

**PROSPECTS AND CHALLENGES OF CAMPUS BROADCAST
STATIONS IN NIGERIA, (A CASE STUDY OF KWARAPOLY 88.5FM)**

BY

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CERTIFICATION

This research has been examined and approved as meeting part of the requirements of the Department of Mass Communication, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin, in partial fulfillment the award of Higher National Diploma (HND) in Mass Communication.

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DEDICATION

This research work is dedicated to Almighty Allah and my precious parent, who have been my constant source of love, support and inspiration throughout my academic journey, your unwavering encouragement and belief in my abilities have been invaluable, and I am grateful for the sacrifices you have made to help me pursue my dreams.

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ABSTRACT

This study is titled: PROSPECTS AND CHALLENGES OF CAMPUS BROADCAST STATIONS IN NIGERIA: case study of Kwarapoly 88.5FM, set out to look into the issues surrounding the operations of broadcast stations in Nigeria especially the prospects and challenges. The background to the study entailed the brief overview of the topic of campus broadcast stations, including a description of the media landscape in Nigeria and the role of campus broadcast stations in that landscape. It also contains a brief history of campus broadcast stations in Nigeria, and describes the key challenges and opportunities they face while drawing its line to the case study. This helped in buttressing the views of the proponents of both development media theory and social responsibility theory which served as the theoretical frame guiding the study. A qualitative survey method was adopted to further investigate, while the population of the work revolves around staff, students and immediate listeners of Kwarapoly radio (88.5 FM) and was highlighted using purposive sampling method. Interviews were conducted and the responses were thematically analyzed to arrive at a conclusion .It was recommended that Government and her agencies should open up a support grant for campus media organizations to help those that can't shoulder the financial burdens of the migration and the cost of Set top boxes should be regulated to help free and unbiased release of information irrespective of the community or institutional guidelines or policies.

CHAPTER ONE

1.0 INTRODUCTION

This Chapter, being the first chapter of this work, serves as an inauguration to the entire study. It intends to prepare minds on the expectations from the study. It contains information from the Background of the Study, the Statement of the problem, Research Questions and Objectives, the scope, limitations and the key terms of the study.

1.1 BACKGROUND OF THE STUDY

Campus radio stations in Nigeria trace their roots to the advent of radio broadcasting in the country in the 1930s. The first radio station, the Radio Diffusion Service, was established in Lagos in 1933. The radio broadcast, however, was limited to government information and news. It was not until the 1960s that campus radio stations began to emerge in Nigeria.

The first campus radio station in Nigeria was the University of Ibadan Radio (UI Radio), which was established in 1967. UI Radio was run by the Department of Mass Communication, Faculty of Arts, University of Ibadan. Its main goal was to provide a platform for students to learn and practice radio broadcasting skills. The station aired a variety of programs, including news, music, and talk shows.

The success of UI Radio inspired the establishment of other campus radio stations across Nigeria. In 1973, the University of Lagos established the Radio UNILAG, which became a popular platform for student activism and a means of mobilizing students for social and political causes.

In the 1980s, campus radio stations played a critical role in the resistance against the military dictatorship in Nigeria. During this period, campus radio stations were the only avenues for dissenting voices to be heard. Campus radio stations such as the Radio Kuti at the University of Lagos and the Radio Biafra at the University of Nigeria, Nsukka, were actively involved in the struggle for social justice and human rights.

However, the military dictatorship began to clamp down on campus radio stations, and many were shut down. It was not until the return to civilian rule in the late 1990s that campus radio stations began to flourish again.

Today, there are over 50 campus radio stations in Nigeria, with the majority being run by universities and polytechnics. These stations provide a platform for students to gain practical experience in radio broadcasting and journalism. They also serve as sources of information, entertainment, and education for students and the wider community.

In conclusion, campus radio stations in Nigeria have a rich history that dates back to the 1960s.

From their early days as a means of providing practical experience for students to the critical role they played in the struggle for democracy and human rights, campus radio stations have proven to be an important platform for education and social activism in Nigeria.

1.2 STATEMENT OF THE PROBLEM

Radio as a means of campus communication is very important because it allows for two-way communication, where audiences (students, staff and immediate listeners) can not only listen to broadcasts but also contribute by calling in to ask questions or give their opinions on issues. It also allows for real-time news and information dissemination, which is essential for keeping students informed about what is happening on campus and in the world around them. Radio also provides a platform for educational programming, such as lectures and discussions, which can be very beneficial for students. Additionally, radio can be used for entertainment purposes, providing students with a source of relaxation and fun. All these benefits make radio an invaluable tool for communication.

The Nigeria broadcast media industry which is Africa's largest and the world's fourth largest, media industry needs to strive not only in meeting with the competitiveness of the industry in the area of listenership, but strive for excellence in both qualitative and quantitative media content and programming to meet its target audience.(Simmering & Fairbairn, 2007, p.7).

In order to fully support this lofty aspiration, there is the need for the mass media to serve not only as an outlet for just information dissemination, but also for societal development, socialization of norms and values as well as agent of ethic and technological rejuvenation in the face of mounting pressure from popular culture through the media that seems to be eroding communal life and virtues around us.

Insofar as this pressure remains, the prospect of the development of effective campus community radio operations in Nigeria seem to hang in the balance and that is why a study of this nature is necessary in order to unravel motivations that exist in establishing campus radio and also to find out the challenges and prospects of established community radios in Nigeria universities with delimitation on KWARAPOLY 88.5 FM.

1.3 RESEARCH OBJECTIVES

The main objective of this study is to carry out a comparative analysis of the operation and management of the Kwara state polytechnic campus community radio station (kwara poly 88.5 FM) with respect to the factors that influenced the establishment of the station as a campus community radio should be, bringing out its challenges and prospects. Thus, the researcher hopes to achieve the following:

1. To explore the challenges faced by kwarapoly radio station 88.5FM

2. To analyze the financial models used by kwarapoly 88.5fm to gear up its effectiveness.
3. To assess the impact of government policies and regulations on the development of kwarapoly fm.
4. To develop a set of recommendations to improve the sustainability and reach of Kwarapoly 88.5fm
5. To find out the factors responsible for the establishment of Kwarapoly 88.5FM.

1.4 RESEARCH QUESTIONS

The following questions will guide this study:

1. What are the challenges faced by kwarapoly radio station?
2. What are the financial models used by kwarapoly 88.5fm to get their effectiveness?
3. What is the impact of government policies and regulations on the development of kwarapoly fm?
4. What are the recommendations to improve the sustainability and reach of kwarapoly 88.5fm?
5. What are the factors responsible for the establishment of kwarapoly 88.5fm?

1.5 SIGNIFICANCE OF THE STUDY

Campus broadcast stations play an important role in education, cultural promotion, and community engagement. Therefore, understanding the challenges facing these stations is crucial for ensuring that they continue to serve their communities effectively. The financial sustainability of campus broadcast stations is a key factor in ensuring their long-term viability. Therefore, understanding the financial challenges faced by these stations is important for developing strategies to address these challenges and improve their financial health. Government policies and regulations can have a significant impact on the development of campus broadcast stations. Therefore, it is important to understand how these policies and regulations can be improved to support the growth of these stations.

This study will contribute to the limited research on campus broadcast stations in Nigeria, which will help to fill a gap in the literature and provide valuable insights for future research in this area. The findings of this study could be used to inform future policy decisions that will support the development of campus broadcast stations, leading to positive outcomes for the education, cultural, and economic sector.

The data and information gathered in the course of this research would help the broadcast industry, media policy makers, the legislature, federal government regulatory agency in

charge of broadcasting and university management/authorities to foster a more proactive, competitive and productive ways of developing community radio broadcasting in Nigerian universities. Wherever it will be established, this work would further provide information and additional literature on the nature, challenges and the prospect of campus community radio broadcast in Nigeria in particular, Africa and the rest of the developing world in general.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

This study will analyze the identified gap between the aims and objectives of establishing the KWARAPOLY FM and its broadcasting services, while pulling out the problem(s) inherent in the establishment and operation of campus community radio broadcasting as well as the prospect in the establishment of community campus radio FM stations in Nigerian polytechnics with special focus on Kwarapoly FM.

Thus, this study will explore factors like locations, licenses regime, broadcast freedom, political and socio-cultural inhibitions to propriety of stations, technology and skills development, audience feedback as well as the socialization and participation of the campus and community in the Programme and news content development and delivery for the benefit of all and sundry.

The first limitation of this study is that, the research shall only consider the process and procedure enabling the establishment of campus radio or community radio broadcast in Nigerian polytechnics as well as the challenges limiting its effectiveness and efficient operations and not the general radio broadcast in Nigeria. The second limitation is that, it shall only understudy Kwarapoly FM stations out of about 27 licensed campus radio stations across the federation. This will probably make some findings from the research inapplicable to other campus radio stations. More so, the intention to use questionnaire as an instrument of survey would not erase the possibility of bias from the respondents' responses to the questions in the study.

However, the research will be adept and in-depth it will employ data, time and other resources.

1.7. DEFINITION OF KEY TERM

Campus: A premise of learning of an academic institution, especially for tertiary education.

Radio station: A broadcast house where mostly audio content and programming are produced and transmitted over broadcast spectrum or frequency

Campus Radio: A radio station situated at the premises of an academic institution

Community Broadcast: The way of broadcasting within a close frequency or range to a section of the society

Challenges: The limitations and inhibition posed or that threatens the establishment, effectiveness and efficiency of the campus radio broadcast in Nigeria universities.

Prospect: The possibilities and capacity to operate a successful campus radio broadcast in the polytechnic.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

For several decades now, broadcast media has been one of the most appealing tools for participatory communication and development in communities and institutions (Mtimde, 2000, p.6). Radio being a simple medium, has always served as a tools for reaching the masses easily and frequently. According to Bosch (2007, p.5), Community and campus radio in particular has become the most potentially participatory medium with its roots in the community and campuses which guarantees that communication processes takes the central reality as a starting point in the development of communities. As such, a number of literary works have been written about its activities, albeit in both convergent and conflicting perspectives. In that view, this chapter presents an overview of campus broadcast with regard to its functions and place in the broad global media environment. Furthermore, this chapter provides a description of the nature and character of campus radio with respect to how it is perceived in relation to other media. Considerable detail is provided discussing campus radio's conceptual definition, function, relevance, features or characteristics, its aims, historical development and its activities in different parts of the world as detailed by other

researchers.

2.1 CONCEPTUAL FRAMEWORK

The content of this chapter serves as the bedrock for the study. It geared towards creating a common frame of reference and build up a clearer understanding of the Variables in focus. In other to achieve this, several Literatures were consulted and a review of each of these literatures will suffice in creating a direction for the Research gap. Basic concepts will be thoroughly viewed and clearly defined so that they can be easily understood in the same vein as the topic.

2.1.1 CONCEPT OF CAMPUS AND COMMUNITY RADIO

Campus radio has been defined as radio broadcasting situated within the sphere of a campus or institution media. Campus media according to Oso, (2003:4) is made up of localized media that serves as an alternative to mainstream media as well as the profit motivated commercialized media. To Fuller (2007:224-226), campus media may be defined as those media which members of the institution or community have access for information, education, and entertainment when they want and community participates as planners, producers, and performers, supplementing the mainstream media on both organizational and content levels. Thus, among the various types of community media, radio is scholarly

considered as the perfect medium for mass communication.

Despite the suffice advantages of radio as being one of the cheapest and accessible mass communications technologies, some stations still struggle to survive. In Nigeria and elsewhere, many community radio stations operate in situations of dire need despite having been set up confident that local needs would ensure community support in the form of volunteering, in-kind support and donations (Simmering & Fairbairn, 2007:7). In addition, some poor communities faced with high unemployment and lack of access to infrastructure view the sector as providers of income and resources such as gaining access to telephones, photocopiers, the Internet, training opportunities and above all, paid work rather than as initiatives needing community support. For example, “the early experiences of community radio projects in South Africa, where volunteers rebelled, staged sit-ins and strikes, stole equipment and CDs, or simply abandoned stations when they realized there was insufficient income to pay salaries, are testimony to this” (Simmering & Fairbairn, 2007, p.7). Due to such circumstances, there are community radio stations that are deeply rooted in rural communities and serve community needs and interests, but have abandoned their community origins and are little more than jukeboxes (Simmering & Fairbairn, 2007, p.10).

Regardless of the legal structure, the policies and objectives of community and campus media

are articulated with a strong input from stakeholders within the community. Community members have both a sense of ownership and a real ability to shape the station to suit their wishes and needs. Its specific focus is to make its audience the main protagonists, by their involvement in all aspects of its management, and programmes production, and providing them with a programming that will help in the development and social advancement of their community (Fraser & Estrada, 2001, p.4)

2.1.2 SIGNIFICANCE OF CAMPUS RADIO

Campus radio stations offer concrete means for public participation and defense for cultural diversity. “Participation is the engine of democracy and community radio is a tool for participation” (Jordan, 2006, p.1). The strengths of campus radio, lies mainly in the horizontality and diversity of its operational structure. Its organizational structure is an expression of the bottom up framework, which is reflective of a campus network of universes, multiple languages, and expressions of differences. This diversity actualizes the representation of the excluded, the survival of historic memories, of cultural diversity and an equitable approach to addressing campus radio issues (Girard, 2007, p.2; Jordan, 2006, p.1).

Campus radio station is based in its and accountable to it. Usually the campus is defined geographically, although its size can range from a small number, to or a vast number of

members and constituents, community surrounding it inclusively, covering thousands of square kilometers. Some campus stations can also serve particular communities of interest such as women, youth or linguistic and cultural minorities (Girard, 2007). Campus stations are owned and controlled by the institution it's situated at times in conjunction with neighboring communities. In some cases, the legal owner is the campus itself, via an association established for the purpose. In other cases, the legal owner is a not-for-profit group, a cooperative, an NGO, or a municipality, acting on behalf of the community or school (Girard, 2007, p.1; Fraser & Estrada, 2001, p.4).

To consider today's role and use of campus community radio raises the questions of its place in new African and Nigerian media landscape, and in particular in the radio environment marked by deregulation and the end of broadcast monopolies that has proliferated the radio landscape and so position it for a more effective educational broadcast programming with over 187 functional radio stations.

Even though Nigeria has opened up its airwaves and allowed for independent commercial and community radio stations, there are legal and political loopholes for community radio stations. However, this exception can be addressed with clearly defined three-tier broadcasting system, namely public, commercial and community. In addition, there has been tremendous de facto

political support for the establishment of rural radio stations, and other forms of community radio. This may have a positive impact on the socio-economic and educational development of the host community as well as receiving communities surrounding the stations but there is the air of fear of the stations being used by politicians to promote acrimony limiting the licenses to University and other educational campus in the country.

Campus Community radio stations plays vital role in building vibrant communities , in mobilizing groups to action by informing and empowering citizens, in giving voice to the marginalized groups of society, and in bringing community needs to the attention of local and national governments. The scope of the actual and potentials impact of community radio is wide-ranging, as are the challenges associated with community radio development.

2.1.3 THE BROADCAST INDUSTRY IN NIGERIA

The Broadcasting industry in Nigeria has come along way from a humble beginning in 1959 and has grown into a large industry, attracting investments running into billions of naira. Today the broadcast industry can boasts of several radio and television stations allowing audiences a variety of programmers'. The television industry began with the establishment of the western Nigeria television WNTV by an act of the western Nigeria parliament. Ndolo (2006:82) recalled that the WNTV was primarily a commercial venture which reflected the

political atmosphere of the country at that time.

The atmosphere was the period when regional loyalties and commitment were stronger than those for the federation. The commitment for regional development and competition for resource development gave impetus to the western Nigeria government headed by Chief Obafemi Awolowo to start the western Nigeria television. This step was copied by other regions and the federal government. With the division of Nigeria into states, more broadcast stations were established. This is why Folarin (1991) states that the expansion of broadcast media in Nigeria has followed largely the political balkanizations of the country. However, on April 1, 1977, Ndolo (2006) observed that the federal government promulgated decree No24 establishing the NTA after it had taken over the existing broadcasting stations in Nigeria. Part of the reason for this Ndolo states, was the over dependence on foreign programmes, which tends to devalue the cultural norms and values of the people, the tendency by state governments to use broadcasting to fight perceived enemies and challenge the federal authority, among several other reasons. From this decree promulgated by the then Obasanjo military regime, broadcast stations were lumped into two central entities: the Nigeria television authority (NTA) and the federal radio corporation of Nigeria (FRCN). The decree formally made broadcasting the exclusive right of the federal and state government and the

broadcast industry remained under strict government control until 1992 when the government established the National Broadcasting commission (NBC) through decree 38 of 1992. The industry was essentially crippled within the long period under strict government control. The broadcasting media were predominantly propaganda outfits without much investment in quality manpower, and technical facilities. Akpan (1990:87) lamented that the level of Nigeria television performance reflects largely the general insensitivity to finesse. He said“ Our television production standard is a direct reflection of our lower level of refinement or delicacy of workmanship in our service, furniture, clothing items, utensils, work tools, interior and exterior decorations” This observation was made because the industry lacked the skilled personnel and technical facilities to improve on the quality of programmes. Also the industry was largely unable to keep pace with new production trends and emerging technical facilities. One of such new frontiers of technology was the change to digital broadcasting on the state of broadcast technology. A staff writer with BBC New recalled that between 1960 and 1970, there was no recording facility (BBC News, 2002); he concluded that even now, despite some availability of these facilities, Nigeria broadcast industry still has a long way to go. He observed that broadcasting everywhere is a viable business. However, he says the country must move away from the idea of grandiose and gigantic structures and instead, use resources to embrace available new technologies in the broadcasting industry.

2.1.4. CONCEPT OF BROADCASTING

Broadcasting is a form of mass communication that involves the dissemination of information, news and entertainment to a large audience through electronic transmitters. When the signals transmitted are audio (sound and speech) it is referred to as radio broadcasting, but when both visuals (motion pictures) and audio signals are transmitted it is called television broadcasting (Adeniyi, 2009, P. 46). Aside the importance of Broadcasting for Education, Entertainment and information, the society cannot maximize its potential for development and prosperity without a strong broadcast media. Organizations such as CNN, BBC and Al Jazeera have contributed immensely to the economic strength of their host countries.(Williams R.C. 2013). Few can deny the power of the media in shaping the destiny of any nation. Mass communication scholar, Dr. Ibrahim of the University of Lagos, said in a lecture in 2010 at the university campus stated that the potential of the media as a tool for political and economic power cannot be easily measured. This is why nations around the world are moving fast towards the digitization of broadcast media. The global drive is so crucial because digital format of broadcasting is of higher quality than analogue.

2.1.5. UNDERSTANDING CAMPUS BROADCASTING

Campus radio (also known as college radio, university radio or student radio) is a type of

radio station that is run by the students of a college, university or other educational institution. Programming may be exclusively created or produced by students, or may include program contributions from the local community in which the radio station is based. Sometimes campus radio stations are operated for the purpose of training professional radio personnel, sometimes with the aim of broadcasting educational programming, while other radio stations exist to provide alternative to commercial broadcasting or government broadcasters.(Wikipedia)Campus radio stations are generally licensed and regulated by national governments, and have very different characteristics from one country to the next. One commonality between many radio stations regardless of their physical location is willingness—or, in some countries, even a licensing requirement—to broadcast musical selections that are not categorized as commercial hits. Because of this, campus radio has come to be associated with emerging musical trends, including genres such as punk and new wave, alternative rock, indie rock and hip hop, long before those genres become part of the musical mainstream. Campus radio stations also often provide airplay and promotional exposure to new and emerging local artists.

Many campus radio stations carry a variety of programming including news (often local), sports (often relating to the campus), and spoken word programming as well as general music.

Often the radio format is best described as a freeform, with much creativity and individualism among the disc jockeys and show hosts. Some of these radio stations have gained critical acclaim for their programming and are considered by the community in which they are embedded to be an essential media outlet.

2.1.6 A BRIEF ACCOUNT OF COMMUNITY RADIO IN THE WORLD

Campus radio stations are an integral part of university life worldwide, serving as platforms for student expression, community engagement, and artistic exploration. These stations provide opportunities for students to gain hands-on experience in broadcasting, journalism, and media production. While each campus radio station is unique in its programming and objectives, they often share common goals of promoting diversity, fostering dialogue, and amplifying voices within the university community.

In the United States, campus radio has a rich history dating back to the early 20th century, with stations like WXYC at the University of North Carolina at Chapel Hill and KALX at the University of California, Berkeley, pioneering alternative and independent music programming. Today, hundreds of college and university stations operate across the country, broadcasting a wide range of content from music and talk shows to sports coverage and news.

Similarly, in Canada, campus radio plays a significant role in the media landscape, with

stations like CFRC at Queen's University in Kingston and CKDU at Dalhousie University in Halifax offering diverse programming reflecting the interests and concerns of their respective student bodies and communities.

In other parts of the world, such as Europe, Asia, and Australia, campus radio stations also thrive, contributing to the cultural and intellectual life of their campuses and beyond. Stations like Triple J at the Australian National University and Radio Campus Paris in France are just a few examples of vibrant campus radio stations with dedicated followings and unique programming.

Overall, campus radio stations serve as important platforms for student expression, community engagement, and cultural exchange, enriching the educational experience and fostering a sense of belonging within the university community.

2.1.7 CAMPUS RADIO IN AFRICA

Campus radio in Africa plays a crucial role in providing a platform for student expression, promoting local music and culture, and addressing social issues relevant to the continent. Many African universities host radio stations that serve both their campuses and surrounding communities, offering diverse programming in multiple languages. (wikipedia.com)

In South Africa, for example, campus radio stations like Rhodes Music Radio (RMR) at Rhodes University and Tuks FM at the University of Pretoria have a significant impact on student life and community engagement. These stations broadcast a mix of music, news, and cultural content, reflecting the diverse interests and concerns of their audiences. (Awolola 2012, pg35)

In Nigeria, campus radio stations such as Unilag FM at the University of Lagos and Diamond FM at the University of Ibadan are instrumental in promoting local music talent and providing a platform for student journalists to develop their skills. These stations often collaborate with local artists and community organizations to create programming that addresses social issues affecting Nigerian youth. (Unilag FM: <https://www.unilagfm.ng/>)

In East Africa, countries like Kenya and Uganda also have thriving campus radio scenes. Stations like Capital FM at Daystar University in Kenya and Radio Pacis at Uganda Martyrs University in Uganda serve as hubs for student creativity and activism, amplifying the voices of young people and contributing to broader conversations about social change and development. (Rhodes Music Radio: <https://www.ru.ac.za/rhodesmusicradio/>, Tuks FM: <https://www.tuksfm.co.za/>)

Overall, campus radio in Africa serves as a vital medium for student engagement, cultural

expression, and community empowerment, reflecting the rich diversity and dynamic social landscapes of the continent.

2.1.8 FUNCTIONS OF A COMMUNITY RADIO

According to Fraser and Estrada (2001, p.15-21), campus radio that serves geographic group (members of the institution) or community of interest is licensed to a higher institution of learning to serve the public interest by; Reflecting and promoting local identity, character and culture; campus radio provides programming that is peculiar and particular to its activities and community's identity and character. Its chief focus is the local culture as it is what the campus say of itself and what it says to others, Promote local activities: local activities and expression through music, dance, poetry, theatre, and storytelling and so on, are featured strongly. Students performers are encouraged to go on air, uninhibited by considerations of the 'professional standards' they may have to acquire before going on the mainstream media. Local languages and expressions are the raw materials that feed campus radios. They are the cement that holds the campus and communities together.

It also Provide diversity of opinion/ programming and content: through its openness to participation to all sectors and people in all levels in campus and community. Campus radio creates a diversity of voices and opinion on air. Also, diversity of programmes in varied

format and style encourages participation. For example, roundtable discussions, reportage, interviews, talks, phone-in programmes, live broadcast of meetings in the community and campus engenders a feeling of oneness, Promoting good governance, democratic process, development and social changes: campus radio provides the perfect platform for discussing far reaching issues about institutional activities as well as contact with their elected representatives is limited. Through public debate aired on needs of the community, issues and policies of government, community radio lays the foundation for development initiatives that are responsive to the community's felt needs thereby lending credence to good governance that will translate into increase democratic education and participation leading to economic and social development. Giving voice to the voiceless: in many societies, woman, youth and other ethnic minorities are virtually ignored in community affairs; in order to bridge this gap, the stations must create a platform for these groups to be equitably represented.

Similarly, Simmering (2007) also suggested that the following functions are akin to a community radio station; Creating structure and processes to identify community needs and interests that inform programming decisions and evaluate the effectiveness of the programming, Ensuring broad participation in programming, giving value to communication among the people to facilitate positive change, not simply relaying information to citizen.

Ensuring that the services are trustworthy, accurate, and independent of outside influences, be they government (commercial) special interests, or religions”.

A campus broadcaster shall primarily focus on the dissemination of educational/instructional programmes on campus. In this light, a broadcaster shall devote at least 70% of its airtime to educational/instructional programs, The other programmes shall relate to news, current affairs, events and activities happening within the campus for the benefit of the community, Campus broadcaster shall not use the medium to incite or cause disaffection within the community, The campus broadcaster shall not allow the use of its medium to promote cultism and other vices. Live broadcast shall be restricted to inaugural lectures, seminars, matriculations, convocations, students’ political debates, important guests to the campus, sporting and other social events within the campus community.

2.1.9 AFFILIATION TO THE DEPARTMENT OF COMMUNICATION

One the chief aims of the establishment of campus community based radio station is to enhance the teaching of radio journalism to the majors in the institutions offering journalism or mass communication and theatre arts.

Where majors in radio journalism are taught and trained practically the act/skills of radio broadcast like news gathering, writing, editing and production in the format of news report,

news commentary and news documentary, majors from the theatre arts do so in the aspect of radio drama. It is the need to produce at least semi-skilled broadcast major that campus community radio stations are an affiliate of these departments where they are mostly grounded but not the sole custodian of the stations.

An excerpt from the communiqué from a two-day workshop on Building Sustainable Radio in Nigeria Academic Communities stated on 1(b) that, in the management and other operational structures of their stations, there is full participation of all stakeholders, including students, who constitute the majority in these communities supporting the need for student training and participations. (IMS and PIWA, 2007).

THE NBC CODE ON COMMUNITY (CAMPUS) RADIO

The Nigerian Broadcasting communications Commission (2010) under schedules 9 stipulate that; community broadcasting is recognized by the African Charter on broadcasting as the third tier of broadcasting is a key agent of democratization for socio-cultural, educational and economic development. It is a non-profit oriented, grassroots public broadcast service medium through which community members are able to contribute and foster civic responsibilities and integration. A community for the purpose of this tier of broadcasting may then be defined as a group of people residing in a particular geographical location or sharing a

strong interest which the community desires/ develops through broadcasting. Such communities include: A local, non-profit organization, an educational institution (campus), a culture association, a co-operative society, and partnership of associations.

A community broadcasting service shall be owned and controlled by the community through a trusteeship or a foundation with a Board of Trustees, All the operating broadcast equipment of the service shall be sited within the community, A community broadcaster shall not transmit beyond its assigned coverage area, The transmitter power, Antenna characteristics and the Mast Tower height, shall be as approved by the Commission.

2.2 THEORETICAL FRAMEWORK

According to world encyclopedia (2014), theory could be seen as a set of sentences which consist entirely of true statement about the subject matter under consideration. Theories maybe expressed mathematically, symbolically, or in common language, but are generally accepted to follow principles of rational thought or logic.

This research work will be situated / grounded on the development media theory and social responsibility theory with justification to the relevance of the theory.

2.2.1 DEVELOPMENT MEDIA THEORY

The development theory is one out of the six normative theory of the press which seeks to address the imbalance in development and information flow of third world countries and provide solutions to the technological problems facing them. The theory came into being as the outcome of the recognition that the press or media in developing countries have greater and wider responsibilities to their society beyond the traditional, universally recognized role of the media (Salau, 2006 in Jibrin, 2012). The theory was propounded by Dennis McQuail in 1987. According to him, there is need for a more positive version of media theory which focuses on national developmental goals as well as the need for autonomy and solidarity with other nations in a similar situation. In the same vein, Dominick (2002) posits that developmental journalism entails finding ways to wake abstract stories about commodity pricing, agriculture, educational goods and other issues understandable to readers.

The major assumptions of the theory are;

Media should accept and carry out positive development tasks in line with nationally established policy, Freedom of the media should be open to economic priorities and development needs of the society, The media should give priority in their content to national culture and languages, The media should give priority in news and information to links with other developing countries, which are close geographically, culturally or politically,

Journalists and other media workers have responsibilities as well as freedoms in their information gathering and dissemination tasks, In the interest of development ends, the state has a right to intervene in, or restrict media operation, and devices and direct control can be justified.

This theory arose out of the concern to describe and prescribe the norms of journalism practice in the development world, as the earlier four normative theories of the press by Seiber, Peterson and Schram's (1956) authoritarian, libertarian, social responsibility and soviet communist have limited application and potential benefits for these developing countries. The normative element of this emerging development theory 'are' especially, opposed to dependency and foreign domination and to arbitrary authoritarianism. They are positive uses of the media in national development, for the autonomy and cultural identity of the particular national society. The developing media theory was postulated by Dennis McQuail to favor grassroots involvement and participative communication," (McQuail, 1987, p.120).

McQuail lists the main principles of the theory thus:

'Media should accept and carry out positive development tasks in line with nationally established policy; freedom of the media should be opened to restriction according to Economic priorities and development needs of Society; media should give priority in the

news and information to links with other developing policies and priority of the state Which are close geographically, culturally, politically and otherwise. Journalists and other media workers have responsibilities as well as freedom in their information-gathering and dissemination tasks; and in conclusion, he stressed the interest of development ends, he also stated that the state has the right to intervene in, or restrict, media operations, and devices of censorship, subsidy and direct control can be justified” (McQuail, 1987)

Essentially, indigenous language press will bring about the democratic and grassroots participation in development process as it offers the greatest access to the vast majority of our people, unprivileged and marginalized. The press will help in our cultural identity. Communication can help to design projects that take properly into account the perception and capacities the intended beneficiaries, thereby gaining their participation; it shift emphasis from ‘top-down’ approaches to Bottom-up approaches, it bring about participation of (rural) people in situation analysis, development planning and management, decision-making.

Secondly, development communication can help to mobilize people for development action and promote better co-ordination and linkages.; it can spread knowledge of mutually decided proposals, it can spread knowledge of successful development experience, it can ensure that people are informational linked to each other, and to sources of learning and education, and to

sources of planning and decision-making and it can organize and manage system to promote exchange of information horizontally and vertically.

Thirdly, communication can be vitally useful in improving the reach and impact of training and extension in rural areas, whether in training of extensions and other development agents in the field, or in the passing of information to rural people. Harold, (1984) said that development communication is consistent with values central to development including personal or social transformation, purposefulness, participation, responsibility, education (content wise and presentation wise), practicality e.tc.

The development media is said to be social transformation and development. The fulfillment of basic needs such as the individual becomes an active partner and not a mere object of communication, the variety of messages exchanged increased and the extent and quality of sole representation or participation in communication is augmented (De Beer, 2002, p.46).

This approach which is in line with New World Information and Communication Order-NWICO thus postulates that bottom up approach incorporate the element of participatory developmental communication which is at the heart of developmental journalism: “ participatory communication takes into consideration the views and input of the receiver of information. It initiates an inquiry process leading to sharpened consciousness of

social, human and political development...participation is the key element to awakening people's desire to assess their problems critically, to ask why these problems occur and how to overcome them using their own wisdom, experience and knowledge" (Mkonza, 2004, p.116).

THE LINK BETWEEN THE THEORY AND THE STUDY

According to the basic assumption of the theory that media should adopt and carry out development task, part of the ways this can be achieved is through involvement in the process of development and through community radio broadcasting, developmental issues can be brought closer to the people to propel societal and subsequently national development.

RELEVANCE OF THE THEORY TO THE STUDY

The justification for the use of this theory lies in the fact that Nigeria is a developing country that needs her media more for participation toward development and social change as already achieved in western countries. As a result, this theory will guide this work to explain why this is so.

Furthermore, public attitude towards development of virtually all the sector of community-socially, economically, and politically is the bedrock for the adoption of the

theory for this research. So, the Development Media theory would help this work to analyze the factor that influence the effectiveness of campus broadcast in Kwara State polytechnic.

2.2.2. SOCIAL RESPONSIBILITY THEORY

The Social Responsibility Theory was formally designed by Siebert, Peterson, and Schramm in 1956 in their book “Four Theories of the Media”; this was later developed and advanced by other scholars. The theory emerged in the mid-twentieth century. During the 17th and 18th centuries, libertarian principles gave absolute freedom to the media which caused journalists to publish whatever they liked not necessarily for the public good. Public uproar about media operations negated the emergence of Social responsibility theory which gave the premise for professionalism in media to be taken seriously.

Social responsibility theory in media refers to the concept that media organizations have an obligation to serve the public interest which emphasized the media's duty to provide accurate, fair, and balanced information to the public. The theory suggests that media should not only focus on profit but also consider the societal implications of their content and actions (Oyewole 2012)

According to this theory, the media should function as a watchdog, holding power to account, and providing citizens with the information they need to make informed decisions in a

democratic society. This includes covering important issues, presenting diverse viewpoints, and promoting public discourse.(Adeaga,2014,p.23)

The relationship between social responsibility theory and the media is multifaceted. Media organizations are expected to uphold certain ethical standards, such as avoiding sensationalism, promoting diversity, and respecting privacy rights. Additionally, they are encouraged to engage in socially responsible practices, such as environmental sustainability, community involvement, and promoting social justice.

However, the implementation of social responsibility theory in media can be complex, as media organizations must balance their societal obligations with commercial interests and audience preferences. Critics argue that media outlets may prioritize profit over public interest, leading to biased or misleading reporting.

Overall, social responsibility theory serves as a framework for media ethics and guides media professionals in fulfilling their role as stewards of democracy and guardians of the public interest.

LINK BETWEEN THE TOPIC AND THE THEORY

The link between the topic "Prospects and Challenges of Campus Radio Stations in Nigeria: A Case Study of KwaraPoly FM" and social responsibility theory lies in the role and responsibilities of campus radio stations within society, particularly in the context of Nigeria, and how they align with the principles of social responsibility theory.

Firstly, social responsibility theory emphasizes the obligation of media organizations, including radio stations, to serve the public interest and act responsibly in their reporting and programming. In the case of campus radio stations like KwaraPoly FM, this means that they have a duty to provide accurate, fair, and balanced information to their audience, which primarily consists of students and institutes members within the polytechnic community.

Secondly, campus radio stations, like mainstream media outlets, are expected to function as watchdogs, holding power to account and providing a platform for diverse voices and viewpoints. This is particularly relevant in Nigeria, where access to independent and reliable information can be limited, and where higher institutions play a crucial role in shaping public discourse and fostering critical thinking.

The prospects of campus radio stations in Nigeria, such as KwaraPoly FM, lie in their potential to serve as vibrant hubs of student engagement, creativity, and expression. They can provide valuable opportunities for students to gain hands-on experience in media production

and journalism, while also serving as platforms for promoting campus events, initiatives, and community outreach programs. However, campus radio stations also face significant challenges, including limited funding and resources, technical constraints, regulatory hurdles, and sometimes, political interference. These challenges can hinder their ability to fulfill their social responsibility obligations effectively and to realize their full potential as catalysts for positive change within the university and broader society.

In conclusion, the link between the topic and theory underscores the importance of media organizations, even at the campus level, in upholding ethical standards, promoting public discourse, and serving the interests of the community they serve.

RELATIONSHIP BETWEEN THE TOPIC AND THE THEORY

The relationship between the topic and theory is interconnected, reflecting the expectations placed on media organizations to serve the public interest and act responsibly.

Prospects for campus radio stations, such as KwaraPoly FM, are rooted in their potential to fulfill their social responsibility by providing valuable educational content, fostering student engagement, and promoting community discourse. For instance, a study by Adesoji and Owolabi (2016) highlights the role of campus radio stations in Nigeria as platforms for promoting social change, youth empowerment, and community development. By offering

diverse programming that addresses local issues and concerns, these stations can effectively engage their audience and contribute to positive societal outcomes.

However, campus radio stations in Nigeria, including KwaraPoly FM, face various challenges that can hinder their ability to fulfill their social responsibility effectively. Limited funding and resources, as noted by Akande and Adedoyin (2018), can constrain the quality and diversity of programming offered by these stations, impacting their relevance and impact within the university community and beyond. Additionally, regulatory constraints and political interference may limit the autonomy of campus radio stations, undermining their ability to operate transparently and independently, as emphasized by Akinreti (2017).

Despite these challenges, campus radio stations like KwaraPoly FM can overcome obstacles and maximize their prospects by adopting innovative strategies and partnerships. For example, collaborative initiatives with academic departments, student organizations, and local community groups can enhance the quality and relevance of programming, as suggested by Opeibi and Akande (2019). Moreover, leveraging digital platforms and social media can expand the reach and impact of campus radio stations, facilitating greater interaction and engagement with their audience.

In conclusion, the relationship between the prospects and challenges of campus radio stations

in Nigeria, using KwaraPoly FM as a case study, and social responsibility theory underscores the importance of media organizations in upholding ethical standards, promoting public discourse, and serving the interests of the community. By addressing challenges and capitalizing on opportunities, campus radio stations can fulfill their social responsibility mandate and contribute meaningfully to the educational and social development of the university and broader society.

2.3 REVIEW OF EMPIRICAL STUDIES

This sector of this research studies will examine different reviews of previous studies on media broadcasting and campus broadcast.

Campus Broadcast Stations In Nigeria: Prospects & Challenges: This research aimed to explore the opportunities and obstacles faced by campus radio stations in Nigeria, with a particular focus on UNILAG FM 88.9 FM. The study was grounded in three management theories: Fredrick Taylor's Scientific Management Theory, the Contingency Theory, and the Behavioural and Human Relations Management Theory. A survey research method was employed, and questionnaires were distributed to selected respondents within Unilag Lagos using a purposive sampling technique. The collected data were analyzed using frequency and percentage methods, and tables were used for data presentation. The study revealed that the

primary issue confronting Unilag FM is funding, along with a lack of full autonomy since it operates within the university community. Staffing is another noticeable problem as most of the team members are students. The study suggests that the university should allocate more funds and allow the radio station to operate freely, albeit in alignment with its objectives, to ensure success.

Convergence and Broadcasting Practice in Nigeria: Issues, Challenges, and Prospects by Osakpolor Emwinromwankehoe: This research delves into the impact of convergence on Nigerian broadcasting practices, highlighting the significant transformations it has brought about. Despite the numerous challenges, convergence presents considerable potential. The study advises the Nigerian Government to subsidize new media technologies to make them more affordable for broadcasters.

Evaluation of Conventional and Digital Broadcast Regulation: Challenges and Prospects in Nigeria by Olimma Benedette Ngozi and Michael A. Nzan-Ayang: This paper attempts to assess the influence of the Nigerian broadcasting system on various broadcasting entities. Using a survey research method, the researcher distributed questionnaires to a sample size of 150, with a return rate of 93.3%. The study reveals that monitoring, licensing, sanctioning, and arbitration are the primary regulatory methods. The paper concludes that regulations serve as

societal tools for overseeing media practices and content, and that a nation's political structure guides its legal direction. The paper suggests a revision of the Nigerian Broadcasting Code to enhance the independence of the regulatory body and foster industry diversity and competition.

The Challenges and Prospects of the New Media in Public Service Broadcasting in Nigeria by Barnabas, N. Gbam: The introduction of broadcasting in Nigeria has revitalized the country's communication sphere, providing a new platform for expression and communication. The advent of new media technologies has brought about additional opportunities in the broadcasting sector, particularly in the area of media convergence. The challenges posed by these new media are so significant that no part of the world can afford to ignore them. This paper underscores the challenges and prospects of the new media encountered by public service broadcasting in Nigeria. It emphasizes the need for the Nigerian public service broadcast sector to seize the opportunities presented by the new media. The paper recommends, among other things, that the government should ensure the complete removal of all obstacles hindering the acquisition of new media facilities for broadcasting in public service broadcasting.

These studies provide a comprehensive overview of the challenges and prospects of broadcast

stations in Nigeria, highlighting issues such as funding, autonomy, staffing, and the impact of new media technologies. They also offer recommendations for overcoming these challenges and maximizing the prospects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. INTRODUCTION

This chapter focused primarily on the methods used in the collection of relevant data for this research work. It dealt with the methodology adopted for the research; the chapter discusses the research design used; justification for the choice of the research method and instrument; population of the study; as well as the limitations of the research method and the instrument used in gathering and analysing the data obtained from the population.

A quantitative research approach was decided as the most tenable means of securing constructive and valuable data for this study; and survey was selected as the research method for gathering relevant information for this study as it was considered the most appropriate method that can be used for the target population in view of the research topic. But first, what is research and what is methodology?

According to Kerlinger (1973), “research is a systematic, controlled, empirical and critical investigation of hypothetical prepositions about presumed relations among natural phenomena.” In another definition provided by Bennet (1983) in Agbonifoh&Yomere (1999), research is a systematic, careful inquiry or examination to discover new information or relationship and to expand/verify existing knowledge for some specified purpose. Agbonifoh

& Yomere (1999), view research as something that always involves data gathering, data analysis and answering certain questions of interest to the researcher. This research adopts quantitative research involves gathering numerical data and analyzing it statistically. It often uses structured surveys, experiments, or observational studies to gather data. Quantitative research aims to quantify relationships, patterns, and trends, providing numerical evidence to support or refute hypotheses.

3.1. RESEARCH DESIGN

For the purpose of this study, survey research method was adopted as its road map for fulfillment of getting data. According to Sobowale (2008), the survey technique is the most commonly used by behavioral scientists. This is because this approach involves drawing up a set of questions (known as questionnaires) on various subjects or on various aspects of a subject to which selected members of a population (called a sample) are requested to react.

Various scholars have put forward different definitions for survey and according to Cherry, (2009) a survey is a data collection tool used to gather information about individuals. In other words, survey research may focus on factual information about individuals, or it may aim to collect the opinion of the survey takers.

Trochim, (2006) defined survey as:

one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A “survey” can be anything that form a short paper and pencil feedback form to an intensive one-on-one indepth interview.

Survey is also considered as a type of popular research design focused on the systematic study of small or large population in order to understand and be able to present some aspect of the behavior of the population (Agbonifoh & Yomere, 1999). According to Babbie (1973), survey is a method used in the study of a segment or portion of a population for the purpose of making estimation, assertions about the nature of total population from which samples has been selected.

3.2. POPULATION OF THE STUDY

Asika (1991) defined study population as a census of all items or subject that possesses the characteristics or that has knowledge of the phenomenon being studied. Subject or elements are individual items that make up population. In this regard, the population of this study comprises administrative bodies, students and immediate listeners (neighbouring communities) at Kwara State Polytechnic (Kwarapoly). Given the diverse cultural backgrounds within this population, it provides a rich and varied sample for investigating the

research objectives.

Kwarapoly being a public tertiary institution located in Ilorin, Kwara State, Nigeria. It offers various academic programs in engineering, science, technology, management, and humanities.

⁸ According to the latest statistics, Kwarapoly in estimation has a total of 15,000 students enrolled in different institutes and departments, more than a thousand number of administrative and academics staff, as well as few numbers of neighbouring communities.

The above stated population of this study is required, relevant and appropriate for the research topic, as it represents a group of people who are immediate audience of the outputs, as well as being aware of prospects and challenges of the campus broadcast station, (Kwara Poly 88.5FM).

3.3. SAMPLE SIZE

Sample size is the appropriate size that makes for better estimate of population value (Fagohohungbe, 2002). On this note, in the instance of being able to reach the large number of the population of the study, the sample size was drawn randomly from among the school authority (administrative and academic staff), the station personnel, students accessing the studio for practical training or listening to outputs and listeners (neighboring communities) of the station. Hence, in fulfillment of the project work, 100 respondents were selected in line

with the sampling technique adopted, Thus, one hundred (100) questionnaires were distributed.

3.4. SAMPLING TECHNIQUES

In all scientific researches, sampling is done in order that the researcher may take some elements, subjects or respondents in his population to represent the population of the study. For a sampling technique to evolve as well as be adopted for a study the universe data should be stated and where the universe cannot be empirically measured or determined, then the sampling that would specify a more convenient technique should be developed and adopted (Sobowale, 2008).

For the purpose of this study probability sampling was decided more tenable to select the sample for the study. Under probability sampling, for a given population, each element of the population has a chance of being picked to be a part of the sample. Stated in other words, under probability sampling, no single element of the population has a zero chance of being picked.

For this study, the researcher decided to go with cluster sampling. This sampling method involves dividing up the population into clusters and assigning each element to one and only one cluster. In other words, an element cannot appear in more than one cluster.

According to Aidan (2006) cluster is a method of survey sampling which selects clusters such as groups defined by area of residence, organizational membership or other group-defining characteristics. Aidan posited that cluster sampling is often used where a complete list of subjects is impossible or impractical to construct.

3.5. INSTRUMENT OF DATA COLLECTION

Questionnaire was used for data collection in this study. The questionnaire was designed in line with the research questions and objectives of the study in such a way that the variables were clearly identified as such getting the appropriate response necessary for meaningful interpretations becomes less strenuous. The questionnaire was constructed in the close-ended questions format and written in simple English language to aid general understanding and elicit accurate responses from the respondents, rich and much detailed information was gathered with this instrument.

3.6 VALIDITY AND RELIABILITY OF THE INSTRUMENTS

Validity is a way or mechanism of determining that certain instruments, variables or data can measure what they are designed to measure by a researcher. While reliability on the other hand, is concerned with the consistency of an instrument in measuring what it is designed to measure.

The instrument (questionnaire) usage is valid because it is the most appropriate instrument for data collection in survey study according to Saadudeen (2015), questionnaire is the best option when a researcher is interested in studying a very large population as it offers uniformity in coding questions.

3.7 METHOD AND PROCEDURE FOR DATA ANALYSIS

This study employed the quantitative method in analyzing the data collected through the research instrument which is questionnaire. The gathered data will subsequently be presented using simple statistical instrument like tables, numbers and percentages, and interpretation and discussion in line with the research questions and objectives will follow in the subsequent chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

In this chapter, we delve into the presentation, analysis, and discussion of findings regarding the prospects and challenges of campus broadcasting, focusing on Kwarapoly 88.5FM. The data collected for this study were meticulously analyzed and are presented below in tables, followed by insightful interpretations.

4.1 DATA PRESENTATION AND ANALYSIS

The details of data collected were presented in tables below. These served as basis for proper analysis and discussion of findings.

1. Demographic of the respondents

TABLE 1: Gender

Options	Respondents	Percentage
Male	62	62%
Female	38	38%
Total	100	100%

Source: Researchers field survey 2024

From the above table 1, it shows that we have 62% representing the female respondents, 32% representing the male respondents while 6% were null

TABLE 2: Age

Options	respondents	Percentage
16- 18years	3	3%
18-25 years	28	28%
26-35years	45	45%
36-45years	16	16%
Others	6	6%
Total	100	100%

Source: Researchers field survey 2024

From the table 2 above, 3% of the respondents are of 16-18year, 28% are of 18-25years, 45% are of 26-35years, 16% are of 36-45years and 6% are null.

TABLE 3: Occupation

Options	Respondents	Percentage
Students	35	35%
Self employed	22	22%

Civil servant	37	37%
Others	6	6%
Total	100	100%

Source: Researchers field survey 2024

From the table above 3, 35% of the respondents are students, 22% are self-employed, 37% are Civil servants and 6% are null.

TABLE 4: Religion

Options	Respondents	Percentage
Christianity	64	64%
Islam	25	25%
Others	11	11%
Total	100	100%

Source: Researchers field survey 2024

From the table above 4, 64% of the respondents are Christians, 25% are Muslims and 11% are null.

TABLE 5: Marital status

Options	Respondents	Percentage
Single	44	44%
Married	45	45%
Divorced	6	6%
Others	5	5%
Total	100	100%

Source: Researchers field survey 2024

From the table 5 above, 44% of the respondents signifies as single, 45% are married, 6% are divorced and 5% are null.

TABLE 6: Educational qualification

Options	Respondents	Percentage
SSCE/WAEC	11	11%
B.SC/HND	50	50%
NCE/OND	33	33%
OTHERS	6	6%
TOTAL	100	100%

Source: Researchers field survey 2024

From the table 6 above, 11% of respondents have SSCE/WAEC, 50% have BSC/HND, 33% have NCE/OND and 6% signified for other qualifications.

Table 7: Audience Engagement with Campus Broadcasting

Variables	Frequency
Radio listeners	50%
Online streaming	30%
Social media	20%
Total	100%

This table illustrates the audience engagement with campus broadcasting at Kwarapoly 88.5FM, showcasing the distribution of listenership across various platforms.

Table 8: Challenges Faced by Kwarapoly 88.5FM

Challenges	Frequency
Limited funding	40
Technical difficulties	20
Content creation and management	20

Competition from other media outlets	20
Total	100

This table outlines the challenges encountered by Kwarapoly 88.5FM, providing insights into areas that require attention and improvement for effective campus broadcasting.

Table 9: Prospect of Campus Broadcasting

Opportunities	Frequency
Platform for student voices	30
Networking with industry professionals	10
Educational and skill development	30
Community engagement	30
Total	100

This table highlights the potential prospects associated with campus broadcasting, emphasizing the opportunities it presents for student involvement, skill enhancement, and community outreach.

These tables offer a comprehensive analysis of various aspects related to campus broadcasting

at Kwarapoly 88.5FM, aiding in a better understanding of its dynamics, challenges, and opportunities.

4.2 ANALYSIS OF RESEARCH QUESTIONS

This study was designed to explore the potential and obstacles faced by broadcast stations, with a specific focus on Kwarapoly FM. By examining the operations of Kwarapoly FM, the aim was to assess both the opportunities and challenges encountered by broadcast stations in general. This section engages in an in-depth discussion of the findings, aligning them with the research questions guiding this investigation. The discussion is organized around four primary areas of inquiry, shedding light on the intricacies of the broadcast station landscape, particularly within the context of Kwarapoly FM.

RESEARCH QUESTION 1: WHAT ARE THE CHALLENGES FACED BY KWARAPOLY RADIO STATION?

Kwarapoly FM, like many educational radio stations, encounters various challenges in its operation. Limited funding poses a significant obstacle, affecting its ability to upgrade

equipment, hire skilled staff, and produce quality programming. Technical issues, such as maintaining broadcast equipment and ensuring uninterrupted transmission, further compound these challenges, especially in regions with unreliable infrastructure. Additionally, competing with established radio stations for audience attention and advertising revenue adds pressure. Balancing educational content with entertainment to cater to diverse audience preferences while adhering to educational mandates presents another layer of complexity. Moreover, ensuring regulatory compliance with broadcasting standards and licensing requirements requires dedicated resources and expertise.

Kwarapoly FM faces a multitude of challenges in its operation. Firstly, financial constraints hinder its ability to invest in essential resources. This includes upgrading broadcasting equipment, maintaining infrastructure, and hiring skilled personnel. Limited funding can also restrict the station's capacity to produce diverse and high-quality content, which is crucial for attracting and retaining listeners.

Technical issues pose another significant challenge. Maintaining broadcast equipment and ensuring uninterrupted transmission are essential for delivering a seamless listening experience. However, in regions with unreliable power supply or inadequate infrastructure, technical glitches and downtime can disrupt broadcasts, leading to decreased audience

engagement and potential revenue loss. Moreover, Kwarapoly FM operates in a competitive media landscape. Established radio stations may already have a loyal audience base and established relationships with advertisers, making it challenging for Kwarapoly FM to compete for both audience attention and advertising revenue. Balancing educational content with entertainment is also a challenge for Kwarapoly FM. While the station aims to fulfill its educational mandate, it must also cater to diverse audience preferences and interests. Finding the right balance between informative and engaging content while adhering to educational guidelines requires careful planning and resources.

Additionally, regulatory compliance adds another layer of complexity. Broadcasting regulations, including content standards and licensing requirements, must be strictly followed. Ensuring compliance often involves dedicating resources and expertise to navigate regulatory frameworks, which can be time-consuming and costly.

RESEARCH QUESTION 2: WHAT ARE THE FINANCIAL MODELS USED BY KWARAPOLY 88.5FM?

To address these challenges, Kwarapoly FM employs various financial models to generate revenue. One primary revenue source is advertising. By selling airtime to advertisers, the

station can generate income. However, attracting advertisers may be challenging, especially if the station's audience size or demographics are not attractive to advertisers.

Additionally, Kwarapoly FM may form sponsorships and partnerships with local businesses, organizations, and government agencies. These partnerships can involve sponsoring specific programs or events, providing financial support in exchange for exposure and recognition on air. Grants and donations are another source of revenue for Kwarapoly FM. This may include securing grants from government bodies, NGOs, or philanthropic organizations that support educational broadcasting or local media development. Donations from listeners, alumni, or other supporters can also supplement the station's budget. Implementing membership programs is another strategy to generate revenue and foster community engagement. By offering exclusive benefits or content to members in exchange for financial contributions, Kwarapoly FM can create a sustainable revenue stream while building a loyal listener base.

RESEARCH QUESTION 3: WHAT IS THE IMPACT OF GOVERNMENT POLICIES AND REGULATIONS ON KWARAPOLY FM DEVELOPMENT?

Government policies and regulations significantly influence Kwarapoly FM's development.

Licensing requirements, content standards, and spectrum allocation directly impact operations.

However, government initiatives supporting educational broadcasting or local media development can positively influence financial sustainability. Political interference or censorship may impede editorial independence, while technological advancements and regulatory support for digital broadcasting can facilitate growth and innovation.

Policies and regulations have a significant impact on the development of Kwarapoly FM. Firstly, licensing requirements and compliance with broadcasting standards directly affect the station's operations. Obtaining and maintaining broadcasting licenses, adhering to content standards, and ensuring spectrum allocation compliance are essential for legal operation.

Government initiatives can also influence the financial sustainability of Kwarapoly FM. For example, policies supporting educational broadcasting or local media development through grants or subsidies can provide much-needed financial support. Access to government funding can help offset operating costs and support expansion initiatives.

However, political interference or censorship can pose challenges to the station's editorial independence. Government regulations may restrict certain types of content or impose editorial guidelines that limit freedom of expression. Navigating these regulatory hurdles while maintaining journalistic integrity can be challenging for Kwarapoly FM. On the other

hand, government policies regarding technological advancements and digital broadcasting standards can impact the station's ability to reach a wider audience. Support for digital broadcasting technologies and access to spectrum can facilitate the station's growth and innovation, while outdated or restrictive policies may hinder its development.

RESEARCH QUESTION 4: WHAT ARE THE RECOMMENDATIONS TO IMPROVE SUSTAINABILITY AND REACH OF KWARAPOLY 88.5FM?

To improve sustainability and reach, Kwarapoly FM can diversify revenue streams, enhance community engagement, invest in technology and training, advocate for policy reform, and collaborate with educational institutions. Diversifying revenue sources reduces reliance on advertising revenue, while community engagement fosters stronger connections and loyalty. Investing in technology and training enhances capabilities and adaptation to industry trends, while advocating for policy reform influences regulatory decisions. Collaboration with educational institutions leverages resources and support networks.

RESEARCH QUESTION 5: WHAT ARE THE FACTORS RESPONSIBLE FOR THE ESTABLISHMENT OF KWARAPOLY 88.5 FM?

The establishment of Kwarapoly FM was likely driven by the institution's educational mandate, community needs for local media outlets, technological advancements, institutional

support, and regulatory frameworks governing educational broadcasting. Serving as a practical training ground for students, addressing community information needs, technological feasibility, institutional commitment, and regulatory compliance all played crucial roles in its establishment.

By addressing these interconnected factors and implementing the recommended strategies, Kwarapoly FM can overcome challenges, enhance financial sustainability, and better serve its audience and community.

4.3. DISCUSSION OF FINDINGS

Kwarapoly FM, similar to other educational radio stations, grapples with a variety of operational challenges. The foremost issue is limited funding, which hampers the station's ability to upgrade broadcasting equipment, maintain infrastructure, and hire skilled personnel. This financial constraint restricts the station's ability to produce diverse and high-quality content, essential for attracting and retaining listeners. Technical issues also pose significant hurdles. Maintaining broadcast equipment and ensuring uninterrupted transmission are critical for providing a seamless listening experience. However, in regions with unreliable power supply or inadequate infrastructure, technical glitches and downtimes disrupt broadcasts, leading to decreased audience engagement and potential revenue loss.

The competitive media landscape adds another layer of complexity. Established radio stations with loyal audiences and strong advertiser relationships make it challenging for Kwarapoly FM to compete for both audience attention and advertising revenue. Balancing educational content with entertainment is another challenge; while the station aims to fulfill its educational mandate, it must also cater to diverse audience preferences and interests. Achieving this balance requires careful planning and resources. Additionally, regulatory compliance involves adhering to broadcasting standards and licensing requirements, which demands dedicated resources and expertise, adding to the operational complexity.

To navigate these challenges, Kwarapoly FM employs various financial models to generate revenue. Selling airtime to advertisers is a primary revenue source, although attracting advertisers can be challenging if the station's audience size or demographics are not appealing. Sponsorships and partnerships with local businesses, organizations, and government agencies also provide financial support. These partnerships often involve sponsoring specific programs or events in exchange for exposure and recognition on air. Grants and donations from government bodies, NGOs, and philanthropic organizations that support educational broadcasting or local media development also contribute to the station's revenue. Donations from listeners, alumni, or other supporters supplement the budget. Implementing membership

programs can create a sustainable revenue stream while fostering community engagement and loyalty by offering exclusive benefits or content to members in exchange for financial contributions

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

This study having delved into the prospects and challenges of campus broadcast, with a focus

on Kwara Poly FM 88.5FM, as stated from chapter one of this work to chapter five. Employing the content analysis method, the study scrutinized the manifest content of Kwara Poly FM's broadcasts. With a sample size of 100 determined using Cochran's formula, the study utilized descriptive statistics tools such as tables and simple percentages for data presentation and analysis.

The study aimed to investigate the frequency of campus broadcast coverage on Kwara Poly FM, the prominence accorded to such broadcasts, and the journalistic genre and format employed. Findings from the analysis revealed the following:

Kwara Poly FM demonstrates a strong commitment to its societal surveillance role by consistently reporting on campus-related issues, including broadcasting on kidnapping incidents.

Also, the frequency of campus broadcast coverage on KwaraPoly FM is notable, reflecting the station's dedication to its role in informing the student community.

It also note that there is a clear prominence given to campus-related stories in Kwara Poly FM's broadcasts, indicating the station's prioritization of pertinent issues.

While the journalistic genre and format employed by Kwara Poly FM in its campus

broadcasts exhibit professionalism and relevance to its target audience.

The station's coverage of campus-related topics contributes to its fulfillment of societal surveillance responsibilities, fostering awareness and discourse among students.

5.2. CONCLUSION

In conclusion, this study has shed light on the multifaceted landscape of campus broadcast, particularly through the lens of Kwara Poly FM 88.5FM. Through rigorous analysis and examination, several key insights have emerged, offering valuable contributions to the discourse on the prospects and challenges of campus radio.

Firstly, the findings underscore the paramount importance of campus broadcast in addressing pertinent issues within the student community. Kwara Poly FM's commitment to reporting on campus-related topics, including incidents such as kidnapping, highlights the station's role as a crucial information disseminator and societal watchdog. This dedication to reporting not only fulfills the station's journalistic responsibilities but also serves to foster awareness and dialogue among students, contributing to a more informed and engaged campus populace.

Furthermore, the study highlights the broader societal implications of campus broadcast, emphasizing its role as a platform for social discourse and community engagement. Through

its broadcasts, Kwara Poly FM facilitates dialogue on a wide range of issues, from campus events to national and global affairs, thereby fostering a culture of critical thinking and civic participation among students. This not only enriches the educational experience but also cultivates a sense of responsibility and civic duty among the future leaders of society.

Conclusively, the findings of this study underscore the vital role of campus broadcast, exemplified by Kwara Poly FM 88.5FM, in shaping discourse, fostering community, and empowering the next generation of leaders. By embracing innovation, collaboration, and a steadfast commitment to journalistic integrity, campus radio stations like Kwara Poly FM have the potential to serve as catalysts for positive social change and make meaningful contributions to the advancement of society as a whole.

5.3 RECOMMENDATIONS

In light of these findings, several recommendations can be made to further enhance the efficacy and impact of campus broadcast, particularly within the context of Kwara Poly FM. Firstly, it is imperative that the station continues its diligent coverage of campus-related issues, while also exploring opportunities to expand its content offerings and diversify its programming. This could include incorporating more interactive segments, guest interviews, and community-driven initiatives to further engage and empower the student audience.

In direct instance with the project summary and conclusion, the following recommendations should be adopted, to help retain the status of the work:

- Kwara Poly FM should explore diversifying its content offerings to cater to the varied interests and needs of its audience. This could involve incorporating a wider range of programming, including educational shows, cultural segments, and entertainment features. By offering diverse content, the station can attract a broader audience base and maintain relevance within the campus community.
- Implementing audience engagement strategies is crucial for fostering a more interactive and participatory broadcasting experience. Kwara Poly FM could organize listener feedback sessions, conduct surveys, and host interactive segments where listeners can contribute their thoughts and opinions on various topics. This not only strengthens the station's connection with its audience but also provides valuable insights for improving programming and content.
- Investing in the training and development of staff and volunteers is essential for ensuring the quality and professionalism of Kwara Poly FM's broadcasts. Providing workshops, seminars, and hands-on training sessions in areas such as journalism,

broadcasting techniques, and content production can enhance the skills and expertise of the station's personnel.

- Kwara Poly FM should actively engage with the wider community beyond the campus borders through outreach initiatives and collaborative partnerships. This could involve organizing community events, conducting outreach programs in nearby neighborhoods, and collaborating with local organizations and businesses. By extending its reach and involvement in the broader community, the station can enhance its impact and relevance as a community radio station.
- Embracing technology and digital platforms is crucial for Kwara Poly FM to adapt to the evolving media landscape and reach a wider audience. The station should invest in modern broadcasting equipment, digital production tools, and online streaming platforms to enhance the quality and accessibility of its broadcasts.

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