

Radio Listening Habits among University Students and Their Attitude towards Programmes (A Study of Redeemers University Students)

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Abstract

Radio plays a very significant role in the society and that cannot be overlooked. The main objective of this study was to conduct a survey on radio listening habits of university students and their attitude to programmes. Survey research method was used through questionnaires to find the listening habit and attitude students have towards radio. Students of Redeemers University were the sample size for this research work; a total number of 400 copies of questionnaire distributed to the students. From this research work, it was discovered that students have an easy access to radio in the campus, but they face difficulty while listening to radio on campus. The programming pattern adopted by radio stations influence students attitude to programmes.

Keywords: Attitude, listening habits, Radio, students,

1. Introduction

Radio is an essential mass medium that virtually every member of the society benefits from. Kuewumi (2009) asserts that Radio has radicalized the face of human communication and ultimately become a fixed point in the daily lives of humans whereby people are informed, taught, nurtured and reformed by way of relaxation, re invigoration and resuscitation. This he argued, makes radio as a medium of mass communication being constantly sought after by its ardent listeners.

Radio is the wireless transmission of signals through free space by electromagnetic radiation of a frequency significantly below that of visible light, in the radio frequency range, from about 30 kHz to 300GHz. (<http://www.historyofradiowiki.org>)

Egbuchulam (2002) defined radio as: a mobilizer and a formidable factor in the new world order in economy, technology and politics. Radio is best described as the cheapest, safest and the most effective medium of communication available to man.

According to Onabajo (1999), in the developing world as in Asia and Africa, radio is cheap; it does not cost much compared to television which is expensive. It is also portable i.e. it can be easily transported from one place to another. It is credible as it transmits messages that its listeners hold important. Radio can also present news as it happens, brings the voices of news makers and artists into the homes of listeners. It also provides dramatic shows and other entertainment, which listeners can visualize even in the absence of visuals. For that reason, radio enjoys the advantage of simultaneity. It requires little effort of its consumers to comprehend its message. It is a good companion that entertains and informs its listeners.

Kuewumi (2009:148) has this to say about radio: "imagine a world without radio; it will be like a garden without flowers and trees. Radio daily feeds us with information, teaches us and calms our nerves. If radio is well understood and its potentials realized, hardly will there be any one that will live without a radio. Many anxious moments will be healed."

Radio is a vehicle for projecting personality through which it attracts and holds an audience. It is an efficient instrument for getting a message to a large number of people at the same time, because it transcends the boundary of space and time, and also leaps across illiteracy barriers (Onabajo, 1999).

Egbuchulam (2002) asserts that radio has been a major communication tool for improving the quality of people's lives, bringing to their doorstep news, entertainment and education through its programmes. Despite the world wide enchantment with the internet and web-based learning, radio still retains the advantage of being able to serve dispersed, isolated, and disadvantaged communities aspiring to overcome the barriers of illiteracy and physical distance in many countries.

Listeners use and relate to radio in very different ways compared to other media. Listeners use radio for various reasons one of which is for emotional support, to keep their spirits up through programmes, and the result will determine to a large extent the attitude listeners would have to programmes. People listen to radio to be

informed, entertained, educated, follow their favourite football team, and follow fashion trends or popular music, among others.

According to Oliveira, Portela, & Santos (2012), it is assumed that listeners make their own interpretations of a radio programme – if the presentation includes something they can relate to, something familiar. The encounter between the radio programme and the listener is regarded as a meaning making process within a cultural context. This meaning making process is influenced by a variety of factors, such as the radio programme topic, design and the socio-cultural variations in experiences, knowledge and cultural dispositions.

“The figures of those who listen to radio continue to increase thus indicating an increasing affinity for the free and participatory opportunities offered by radio stations” (Bangboye, 2013). Radio plays an integral role in providing its listener with news, music and other programmes, while also acting as a voice that represents them as well as the society at large.

It is therefore no argument that radio serves as a means of communication. In the aspect of information, radio provides information in terms of news that is, the day-to-day information within and outside the country. Radio also encourages its listener to know more about entertainment, education, and politics; they can also participate through phone-in programmes, talk shows and motivational programmes. Radio generally helps to broaden the knowledge intellectually and morally.

This paper is designed to examine the radio listening habits of university students and their attitude toward radio programmes, using students of Redeemers University as the focus of study.

1.1 Statement of the Problem

Deregulation of the broadcasting industry in 1992 led to increase in the number of commercial radio stations in Nigeria; this in turn posed a big challenge to radio proprietors, producers and directors to have a well packaged content that will gratify Nigerians, with about 70% of the total population of Nigeria as youths (Ismaila, 2013).

The significance of radio in informing, educating, and entertaining students in the educational institution is not in doubt, and it is one way by which they keep in touch with the contemporary world.

It can be assumed that before the advent of radio, information on what is happening outside the school premises especially in the educational and social world was (would be) difficult to discern by students. Even after the advent of radio and going a step further to establish campus radio stations, there is still doubt as to how many students are aware of what is happening beyond the walls of their school premises, and in the global world.

As students, especially of higher institutions, it is imperative that they keep abreast of goings-on around them, in the country and the world at large. This study therefore seeks to examine the radio listening habits of university students and their attitude towards programmes.

1.2 Research Questions

1. To what extent is radio accessible to students of Redeemers University?
2. What are some environmental factors that affect Redeemers University students' radio listenership?
3. What satisfaction do Redeemers University students derive from listening to radio?
4. What is the influence of demography (gender/discipline) on Redeemers University students' radio listenership?
5. What is the attitude of Redeemers University students to programmes on radio?

2. Theoretical Framework

The study was built around two theories which are: Uses and gratification theory and individual differences theory.

2.1 Uses and Gratification theory

The theory falls under the Active Audience theories which focus on the effects of the media on the audience. Active audience explains what people do with the media as opposed to source-dominated theories which focus on the effects of the media on people. The assumption is that individuals influence the effects that the mass media have on them. The theory is based on the premise that the audience uses the media to gratify certain identified needs (Mc Quail, 1994).

The audience selectively chooses, listen to, perceive and retain the media messages on the basis of their needs, beliefs, and more.

Four domains of individual needs which the media would gratify as identified by Mc Quail (1994) are:

- The use of media as a form of diversion or escapism
- The use of media as a form of companionship for those who are socially isolated
- The use of media to understand and evaluate one's personal identity.
- The use of media as a form of surveillance to provide information on the social world.

The five elements of the Uses and Gratification model as defined by Katz and Blumber (2004) are:

- The audience is conceived to be active and goal directed
- There is no straight line effect of media content on attitude and behaviour

- The media competes with other sources of need satisfaction.
- The goals of mass media can be derived from qualitative data supplied by individual audience members.

Wilbur Schramm provided a concept to answer the question “what determines which offerings of mass communication will be selected by a given individual? What determines the media content that an individual pays attention to?” The answer offered is called the fraction of selection:

$$\frac{\text{Expectation of Reward}}{\text{Effort Required}}$$

His claim is that individuals measure the level of gratification they expect from a given medium against how much effort they must make to secure that reward.

The media is an essential part of our everyday life, as it aids in the navigation of our social reality in particular (Alasuutari, 1999). He believes that radio is an extension of ourselves with our external world. Radio has an invisible role as a “mind-altering device,” we tune in to a station which corresponds to our current frame of mind, this enforces or stabilizes our mood or we may select a station to listen which invokes and entices different emotional state (Alasuutari, 1999).

Applying the uses and gratification theory to this research, Redeemers University students listen to radio to meet contained needs. They have the power to shape any aspect of the radio sector, and they are also a resource which can ensure a long or short term sustainability of the medium. Redeemers University students will make decisions about which content to choose based on their expectations of having some needs met; but the efforts required in meeting the needs will eventually influence the decisions they make.

They select the content that will likely satisfy their needs, they selectively consume the content and there may not be any effect. Therefore, their listening pattern is based on their needs, which could be to get informed, educated, entertained, and more.

2.2 Individual differences theory

The individual difference theory was propounded by Melvin De Fleur (1970). The theory postulates the individual perceptive way in psychological endowment. No two individuals are the same and this is due to the way they were individually brought up in their environment and social life. Humans are biologically, physically, psychologically and genetically different.

The theory based its assumption on the fact that the audience of mass media is heterogeneous, it is made up of people with different disposition, characteristics, personality, experiences, demographics, psychographics. These socio-psychographical factors determine how an individual reacts towards media content.

In relating this theory to the study, the students of Redeemers University are a segment of an audience; they constitute people with different characteristics, age, sex, feelings, dispositions, etc. Therefore, this theory shows that the attitude Redeemers University students will have to radio programming will differ due to differences in individuals. If a particular student finds pleasure in a radio programme, it is very possible that another student will detest it and prefer another programme.

3. Literature Review

3.1 Nature of Radio

Onabajo (1999) describes radio as one of the many ways of getting messages to a large number of people at the same time, because it transcends the boundary of space and time, and also leaps across illiteracy barriers. Asekun-Olarinmoye (2013) explains that radio is the single most important media equipment, because it reaches larger audiences anywhere in the world. This is so because it is fast, as events occur they are related to the potential audience”

Onabajo (1999) further asserts that radio can persuade and effectively influence a large audience, thereby contributing substantially to the building of a national consensus. Furthermore, it is a powerful instrument in the area of public enlightenment, on health issues, family planning, cultural re-awakening, business improvement and other social development issues (Onabajo, 1999).

Radio has the ability to reach millions of people simultaneously, yet it speaks to an individual personally. The listener feels a great companion in his radio especially when it is discussing something so relevant, sensible or personal to him (Kuewumi, 2009). It is amazing how radio can reach a large number of people and it’s still so personal to each individual who listens.

Listeners depend so much on radio to get information, entertainment and education. It is a companion to its listener.

Programmes of interest therefore have a strong hold on the listener that if there is power failure or unavailability of batteries, the listener’s day seems incomplete. Radio for those who love it, is perhaps more than a friend, because the language of radio is many times soft and gentle, appealing, teaching and persuasive (Kuewumi, 2009).

Radio has the ability to talk back to its listeners when messages are sent, through phone calls, text messages, social media (Twitter, Facebook, etc.). This (interactive nature of radio) puts members of an audience in touch with one another, and creates a horizontal flow of communication. McLeish (2005) explains that radio is selective. This means that choice for the listener is only in his mental switching-off which occurs during an item which fails to maintain his interest, or when he tunes to another station.

Radio allows its listener to consciously or unconsciously select contents, unlike other mass communication media (newspaper, magazine) where the reader has too many contents to decide which to attend to first.

Kuewumi (2009) citing McLeish (2005) referred to radio as a blind medium that paints pictures in the mind of the listener. A blind medium, but one which has capacity to stimulate the imagination such that as soon as a voice comes out of the loud speaker the listener attempts to visualize what he hears and to create in the mind's eye the owner of the voice. In essence, listeners many times detect and create scenarios just by hearing sounds, yet it is a blind medium.

3.2 Strengths and Weaknesses of Radio

The most important advantage radio offers is its ability to reach specific audiences through specialized programming. Radio can be adapted for different parts of the world, and can reach people at different times of the day, because its signals are strong and can reach almost all corners of the world, with an instant message (Odetoyinbo, 1998)

Radio is not expensive. To obtain a radio set is very cheap, compared to other medium. It could take the form of transistor radio, walkman, and mobile phones. It is portable. It can be easily carried around. Unlike other mediums which require full attention, radio can be listened to while doing other activities such as, driving, house chores, reading, etc.

Radio is faster and flexible in the presentation of news and events more than all other media of mass communication; this is because as events occur they are related to the audience. It gives listeners opportunity to make informed choices about 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.

One of the biggest disadvantages to radio communication technology is the limited range of a radio signal. A powerful radio signal is only capable of reaching receivers within a specific geographic region, requiring that a vast network of radio stations be set up to communicate effectively to a large or spread-out group of receivers. According to (Hartman, 1999) radio signals are also susceptible to interference from atmospheric conditions and other broadcasts. In addition, it can be hard to receive a clear signal from certain locations, such as areas shielded by mountains. A structure's insulation or electrical interference from other appliances can diminish the effectiveness of an individual radio receiver.

Like most other forms of electronic communication, radio requires the presence of electricity, both at the point of the transmission and the point of reception. While battery-powered radios are common, these power needs are more cumbersome than those of land line telephones, which can operate using electricity already in the lines to make calls even during periods of emergency or power outages. A powerful radio transmitter, such as a regional broadcast station, requires large amounts of electricity at all times to send out its signal (Hartman, 1999).

Finally, radio communication relies on a very limited spectrum of bandwidth frequencies. This is why commercial radio stations sometimes seem to overlap or blend together, and why the regulatory radio body National Broadcasting Commission (NBC) strictly regulates the use of all publicly-owned airwaves. Radios require a relatively large amount of bandwidth relative to the amount of data they transmit, leading to more and more air space being allocated for cell phone networks and wireless Internet networks.

3.3 Radio Listenership

Majority of the population listen to radio regularly especially adults and young ones. Surprisingly, many listeners are loyal to their favourite stations and are often tuned for long periods to a station (Ismaila, 2013). Listeners use and relate to radio in a very different way to other media.

Ninety percent of listeners are actually doing something else while listening to radio. Typically this will be routine tasks for example, driving, chores, housework (Radio Advertising Bureau, 2013).

The majority of people are listening to radio on their own. Even if they are listening when other people are around, it is still very rarely a group experience: they will have their own personal experience of the output which is not shared with other people. Their inner eye, and their feelings, is doing the work (Radio Advertising Bureau, 2013). This possibly explains why individuals have preferences amongst the radio stations at their disposal.

According to Chesstango (2012), Nigeria's top radio stations that people listen to are:

1. 99.9 – Beat FM (keffi street, Ikoyi,Lagos) —facebook fan-page (378,187 likes)
2. 95.1 – Wazobia FM (Lagos) —facebook fan-page (118,591 likes)

3. 99.3 – Nigeria Info (Lagos) —facebook fan- page (43,383 likes)
4. 88.9 – Brilla FM (Lagos) – sports —facebook fan-page (32,565 likes)
5. 96.9 – Cool FM (Lagos) – urban music —facebook fan-page (14,109 likes)
6. 97.3 – Classic FM (Lagos)- facebook fan-page (12,365 likes)
7. 93.7 – Rhythm FM – (Lagos) —facebook fan-page (11,439 likes)
8. 92.3 – Inspiration FM (Lagos) —facebook fan-page (5,203 likes)
9. 100.5 – Ray Power FM (Alagbado, Lagos) —facebook fan-page (5,094 likes)
10. 105.1 – City 105.1 (Oregun, Lagos) —facebook fan-page (1,303 likes)

According to a latest report by the Radio Audience Measurement Survey (RAMS), about 90% youngsters in South Africa tune in to radio at least once in a week. The statistics show that youngsters over the age of 15 follow this kind of listening habit.

3.4 Advantages of Listening

According to Oyelade (2006), listening is the ability to perceive information adequately. It is a receptive communication skill, which allows the audience to receive information. It is also a skill that enhances the growth of knowledge and development of students either morally or intellectually.

Most people want to be heard, but very few people are good at listening. People tend to spend more time evaluating what is being said or mentally composing their responses than they do actually listening (Sekouri, 2013).

Judging by the fact that few people are good listeners means that people who possess this rare skill have some advantages which include:

1. Obtaining Information

Attentive listening helps an individual to learn more about people, things and the society at large. In essence, it creates a forum for awareness on various issues and increases the volume of knowledge of a person.

Through obtaining information, an individual learns more about people which is helpful personally and professionally, because it creates a better understanding of people and realities of life.

2. Interpreting Information for great clarification

Careful listening helps an individual to avoid confusion, misunderstandings and conflicts that are common in communication flow, especially when messages are relayed. Careful listening offers an opportunity to clarify information that is being passed across. It also helps the individual to interpret such messages to his or her understanding.

3. Analyzing Information

Listening aids critical identification, absorbing and analyzing of messages, through an internal process.

4. Better relationships

Listening creates a feeling of goodwill in intimate and professional relationships. Many relationships have been broken because of lack of understanding, which could be as a result of low listening skill. By listening non-judgmentally, relationships can be improved. It pays to listen without judgment.

5. Airtime

If you listen first, others are more likely to return the favour. There will always be people who, because of stress, self-absorption or other reasons, will use another person's ear and not return the favour. Nevertheless, the great majority of individuals understand there should be give and take in conversation (Sekouri, 2013).

3.5 Attitude

Daramola (2003) defines attitude as a mixture of beliefs and emotion that predisposes a person to respond to other people, object or institution in a positive and negative way. According to Odetoynbo (1998), attitude is a mental and neutral state of readiness, organized through experience exerting a directive or dynamic influence upon the individual's responses to all object and situation with which it is related.

Attitude according to Daramola (2003) can be characterized in three ways:

1. They tend to persist unless something is done to change them.
2. Attitudes can fall anywhere along a continuum, from very favorable to unfavorable.
3. Attitudes are directed toward some object about which a person has feelings and beliefs.

Daramola (2005) citing Katz (1960) propounded three components of attitude as:

1. Cognitive component
2. Effective component
3. Connative component

The cognitive component refers to the thoughts, beliefs and idea about objects. This involves the way we think about people, situation, institutions and event.

The effective component refers to the emotion and feeling about attitude object, event situation and people, which enables one to evaluate such as good/bad. For example, talking about Redeemer's University students'

attitude towards radio listenership, some may be indifferent while some may have a bad attitude towards radio listenership.

The connotative component refers to the predisposition to behave in a particular way towards an object or an individual. This could be as a result of the other two components of attitude, e.g. (for example) the thought and feeling one holds about listening to a particular radio programme will act either positively or negatively towards the programme.

Attitudes are formed through:

1. Socialization (interaction with others)
2. Direct contact with object of attitude
3. Group membership

4. Methodology

Descriptive survey method was adopted in this study to gain insight into the radio listening patterns and attitudes of students towards radio programmes. This method avails the researcher the opportunity to identify the strength and weaknesses of students in line with radio listenership. Copies of questionnaire were used to gather useful information which is presented thus:

4.1 Analysis and Interpretation of Findings

Research question one: To what extent is radio accessible to students of Redeemers University?

Research question one seeks to find out the extent to which radio is accessible to the students; it was discovered that majority of the respondents have access to radio. It can then be said that the challenge does not lie in the accessibility but in the listening pattern because it is possible to have access to something and not make use of it. The students also have their stations of preference, it was discovered that the most preferred radio station listened to by Redeemer's University students' is *Beat FM*. This is in accordance with Chesstango (2012) as he stated that Nigeria's top radio station which young people listen to most is *Beat 99.9 FM*, while Nigeria's least radio station that people listen to is *City 105.1 FM*.

Research question two: What are some environmental factors that affect Redeemers University students' radio listenership?

Table 4.1: Table showing factors that affect respondents listening to radio

	Frequency	Percent
Signal quality & transmission	125	31.8
School activities & busy schedule	98	24.9
Limited access to radio	50	12.7
None	49	12.4
Noise, distraction	40	10.2
Commercial break	20	5.1
Mode of presentation	12	3.0
Total	394	100.0

The table shows some of the factors that affect radio listenership of Redeemers University students thus: school activities and busy schedule, limited access to radio, noise, distraction, signal quality and transmission.

Research question three- What satisfaction do Redeemers University students derive from listening to radio?

Satisfaction will be measured using the reasons why respondents listen to radio, the purposes for listening and the satisfaction they derive as a result of listening to radio.

Table 4.2: Table showing the different reasons why respondents listen to radio

	Frequency	Percent
Informed, up-to-date	97	24.6
Entertainment	92	23.4
Combat stress, boredom	59	15
Educated (Education)	56	14.2
Acquire new knowledge	50	12.7
Derive inspiration	40	10.1
Total	394	100

Table 2 shows that 97(24.6%) respondents listen to radio because they want to be informed and up-to-date on events in the society. Others listen to radio to be entertained 92(23.4%), to combat stress, boredom and also for relaxation 59(15%), to be educated 56(14.2%), and to derive inspiration 40(10.1%).

Table 4.3: Table showing purposes respondents use radio contents for

	Frequency	Percent
Decision making	120	30.4
Knowledge acquisition	60	15.2
Add to existing knowledge	55	14
No purpose	54	13.7
Enlighten people	40	10.2
Solve problems	35	8.9
Logical arguments	30	7.6
Total	394	100.0

Table 3 shows the uses to which radio listeners put radio. Majority of the respondents 120(30.4%) use what they hear on radio for decision making purposes. Others use radio for knowledge acquisition 60(15.2%), to add to their existing knowledge 55(14%), to solve problems where applicable 35(8.9%), while some others say they do not use what they hear on radio for any purpose.

Table 4.4: Table showing the feeling and satisfaction respondents derive from listening to radio

	Frequency	Percent
None	100	25.4
Satisfactory	74	18.8
Relaxed	60	15.2
Confidence	50	12.7
Motivated	50	12.7
Happiness	40	10.1
Know the world...	20	5.1
Total	394	100.0

From the findings, it is made clear that majority of the respondents claim they do not derive any satisfaction from listening to radio. Other respondents said they feel satisfied, feel relaxed, and are motivated, happy and that listening to radio helps them know the world.

The stated findings are not in isolation as several authors have also discovered similar findings from their studies. Respondents from this study said they listen to radio to be informed, for relaxation, to be educated and so on; this is in relation to Kuewumi (2009) who also asserts that, listeners depend so much on radio to get information, entertainment and education. It is a companion to its listener. Sekouri (2013) further notes that, “attentive listening helps an individual to learn more about people, things and the society at large. In essence, it creates a forum for awareness on various issues and increases the volume of knowledge of a person.”

Further findings show that respondents often use information for various reasons such as for decision making, for knowledge acquisition and so on. Kuewumi (2009) submits that, many times husbands and wives learn to love each other better because of the messages of radio. Egbuchulam (2002) in his study asserts that listeners use and relate to radio in very different ways to other media. Listeners use radio for various reasons one of which is for emotional support, to keep their spirits up through programmes, and the result will determine to a large extent the attitude listeners would have to programmes.

Research question four- What is the influence of demography (gender/discipline) on Redeemers University students’ radio listenership?

Table 4.5: Table showing if course of study make respondents listen to radio

		Frequency	Percent
Valid	Yes	160	40.6
	No	234	59.4
	Total	394	100.0

Table 4.6: Table showing if gender makes one listen to certain programmes

		Frequency	Percent
Valid	Yes	121	30.7
	No	273	69.3
	Total	394	100.0

Research question four seeks to find out the influence of demographic variables such as gender and discipline on Redeemers University students' radio listenership.

From Table (5), it is clear that 160(40.6%) listen to radio because of their course of study, while from Table (6), a total of 121(30.7%) listen to some specific programmes because of their gender, and some of these programmes include sports, health, relationship and life oriented programmes. Finally, the total percentage of the influence of demography on radio listenership from the two tables is 71.3%.

The research work revealed the fact that to some extent demography (gender/discipline) influences the radio listenership of the respondents even though majority of the respondents do not believe so. This is somewhat different from Akintayo (2013) position that gender to some extent affects listenership to radio. In his study, analysis of respondent's characteristics showed that most of the respondents were male. The result showed that more males listened to radio because they had more time on their hands because of the time of programme broadcast which had to do with when lots of females were in the kitchen in northern Nigeria.

Research question five- What is the attitude of Redeemers University students to programmes on radio?

Table 4.7: Table showing if programming influence attitude towards a radio station

		Frequency	Percent
Valid	SA	69	17.5
	A	135	34.3
	UD	81	20.6
	D	75	19.0
	SD	34	8.6
	Total	394	100.0

Table 4.8: Table showing if respondents feel radio is time consuming and boring

		Frequency	Percent
Valid	SA	26	6.6
	A	49	12.4
	UD	73	18.6
	D	134	34.0
	SD	112	28.4
	Total	394	100.0

The findings show that students have a positive attitude to programmes on radio.

Table 8 reveals that 246(62.4%) respondents do not agree to the fact that radio is time consuming and boring, which is an indicator that to some extent, it proves that they enjoy listening to radio. Table 7 also reveals that the programming on radio stations largely influences their attitude towards radio stations, because 204(51.8%) agree to this. Akintayo (2013) citing Masi's (2011) 'Light in the Darkness' research on the use of radio to bring about positive change in the attitude and behavior of South Sudanese after many years of conflict corroborates this. The results of the research indicated that 82% of the people surveyed, believe that using radio as a source of information has capacity to make listeners respect one another in spite of their differences. He further states from his findings that the programmes on *Internews FM* station made listeners love the radio station and consider it as their number one station, which invariably affected their positive attitude towards the station.

5. CONCLUSION

In conclusion, it is no doubt that radio plays a very significant role in the lives of young people, as it informs, educates and entertains its audience, and information derived from radio is used for decision making, logical argument, and more. Therefore radio broadcasters are regarded as credible sources of knowledge dispensers and should endeavor to always give information based on facts, so that their audience would not be misled. Also, radio stations should continue to perform the functions of the media, which is to inform, educate, entertain, among others, because respondents have agreed that radio plays a significant role in their lives.

6. RECOMMENDATIONS

This study has established the fact that the radio listening habit of Redeemers University students is positive, and they have adequate access to radio within the environment. It was also discovered that Redeemers University students have a positive attitude towards radio programmes.

The researchers recommend that the management of radio stations should improve on their programming style; because Redeemers University students response have shown that programming influences their attitude towards

radio station. If radio stations are able to do this it will further increase the positive attitude towards radio programmes.

More programmes that can meet up with the expectations of students should be introduced, and on this note the researchers further recommend that the administration of Redeemers University should consider establishing a campus radio station for its students, so that the students can have a closer feel of radio, and those who do not yet have the culture of listening to radio will be encouraged to do so.

On a final note, the study recommends that the signal quality and coverage of radio stations should be re-visited by the (NBC) FRCN, because from the analysis of this research, it is clear that most Redeemers University students face difficulty when listening to radio on campus.

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