

International Journal of Arts and Humanities (IJAH)
Ethiopia

Vol. 8 (3), S/No 30, JULY, 2019: 20-34

ISSN: 2225-8590 (Print) ISSN 2227-5452 (Online)

DOI: <http://dx.doi.org/10.4314/ijah.v8i3.3>

**Assessment of Radio Listening Habits of Undergraduate Students of
Imo State University, Nigeria**

Onyebuchi, C. A.; Umunna, C. C.

Department of Mass Communication

Imo State University, Owerri

E-mail: greetonyebuchi@gmail.com

Phone: +2348062384720

Obayi, P. M.

Department of Mass Communication

Godfrey Okoye University, Enugu

frobayi@gmail.com

Abstract

This study examined the radio listening habit of Imo State University undergraduate students. The study was anchored on two theories namely: theory of listener sponsored radio and uses and gratification theory. The study adopted the mixed method research design using survey and in-depth interview methods. The population of the study was the 18,000 undergraduate students of Imo State University, Owerri. The Taro Yamane's formula was used to arrive at a sample size of 400 respondents for the survey aspect of the study, while 11 respondents were interviewed for the qualitative aspect of the work. The cluster and judgmental sampling techniques were used for the study. Questionnaire and interview guide were the instruments for data collection. Findings revealed that 63% of the respondents listen to radio often. It was also revealed that over 70% of the respondents prefer listening to news programmes. Result of the chi-square test revealed that at $X^2(4, N=389) = 253.6, p < 0.00$, students' listenership to radio programme is dependent on the type of programme aired. It was recommended that students should continue to listen to radio programmes in order to add to their wealth of knowledge and escape the stress associated with busy academic calendar.

Key Words: Radio listening habits, Uses and Gratification Theory, Listener Sponsored Radio theory

Introduction

The Nigeria society is a heterogeneous one with divergent communication need, coupled with the growing world of awareness. Different people have different perception of what roles communication, in its totality, should play to the listening audience in higher learning. The mass media as an institution has been tasked to perform all these immeasurable roles. However, radio which is not only the most important media in Nigeria, but also the most commonly spread, affordable and accessible to perform these enormous functions as expected. Kuewumi (2009) asserted that radio has radicalized the face of human communication and ultimately become a fixed point in the daily lives of human whereby people are informed, taught, nurtured and reformed by way of relaxation, reinvigoration and resuscitation. This makes radio as a medium of mass communication to be constantly sought after by its ardent listeners. According to Onabajo (1999), in the developing world as in Asia and Africa, radio is cheap; it does not cost much compared to television which is expensive. It is also portable, i.e., it can be easily transported from one place to another. It is credible as it transmits message that its listeners hold important.

The idea of establishing radio as any other mass medium is to educate, inform, and socialize the people. The emphasis largely has to do with creating awareness, surveillance of the environment and the transmission of cultural heritage (Mcquil, 1998). It also helps in providing individual reward, realization and reduction of tension, which makes it easier for people to cope with real life problems and for societies to avoid breakdown (Mendelson, 1996).

That radio has a tremendous social impact, affecting attitude and behaviour is undeniable. Because of the unique nature of radio in terms of simplicity, wider coverage, bringing the world to those who cannot read, its immediacy, its transmission in various local languages as well as its contribution to the development of a nation, it is still the most credible source of news and enlightenment in most parts of Africa. This made radio one of the most appropriate means of communication in any society, beating literacy barriers. In addition, radio has that personal touch that leads urgency to change (Mcleish, 1978; Moemeka, 1981; Okigbo, 1990).

The purpose of this study is to examine the radio listening habits of university students and their attitude toward radio programmes using students of Imo State university as the focus of the investigation.

Statement of the Problem

Radio has been a major communication tool for improving the quality of people's lives and bringing to their doorsteps, news, entertainment and education through its programmes. However, some stations fulfil these objectives more than others, and that seems to determine why people prefer some stations to others.

With the development and spread of television, video games and internet, the listenership to radio programmes seem to have declined. More students appear to have smart phone with Internet connection which gives them easy access to social media platforms. These social media platforms have the potential of limiting students' listenership to radio. Even in cases where students would want to listen to radio, the need for survival of these radio stations seem to have spurred them to have more advert/advertorial based programmes which students do not appear to have interest in. In other cases, the stations resort to entertainment programmes which are cost effective, rather than programmes that are learning centred.

Objectives of Study

The main purpose of this study was to assess the radio listening habits of undergraduate students of Imo State University, Owerri.

Other specific objectives were to:

- 1) examine how often Imo State University students listen to radio.
- 2) identify the kind of programmes Imo State University students prefer listening to.
- 3) ascertain where and when Imo State University students listen to radio programme.
- 4) identify the reason Imo State University students listen to radio programme.
- 5) ascertain the sort of gratification students of Imo State University derive from listening to radio.
- 6) identified the environmental factors affecting Imo State University students radio listenership?

Research Questions

The researcher raised the following questions:

- 1) How often do students of Imo State University listen to radio?
- 2) What kind of programmes do Imo State University students prefer listening to?
- 3) Where and when do Imo State University students listen to radio?
- 4) Why do Imo State University students listen to radio programme?
- 5) What sort of gratification do the students of Imo State University derive from radio?
- 6) What are the environmental factors affecting Imo State University students' radio listenership?

Research Hypotheses

H₁: The regularity to which students listen to radio programmes is dependent on gender.

H₂: Students listenership to radio programme is dependent on the type of programme aired.

Conceptual Review

Radio Listenership

Majority of the population listen to radio regularly especially adults and young ones. Surprisingly, many listeners are loyal to their favourite stations and are often tuned for long period to a station (Ismaila, 2013). Listeners use and relate to radio in a very different way to other media. Ninety percent of listeners are actually doing something else while listening to radio. Typically, this will be routine tasks for example, driving, chores, housework, (Radio Advertising Bureau, 2013). Majority of people listen to radio when other people are around: it is still very rarely a group experience (Radio Advertising Bureau, 2013).

Empirical Review

A study carried out by Edward L. Palmer and Amr Abdalla (1999) entitled "A field survey on Burundian Radio listening Habit, Reactions to Radio Ijambo programmes, and crisis-related

listener needs” revealed that studio Ijambo programmes are well-known and recognized by the intended audience. Several of the respondents mentioned that they like to see the studio having its own radio station. The findings concluded that, the radio soap opera, Umubanyi Uuwe Murjango, is a very successful programme that attracts all sections of the Burundian society. Respondents’ satisfaction with the content and accomplishments of the programme is high. This programme was remarkable in terms of the scores it received for its success in delivering messages of peaceful co-existence and conflict resolution.

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

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

Ajaebu (2015) conducted a study entitled, “Radio Listening Habits among University students and their attitude towards programmes” which revealed that majority of the respondents have access to radio. It can then be said that the challenge does not lie in the accessibility but in the listening pattern because it is possible to have access to something and not make use of it. The students also have their stations of preference: it was discovered that the most preferred radio station listened to by Redeemers University students is Beat FM.

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

Theoretical Framework

This study is anchored on two theories namely: Uses and Gratification Theory, and Theory of Listener Sponsored Radio.

1. Uses and Gratification Theory

The uses and gratifications theory proposed by Blumler and Katz (1974) assumes that media users are goal-oriented. The audience selectively chooses, listen to, perceive and retain the media messages on the basis of their needs, beliefs and more. Four domains of individual’s

needs which the media would gratify as identified by McQuail (1994) in Ajaegbu, Akintayo and Akinjiyan (2015) are:

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

Applying the Uses and Gratification Theory to this research, Imo State University students listen to radio to derive certain benefit according to their desire at a given time. There are different motivations that lead students to listen to radio and, as such, they use radio to meet this motivation. In a nutshell, student use radio to gratify/satisfy their curiosity.

2. Theory of Listener Sponsored Radio

This theory was propounded by Lew Hill while studying at Stanford University in 1937. Listener sponsorship is an answer to the practical problem of getting better radio programmes and keeping them. But it involves, as a theory of radio, an analysis of the problem as well as an answer to it. The theory advances not only an economic innovation for broadcasting but an interpretation of the facts of life in American radio. And actually, it began in a concern with some of the facts of life in general. Hill discussed this theory on two particular assumptions. First, that radio can and should be used for significant communication and art; and second, that since radio broadcasting is an act of communication, it ought to be subject to the same aesthetic and ethical principles as well as apply to any communicative act, including the most personal (Hill, 1951).

The relevance of this theory to the study is that radio stations should endeavour to produce programmes that will edify students' listeners because the theory emphasizes the need for radio to be used for significant communication. Stations should also be creative in the quality of programmes they produce and ensure that these programmes meet the ethical principles of communication.

Methodology

This study adopted mixed method research design using survey and in-depth interview methods. This design is very important to this work because it aided the eliciting of information from the people and required the use of questionnaire and interview instruments. The questionnaire instrument had two sections: the demographic and psychographic sections. The demographic section was used to elicit information about the bio-data of the respondents, while the psychographic section focused on the research questions. The questionnaire was drafted in simple sentences and made use of close ended questions and Likert scale in order to give the respondents proper guide to field in responses to the questions. The interview instrument on the other hand, was drafted in simple language and designed as a semi-structured interview.

The population of this study consists of undergraduate students of Imo State University, Owerri (IMSU) estimated at about 18,000 students (University Library, 2018). Using Yamane (1967, p. 886) as cited in Eboh (2009, p. 94) formula for calculating sample sizes as stated below, a sample size of 400 students were chosen

$$n = \frac{N}{1 + N(e)^2}$$

The cluster sampling technique was used for the sampling technique of the study. This implied that the researcher divided the study area into different stages to get to the individual respondent studied. In each of the departments, the researcher purposively selected 36 students (respondent) for the study. The students studied cut across the levels in the various departments selected.

Judgment sampling technique was used to select respondents for interview. Respondents were selected from each of the departments studied. In all, 11 respondents were selected. The selection was based on the theoretical criteria that the respondents should be students of Imo State University (IMSU), be in the departments selected, and should have a radio set.

The researcher distributed 400 copies of the questionnaire. From the number distributed, 389 (97%) copies were retrieved and found usable while 11(3%) copies were lost on the field. The analysis was done using Statistical Package for Social Sciences (SPSS).

Data Presentation and Analysis

This session dealt with the analysis of data collected from the field through the use of questionnaire instrument and interview guide.

Table 3: Analysis of Bio-data

	Sex of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	140	36.0	36.0	36.0
	Female	249	64.0	64.0	100.0
	Total	389	100.0	100.0	
Age of Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-20	210	54.0	54.0	54.0
	21-25	140	36.0	36.0	90.0
	26-30	39	10.0	10.0	100.0
	Qualification of the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FSLC	1	.3	.3	.3
	SSCE	104	26.7	26.7	27.0
	B.Sc	284	73.0	73.0	100.0
	Total	389	100.0	100.0	

Source: Research Survey (2018)

From table 3 above, the demographic information revealed that 36.0% of the respondents are male, while 64.0% of the respondents are female. Majority of the respondents were female. Also, analysis shows that 54.0% of the respondents were within 15-20 years of age, 36.0% of the respondents were within the age of 21-25 while 10.0% of the respondents were within the age of 26-30. Majority of the respondents were within the age of 15-20. It was shown that .3%

of respondents were FSLC holders, 26.7% of the respondents were SSCE holders while 73.0% of the respondents were B.Sc holders. This above analysis implies majority of the respondents were B.Sc holders.

Table 4: Regularity to which Respondents Listen to Radio Programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	70	18.0	18.0	18.0
	Often	245	63.0	63.0	81.0
	Rarely	74	19.0	19.0	100.0
	Total	389	100.0	100.0	

Source: Research Survey (2018)

The table 4 above showed that 18.0% of the respondents listen to radio programmes at very often, 63.0% of the respondents listen to radio often, while 19.0% of the respondents rarely listen to radio. This implies that majority of the respondents listen to radio often.

Table 5: Respondents Preference to Radio Programmes

Options	Yes	No	Can't Say	Total
Musical Programme	210 54%	140 36%	39 10%	389
Musical Programme	210 54%	140 36%	39 10.0	389
Educational Programme	280 72%	1 .3%	108 27.8%	389 100%
Sports Programme	140 36%	175 45%	74 19%	389 100%
Short Drama	280 72%	107 27.5%	2 .5%	389 100%
Adverts	210 54%	70 18%	109 28%	389 100%

Source: Research Survey (2018)

This first item in table 5 showed that 54.0% respondents prefer listening to radio musical programmes, 36.0% of the respondent do not prefer listening to radio musical programmes while 10.0% of the respondents can't say whether they listen to radio musical programmes. The above analysis implies that 54% of the respondents prefer listening to radio musical programmes.

The second item in the table showed that 72.0% of the respondents prefer listening to radio education programmes, .3% of the respondents do not prefer listening to radio education programmes, while 27.8% of the respondents. Can't say whether they prefer listening to radio education programmes. This analysis implies that majority of the respondents prefer listening to radio education programmes.

This third item in the table revealed that 90.0% of the respondents prefer listening to news programmes, .3% of the respondents do not listen to News programmes. While 9.8% of the respondents can't say whether they prefer listening to news programmes.

This is to say that a greater number of the respondents prefer listening to news programmes.

The fourth item in the table indicated that 36.0% of the respondents prefer listening to sports programme, 45.0% of the respondents do not prefer listening to sports programmes, while 19.0% of the respondents can't say whether they prefer listening to sports programme. This analysis implies that a greater number of the respondents prefer listening to sports programmes.

The fifth item in the table stipulated that 72.0% of the respondents do not prefer listening to short Drama, 27.5% of the respondents do not prefer to listen to short drama, while .5% of the respondents can't say whether they prefer listening to short drama. This analysis implies that a greater number of the respondents prefer listening to short drama.

The sixth item in the table revealed that 54.0% of the respondents prefer listening to Adverts, 18.0% of the respondents do not prefer listening to Adverts, while 28% of the respondents can't say whether they prefer listening to adverts.

Table 6: Respondents Preferred Place of Listening

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School premises	35	9.0	9.0	9.0
	Hostel	140	36.0	36.0	45.0
	Home	207	53.2	53.2	98.2
	During assignment outside school premises	7	1.8	1.8	100.0
	Total	389	100.0	100.0	

Source: Research Survey (2018)

Information from table 6 revealed that 9% of the respondents preferred place of listening to radio is at school premises, 36% of the respondents preferred place of listening to radio is at their Hostels, 53.2% of the respondents preferred place of listening to radio at Home, 1.8% of the respondents preferred place of listening to radio is during assignments outside the school premises. The above analysis implies that 53.2% of the respondents preferred place of listening to radio is at Home.

Table 7: Respondents Time of Preferred Listening

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

Source: Research Survey (2018)

Findings from table 7 above indicated that 63% of the respondents preferred time of listening is at morning hours before school, .3% of the respondents preferred time of listening is within academic hour, 9.3% of the respondents preferred time of listening is while they are at their hostel while 27.5% of the respondents preferred time of listening is during evening hour after school. The above analysis implies that 63% of the respondents preferred time of listening is at morning hour before school.

Table 8: Rational for Respondents Listenership to Radio

Options	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
To be Well Informed	6 (1.5%)	2 (.5%)	2 (.5%)	66 (17%)	313 (80.5%)	389 (100%)
Entertainment Purpose	9 2.3%	12 3.1%	23 5.9%	205 52.7%	140 36%	389 100%
Overcome Boredom	39 6 1.5%	10.0 5 1.3%	10.0 78 20.1%	195 50.1%	105 27%	389 100%
Inspiration Purpose	23 5.9%	6 1.5%	11 2.8%	175 45%	174 44.7%	389 100%

Source: Research Survey (2018)

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

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

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

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



Table 9: Respondents opinion as to whether listening to radio makes them make good contributions to discussion

Options	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Make good Contribution to Discussion	13 3.3%	10 2.6%	17 4.4%	174 44.7%	175 45%	389 100%
Add to their Wealth of Knowledge	18 4.6%	15 3.9%	7 1.8%	141 36.2%	208 53.5%	389 100%
Makes them Happy and Satisfied	13 3.3%	4 1%	33 8.5%	89 22.9%	250 64.3%	389 100%

Source: Research Survey (2018)

The first item on table 9 above showed that 3.3% of the respondents strongly disagree, 2.6% of the respondents disagree, 4.4% of the respondents are undecided, 44.7% of the respondents agree, while 45% of the respondents strongly agree. The implication of this is that 44.7% of the respondents (agrees) listens to radio to make good contribution to discussions.

The second item on the table revealed that 4.6% of respondents strongly disagree, 1.8% of the respondents are undecided, 36% of the respondents agree, while 53.5% of the respondents strongly agrees. This implies that 53.5% of the respondent (strongly agrees) that listening to radio adds to their wealth of knowledge.

The third item on the table showed that 3.3% of the respondents strongly disagrees, 1.0% of the respondent disagrees, 8.5% of the respondents are undecided, 22.9% of the respondents agree, while 64.3 strongly agree. This implies that 64.3% consisting of majority of the respondents (strongly agree) listen to radio because it makes them happy and satisfied.

Table 10: Environmental factors that affect Students Listenership

Options	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Affected by Signal Quality/Transmission	9 2.3%	16 4.1%	12 3.1%	177 45.5%	175 45%	389 100%
Affected by School activities and Busy Schedule	19 4.9%	47 12.1%	18 4.6%	200 51.4%	105 27%	389 100%
Affected by Commercial Break	37 9.5%	25 6.4%	47 12.1%	140 36%	140 36%	389 100%

Source: Research Survey (2018)

The first item in table 10 above revealed that 2.3% of the respondents strongly disagree that they are not affected by signal quality/transmission, 4.2% of the respondents disagree that they are affected by it, 3.1% of the respondents are undecided 45.5% of the respondents agree that they are affected, while 45% of the respondents strongly agree that they are affected by signal

quality/transmission. This implies that 45.5% of the respondents that are affected by signal quality/transmission.

The second item in the table showed that 4.9% of the respondents strongly disagree that they are affected by school activities and busy schedule, 12.1% of the respondents disagree, 4.6% of the respondents are undecided, 51.4% of the respondents agree, while 27.0% of the respondents strongly agree that they are affected by school activities and busy schedule. The implication of this is that 51.4% of the respondents agree that school activities and busy schedule affects them from listen to radio.

The third item in the table indicated that 9.5% of the respondents strongly disagree that they are affected by commercial break, 6.4% of the respondents disagrees, 12.1% of the respondents are undecided, 36% of respondents agree, while 36% of the respondents strongly agree that they are affected by commercial break. This implies that 36% of the respondents strongly agree and agree that they are affected by commercial break.

Test of hypotheses

H₀: The extent to which students listen to radio programmes is not dependent on gender.

Result of the chi-square test revealed that $X^2 (2, N=389) = 215.2, p < 0.00$, where tab value = 5.775, the alternate hypothesis was accepted, meaning that the extent to which students listen to radio programmes is dependent on gender.

H₀: Students listenership to radio programme is not dependent on the type of programme aired

Result of the chi-square test revealed that $X^2 (4, N=389) = 253.6, p < 0.00$, where tab value = 9.775, the alternate hypothesis was accepted, meaning that students' listenership to radio programme is dependent on the type of programme aired.

Discussion of Finding

The Regularity to which Students Listen to Radio Programme

Findings to research question one revealed that 63% of the respondents listen to radio often while 18% of the respondents listen to radio programmes very often. The findings of the interview conducted reveal that majority of the respondents listen to radio regularly. This implies that majority of the respondents often listen to radio programmes. This is against the backdrop that over 90% of the respondents listen to radio programmes.

The findings of this study are corroborated by that of Mogambi (2016) which revealed that students of University of Nairobi listen to radio. Also, Ajaebu (2015) found that majority of students have access to radio but have stations they prefer listening to. Equally, Edehoh, Asemah and Nwammuo (2013) revealed that rural women in Anambra State listen to radio. This implies that people do listen to radio. In the case of this study, findings revealed that over 60% of students listen to radio often.

Types of Programme Students of Imo State University Prefer Listening to

Findings to research question two revealed that over 70% of the respondents prefer listening to news programmes, short drama and educational programmes on radio. Findings of the interview revealed that majority of the respondents listen to news, musical and entertainment programmes.

Supporting the finding of this study, Edegoh, Asemah and Nwammuo (2013) revealed that rural women in Anambra State listen to radio and that the programmes that interest most are health related and agricultural programmes. The implication of this finding is that respondents prefer news programmes, short drama and other programmes that are meant to educate the populace.

When and Where Students Listen to Radio Programmes

Analysis to research question three revealed that 53.2% of the respondents prefer listening to radio while at home, whereas, 63% of the respondents said their preferred time of listening to radio was in the morning hours. Result of the interview conducted revealed that majority of the respondents listen to radio in the evening/night and during the morning period. It was also revealed that majority of the students listen to radio while at home.

The findings of this study are corroborated by that of Mogambi (2016) which revealed that students have easy access to radio through their mobile phones, the vehicles they travel to and from campus, at home and in their neighbourhoods. The reception theory advocated by Hans-Robert Jauss (1960) supports the fact that the meaning and satisfaction derived from media content is dependent on the time and place of the exposure to such media content. This shows how important time and place are to media consumption. Edegoh, Asemah and Nwammuo (2013) found that most of the students listen to radio in the morning and late evenings.

The implication of this findings is that the respondents prefer listening to radio in the morning hours when they are at home and not necessarily in the hosted. It is important to note that IMSU do not have active hostels for student, so most of the students go to school from their parent houses (home).

Reason Why Imo State University Students Listen to Radio Programmes

Findings to research question four revealed that over 50% of the respondents listen to radio to be well informed, get entertained and overcome boredom. Findings from interview conducted revealed that majority of the respondents listen to radio to be informed, kill boredom and for relaxation. This is against the backdrop that they said that radio is easily accessible.

The findings of this study are supported by the uses and gratification theory which holds that people use the media (radio) to satisfy their various need. It could be the need for relaxation, kill boredom or get informed. Also, the play theory by William Stephenson holds that people (students) use the media (radio) to escape from the world of reality into the world of fantasy. This means that people use the media for their own satisfaction.

This implies that students listen to radio to get well informed on topical issues making the news, especially when they want to overcome boredom. They also listen to radio programmes in order to get entertained.

The Gratification Derived from Listening to Radio Programmes by Imo State University Students

Findings to research question five revealed that over 50% of the students agree that listening to radio programmes makes them happy and satisfied, and that it also adds to their wealth of knowledge. Finding from the interview conducted revealed that majority of the respondents feel relaxed and well informed after listening to radio programmes.

The findings of this study were corroborated with that of Palmer and Abdella (1999) which revealed that in Burundi the level of satisfaction with the programme is usually higher among

the intended group of audience, which means that younger youth were more satisfied with programmes such as Sangwe. Similarly, the study conducted by Saputra and Noor (2013) revealed that listenership of students and that teachers should encourage students to listen to media messages and pod cast. The implication of this findings is that listening to radio increase the knowledge base of student and also aid in increasing their happiness.

Environmental Factors Affecting Imo State University Students Listenership to Radio

Findings to research question six revealed that 51.4% of the students are affected by school activities and the busy schedule of school calendar in their listenership to radio programme, while 45.5% of the students are affected by the quality of signals/transmission which prevent them from listening to their favourite programmes and stations. Interview result revealed that majority of the respondents were affected by poor power supply and poor reception/signal in their listenership to radio programmes.

This finding is supported by the media dependency theory which Defleur and Ball-Rokeach (1976) described as having content, nature of society and audience behaviour. In most cases, the nature of the academic calendar/activities affects the students' behaviour of when to listen to radio programme.

The implication of these findings is that students find it difficult to listen to their favourite station and programme due to distance/signal quality, as well as busy school activities.

Result of the chi-square test revealed that $X^2 (2, N=389) = 215.2, p < 0.00$, where tab value = 5.775, the alternate hypothesis was accepted, meaning that the regularity to which students listen to radio programmes is dependent on gender. This means that being a male gender or female gender has a lot to do with how often one listens to radio programmes. There are programmes that are feminine inclined than masculine and vice versa. Also, result of the chi-square test revealed that $X^2 (4, N=389) = 253.6, p < 0.00$, where tab value = 9.775, the alternate hypothesis was accepted, meaning that students' listenership to radio programme is dependent on the type of programme aired. It also means that students will prefer to listen to radio when their favourite programme is aired than when programmes they do not like is aired.

Conclusion

Given that over 80% of the students studied listen to radio programmes often, it is safe to conclude that the level of radio listenership among Imo State University students is high. More students listen to radio, not minding the development and spread of Internet based smart phones and myriad of social media platforms.

Considering also that 63% of the students prefer listening to radio programmes in the morning and evening/night, the researcher concludes that students listen to radio programmes when it will not conflict with their academic activities for the day, owing to the fact that school activities formally starts by 8.00am and end by 4.00pm. This means that students try not to allow their desire for relaxation and information to conflict with their academic pursuit.

Recommendations

The researchers made the following recommendations:

1. Considering the fact that over 80% of the respondents often listen to radio programmes, it is recommended that more students should listen to radio in order to benefit from the myriad of programmes aired by these radio stations.

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

References

- Ajaegbu, O. O., Akintayo, B. J. & Akinjiyan, M. M. (2015). Radio listening habits among university students and their attitude towards programmes (A study of Redeemers University students). *Research on Humanities and Social Sciences*. Vol.5, No.12, 2.
- Alasuutari, P. (1999). *Cultural images of the media*. London: Sage.
- Arantola, H. (2002). Relationship drivers in providers – consumer relationship: Empirical studies of customer loyalty programs. Retrieved April 30, from <http://helda.helsinki.fi/bitstream/handle/10227/85/111-951-555-761-5.pdf?sequence=2>.
- Communication Theory (2018). Play theory. Retrieved June 2018, from <https://www.communicationtheory.org/play-theory>.
- Edegoh, L. O., Asemah, E. S. & Nwammuo, A. N. (2013). Radio listening habit of rural women in Idemili South Local Government Area of Anambra State, Nigeria. *Journal of Humanities and Social Science (IOSR-JHSS)* Volume 15, Issue 5 (Sep. - Oct. 2013), pp. 21-26 Retrieved from <http://www.iosrjournals.org/iosr-jhss/papers/Vol15-issue5/D01552126.pdf>
- George, W. & Gathigi, W. G. (2009). Radio listening habits among rural audience: An ethnographic study of Kieni West Division in Central Kenya. Retrieved June 2018, from https://etd.ohiolink.edu/!etd.send_file?accession=ohiou1249668973&disposition=inline.

- Hexron, M. H. (2016). Media preferences and uses: Radio listening habits among students in Kenya. *International journal of humanities and cultural studies*. Volume 2 Issue 4 March 2016.
- Hill, L. (1951). The theory of Listener-Sponsored Radio. Retrieved June 2018, from <http://www.hourwolf.com/listenersponsored.html>.
- Ismaila, D. M. (2013). *Youth radio listening habits and station preferences in Nigeria*. Lagos: John West Publications Limited.
- McLeish, R. (2005). *Radio production*. Oxford: Focal Press, Linacre House, Jordan Hill.
- McQuail, D. (1994). *Media performance; Mass communication and the public interest*. London: Sage.
- Naija (2018). Brief history of radio in Nigeria. Retrieved August 2018, from <https://www.naija.ng/1147009-breif-hstory-radio-nigeria.html>.
- Odetoyinbo, A. (1998). *Principles of mass communication*. Ogun: Jedidiah Publisher.
- Onabajo, S. (1999). *Essentials of broadcast writing and production*. Lagos: Gabi Concept Ltd.
- Onyebuchi, C. A. (2013). *Consumer perception of GSM services in South East, Nigeria*. Doctoral dissertation, unpublished. University of Nigeria, Nsukka.
- Saputra, J. B. & Noor, M. (2013). The comparison of listening achievement using media podcast with media audio-visual at different listening habit at the students of SmaCatur Sakti year academic 2012/2013. Retrieved April 2013, from https://r.search.yahoo.com/_ylt=A0geKeQZCohboK0AvbhXNy0A;_ylu=X3oDMTEyaDM4Z2dkBGNvbG8DYmYxBHBvcwMxBHZ0aWQDQjQ4NNfMQRzZWMDc3I/RV=2/RE=1535670938/RO=10/RU=http%3a%2f%2ffkip.ummetro.ac.id%2fjournal%2findex.php%2fenglish%2farticle%2fdownload%2f1091%2f771/RK=2/RS=K11Eevl14mTYafF7gRqFQb0h2h4-