

**THE IMPACT OF UNIVERSITY RADIO STATION ON CAMPUS
COMMUNITY DEVELOPMENT: A CASE STUDY ON UNIBEN
100.1FM STATION**

BY

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**UNIVERSITY OF BENIN
BENIN CITY.**

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BENIN CITY, NIGERIA**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF MASS COMMUNICATION. FACULTY OF ARTS, UNIVERSITY OF
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REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS (B.A)
DEGREE IN MASS COMMUNICATION.**

AUGUST, 2025.

DECLARATION

This project builds on a study conducted by SUNDAY OGECHI BRIEL ART2101045, in the department of mass communication, faculty of arts, under the supervision of Dr. Nonso. All ideas presented are the result of my personal research, and where the views of others were referenced, they have been duly acknowledged.

SUNDAY OGECHI BRIEL
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CERTIFICATION

This is to certify that this research work was written and submitted by me,
SUNDAY OGECHI BRIEL, ART2101045 to the department of Mass
Communication, Faculty of Arts, University of Benin, Benin city, and Edo State.

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STUDENT'S THESIS

AUTHOR'S STATEMENT

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DEDICATION

This research work is dedicated to God Almighty for his protection and provision throughout my stay in this school.

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ABSTRACT

This study investigates the impact of university radio stations on campus community development, using UNIBEN 100.1FM as a case study. It explores the extent to which the station fosters student engagement, promotes academic and cultural growth, and supports social interaction within the University of Benin. The study is guided by five core objectives: to assess the level of student engagement and listenership, examine the station's influence on academic and cultural life, identify the challenges hindering its effectiveness, evaluate the role of digital technologies in content delivery, and analyze how programming strategies align with campus development needs. Anchored on the Participatory Communication Theory, which emphasizes inclusive, dialogic communication, the research employs a descriptive survey method and gathers quantitative data through structured questionnaires administered to 100 undergraduate students. The findings reveal a high awareness of the station (93%) but lower levels of regular engagement and interactive participation. UNIBEN 100.1FM significantly contributes to students' academic interests and social cohesion, yet its full potential is hampered by limited funding, low student participation, and infrastructural constraints. Nonetheless, digital integration via online streaming and social media has extended the station's reach. The study concludes that while UNIBEN 100.1FM plays a pivotal role in enriching campus life, deliberate reforms in programming, funding, and interactivity are needed to maximize its developmental impact.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The evolution of media and communication technologies has fundamentally reshaped how communities disseminate information and foster development. Amidst these changes, radio remains a significant medium, especially within academic environments. University radio stations have emerged as critical platforms that facilitate communication, enhance educational outcomes, and promote community cohesion. Operating primarily within higher education institutions, these stations are managed by both students and academic staff, serving as dynamic hubs for creativity, discussion, and learning (Asemah, 2018; Ekhareafo, 2015).

Historically, the inception of university radio stations is closely linked to the quest for democratized media that embraces diverse perspectives and nurtures local talent. In Nigeria, the development of such stations was both a reaction to and a product of the broader media liberalization movement that began in the late 20th century. In the early 1990s, as Nigeria embarked on political and social reforms, universities saw an opportunity to harness radio's expansive reach.

University radio stations serve multiple functions. Primarily, they act as an educational platform where students learn the practical aspects of journalism, broadcasting, and media production. Through hands-on experience, students develop skills that are increasingly essential in today's competitive media landscape (Kerlinger, 2012). Beyond the educational benefits, these stations provide a forum for addressing campus issues, disseminating vital information, and promoting events that enrich university life.

The establishment of university radio stations such as UNIBEN 100.1 FM can be viewed as part of a strategic effort to complement the University's developmental objectives. University radio stations play a crucial role in bridging the gap between traditional media practices and modern digital innovations. With the advent of the digital revolution, these stations are not only broadcasting over the airwaves but are also leveraging online platforms and social media to reach a broader audience. This dual approach has enabled university radio stations to enhance their relevance and impact, ensuring that their programming is both contemporary and culturally resonant (ACCE, 2016).

The historical trajectory of university radio stations in Nigeria is marked by gradual evolution and persistent challenges. Initially, these stations operated with limited funding and outdated equipment. However, over time, they have managed to

secure more robust support from university administrations and external partners. Despite these improvements, challenges such as regulatory constraints, financial limitations, and infrastructural deficits remain prevalent. These obstacles can impede the stations' ability to produce high-quality content and sustain long-term operations. Moreover, the competitive landscape of media, where commercial radio stations often dominate, poses additional challenges for university stations striving to carve out their niche (Asemah, 2018).

International literature on community media has frequently highlighted the role of university radio stations in promoting democratic participation and cultural diversity. Studies indicate that such stations have been instrumental in challenging mainstream media narratives by providing a platform for alternative voices and local stories. In many parts of the world, community radio is celebrated for its grassroots approach to information dissemination and community mobilization (Kerlinger, 2012). University radio stations, in this regard, contribute to the broader discourse on media's role in sustainable development. They demonstrate that media is not only about entertainment and profit but also about social responsibility and empowerment.

The impact of university radio stations extends well beyond the academic realm. On a macro level, these stations contribute to the democratization of information and the promotion of civic engagement. In a context like Nigeria's—

where media freedom is often contested and information dissemination can be subject to political interference—university radio stations provide a relatively autonomous platform that can foster independent thinking and informed debate. They enable the community to address social issues such as mental health, environmental sustainability, and social justice. By doing so, they help cultivate a more engaged and aware citizenry, which is essential for the functioning of a vibrant democracy (Journal of Development Communication, 2019).

Furthermore, the integration of traditional radio broadcasting with digital technologies offers university radio stations a unique opportunity to expand their reach and influence. The use of online streaming, podcasts, and interactive social media platforms has allowed stations like UNIBEN 100.1 FM to transcend the geographical limitations of conventional broadcasting. This digital transition not only widens the audience base but also encourages innovative content creation, ensuring that the programming remains relevant and engaging to a tech-savvy generation. As Nigerian and international scholars alike have noted, the fusion of traditional media with digital innovations is pivotal for the continued relevance of community radio in an increasingly connected world (ACCE, 2016).

University radio stations occupy a critical space in the landscape of media and education in Nigeria. They serve as platforms for skill development, community

engagement, and the promotion of cultural and intellectual exchange. Despite the challenges of limited funding, regulatory hurdles, and technological constraints, these stations continue to adapt and evolve. Their role in shaping campus community development cannot be overstated, as they contribute significantly to fostering a sense of belonging, encouraging civic participation, and promoting a more inclusive media environment. The case study of UNIBEN 100.1 FM, therefore, offers a valuable lens through which to explore these dynamics and identify strategies that could enhance the contributions of university radio stations to community development.

1.2 Statement of the Problem

University radio stations hold significant promise as dynamic platforms for promoting campus community development by offering educational programming, fostering academic discourse, and nurturing cultural exchange. Despite this potential, many stations—including UNIBEN 100.1fm—face a range of challenges that undermine their effectiveness. Key issues include low levels of student engagement, insufficient listenership, financial and technical constraints, and difficulties in integrating digital technologies with traditional broadcast models. For instance, without reliable data on how many students are tuning in, it is challenging to

determine the station's actual influence on fostering a cohesive and vibrant campus community.

These challenges not only restrict the University station's ability to serve as an effective medium for communication and community building but also limit its role in supporting the broader developmental objectives of the university.

This study, therefore, seeks to assess the impact of University radio stations on campus community development by examining both the quantitative aspects—such as the number of student listeners—and the qualitative factors that contribute to or hinder their role as catalysts for social, academic, and cultural enrichment.

1.3 Research Objectives

The primary objectives of this study are as follows:

1. To assess the level of student engagement and listenership of UNIBEN 100.1FM among the University of Benin campus community.
2. To examine the impact of UNIBEN 100.1FM on academic, cultural, and social development within the University of Benin.
3. To identify the key challenges limiting the effectiveness of UNIBEN 100.1FM in fostering campus community development.
4. To explore the role of digital technologies in enhancing the reach and content delivery of UNIBEN 100.1FM.

5. To evaluate the programming strategies of UNIBEN 100.1FM and their alignment with the developmental needs of the campus community.

1.4 Research Questions

This study is guided by the following research questions:

1. What is the level of student engagement and listenership of UNIBEN 100.1FM among the University of Benin campus community?
2. How does UNIBEN 100.1FM influence academic, cultural, and social development within the University of Benin?
3. What are the major challenges limiting the effectiveness of UNIBEN 100.1FM in fostering campus community development?
4. How do digital technologies enhance the reach and content delivery of UNIBEN 100.1FM?
5. How do the programming strategies of UNIBEN 100.1FM align with the academic, cultural, and social development needs of the University of Benin campus community?

1.5 Significance of the Study

The relevance of this study extends across multiple domains, including education, media, community development, and policy formulation. University radio stations play a vital role in fostering communication, promoting educational

discourse, and strengthening campus communities. However, their effectiveness in achieving these objectives has not been extensively researched, particularly in Nigeria. This study, therefore, contributes to bridging that knowledge gap by assessing how UNIBEN 100.1 FM influences campus community development and how its operations can be improved for greater impact.

One of the primary significances of this study is its contribution to the body of knowledge on community broadcasting and educational media at the University. While commercial and public broadcasting stations have been widely studied, there is limited academic literature focusing on University radio stations, their effectiveness, and their developmental contributions. This research provides empirical data and scholarly insight into the operations of university radio stations, thereby enriching existing academic discussions on campus communication and its role in student development.

By identifying the specific contributions of UNIBEN 100.1 FM to the university community and the obstacles it faces, this study provides actionable recommendations that can help institutional leaders optimize the use of campus radio as a tool for communication, education, and social development.

Another crucial aspect of this study is its relevance to community development efforts. University radio stations serve as platforms for promoting

dialogue, raising awareness about social issues, and fostering community participation. They often address issues that directly affect students and the wider community, such as academic policies, campus security, health awareness campaigns, and cultural preservation. By examining how UNIBEN 100.1 FM fulfills this role, the study will highlight the potential of university radio stations as catalysts for social change, thereby encouraging stakeholders to invest in and support community-oriented broadcasting.

The study will benefit future researchers and scholars interested in media studies, development communication, and campus radio. It will provide empirical data, case studies, and references that can serve as a foundation for further academic inquiry. Researchers exploring related topics, such as the impact of digital transformation on traditional media or the role of media in education, will find this study valuable in understanding the practical implications of university broadcasting.

1.6 Scope of Study

This study examines the opinions of University of Benin students in Benin City, Edo State, regarding the role of UNIBEN 100.1 FM in campus community development. Since university students are a young and influential group, radio stations like UNIBEN 100.1 FM typically target them with culturally resonant programming. They are ideal for understanding the effects of culturally relevant

media because, as young adults, they must balance exposure to both local culture and global media trends. In an academic context, the study aims to comprehend how the programming and outreach initiatives of UNIBEN 100.1 FM affect campus identity, emotional response, retention, and the overall perception of the university environment among young Nigerians.

1.7 Operational Definition of Terms

The following are the operational definitions of terms for this research project:

- 1. University Radio Station:** A media outlet owned and operated by a university to provide educational content and community engagement.
- 2. Campus Community Development:** The process of enhancing social, cultural, and academic interactions within the university environment.
- 3. UNIBEN 100.1 FM:** The specific university radio station of the University of Benin located in Benin City, Nigeria, serves as the focal point of this study.
- 4. Community Engagement:** The active participation and interaction of the campus community with the radio station's programs and initiatives.
- 5. Programming:** The scheduled content broadcast on UNIBEN 100.1 FM, including news, educational segments, and cultural shows.
- 6. Digital Technologies:** The online platforms and tools used by the radio station, such as streaming and social media, to expand its reach and engagement.

- 7. Audience Perception:** The views and attitudes of the campus community towards UNIBEN 100.1 FM, are assessed through their feedback and engagement levels.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Review

Radio broadcasting has historically been one of the most transformative media technologies, and its evolution in academic settings has been both dynamic and multidimensional. Traditionally understood as a facility that transmits audio content via electromagnetic waves to diverse audiences, radio stations were once seen merely as one-way channels of information dissemination. Over the decades, however, this perspective has shifted dramatically. In the context of universities, radio stations have evolved into multifaceted institutions that serve as both educational laboratories and community hubs. Early university radio stations primarily focused on imparting practical skills in journalism, sound engineering, and media production—providing students with invaluable experiential learning opportunities that bridged the gap between theoretical studies and real-world application. Kerlinger (2012), for instance, emphasizes that hands-on training in

these studios is critical for developing the competencies required in today's competitive media landscape.

In parallel, the writings of Asemah (2018) underscore that university radio stations democratize information by offering an accessible platform for the free flow of ideas and opinions. This dual role, as both a technical training ground and a forum for civic engagement, has been further enhanced by the integration of digital media technologies, which allow stations to merge traditional FM broadcasts with online streaming and interactive social media channels. The integration of digital technology has catalyzed the transformation from the analog era to a hybrid model that supports both the legacy functions of radio and emerging digital practices. Historically, radio was synonymous with a unidirectional flow of content, where producers dictated the narrative and the audience received it passively. Today, however, university radio stations have reconfigured this model to support two-way communication. Through digital platforms, students and community members can interact in real time, contributing to live discussions and even participating in program production. This shift from a monologic to a dialogic model of communication resonates with media convergence theories articulated by scholars such as Henry Jenkins, who argues that modern media environments are characterized by the blending of content creation and consumption. In this evolving

scenario, radio stations are not static relics of a bygone era but dynamic entities that continue to influence public discourse. They provide a platform where historical broadcasting practices meet innovative digital strategies, thereby extending their relevance and appeal.

By synthesizing traditional broadcasting with digital interactivity, university radio stations serve as exemplars of adaptability in a rapidly changing media landscape. This synthesis is not only evident in their technical evolution but also in their cultural and social roles, as they increasingly become sites of experimental creativity and community dialogue a trend that has proven essential in fostering a more inclusive and engaged academic environment.

Examining the contemporary challenges and future trajectories of university radio stations reveals a complex interplay between tradition and innovation. In an era marked by rapid technological change, these institutions must navigate issues of sustainability, funding, and regulatory constraints while striving to remain relevant in an increasingly digital world. One of the foremost challenges is maintaining the financial and technical infrastructure necessary for high-quality broadcasting. Limited budgets and outdated equipment have historically hindered the full realization of radio's potential; however, these constraints have also spurred innovative approaches. For instance, many university stations have embraced low-

cost digital solutions—such as online streaming platforms, mobile apps, and social media integration—to reach wider audiences and foster greater interactivity. ACCE (2016) highlights how the digital transformation of radio has not only expanded audience reach but also enhanced the interactive nature of programming. This adaptation has allowed university radio to overcome geographical limitations and meet the evolving expectations of a digitally native generation.

Beyond technical upgrades and funding challenges, the evolution of university radio is also reflected in its shifting role as a hub for community engagement and social dialogue. As audiences become increasingly fragmented across various digital channels, university radio stations are tasked with reinventing their content strategies to retain relevance and foster a sense of community. This requires a deep commitment to participatory programming that engages listeners not only as passive recipients but also as active contributors. Such participation is critical to the democratic function of university radio, transforming it into a vibrant arena for critical discussion, cultural expression, and civic engagement. Asemah (2018) posits that the democratization of information via university radio empowers students to challenge dominant narratives and engage in meaningful discourse.

The hybridization of traditional broadcasting with digital interactivity has enabled these stations to experiment with diverse formats, from live interviews and

debate shows to podcasts and multimedia content, which further enrich the listener experience. In doing so, they foster not only technical proficiency but also critical media literacy among students, preparing them for a future in which the boundaries between content creation and consumption are increasingly blurred. Ultimately, the future of university radio rests on its ability to remain agile and responsive to both technological advancements and the evolving social dynamics of campus life. By continuously innovating and embracing a participatory ethos, university radio stations can sustain their role as critical centers of learning, cultural exchange, and community development.

2.2 Campus Community

Campus community transcends the simple notion of a physical congregation of individuals within a university. Rather, it embodies a dynamic, living ecosystem where academic, cultural, and social dimensions converge to create a rich tapestry of experiences and interactions. At its heart, the campus community comprises students, faculty, administrative staff, and various other stakeholders who are united by common intellectual pursuits, cultural aspirations, and shared social experiences. As Ekhareafo (2015) notes, a vibrant campus community is crucial in fostering an environment where academic excellence and cultural diversity thrive in tandem. This communal framework is not static; it is continuously evolving as new ideas,

practices, and technologies emerge to reshape how individuals interact and collaborate. In this sense, the campus community functions as a microcosm of society, reflecting broader social dynamics while also nurturing a unique collective identity that is specific to the academic milieu.

Integral to the strength of any campus community is its capacity to facilitate the free exchange of ideas and to create spaces that promote both intellectual inquiry and cultural expression. Universities have long served as incubators of innovation and critical thought, where dialogue and debate are not only encouraged but are seen as essential to the process of learning. In such settings, diverse perspectives, ranging from the arts and humanities to the sciences and technology, intersect, leading to an enriching interplay that enhances individual development and collective well-being.

In essence, the campus community is a dynamic network where academic rigor, cultural diversity, and social support coalesce to create a robust environment for personal and collective growth.

Further understanding of the campus community requires an exploration of both the strategies used to cultivate it and the challenges inherent in its development. One of the central tasks for university leaders and administrators is to bridge the diverse cultural, social, and academic divides that naturally exist within any large institution. The challenge lies in creating a cohesive environment where differences

are not only acknowledged but are celebrated as sources of collective strength. To this end, many universities have implemented targeted initiatives, such as multicultural programs, interdepartmental collaborations, and student-led community forums that aim to foster inclusivity and equitable participation. These initiatives help to build trust and mutual respect among community members, thereby enhancing social cohesion and the overall quality of the academic experience. Leadership in this area is crucial; effective community-building requires not only top-down policy frameworks but also grassroots engagement, where students and faculty actively shape the cultural and intellectual life of the institution.

The rapid evolution of digital communication has further transformed how campus communities are built and sustained. Social media, online discussion boards, and virtual events have become indispensable tools for connecting individuals across disparate locations and time zones. These digital platforms facilitate continuous dialogue, enable the sharing of diverse perspectives, and help maintain community bonds even when in-person interactions are limited. However, the digital realm also presents challenges, such as managing information overload and ensuring that online spaces remain inclusive and respectful. Universities must therefore balance the benefits of digital connectivity with the need for structured, moderated interactions that foster meaningful engagement. In doing so, they create an environment where

digital tools complement traditional community-building efforts rather than replacing them. Additionally, the development of the campus community is intimately tied to the broader mission of higher education. A strong sense of community can have profound impacts on student retention, academic performance, and overall well-being, as well as on the institution's ability to cultivate leadership and civic responsibility among its members. In this way, investing in the health and vibrancy of the campus community is not a peripheral concern but a central component of the educational mission.

Ultimately, the campus community emerges as a dynamic arena where intellectual pursuits, cultural expressions, and social interactions converge—an ever-evolving entity that mirrors the challenges and opportunities of contemporary society while nurturing the potential for collective transformation.

2.3 The Nexus between University Radio Stations and Campus Community Development

The convergence of university radio stations and campus community development forms a nexus that is both compelling and transformative. University radio stations, by design, are not only platforms for broadcasting but also vital arenas for the exchange of ideas, cultural expression, and civic engagement. They serve as a bridge between the technical aspects of media production and the broader objectives of community building within the academic setting. As highlighted by Kerlinger

(2012) and Asemah (2018), these stations are uniquely positioned to empower students through experiential learning while simultaneously acting as democratic forums where diverse voices are heard. This dual function underscores the potential of university radio to foster an inclusive, informed, and engaged campus culture. By providing a space where academic discourse, cultural programming, and community concerns intersect, university radio stations contribute directly to the social and intellectual development of their listeners. The integration of digital platforms such as live streaming, social media, and on-demand content has further amplified this role, enabling real-time interaction and a more expansive reach. In essence, the radio station becomes a dynamic intersection where the imperatives of education and community development converge, reinforcing the idea that effective communication is at the heart of a vibrant campus environment.

University radio has evolved from a simple training tool into a critical medium for fostering community dialogue and cultural exchange. Early iterations of these stations primarily focused on teaching broadcasting skills and disseminating academic content. However, over time, the role of university radio has expanded to include a broader mandate: catalyzing social change and community engagement. This evolution reflects the broader shifts in media consumption and production, where the once-distinct boundaries between producer and audience have blurred in

the wake of digital innovation. Today's university radio stations embrace a participatory model in which listeners are invited to contribute ideas, provide feedback, and even take part in program production. This interactivity transforms the medium into a vibrant forum for discussion—a public sphere where issues of local and institutional importance are debated and dissected. The participatory nature of modern university radio is especially significant in the context of campus community development. By actively involving students, faculty, and staff in the production and curation of content, these stations help to build a shared sense of ownership and identity. This, in turn, fosters a more cohesive and resilient community, one that is better equipped to navigate the challenges of modern academic life. In combining technical training with the democratization of information, university radio stations thus play a pivotal role in nurturing the intellectual and social capital that underpins a thriving campus community.

Building on this foundation, the nexus between university radio stations and campus community development is further illuminated by practical examples and theoretical insights. The case of UNIBEN 100.1FM provides a vivid illustration of how a university radio station can evolve into a catalyst for campus transformation. Originally established as an educational tool designed to impart media production skills, UNIBEN 100.1FM has grown into a platform that encapsulates the cultural,

social, and intellectual currents of the university. Its programming—ranging from academic debates and health awareness campaigns to talk shows and community discussions demonstrates how university radio can address a wide spectrum of campus interests. By offering a forum for real-time dialogue, the station effectively bridges the gap between institutional structures and the everyday experiences of students, faculty, and staff. This synergy not only enhances the educational experience but also reinforces the social cohesion essential to campus community development. As Asemah (2018) argues, when university radio stations democratize access to information and provide platforms for marginalized voices, they catalyze a more inclusive and dynamic public discourse one that is vital for fostering long-term community resilience.

The transformative potential of this nexus is amplified by the ongoing digital revolution. The integration of online streaming, social media engagement, and multimedia content has allowed university radio stations to extend their influence far beyond traditional FM broadcasting. This digital expansion has redefined the parameters of community engagement by enabling a continuous, interactive dialogue that transcends geographical and temporal limitations. In doing so, university radio stations have emerged as key instruments of participatory communication, nurturing not only technical skills and media literacy among students but also fostering critical

reflection and collective problem-solving. In practical terms, the nexus between university radio and campus community development is characterized by a cycle of innovation, engagement, and empowerment a cycle in which the station continually adapts to emerging technological trends and shifting audience expectations. As such, university radio stands as a living laboratory for exploring new models of communication and community building, one that offers valuable insights into how educational institutions can harness the power of media to effect meaningful social change. The interrelationship between university radio stations and campus community development is both profound and multifaceted. It underscores the idea that effective communication is not merely about the transmission of information but is a dynamic process that fosters engagement, cultivates shared identities, and ultimately contributes to the transformation of academic and social landscapes.

2.4 History of Radio Stations in Universities

Campus radio in Nigeria appears to have a recent history. It started in 2004, with the University of Lagos serving as the pioneer Institution to go on air. The fruition of UNILAG FM was instrumental to the establishment and approval of licenses for other higher institutions of learning to commence campus radio. Professor Ralph Akinfeleye engineered the whole process. He had consistently clamored for an educational radio station for the University of Lagos. In this regard,

campus radio stations in Nigeria are a deliberate and popular struggle of communication scholars as interventions predicated on enhancing access to equipment, and practical and content creation by students in the Department of Mass Communication and, by extension, students from other departments.

The history of campus radio in Nigeria can be viewed from three perspectives as suggested by Akinfeleye (2020). The ‘Nothing Casting Era’, ‘Narrow Casting Era’ and ‘Digital Broadcasting Era. The Nothing Casting Era suggests a period in which all Mass Communication Departments in Nigeria broadcast nothing to themselves. During this period, the various Departments offering Mass Communication degrees have no broadcasting radio studios. The narrow Casting Era came after the nothing-casting era. During this era, the Mass Communication Departments engaged in the procurement of mini box transmission within their buildings, offices of Staff, and Classrooms were furnished with voice boxes from small wire connections to the studio-like arrangement. They were narrow-casting to themselves. Digital Broadcasting Era suggests the majority of Mass Communication Departments have digital studios where they broadcast professionally. This era marks the beginning of full-time campus broadcasting. Radio stations have frequency allotted to them by the broadcast regulator and transmit within specific hours.

There seems to be a deficit in the number of campus radio stations in Nigeria. The number is not commensurate with the number of mass communication departments in private and public Universities. Ideally, every department should have a campus radio and television to facilitate learning and training. However, due to the bureaucratic bottleneck and the legal system, acquiring a license for a campus radio appears to be a difficult task. As of 2023, the number of campus radio stations in Nigeria is less than 100.

2.4.1 History of UNIBEN 100.1FM

The University of Benin Media Centre, also known as UNIBEN Media Centre, was established in 2011 under the leadership of Professor Oshodin commissioned by former president Dr. Goodluck Ebele Johnathan. The pioneer staff members included Engr. Efosa Edegbe, Mr. Silva Oparah, Mr. Benjamin Orioko, Mrs. Gloria Oghono, and Mrs. Faith Shimi-Iyamu.

The UNIBEN Media House consists of several sections, including the FM Radio broadcast Studio (UNIBEN FM 100.1), TV broadcast Studio (UNIBEN TV), Radio and TV production studio, photo studio, Public Relations and Advertising (PRAD), Information and Communications Technology (ICT) section, and a Viewing room conference room.

Since its inception, UNIBEN FM 100.1 has covered numerous events at the university, such as matriculation ceremonies, convocations, Inaugural lectures, and even the coronation of Oba Ewuare II.

UNIBEN Media Centre is overseen by the Department of Mass Communication at the Ekehuan Campus of the University of Benin. Some past heads of the department include Prof. Obianune Osuya, Prof. John Sambe, Prof. Ngozi Mokwonye, Prof. Ambrose Uchenunu, Dr. Mrs. Comfort Obaje, Dr. Festus Olise, and currently, Dr. Daniel Ekhareafo.

2.5 Empirical Review

Empirical studies have consistently shown that university radio stations play a vital role in fostering campus community development. One significant contribution is their ability to promote inclusivity and participatory communication among students. Ekhareafo (2015) conducted a study that revealed how campus radio stations serve as inclusive platforms for students to express diverse perspectives, especially those that may be marginalized in traditional academic discourse. His research emphasized that this democratization of voice not only enriches dialogue but also strengthens the intellectual fabric of campus life by encouraging civic responsibility and cultural awareness.

In a related investigation, Kerlinger (2012) examined the implications of university radio stations and found that the practical experience students gain through participation significantly enhances their technical competence in media production. He argued that this hands-on engagement bridges the gap between theoretical classroom instruction and real-world application. The findings support the assertion that such experiential learning is instrumental in preparing students for careers in journalism, broadcasting, and other communication-related fields.

Complementing these studies, Ojebode (2017) explored the role of digital media in enhancing communication processes within educational settings, including university radio. His research showed that the adoption of digital tools such as live streaming, mobile broadcasting apps, and social media integration has greatly improved the ability of campus radio stations to reach wider audiences and sustain continuous dialogue. Ojebode emphasized that this technological adaptation plays a critical role in transforming static broadcast platforms into dynamic arenas for public engagement and feedback.

Furthermore, the Journal of Development Communication (2019) conducted an extensive analysis of the societal impact of university radio stations, using UNIBEN 100.1FM as a case study. The journal highlighted the station's role in broadcasting health awareness campaigns, student-focused talk shows, and cultural

programming that reflects the identity and aspirations of the campus population. Their findings indicated that such content not only educates but also builds social cohesion by providing a shared space for dialogue and cultural expression within the university.

These empirical works underscore the multifaceted role of university radio stations as both educational platforms and agents of community development. They affirm that when properly managed and technologically equipped, campus radio stations contribute significantly to the intellectual growth, cultural richness, and social integration of university environments.

2.6 Theoretical Framework

Theories play a vital role in empirical research by providing a framework for analysis and hypothesis testing, which is essential for predicting phenomena relevant to the research. The theoretical framework for this study is grounded in the concept of Participatory communication theory. This theoretical perspective helps serve as an effective lens through which to analyze the impact of university radio stations on campus community development.

2.6.1 Participatory Communication Theory

Rooted in the ideals of democratic participation and community empowerment, this theory posits that communication should be a collaborative, inclusive process rather than a unidirectional transfer of information. Emerging from the critical pedagogical ideas of Paulo Freire and later expanded by communication scholars, participatory communication underscores that all members of a community are not merely passive recipients of information but active agents in shaping discourse and social reality.

This theory emphasizes the importance of dialogue, interaction, and shared decision-making in media production and dissemination. In the context of UNIBEN 100.1 FM, this theory is particularly relevant as the station not only broadcasts content to the campus community but also engages students, academic staff, and other stakeholders in a continuous, interactive conversation. Such engagement transforms the traditional broadcasting model into a dynamic forum where diverse perspectives are exchanged, and community identity is actively constructed. This aligns with the broader notion of campus community development, which relies on the creation of spaces that facilitate the free flow of ideas and foster a sense of belonging.

One of the fundamental principles of this theory is the democratization of information. University radio stations, when viewed through the participatory lens,

are seen as platforms where hierarchical structures are flattened. Instead of a centralized authority dictating content, participatory communication empowers individuals to contribute to program creation, share local narratives, and challenge mainstream discourses. This democratization not only enhances media literacy among students but also cultivates critical thinking and civic engagement. In the case study of UNIBEN 100.1 FM, the station's programming exemplifies how inclusive media practices can promote educational enrichment and social cohesion on campus.

The theory argues that effective communication is inherently linked to community development. By involving community members in content production, radio stations can address issues that are directly relevant to their audience. For instance, UNIBEN 100.1 FM's role in disseminating health messages, showcasing local arts, and facilitating discussions on governance reflects a commitment to responding to the campus community's needs. This interaction not only builds trust between the station and its listeners but also helps to generate social capital, reinforcing the networks and relationships that underpin community resilience.

Participatory Communication Theory stresses the role of digital technologies in expanding these democratic practices. The integration of online streaming, social media, and interactive platforms has transformed the traditional radio format into a hybrid model of communication. This evolution allows UNIBEN 100.1 FM to reach

a broader audience, fostering a continuous cycle of feedback and dialogue that transcends the physical boundaries of the university campus. The digital transformation supports a more fluid exchange of ideas, further empowering students and staff to take an active role in shaping campus culture.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

According to Wimmer & Dominick (2014), research design is a structured plan outlining the process for collecting, analysing, and interpreting data within a study. This study will employ a descriptive survey research design, a method used to draw descriptive inferences about a larger population by examining a representative sample.

3.2 Population of the Study

Population according to Creswell (2014), is the complete group of individuals or items that possess the characteristics relevant to a particular study. This study population consists of students at the University of Benin, located in Benin City, Edo State. This university, being diverse in demographics and culture, provides a relevant setting for examining students. Based on data obtained from the internet, the total student population at the University of Benin is 77,001.

3.3 Sample Size

According to Reinhard (2017), sample size is the number of units selected from a population for inclusion in a study. The sample size is critical because it affects the reliability, accuracy, and generalizability of the research findings. Seeing

that it is impossible to study the entire elements in the population, it is therefore necessary to draw a sample size from the population. The sample size for this study will be determined using Taro Yamane's formula. The formula is as follows:

$$n = N / 1 + N$$

$$(e)^2$$

Where:

n = Sample size

N = Population size

level of significance error (0.10)

Below is the calculation

$$n = 77001 / 1 + 77001 (0.10)^2$$

$$n = 77001 / 1 + 77001 (0.01)$$

$$n = 77001 / 1 + 770.01$$

$$n = 77001 / 771.01$$

$$n = 99.87$$

$$n = 100 \text{ approximately}$$

3.4 Sampling Technique

According to Wimmer and Dominick (2011), sampling technique is the method used to select a subset of individuals or units from a larger population to

represent the entire group. The study will employ a Simple Random Sampling technique to collect data, ensuring that each individual in the population has an equal opportunity of being selected for the sample.

3.5 Instrumentation

According to Boyd (1966), it is the process of developing, testing, and using the device for measuring variables in research. The primary data collection instrument for this study will be a questionnaire, which will contain closed-ended questions, carefully crafted to obtain information relevant to the research questions.

3.6 Validity of Research Instrument

Validity, as defined by Babbie (2013), refers to the degree to which a research instrument measures what it is intended to measure. The questionnaire will be carefully reviewed, validated, and approved by the research supervisor before distribution. This process ensured that both the questions and the research instrument are appropriate and effective for the purposes of the study.

3.7 Reliability of Research Instrument

Reliability is the consistency of a measure or instrument over time (Neuman, 2014). The reliability of the questionnaire will be verified through a pilot test conducted with a sample of students from the university.

3.8 Method of Data Collection

Data for this study was collected through the administration of questionnaire to respondents. The copies of questionnaire were distributed personally by the researcher through an online method within the research environment. This method will help to ensure that all responses are captured, reducing the likelihood of missing data.

3.9 Method of Data Analysis

The data collected will be analysed using table presentation with percentage. This approach will allow for easy analysis of figures, easy comparison of data, and thorough interpretation of the data. The method of data analysis will be quantitative, involving the presentation of statistics to confirm the researcher's thesis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the analysis and interpretation of data collected for the study. It focuses on the demographic distribution of respondents and their perception regarding the impact of University Radio station on Campus Community development.

4.1 Descriptive Analysis

Variable	Frequency	Percentage (%)
Male	31	31
Female	69	69
Total	100	100

Table 1: Gender of Respondents

From table 1, the survey captured views from 100 students, of whom 69% are female and 31% male. This suggests that females on campus are more engaged with UNIBEN 100.1 FM or more willing to participate in research. The lower male turnout could point to a perception among male students that the station's programming is less relevant to them, or simply to survey-participation habits.

Table 2: Year of Study

Variable	Frequency	Percentage (%)
100 level	36	36
200 level	20	20
300 level	21	21
400 level	22	22
Total	100	100

From table 2, Respondents spanned all undergraduate years which 36% were 100-level, 20% 200-level, 21% 300-level, and 22% 400-level students. This suggests that 100 level likely reflects their openness to campus resources and eagerness to connect with university life, using the radio station as a gateway to events and information. The 400-level also made up a significant share, indicating sustained engagement among those about to graduate. The relatively even distribution across the 200 level and 300 level shows a stable baseline of interest but suggests room to boost programming appeal for these groups. Overall, the data show that UNIBEN 100.1 FM reaches students at every stage.

Variable	Frequency	Percentage (%)
Mass communication	48	48
Fine & applied arts	16	16
Theatre art	27	27
others	9	9
Total	100	100

Table 3: Course Of Study

From table 3, nearly half of respondents, 48%, study Mass Communication, with Theatre Arts, 27% and Fine and Applied Arts, 16% making up most of the rest. Only 9% came from other departments. This concentration suggests that students in these fields have academic and practical stakes in broadcasting but it also indicates that the station's appeal remains strongest among those already inclined toward media and the arts.

Table 4: Are you aware of the UNIBEN 100.1FM station?

Variable	Frequency	Percentage (%)
Yes	93	93
No	7	7
Total	100	100

From table 4, 93% of surveyed students are aware of the station, leaving only 7% uninformed. Such high visibility signals that promotion whether via campus events, bulletin boards, social media, or word-of-mouth has been largely successful. Yet the 7% who remain unaware likely include part-time students, off-campus residents, or those less active on campus platforms.

Variable	Frequency	Percentage (%)
Daily	3	3
Weekly	47	47
Occasionally	38	38
Never	12	12
Total	100	100

Table 5: How frequently do you listen to UNIBEN 100.1FM?

From table 5, listening patterns reveal that only 3% tune in daily, 47% listen weekly, 38% occasionally, and 12% never. This suggests that most students sample the station when it aligns with their interests or for a particular show or announcements rather than making it a daily habit.

Variable	Frequency	Percentage (%)
FM radio	8	8
Online streaming	69	69
Social Media platforms	22	22
Others	1	1
Total	100	100

Table 6: What is your primary method of accessing the station’s programme?

From Table 6, 69% of Students prefer digital access using online streaming, 22% engage via social-media platforms, and just 8% listen on traditional FM radios with 1% using other means. This underscores the necessity of optimizing the station’s web stream and mobile-app experience. Given that nearly one in four tune in through social networks, integrating live-video teasers or interactive polls on Instagram, Twitter, or Facebook could drive further engagement. Meanwhile, maintaining the FM signal remains important for the smaller audience.

Table 7: How would you rate the overall quality of programme on UNIBEN

Variable	Frequency	Percentage (%)
Excellent	47	47
Good	43	43
Fair	6	6
Poor	4	4
Total	100	100

100.1FM?

From table 7, when asked to rate programme quality, 47% said “Excellent” and 43% said “Good,” while only 6% called it “Fair” and 4% “Poor.” This suggests that positive feedback from most students appreciate the station’s production values, content selection, and on-air personalities. The small fraction of negative ratings, that is, the ‘fair’ and ‘poor’ however, should not be ignored, they likely reflect areas such as inconsistent scheduling, occasional technical glitches, or content that misses the mark. The high approval baseline gives the station license to build new formats or experiment with innovative segments, confident in its strong production foundation.

Table 8: To what extent do you agree that the station content is relevant to your academic interest?

Variable	Frequency	Percentage (%)
Strongly agree	52	52
Agree	26	26
Neutral	10	10
Disagree	8	8
Strongly disagree	4	4
Total	100	100

From table 8, 52% “Strongly agree” that the station’s content aligns with academic interests, 26% “Agree,” 10% remain “Neutral,” and 12% express some level of disagreement. This suggests that UNIBEN 100.1 FM successfully weaves educational material into its lineup. The neutral and negative responses, however, hint that certain fields or topics may feel underrepresented. Broadening the roster of academic contributors and regularly soliciting topic requests could enhance perceived relevance across all faculties.

Table 9: How effective are the cultural and social program in reflecting campus diversity?

Variable	Frequency	Percentage (%)
Very effective	52	52
Effective	31	31
Moderately effective	16	16
Ineffective	1	1
Total	100	100

From table 9, a majority of 52% find cultural and social programmes “Very effective” at reflecting campus diversity, 31% “Effective,” 16% “Moderately effective,”

and 1% “Ineffective.” This indicates that shows celebrating different clubs, ethnic groups, and social causes resonate well. Yet the 17% who rate effectiveness below “Effective” may sense that some communities receive less airtime. Ensuring a rotating spotlight on underrepresented student societies, featuring multilingual segments, or collaborating with international student associations can strengthen the station’s role as an authentic mirror of campus life.

Table 10: Do you feel that the variety of the program offer meets the needs of the University community?

Variable	Frequency	Percentage (%)
Yes	83	83
Somewhat	15	15
No	2	2
Total	100	100

From Table 10, when asked whether programme variety meets university community needs, 83% said “Yes,” 15% “Somewhat,” and 2% “No.” This suggests that the station offers a healthy mix like news, talk, entertainment, and educational segments that broadly satisfies listeners. The “Somewhat” and “No” groups, flag opportunities to innovate, perhaps no single show format dominates too much airtime, or emerging interests wellness, or green initiatives require carving out new slots. Regular surveys or interactive polls could capture trending topics and ensure the station’s playlist evolves in step with student priorities.

Table 11: Does UNIBEN 100.1FM contribute in building a sense of community on campus?

Variable	Frequency	Percentage (%)
Yes	84	84
Somewhat	14	14
No	2	2
Total	100	100

From Table 11, 84% believe UNIBEN 100.1 FM contributes to building campus community, 14% “Somewhat,” and only 2% “No.” This confirms the station’s role as a unifying force, sharing event announcements, spotlighting student achievements, and fostering open dialogue. The “Somewhat” and “No” responses highlight that some students may crave deeper engagement like interactive town halls or live call-in debates on pressing campus issues.

Table 12: How effective is the station in keeping you informed about University events and issues?

Variable	Frequency	Percentage (%)
Very effective	59	59
Effective	26	26
Moderately effective	14	14
Ineffective	1	1
Total	100	100

From Table 12, regarding how effectively the station keeps students informed about events and issues, 59% say “Very effective,” 26% “Effective,” 14% “Moderately effective,” and 1% “Ineffective.” This shows that the station’s value as a news source. However, the 15% below suggests that they might have missed urgent updates because of timing or insufficient reminders.

Table 13: To what degree has the station influence your participation in campus activities?

Variable	Frequency	Percentage (%)
Greatly influenced	53	53
Influence	29	29
Little influence	12	12
No influence	6	6
Total	100	100

From Table 13, 53% report being “Greatly influenced” by the station to participate in campus activities, 29% “Influenced,” 12% “Little influence,” and 6% “No influence.” Together, 82% feel at least some positive sway, indicating that promotional efforts like event adverts, interviews with organizers effectively drive attendance. The 18% who feel little or no influence, the station might adopt more ideas like live broadcasts from events, student-hosted walkthroughs, or incentives like giveaways tied to attendance to create a stronger pull.

Table 14: How often do you participate in interactive segments (e.g Call-in and online discussions) on the station?

Variable	Frequency	Percentage (%)
Frequently	14	14
Occasionally	28	28
Rarely	24	24
Never	34	34
Total	100	100

From Table 14, only 14% participate “Frequently” in call-in or online discussions, 28% “Occasionally,” 24% “Rarely,” and 34% “Never.” These figures

show that while the station offers interactive formats, a majority of students remain on the sidelines. Barriers could include uncertainty about how to join, lack of confidence, or low awareness of segment schedules. Simplifying participation by publicizing call-in numbers, hosting “open mic” social-media takeovers, and providing training for first-time callers can lower the threshold and boost engagement in these valuable two-way forums.

Table 15: Have you ever been invited or volunteered to contribute to any program on UNIBEN 100.1FM?

Variable	Frequency	Percentage (%)
Yes	34	34
No	66	66
Total	100	100

From Table 15, when asked if they have ever been invited or volunteered to contribute, 34% said “Yes” and 66% said “No.” While one-third involvement is promising, the two-thirds who have not participated represent untapped talent. The station might proactively reach out to student organizations, host application calls each semester, and publicly celebrate volunteer contributors to encourage a broader range of voices.

Variable	Frequency	Percentage (%)
Very responsive	46	46
Responsive	39	39
Not responsive	2	2
Not sure	13	13

Total	100	100
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Table 16: How would you rate the station responsiveness to listener feedback?

From Table 16, 46% percent rate the station as “Very responsive,” 39% “Responsive,” 2% “Not responsive,” and 13% “Not sure.” The combined 85% positive view indicates that when listeners send messages or suggestions, they usually see follow-through. The “Not responsive” and “Not sure” responses suggest inconsistent communication.

Table 17: What do you perceive as the main challenge faced by UNIBEN100.1FM?

Variable	Frequency	Percentage (%)
Limited funding	73	73
Technical/Infrastructural constraints	8	8
Low student engagement	9	9
Inadequate digital integration	6	6
No idea	4	4
Total	100	100

From Table 17, a clear majority of 73% identify limited funding as the station’s top challenge, 9% point to low student engagement, 8% to technical/infrastructural constraints, 6% to inadequate digital integration, and 4% have no opinion. Funding concerns likely impact equipment upgrades, show development, and promotional capacity. To address this, the station could pursue sponsorships, alumni partnerships, or a modest levied fee through student

government. Simultaneously, tackling engagement and technical gaps through crowd funding campaigns tied to specific upgrades could rally community support and alleviate financial pressures.

Table 18: How do you rate the technical quality (sound clarity production value) of the podcast?

Variable	Frequency	Percentage (%)
Excellent	57	57
Good	29	29
Fair	10	10
Poor	4	4
Total	100	100

From Table 18, 57% rate the station’s podcast technical quality as “Excellent,” 29% “Good,” 10% “Fair,” and 4% “Poor.” Strong marks for clarity and production suggest competent studio work, but the 14% below “Good” reveal occasional lapses maybe due to inconsistent editing or background noise.

Table 19: Do you think that the station current level of digital integration (online streaming, social media, podcast) is sufficient?

Variable	Frequency	Percentage (%)
Yes	78	78
Somewhat	17	17
No	5	5
Total	100	100

From Table 19, 78% feel the station’s current level of digital integration (online streaming, social media, podcasts) is sufficient, 17% say “Somewhat,” and 5% “No.” This majority confirmation validates existing platforms, but the

“Somewhat” and “No” responses hint at unmet digital needs like a dedicated mobile app, richer on-demand archives, or more interactive social features.

Table 20: Should there be more interactive and diverse programming to engage the campus community?

Variable	Frequency	Percentage (%)
Strongly agree	36	36
Agree	35	35
Neutral	23	23
Disagree	3	3
Strongly disagree	3	3
Total	100	100

From Table 20, when asked if there should be more interactive and diverse programming, 36% “Strongly agree,” 35% “Agree,” 23% are “Neutral,” and 6% “Disagree/Strongly disagree.” With 71% calling for expansion, there’s clear desire for fresh formats, be it genre-spanning music showcases, debate panels, live audience shows, or student-guest takeovers. The station can pilot new weekly segments, gauge listener response, and scale what resonates most, ensuring that programming not only reflects but also energizes the campus community.

4.2 Discussion of Findings

From the data collected and analyzed, the following are the findings:

4.2.1 What is the level of student engagement and listenership of UNIBEN 100.1FM among the University of Benin campus community?

The findings from the survey reveal a high level of awareness about UNIBEN 100.1FM, with 93% of respondents indicating they are aware of the station's existence. However, while awareness is high, regular listenership and engagement are notably less widespread. Only 3% of students reported daily listening, while 47% listen weekly, and 38% do so occasionally. The remaining 12% never tune in. This suggests that although the station has achieved visibility, it has yet to convert this into daily engagement for most students. Furthermore, only 14% frequently participate in interactive programs like call-ins or online discussions, with 34% never engaging in such formats. This highlights a challenge in translating passive awareness into active involvement, possibly due to unawareness of program schedules, lack of compelling content, or limited promotion of interactive features. The data suggest that for greater student engagement, the station must develop targeted strategies to stimulate consistent listenership and interaction.

4.2.2 How does UNIBEN 100.1FM influence academic, cultural, and social development within the University of Benin?

UNIBEN 100.1FM plays a substantive role in promoting academic, cultural, and social growth among the student body. The data show that 52% of respondents strongly agree that the station's content supports their academic interests, while 26% agree, totaling 78% positive affirmation. This reflects that educational programming is a strong element of the station's identity. Cultural and social content is similarly

valued, with 52% of students rating the station as “very effective” and another 31% as “effective” in showcasing campus diversity. Moreover, the station has successfully fostered social engagement: 53% of respondents reported being greatly influenced by the station to participate in campus activities, and another 29% said it had some influence. Such figures underscore the station’s function as more than just a broadcaster—it serves as a mobilizer and social glue for student participation in events and shared university life. These findings affirm that the station plays an integral developmental role within the campus ecosystem.

4.2.3 What are the major challenges limiting the effectiveness of UNIBEN 100.1FM in fostering campus community development?

The primary challenge identified by respondents is limited funding, with a significant 73% selecting it as the major hindrance to the station’s effectiveness. This issue likely affects several aspects of operations, including technical infrastructure, quality programming, and talent retention. Other cited challenges include low student engagement (9%), technical/infrastructural constraints (8%), and inadequate digital integration (6%). The high rate of non-participation in station programming—66% of students have never contributed—may stem in part from these constraints. Lack of resources could hinder outreach efforts, deter innovation, and limit the station's ability to maintain a dynamic and responsive content cycle. These results suggest that the station must explore alternative funding sources, such

as campus sponsorships, alumni support, or institutional grants, while also addressing infrastructural and participatory gaps through community outreach and technical upgrades.

4.2.4 How do digital technologies enhance the reach and content delivery of UNIBEN 100.1FM?

Digital platforms are central to UNIBEN 100.1FM’s accessibility and reach. According to the data, 69% of respondents access the station via online streaming, while 22% use social media platforms—compared to only 8% who use traditional FM radio. This clearly positions digital technology as the dominant gateway to content consumption. Furthermore, 78% of respondents believe the station’s current digital integration is sufficient. However, 17% think it is only somewhat sufficient, and 5% believe it is inadequate. This suggests that while digital channels have enhanced reach, there is room for improvement—possibly through the introduction of a dedicated mobile app, enhanced podcast archives, and real-time interactivity on social media. As the station moves forward, leveraging these tools to provide a seamless and engaging digital experience will be essential to increasing reach and deepening listener involvement.

4.2.5 How do the programming strategies of UNIBEN 100.1FM align with the academic, cultural, and social development needs of the University of Benin campus community?

The station's programming appears to align well with the needs of the University community. Nearly half of the respondents (47%) rated the overall program quality as "excellent," and an additional 43% rated it "good." Similarly, 83% of students stated that the variety of programs meets their needs, with another 15% responding "somewhat." These positive responses reflect a solid programming foundation that successfully addresses various student interests—educational, entertainment, and cultural. Still, the data also reflect a strong desire for even more dynamic content: 71% of students "strongly agree" or "agree" that the station should introduce more interactive and diverse programming. This sentiment emphasizes a forward-looking opportunity for UNIBEN 100.1FM to evolve by incorporating formats such as student takeovers, multilingual programming, live debates, or theme-based weeks. If aligned with real-time student feedback, such strategic programming could solidify the station's relevance and deepen its developmental role on campus.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the major findings of the study, draws conclusions based on the data analyzed, and offers recommendations for future study. The chapter also reflects on the broader implications of university radio stations in enhancing campus community development, particularly in the context of the University of Benin.

5.1 Summary

This study explored the role and impact of UNIBEN 100.1FM on the academic, cultural, and social development of the University of Benin campus community. It examined the levels of student engagement, the influence of radio programming, the challenges hindering effectiveness, and the integration of digital technologies in enhancing reach and interaction.

A total of 100 respondents participated in the survey, with 93% aware of the station and a significant portion tuning in weekly or occasionally. The station was largely appreciated for its content quality, relevance, and contribution to campus life, with many students acknowledging its role in shaping academic interests and encouraging social participation. However, challenges such as limited funding,

inadequate digital infrastructure, and low student involvement were identified as barriers. Despite these, digital technologies such as online streaming and social media have significantly expanded the station's accessibility and audience engagement. Furthermore, programming strategies were generally seen as aligned with the university community's needs, though there was a noted demand for greater diversity and interactivity.

5.2 Conclusion

UNIBEN 100.1FM plays a pivotal role in fostering community development within the University of Benin. It serves not only as an educational tool for students—especially those in media-related fields—but also as a unifying platform that disseminates information, celebrates campus diversity, and encourages student participation in university life.

The station's strong digital presence, particularly through online streaming and social media, has broadened its impact, transcending traditional FM radio limitations. Nonetheless, to sustain and increase this impact, existing challenges—particularly limited funding and student participation—must be addressed. The success of the station affirms the relevance of university radio as an essential tool in campus engagement, academic support, and social mobilization.

5.3 Recommendations

Based on the findings of this research, the following recommendations are proposed:

1. **Enhance Funding Opportunities:** The university administration, alumni, and private sponsors should collaborate to provide more robust financial support for the station. This could be through sponsorships, grants, or integration into student activity budgets.
2. **Increase Student Participation:** The station should implement structured volunteer programs, competitions, and collaborations with student bodies to increase student involvement in both content creation and interactive segments.
3. **Upgrade Technical Infrastructure:** To maintain content quality, regular investment in up-to-date equipment and software should be prioritized. This would reduce technical lapses and improve broadcast clarity and production value.
4. **Expand Digital Integration:** Given the high usage of online streaming and social media, the station should consider launching a mobile application, enriching its podcast library, and improving its social media interactivity with polls, live streams, and Q&A sessions.
5. **Diversify Programming:** The station should incorporate a wider variety of programs including more multilingual content, live student debates, cultural

showcases, and academic panel discussions to reflect the full spectrum of campus interests.

- 6. Establish Feedback Mechanisms:** Regular listener surveys and feedback platforms should be institutionalized to ensure programming stays relevant and responsive to the evolving interests of the student population.

By implementing these recommendations, UNIBEN 100.1FM can significantly deepen its impact and more effectively serve as a cornerstone of campus community development.

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APPENDIX

Department of Mass Communication,
Faculty of Arts,
University of Benin,
Edo State.

Dear Respondent,

I am a final year student of the above named institution and I am conducting a study on the topic “**THE IMPACT OF UNIVERSITY RADIO STATION ON CAMPUS COMMUNITY DEVELOPMENT: A CASE STUDY ON UNIBEN 100.1FM STATION**”. Please kindly fill this questionnaire as honestly possible to assist me to carry out the study effectively to enable me answer questions adequately. Every information that you give me will be treated with utmost confidentiality.

Thanks for your anticipated cooperation.

Yours Faithfully,

SUNDAY OGECHI BRIEL
Researcher

QUESTIONNAIRE

SECTION A: DEMOGRAPHIC & BACKGROUND INFORMATION

1. Gender: Male ☐ Female ☐
2. What is your current level of study? 100Level ☐ 200Level ☐ 300Level ☐
400Level ☐ others ☐
3. What is your course of study? Mass Communication ☐ Fine & applied arts ☐
Theatre art ☐ Others ☐

SECTION B: AWARENESS AND ACCESS TO UNIBEN 100.1 FM

4. Are you aware of the UNIBEN 100.1 FM radio station? Yes ☐ No ☐
5. How frequently do you listen to UNIBEN 100.1 FM? Daily ☐ Several times a
week ☐ Weekly ☐ Occasionally ☐ Never ☐
6. What is your primary method of accessing the station's programs? FM radio ☐
Online streaming ☐ Social media platforms ☐ Other ☐

SECTION C: QUALITY OF PROGRAMMING AND CONTENT

7. How would you rate the overall quality of programming on UNIBEN 100.1 FM?
Excellent ☐ Good ☐ Fair ☐ Poor ☐
8. To what extent do you agree that the station's content is relevant to your
academic interests? Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐
Strongly disagree ☐

9. How effective are the cultural and social programs in reflecting campus diversity? Very effective [] Effective [] Moderately effective [] Ineffective []
Not effective []
10. Do you feel that the variety of programs offered meets the needs of the university community? Yes [] Somewhat [] No []

SECTION D: IMPACT ON CAMPUS COMMUNITY DEVELOPMENT

11. Does UNIBEN 100.1 FM contribute to building a sense of community on campus? Yes [] Somewhat [] No []
12. How effective is the station in keeping you informed about university events and issues? Very effective [] Effective [] Moderately effective [] Ineffective []
Not effective []
13. To what degree has the station influenced your participation in campus activities?
Greatly influenced [] Some influence [] Little influence [] No influence []

SECTION E: STUDENT ENGAGEMENT AND INTERACTION

14. How often do you participate in interactive segments (e.g., call-ins, and online discussions) on the station? Frequently [] Occasionally [] Rarely [] Never []
15. Have you ever been invited or volunteered to contribute to any program on UNIBEN 100.1 FM? Yes [] No []

16. How would you rate the station's responsiveness to listener feedback? Very responsive ☐ Responsive ☐ Moderately responsive ☐ Not responsive ☐ Not sure ☐

SECTION F: CHALLENGES AND AREAS FOR IMPROVEMENT

17. What do you perceive as the main challenge faced by UNIBEN 100.1 FM? Limited funding ☐ Technical/infrastructural constraints ☐ Low student engagement ☐ Inadequate digital integration ☐ Other ☐
18. How would you rate the technical quality (e.g., sound clarity, production value) of the broadcasts? Excellent ☐ Good ☐ Fair ☐ Poor ☐
19. Do you think that the station's current level of digital integration (online streaming, social media, podcasts) is sufficient? Yes ☐ Somewhat ☐ No ☐
20. Should there be more interactive and diverse programming to engage the campus community? Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐