was developed based on the broadcast segment and radio listening habits of Generation Z university students. Through reverse preference, the aim was to increase the listenability of the program type with the popularity effect of the music genre,

²Determining a radio broadcast strategy is not just determining the slot of a program. It is important what will be presented to which audience on which day and at what time. For this reason, along with fixed programs, referred to as horizontal programming, vertical broadcast flow planning, which means planned broadcasting with a systematic relationship between genres, has also been taken into consideration.

and again, through the same strategy, it was aimed to increase the popularity of the music genre within the specified period by placing the program type and non-referred music genre in the relevant slot with reverse matching. In this context, the categorical classification of the variables that are the basis of modeling according to the research findings is given below:

Correlation between program type and listening period

The study, structured in this framework, according to the data on the duration of listening to a radio program, it was concluded that while 26.7% of Generation Z students prefer to listen for 0-15 minutes, listening for 15-30 minutes is the most preferred duration with a rate of 34.8%. 7.4% listen to a radio program for more than 1 hour. In this respect, it can be said that the focus on the radio program is short-lived and takes place between 15 and 30 minutes. It's followed by 0-15 minutes. From here, it is important that the programmes to be structured within the university radio are prepared in such a way that they do not exceed 30 minutes. The chi-square test of independence was used to see whether there was a correlation between program type and listening period. Accordingly, there is a meaningful correlation between program type and listening period ($\chi^2=118,064$; $df=64$; $p<0,05$).

Strategies according to the correlation between program type and music type

In the survey, university students were requested to rank their top 3 preferences in order of priority in the question regarding the preferred radio listening time period in the survey. In this regard, without any combination, findings regarding the number of students reached and the percentage of students who preferred, show that students chose the 19.01-24.00 time range that defines Slot 6. The least preferred time slot is slot 8 defining between 03-01-06.00. In radio broadcasting, the goal is to reach the widest audience at the right time. In this regard, it is important to determine the maximum usage time in the time frames specified for radio broadcasts in accordance with the target audience preferences and to configure the program broadcasting streams in this regard. Thus, we analyzed the combinations of the most preferred slot 6 and the other time slots in which we can reach more audiences. The analysis results for the ideal combinations with the highest slot showed that 4 time slot slots gave the highest rate with 68.7%. For this reason, analyzed combinations with the highest slot and 4 time slots. Thus, it is envisaged to increase the listenability of the least preferred program type in the relevant slot with the effect of music genre appreciation. With reverse preference, in line with the same strategy, it was envisaged to increase the music genre within the specified time slot by reverse matching the program type preference with the non-preferred music genre in the relevant slot. In summary, two approaches were used in creating the model radio broadcasting strategy. These approaches; It is the combination of optimum preferences and the optimum-minimum preference combination.

A university radio broadcast stream was modeled within the framework of social responsibility with the broadcast stream planning process identified through TURF analysis, taking into account the total daily radio listening hours of Generation Z university students, their time to focus on a program, and their preference for music-oriented program content; it offers a broadcasting approach that includes content that informs, teaches and develops, and does not focus only on entertainment. With the model broadcast stream developed, genre diversity was also ensured, preventing the options from losing their authenticity and thus ensuring that the listener retains the chance to choose. Therefore, the criticisms that Generation Z brings to radio listening practices, such as lack of diversity, being unoriginal, prioritizing popular culture, and not being free, were also tried to be eliminated.

References

AJAEGBU, O. O., AKINTAYO, B. J. & AKINJIYAN, M. M. (2015). Radio listening habits among university students and their attitude towards programmes (a study of redeemers university students). *Research On Humanities And Social Sciences*, Vol.5, No.12, 2015. <https://www.iiste.org/Journals/index.php/RHSS/article/view/23453/24168>

AK, S., YALIN, B. & KAYA, S. (2018). Üniversite gençliğinin radyo dinleme eğilimleri: karadeniz teknik üniversitesi öğrencileri üzerinde bir araştırma. *Gümüşhane Üniversitesi İletişim Fakültesi Elektronik Dergisi*, 6(1), 740 - 758.

BULUNMAZ, B. (2015). Yeni iletişim teknolojileriyle değişen medya yayıncılığı: yeni medyada içerik üretimi ve sunumu.

<http://earsiv.uskudar.edu.tr/bitstream/handle/20.500.12526/588/8.pdf?sequence=1&isAllowed=y>

CONKLIN, M., LIPOVETSKY S. (2000). A winning tool for CPG. *Marketing Research: A Magazine of Management and Applications*, 2000; 11:23-27.

EKEN, İ. & GEZMEN, B. (2020). Radyo dinleme alışkanlıkları üzerine üniversite öğrencileri özelinde bir araştırma, *TRT Akademi*, 5(9); 110 - 130.

GÜNEY, S. (2009). *Tüm yönleriyle topluluk radyoları. İstanbul: Punto Yayınları.*

KALAMAN, S. (2017). Alternatif bir katılım örneği olarak radyo yayıncılığının önemi: bozok üniversitesi radyo yayıncılığı modeli/önerisi. (*Uluslararası Sosyal Araştırmalar Dergisi*), *The Journal Of International Social Research*, 10(51), Ağustos 2017. Retrived from. https://www.researchgate.net/publication/319368025_ALTERNATIF_BIR_KATILIM_ORNEGI_OLARAK_RADYO_YAYINCILIGININ_ONEMI_BOZOK_UNIVERSITESI_RADYO_YAYINCILIGI_MODELIONERISI. 10.17719/jisr.2017.1835

KUYUCU, M. (2019). Üniversite öğrencilerinin dinlediği radyo formatları üzerine bir araştırma. *Balkan 1. Uluslararası Sosyal Bilimler Kongresi, UBAK Uluslararası Bilimler Akademisi. Retrieved from.*

https://www.researchgate.net/publication/348135592_Universite_Ogrencilerinin_Dinledigi_Radyo_Formatlari_Uzerine_Bir_Arastirma

KUYUCU, M. (2020). Bir müzik mecrası olarak radyonun üniversite öğrencilerinin müzik tüketim alışkanlıklarına olan etkisi. *Kesit Akademi Dergisi*, (22), 9-29. DOI: 10.29228/kesit.41970.

MARTINEZ, A. C., YÉPEZ, C. C. & RUIZ, S. A. (2020). Las radios universitarias en latinoamerica caso ecuador. Retrieved from.

https://www.researchgate.net/publication/343635930_LAS_RADIOES_UNIVERSITARIAS_EN_LATINOAMERICA_CASO_ECUADOR. <http://dx.doi.org/10.37135/chakinan.v0i0.348>

ONARIR, B. (2015). Bir kamusal yayıncılık seçeneği olarak Türkiye'deki üniversite radyoları. (Unpublished Master's Thesis). Yaşar University Institute of Social Sciences, İzmir.

ÖZEL, S. (2015). Çok çeşitli medya ortamlarında gençlerin geleneksel radyo dinleme eğilimleri üzerine bir araştırma. *Selçuk İletişim*, 8 (4), 281-320.

Retrieved from. <https://dergipark.org.tr/tr/pub/josc/issue/19030/201116>.

PLUSKOTA, J. P. (2015). *The perfect technology: radio and mobility. Journal of Radio & Audio Media*, (22)2, 325-336. DOI: 10.1080/19376529.2015.1083378

SABRAN, R., KARIM, N. K. A. (2018). Sustainability of campus radio in Malaysian and Indonesian universities: challenges and way forward. Retrieved from. https://www.researchgate.net/publication/328413427_Sustainability_of_Campus_Radio_in_Malaysian_and_Indonesian_Universities_Challenges_and_Way_Forward

SAULS, S. J. (2000). *The culture of American college radio. Iowa: Iowa State University Press.*

SERRA, D. (2013). Implementing turf analysis through binary linear programming. *Food Quality and Preference*, Volume 28, Issue 1, April 2013, Pages 382-388. Retrieved from. <https://doi.org/10.1016/j.foodqual.2012.10.001>

TUFAN, F. (2020). Tüm yönleriyle türkiye'de üniversite radyo yayıncılığı: olanaklar ve sorunlar üzerine durum analizi. TÜBİTAK SOBAG Project No: 119k088. Retrieved from. <https://search.trdizin.gov.tr/tr/yayin/detay/621556/>.

YUNIATI, U. *Diğerleri* (2019). "Motif pendengar radio di era perkembangan teknologi informasi (studi kepuasan penggunaan media pada generasi z di bandung. *Jurnal Ilmu Komunikasi (JIKA)*, (6)2, September 2019. Retrieved from.

<https://ejournal.bsi.ac.id/ejurnal/index.php/jika/article/view/6504/pdf>

Özet

Bilgi ve iletişim teknolojilerindeki hızlı değişim radyo yayıncılığının yapısında köklü değişimlere neden olurken, bu değişimin Z kuşağı ile hızlandığı görülmektedir. Radyoların bu dönüşüm sürecinde, özellikle toplumsal sorumluluk kuramı çerçevesinde yapılan üniversite radyolarının, Z kuşağı dinleyicilerinin radyo dinleme eğilimlerini belirleyerek yeni bir model ile yayıncılık anlayışını ve yayın akışını tanımlaması önemli görülmektedir. Bu makalede medyanın monopolistik yapısına karşın toplumsal sorumluluk kuramı çerçevesinde yapılan bir üniversite radyosu için model bir yayın akışı sunulmaktadır. Model yayın akışının belirlenmesinde bir optimizasyon modeli olarak tanımlanan TURF Analizi kullanılmıştır. Araştırma kapsamında geleneksel medyaları terk eden Z kuşağı üniversite öğrencilerinin radyo dinlemeye ilgisini artırmak ve toplumsal sorumluluk kuramı çerçevesinde elde edilen bulgulara göre bir üniversite radyosu model önerisi sunmak için öğrencilerin günlük toplam radyo dinleme saatleri, bir programa odaklanma süreleri, müzik ağırlıklı program içerik tercihleri dikkate alınmıştır. TURF analizi sonuçları doğrultusunda bu tercihlerde 2 temel yayın strateji ortaya konulmuştur: 1. Az tercih edilen yayın kuşağını dinlenir hale getirmek için müzik türü tercihini baz alarak yayın akışı planlama; 2. Az tercih edilen müzik türünü tercih edilir hale getirmek için yayın kuşağını baz alarak yayın akışını planlamadır. Bu doğrultuda öğrencilerin radyo dinleme alışkanlıkları da dikkate alınarak yayın kuşağı baz alınarak yayın akışı modeli geliştirilmiştir.

Kurumsal nitelikte bir üniversite radyosuna yönelik olarak geliştirilecek bir yayın akış stratejisi belirleme ve modelleme amacıyla gerçekleştirilen bu çalışmada Eskişehir Teknik Üniversitesi öğrencilerine web tabanlı anket uygulaması kurumsal e-posta ile gönderilerek tüm öğrencilere ulaştırılmıştır. 2023 yılı itibarıyla Eskişehir Teknik Üniversitesinde ön lisans, lisans ve lisans üstü düzeyde öğrenim gören öğrenci sayısı 11.862'dir. Etkileşimli olarak dijital formatta gönderilen anketlere yaklaşık %4 oranında geri dönüş olmuştur. 415 öğrencinin yanıtları analiz edilmiştir. Öğrencilere ilişkin elde edilen ilk bulgular katılımcıların yaklaşık %91'inin yani 376 öğrencinin 18-25 yaş arasında ağırlıklı olarak ön lisans ve lisans düzeyinde öğrenim gören Z kuşağını temsil eden öğrencilerden oluştuğunu ortaya koymaktadır.

Z kuşağı üniversite öğrencilerinin radyo dinleme alışkanlıklarına yönelik değişkenlerin dikkate alınarak model bir yayın akışının belirlenmesini amaçlayan çalışmada, öncelikle zaman dilimlerine yönelik kombinasyon ile öğrencilerin eğilimleri optimizasyon modeli TURF(Total Unduplicated Reach and Frequency)Analizi kullanılarak ortaya konulmuş ve bugüne kadar kullanılan algoritmalarından farklı olarak verimliliği artırmak için bir model önerisi sunulmuştur.

Yatay ve dikey eksenlerdeki değişkenler dikkate alınarak geliştirilen üniversite radyosu yayın akış stratejisine ilişkin model üniversite radyosunun dinleyici beklenti ve istekleri gözetilerek radyo dinleme davranışları doğrultusunda optimum dinleme eyleminin gerçekleşmesi amaçlanmıştır. Geliştirilen strateji ile belli program türlerinin üniversite öğrencileri tarafından daha fazla tüketilmesini sağlamak, radyo dinlemeye ilişkin sınırlı tüketimi artırmayı hedeflemektedir. Bu çerçevede ortaya konulan yayın akışında, zaman dilimi sıralamaları zıt yönlü sıralama ile desenlenmiştir. Tasarlanan model radyo yayın akışı, Z kuşağı üniversite öğrencilerinin radyo dinleme alışkanlıkları da dikkate alınarak, yayın kuşağı baz alınarak yayın akışı modeline göre geliştirilmiştir. Program türünün müzik türü beğenisi etkisi ile dinlenirliğinin artırılmasının amaçlandığı yapıda, tersine tercih ile yine aynı strateji doğrultusunda program türü beğenisi tercih edilmeyen müzik türü ile ilgili slotta tersine eşleştirme ile yerleştirilerek müzik türünün belirlenen zaman dilimi içerisinde artırılması hedeflenmiştir. Zaman dilimi slotları içerisinde yer alan optimum 5'li ve teklî müzik türü tercihleri yayın akışı içerisinde yerleştirilerek aynı zaman dilimi slotunda tercih edilen program türleri de tanımlanmıştır. Bu doğrultuda belirlenen tersine slot sıralaması içerisinde yer alan müzik türü ve program türleri de yayın akışına yerleştirilerek bulguların strateji doğrultusunda geliştirilecek model için değişken görünürlüğü sağlanmıştır. Bu doğrultuda optimum düzeyde müzik türü tercihinin ilgili zaman dilimi slotunda en az tercih edilen program türü içerisinde yer verilmiştir. Böylelikle ilgili slotta tercih edilmeyen program türünün müzik türü beğenisi etkisi ile dinlenirliğinin artırılması öngörülmüştür. Tersine tercih ile yine aynı strateji doğrultusunda program türü beğenisi tercih edilmeyen müzik türü ile ilgili slotta tersine eşleştirme ile yerleştirilerek müzik türünün belirlenen zaman dilimi içerisinde artırılması öngörülmüştür.

Belirtilen tersine eşleştirme stratejisi doğrultusunda geliştirilen yayın akış stratejisinde yer verilen programlar radyo dinleme tercihlerinde dinleme süresine ilişkin bulgular doğrultusunda 30

dakika olarak, bülten niteliğindeki içeriklere ayrılan süre ise 15 dakika olarak planlanmıştır. Bu hem dinleyicinin radyo içeriğini tüketme süresine ilişkin beklentisini karşılamaktadır hem de tersine strateji kapsamında dinleyicinin beğenmediği bir program/müzik türüne uzun süreli maruz kalmasını da engelleyerek dinleyici kaybının önüne geçecektir. Yatay değişkenler doğrultusunda geliştirilen strateji de aynı zamanda dikey akış uyumu da ilgili değişkenlere yönelik bulgular doğrultusunda dikkate alınmıştır. Dikey yayın akış stratejisine yönelik geliştirilen modelde slotlar arası geçiş 15 dakikalık haber/spor bültenleri ile sağlanmıştır. 30 dakikadan oluşan her program konumlandırmasında tercih edilen/edilmeyen sıralaması dikeyde de yapılmıştır. İlgili slota en çok tercih edilen müzik türü tercih edilmeyen program türü ile eşleştirildikten sonra, bir sonraki akış sıralamasında en çok tercih edilen program türü içerisinde tercih edilmeyen müzik türüne yer verilmiştir. Her iki program türü arasında mutlaka müzik programları yerleştirilerek dinleyicinin radyo kanalına bağlılığı sağlanmaya çalışılmıştır.