

## **RADIO CONSUMPTION PATTERNS AMONG STUDENTS IN OSUN STATE**

**Emmanuel Ifeduba<sup>1</sup>, Ewetan David Favour<sup>2</sup> & Lawal Olusola Ayinde<sup>3</sup>**

<sup>1,2,3</sup>Department of Mass Communication, Redeemer's University, Ede, Osun State, Nigeria

\*ifedubae@run.edu.ng

**ABSTRACT:** This study explores radio content consumption patterns among students of Osun State University, traditional media platforms such as radio continue to play a vital role in disseminating information, particularly in developing regions like Nigeria. Radio, in particular, remains a significant medium for communication, entertainment, and education, especially among younger demographics such as students. Employing a quantitative research design that combines survey and in-depth interview methods. The research instruments, including a structured questionnaire and interview guide, collected both demographic and psychographic data from respondents. The objectives of the study, were to determine how often students listen to the radio and identify the types of programs they prefer, and to explore the locations and times students are most likely to listen to the radio, as well as their motivations for doing so. The study addresses four key research questions on listenership frequency, program preferences, listening contexts, and motivations. Findings indicate that 63% of respondents frequently listen to radio, with an additional 18% reporting very frequent listenership. The majority prefer news, short dramas, and educational programs, though musical and entertainment programs also attract significant interest. In terms of listening context, over half of the respondents tune in from home, predominantly in the morning and evening hours. The study reveals that students often listen to the radio to stay informed, entertain themselves, and alleviate boredom, citing radio's accessibility as a major advantage. The uses and gratification theory and the reception theory frame these findings, emphasizing that user needs and contextual influences, such as time and place guide media consumption. The research concludes that radio listenership remains high among Uniosun students, despite the proliferation of internet-based media. Students balance their academic schedules and media consumption, tuning in during times that do not conflict with their academic commitments. This highlights the enduring relevance of radio as a medium for information and entertainment among university students

**Keywords:** Radio Listenership, University Students, Media Consumption, Osun State University, Program Preferences

### **INTRODUCTION**

Nigeria's society is a heterogeneous one with divergent communication needs, coupled with a growing world of awareness (Osondu 2024). Different people have different perceptions of what roles communication, in its totality, should play to the listening audience in higher learning. The mass media as an institution has been tasked to perform all these immeasurable roles. The media landscape has evolved significantly over the past few decades, with the advent of digital technology, the internet, and social media reshaping how individuals' access and consume information (Peters et al., 2022). However, despite these advancements, traditional media platforms such as radio continue to play a vital role in disseminating information, particularly in developing regions like Nigeria. Radio, in particular, remains a significant

medium for communication, entertainment, and education, especially among younger demographics such as students.

Boniface (2023) asserted 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, reinvigoration, and resuscitation. This makes radio as a medium of mass communication to be constantly sought after by its ardent listeners. According to Onabajo (2022), in the developing world as in Asia and Africa, radio is cheap; it does not cost much compared to expensive television. 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. The idea of establishing radio as any other mass medium is to educate, inform, and socialize the people. The emphasis largely has to do with creating awareness, surveillance of the environment, and the transmission of cultural heritage (Orlove et al., 2022). It also helps in providing an individual reward, realization, and reduction of tension, which makes it easier for people to cope with real-life problems and for societies to avoid breakdowns (Wadhwa, 2017). That radio has a tremendous social impact, affecting attitude and behaviour is undeniable. Because of the unique nature of radio in terms of simplicity, wider coverage, bringing the world to those who cannot read, immediacy, its transmission in various local languages as well as its contribution to the development of a nation, it is still the most credible source of news and enlightenment in most parts of Africa. This made radio one of the most appropriate means of communication in any society, beating literacy barriers. In addition, radio has that personal touch that leads to urgency to change (Hallet, 2021).

Yiming (2023) 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 programs. Despite the worldwide 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. 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 listeners to know more about entertainment, education, and politics; they can also participate through phone-in programmers, talk shows, and motivational programs. Radio generally helps to broaden knowledge intellectually and morally.

Osun State, located in the southwestern region of Nigeria, is home to a diverse population that includes a large number of students, owing to the presence of several tertiary institutions. The student population in Osun State includes those from both public and private universities, polytechnics, and colleges of education. This demographic is significant not only because of its size but also due to the distinct media consumption behaviours associated with young people. While students are often viewed as being at the forefront of new media adoption, radio remains a medium they engage with for various reasons, including access to local news, entertainment, and educational programs. However, this study aims to assess radio consumption patterns, motivations, and preferences among students in Osun State, examining how traditional media remains relevant amid digital alternatives.

### **Statement of the Problem**

Despite the proliferation of digital media platforms, radio remains a prominent medium for communication, entertainment, and information dissemination, particularly in developing

countries like Nigeria. Radio's accessibility, affordability, and ability to reach diverse populations make it a valuable medium for students. However, little is known about the specific patterns of radio content consumption among students in Osun State, a demographic that represents both active media consumers and future leaders in society. Research suggests that students' media consumption patterns are evolving due to the rise of digital and social media, with many shifting toward on-demand and personalized media experiences (Igwe, 2020; Ojebuyi & Salawu, 2021). While studies have explored radio consumption in Nigeria, there is limited empirical data specifically addressing the consumption habits, preferences, and motivations of students in a local context such as Osun State. Moreover, the increasing availability of smartphones and internet services has introduced new platforms for media consumption, potentially influencing traditional radio listening patterns (Adekunle, 2019). This raises critical questions about the relevance of radio content in meeting the informational, educational, and entertainment needs of students. Without a clear understanding of these consumption patterns, radio stations may struggle to remain relevant and effectively engage this critical audience segment.

Therefore, this study addresses the lack of comprehensive data on radio content consumption patterns among students in Osun State and how emerging digital media trends are reshaping their relationship with traditional radio. This gap in the literature necessitates further investigation to determine the role of radio in students' lives and to explore how radio stations can adapt to changing media consumption habits (Ojebode & Adegbola, 2018).

### **Objectives of The Study**

The main purpose of this study was to assess the radio content consumption patterns among students. Other specific objectives were to:

1. examine how often students at Osun State University listen to the radio.
2. identify the kind of programs students at Osun State University prefer listening to.
3. ascertain where and when students in Osun State University listen to radio programs.
4. identify the reason Osun State University students listen to the radio program.

## **LITERATURE REVIEW**

### **Concept of Radio**

Radio, as one of the oldest and most accessible forms of mass media, continues to hold a significant place in the media landscape, particularly in developing countries like Nigeria (Adams and Ahmad 2023). Despite the rise of new media technologies such as the internet, streaming services, and social media platforms, radio remains a key medium for communication, especially among students. In Osun State, the consumption of radio content among students is influenced by a variety of factors, ranging from cultural relevance to accessibility (Sannusi & Ojewumi 2024). This literature review will explore the existing studies on radio content consumption patterns, with a particular focus on students in Osun State and related contexts. 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. Lekuru (2024) 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. Chookah and Moussa (2023) further assert 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 (Moussa, 2022).

Radio can reach millions of people simultaneously, yet it speaks to an individual personally. The listener feels like a great companion on his radio, especially when it is discussing something so relevant, sensible, or personal to him (Jolly, 2024). 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 the 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 a 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 often soft and gentle, appealing, teaching, and persuasive (Jolly, 2024).

Radio can talk back to its listeners when messages are sent through phone calls, text messages, and 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. Hollenbach (2023) explains that radio is selective. This means that choice for the listener is only in his mental switching-off, which occurs during an item that fails to maintain his interest or when he tunes to another station. Radio allows its listener to consciously or unconsciously select content, unlike other mass communication media (newspaper, magazine), where the reader has too much content to decide which to attend to first. Jolly (2024), citing Madson (2023), referred to radio as a blind medium that paints pictures in the mind of the listener. It is a blind medium, but one which can stimulate the imagination such that as soon as a voice comes out of the loudspeaker, the listener attempts to visualize what he hears and to create in the mind's eye the owner of the voice. In essence, listeners may times detect and create scenarios just by hearing sounds, yet it is a blind medium.

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, 2020). Radio is not expensive. Obtaining a radio set is very cheap, compared to other mediums. 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 allows listeners 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 of 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 Zhou (2024), 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 transmission and the point of reception. While battery-powered radios are common, these power needs are more cumbersome than those of landline 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 (Olaleye et al 2024). Finally, radio communication relies on a very limited spectrum of bandwidth frequencies. This is why commercial radio stations sometimes seem to overlap or blend, 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.

### **Radio as a Medium of Communication Among Students**

Radio has long been an important medium of communication, particularly in Nigeria, where it has played a significant role in disseminating information and educational content. It remains one of the most accessible media forms due to its affordability, portability, and reach in areas with limited internet access (Ojebode, 2020). Studies indicate that radio is particularly popular among students for accessing news, music, educational programs, and entertainment (Akanke & Akinlabi, 2018). The portability of radio devices and the ease of accessing FM radio on mobile phones have further cemented its place among Nigerian students. In the vast landscape of media, where visual and digital platforms often dominate the conversation, the humble radio stands as a resilient and effective medium of communication. Despite the evolution of technology and the proliferation of various media channels, radio continues to hold its ground as a powerful tool for reaching the largest audience. The airwaves, carrying the invisible waves of sound, have been a constant companion to societies worldwide, providing a dynamic and versatile means of disseminating information, entertainment, and culture.

The roots of radio stretch back to the late 19th century, and since then, it has undergone significant transformations, adapting to the changing times while retaining its core strengths (Zatzman, 2023). Today, radio remains a crucial part of the media landscape, offering a unique blend of immediacy, accessibility, and intimacy that sets it apart from other mediums. One of the distinctive features of radio is its historical significance in shaping the way information is disseminated. The invention of the radio in the late 19th century marked a revolutionary moment in communication history (Nkoala 2023). Pioneered by inventors such as Guglielmo Marconi, radio technology rapidly evolved, enabling the transmission of audio signals across significant distances. This breakthrough had profound implications for global communication, as it allowed information to be broadcast beyond the limitations of print and face-to-face communication.

The early 20th century witnessed the golden age of radio, where it emerged as the primary source of news, entertainment, and community engagement (Rappaport, 2023). Families gathered around their radio sets to listen to news bulletins, dramas, and live music performances. It became a communal experience, fostering a sense of shared connection among listeners. The iconic "War of the Worlds" broadcast in 1938, orchestrated by Orson Welles, demonstrated the persuasive power of radio and its ability to captivate and influence a mass audience (De Benedictis, 2023). As technology progressed, radio adapted to the changing



times. The advent of FM radio in the mid-20th century enhanced audio quality and diversified programming, catering to niche audiences. The introduction of talk radio formats further expanded the scope of content, providing a platform for discussions, debates, and interviews. Over the decades, radio has proven its resilience by evolving alongside technological advancements, ensuring its relevance in an ever-shifting media landscape (Cinque, 2024). In the contemporary digital age, where multimedia platforms are abundant, radio has not only survived but also thrived. The rise of internet radio and podcasting has extended the reach of traditional radio, allowing listeners to access content anytime, anywhere. The accessibility of radio through online streaming platforms and mobile devices has transformed it into a portable and on-the-go medium, breaking the constraints of geographical boundaries. (George & Baskar 2024). In an era dominated by visual stimuli, radio's enduring appeal lies in its simplicity and the ability to engage the imagination, making it a valuable medium for content creators seeking to connect with diverse audiences.

The effectiveness of radio in reaching the largest audience is rooted in its unique qualities. Unlike visual mediums that demand the viewer's undivided attention, radio allows for multitasking, enabling listeners to consume content while engaged in other activities. Whether driving, working, or exercising, individuals can tune in to radio programs, making it an integral part of daily life. This accessibility contributes to radio's widespread adoption and its capacity to reach diverse demographic groups. Moreover, the immediacy of radio fosters a sense of connection and community. Live broadcasts, breaking news, and real-time commentary create an intimate bond between the audience and the content. Unlike pre-recorded formats, the spontaneity of live radio captures the pulse of the moment, making listeners feel like active participants in unfolding events. This dynamic interaction distinguishes radio as a medium that not only informs but also engages and elicits emotional responses from its audience. Radio's adaptability is evident in its ability to cater to a wide range of preferences and interests. The diversity of radio programming, from music genres to talk shows, allows for niche targeting, ensuring that there is something for everyone. This versatility makes radio an effective platform for advertisers, content creators, and cultural influencers.

### **Radio Consumption Patterns among Students**

Radio has been one of the most enduring mediums of mass communication, especially in developing countries like Nigeria. Despite the surge in digital media consumption, radio remains relevant among students for various reasons, including affordability, accessibility, and a wide range of content that meets educational, informational, and entertainment needs. In Nigeria, particularly in states like Osun, the consumption of radio by students reflects broader societal patterns shaped by socio-economic, technological, and cultural factors. Radio has historically played a crucial role in disseminating information, education, and entertainment, particularly in educational institutions. In African countries, radio has often served as a bridge to reduce the educational gap, especially in rural areas where access to other forms of media may be limited (Okigbo & Eribo, 2004). Among students, radio has functioned not only as a tool for academic enhancement but also as a means of staying connected to the broader world, keeping up with current events, and enjoying entertainment like music and sports. The portability of radios and the relatively low cost of access have made radio a preferred medium for students, particularly those who cannot afford expensive internet subscriptions. Studies have demonstrated that radio has a unique ability to penetrate areas with low internet connectivity, making it a preferred option among students in rural settings where infrastructure for other forms of media may be lacking (Adebayo, 2013).

## **Factors Influencing Radio Consumption Among Student**

### **Accessibility and Affordability**

*Affordability and Reach:* Studies consistently show that radio's low cost and portability make it highly accessible, particularly in developing regions. Adams and Ahmad (2023) emphasize radio's accessibility among Nigerian students, reinforced by findings from Lekuru (2024) that radio's affordability keeps it relevant compared to more costly media like internet services.

*Broad Accessibility in Rural Areas:* Compared with online media, radio has a distinct advantage in reaching rural areas with limited digital infrastructure. Akinola (2019) and Jibo and Okoosi-Simbine (2003) support this, showing radio's role in providing news and entertainment to students from economically disadvantaged backgrounds.

### **Cultural Relevance and Personalized Connection**

*Cultural and Language Alignment:* Radio offers students content that resonates with their cultural identity. Fayemi (2018) and Okunna (2012) show that students in Osun State favour stations broadcasting in Yoruba, addressing local traditions and events.

*Personal Connection and Loyalty:* Jolly (2024) and Hollenbach (2023) describe radio as a "companion" that fosters personal connections with listeners. This personal relationship is notable in rural areas where radio often serves as a cultural touchstone.

### **Technological Advancements and Radio Consumption**

While traditional radio remains popular, technological advancements have reshaped how students consume radio content. The rise of smartphones and internet-based radio streaming has provided students with more options for accessing radio content beyond the FM dial. Online platforms like TuneIn, iHeartRadio, and local Nigerian streaming services have enabled students to listen to radio programs on demand, giving them greater control over their media consumption (Agbaje, 2019). Digitalization has also introduced students to new forms of audio content, such as podcasts, which offer more specialized and niche content compared to traditional radio. Podcasts allow for on-demand listening and can cover a wide range of topics, from educational discussions to pop culture debates. Research by Adebisi (2021) suggests that podcasts are increasingly popular among university students in Nigeria who prefer the flexibility of downloading episodes for later consumption.

*Expansion through Digital Platforms:* Studies such as Agbaje (2019) and Adebisi (2021) highlight the shift of radio onto digital platforms like TuneIn and podcast services, increasing its accessibility and appeal among students who prefer on-demand, mobile-accessible content.

*Digital Media's Impact on Traditional Radio Consumption:* Ibrahim (2021) and Akinsola (2021) discuss radio's challenges in competing with digital media. Despite this, findings from Rappaport (2023) and Cinque (2024) suggest radio have survived by integrating streaming options and engaging audiences via social media, reflecting an evolution rather than a replacement.

### **Socio-Cultural and Educational Roles of Radio**

*Educational Broadcasting for Academic Support:* Adeyemi (2020) and Akande & Akinlabi (2018) show radio's role in providing educational content to students. It serves as a supplementary educational tool, especially for those preparing for exams.

*Influence of Socio-Cultural Context on Programming:* The socio-cultural importance of radio, particularly in Osun State, resonates in content that addresses local issues and traditions (Ogunniyi & Oyediran, 2021; Okigbo & Eribo, 2004). This role is especially relevant in community-oriented programming, where radio reinforces cultural knowledge and communal identity.

### **Challenges and Limitations of Radio Usage**

*Limitations in Signal and Infrastructure:* As per Zhou (2024) and Olaleye et al. (2024), geographic limitations, power constraints, and interference remain issues for radio in rural and mountainous areas.

*Competition with Digital Media:* Digital media's growing popularity has impacted traditional radio. Ibrahim (2021) notes that social media and digital news sources have gained traction, especially in urban areas with high-speed internet access.

### **Impact of Digital Media on Radio Consumption Patterns**

The rise of social media and digital platforms has had a noticeable impact on radio consumption among students. As more young people turn to social media for news, entertainment, and communication, traditional radio has faced competition for attention. Platforms like Twitter, Instagram, and YouTube have become popular sources of news and music, often replacing radio as the primary medium for consuming certain types of content (Ibrahim, 2021). Despite this, research indicates that radio has managed to coexist with digital media rather than being entirely replaced. Many radio stations have adapted to the digital age by establishing online presences, allowing students to interact with radio hosts via social media and listen to programs through live streaming or recorded podcasts (Oladimeji, 2020). This hybrid approach has allowed radio to retain its relevance while embracing new technology.

### **Challenges in Radio Consumption Among Students**

Several challenges affect radio consumption patterns among students in Osun State and Nigeria at large. One of the primary challenges is competition from other forms of media, particularly digital and social media platforms. While radio is still consumed by many students, its audience has fragmented as digital platforms have gained popularity (Ibrahim, 2021). This shift is particularly evident among urban youth who have access to high-speed internet and are more inclined to consume media through their smartphones or laptops.

Another challenge is the declining interest in traditional radio formats. Many students find traditional radio programming less engaging than the interactive and participatory nature of social media. The ability to instantly share opinions, engage with content creators, and interact with peers on social media platforms has made radio seem somewhat static by comparison (Akinsola, 2021). Furthermore, poor signal quality in rural areas can impede radio access, particularly for students in more remote parts of Osun State (Ojedokun & Olufemi, 2020).



### **Empirically Review**

A study carried out by Edward L. Palmer and Amr Abdalla (1999) entitled “A field survey on Burundian Radio Listening Habit, Reactions to Radio Ijambo programs, and crisis-related listener needs” revealed that studio Ijambo programs are well-known and recognized by the intended Audience. Several of the respondents mentioned that they like to see the studio have its own radio station. The findings concluded that the radio soap opera Umubanyi Uiwe Murjango is a very successful program that attracts all sections of the Burundian society. Respondents’ satisfaction with the content and accomplishments of the program is high. This program was remarkable in terms of the scores it received for its success in delivering messages of peaceful co-existence and conflict resolution.

Similarly, Mogambi (2016) carried out a study on “Media Preference and Uses: Radio Listening Habits among Students in Kenya”, which revealed that students of the University of Nairobi listen to radio. Most of them listen to the radio in the morning and late evening. Although most of them have mobile phones that have FM radio stations, a big percentage listen to radio from a radio set. There is no doubt that most of them are seeking entertainment from radio while another significant percentage seeks information and uses radio as a means of research for their education as well as other issues affecting them.

George W. Gathigi (2009) in his study entitled, “Radio Listening Habits among Rural Audiences: An Ethnographic study of Kieni West Division in Central Kenya” found that radio is the most important and accessible medium in Kieni West and that vernacular radio stations are the most preferred ones. Keini West listeners use radio to access information on health and agriculture. In addition, listeners rely on radio from social interactions, civic engagement, and as a platform where they can take some of their problems and seek solutions.

Ajaebu (2015) conducted a study entitled “Radio Listening Habits among University Students and Their Attitude Towards Programmes”, which revealed that the 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 Redeemers University students is Beat FM. Edegoh, Asemah, and Nwammuo (2013) in their study entitled, “Radio listening Habit of Radio Listening Habit of Rural Women in Idemili South Local Government Area of Anambra State, Nigeria” revealed that a good number of rural women listen to the radio and that programmes that interest them most are health-related and agricultural programmes. The study recommended the utilization of radio by the government and its agencies for disseminating messages attended to rural people. The findings show that rural women in Anambra state listen to radio programmes. This is attested to by an overwhelming majority of those sampled (86%, n=608). In conclusion, women in Anambra State do not only listen to the radio but do so on a regular basis. It is also safe for us to state that the radio listening habit of rural women in Anambra State is both positive and encouraging

### **METHODOLOGY**

This study adopted a quantitative research design using survey and in-depth interview methods. This design is very important to this work because it aided the eliciting of information from the people and required the use of questionnaires and interview instruments. The questionnaire instrument had two sections: the demographic and psychographic sections. The demographic

section was used to elicit information about the bio-data of the respondents, while the psychographic section focused on the research questions.

The questionnaire was drafted in simple sentences and made use of close-ended questions and a Likert scale in order to give the respondents a proper guidance to the field in responses to the questions. The interview instrument on the other hand, was drafted in simple language and designed as a semi-structured interview. The population of this study consists of undergraduate students of Osun State University, Osun State, estimated at about 15,000 students (University Library, 2022). Using Yamane (1967, p. 886), as cited in Eboh's (2009, p. 94) formula for calculating sample sizes as stated below, a sample size of 400 students was chosen.

$$21 N(e) N n + = 400$$

### **Sampling Rationale and Sample Size Justification:**

- i. *Population and Sample Size:* Given a large study population of approximately 15,000 students at Osun State University, a sample size of 400 was calculated using Yamane's formula (1967) to ensure statistical significance with a margin of error. The Yamane formula is particularly suitable for large populations, making the sample of 400 a robust representation, allowing findings to generalize more reliably to the entire student body.
- ii. *Sampling Technique:* The cluster sampling technique was used for the study's sampling technique. This implied that the researcher divided the study area into different stages to get to the individual respondent studied. In each of the departments, the students studied cut across the levels in the various departments selected. Respondents were selected from each of the departments studied. The researcher distributed 400 copies of the questionnaire. From the number distributed, 389 (97%) copies were retrieved and found usable while 11(3%) copies were lost on the field. The analysis was done using Statistical Package for Social Sciences (SPSS).

### **Questionnaire Design**

The questionnaire was divided into two main sections—demographic and psychographic. The demographic section collected essential background data on respondents, such as age, gender, academic level, and department. This helped to contextualize responses and allowed for comparisons across demographic groups, enhancing the depth of analysis. The psychographic section aligned directly with the study's objectives, using questions about media consumption habits, program preferences, and motivations for radio listening to elicit responses that address each research question comprehensively.

## **RESULT AND DISCUSSIONS**

### **Objective 1: Examine how often students in Osun State University students listen to radio**

<b>Options</b>	<b>Frequency</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Very often	70	18.0	18.0	18.0
Often	245	63.0	63.0	81.0
Rarely	74	19.0	19.0	100.0
<b>Total</b>	<b>389</b>	<b>100.0</b>	<b>100.0</b>	

Table 4 above showed that 18.0% of the respondents listen to radio programmes very often, 63.0% listen to radio often, and 19.0% rarely listen to radio. This implies that the majority of the respondents listen to the radio often.

**Objective 2:** Identify the kind of programmes University in Osun students prefer listening.

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>Can't say</b>	<b>Total</b>
Musical Program	210 54%	140 36%	39 10%	389
Educational Program	280 72%	1 3%	108 27.8%	389
Sports Program	140 36%	175 45%	74 19%	389
Short Drama	280 72%	107 27.5%	2 5%	389
Adverts	210 54%	70 18%	109 28%	389

This first item in Table 5 shows that 54.0% of respondents prefer listening to radio musical programmes, 36.0% of the respondents do not prefer listening to radio musical programmes, and 10.0% of the respondents can't say whether they listen to radio musical programmes. The above analysis implies that 54% of the respondents prefer listening to musical programmes on the radio. The second item in the table showed that 72.0% of the respondents prefer listening to radio education programmes, .3% of the respondents do not prefer listening to radio education programmes, and 27.8% of the respondents do. Can't say whether they prefer listening to radio education programmes. This analysis implies that the majority of the respondents prefer listening to radio education programmes.

This third item in the table revealed that 90.0% of the respondents prefer listening to news programmes, .3% of the respondents do not listen to News programmes. While 9.8% of the respondents can't say whether they prefer listening to news programmes. This is to say that a greater number of the respondents prefer listening to news programmes. The fourth item in the table indicated that 36.0% of the respondents prefer listening to sports programmes, 45.0% of the respondents do not prefer listening to sports programmes, and 19.0% of the respondents can't say whether they prefer listening to sports programmes. This analysis implies that a greater number of the respondents prefer listening to sports programmes.

The fifth item in the table stipulated that 72.0% of the respondents do not prefer listening to short Drama, 27.5% of the respondents do not prefer to listen to short drama, and .5% of the respondents can't say whether they prefer listening to short drama. This analysis implies that a greater number of the respondents prefer listening to short dramas. The sixth item in the table revealed that 54.0% of the respondents prefer listening to Adverts, 18.0% of the respondents do not prefer listening to Adverts, and 28% of the respondents can't say whether they prefer listening to adverts.

**Objective 3:** Ascertain where and when University in Osun students listen to radio programme

	Frequency	Percent	Valid Percent	Cumulative Percent
Morning Hours before School	245	63.0	63.0	63.0
Within Academic Hour	1	3	3	63.2
While in the Hostel	36	9.3	9.3	72.5
Evening Hour after School	107	27.5	27.5	100
<b>Total</b>	<b>389</b>	<b>100.0</b>	<b>100.0</b>	

Findings from above indicated that 63% of the respondents preferred time of listening is at the morning hours before school, .3% of the respondents preferred time of listening is within academic hours, 9.3% of the respondents preferred time of listening is while they are at their hostel while 27.5% of the respondents preferred time of listening is during evening hour after school. The above analysis implies that 63% of the respondent's preferred time of listening is in the morning hour before school.

**Objective 4:** identify the reason Uniosun State University students listen to radio programme

Options	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
To be Well Informed	6 1.5%	2 5%	2 5%	66 17%	313 80.5%	389 100%
Entertainment Purpose	9 2.3%	12 3.1%	23 5.9%	205 52.7%	140 36%	389 100%
Overcome Boredom	6 1.5%	5 1.3%	78 20.1%	195 50.1%	105 27%	389 100%
Inspiration Purpose	23 5.9%	6 1.5%	11 2.8%	175 45%	174 44.7%	389 100%

Item 1 in Table 8 above revealed that 1.5% of respondents strongly disagree that they listen to the radio to be well informed, .5% disagree, .5% are undecided, 17% agree, and 80.5% strongly agree that they listen to the radio to be well informed. This analysis implies that 80.5% of the respondents (strongly agree) listen to the radio to be well informed.

Item 2 in the table showed that 2.3% of the respondents strongly disagree that they listen to the radio for entertainment, 3.1% disagree, 5.9% are undecided, 52.7% agree, and 36% strongly agree. This implies that 52.7% of the respondents (agree) listen to the radio for entertainment purposes.

Item 3 in the table indicated that 1.5% of the respondents strongly disagree, 1.3% of the respondents disagree, 20.1% of the respondents are undecided, 50.1% of the respondents agree, and 27% of the respondents strongly agree that they listen to the radio to overcome boredom. This implies that 50.1% of the respondents (agreed) listen to the radio to overcome boredom.

Item 4 in the table showed that 5.9% of the respondents strongly disagree, 1.5% disagree, 2.8% are undecided, 45.0% agree, and 44.7% strongly agree. This implies that 45% of the respondents (agree) listen to the radio for inspiration purposes.

## **DISCUSSIONS**

### **How often students in Osun State University students listen to the radio?**

The study's findings revealed that 63% of students at Osun State University reported listening to the radio often, while 18% listen very often, indicating high radio consumption frequency among the student population. Interview responses further highlighted that most students engage with radio regularly, with over 90% of respondents confirming some level of radio consumption. This aligns with Mogambi (2016), who found that students at the University of Nairobi similarly engage with radio, and Ajaebu (2015), who noted that most students own radios and have specific stations they prefer. Similarly, Edehoh, Asemah, and Nwammuo (2013) documented rural women's radio consumption in Anambra State. These findings collectively suggest that radio remains a relevant medium among diverse populations, including students

### **Kind of programs University in Osun students prefer listening.**

The study found that more than 70% of students preferred news, short dramas, and educational programs, with interviews showing a particular interest in news, musical, and entertainment content. Edegoh, Asemah, and Nwammuo's (2013) study similarly indicated that rural women prefer health-related and educational radio programs, underscoring the role of informative content in sustaining audience interest. For students, these program preferences reflect a need for educational material and updates on current events, demonstrating that content relevance plays a key role in program selection.

### **Where and when University in Osun students listen to a radio program?**

Analysis revealed that 53.2% of students listen to the radio primarily at home, with 63% indicating that they prefer listening in the morning before school. Some students also tune in during the evening, suggesting that both morning and evening are high engagement periods. The results align with Mogambi (2016), who highlighted students' easy access to radio via mobile phones and other transport media, as well as Edegoh, Asemah, and Nwammuo's (2013) findings that students favor morning and late evening listening. Hans-Robert Jauss's reception theory supports the idea that the meaning derived from media content is influenced by the time and place of consumption. Thus, students often choose times that fit well within their routines, seeking content that aligns with their immediate activities and environment.

### **Reason Uniosun State University students listen to a radio program**

Question four revealed that over 50% of the respondents listen to the radio to be well informed, get entertained, and overcome boredom. Findings from the interview revealed that the majority of the respondents listen to the radio to be informed, kill boredom, and relax. This is against the backdrop that they said that radio is easily accessible. The findings of this study are supported by the uses and gratification theory, which holds that people use the media (radio) to satisfy their various needs. It could be the need for relaxation, to kill boredom, or to get informed. Also, the play theory by William Stephenson holds that people (students) use the



media (radio) to escape from the world of reality into the world of fantasy. This means that people use the media for their satisfaction. This implies that students listen to the radio to get well-informed on topical issues making the news, especially when they want to overcome boredom. They also listen to radio programs to get entertained.

### **Conclusion**

This study provides significant insights into media consumption patterns among students at Osun State University, underscoring the enduring appeal of radio in a developing context where internet-based smartphones and social media are increasingly widespread. With over 80% of students listening to radio programs regularly, the findings reveal that radio remains a vital medium for information, education, and entertainment, even among a demographic deeply engaged with digital media. The high level of listenership suggests that radio maintains unique advantages—such as accessibility, cultural relevance, and its ability to seamlessly fit into students' routines—qualities that contribute to its sustained relevance in the face of digital advancements.

Furthermore, the fact that 63% of students prefer listening to the radio during morning and evening hours implies a conscious effort to balance academic commitments with media consumption. This indicates that students prioritize their educational responsibilities, choosing to listen when radio programs do not conflict with their academic schedules. This finding contributes to understanding media consumption behaviours in developing contexts, where traditional and digital media coexist and are carefully integrated into daily routines.

### **Suggestions for Radio Stations to Adapt to Evolving Consumption Patterns**

1. *Integrate Digital Media:* By creating online extensions of popular radio segments, such as social media posts or podcasts, stations can extend their reach to students who use digital platforms throughout the day. Engaging listeners through interactive online platforms can bridge the gap between traditional radio and digital media, creating a hybrid model that resonates with digitally savvy audiences.
2. *Time-Sensitive Programming:* Understanding that students prefer listening in the mornings and evenings, radio stations can strategically schedule content that aligns with these peak listening hours. For instance, morning programs could focus on news, weather updates, and educational insights, while evening slots might feature music, entertainment, or discussions that allow students to unwind after their academic day.
3. *Content Relevance and Diversity:* The study reveals that students value educational and news-based programming alongside entertainment. Stations should continue offering a mix of informative and engaging content, with special segments tailored to current events, student interests, and educational needs. For example, creating brief, engaging educational segments on relevant topics (such as career advice or health tips) could enhance value and retention among younger listeners.
4. *Adaptable and Accessible Formats:* To cater to students' mobile lifestyles, radio stations should offer content that is easily accessible via mobile apps and can be consumed on-the-go. This could involve developing a dedicated radio app or collaborating with existing streaming platforms to provide live and recorded segments.

### **Recommendations**

The researcher made the following recommendations:

1. Because over 80% of the respondents often listen to radio programs, it is recommended that more students should listen to the radio to benefit from the myriad of programs aired by these radio stations.
2. Since over 70% of the respondents prefer listening to news programs, short dramas, and educational programs on the radio, it is recommended that radio stations produce more educational programs, news, and short dramas for the benefit of the student audience.
3. Considering that 63% of the respondents said their preferred time of listening to the radio was in the morning hours and evening/night, it is recommended that radio stations should package programs that will benefit the student audience within the morning/evening hours.
4. Given that over 50% of the respondents listen to the radio to be well-informed, get entertained, and overcome boredom, it is recommended that radio stations should package well-informed programs that will help entertain and relax the student audience.
5. Since over 50% of students agree that listening to radio programs makes them happy and satisfied and that it also adds to their wealth of knowledge, it is recommended that more students listen to radio programs to increase their knowledge and happiness by escaping the busy schedule of the academic calendar.
6. Considering that 45.5% of students are affected by the quality of signals/transmission, which prevents them from listening to their favourite programs and stations, it is recommended that radio stations buy and use high-powered technology to transmit their messages.

## REFERENCES

- Adams, E. J., & Ahmad, S. A. (2023). Mass Media And Professionalism in Nigeria Radio and Television. *International Journal of Human Capital and Innovative Management*, 1(1), 38-53.
- Boniface, E. O., Linus, E. E., & Itam, B. C. (2023). Radio as a pedagogical approach and students' academic performance in Nigerian Universities: A study of the University of Cross River State students. *LWATI: A Journal of Contemporary Research*, 20(4), 21-38.
- Chookah, M. A., & Moussa, M. B. (2023). The role of radio in community engagement in the UAE: The case of the " Direct Line" program. *University of Sharjah Journal for Humanities & Social Sciences*, 20(1).
- Cinque, T. (2024). *Emerging Digital Media Ecologies: The Concept of Medialogy*. Taylor & Francis.
- De Benedictis, A. I. (2023). Not Just Words, Not Just Music: Some Remarks about the Development of a Radio Art and Radio Drama in Italy. *Word, Sound, and Music in Radio Drama*, 21, 102.
- George, A. S., George, A. H., & Baskar, T. (2023). The Death of Analog: Assessing the Impacts of Ubiquitous Mobile Technology. *Partners Universal Innovative Research Publication*, 1(2), 15-33.
- Hallett, L. (2021). Broadcast radio: Technology, challenges and opportunities in the twenty-first century. *Interactions: Studies in Communication & Culture*, 12(1), 17-37.

- Hollenbach, L. (2023). *Poetry FM: American Poetry and Radio Counterculture*. University of Iowa Press.
- Jolly, M. (2024). Listening Projects: The BBC, Oral History, and the Nation in Fractured Times. *The Oral History Review*, 51(1), 108-135.
- Lekuru, G. R. (2024). Strategies for growing audience for community radio in the digital era. The case of Arua One FM.
- Madsen, V. M. (2023). Illuminated Radio Imagination and Affect in the Tradition of the Audio 'Feature', 'Acoustic Film' and Radio Documentaire de Creation. *The Bloomsbury Handbook of Radio*, 95.
- Nkoala, S., & Motsaathebe, G. (Eds.). (2023). *100 Years of Radio in South Africa, Volume 1: South African Radio Stations and Broadcasters Then & Now*. Springer Nature.
- Olaleye, D. S., Oloye, A. C., Akinloye, A. O., & Akinwande, O. T. (2024). Advancing green communications: the role of radio frequency engineering in sustainable infrastructure design. *International Journal of Latest Technology in Engineering, Management & Applied Science (IJLTEMAS)*, 13(5), 113.
- Orlove, B., Dawson, N., Sherpa, P., Adelekan, I., Alangui, W., Carmona, R., ... & Wilson, A. (2022). ICSM CHC White Paper I: Intangible cultural heritage, diverse knowledge systems and climate change. Contribution of Knowledge Systems Group I to the International Co-Sponsored Meeting on Culture, Heritage and Climate Change.
- Osondu, P. A., Chukwu, H. N., & Ebere, U. F. (2024). Communication strategies and governance in driving national development: An analysis of peter Obi's speeches. *LWATI: A Journal of Contemporary Research*, 21(3), 22-37.
- Peters, C., Schröder, K. C., Lehaff, J., & Vulpius, J. (2022). News as they know it: Young adults' information repertoires in the digital media landscape. *Digital Journalism*, 10(1), 62-86.
- Rappaport, T. S. (2023). Crucible Of Communications: How Amateur Radio Launched The Information Age And Brought High Tech To Life Part 2: Hams Bring Real-Time Communications To The World Invited Article. *IEEE Communications Magazine*, 61(11), 10-23.
- Sanusi, B. O., & Ojewumi, O. O. (2024). ASSESSING RADIO AS A MEDIUM OF CULTURAL PROMOTION AMONG TEENAGERS. *African Journal of Social and Behavioural Sciences*, 14(2).
- Wadhwa, S. (Ed.). (2017). *Stress in the modern world: understanding science and society [2 volumes]*. Bloomsbury Publishing USA.
- Yiming, R. (2023). The impact of demographic characteristics, media gratification and programmes satisfaction among Chinese audience: A case study of Hangzhou Traffic Radio, China.

Zatzman, J. (2023). *Comparing Canada's Antigonish Movement and Farm Radio Forum: Economic, Technological, and Social Factors* (Doctoral dissertation, University of Toronto (Canada)).

Zhou, M., Kong, M., Ye, Y., Deng, B., & Tang, Y. (2024). Identifying sources of interference in civil aviation radio communication. *EURASIP Journal on Advances in Signal Processing*, 2024(1), 88.