

EFFECTIVENESS OF CAMPUS RADIO ON ACADEMIC CONTENT DELIVERY IN NIGERIAN UNIVERSITIES

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ABSTRACT

This study investigated the use of campus radio for content delivery in Federal University of Agriculture, Abeokuta. In order to reach out to students during the partial lift of COVID 19 lockdown, FUNAAB introduced GOOGLE classroom. After lockdown, lectures continue in the GOOGLE and conventional classes. However, it became obvious that students do not download materials in the electronic classroom. An instrument of twelve items was employed to ascertain if radio, which is readily available can substitute for or be added to the Google classroom for content delivery. Two hundred and six (206) students responded to the Google questionnaire posted to Departmental WhatsApp platforms which were randomly selected. Students in 100 to 400 Level in fourteen (14) Departments responded. Data were analysed using descriptive statistics. Most students preferred Google classroom after life physical interaction; majority (69%) did not download lectures early, for not having data, 72% had network problem, 90.8% could not access public Wi-Fi; 70.3% had problems with internet connection hence, could not access Google classroom. However, few (30.1%) would rather listen to radio for lectures. The study became imperative because many students do not download materials on Google classroom and the hike in transport fares suggests the need for another channel of content delivery apart from the conventional classroom. Since all phones have inbuilt radio, FUNAAB radio could be another channel of content dissemination; ICGNS and other related Colleges could be encouraged to send students to the station for practical experience.

Keywords: Educational broadcast, electronic classroom, communication technology, Google Classroom.

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INTRODUCTION

In Nigeria, the print medium was the most important mass medium for education. Its main goal was to advance education. Shortly before independence, the broadcast media (radio and television) entered the scene and carried on in a similar manner. However, the information-education media's goal underwent a paradigm change and was re-

placed with entertainment and other genres. As a result, broadcast media began to inform, educate, entertain, and enlighten, giving rise to radio stations in various higher education institutions. Hence, UNILAG, 103.1 FM, the first campus community radio, was granted a license to operate by the Federal Government of Nigeria in 2002. Afterwards, it granted licenses to other univer-

sities so they could run community radio on their grounds. Among them are: 93.4 - Madonna University's Madonna Radio FM, Okija, 94.1 - FM, Awka, Anambra, Unizik (University of Azikwe), Auchi Polytechnic Radio 94.1, - Hillside FM 92.1 - University of Nigeria, Nsukka, Lion FM 89.3 - University of Ilorin Radio, often known as Unilorin FM, Ilorin, Victoria Island, Nigeria's National Open University (NOUN FM), 105.9, 101.1 is the FM of the Nasarawa State Mass Communication Department; 92.3 is the Federal University of Technology, Minna's Search FM; 93.1 is the Federal University of Technology, Akure; and 94.5 is Obafemi Awolowo University radio, 101.1 Ibadan, at the University of Ibadan, ICEFMUJ (Unijos FM), FUNAAB Radio and Moshood Abiola Polytechnic radio in Abeokuta among many others.

Higher education institutions are intended to use these radio stations for teaching, research, and entertainment purposes. College radio, university community radio, students' radio and institution radio are other names for campus radio stations. Students from the institutions may be in charge of these radio stations. Programmes are occasionally created or delivered by students. Contributions from the radio station's community may also be presented. Campus radio stations can be run to provide alternative programming to government or commercial broadcasters, train future radio professionals, or broadcast educational content.

Radio is a potent mass medium that is utilized in education to entertain, instruct, and distribute knowledge. It functions equally well in industrialized and poor nations. It effectively saves time, energy, money, and manpower by disseminating knowledge to a larger public. Hence, in 2018, the 89.5 FM

radio station FUNAAB was established, with the slogan "the sound of abundance." It is the Federal University of Agriculture's campus radio station in Abeokuta, Ogun State, Nigeria. It is designed to meet the requirements of significant demographic groups represented at the university and in the neighborhood in line with the organization's triple goal of teaching, research, and extension service. The goal is to be the top broadcast station, characterized by quality and professionalism, and to serve as a hub for information, learning, and entertainment. Its aim is to offer high-quality programming that advances the university's values, advance agriculture, and establish an encouraging environment that allows all members of the academic community to realize their full potentials. The radio station was primarily granted a license to spread knowledge throughout the university and surrounding communities, train students in broadcasting and related subjects like engineering, information technology, and communication studies, it is also to improve their English language proficiency by giving them opportunities for real-world experience, and enhance the social welfare of the university community members. The station is opened from 9 a.m. to 4 p.m., Monday through Friday. (FUNAAB Calendar, 2019-2022)

The Researcher, Our Farmer, Today's Class, Boiling Point, Radio Law Clinic, The Entrepreneur, Youth Matters, Feminine World, The Senior Citizens, Sports Galaxy, Alumni House Coming, From the Editorials, Le cercle Francais, Agbedotun, Health Watch, Security Alerts, From the Dailies, Aproko Tori, and Iroyin are some of the programmes aired on the station. While every programme might be educative, amusing, enlightening, and/or instructive, none of them is educational that is none is deliberately packaged

for course content delivery.

Statement of the Problem

The pandemonium caused by CORONA virus pandemic provided avenue for lectures to hold on some radio stations in some states but since the lock down law was revoked and conventional classes resumed, the role of the radio stations for course content delivery is forgotten despite the introduction of blended learning. FUNAAB radio has three slots for a programme titled *Today's Class* per week. It is a thirty minute programme where educative but not necessarily educational contents are delivered. The station coordinator is saddled with the task of searching for a producer /presenter for the programme every week, meanwhile the students are complaining of having no sufficient data to download lectures delivered on Google classroom mode to access contents which are put together by specialists in their various chosen fields. Hence, this study is to create the awareness for course content delivery via university radio. Many scholars have carried out studies on educational broadcasting for disseminating knowledge for example, Chandar and Sharma (2003) worked on Bridges to Effective Learning through Radio, Olumorin et al (2018) investigated Students' Awareness and Utilization of Educational Broadcasts to Learn in Ogbomoso, Oyo state, Nigeria, while Adelakun (2024), considered 'The use of Institution-owned radio for the Promotion of Formal Education among Nigerian Youths' but no one seems to have considered, creating awareness for using campus radio for content delivery in higher institutions of learning, hence this paper looked at the effectiveness of campus radio on academic content delivery in Nigerian universities using FUNAAB as a case

study.

Research Questions

The study on the effectiveness of campus radio on academic content delivery in Nigerian universities aimed to close the knowledge gaps that the following queries and the lack of readily available responses imply.

1. What is the level of the students' awareness of the existence of campus radio?
2. What is the extent to which students listen to the campus radio station?
3. How often do FUNAAB students listen to the campus radio?
4. What kind of programmes do FUNAAB students prefer listening to?
5. To what extent do FUNAAB students have access to radio
6. What type of radio do FUNAAB students have access to?
7. Would the students prefer receiving lectures on FUNAAB radio to Google classroom?
8. What are the challenges being faced by the students in Google classroom?
9. What are the possible solutions to the challenges?

METHODOLOGY

Theoretical Framework

This study drew theoretical perspective from the Development Media Theory (DMT) which is a normative theory propounded by Dennis McQuail to explain how the mass media should operate in a developing country in order to enhance national development (Ijeh, 2010). The basic tenet of DMT relevant to the involvement of educational broadcasting in the delivery of formal education is that the mass media should accept and carry out positive development tasks in line with nationally established policy (Nwodu & Fab-Ukozor, 2003; Worgu, 2013,

McQuail, 1987). According to these viewpoints, official educational broadcasting is one way that Nigerian broadcasting could actively support national development. In order to help achieve developmental goals, DMT also promotes a clear partnership (collaboration) between broadcasting and all parties involved in national development (Baran & Davis, 2003). The Nigerian governments at all levels set aside money each year for the effective, broad delivery of formal education, which is a national development aim. This study, is a phenomenon that DMT has grasped.

Survey research type of ex-post facto design was used in carrying out the research. All FUNAAB students from 100 to 400 Level constituted the population, however purposive sampling technique was utilized to get students in General Studies WhatsApp platforms in 100 and 200 levels. Those in 300 and 400 levels too got the Google forms through the Head of Courses (HOCs) who posted them on their departmental platforms. Those who responded to

the forms from 14 randomly sampled departments were 260 and they made up the sample for the study. Data were analyzed using descriptive statistics viz: frequency counts, pie-charts and bar charts at $P<0.05$ level of significance.

RESULTS AND DISCUSSION

Demographic characteristics of students by gender

Findings indicated that more female students responded to the Google form. Out of the two hundred and sixty (260) students who took part in the study, 57.8% were females (Fig.1), 42.2% were males. It is not unlikely that there are more female students than males in the university as a whole. This corroborated the assertion of Africa Journals online that there are more female students than males in FUNAAB. The Africa Journals online further indicated that the female students comprise 64% while males make up 36%, implying higher proportion of female students. However, it confirmed that there are more males than females in conventional universities.

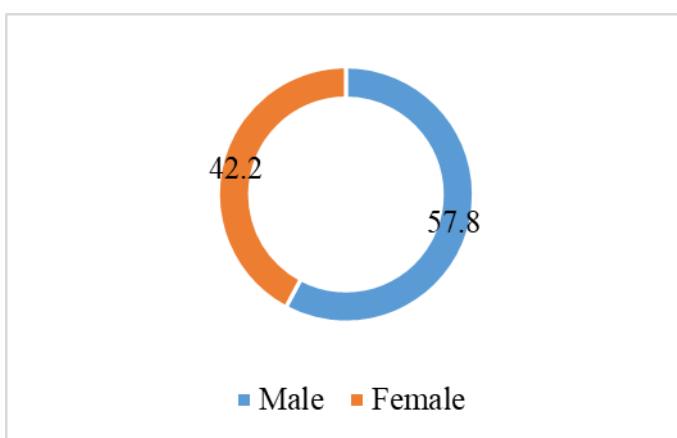


Fig1:Distribution of respondents by Gender

Source: Field survey, 2024.

Distribution of Respondents by Departments

The largest number of students (21.4%) that took part in the study were from the Department of Soil Science and Land Man-

agement, followed by Department of Animal Nutrition (20.9%) while the lowest were Crop Protection 1% with the least being Environment and Toxicology, with 0.5%. (Fig2)

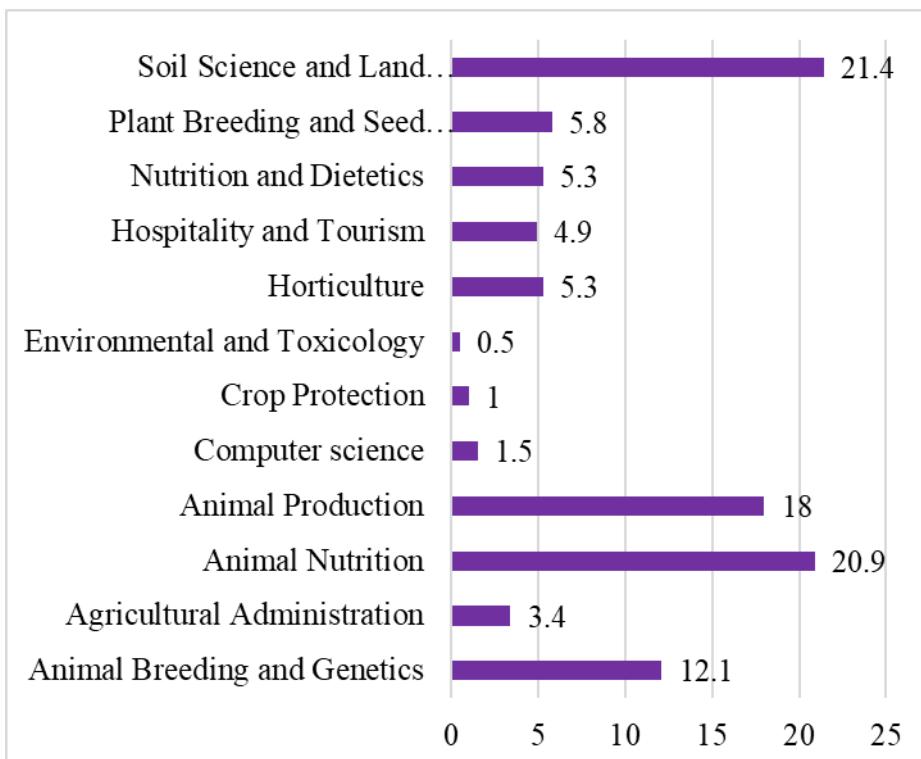


Figure 2. Distribution of respondents (%) by Departments

Source: Field survey 2024

Distribution of respondents by level:

Majority of the respondents (86.4%), were 100 Level students followed by 200 Level students being 11.2%, the next were 400 Level students (1.5%) and 300 Level(1%). (Fig 1.) This may be due to the fact that 100 Level and 200 Level students are offering GNS courses and probably thought it disrespectful not to respond to the Google form on the platforms where some of the lectur-

ers were. 100 Level students are new and might consider the importance of having their opinions sought about the mode for receiving lectures. The 300 Level and 400 Level students were the least number that responded. Their action may probably be due to the fact that some of them were on SIWESS, Industrial attachment, Practicum and Farm Practical Year Programme.

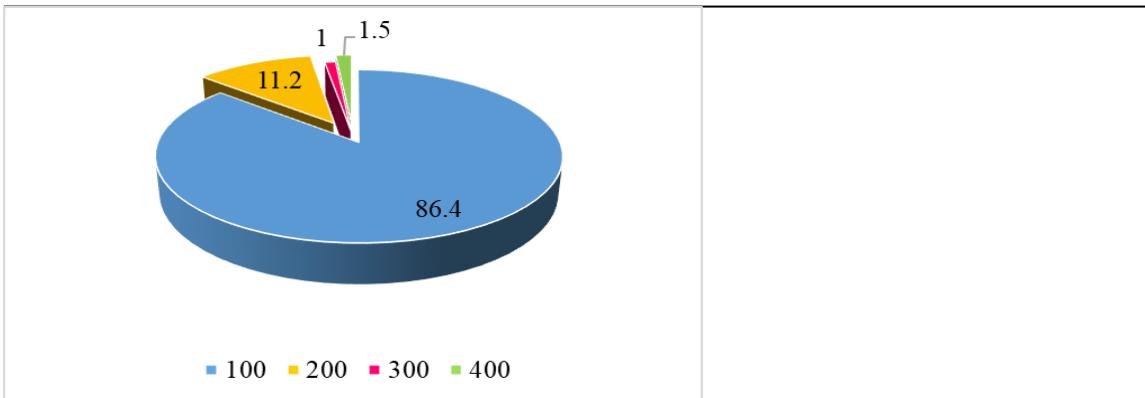


Figure 3 Distribution of respondents by Level in percentages
Source: Field survey 2024

Research Question 1:

1. What is the level of the students' awareness of the existence of FUNAAB radio?

A good number of students (75.2%) confirmed that they were aware of the existence of FUNAAB radio in the campus while a few (24.8%) claimed ignorance of the existence of the station (Fig.4). This is in line with Ajaegbu *et al* (2018) who confirmed that the undergraduates of Redeemers' University have a positive attitude to programmes on radio, 62.4% of the respondents in their study did not agree to the fact that radio is time consuming and boring,

which proves that they enjoy listening to radio. Azubuike (2025) indicated that 83% of the students agreed that campus radio programmes influence them positively. Ajaegbu *et al*. (2018) concluded that attitude of students to radio varies due to factors like programming preference or the availability of other media. Students' awareness of campus radio varies. While some of the students are active listeners, others may not be familiar with the radio station. One of the factors that enable the visibility of a radio station is its programming. The extent to which it caters for students' interest also matters.

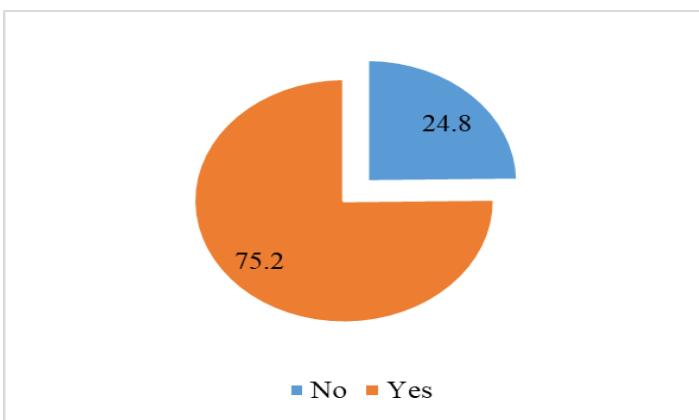
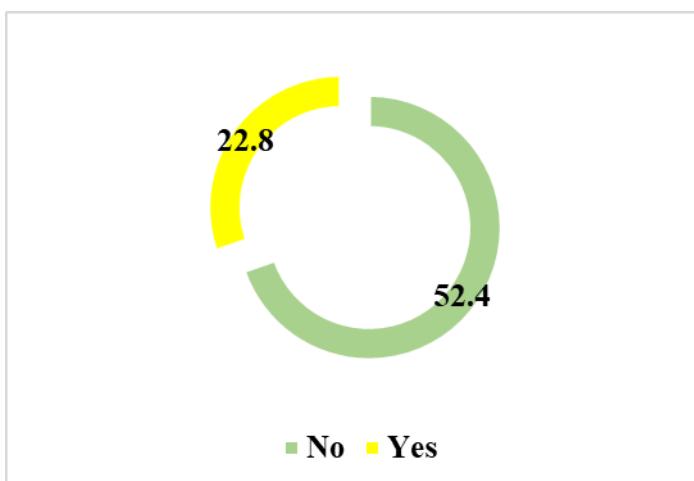


Fig 4: Students' response to the query about their awareness of FUNAAB radio in percentages
Source: Field survey 2024

Research Question 2: To what extent do respondents listen to FUNAAB radio?

A total of 75% of the students claimed to be aware of the existence of the radio station, when 22.8% claimed to listen to the its programmes and 52.4% claimed they do not listen to the station (Fig.5). This is contrary to the findings of Onyebuchi *et al.* (2019) which stated that majority (80%) of Uyo State University students listen to the campus radio. Another study which investigated Media Preferences and Uses among

Kenya students was carried out by Mogam-bi (2016) , it corroborated the report of Onyebuchi ((2019) as it revealed that most of the students of University of Nairobi listen to the campus radio. This is also in line with the report of Oghogho *et al* (2017) that majority of Delta State University students listen to DELSU FM and Zahid (2021), also established the fact that the youths in Paki-stan listen to FM radio than other groups in the society.



5: Figure Response on listenership (%)

Source: Field Survey 2024

How often do FUNAAB students listen to the campus radio?

Findings revealed that FUNAAB radio was not very popular among the students. Majority, (62.1%) claimed they never listened to the radio station (Fig.6), 2% seldom listened, 1% listened often and 4.9% listened very often. This might be as a result of the availability of other social media platforms, as noted by Onyebuchi (2019) who ob-served that listening habit to radio is dwin-

dling because more students have smart phones and internet connections. This en-ables them to be able to access social media platforms, which may limit their listenership to radio. He cited the example of other fac-tors like adverts or advertorial based pro-grammes which make students loose interest in listening to radio. He further indicated that some stations present too many enter-tainment programmes which are not edu-ca-tional.

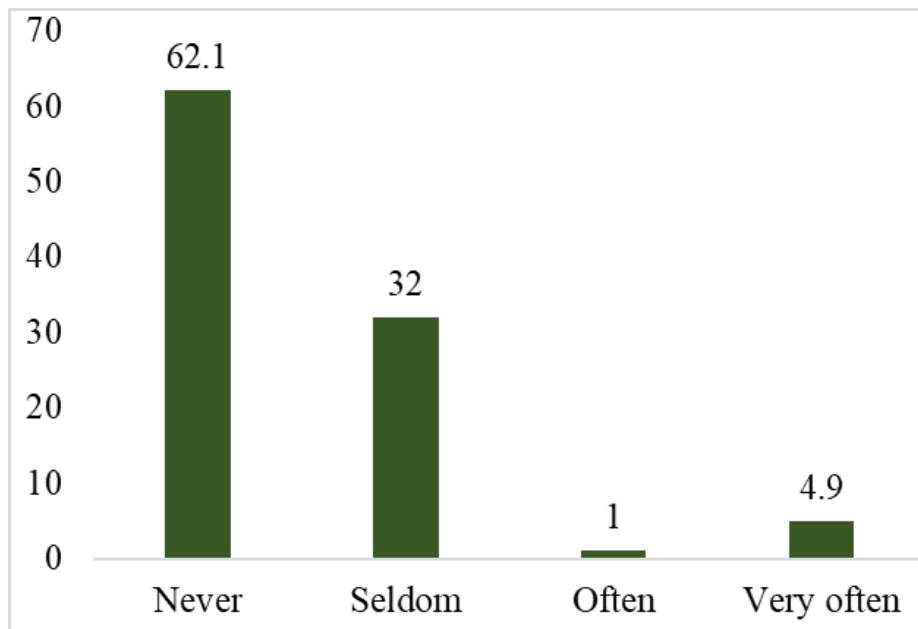


Fig. 6: Distribution according to frequency of listening to the radio station in Percentages

Source: Field Survey 2024

Research Question 4

What type of programmes do FUNAAB students prefer listening to?

The news in the indigenous language 'Iroyin' had the largest number of listeners, 10.2% of the respondents claimed they listened to the news in Yoruba, this was followed by Sports Galaxy (5.3%),(Fig.7) Today's class and Aproko Tori had equal number of audience (4.9%), followed by Youth Matters (3.9%), Our Farmer and Le Cercle Francais also had the same number

of listeners (2.9%), The Entrepreneur and Health Watch had 1.9% listenership while Security Alerts had a bit lower(1.5%), Feminine World and Boiling Point are not popular amongst the students while From the Dailies and The Senior Citizens were the least popular among the students (0.5%). This is a bit similar to the findings of Mbadiwe *et al.* (2014) which confirmed that students of Redeemers' University and University of Lagos prefer Music, Sports and Phone in Programme.

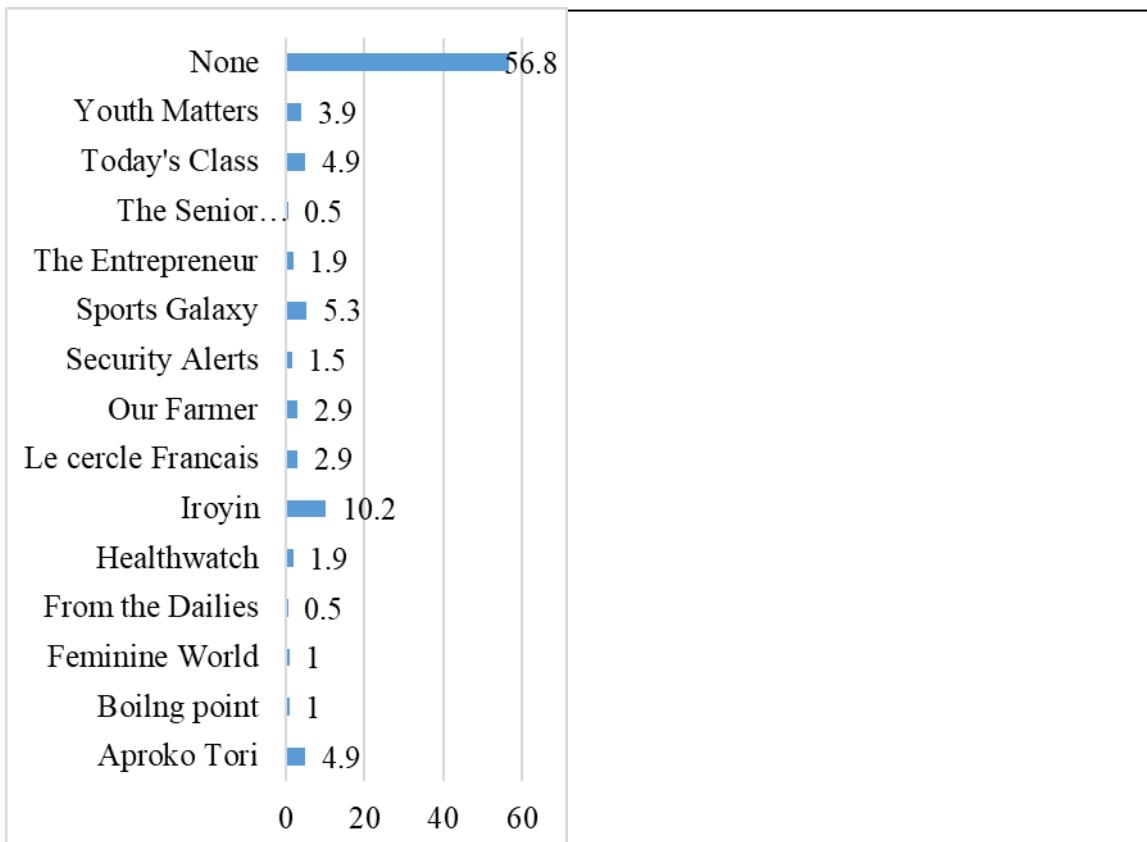


Figure 7: Distribution of respondents (%) according to preference for certain programmes

Source: Field survey 2024

Research Question 5: To what extent do FUNAAB students have access to radio? Though radio is said to be ubiquitous, 38.3% of the students said they had no radio while 61.7% claimed they had access to radio (Fig.7). This is contrary to the findings of Zahid *et al.* (2021) which stated that radio

is the most effective and accessible medium of information even in this era of technology. Radio is still very popular among the youths in Pakistan. Radio is affordable and portable and people can listen to the radio via mobile devices.

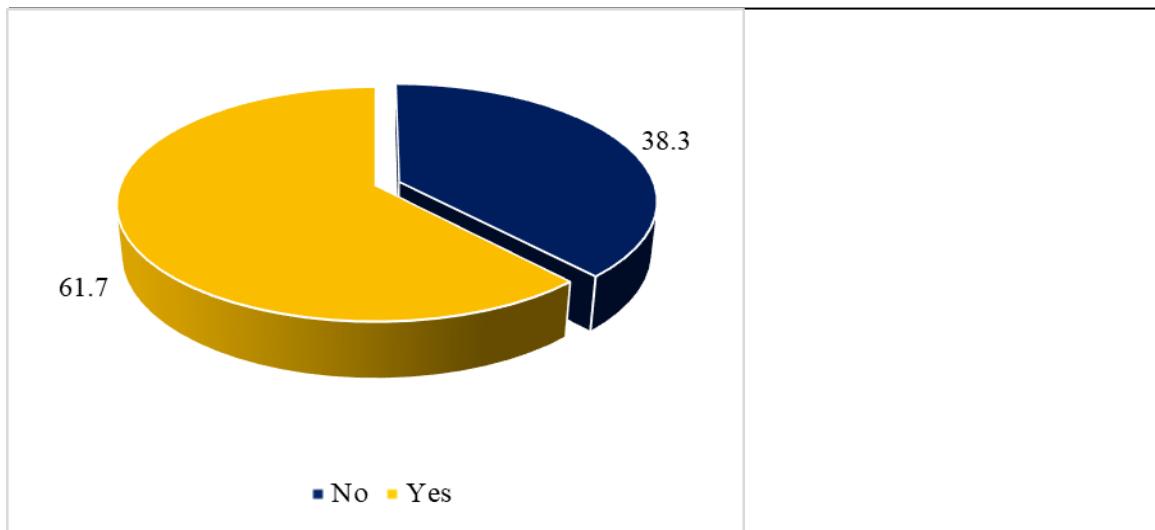


Fig. 8 : Distribution(%) according to accessibility of radio

Source: Field survey 2024

Research Question 6: What type of radio do the students of FUNAAB have access to?

Almost all the respondents (82.5%) had phone radio, a few (4.4%) had transistor radio, very few (1.5%) had access to car radio and surprisingly 11.7% (Fig. 8) claimed they did not have access to any device for

listening to radio. This is very difficult to believe because the tiniest phone has a radio compartment. According to Ajaegbu et al (2015) Radio is cheap, it could be in form of transistor radio, mobile phones, car radio, Walkman, radio compartment in laptop. Radio is portable. It is easy to carry it around.

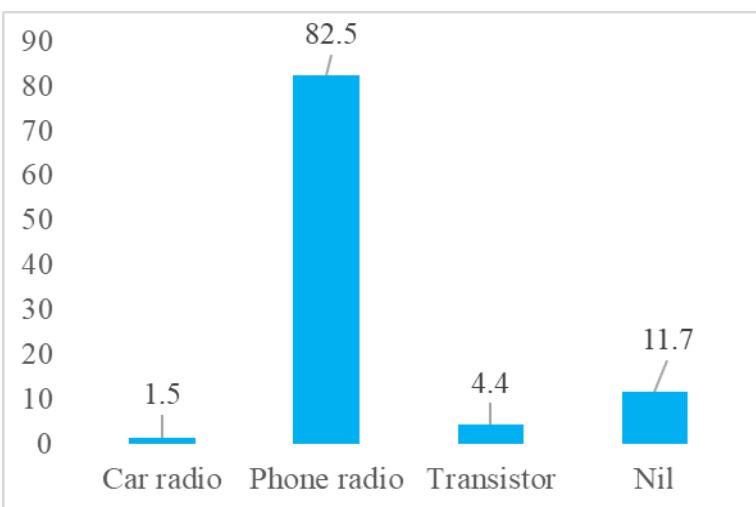


Fig 9: Distribution of respondents (%) according to the type of radio they had in Percentages

Source: Field survey 2024.

Research Question 6: Which device is convenient for FUNAAB students to receive lectures in the absence of the conventional learning space?

Above average (52.4%) claimed they could easily receive lectures through their mobile devices (Fig.9), some of them (21.8%) had no problem getting data for internet service, 20.9% could easily access the campus Wi-Fi, getting battery for the transistor radio was no problem to a few (1.5%) while

3.4% claimed they had issues with all the options as they would still cling to the conventional classroom instead of the learning space. Though change is constant, people resist it, Obi (2018) noted that even National Open University students in South west Centres preferred the conventional classroom and they paid some old students of the university to organize tutorials for them, though the university authority provided facilitators.

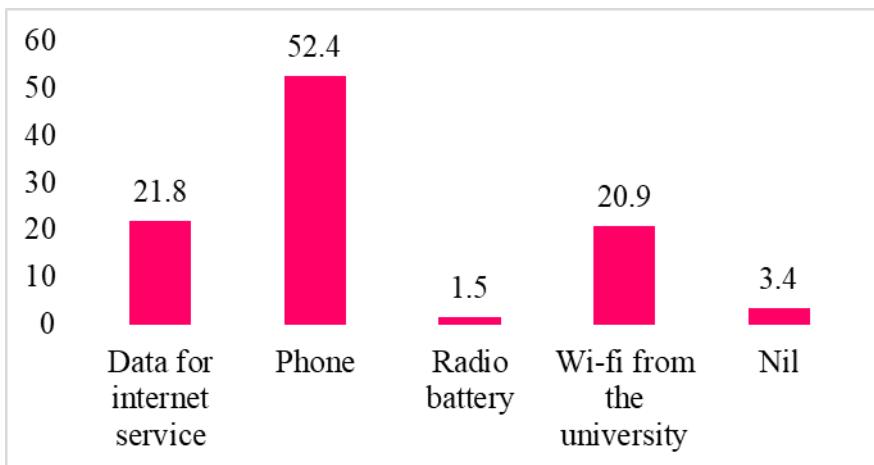


Fig 10: Distribution of respondents (%) according to the most convenient item for receiving

Source: Field survey2024

Lectures in the absence of face to face interaction with lecturers in percentages

Research Question 7: Would the students prefer receiving lectures via the radio to Google classroom?

Most of the respondents (62.1%) preferred the conventional classroom experience which is face to face interaction, this is followed by Google classroom 27.1%, few of them (3.9%) preferred to be taught via Zoom, a little lower percentage (3.4%) would rather receive lectures on the radio.

Although more respondents preferred Google classroom after face to face interaction, majority did not download lectures. However, not many of them would rather listen to the radio for lectures. This is probably due to the fact that radio programmes are largely one-way flows of messages except for live phone-in programmes and this creates lack of instant teacher-learner and learner-learner interactions (Chandar & Sharma,

2003). Even in live phone-in educational broadcasts, interactions are not as spontaneous and realistic as the classroom. Formal educational broadcasts therefore do not give room for discussions which, according to Mann (2010) are essential for effective teaching and learning. Without interactivity, learners are not able to get instant clarifica-

tions of confusing ideas being taught. The teacher is also not able to observe the levels of attentiveness and assimilation of learners through their spontaneous responses to classroom questions, gestures and non-verbal cues. However, tutorial classes that will enable face to face interaction will enhance the radio delivery.

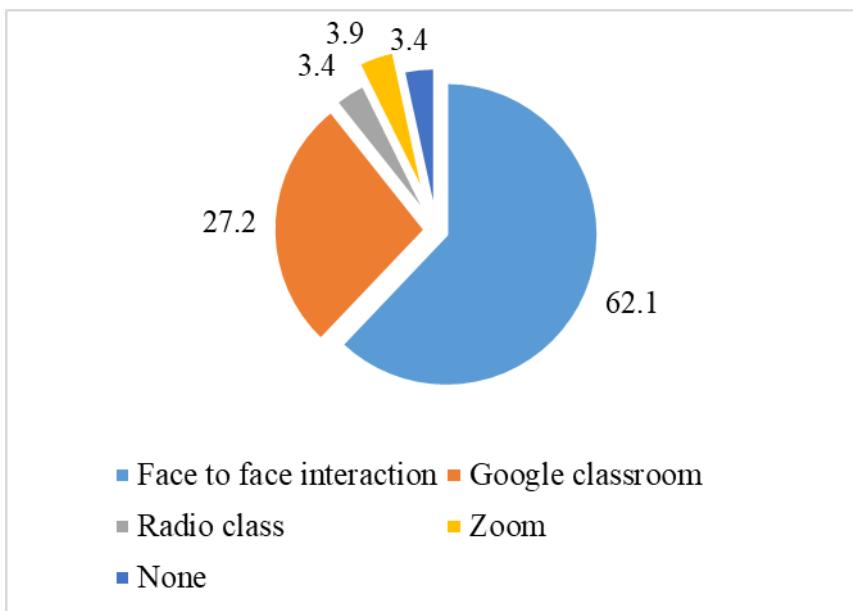


Fig 11. Distribution of respondents (%) according to the preferred channel for receiving lectures

Source: Field survey 2024

Research Question 8

What are the challenges being faced by the students in Google classroom?

The challenges being faced by students in Google classroom as stated by the students are lack of data (69%), bad network (76.2%), epileptic power supply (90.1%) which affected the availability of Wi-Fi on

campus and poor internet connection (70.3%) (Table 1.) These are the challenges that hinder them from downloading lectures delivered in Google classroom. Like all forms of remote learning, Google classroom presents challenges like maintaining students' engagement and motivation, technical issues, access to reliable internet and technology.

Table 1: Challenges faced by Students in Google Classroom

Statement	SA	A	D	SD	Mean	Std. d
I don't download lectures on Google classroom in time because I don't always have data	50(24.3)	92(44.7)	63(30.6)	1(0.5)	2.93	0.75
I do not access the Google classroom because of poor network.	66(32)	91(44.2)	40(19.4)	9(4.4)	3.04	0.83
The Wi-Fi in the campus is not easily accessible because of epileptic power supply	92(44.7)	95(46.1)	8(3.9)	11(5.3)	3.30	0.78
I do have problem with internet connection to access lectures on Google classroom	59(28.6)	86(41.7)	49(23.8)	12(5.8)	2.93	0.87

Research Question 9

Probable Solutions to the Challenges

The students are of the opinion that the school management should ensure provision of solar panels so that the problem of power failure will be a thing of the past. Constant supply of electricity will enable availability of network.

CONCLUSION

Campus radio can be used to complement and support physical interactions by broadening and deepening knowledge transfer from lecturers to students; encouraging intellectual development and providing tutorials on courses. University community radio can also be used in formal education to complement and support classroom education by assisting the students to get the chance to continue learning through radio in their respective hostels. It also helps to broaden and deepen knowledge of learners by exposing them to different approaches

to the learning process.

This variety makes learning exciting, a situation that goes a long way to enhance learning and promote education. Complex topics can be broken down by the lecturer on the radio. This simplification of complex courses benefits the learners by enhancing their understanding of the subjects. Campus radio will be visible and popular among the students if they are aware of the benefits, students will listen to topics that have direct impact on their education. LASU FM, YABATECH FM, UNILAG FM and LASUTEC FM, have educational programmes on the programme schedule (Yahaya and Atofojomo, 2025), same with UNILORIN. According to Zahid et al (2021), in the University of Sere, England, thirty-five Departments were given an hour each per week for their subjects.

RECOMMENDATIONS

Judging by the fact that many of the respondents claimed that they listen to Iroyin (news in the indigenous language), Sports Galaxy, Aproko News and Youth Matters, it is recommended that some courses can be slotted immediately after the programmes; they should be well promoted in physical classes and on air as a starter. It is hoped that students will warm up to the innovation and benefit from the existence of the station on the campus. Today's Class should also serve as a channel for educational content delivery. This will enable FUNAAB radio to be included in the various modes of content delivery being utilized for blended learning.

In addition, Universities' radio stations should be utilized by the Institute of Communication and General Studies and other departments that require practical experiences for successful completion of their courses instead of going to outside stations for practicum, SIWES or Industrial training. Some of the students who are interested in disc jockey should be also be encouraged to make use of the platform to develop their talents. There can always be repeat broadcasts of lectures delivered on campus radio so that the students can still listen, in case they miss the maiden broadcasts. Furthermore, since most of the students prefer Google classroom after face to face interaction, the university should consider helping them to overcome the problems they face in the Google classroom by ensuring availability of Wi-Fi, constant power supply which will enable stable network.

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