MTU STUDENTS' OPINION ON THE ABSENCE OF CAMPUS RADIO IN MTU COMMUNITY

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CERTIFICATION

I certify that this research work was carried out by ISRAEL, FAITHFULNESS WOWO at the Department of Mass Communication, Mountain Top University, Ogun State, Nigeria under my supervision.

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DEDICATION

This work is humbly dedicated to God Almighty for His unending love and mercies that has helped me all through this journey. Also, I dedicate it to my loving parents for their support and commitment, and to all lecturers of the Department of Mass communication in Mountain Top University who have impacted me greatly.

ACKNOWLEDGMENT

I give all glory to God for His faithfulness and I magnify Him for sustaining me throughout the period of writing this project. Without Him I am nothing. By His grace, he has made my ending in Mountain Top University better than my beginning. All glory, honour, and praise be ascribed to you, Lord.

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I say thank you for your contributions. God bless you all.
Israel Faithfulness Wowo
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ABSTRACT

This study was based on perceived effects of the absence of a campus radio in MTU community. The aim of the study was to analyse students' perception on the effects they feel has been caused by the absence of a campus radio in the university. In line with the objectives of this research, the instrument of data collection used was the structured questionnaire, distributed to a sample size of 310 out of the 1,385 students of the school. The data gathered was thereafter analysed, presented and interpreted using the descriptive data analysis technique; by presenting the data in tables. The results from the data analysis showed that the audience are of the opinion that the non-availability of a campus radio in the university has affected the life of the student in one way or the other. This project therefore recommended that Mountain Top University should start preparations that will enhance the establishment of the university owned campus radio, which will serve as a training ground for students, medium of information dissemination, as well as an avenue for promoting the core values and achieving the mission and vision of the university.

Keywords*: Perceived, Effects, Absence, Campus Radio.*

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Campus broadcasting, which includes campus radio, is defined by the Nigeria Broadcasting Commission (NBC) as "a form of community broadcasting set up at a department/faculty for training potential broadcasters or students connected to communication arts." College radio, university radio, and student radio are all terms used to describe campus radio. As a result, it's a type of radio station run by students from colleges, universities, and other educational institutions. This feeling is echoed by Akintayo (2013), who describes it as a station run mostly by students, for students, and by students. From programming idea development to program presentation, the campus radio is supposed to serve as a community radio station on campus, ensuring that all of its programming is participatory.

Students may undertake all of the programming, or programmers from the station's surrounding community may participate. Campus stations are sometimes set up to teach professional radio broadcasters, other times to broadcast educational content, and still others to give a viable alternative to commercial or government broadcasters. According to Opawole (2013), college radio stations, which are a subset of community radio stations, can fill the voids left by commercial and government radio stations by playing more local music and encouraging local or campus talent. The result would be general acceptance among students, who make up the majority of listeners on campus radio. Because campus radio stations are generally licensed and regulated by national governments and governed by the university authority that owns them, they have very different characteristics from one country to the next and from one university to the next. One

thing that all campus stations have in common, regardless of their physical location, is that they are all supposed to broadcast instructional programming.

The essence of college journalism, which includes campus radio, is defined by Anaeto and Onabajo (2007:2), as quoted in Oluteye (2008): Campus journalism is the gathering, writing, editing, and presentation of news by students at a higher institution in a school newspaper, magazine, radio, or television. Any campus medium established by a school is for the aim of providing information, education, and pleasure to the school and its community.

1.1.1 Historical Development of Campus Radio in Nigeria

The first broadcasting in Nigeria was in 1932, when the British Empire Service erected a repeater station in Victoria Island, Lagos, from which information was sent to important towns and cities throughout Nigeria through a wired wireless device known as a re-diffusion box (Raufu 2011, et al). Due to man's constant need for information, the relay stations were spread to other significant cities in Nigeria, including Ibadan, Kano, Enugu, and Abeokuta. From them, radio became the sole source of information, and radio transmission exploded. After the foundation of Western Nigerian Television in 1959 by the Obafemi Awolowo-led Western Government, it took another twenty-seven years for Nigerians to be introduced to what is now known as television.

While reflecting on radio's early years and developmental hurdles, Aspinall (1971:15), as mentioned in Omolayo O.J. et al (2015), described it as "a novelty for listeners and broadcasters alike." He went on to say that "there was an element of excitement and adventure about it that still distinguishes the best of broadcasting today," and that "radio is ultimately a fun-game no matter how serious or important the program material is," and that "radio is ultimately a fun-game no matter how serious or important the program material is," according to him. Radio is the sole media that may be freely accessed by anyone because of these characteristics; as a result, anyone can

relate to a radio broadcast. Radio has become a part of everyday life, according to Akintayo (2013), also referenced in Omolayo O.J. et al (2015), and people rely on it for a number of purposes other than enjoyment, education, and information. Thus, the notion that radio is a social mobilization and development agent is based on its various evident contributions to national development through its broad programming, rather than on a value judgment (Aina S. 2003).

While speaking about the persuasive power of radio, its immediacy, and the importance of radio to national development, Onabajo (1999:2) as cited in Omolayo O.J. et al (2015) adds Within certain parameters, radio can convince and effectively influence a huge audience, contributing significantly to the formation of national consensus. It is an effective tool for public education, health issues, family planning, cultural re-awakening, corporate development, and other social development challenges. As a result, radio becomes the simplest and most affordable medium for social mobilization and public education, breaking down the barriers of class and education. Rantimi (2011). Since deregulation, the number of radio stations in Nigeria has expanded from "less than 30 to 137," with 44 federal government-owned, 41 state-owned, 25 privately owned, and 27 campus-owned stations. Omonhinmi (2012).

Despite the fact that campus radios were licensed in Nigeria as a litmus test for the establishment of community radio, the Nigeria Broadcasting Code (NBC 2010:9.7.1.a) specifies that campus radios arose primarily to allow for the training of university students, particularly those in broadcasting and related fields such as engineering, information technology, creative arts, English use, and drama, thereby allowing for the establishment of community radio (NBC 2010:9.7.1.a).

27 educational institutions in Nigeria have been granted licenses to operate community radio on their campuses by the Nigerian government. The radio stations will be used for teaching, research, and entertainment by the educational institutions that have been granted licenses. Because of

Africa's long-standing oral heritage, radio remains the best medium of mass communication. Students in computer science, languages, theater arts, marketing, and advertising have embraced the invention as a way to learn new techniques and skills before graduation.

Leaders of Nigeria's tertiary institutions are pleading for permission to operate campus television in partnership with the country's burgeoning commercial sector. The government gave the University of Lagos a radio license in April 2002. This allowed higher institutions to seek radio stations, and in 2007, President Shehu Musa Yar'Adua authorized a set of licenses for private, public, and regional tertiary colleges. The expansion of campus radio was motivated by two key factors.

To begin with, the government was pleased with how the University of Lagos used its radio license. Second, there was a pressing need to build a communication infrastructure for the National Open University, which was recently established with the goal of providing university education to school-leavers who were unable to get entrance to universities due to limited vacancies.

The government was pleased with the progress and decided to raise the number of colleges authorized to run radio stations to 27. The National Broadcasting Commission's Director-General, Yomi Bolariwa, called to the institutions to be neutral and non-partisan in their use of the licenses during a ceremony to give them over. "Any violation of the broadcasting code will not be tolerated by the commission," he warned. Students of mass communication and journalism are the immediate benefactors of the radio stations. Teachers and students have pushed for the establishment of campus radio and television for more than 50 years, since the first communication departments were established at the University of Nigeria in Nsukka and the University of Lagos. "The teaching hospital is essential for medical students." Students in the natural and applied sciences benefit from laboratories. And

radio and television are strategic and practical instruments for communication and journalism students," Mercy Akpan, a lecturer at the University of Uyo's department of communications, said. The establishment and integration of radio stations into communication programs will go a long way toward addressing a serious impediment that students face while looking for work after graduation. Employers are hesitant to hire 'greenhorns' from colleges because of their obvious lack of practical expertise in areas such as delivering programs for a variety of audiences and marketing new items to skeptics. Companies have had to pay for graduates to be trained at both public and private radio stations.

"For the first time, campus radio stations have eliminated the requirement for graduates to retrain. We will no longer use our cash to teach new graduates on how to create and present marketing programs for our products "According to John Adamu, a public relations manager for a Lagos-based beverage firm. The technological features of campus radio are likely to pique the interest of engineering and computer science students. Electronic engineering students are interested in the installation and maintenance of radio stations, whereas computer science students are interested in the use of online services. Ismaila Abdullahi, president of an engineering students' union at Ahmadu Bello University in Zaria, said, "We have informed instructors that we want to be involved in the installation and subsequent maintenance of our radio station." "We oppose the concept of a turnkey project, in which we are just taught how to press the button and turn on the radio station's electrical equipment by communication firms." Lecturers have taken a stand in support of such student requests.

Despite the various educational benefits of having radio stations on campuses, some people are concerned that this powerful communication instrument may be misused. Some public and

commercial radio stations have recently been temporarily shut down due to partisan programming on matters that endanger Nigeria's peace and harmony.

Nigeria is a country that is multi-ethnic and multi-religious. "Occasional religious and ethnic confrontations occur as a result of incendiary statements by extremists with vested interests," claimed an influential member of the National Broadcasting Commission who requested anonymity. "Partisan ethnic and religious politics must be avoided by campus radio stations." They have to be viewed as bridging the gap between ethnic groupings and religions."

The results of the survey will be used to identify the level of student interest in the establishment of a campus radio station at the university, as well as the programs that will be most beneficial to students' lives.

1.2 STATEMENT OF THE PROBLEM

It is indisputable that radio plays an important role in informing, instructing, and entertaining students in educational institutions, and it is one of the ways in which they keep up with current events. Prior to the development of radio, it is plausible to think that students had a difficult time understanding what was going on outside of the school grounds, particularly in the educational and social arenas. Even after the introduction of radio and the subsequent establishment of campus radio stations, the number of students who are aware of what is happening outside their school's walls and in the rest of the world is questionable. Since its inception, Mountain Top University has lacked a licensed radio station that might serve as a dissemination hub for information. As a result, the students have been unable to engage in different radio-related trainings and live practicals. The radio station is also in charge of informing the school community about programs that will benefit students and employees. At the moment, the only method to do so at MTU is to use the multi-

purpose hall, which contributes to the gap that exists between MTU and other schools with their own radio station.

Students, especially those in higher education, must keep educated about what is going on in their communities, the country, and the world at large. As a result, the goal of this study is to learn what students think about the lack of a campus radio at MTU.

1.3 OBJECTIVES OF THE STUDY

This research is primarily aimed at exploring the effects of the unavailability of a campus radio in MTU; thereby establishing the need for a campus radio.

Specific objectives are:

1. To measure the perception of MTU students on the absence of a campus radio in the university.
2. To know how MTU students perceive the use of radio as a means of acquiring career opportunities.
3. To explore the different opinions of MTU students on the use of radio as a means of acquiring and disseminating local and international news and current affairs.
4. To view the perception of MTU students on the use of campus radio in helping them achieve the mission and vision of the university.

1.4 RESEARCH QUESTIONS

1. What perceptions do MTU students have on the absence of a campus radio in the university?
2. How do MTU students perceive the use of radio as a means of career opportunities?

3.   What opinion do MTU students have on the use of radio as a means of acquiring and disseminating local and international news and current affairs?

4.   How do MTU students perceive campus radio as a means of achieving the mission and vision of the university?

1.5 SIGNIFICANCE OF THE STUDY

The goal of this study is to find out what students think about the idea of starting a radio station. The research will provide ideas and information to the school about how to reconcile students' social lives with the presence of a radio station. The project will benefit students as well as the school administration (student affairs) by providing a solution for a faster means of information exchange at MTU. Because there is likely no such literature, this study could be a significant academic resource for scholars, particularly at Mountain Top University. Academics, professors, and students will be able to use this study as a reliable academic resource to learn more about the impacts of not having a radio station on the students and campus community as a whole.

1.6 SCOPE OF THE STUDY

The study focuses on the perception of students in Mountain Top University towards the effects of the non-usage of radio for either educational or entertainment purposes on the students' defined social life. The study is focused on MTU Undergraduate students from 100 to 500 levels.

1.7 OPERATIONAL DEFINITION OF TERMS

MTU: Mountain Top University

Students: specific group of persons who are enrolled in a university or institution (MTU).

Perception: The ability to perceive or think about things in a specific way.

Absence: When something doesn't exist or isn't available.

Campus radio: (sometimes called college radio, university radio, or student radio) is a sort of radio station run by students at a college, university, or other educational institution**.**

Community: When a group of individuals living in a specific place is discussed.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter reviews relevant literature on campus radio and the advantages it adds to the life of the students and the campus itself. This review is done under three broad headings; conceptual review, theoretical review and empirical review. Specifically, The concept of campus radio is discussed in this chapter. It furthers provides both theoretical framework for the study, and review of empirical studies on campus radio.

2.1 CONCEPTUAL REVIEW

The concepts to be reviewed are:

1. Concept of other campus radios

2. Strength and weaknesses of radio

3. Untapped potential of campus radio

4. Campus radio as a tool in learning broadcasting skills

5. Operations of campus radio

6. Students/lecturers testimonials of the presence of campus radio

2.1.1 Concept of other campus radios

Campus radio is a vital educational and social resource for students on campuses all around the world. It gives pupils real-world experience. The majority of these stations broadcast news, sports, and public affairs programs, which prepare students for careers in journalism, television, and other fields. The campus radio station undoubtedly provides students with valuable media experience that they may not be able to obtain elsewhere on campus. Much of what a student disc jockey or

student reporter performs at his or her college radio station is transferable experience, whether it's through research, collaboration, or preparing their own stuff. By working well in the university radio station, a student can become a fantastic On-Air Personality (OAP) while still in college. Students from Mass Communication and other fields participate in the operation of campus radio stations at most higher education institutions. Most Nigerian universities have radio stations that provide very engaging programs to audiences both inside and outside the academic community. Today we have numerous campus radios that has played a vital role in today's society and we will looking some of the high rated successful campus radio in Nigeria and what they stand to achieve.

- **Babcock Campus Radio**

The Babcock University was formed to further the mission of David C. Babcock's Seventh-day Adventist church. The mission entails reaching out to people at three important points in their lives: education, health, and spiritual needs. Babcock University was founded as a faith-based higher education school. The university today promotes its educational and spiritual goals through Hope 89.1 FM, a campus radio station that is located in an area dominated by youngsters and a community steeped in historic traditional customs. Because of its peculiar nature as a remnant church with a mission to evangelize the world, the Seventh Day Adventist church is unique in Nigeria, as it is around the world. The church's efforts in the Ilishan-Remo community to achieve deep-rooted conversion and change in behaviors for the enhancement of community members' health and total wellness have been difficult and occasionally met with resistance. Egungun festival and Oro, which take place every first week in August, are two popular traditional festivals still observed by members of the Ilishan community. The 'Oro cult' has a traditional celebration that prohibits women from leaving their houses on Friday night to participate in any activity, including church, until Sunday morning.

The Seventh-day Adventist church in Nigeria, through Babcock University campus radio –Hope 89.1FM, has continually explored the power of radio by adding faith and health-based content into its programming, in an unwavering effort to reach the hearts of the indigenes. The goal of these radio broadcasts is to bridge socio-cultural differences, achieve deep conversion, and encourage people to embrace healthy lifestyles. The Seventh-day Adventist mission in Nigeria, like all missions and faith-based organizations, has been highly influenced by the mass media, which plays an important role in accelerating the spread of the Adventist message. There are two radio studios, one of which broadcasts in Ilisan-Remo, namely from the Babcock University campus. This media outlet's objective is to spread the gospel with the goal of giving the human race hope via the gospel of Christ and the promotion of healthy lifestyles.

The Seventh-day Adventist mission in Nigeria has been profoundly influenced by the mainstream media, which plays a vital role in accelerating the spread of the Adventist message, just like every other mission and faith-based organization. There are two radio studios, one of which broadcasts from the Babcock University campus in Ilisan-Remo. This media outlet's aim is to spread the gospel in order to restore hope to humanity through the gospel of Christ and the promotion of healthy lifestyles. Initially, the station worked double hours from 5.30 a.m. to 7.30 a.m. and 7 p.m. to 10 p.m. each day. However, on October 1, 2007, the morning broadcast period was increased from 5.30 a.m. to 7.30 a.m. to 6 a.m. to 12 p.m. Evening transmissions were reduced from three to two hours, from 7:00 to 9:00 p.m. Today, the station broadcasts 24 hours a day to a total audience of 20,000 people, including Babcock students and employees, as well as residents of the host and adjacent villages. Babcock University's host and neighboring towns are a diverse mix of Christians, Muslims, and traditional worshippers, making it an ideal location for evangelism. Some of the station's programs are produced in both indigenous and English languages, which are the two most

frequent languages within the broadcast area, in order to fulfill listener language preferences. The goal of these events is to provide audience members with information on healthy lifestyle choices as well as evangelism that will lead to conversion in readiness for Christ's second coming.

UNILAG FM

UNILAG 103.1 FM is a pathfinder in Nigeria's campus radio sector. The property is owned by the University of Lagos (UNILAG). In 2003, the National Broadcasting Commission (NBC) granted it the first license for a collegiate radio station.

In truth, the story of Unilag's attempt to secure a campus radio license in 1982 marked the beginning of Nigerian campus broadcasting. The 1992 Media Deregulation Policy was the result of such work. The license was finally granted in February 2002, twenty years after the University had initially sought. In July 2003, the University was allocated the frequency of 103.1 FM, and former Vice President of Nigeria, Alhaji Atiku Abubakar, officially commissioned the station on December 14, 2004. Unilag Radio was the first campus radio station to obtain a license and broadcast in 2004. Based on Unilag Radio's strong performance, the stage was set for additional campus stations to receive their licenses. Unilag radio is still going strong today, having made a name for itself in a crowded media scene in Lagos and prospering.

- **UNIZIK FM 94.1**

Although test transmission commenced on April 27, 2008, the National Broadcasting Commission (NBC) gave UNIZIK FM 94.1 campus radio a license on February 8, 2007. It is owned by Nnamdi

Azikiwe University in Awka, however it is housed under the Department of Mass Communication, with personnel from various departments. UNIZIK FM is a 501(c)(3) charitable organization. Its primary purpose is to offer students with practical experience and to improve the social well-being of the campus community by training them in broadcasting and other related fields such as engineering, computer technology, creative arts, English, and drama. On weekdays, the station is open from 5.30 a.m. to 9.00 p.m., and on weekends, it is open until 10 p.m (excluding weekends).

- **LASU Radio 95.7**

Lagos State University's campus radio station is LASU 95.7 FM (LASU). The station was established in 2015 after being commissioned by Babatunde Raji Fashola, the then-Governor of Lagos State. Its tagline is "Lively and Solidly One-of-a-Kind." The staff is made up of Mass Communication students as well as volunteers from other university disciplines.

- **SEARCH 92.3 FM**

Federal University of Technology, Minna owns Search FM (FUT Minna). It began full operation on March 4, 2009, when late President Umaru Musa Yar'Adua accepted and awarded a broadcast license to the university to begin campus radio, based on the National Broadcasting Commission's recommendation (NBC). The station is well-known in Niger for its informative, entertaining, and educational programming, which includes content targeted at the university's student population and host community. Search FM boasts some of Niger state's most engaging programs and On-Air Personalities, making it a force to be reckoned with.

- **Diamond 101.1 FM, Ibadan**

Diamond FM is the University of Ibadan's campus radio station (UI). On October 30, 2008, the Station was formally inaugurated. It has a sizable audience, with listeners from all around Ibadan and the surrounding towns. "Promoting Values and Excellence" is the station's slogan. It is housed in the University of Ibadan's Media Centre. Diamond FM was named to commemorate the University's 60th anniversary. Diamond FM is a student-friendly, volunteer-driven, inclusive, and interactive radio station. It gives members of the university community the chance to share their information, ideas, and skills about the University of Ibadan.

- **Moment 98.7 FM, Oko**

Federal Polytechnic Oko, Anambra State, owns Moment 98.7 FM. It is primarily operated by the Mass Communication department, with a workforce that includes students from several disciplines within the university. The radio station was founded in 2013 and has since risen to an enviable position in Anambra's media scene. It's one of the few university radio stations in Southeast Nigeria with the most interesting on-air personalities that know how to keep listeners engaged to their radio sets while listening to programs.

- **Hebron 95.9 FM (Covenant University Radio Station, Ota)**

Covenant University, Ota, Ogun State, founded Hebron 95.9 FM as a student trainee campus/community radio station. Its principal goal is to reach out to its immediate neighborhood with educational and instructional programs that will promote positive growth. The station's reach extends beyond its immediate surroundings.

- **Hillside 94.1 FM (Auchi Polytechnic Radio)**

Auchi Polytechnic in Edo State has a campus radio station, Hillside 94.1 FM. The radio station began broadcasting in 2007. The station was built to meet the demands of the polytechnic community as well as the surrounding villages. The station, however, has a large audience and reach, with listeners in Benin, Asaba, Akoko, Ekpeshi, Igarra, Okpella, and Okene, as well as sections of Kebbi state in Northern Nigeria. Hiilside FM is run by students and non-students who want to display their ability through a campus radio program.

- **Excel 103.7 FM (Rivers State University)**

Excel 103.7 FM is owned by Rivers State University in Port Harcourt, Nigeria. It is well-known for having exciting On-Air Personalities (OAPs) who know how to captivate their audience with their own presenting style.

- **ABU Samaru 101.1 FM**

ABU Samaru 101.1 FM is the official radio station of Ahmadu Bello University (ABU) in Kaduna State, Nigeria. The ABU Samaru Studio, also known as the ABU/BBC Studio, was built in collaboration between the British Broadcasting Corporation's World Service Trust (BBC WST) and the UK's Department for International Development (DFID).

- **UNIBEN FM 100.1 (University of Benin Radio)**

UNIBEN 100.1 FM is the campus radio station of the University of Benin (UNIBEN) in Benin City, Edo State. In 2014, the station began airing. It's a fun radio station with interesting news, music, and sports programming.

- **Lion 91.1 FM, Nsukka**

Lion 91.1 FM is the campus radio station of the University of Nigeria, Nsukka (UNN). The station was built to serve the university community as well as the surrounding neighborhood. The high-quality workforce is doing an outstanding job with an ever-growing following. Lion FM is a college radio station run by students and non-students who wish to show off their talent.

- **Great 94.5 FM, Obafemi Awolowo University**

Great 94.5 FM is the official campus radio station of Obafemi Awolowo University (OAU), Ile Ife. It's one of Osun's most popular radio stations, with charismatic On-Air Personalities (OAPs) and unique programming.

- **UNILORIN 89.3 FM**

The University of Ilorin's official campus radio station is Unilorin FM 89.3. It is a radio station that broadcasts high-quality educational, informational, and entertaining programming. This is one of the most popular radio stations in the state of Kwara, featuring On-Air Personalities who like their work and enjoy entertaining their listeners with interesting programs.

- **IMSU Star 90.9 FM, Owerri.**

Imo State University (IMSU), Owerri's official campus radio station is Star 90.9 FM. It is one of the state's most popular radio stations, with a growing viewership that extends beyond the state's borders.

- **Lead City 89.7 FM, Jericho, Ibadan**

Lead City 89.7 FM is a campus radio station at Lead City University in Ibadan. The station has a sizable following among radio listeners in Ibadan. To keep the station among the best in the state and worldwide, students and non-students with the relevant abilities are employed.

- **BSU FM (Benue State University)**

BSU 89.9 FM is the official campus radio station of Benue State University (BSU) Makurdi. During the term of Prof Charity Angya, the institution's former Vice Chancellor, the station was opened in November 2015. It is housed under the Department of Mass Communication. The station was created to provide hands-on experience with broadcasting and news reporting for Mass Communication students. It really has done an outstanding job of disseminating information to university community members and audiences across the state and beyond.

- **ESUT Radio 106.5 FM, Enugu State**

ESUT Radio 106.5 FM is a campus radio station that transmits to students, faculty, and staff. The station is owned by Enugu State University. It began broadcasting in 2014 and has since grown in popularity among both university and non-university listeners

2.1.2 Strengths and Weaknesses of Radio

The capacity to reach specific audiences with specialized programming is radio's most important ADVANTAGE. Because its signals are strong and can reach practically all corners of the globe, radio can be modified for different parts of the world and can reach people at different times of the day (Odetoyinbo, 1998). Radio is not expensive; in comparison to other media, obtaining a radio set is quite inexpensive. It could be a transistor radio, a walkman, or a mobile phone. It's

transportable. It is lightweight and portable. Unlike other media that require complete focus, radio can be listened to while driving, doing housework, reading, and so on.

Radio is faster and more adaptable in its presentation of news and events than any other form of mass communication, owing to the fact that events are related to the public as they occur. It gives listeners the option to make well-informed decisions. It is interactive and allows for immediate feedback from the audience. Listeners are allowed to call in and talk to a radio personality immediately about a subject they are discussing. This makes the programme more interactive where a variety of listeners can give their opinion. Radio messages can be easily understood.

The limited range of a radio transmission is one of the most significant DISADVANTAGES of radio communication technology. A powerful radio broadcast can only reach listeners within a narrow geographic region, necessitating the establishment of a vast network of radio stations to efficiently interact with a big or dispersed group of receivers.

Radio signals are also subject to interference from atmospheric conditions and other broadcasts, according to (Hartman, 1999). Furthermore, receiving a clear signal from certain sites, such as areas sheltered by mountains, can be difficult. Insulation in a structure or electrical interference from other equipment can reduce the efficacy of an individual radio receiver.

Radio, like most other types of electronic communication, necessitates the availability of power at both the transmission and reception points. While battery-powered radios are ubiquitous, their power requirements are more onerous than those of land line telephones, which can make calls using electricity already present in the lines even during power outages. To send out its signal, a powerful radio transmitter, such as a regional broadcast station, requires vast quantities of electricity at all times (Hartman, 1999).

Finally, radio transmission is restricted to a small range of bandwidth frequencies. This is why commercial radio stations occasionally overlap or blend together, and why the National Broadcasting Commission (NBC), the regulating radio authority, strictly monitors the usage of the publicly-owned airwaves. Due to the fact that radios require a huge amount of bandwidth in comparison to the amount of data they send, more and more air space is being allotted for cell phone and wireless Internet networks.

2.1.3 Opportunites provided by campus radio

"Not every university campus is lucky enough to have a college radio station, but there are many that do," writes Benjamin Miller (2015). Is the strategic and pedagogical usefulness of campus radio fully acknowledged by administration and teachers on those campuses?" Although the extent of university engagement varies from institution to campus, he goes on to say that the answer is "no" in general. Campus radio has various strategic (with a purpose) and pedagogical (in their teaching technique) advantages111: it is a strategic advantage when it comes to attracting new immigrants and international students. It is an important tool for colleges to communicate with and connect with their communities. It's a fantastic tool for enhancing multimedia class work. Finally, it's critical for cultivating the coveted "campus identity" that's so important in these competitive times.

Campus radio stations broadcast autonomous, circular, and frequently local music, which university music departments may easily capitalize on. Aside from that, the stations are key cultural content suppliers. For example, the University of Lagos offers a variety of ethnic language programs. As a result, the radio station targets a wide range of ethnic, linguistic, and cultural groups for whom there may be no other media outlet in their language that addresses their concerns. It's

no surprise that these radio shows become long-standing sources of pride and participation in their communities. Universities that wish to attract international and immigrant students by promising a welcoming local community can use these shows as examples of dynamic, welcoming, multicultural campus life. Furthermore, dedicating an hour to university news is a fantastic approach to keep students and the general public updated about what is going on at the university. People can ring in and ask questions directly, even even speaking with senior administrators on occasion, thanks to the radio style. A weekly or monthly program provides a convenient and consistent opportunity for the community to interact with the university. Radio is more intimate than an online enquiry, and less scary than a formal board meeting. A half-hour on campus radio does not replace other forms of communication, but it does enhance them.

Miller goes on to say that universities that use campus radio as a training ground for broadcasting programs, such as UNIZIK FM, understand the educational importance of campus radio. However, there is room to consider how campus radio could benefit other, less visible, activities. Why not use physical resources and knowledge to send students to the campus radio station if a professor wants to give a podcast alternative for projects? Students will be enthralled and engaged by the simple novelty of being in a radio recording booth. While students' levels of technological ability will vary, college radio stations provide all students with professional equipment and instruction if they desire it.

Finally, universities compete not just with other schools in the region, but also across Africa and beyond, in an increasingly linked and globalized world. As a result, institutions are being pushed to be more creative in how they market themselves to prospective students. It's not just about the programs anymore; it's about the whole university experience. Radio, like the natural environment

and sports teams, contributes to the overall experience. It appeals to a diverse group of students, from the young urban woman who grew up in a rock band and still wishes to be a part of the music scene to the senior rural student who may have gotten his local news from the radio. Campus radio is a valuable tool for reaching out to tens of thousands of prospective students across Nigeria. It's a fantastic aspect of campus life, and universities can only benefit from making better use of it.

2.1.4 Campus radio as an opportunity to learn broadcasting skills

Despite the prevalence of podcasts, music streaming platforms, and satellite radio, college radio continues to provide students and community members with a varied mix of music, news, sports, and other specialty programming. Additionally, college radio stations give student musicians and neighborhood organizations a more accessible platform to showcase their music. College radio stations serve students in a variety of ways. They can, for example, improve technical abilities, learn about FCC laws, and hone essential communication and journalism skills. Campus radio stations are sometimes run for the goal of teaching professional radio employees, other times for the purpose of transmitting educational content, and still others exist to provide an alternative to commercial or government broadcasting. College radio offers a one-of-a-kind opportunity to gain experience in broadcasting.

Many radio stations have positions available in broadcasting, engineering, advertising, social media, and sales. Students also study FCC regulations, broadcasting restrictions, and other journalism and communication skills. Broadcasting offers a number of rewarding employment prospects, but getting started can be tough. By learning valuable skills while still in college, students can acquire a competitive advantage over other job candidates. Aside from traditional radio programming, most stations allow listeners to create unique shows, podcasts, and articles

about new record releases, social issues, and current events. These programs assist students in developing critical research and writing skills that may be used to a wide range of fields.

2.1.5 Operations of Campus Radio

As more campus radio stations pop up around the country, Ralph Akinfeleye, a professor of journalism and mass communication, has emphasized that campus radio not only be a PR tool for the school administration, but also be socially responsible. The academic told The Guardian that campus radio must remain the training organ for students of mass communication and other related disciplines such as creative arts, law, engineering, English language, and many others, at the recent commissioning of Bayero University Campus radio station, BUK FM 98.9.

"The genesis of campus broadcasting in Nigeria began in the 1970s but became more rigorous in the 1980s (precisely 1980), while the National Broadcasting Commission (NBC) was established in 1992 after the Badagry National Conferenc," said Akinfeleye, who delivered a paper titled, "From Nothing Casting to Narrowcasting and Now Digital Broadcasting: The Metamorphosis of Campus Broadcasting in Nigeria." The UNILAG Initiative - Mass Communication Department led the charge, with BUK, UNN, UNIMAID, LASU, and a slew of other universities following suit, including but not limited to BUK, UNN, UNIMAID, LASU, and a slew of others. During the nothing casting era, practically all departments of mass communication offered communication studies degrees without broadcasting radio studios, according to him. In other words, they were mostly casting no shadows for themselves.

"The narrowcasting age followed the nothing casting era," he claims. This time, mass communication departments were procuring mini box transmission within their mass communication buildings, such as staff offices and classrooms, and they were narrowcasting to

themselves using voice boxes with small wire connections to the studio-like layout. Then there was the digital broadcasting era, where most mass communication departments now have digital studios where they may broadcast professionally. BUK 98.9FM, whose slogan is Broadcasting for Innovation and Development, is one of those that we are commissioning today. It has contributed value to our schools' new era of digital broadcasting."

According to him, Unilag Radio 103.1FM is Nigeria's first university radio station, having been established in 2004 despite receiving a broadcast license in 2002 during President Olusegun Obasanjo's government. Under Buhari's government, the second campus TV license was been issued to Bayero University, Kano. While applauding President Buhari, he urged him to sign off on the clearance of other pending campus radio and television applications on the NBC's table.

On the major obstacles of campus radio/TV in Nigeria, he pointed out that it took Unilag 25 years to gain a radio license, but that because of Unilag Radio's success, other universities and polytechnics did not have to wait as long. Unilag Radio was delayed until 2004 because the NCC waited two years to award a frequency.

"Huge cost of licensing fees (N1 million for campus radio), renewable every five years with the same amount, lack of availability of broadcast spectrum in Lagos, Abuja, Port Harcourt, and elsewhere, was given as part of the long delay for approval, the problem of NBC over-regulation, the long delay before NBC gives approval, which makes it appear as if NBC is trying to kill campus radio," he said. They regard college radio stations as competitors who are buying into their limited advertising revenue in their communities; there is a lack of good relationship management between the regulator, the National Broadcasting Corporation, and campus radio stations.

The campus radio station does not compete with commercial radio stations, so let Kano's commercial radio stations factor this into their agenda and make BUK FM 98.9 a loyal partner in media advertising; high cost of campus TV licensing – i.e. (N10 million for TV); limited coverage areas – forgetting that some universities and polytechnics have multiple campuses. The main campus, second or third campuses; this results in a low-powered radio station, which is not ideal for a campus radio station where the university has multiple campuses.

He recommended that campus radio stations be managed by a managing board that would be appointed by the vice-chancellor and comprise members from the school of communication, the regulatory body (NBC), professional organizations such as the Broadcasting Organisation of Nigeria (BON), the Nigerian Union of Journalists (NUJ), a lawyer from the faculty of law, and one member from the faculty of engineering, at least two from outside the university of which one must be a female (preferably from the University Alumni Association).

He went on to say that the stations need to hire a managing director who has at least five years of expertise in the media. Allow the station to be populated by mass communication students. Must have well-equipped and modern studio facilities; must welcome media attachment – interns (IT) from different Nigerian mass communication departments – Unilag is already doing it, and I'm sure many more college radio stations will follow suit.

"The duration of the managing board should not exceed four years and should be extendable for another four-year term and no more," he says. They must always follow the Nigerian broadcasting code's laws and regulations and engage in sports – announcements and/or restricted advertising.

2.1.5 Students/lecturers Testimonials of Campus Radio

According to current research undertaken by many researchers, there are several testimonies of students who graduated from universities that were supported by the presence of a campus radio and so benefited in one way or another.

The following findings were obtained from a study done by Tal Laor of Ariel University in Ariel, Israel, and suggest that radio has additional benefits in a student's life.

> **Competence**

In terms of competency, interviewees were asked, for example, to what extent does college radio's curriculum and broadcasts prepare students to produce, edit, and broadcast as well as integrate into the media industry? Overall, 92 percent of students and graduates agreed that the broadcasts give them the resources they need. In the interviews, this is reflected. Some students underlined the importance of the professional instruments available in college radio. "College radio can equip me with resources to assist me continue my professional development," one student remarked. "I genuinely feel like I am getting more professional every week," said another applicant.

Another interviewee underlined the importance of the college radio station in building communication skills, saying, "[College radio] taught me how to be a talkative person and how to develop a communicative personality." Another person mentioned the joy of trying out several roles: "Working with numerous individuals, carrying out a range of roles: you can broadcast, edit, produce, and so on." It's quite pleasant. (A., IDC Radio student) When asked if the platform provided by campus radio serves as a springboard for integration into the marketplace, the students responded affirmatively. Overall, 78 percent of students and graduates said that participating in college radio has given them confidence in their ability to integrate into the media marketplace in the future. One of the students mentioned that having a creative platform will open up future employment opportunities: "A lot of things have sharpened for me." The bottom line is that I now

have another platform to build on, which will undoubtedly open doors. (Other Voice) (M., Student)

One of the graduates stressed that the college radio station's training pays off after graduation: "You are truly prepared to be a content person, because after you finish your studies, you will appreciate what the station contributes over time." The respondents were questioned about their experiences with getting and giving feedback. In total, 84 percent of students and graduates said that staff, instructors, and even interviews frequently provide feedback on their talents. Feedback from academics is also treasured, according to one student: "Feedback from individuals who work there, and who I think highly of professionally, remarks from people when I interview - they listen to me and then come up and say how wonderful it was." (N., IDC student) Another student stressed the value of compliments from interviewees for professional development and self-esteem: "When an artist compliments me and says, 'I haven't enjoyed an interview this much in a long time,' I feel good about myself because I know I did my homework well and asked the correct questions." (A student, Kol Yizrael).

All of the directors agreed that the instructors and station managers provide positive comments to the students. Feedback is supplied on a frequent basis, according to one of the directors: "I instruct the lecturers on college radio to offer the students feedback on a regular basis." (Kol Li, director) Another director mentioned that he makes it a point to provide personal feedback to each student: "Every semester, I chat to each student about their work at the college radio." I offer them guidance on what they should improve and what they should keep." (IDC Director)

> **Autonomy**

In relation to the issue of autonomy, students were questioned whether they have a say in content selection, if they chose stuff that is meaningful to them, and if they are able to express themselves.

In all, 74% of students and grads said that college radio stations provide them a lot of freedom with their ideas and material.

"In a way, [broadcasting on a radio station] provides students a platform for their fantasies," one of the students said, emphasizing the freedom in choosing subject that interests them. They have the freedom to pick what fascinates them and what is dear to their hearts." (Kol Netanya S. Graduate). Another student echoed this sentiment, saying, "The station primarily transmits the preferences of the students." (K., Other Voice, Student) "It is fulfilling when you are raising a concept and you succeed in producing your agenda in college radio," another student said of having a free hand in self-expression. (Student T.)

The majority of the station directors agree that allowing students to have high levels of autonomy and self-expression is critical. The following are some of the advantages of self-expression as stated by one of the directors: "This is a fantastic platform that allows students to regularly express themselves in practice. This provides them with a wealth of knowledge, experience, mistakes and accomplishments, as well as self-assurance." (Kol Li, radio director) Another director mentioned how college radio gives students the freedom to create whatever they want, with the understanding that freedom of choice will encourage them to specialize in creating diverse content: College radio gives students the freedom to create whatever they want, with the understanding that freedom of choice will encourage them to specialize in creating varied content. (Kol HaNegev, director).

As previously indicated, the interviews reveal that students believe their voices are heard as a result of the autonomy offered by campus radio. Another student suggested a way for her to express herself creatively. Other students shared their experiences with the good effects of self-expression, with one stating that self-development comes from working in various roles in campus radio.

➢ **Relevance**

Regarding the issue of relevance, all interviewees were asked about their college radio experience and how it connected them to their institution and school of communications. In all, 64% of students and graduates stated that they had a special connection to the university. The fact that they spend so many hours on the radio, as some of them stated, strengthens their sense of belonging: it physically and mentally places you at the radio station. Essentially, you must spend more time at the radio station in order to get more connected.

By virtue of their presence and attendance, students who broadcast on the radio develop a stronger love for the school of communications than other students. (Other Voice's program director) Students would rather be in the station than in other learning environments, according to another director: "They skip other classes and come here." We're not only radio personalities; we're also psychologists. (Director of radio)

As previously stated, the three dimensions of competence, autonomy, and relevance lead to self-realization for Deci (1972). These factors, as perceived by students in college radio, produce high levels of self-satisfaction, self-confidence, and self-realization, according to the interviews.

➢ **Self-confidence.**

The formative process that some students go through was addressed in interviews by both campus radio station directors and leaders. Many people use college radio to boost their self-esteem and personality. In the current study, 46 percent of students and graduates stated that they graduated as different people. They had little faith in themselves when they came. They got increased self-esteem after some time broadcasting and working at the radio station. "I believe that when students graduate and leave the school, they are different than when they arrived here," says one of the directors of a college station. (Radio director, Kibbutzim College).

Another manager said, "Some people instantly opened up," while another described in detail the growth that students go through during their studies: There's something therapeutic about listening to the radio: you walk in, open a microphone, and you have to talk. Eighty percent of people develop in such a way that I can almost categorically state that it is the radio, not the age, that causes their development. (Kol Hakampos, Programs Director). "We observe how kids who did not believe in themselves dramatically improving, which helps them believe in themselves in the future," said another director. (Director of Programs) Furthermore, the students highlighted their self-actualization as a result of realizing their desire of interviewing a well-known and admired person.

> **Self-fulfillment**.

In sum, 58 percent of students and grads were self-satisfied on both a personal and professional level, thanks to college radio's ability to help them develop into true media professionals. They may now extend their wings in a variety of areas, including music, content, complicated production, inventiveness, and so on. As previously said, the broadcasts gave the students a sense of personal fulfillment and empowerment because they were a part of the ongoing and constant process of producing and editing a radio program. Students stated that continual involvement at the radio station, such as producing, editing, and broadcasting, provided them with a great sense of self-fulfillment.

The students are given a priceless opportunity to edit, broadcast, and build a notion that suits their spirit, and the majority of them feel compelled to initiate and construct something of their own, resulting in enormous self-fulfilment. (Student, Other Voice, S.) Typically, these students showed a high level of enthusiasm for their work at the radio station. Their advancement in the context of college radio, as well as the practical and experienced benefits, impressed them. This level of

development is regarded by managers as a "rare bird" at the academy. In general, they believe that this success is based solely on theory, with only a few workshops thrown in for good measure. More college radio funding, according to station management, will result from a bigger reception range and larger station budgets, reaching even more students: Furthermore, students and alumni remarked on how the experience of interviewing high-profile individuals encourages self-fulfilment, fosters creativity, and provides a sense of accomplishment. Furthermore, discussing topics with professionals from various fields is another source of empowerment noted by students and alumni. As a result, students expressed high levels of satisfaction with their campus radio station's technical, programming, and social activities. This type of professionalization is notable because it not only provides students with useful real-world certifications, but it also provides them with pleasant experiences that they can apply to future employment in the media.

2.2 THEORETICAL FRAMEWORK

The theory to support this study is:

1. Uses and Gratification Theory

2.2.1   Uses and Gratification Theory

Littlejohn and Foss's uses and gratification theory is one of the most widely acknowledged theories of mass communication (2008). The theory moves the focus of traditional mass communication theories, which are primarily message-based, to the media message's consumers. The strengths of the uses and gratification hypothesis, according to Stanley and Denis (2003:302), are that "it concentrates attention on individuals in the mass communication process."

The notion of Uses and Gratifications is the foundation of this research. Elihu Katz, Jay Blumler, and Michael Gurevitch proposed this theory (1974).

The approach focuses on what individuals do with media rather than what media does to them. The premise is that people have a say in how the media affects them. The audience, according to the use and gratification theory, is not passive and actively participates in interpreting and coordinating media in their life.

Media theorists want the public to believe that media fulfill a variety of purposes in society, including communication, social control, cohesion, and cultural continuity. In terms of the individual, the media fulfils the demands of surveillance, identity development, personal relationships, personal learning/guidance, and diversion/entertainment for the audience. The functional perspective of the media is based on the idea that uses and gratifications require and, as a result, seek the media to fulfill them. People do not do things to media; rather, media do things to people.

The uses and gratifications study, according to Rubin (2002:526), is "a psychological communication perspective" that "stresses human use and choice." Ruggiero, Ruggiero, Ruggiero, Ruggi (2000:14). "As new technologies provide individuals with additional media choices, motivation and happiness become ever more significant components of audience analysis," the report claims. Surveillance, escape, arousal, sociability, instrumentality, distraction, reassurance, and companionship have all been recognized as gratifications in various research. When it comes to incentives, it appears that gratifications contribute to both ritualized (passive) and instrumental (active) media consumption (Metzger and Flanagin, 2002).

The notion, according to Asemmah (2011), highlights the audience's drive and the urge for self-actualization. As a result, this idea applies to this research. The reason for this is that some of the perceived effects of the absence of campus radio in the university include non-actualization of self by the student, whether through skill or radio; radio is intended to be used by the public in meeting

certain goals and objectives, but this is a near-impossibility in the absence. The theory is relevant to this study since it details how individual students can make use of their campus radio stations, assuming they ever had one.

2.3 EMPIRICAL REVIEW

Radio listening has been discussed by several researchers who wanted to know why people listen to radio programs, what gratifications they get from listening to radio programs, and so on, according to Dr. Oghogho and Dr. Lucky (2019) in their study "University Students' Listening Behaviour of FM Radio Programmes in Nigeria: An Exploratory Approach" (Lazarsfeld, 1940; Albarran, Tonya Anderson and co-researchers,2007; Gathigi,2009; Thomas,2011; Birsen,2012; Cheatham,2012; Ajaegbu, Akintayo and Akinjiyan, 2015; Sharma, 2016; Mogambi, 2016).

Themes that emerge from these research include the fact that audience listening to radio is motivated by satisfaction in order to reap the benefits of the medium, and that socio-demographic variables play an interventionist role in audience listening behavior of radio (see Cordeiro, 2017). Lazarsfeld, 1940, as cited in Garfinkel, 1987) sees radio as a potential medium for educational advancement and refers to educational program listeners as serious listening audiences, asserting that program preferences are linked to demographic characteristics of listeners (gender, age, urbanization, economic class; amount of radio listening) (amount of time individual spends listening to radio). Lazarsfeld coined the term "serious listening" to describe listeners who are actively engaged in media content, and he proposed two additional research avenues for listener research: critical research (academic inspire research) and administrative research (policy-making inspire research) (see Lazarsfeld, 1941; Barker, Mathijs and Turnbull,2015). As a result, more research evidence on the connection between critical research and audience radio listening

behavior is highlighted and addressed. Albarran, Tonya Anderson, and co-researchers discovered that the majority of undergraduate students in the United States aged 18-24 listen to the radio for at least 2 hours per day, with MP3 as the primary listening device and the musical choice of entertainment programs being flexible, according to Albarran, Tonya Anderson, and co-researchers (2007). McClung, Pompper, and Kinnally (2007, as cited in Birsen, 2012) separate the reasons for listening to the radio, citing thrilling, entertaining, putting me in a good mood, relaxation, letting me forget about school and homework, and discovering new facts about my self and others, passing time when I'm bored, and using it to find out about the news as preferences. People regard radio as a lifestyle support system that helps them feel better as they go about their daily lives, according to a report by the Radio Advertising Bureau on radio listening habits in the United Kingdom (as cited in Thomas, 2011), with the majority of those polled seeing the medium as the biggest mood enhancer for people who listen to the radio. Radio listening reached a record high in the first quarter, according to the study, with 47.3 million adults, or 91.6 percent of consumers aged 15 and over, tuned in to their favorite stations each week. According to the poll, new media such as mobile phones, online radio, and digital television are boosting audience radio listening habits. According to Ajaegbu and his colleagues (2015), the key reasons why Redeemers University students listen to radio are for up-to-date information and entertainment. They also discovered that the content of the programs had an impact on the pupils' decision-making abilities. Gender and discipline have a substantial impact on students' radio listening habits, according to the report. Students at the University of Nairobi, according to Mogamsi (2016), listen to radio on their phones for a number of reasons, including playing music of their choice, instructional programming, and a competent program presenter. The study also discovered that students listen to the radio for 1 to 4 hours each day. Companionship, filling a hole in a daily routine, shifting

mood, easing boredom, offering news and information, permitting active engagement in events, and overcoming social isolation are all reasons for listening to the radio, according to Mendelsohn (1964 as cited in Cheatham, 2012). In comparison to other data findings, Kwacha (2012) found that information was the most important reason for listening to FM radio stations in Ghana. According to Tuffy, people listen to the radio for a variety of reasons, including amusement, education (current events), counseling, and stress release (2014). Listeners increasingly download music to their mobile devices, and an MP3 player combined with a radio becomes the primary listening device. Cunsolo (2016) also discusses why people listen to radio, citing its ability to connect listeners with contemporary music, local and global news, and keeping listeners informed about program selection and reception, noting that the new media of mobile phones has enhanced listeners' accessibility to radio stations programs on the go. These studies demonstrate that radio's uniqueness as a medium of mass communication provides long-term societal benefits. Radio, according to Ajaegbu, Akintayo, and Akinjiyan (2015), can deliver news as it happens, bring the voices of newsmakers and musicians into listeners' homes, and provide dramatic events and other entertainment that listeners can imagine even without images. As a result, they argue that radio is a useful companion that both entertains and instructs its listeners.

The study by Dr. Oghogho and Dr. Lucky (2019) examines university students' FM radio listening behaviour, utilizing the DELSU FM 103.7 radio station as a study location to analyse the motivations for listening to FM radio programs and the gratifications gained. A self-completion questionnaire was distributed to 200 Delta State University students from various faculties/departments using a simple random sampling procedure. The kids who were chosen were regular FM radio listeners. The data was presented in tables, pie charts, bar charts, and descriptive

statistics to highlight the demographic profile of respondents and the listening patterns of FM radio programs. According to the findings, the majority of students preferred information extraction. Information/knowledge was likewise rated as the most enjoyable by the students in the study. Students listened to DELSU FM radio programs on a constant or frequent basis, according to the findings, with mobile media serving as a facilitator for students' ability to listen to DELSU FM radio programs. The media uses and gratifications theory, according to the findings, aids students in highlighting their actions and decisions in exploring the potentialities of FM radio programs for self-benefits or gratifications affirming as well as the uniqueness of radio as a medium of mass communication in society.

The study ***"Radio Listening Habits among University Students and Their Attitude toward Programs (A Study of Redeemers University Students)"*** by Dr. Oguchi, Dr. Babafemi, and Melody M. (2015) showed that radio plays a vital role in society that cannot be overlooked. The major purpose of this study was to conduct a survey of university students' radio listening habits and program attitudes. To examine students' listening patterns and views about radio, questionnaires were used as part of a survey research technique. The study's sample size was 400 students from Redeemers University, who were given 400 copies of the questionnaire. Students have easy access to radio on campus, yet they have difficulty listening to it, according to the findings of this study. The programming patterns of radio stations have an impact on students' perceptions of programs.

Another study, ***"An Assessment of the Use of Radio and Other Means of Information Dissemination by the Residents of Ado-Ekiti, Ekiti-State, Nigeria,"*** was undertaken by Mr.

FAMILUSI and Mr. OWOEYE (2014). (2014). The use of radio and other forms of information distribution among Ado-Ekiti locals was investigated in this study. It is a survey study that employs a descriptive research design of the survey type, with a questionnaire as the data collection tool. One hundred and twenty Ado-Ekiti inhabitants (120) were randomly selected to participate in the study using a basic random selection technique, and the data was analyzed using tables, bar charts, simple percentage and frequency counts, mean and standard deviation. Radio is the most important instrument in information dissemination, according to the findings, because it reaches a larger percentage of people regardless of their location; it raises people's awareness of socio-political and economic issues; and it allows people to be adequately informed about government programs and activities. According to the study, getting information by radio, television, and mobile phone was not expensive, however internet, satellite, and cable television were costly. Radio was the most common method of obtaining information, followed by mobile phones, television, newspapers, social media, satellite and cable television, and finally the internet. Poor television signals, high costs of purchase, installation, and subscription of satellite television, and many inhabitants' inability to afford the cost of internet connectivity were the three significant issues residents of Ado-Ekiti had in getting information.

This empirical study is also needed so has to know and understand why students would be interested in the listenership of their future campus radio and the type of programmes that will be of interest to them.

2.3.1 TABULAR REPRESENTATION OF EMPIRICAL STUDIES

Author	Title	Year	Methodology	Recommendation
Dr. Oghogho & Dr. Lucky	University Students' Listening Behaviour of FM Radio Programmes in Nigeria: An Exploratory Approach	2019	Survey-Questionnaire	The use of mobile media as a facilitator for students' capacity to listen to DELSU FM radio programs was consistent or regular, emphasizing the use of mobile media as a facilitator for students' ability to listen to DELSU FM radio programs.
Dr. Oguchi, Dr. babafemi and Melody M.	conducted a research on "Radio Listening Habits among University Students and Their Attitude towards Programmes (A Study of Redeemers University Students)"	2015	Survey-Questionnaire	Students have easy access to radio on campus, yet it is difficult for them to listen to radio on campus. Radio stations' programming patterns have an impact on students' attitudes of programs.
Mr. FAMILUSI and Mr. OWOEYE	"An Assessment of the Use of Radio and other Means of Information Dissemination by the Residents of Ado- Ekiti, Ekiti-State, Nigeria.	(2014)	Survey-Questionnaire	It was determined that more might be done to increase Ado-Ekiti residents' access to information, particularly the internet and cable television.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter delves into the methodology employed in this study. The research design, study region, study population, sample size and sampling process, data collection source, data collection instrument, data analysis method, and model definition are all covered.

3.1 RESEARCH DESIGN

Survey research is described by Check & Schutt (2012) as "the collecting of information from a sample of individuals through their replies to questions." As a result, the survey research strategy was chosen for this study. This study used a survey methodology because it permits data to be collected from a sample with the goal of uncovering interactions between factors. A questionnaire was utilized to collect data in order to do this.

3.2 RESEARCH INSTRUMENT

A questionnaire will be employed, because it is appropriate for gaining access to the perceptions of the target audience. As a result, the survey will be carried out utilizing Google Forms to distribute online. It has been well validated and tested for reliability, and there may will be normative data available for the results to be compared with. (Mathers et al, 2009).

3.3 STUDY POPULATION

The whole population from which samples are obtained is referred to as the population for this research project. The study's universe is made up of young people who are students at Mountain Top University at levels 100 to 500. The students were chosen as the target audience for this study

because they are the most likely to be affected. The total number of students from 100 to 500 level

are **1,385** (MTU Academic Affairs, 2021).

3.4 SAMPLE SIZE

The Taro Yamane's formula will be used in calculating the sample size.

Taro Yamane's formula:

$$\mathbf{n} = \frac{N}{1+N\,(e)^2}$$

Where;

n = Sample size

N = Total Population

e = Sampling error (which is usually 0.05)

Now, substituting the values into the formula:

$$n = \frac{1385}{1+1385(0.05)^2}$$

$$n = \frac{1385}{1+1385(0.0025)}$$

$$n = \frac{1385}{4.4625}$$

$$n = 310$$

Therefore, the sample size is 310.

Since the total population of MTU students is **1,385** then the sample size will be 310. Therefore

310 responses will be retrieved from the questionnaires to be distributed students.

3.5 SAMPLING TECHNIQUE

The researcher employed the **convenience sampling method,** due to the fact that a;ll 1,385 students have e-mails. There are 2,770 e-mails of students which comprises 1,385 institutional mails and 1,385 alternative mails (MTU Web Developer, 2021). The Web Developer of the university offered a database of their institutional and alternative email addresses. The availability of the database of the students' mails made it convenient for the researcher to distribute the questionnaire.

3.6 METHOD OF DATA COLLECTION

The questions were organized, and the questionnaires was delivered via Google Form and the students social media account (WhatsApp and Facebook) to nearly 1,300 pupils. Students WhatsApp contacts was gotten with the help of their respective course representative of their department, so the questionnaire was distributed to the students WhatsApp group page. As for the Facebook, MTU has a general Facebook page, where the whole school interacts with each other, so the questionnaire was sent to the Facebook page for the students to fill and submit. The data was extracted from the top 310 responses due to the sample size.

3.7 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT

Professionals in the field confirmed that the instrument used for the study was the best fit for the stated goals.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS

4.0 INTRODUCTION

This chapter is centred on the discussion of the data gathered and its analysis. The analysis and findings are from the result of the 310 questionnaires which were completed by MTU students, who expressed their different perceptions on the absence of a campus radio in the university. The different perceptions obtained are presented in the following tables and thereafter, the discussion of findings. The demographic data of the respondents were analysed to provide an insight into the type of respondents who participated in the study. Other sections of the data analysis were done in line with the research objectives.

4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1.A. Response Rate

The researcher targeted 310 respondents based on the sample size. The questionnaire was distributed online to over 1,300 students through their e-mails gotten from web developer, and social media accounts (WhatsApp and Facebook), within the period of 3 days. Due to the sample size stated, the researcher extracted the data from the first 310 respondents, making a **100%** response rate.

4.2 ANALYSIS OF DEMOGRAPHIC DATA

The study looked into the demographic profile of the respondents by establishing the gender of the respondents, their levels and colleges in school. The findings are discussed subsequently.

Table 4.1 Gender of respondents

GENDER	FREQUENCY	PERCENTAGE
Male	140	45.2%
Female	170	54.8%
TOTAL	**310**	**100%**

Source: Researcher's Analysis, 2021 **Table 4.1**

From the table above, the demographic data of the respondents was presented. The Table revealed that 140 (45.2%) of the respondents were male, while 170 (54.8%) of the respondents were female. This shows that the females have a higher percentage of participation.

Table 4.2: Levels of Respondents

LEVEL	FREQUENCY	PERCENTAGE
100	85	27.4%
200	80	25.8%
300	84	27.1%
400	28	18.1%
500	5	1.6%
TOTAL	**310**	**100%**

Source: Researcher's Analysis, 2021 **Table 4.2**

From Table 4.2, the demographic data for level shows that 85 (27.4%) of the respondents are at the 100 level, 80 (25.8%) are at the 200 level, 84 (27.1%) are at the 300 level, 28 (18.1%) are at the 400 level and 5 (1.6%) are at the 500 level. The result shows that students across all levels participated in the research. The responses gotten from the 500 level are lower than the other levels because the 500 level students have the least population of 6 students, which is 0.4% of the total population.

Table 4.3 College of Respondents

COLLEGE	FREQUENCY	PERCENTAGE
CBAS	100	32.3%
CHMS	210	67.7%
TOTAL	**310**	**100%**

Source: Researcher's Analysis, 2021 **Table 4.3**

The demographic data in Table 4.3 summarizes the colleges where respondents belong. The result shows that the College of Basic and Applied Sciences (CBAS) has 100 respondents while the College of Humanities, Management and Social Sciences (CHMS) has 210 respondents. With this, we have 67.7% of respondents from the CHMS, which is beneficial to the researcher because the subject under study is social science related.

4.3 ANALYSIS OF RESEARCH QUESTIONS

Table 4.4: Respondents' supposed listenership level

RESPONSE	FREQUENCY	PERCENTAGE
Once in a while	152	49%
Always	154	49.7%
Maybe	4	1.3%
TOTAL	310	100%

Source: Researcher's Analysis, 2021   **Table 4.4**

From Table 4.4, we have 154 respondents who confirmed that they are always ready to listen to radio if the school intends to own a campus radio. 152 of them agree to listen once in a while, just 2 of them are unwillingly to listen. As a result, we have 49.7% of the respondents who are would listen to the radio station.

Table 4.5: Importance of campus radio to students' social life

RESPONSE	FREQUENCY	PERCENTAGE
Campus radio is important for the development of students' social life.	258	83.2%
Campus radio is not important for the development of students' social life.	52	16.8%
TOTAL	310	100%

Source: Researcher's Analysis, 2021   **Table 4.5**

Table 4.5 shows that we have 258 respondents who see the presence of a campus radio as an important factor for the development of students' social life, but 52 of them does not see campus radio as an important factor for the development of students' social life. Going by this, there are 83.2% of respondents considers having a campus radio as important to students' social life and those who do not see campus radio as important are a percentage of 16.8%.

Table 4.6: Absence of Campus Radio as a Disadvantage

RESPONSE	FREQUENCY	PERCENTAGE
Absence of campus radio in the school is a disadvantage.	160	51.6%
Absence of campus radio is not a disadvantage.	126	40.6%
Absence of campus radio as a disadvantage is not certain.	24	7.7%
TOTAL	310	100%

Source: Researcher's Analysis, 2021   **Table 4.6**

Table 4.6 shows that we have 160 respondents who see the absence of campus radio in the university as a disadvantage while 126 of them does not see the absence of a campus radio as a disadvantage. 24 of the respondents are not certain on the absence of campus radio being a disadvantage or not. Going by this, there are 51.6%% of respondents that sees the absence of campus radio as a disadvantage to the university.

Table 4.7: Campus Radio as a medium of creating added career opportunities

RESPONSE	FREQUENCY	PERCENTAGE
Campus radio is a medium of creating added career opportunities.	240	77.4%
Campus Radio is not a medium of creating added career opportunities	70	22.6%
TOTAL	310	100%

Source: Researcher's Analysis, 2021   **Table 4.7**

The result in Table 4.7 shows that 240 respondents consider campus radio as a medium of creating added career opportunities and they constitute 77.4% of the population. The other 22.6% are 70 respondents that don't consider campus radio as a medium of career opportunities.

Table 4.8: Respondents perception on talents to be improved upon with the use of campus radio

RESPONSE	FREQUENCY	PERCENTAGE
Broadcasting/presentation skills	218	70.3%
Musical talent	74	23.9%%
Media Technologist	18	5.8%
TOTAL	**310**	**100%**

Source: Researcher's Analysis, 2021   **Table 4.8**

Table 4.8 shows that the respondents are of the perception that other talents can be improved upon with the use of campus radio. 218 respondents said that broadcasting and presentation skill will be a talent to be worked upon with the presence of a campus radio. 74 respondents said musical talent while the other 18 said media technologist. This number of respondents interested in development of broadcasting skills constitutes 218% of the sample size. This shows that the presence of campus radio will interest students of mass communication and music more than any other departments.

Table 4.9: Respondents' perception on the flow of international news and information within the university.

RESPONSE	FREQUENCY	PERCENTAGE
Without campus radio there is effective flow of international news and information	136	44.2%
Without campus radio there is no effective flow of international news and information	154	50%
Without campus radio the flow of international news and information is not certain	18	5.8%
TOTAL	**310**	**100%**

Source: Researcher's Analysis, 2021   **Table 4.9**

The result from Table 4.9 shows that 136 of the respondents agreed to effective flow of international news and information within the university without a campus radio, but 154 respondents agreed to non-effective flow of international news and information within the university without a campus radio. Meanwhile 18 respondents are not certain about the flow of international news and information with the absence of a campus radio. This tells us that half the percentage of respondents (50%) are of the perception that a campus is needed in the university for there to be effective flow of international news and information within the university.

Table 4.10: Respondents' perception of the flow of local news and information within the university

RESPONSE	FREQUENCY	PERCENTAGE
Without campus radio, there is delay in the flow of local news and information within the university	218	70.3%
Without campus radio, there is no delay in the flow of local news and information within the university	72	23.2%
Without campus radio, the delay of local and international news and information is not certain	20	6.5%
TOTAL	**310**	**100%**

Source: Researcher's Analysis, 2021   **Table 4.10**

The result in Table 4.10 shows that 218(70.3%) respondents are of the opinion that the absence of a campus radio in the university causes delay in the flow of local news and information within the university but 72 respondents says that the absence of a campus radio in the university causes no delay in the flow of local news and information. 20 respondents are uncertain.

Table 4.11: Campus radio limits students' knowledge of things happening around the world.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	190	61.3%
No	92	29.7%
Maybe	28	9%
TOTAL	**310**	**100%**

Source: Researcher's Analysis, 2021 **Table 4.11**

The result in Table 4.11 shows that 190 respondents see the absence of campus radio as a limitation to students' knowledge of things happening around the world. 92 respondents says that the absence of a campus radio has no limitation on the students' knowledge of things happening around the world. 28 respondents are uncertain. 61.3% of the respondents sees the absence of a campus radio as a limitation.

Table 4.12: Presence of campus radio aids the achievement of the mission and vision of MTU.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	204	65.8%
No	70	22.6%
Maybe	36	11.6%
TOTAL	**310**	**100%**

Source: Researcher's Analysis, 2021 **Table 4.12**

Table 4.12 shows the response rate on the achievement of the mission and vision of the university with the use of campus radio. 204 respondents which make up 65.8% of the sample size, say campus radio can be used to achieve the mission and vision of the university, 70 of the respondents say campus radio cannot be used to achieve the mission and vision while 36 respondents are uncertain.

Table 4.13: Campus radio as a medium of promoting the core values of the university

RESPONSE	FREQUENCY	PERCENTAGE
Campus radio promotes the core values	200	64.5%
Campus radio does not promote the core values	82	26.5%
Promotion of core values by campus radio is not certain	28	9%
TOTAL	310	100%

Source: Researcher's Analysis, 2021   **Table 4.13**

Table 4.13 examined how respondents responded to the use of campus radio in promoting the core values of the university. 200 respondents believe that campus radio can be used as a means to promote the core values of the university. 82 respondents are of the opinion that campus radio cannot be used to promote the core values of the university, but 28 respondents are uncertain. 64.5% of the percentage believe that if there were to be a campus radio, it would be used to promote the core values of the university.

Table 4.14: Respondents' perception on the effect of campus radio on the management of the university

RESPONSE	FREQUENCY	PERCENTAGE
The presence of campus radio will affect the management of the university	214	69%
The presence of campus radio will not affect the management of the university	80	25.8%
Effect of campus radio on the management of the university is not certain	16	5.2%
TOTAL	310	100%

Source: Researcher's Analysis, 2021   **Table 4.14**

Table 4.14 presents the summary of the audience perception on the effect of campus radio on the management system of the university. 214 respondents see campus radio as a medium of making

a difference in the university's managerial function, 80 respondents are of the view that the presence of a campus radio in the university will make no difference in the management of the university. 16 respondents still remain uncertain. 69% of the percentage is of the view that a campus radio is needed in the university to bring a change to the management of the university.

This shows that the audience perception is in line with the content analysis done on the two different advertisements in Chapter 2 of this research study.

DISCUSSION OF FINDINGS

RQ 1: What perceptions do MTU students have on the absence of a campus radio in the university?

The audience is very much aware of the absence of a campus radio in the university since inception. Under this research question, some few questions were reviewed and the response gotten shows that the audience is very much of the concept of a campus radio in the university and are willingly to be active listeners whenever the school decides to establish a radio.

The respondents see campus radio as an important in the social life of the students. The perception gathered from the audience in table 4.6 also reveals that absence of a campus radio in the university has more disadvantages on not only the students but the school also.

RQ 2: How do MTU students perceive the use of radio as a means of career opportunities?

The second research question sought to gain the audience perception on how they view campus radio as a medium of creating career opportunities for the students. Campus radio is radio of the student by the student and for the student. The researcher was able to get positive responses from the respondents from the questionnaire that was distributed.

The response of the respondents shows in table 4.8 that the affected audience is of the opinion that campus radio in needed in the university so as to organize trainings for the students in areas such as broadcasting skills, media technologists and musical talents.

RQ 3: What opinion do MTU students have on the use of radio as a means of acquiring and disseminating local and international news and current affairs?

This research question is broken down into other questions in order to get the audience opinion on the current state of the university with the absence of the campus radio. Campus is used majorly for broadcasting of news and information and goes on within and outside the campus community. The researcher therefore sought to find out what the audience thinks about the questions being asked.

Table 4.10 summarizes the audience response on how effective the flow information has been with the absence of a campus radio. More than half of the percentage responded positively while the response of the others was in the negative. Majority of the audience believe that the current flow of information is not effective and the community has been experiencing delay in dissemination of information cause of the non-availability of a campus radio, that disseminates news and information to a large number of people at the same time.

RQ 4: How do MTU students perceive campus radio as a means of achieving the mission and vision of the university?

Finally the researcher seeks to analyze the opinion of the audience on the managerial function of the school. The aim of the researcher is to understand how the audience views the school with the absence of a campus radio. In the course of this research, the researcher was able to find out some

of the function of the campus radio and one of them includes the use as a medium of dissemination of policy issues of the school to the students. Now what this sought to achieve is the minds of the audience on the use of campus radio in achieving the mission and vision of the university.

Table 4.13 and 4.14 gives us more details on the findings gotten from this research question. here we can see that a greater part of the percentage sees campus radio as a medium through which university's goals, vision and mission can be promoted and achieved.

The results gotten from the distributed questionnaires are applicable to this research work.

RELATED TO LITERATURE

The result of this research can be related to a study put forth by Tal Laor Ariel University on ***"The added value of campus radio".*** He arrived at the hypothesis that students gained self-fulfilment and developed considerable self-confidence through intrinsic motivation, in accordance with Deci's self-determination model. Furthermore, activities in college radio stations were discovered to meet the components of the Project Based Learning model, which is based on learning in small groups and producing a genuine product that is then presented to an audience.

This will have an impact on pupils' ability to build high intrinsic drive to learn. As a result, they will become more creative and contented workers, resulting in work of higher quality and additional value.

RELATED TO THE USES AND GRATIFICATION THEORY

The findings of this study can be linked to the Uses and Gratification Theory, which focuses on what individuals do with media rather than what media does to them. According to the idea, people control the impact of media on them, which is relevant to this study in that the effects of the lack

of campus radio are affected by the audience, so if the audience so desires, the perceived effects will be non-existent.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter gives a detailed description of the findings under the following headings: summary of the study and findings, conclusion, recommendations, and limitations of the study.

5.1 SUMMARY

The study on perceived effects of the absence of a campus in MTU community, aimed to examine the opinions of the selected audience towards the non-availability of a campus radio in the university. It has been observed that the presence of a campus radio in other universities played some vital in the lives of the students. The audience was thereby questioned about what they felt about not having a campus radio and the effect it has created.

To achieve the research objectives, the researchers employed the quantitative research method by conducting a survey, thereby adopting the use of a questionnaire to access the opinions of the selected audience concerning the subject. The audience selected was Mountain Top University students; 310 responses were taken via the Google forms questionnaire.

Chapter one gives us an introduction to radio and campus radio and the historical development of radio in Nigeria starting the colonial era up till the liberalized era. It introduced radio from its inception till now, and what essence or role the campus radio play in the society. The chapter thereafter established the objectives of the research study; understanding was also made possible by the operational definition of terms.

In Chapter Two, the researcher simplified the subject by breaking down the concepts that are associated with the study. Subsequently, the chapter reviewed past literature which is essential to the study and also connected to it. Furthermore, related theories were defined and their relativity to the research was pointed out. The researcher made use of one theory, which is the Uses and Gratification Theory, which explains how the media does things for people instead of the other way round. It goes forward to explain how individuals make use of the media but in relation to this study, it enumerates the use to which students can make use of campus radio in fulfilling their needs.

Chapter Three tells us about the research methodology employed in the process of the research. As stated earlier, the quantitative research method was employed and questionnaires were set online via Google forms and were distributed through social media and mails. The target population and sample size were also explained in the chapter.

The Fourth chapter centred on the analysis of the data that was gathered from the respondents. The researcher was able to access the opinions of the audience with the questionnaire. Afterwards, all their responses were collected and presented in tables. This chapter analysed, interpreted, and discussed the findings of the research.

Chapter Five discussed the summary of the whole project; the conclusion and the researcher's recommendation concerning the use of advertising appeal to suit advertising purposes.

Summary of Results

The result of the research showed that the audience is of the opinion that the absence of a campus radio in the university has an effect on the social wellbeing of the students. The research was able

to get respondents responses to this effect and it has established the fact that campus radio is needed in a campus community to serve as a medium for training of students who are interested in the field of broadcast as an added skill.

5.2 CONCLUSION

The study has proven that the Mountain Top University needs to establish a campus radio in the university, for the students to be able to conduct their practical and trainings in their respective field when necessary.

5.3 RECOMMENDATION

The researcher believes that in order to avoid set back, the Mountain Top University need to fasten their pace and meet up with the trend in other universities in establishing a campus radio for the students to gain access to.

5.4 LIMITATION OF THE STUDY

The study was limited because the researcher narrowed the research on the students' perception on the effects of not having a campus radio and did not get the perception of the staff who are also part of the campus community.

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APPENDIX

QUESTIONNAIRE

TOPIC: THE PERCEIVED EFFECTS OF THE ABSENCE OF A CAMPUS RADIO IN MTU COMMUNITY

Dear respondent,

My name is Israel Faithfulness; a final year student of the Department of Mass Communication, Mountain Top University. I am currently carrying out a research on The Perceived Effects of The Absence of a Campus Radio in MTU Community, from November 2020 to January 2021.

The questionnaire below is an instrument of the research which is in partial fulfilment of my B. Sc programme. Kindly fill it correctly. Please note that your honest answer is expected and will be appreciated. The researcher will make use of these responses only for the research in question. *Thanks for your anticipated response.*

SECTION A (BIODATA)

This section requires that you fill in your biodata, please tick correctly.

1. What's your gender?

   Male ☐   Female ☐

2. What level are you?

   100 ☐   200 ☐   300 ☐   400 ☐   500 ☐

3. What's your college?

   CBAS ☐   CHMS ☐

4. What's your department? …………………………………………….

SECTION B

RQ 1: What perceptions do MTU students have on the absence of a campus radio in the university?

5. If there were to be a radio in your school, how often would you listen?

   Once in a while ☐   Always ☐ never ☐

6. Is Campus radio important for the development of the social life of students? Yes/no

7. Do you think not having a radio in this school has a Disadvantage? Yes/no

   If yes name one Disadvantage.

SECTION C

RQ 2: How do MTU students perceive the use of radio as a means of career opportunities?

8. Can you say that the presence of a campus radio would help in creating added career opportunities? Yes/no

9. Aside from your area of specialization, do you have any other talent that you feel would have been improved upon if you were to have a campus radio? Yes/no

10. What other talent would you have had interest in if your school had a campus radio?

SECTION D

RQ 3: What opinion do MTU students have on the use of radio as a means of acquiring and disseminating local and international news and current affairs?

11. Can you say that there is effective flow of news and information within and outside the campus community? Yes/no

12. Does absence of campus radio delay the circulation of information within the university? Yes/no

13. Does absence of campus radio limit student's knowledge of things that happen around the world? Yes/no

SECTION E

RQ 4: How do MTU students perceive campus radio as a means of achieving the mission and vision of the university?

14. Can the mission and vision of MTU be achieved with the presence of a campus radio?

15. Can campus radio be used in promoting the core values of the University? Yes/no

16. Will having a campus radio make any difference in the management of the university? Yes/no