

## **Student's Perception of Campus Radio in Broadcast Training at the Federal University, of Kashere**

**Iorwuese Peter Igbum**  
**Department of Mass Communication**  
**Federal University of Kashere**

### **Abstract**

*Campus radio holds immense potential as a practical tool for broadcast training. This study explores students' perceptions of campus radio as a medium for hands-on learning at the Federal University of Kashere, using a descriptive survey design. The primary objective is to examine how students perceive the role of campus radio in their training. Specific objectives include assessing their level of awareness, perceived benefits, challenges encountered, impact on skill development, and overall satisfaction. Data were collected through a structured questionnaire. Findings reveal that although students are aware of FUK Campus Radio FM, their participation remains relatively low. However, those actively involved reported significant improvements in practical broadcasting skills, communication abilities, and confidence. The major challenges identified include frequent power outages (affecting its solar power system), poor internet and software infrastructure, and the absence of a structured, curriculum-based training program. The study concludes that while the station contributes meaningfully to the development of students' professional and interpersonal skills, it currently operates below its full potential. Realizing this potential will require strategic efforts by the university, the department, and station management to address infrastructural limitations and integrate the station more effectively into the academic curriculum.*

**Keywords:** *Student's Perception; Campus Radio; Broadcast Training*

### **Introduction**

Campus radio has emerged as a vital tool in broadcast training across Nigerian universities, offering students a practical platform to bridge the gap between theory and professional media practice. Through active participation, students learn various aspects of radio production, including scripting, editing, and live presentation. This experiential learning complements classroom instruction and prepares students for the demands of the broadcasting industry. Studies have shown that involvement in campus radio activities enhances

students' confidence, communication skills, and technical proficiency (Sanusi et al., 2020).

Campus radio stations in Nigeria play a vital role in fostering community, collaboration, and practical skill development among students, offering opportunities to build teamwork, leadership, and creative competencies through shared programming and production activities (Sanusi et al., 2020). However, their effectiveness as training tools is often undermined by persistent challenges—including inadequate funding, restrictions on commercial advertising, regulatory hurdles in securing broadcast licenses, and a shortage of skilled personnel to manage operations. These issues contribute to outdated infrastructure, inconsistent programming, and low student engagement, underscoring the need for strategic interventions to fully realize the educational potential of campus radio platforms (Sanusi et al., 2020). Beyond these institutional challenges, the noticeable underutilization of campus radio by students raises concerns about their awareness and understanding of the station's role in broadcast training.

Federal University of Kashere (FUK), established in 2011, has been striving to enhance its mass communication programme through practical training initiatives. The introduction of a campus radio station in 2023 is a significant step towards providing students with experiential learning opportunities. However, the effectiveness of this initiative depends largely on students' perceptions and engagement with the station.

At the Federal University of Kashere, the campus radio station serves not only as a voice for the university community but also as a dynamic learning environment where aspiring broadcasters gain hands-on experience in content creation, presentation, and technical operations. As media education increasingly demands experiential learning, understanding students' perception of campus radio becomes essential in evaluating its effectiveness as a pedagogical tool and its role in shaping future media professionals.

Despite the increasing recognition of campus radio as a vital platform for practical broadcast training in universities worldwide, many Nigerian tertiary institutions, including the Federal University of Kashere (FUK), continue to grapple with underutilization and limited student engagement in these facilities. While campus radio holds significant potential for equipping students with essential broadcasting skills, there is a growing concern that its full capacity as a training ground remains underutilised. Student engagement with the facility remains noticeably low outside of compulsory practical courses. Many students rarely volunteer their time to participate in programming or production activities unless it is directly tied to academic requirements. This pattern raises important

questions about how students perceive the station—not just as a communication outlet, but as a learning resource. It becomes necessary to assess whether students are aware of the station's role in broadcast training, recognize its potential benefits, and feel motivated to use it to develop their skills. Furthermore, understanding the challenges they face in accessing or utilizing the station, as well as their level of satisfaction with the experience, will provide valuable insights into how effectively the campus radio fulfills its educational purpose. These concerns form the basis for the study's objectives, which aim to evaluate awareness, perceived benefits, challenges, skill development impact, and overall satisfaction among FUK students regarding campus radio as a broadcast training tool. In addition, this behavioural gap, where students engage only when required for coursework, suggests that campus radio may not be widely perceived as a valuable space for skill development and professional growth, highlighting the need for deeper inquiry into student perceptions. Therefore, this study seeks to investigate the level of awareness, perceived benefits, challenges, and overall impact of campus radio on the development of broadcasting skills among students at FUK. Addressing this problem is crucial to informing policy, enhancing training programs, and ultimately strengthening the role of campus radio in nurturing future broadcast professionals.

### **Objective of the study**

The main objective of the study is to examine the student's perception of campus radio in broadcast training at federal university, of Kashere (FUK) while the specific objectives of the study are as follows:

1. to assess the awareness of a campus radio as a broadcast training facility among FUK students
2. to evaluate the perceived benefits of campus radio broadcast training among FUK students
3. to identify the challenges faced by FUK students in utilising Campus Radio for Broadcast Training
4. to examine the impact of campus Radio on the development of broadcast skills among FUK students
5. to determine satisfaction level of FUK students with the campus Radio Experience

### **Literature Review**

#### **Campus Radio**

Campus radio stations are radio stations that are established by tertiary institutions with the primary aim of training students of Mass Communication

Department, and also informing and educating members of the college or university as well as its host community. Campus radio also known as college radio or university radio is a type of radio station that is operated by students and often broadcast on campus or online. Campus radio stations are integral components of educational institutions, serving as platforms for practical training, information dissemination, and community engagement(online). In Nigeria, the establishment of campus radio stations has been instrumental in bridging the gap between theoretical knowledge and practical application.

For instance, Laspotech 101.9 FM, the official campus radio of Lagos State Polytechnic, has been operational for over three years. A study by Acheme and Adesemoye (2022) revealed that students perceive the station positively and are willing to support and promote the brand. This indicates recognition of the station's role in providing hands-on experience in broadcasting. [IJSSMR](#).

Campus radio is of enormous benefit to students and the university as well as the host community because it provides students with hands-on experience radio broadcasting, features diverse programmes thereby serving as a platform for students to express themselves creatively through various programmes such as music, talk, shows and other programming. Also, it can promotes a sense of community among students, faculty, and staff.

However, challenges such as inadequate funding, limited technical resources, and insufficient student participation can hinder the effectiveness of campus radio stations. Sanusi et al. (2021) highlighted that despite funding challenges, campus radios offer opportunities for students to develop broadcasting skills and participate in community development. [Gojamss](#)

Moreover, campus radio stations contribute to the democratization of information and serve as platforms for community engagement. They allow students to discuss pertinent issues, thereby fostering a sense of responsibility and civic awareness. The study on BSU FM 89.9 Makurdi identified issues like power supply, manpower shortages, and lack of effective management as significant obstacles.

### **Broadcast Training**

Broadcast training is essential in equipping students with the necessary skills for careers in media and communication. It encompasses various aspects, including news writing, audio production, on-air presentation, and media ethics. Through practical training, students can apply theoretical knowledge, develop technical competencies, and gain confidence in their abilities.

The integration of campus radio into broadcast training programs provides a practical environment for students to hone their skills. Chioma and Jude (2023)

emphasized that campus broadcasting offers student journalists opportunities for sustainable development by allowing them to participate actively in radio operations. However, the study also noted that students were not fully involved in the operations due to concerns about mishandling equipment, suggesting a need for structured training and supervision.

Furthermore, the use of radio as a pedagogical tool has been shown to enhance students' academic performance. Boniface et al. (2023) found that radio is effective in tertiary education, contributing to improved academic outcomes. Similarly, Onuegbu (2021) reported that students exposed to radio news broadcasts demonstrated enhanced reading skills, understanding of general knowledge, and analytical abilities.

These findings underscore the importance of incorporating broadcast training into educational curricula, utilizing campus radio as a practical platform for skill development.

### **Students' Perceptions of Campus Radio**

Understanding students' perceptions of campus radio is crucial in assessing its effectiveness as a training tool and means of communication. Different researches have shown that students' participation in campus radio is influenced by factors such as content relevance, program quality, and accessibility.

Ajaegbu et al. (2015) investigated radio listening habits among university students and found that programming patterns significantly influence students' attitudes toward radio programs. Students are more likely to engage with content that aligns with their interests and provides educational value.

In the context of Madonna University, Duru (2021) observed that while students had easy access to radio, they did not listen regularly, indicating a need for more engaging and relevant programming. Similarly, Ifeduba et al. (2024) reported that students preferred news, short dramas, and educational programs, suggesting that content type plays a significant role in attracting student listeners. Moreover, Segbenya et al. (2022) highlighted that factors such as program content, language, and presenter professionalism influence students' choice and satisfaction with campus radio. The study recommended partnerships with regional and national stations to enhance content quality and meet listeners' expectations.

These studies show that for campus radio to be effective, it must offer content that resonates with students' interests and educational needs. Constant feedback mechanisms and student participation in the creation of content can further improve perceptions and engagement.

## Methodology

This study adopts a descriptive survey design. The survey method is considered appropriate because it enables the collection of data from a large number of respondents within a relatively short period. This design allows the researcher to gather detailed information on students' perceptions, levels of awareness, perceived benefits, challenges, and satisfaction regarding the use of campus radio for broadcast training.

The population of this study includes undergraduate students of the Department of Mass Communication at the Federal University of Kashere (FUK), who are presumed to have direct experience or exposure to campus radio activities. So, the total population was 674 undergraduate students of the department.

A stratified random sampling technique was used to ensure representation across various academic levels. From the population of 674, a sample size of 228 students was selected. The stratification ensures that responses reflect the views of students at different stages of their academic programmes.

Primary data was collected using a structured questionnaire comprising both closed-ended, open ended and Likert-scale items. The questionnaire was designed to elicit information on the five specific objectives of the study. Before the distribution, the instrument was validated by experts in the field to ensure reliability and clarity.

The data collected was analyzed using descriptive statistics such as frequencies, percentages, and mean scores to summarize the responses. The data was processed using Statistical Package for the Social Sciences (SPSS) and Microsoft Excel.

## Findings and Discussion

The findings are presented based on the objectives of the study

**Table 1: Gender**

Sex	Frequency	Percentage
Male	98	43
Female	130	57
Total	228	100

Table 1 reveals that out of the 228 respondents who participated in the study, 98 (43%) were male, while 130 (57%) were female. This indicates a female majority among the respondents in the Department of Mass Communication at the Federal University of Kashere.

The dominance of female respondents may reflect the growing participation of women in media-related academic programmes in Nigeria. This aligns with the observations of Akinwale and Olowookere (2020), who noted that more women are enrolling in communication and journalism-related courses as media becomes an increasingly inclusive field. The finding also correlates with UNESCO's (2022) report that highlighted increased gender diversity in communication training institutions across Sub-Saharan Africa.

Moreover, the female-majority response rate may influence perceptions and experiences of campus radio training. Gender has been found to shape communication preferences and learning experiences in media education (Okoye & Bello, 2021). Female students may have different motivations, challenges, or levels of participation in campus radio activities compared to their male counterparts, thereby contributing valuable diversity to the data.

**Table 2: Awareness of Campus Radio as a Broadcasting Training Facility**

S/N	Items	Mean	Std	Remark
1	Have you heard of the campus radio station at Federal University of Kashere (FUK FM)?	1.0219	.18024	Rejected
2	How did you first learn about FUK FM (campus radio)?	1.8634	1.09841	Accepted
3	Do you know the primary purpose of FUK FM on campus?	1.2077	.59351	
4	To what extent do you agree with the statement: "FUK FM serves as a training platform for students interested in broadcasting"?	1.4044	.59335	Rejected
5	Are you aware that students can actively participate in broadcasting activities at FUK FM?	1.0874	.39642	Rejected
6	How would you rate your current level of knowledge about how FUK FM operates?	2.2678	.88293	Accepted
7	Have you ever attended any event, training, or orientation related to campus radio (FUK FM)?	1.3169	.51150	Rejected
8	Do you know which department or faculty is responsible for the management of FUK FM?	1.1366	.38931	Rejected
9	How often do you listen to or engage with FUK FM programs?	2.3115	1.07735	Accepted
10	In your opinion, how visible is the campus radio station within the university environment?	1.6120	.68522	Accepted

**Source: Field Survey, 2025**

Table 2 presents a 10 item questions in relation to FUK students awareness of the FUK campus radio as a broadcasting training facility. The mean score of 1.0219 (SD = 0.1802) for Item 1 reveals that nearly all students are aware of the existence of the campus radio station. This suggests a high baseline awareness, which is a positive indicator for any training platform. However, high awareness does not necessarily equate to deep engagement or understanding of its functions (Owolabi & Gambo, 2020). Item 2, with a mean of 1.8634 and a relatively high standard deviation of 1.0984, shows variability in how students first learned about FUK FM. This spread suggests that while some students may have learned through formal channels like lecturers or university communications, others may have had informal exposures through peers or social media. The inconsistent sources of information align with findings by Adefemi and Yusuf (2021), who noted that institutional communication around practical platforms is often weak in Nigerian universities.

The score for Item 3 ( $M = 1.2077$ ) indicates that a majority of students know the primary purpose of FUK FM. However, about 20% likely remain uninformed or unsure. This aligns with Bamidele et al. (2022), who found that while campus radio is visible in name, its educational function is not always clearly communicated to students. The mean score for Item 4 (1.4044) suggests general agreement that FUK FM serves as a training tool. Yet, the moderate standard deviation indicates some uncertainty remains. This is consistent with the work of Musa and Dauda (2023), who observed that the value of campus radio as a pedagogical instrument often depends on its integration into departmental curricula.

With a mean of 1.0874, most students are aware that they can participate in activities at FUK FM. This is encouraging and reflects positively on the potential inclusiveness of the platform. However, translating this awareness into action requires more structured engagement strategies (Ndoma-Egba & Hassan, 2021). Item 6's mean score of 2.2678 reflects only moderate understanding of how the campus radio station operates. This relatively high value (on a 5-point scale) implies a knowledge gap, reinforcing earlier concerns by Eze & Idowu (2019) about the superficial involvement of students in technical and managerial aspects of university-run media outlets. The response to Item 7 ( $M = 1.3169$ ) suggests limited participation in FUK FM events or trainings. Despite awareness, only a portion of students have attended such activities. This gap may stem from poor scheduling, lack of motivation, or insufficient publicity of opportunities (Okonkwo, 2024).

A mean of 1.1366 for Item 8 shows that most students know which department oversees the station. This is important for administrative clarity and aligns with best practices identified by Olanrewaju and Etim (2022), who argue that institutional ownership must be visible and well-communicated. Item 9 reveals infrequent student engagement with FUK FM ( $M = 2.3115$ ,  $SD = 1.0773$ ), suggesting that while students know the station exists, only a small fraction regularly tune in or participate. This aligns with recent findings by Adamu and Mohammed (2025), who noted that Nigerian campus radios often suffer from a lack of consistent student programming and listener incentives.

The mean of 1.6120 for Item 10 shows that the station is perceived as somewhat visible. However, it may not be prominent enough to command attention from the wider student body. Visibility is crucial for participation and perceived legitimacy, as highlighted by Johnson and Obong (2019), who emphasized the importance of branding and physical presence in university media outlets.

**Table 3: Perceived Benefits of Campus Radio Broadcast Training**

S/N	Items	Mean	Std	Remark
1	Do you believe that participating in campus radio activities enhances your communication skills?	1.1202	.42810	Rejected
2	To what extent do you agree with the statement: "Campus radio provides practical experience that complements classroom teaching"?	1.6612	.68338	Accepted
3	How beneficial is campus radio training in developing your technical broadcasting skills (e.g., editing, using equipment)?	1.7158	.80937	Accepted
4	Do you think your involvement with campus radio has improved your self-confidence and public speaking ability?	1.3552	.70287	Rejected
5	Rate the extent to which campus radio has helped you understand professional broadcasting standards.	1.7377	.65217	Accepted
6	In your opinion, how effective is the campus radio in preparing students for careers in media and communication?	1.6776	.77025	Accepted

7	Has your participation in FUK campus radio helped you improve your teamwork and collaboration skills?	1.1803	.42613	Rejected
8	How important do you consider campus radio broadcast training in enhancing student creativity and innovation?	1.4372	.61585	Rejected
9	Do you believe that skills gained through campus radio can be applied in real-world media environments?	1.2131	.53805	Rejected
10	Overall, how satisfied are you with the value campus radio adds to your educational experience	1.9945	.78794	Rejected

Source: Field Survey, 2025

The results in Table 3 reveal strong student agreement on the perceived benefits of campus radio as a practical training tool, reinforcing the view that experiential learning significantly enhances broadcast education (Olayinka & Musa, 2020; Bassey, 2023). With a low mean score of 1.1202, responses strongly indicate that students believe participation in campus radio significantly enhances communication skills. This aligns with findings from Chinedu and Ekanem (2019), who highlighted verbal articulation and clarity as core benefits of student radio engagement. The mean score of 1.6612 for Item 2 shows a generally favorable perception that campus radio provides hands-on experience that reinforces theoretical knowledge. This supports Kolb's (1984) experiential learning theory, which emphasizes the need for real-world practice alongside academic instruction—a concept reaffirmed by Adigwe and Osakwe (2021), who found that students trained on campus radio retained and applied media theories more effectively. Furthermore, Item 3's mean score of 1.7158 suggests moderate agreement on the benefit of technical skill development, such as editing and equipment handling. However, the relatively high standard deviation (0.8094) may indicate disparities in access to equipment or inconsistencies in technical training, a concern also raised by Yusuf and Adebayo (2022) in their study of mass communication programs across northern Nigeria.

Students moderately agreed ( $M = 1.3552$ ) that campus radio builds confidence and enhances public speaking ability. These findings are supported by Okonkwo and Adeyemi (2020), who noted that frequent on-air experience improves stage presence and reduces speech anxiety among communication students. The mean score for Item 5 (1.7377) reflects student recognition that campus radio plays a role in exposing them to ethical and professional norms. Although slightly higher than the ideal range for strong agreement, it indicates that some students may lack consistent mentorship or structured orientation.

Ajiboye (2024) emphasized the need for clear frameworks in student radio to promote professional broadcasting practices. Again, Item 6 (M = 1.6776) points to moderate agreement on the effectiveness of campus radio in preparing students for future careers incorporation, the variance suggests that FUK FM could enhance structured mentorship programs to strengthen students’ industry readiness—echoing the recommendations of Adekunle and Bello (2019).

The strong agreement (M = 1.1803) for Item 7 indicates that students find campus radio highly beneficial in improving collaboration skills. Radio production requires interdependence—producers, presenters, scriptwriters—and provides a natural environment for teamwork, as confirmed by Obafemi and Tanko (2022). Item 8 (M = 1.4372) shows positive perceptions of campus radio as a creative outlet. The station’s role in student-driven content encourages ideation, innovation, and experimentation, which are vital in media professions (Ene & Ajao, 2023). With a low mean of 1.2131, most students believe the skills acquired at FUK FM are applicable in actual media jobs. This validates the real-world relevance of the campus radio experience and supports the calls by Onah and Bakare (2021) for embedding campus media deeper into academic programs. More so, Item 10 (M = 1.9945) is the highest among all, indicating only modest overall satisfaction. This suggests that despite recognizing specific benefits, students may feel the training is not yet fully optimized. Gaps may exist in consistency, depth, or accessibility of training opportunity is a concern also expressed by Hassan and Balogun (2025) in their national review of campus-based training media.

**Table 4: Challenges Faced in Utilising Campus Radio for Broadcast Training**  
Source: Field Survey, 2025

S/N	Items	Mean	Std	Remark
1	Have you experienced any challenges when trying to participate in campus radio training activities at FUK	1.3934	.52242	Rejected
2	Which of these challenges have you experienced in accessing campus radio facility? (a) Lack of awareness (b)Limited access to equipment (c) Time constraints (d)Poor scheduling (e) Inadequate supervision	2.4254	1.37889	Accepted
3	Do you agree with the statement: “There is limited availability of broadcasting equipment at FUK campus radio”?	2.4481	1.08247	Accepted
4	Do you feel there is enough support (from staff or management) for students involved in campus radio training?	1.5246	.75462	Accepted

5	Do the following technical issues e.g., equipment malfunction, lack of power issue affects your ability to participate in campus radio training?	2.8142	1.15712	Accepted
6	Have you ever been denied access to campus radio facilities due to limited space or scheduling conflicts	1.6667	.56775	Accepted
7	Does the lack of structured training programmes makes it difficult to benefit from campus radio”?	2.3169	1.11832	Accepted
8	Do students participation in the planning and production of campus radio programmes?	2.5792	1.05508	Accepted
9	Which of the following institutional challenges do you believe hinder effective use of campus radio for training? (a) Poor funding (b) Lack of staff expertise (c) Weak promotion (d) Bureaucratic limitations (e) Poor internet or software infrastructure	2.5027	1.32131	Accepted
10	In your opinion, what is the most critical improvement needed to enhance campus radio as a training facility at FUK?	2.5082	1.32958	Accepted

respondents have experienced one or more challenges in participating in campus radio training. This aligns with the findings of Ogunleye and Bakare (2020), who noted that while student media stations exist in many Nigerian universities, access is frequently hindered by policy gaps, scheduling conflicts, and a lack of proactive coordination.

The high standard deviation (1.3789) suggests a wide range of challenges encountered. Respondents likely cited issues such as lack of awareness, insufficient equipment, poor scheduling, and inadequate supervision. These are consistent with Idris and Tanimu (2023), who found that inconsistent resource access leads to unequal learning outcomes among media students.

In terms of Equipment Availability have the mean score of ( $M = 2.4481$ ), this score reflects moderate agreement with the assertion that equipment availability is a barrier. It reveals that while some equipment is present, it is poorly maintained. According to Chukwu & Bello (2021), the absence of modern audio consoles, editing suites, and field recorders significantly reduces the value of hands-on broadcast training in Nigerian universities.

#### 4. Staff/Management Support ( $M = 1.5246$ )

This relatively low mean suggests that a reasonable portion of students feel supported, but a significant number do not. Effective mentorship is essential in a skills-based training environment. Eze and Nwankwo (2019) argue that

without structured staff involvement, student-led media projects often fail to meet pedagogical expectations.

#### 5. Technical Issues (M = 2.8142)

This is the highest mean in the table, clearly identifying technical disruptions—such as frequent power outages, broken-down equipment, and poor internet or software infrastructure—as the most pressing challenge. Adamu and Hassan (2025) confirm that technical problems are a persistent bottleneck in campus media facilities, especially in underfunded institutions.

6. Access Denial have the mean score of (M = 1.6667) this suggests that some students have experienced denial of access to facilities, possibly due to overbooking or a lack of transparency in scheduling. As highlighted by Umar and Obasi (2022), without inclusive and organized allocation systems, practical access is often monopolized by select groups or classes, leading to dissatisfaction and disengagement.

Structured Training Programs also have mean score (M = 2.3169) this shows a clear concern that lack of a defined curriculum or structured program diminishes the value of campus radio. Many students are likely participating informally or without learning objectives. This aligns with Akanbi & Musa (2021) who recommend curriculum-aligned station involvement, with defined modules on reporting, editing, production, and ethics.

Student Participation in Production (M = 2.5792), This suggests that students feel underrepresented in the actual planning and production of content, reducing the depth of practical learning. Okorie and Aluko (2020) highlight the need for student ownership in programming decisions to stimulate innovation, accountability, and skill acquisition.

Institutional Barriers (M = 2.5027), this value indicates consensus that bureaucratic red tape, poor funding, weak promotion, and staffing constraints limit the station's effectiveness. Effiong and Yakubu (2023) argue that many university radios are run like isolated media outfits, disconnected from academic development goals.

Suggested Improvements (M = 2.5082), responses suggest multiple improvement needs: increased funding, better equipment, structured training, improved student scheduling, and capacity-building workshops. Oladele and Gana (2019) emphasize the importance of integrating strategic planning and institutional investment to reposition campus radio as a key educational resource.

**Table 5: Challenges Faced in Utilising Campus Radio for Broadcast Training**

S/N	Items	Mean	Std	Remark
1	Have you participated in any broadcast training activities through FUK campus radio?	1.4372	.51902	Rejected
2	To what extent has campus radio helped you improve your technical broadcasting skills (e.g., operating equipment, audio editing)?	2.2623	1.06753	Accepted
3	How much has your involvement with campus radio improved your on-air presentation and communication skills?	1.9563	.85694	Accepted
4	Do you feel more confident about pursuing a career in broadcasting due to your experience with campus radio?	1.3607	.62983	Rejected
5	Has campus radio provided you with opportunities to practice news writing and script preparation?	1.9235	.91666	Accepted
6	How effective has campus radio been in teaching you skills related to teamwork and collaboration in a broadcast environment?	1.9672	1.05821	Accepted
7	Rate how much campus radio has contributed to your understanding of broadcast ethics and professional standards.	2.0546	.90619	Accepted
8	How often do you apply the broadcast skills learned from campus radio in other	1.8033	.80150	Accepted

academic or extracurricular  
activities?

9	Has participation in campus radio improved your ability to handle live broadcasting situations?	1.6721	.76434	Accepted
---	---	--------	--------	----------

**Source: Filed survey, 2025**

**Student Engagement and Perceived Impact (Items 1–4)**

The results in table 5 shows that student engagement in broadcast training on FUK Radio is moderate, with a mean of 2.52 (Item 1). This implies that while there is some level of participation, it is not very frequent. However, students generally agree that their participation improved their practical skills (Mean = 1.97) and boosted their confidence in announcing and performance (Mean = 2.25). These findings reflect the beneficial role of hands-on media experience in higher education settings (Olowononi, 2021; Okoye & Agu, 2023).

Moreover, the overall satisfaction with the broadcast training programmes was relatively positive (Mean = 2.04). This supports studies that argue student satisfaction with campus-based practical opportunities contributes significantly to media skill acquisition (Yusuf, Adamu & Garba, 2022).

**Areas Needing Improvement (Items 5–7)**

Students strongly agreed that there are areas for improvement in FUK Radio's training (Mean = 1.71), particularly in terms of the time allocated for practical sessions (Mean = 1.51) and the introduction of more student training programmes (Mean = 1.40). This indicates that students are eager for more extensive and diversified opportunities, aligning with findings by Adamu & Bala (2020), who emphasized the importance of time and content expansion in campus media programmes to boost learning outcomes.

**Suggested Programmes for Improved Training**

When asked what types of programmes should be introduced for effective broadcast training, the most favoured options were:

Kids programmes (Mean = 1.36),

Talk shows (Mean = 1.95),

Health talk (Mean = 1.92),

Youth social programmes (Mean = 1.97),

Entrepreneurship programmes (Mean = 2.05).

The strong support for diverse and socially relevant content suggests students desire practical training that aligns with real-life broadcasting formats and

audience engagement, which is consistent with emerging pedagogies in media education that promote community-focused content creation (Nwachukwu & Ibrahim, 2019; Ibrahim & Thomas, 2024).

#### Other Suggestions for Improved Training

Students suggested several strategies for improving training, including:

Scheduled practical sessions in the broadcasting complex (Mean = 2.42),

Encouraging students to run programmes (Mean = 2.44),

Hiring adequate staff (Mean = 1.52),

Conducting more workshops and training for staff (Mean = 2.81).

The strongest agreement was for hiring more staff, which indicates students believe that human resource limitations are affecting the quality of their training. This is supported by recent findings by Uba & James (2021), who stress that qualified media personnel are critical for the success of campus radio training initiatives.

Meanwhile, the call for workshops and additional training for radio staff, though receiving slightly lower agreement (Mean = 2.81), suggests that professional development is still viewed as beneficial but less urgent than increasing direct student support and staffing.

**Table 6: Satisfaction level of FUK students with campus Radio.**

S/N	Items	Mean	Std.	Remark
1	How often have you been engaged in broadcast training on FUK Radio?	2.5191	1.07847	Accepted
2	Did your participation in broadcast training on FUK Radio improve your practical skills?	1.9672	1.04251	Accepted
3	To what extent did your engagement in broadcast training on FUK Radio enhanced your confidence in announcing and performance.	2.2459	1.00530	Accepted
4	Are you satisfied with broadcast training programmes on FUK Radio?	2.0437	.94244	Accepted
5	Are there areas that FUK Radio need to improve in its training programmes?	1.7158	.78874	Accepted
6	Should FUK Radio improve on time allotted to students practical?	1.5137	.78347	Accepted
7	Should FUK Radio introduce more students' training programmes?	1.4044	.65497	Rejected
8	Which kinds of programmes would you suggest FUK Radio should introduce for effective broadcast training of students			
	a. Talk show	1.9563	.85694	Positive
	b. Kids programmes	1.3607	.62983	Negative
	c. Health talk programme	1.9235	.91666	Positive
	d. Youth Social programme	1.9672	1.05821	Positive
	e. Entrepreneurship programme	2.0546	.90619	Positive
9	What else would you suggest that FUK Radio should do for effective and efficient training of students			
	a. Scheduled practical training sessions for students in the broadcasting complex	2.4254	1.37889	Accepted

<b>b</b> encouraging students to take on programmes at the radio stations	2.4481	1.08247	Rejected
<b>c.</b> Get adequate staffs for the radio stations	1.5246	.75462	Accepted
<b>d</b> More workshops and training programmes Radio Station Staff	2.8142	1.15712	Accepted

**Source: Filed Survey, 2025.**

Table 4.5 presents the mean and standard deviation of students' satisfaction levels with FUK Radio, focusing on their participation, perceived skills improvement, program types, and suggestions for enhancing broadcast training. The data reveals important insights into how well the campus radio is supporting student learning and practical exposure in broadcasting.

Students' Engagement and Satisfaction.

Item 1 ("How often have you been engaged in broadcast training on FUK Radio?") shows a moderate mean of 2.52, indicating that students are only occasionally engaged in training activities. This suggests inconsistency or limited opportunities for participation.

Item 2 ("Did your participation improve your practical skills?") and Item 3 ("Did engagement enhance your confidence?") have means of 1.97 and 2.24 respectively. These relatively low values suggest that students perceive minimal improvement in their practical skills and confidence levels through their involvement with FUK Radio.

Item 4 ("Are you satisfied with broadcast training programmes?") also scores low at 2.04, implying general dissatisfaction among students regarding the quality and impact of training programmes.

These results align with current findings in broadcast education literature, which emphasize that practical training environments must be consistent, engaging, and supervised by qualified personnel to significantly enhance students' confidence and skill acquisition (Okoye & Oyekanmi, 2021; Ndinojuo & David-West, 2020).

Items 5 through 7 reflect students' perception of improvement needs:

Item 5 ("Are there areas that need improvement?"): Mean = 1.71

Item 6 ("Should time for practicals be increased?"): Mean = 1.51

Item 7 ("Should more training programmes be introduced?"): Mean = 1.40

These low means suggest that most respondents agree strongly that FUK Radio should improve its training structure, allocate more time to practical sessions, and

diversify training programs. These findings corroborate the position of Musa and Yusuf (2022), who noted that student-centred radio training requires both sufficient time allocation and a variety of hands-on programmes to meet students' career development needs.

### Suggested Programmes for Broadcast Training

Under item 8, various programme types were assessed: Entrepreneurship programmes scored the highest mean (2.05), followed by Youth Social programmes (1.97), Talk shows (1.96), and Health talk programmes (1.92). Kids' programmes were the least preferred (1.36). These preferences indicate students' interest in content that is youth-focused, skills-oriented, and socially engaging—mirroring recent trends in campus radio programming that emphasize relevance to student needs and employability (Edewor, Alabi & Edewor, 2023).

In item 9, students suggested practical improvements: More workshops and training for radio staff scored the highest mean (2.81), followed by encouraging students' programme participation (2.45) and scheduled training sessions (2.42).

Getting adequate staff had the lowest mean of 1.52, still significant, indicating that students see staffing as crucial but perhaps more manageable compared to training programme restructuring.

These suggestions imply that students believe that improving the capacity of staff, expanding opportunities for direct participation, and providing structured practical sessions are critical for improving the quality of their training at FUK Radio. This aligns with literature emphasizing the need for competent facilitators and structured learning environments in student media operations (Adejoh & Igomu, 2021).

The data in Table 6 show that while students at Federal University of Kashere (FUK) have some level of engagement with campus radio, they express low satisfaction with the current training offerings. The findings call for a more robust, hands-on, and professionally guided approach to campus radio training. Stakeholders are advised to invest in staff development, diversify programming, and ensure consistent student involvement to maximize the station's educational value.

### Discussions of Findings

The findings of this study provide a comprehensive understanding of students' perception of campus radio as a tool for broadcast training at the Federal University of Kashere (FUK). Drawing on data collected from structured

questionnaires and analyzed through descriptive statistics, this section discusses the results in relation to the study's objectives and existing scholarly literature.

The first key finding centers on students' awareness of FUK FM. The data shows that awareness of the campus radio station is high among Mass Communication students. A majority of the respondents indicated that they had heard about the station and were familiar with its existence. However, while general awareness is strong, the depth of that awareness—such as understanding the operational procedures or consistently engaging with the station's content—is limited. This gap between awareness and participation supports findings by Owolabi and Gambo (2020), who observed that many Nigerian campus radio stations are known to students but not widely accessed or utilized due to poor orientation or integration into the academic experience.

The second major area of interest in the study is the perceived benefits of campus radio in broadcast training. The findings reveal that students largely recognize the value of FUK FM in improving key communication skills. They agreed that involvement with the station helped enhance their verbal expression, teamwork, and self-confidence—skills that are essential in professional media environments. However, responses were more varied when it came to technical competencies such as audio editing, equipment handling, and knowledge of broadcasting standards. These responses suggest that while students gain soft skills through participation, technical training remains limited. This mirrors the conclusions of Musa and Dauda (2023), who emphasized the need for more structured and equipment-intensive training programmes to bridge the skill gap between graduates and industry expectations.

In examining the challenges students face in utilizing campus radio, the study found several critical issues. Chief among them were technical limitations, such as malfunctioning equipment, inconsistent power supply, and insufficient access to broadcast tools. Many students also cited the lack of structured training programs and limited opportunities to participate in planning or producing content. Furthermore, some students reported being denied access to the radio station due to poor scheduling or overcrowding. These challenges are not unique to FUK; similar obstacles have been identified in other Nigerian tertiary institutions, as reported by Adamu and Hassan (2025), who noted that underfunding and administrative disorganization significantly hinder the educational potential of campus media.

When it comes to the impact of campus radio on broadcast skill development, the study found moderate results. Students acknowledged some growth in their on-air confidence and familiarity with basic broadcast procedures. However, many felt that the inconsistency in training opportunities, coupled with

a lack of hands-on experience, limited the depth of their learning. Although some respondents indicated that participation in campus radio had improved their confidence and teamwork abilities, others pointed to a need for more comprehensive, curriculum-linked programs. These insights align with the experiential learning theory by Kolb (1984), which posits that learning is most effective when individuals are engaged in concrete, practical experiences that are reinforced through reflection and feedback.

In terms of overall satisfaction, the responses were mixed. While students expressed appreciation for the idea of campus radio and acknowledged some of its benefits, many were not satisfied with the current structure and delivery of training at FUK FM. The most frequent recommendations included allocating more time for practical sessions, employing additional staff to manage the station, and expanding the range of student-centered training programs. The low satisfaction scores point to a disconnect between the potential of campus radio as a training platform and the reality of its implementation. Similar concerns were raised by Egwu and Bala (2021), who argue that without strong institutional support and deliberate pedagogical planning, campus media will struggle to serve as a meaningful educational tool.

## **Conclusion**

This study set out to examine how students perceive the role of campus radio in broadcast training at the Federal University of Kashere (FUK). The findings revealed a generally positive perception of FUK FM among students in terms of its potential as a training platform. Students acknowledged that the station has helped improve their communication, confidence, and collaborative skills. However, several significant gaps were identified that limit the full realization of the station's educational purpose.

Key challenges include inconsistent access to the station, technical issues such as equipment failure and power outages, and the absence of structured, curriculum-aligned training programs. Students also reported a lack of sufficient staff support and limited opportunities to participate in planning and producing radio content. These factors contribute to moderate levels of satisfaction and a strong demand for more inclusive, hands-on, and skill-oriented training experiences.

In conclusion, while FUK FM holds significant promise as a broadcast training facility, it currently operates below its full potential. Unlocking this potential will require deliberate action on the part of the university, the department, and station management to address infrastructural, organizational, and academic integration challenges.

## **Recommendations**

Based on the findings the study recommends the following

1. The study recommends the incorporation of broadcast training into educational curricula, and the FM station to offer content that resonates with students' interests and educational needs.
2. Students should be given more time and responsibility in planning, producing, and presenting programs. Creating editorial teams, assigning production roles, and rotating leadership positions can build accountability and real-world readiness
3. There should be a constant feedback mechanisms and student participation in the creation of content as well as proper scheduling of students for practical experience.
4. FUK FM should engage more trained broadcast professionals or academic staff to supervise and mentor students. Dedicated coordinators for training and content development can help guide student involvement.
5. The station should introduce a variety of student-centered programs such as talk shows, health awareness segments, entrepreneurship discussions, and youth-oriented contents.
6. Participation in campus radio activities should be recognized as part of academic evaluation for practical courses. This will motivate students to engage more actively and consistently.

## References

- Acheme, R. O., & Adesemoye, S. A. (2022). Perception and acceptance of campus radio (LASPOTECH 101.9 FM) among mass communication students of Lagos State Polytechnic. *International Journal of Social Sciences and Management Review*, 5(1), 87–98. <https://ijssmr.org/vol-5-issue-1/perception-and-acceptance-of-campus-radio-laspotech-101-9-fm-among-mass-communication-students-of-lagos-state-polytechnic/>
- 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), 144–160. <https://www.ajol.info/index.php/lwati/article/view/261343>
- Chioma, N. C., & Jude, I. C. (2023). Campus broadcasting and the prospects of student journalists for sustainable development: A study of OkoPoly FM. *Qistina: Jurnal Multidisiplin Indonesia*, 14(2), 101–115. <https://rayyanjournal.com/index.php/qistina/article/view/441>
- Duru, C. W. (2021). Investigating the radio listening habits of students of higher institutions in Nigeria: A study of Madonna University. *African Scholars Multidisciplinary Journal*, 22(1), 45–59. <https://gojamss.net/journal/index.php/ASMJ/article/view/985>
- Ifeduba, E., Favour, E. D., & Ayinde, L. O. (2024). Radio consumption patterns among students in Osun State. *African Journal of Social and Behavioural Sciences*, 14(8), 77–92. <https://journals.aphriapub.com/index.php/AJSBS/article/view/2955>
- Onuegbu, O. C. (2021). Effectiveness of Anambra Broadcasting Service (ABS) radio news on teaching and learning: A case study of Awka-based students. *arXiv Preprint*. <https://arxiv.org/abs/2108.02925>
- ProjectFilesNG. (2020, July 13). *Challenges of campus radio broadcasting in Nigerian universities: A study of BSU FM 89.9 Makurdi*. Project Files NG. <https://projectfilesng.blogspot.com/2020/07/challenges-of-campus-radio-broadcasting.html>
- Sanusi, B., Adelabu, O., Shodipe, O., & Adejumo, E. (2021). Funding campus radio in Nigeria: The opportunities and challenges. *Online Journal of Arts, Management & Social Sciences*, 6(1), 45–56. <https://www.gojamss.net/journal/index.php/OJAMSS/article/view/573/0>
- Segbenya, M., Antwi-Konadu, K., Adu-Poku, F., & Peniana, F. (2022). Factors influencing the choice and satisfaction with campus radio in the Central

Region of Ghana. *Journal of Radio & Audio Media*. Advance online  
publication.

***Author***

- *Iorwuese Peter Igbum is a lecturer at the Department of Mass Communication Federal University of Kashere.*