RADIO LISTENING HABITS OF STUDENTS OF TERTIARY INSTITUTIONS IN KADUNA STATE

Abstract: The Study explored Radio Listening habits of students of higher institutions in Kaduna State which is informed by the increasing relevance of radio in the digital age despite the competition posed by other media as well as the growing interest in research on radio usage among students of higher institutions of learning. Specifically, the study investigates what motivate students of higher institutions in Kaduna State to listen to radio; the type of radio programmes they prefer; their preferred device for listening; the frequency of listenership, and the gratification they derive from listening. The study employed survey and studied 220 respondents as sample from select five higher institutions—Kaduna State University, Kaduna Polytechnic, Federal Cooperative College, Federal College of Education and Nuhu Bamali Polytechnic. Findings show that majority of students that participated in the study are male, between the age 16-24, and are in year four. They are motivated to listen to radio by the informative content; they prefer information and entertainment programmes; they prefer to listen through their mobile phones; they listen to radio once in a while and they derive information as gratification for listening. The study concludes that contrary to popular believe across the globe that radio is potent a medium, it is less potent a medium among students of higher institutions of learning in Kaduna State due to a number of variables. It is therefore recommended that more youth-centered programmes be introduced into radio programme schedules with young people actively participating; more musical and entertainment programmes be introduced; state-of-the-art radio equipment be bought to improve the sound quality of the broadcasting stations; frequent “blank air time” caused by power outage or insufficient programming be tackled.

Keywords: Radio, Listening Habits, Students, Uses and Gratification Theory, Individual Differences Theory

Introduction

It's no longer news that radio, with its unique features, is still the most powerful and the most potent medium of communication (Kelly, 2014; Myriad Global Media, 2015; Ferrari, 2015; Njoka, 2017; Lustig, 2019), especially at the grassroots. Radio has provided and is still providing readily available channel for effective communication to the people irrespective of their locations. It is constantly used as a viable medium to
inform, enlighten, educate, entertain, and mobilise citizenry across different age, class, sex and other societal strata and variables for advocacy, social mobilization, electioneering campaigns, developmental initiatives and humanitarian causes.

Since it came into existence in the 1920s, radio has witnessed the entry of various media outlets in the communication business like the television, internet and other alternate mass communication channels. Many scholars and academics have wondered the faith of this non-visual and imaginative media in the face of continuous advancement in technology in present day highly digitized world, which has led to breakthroughs and a lot of groundbreaking advancement in other channels of mass communication. The television, for example, with its multi-sensory feature of sight and sound, and its ability to capture and present near-perfect representation of images through the use of 3D, 4D and the most recent, 5D technology, is yet to clinch the coveted position of the most powerful medium. The internet, also known as the new media or the online media, provides a formidable platform for both radio and television to thrive in the form of online versions. This however, has not earned it the position of the most powerful medium in the world, either.

Radio, on the other hand, despite its limitations of sight and imagery, over the years, has been considered and is still considered the most 'trusted source of national news, with additional strengths in local news, at a time of declining trust in news media and diminishing resources for local journalism (Radio Centre, 2017; WARC, 2017). This was confirmed in a study carried out on Britons by Radio Centre, the commercial radio trade body, which commissioned a survey of 1200 commercial radio listeners who also listen to BBC radio. The study further revealed that radio's influence is key to areas of the country that are rarely covered in other media, reaching 66% of the listeners from the three lower social and economic groups in the country (also known as the C2DE), compared to BBC's reach of 55%. Its value to listeners is in its localism. Similarly, same study found that radio is favoured as the most reliable media during emergencies by 60% of the respondents compared with 40% who opted for television. But during national emergencies, radio comes second to television.

The growing trend of radio as the most trusted and reliable media transcends the United Kingdom. Across Europe, 59% of citizens trust radio as against 50% who voted for television. Such is the efficacy and potency of radio despite the competition posed by other media such as the television and the internet with their growing sophisticated features.
Since its invention in 1895, the radio has refused to take a definite form, but has metamorphosed in its shape, features and usage. At inception, radio took the form of a big box with lights, bulbs and dials, after some years, it transformed to a portable unit small enough for one's pocket. Much later, it transformed to an application and to a unit one can set up at home. Even though the medium has changed its look, 'it continues to have a singular role as a force for human rights around the world and as a powerful enabler of solutions to the challenges all societies face' (Armsdram News, 2017).

On the occasion of World Radio Day, 2017, the Director General of UNESCO, Irina Bokova, iterates that radio is still the most dynamic and the most reactive and engaging medium in the world, adapting to 21st Century changes and offering new ways to interact and participate. She further asserts that 'where social media and audience fragmentation can put us in media bubbles of like-minded people, radio is uniquely positioned to bring communities together and foster positive dialogue for change.' And by 'listening to its audiences and responding to their needs, radio provides the diversity of views and voices needed to address the challenges we all face.'

Relatedly, according to a United Nations study, radio reaches the widest audience in the world. It is a powerful communication tool and a low-cost medium, specifically suited to reach remote communities and vulnerable people—the illiterate, the disabled, women, youth and the poor, while offering a platform to intervene in the public debate, irrespective of people’s educational level. It is best described as the cheapest, safest and the most effective medium of communication available to man. It informs us and transforms us, through entertainment, information and audience participation. At a time of turbulence and emergencies, radio provides a veritable platform to bring communities together. It serves as a source of company to us on the way to work and while in our homes, it soothes and helps us to relax (Standford University, 1999). In our offices, fields, and learning environments, it aids concentration and in times of peace, conflict and emergencies, it remains an important source of information and knowledge over generations and cultures, inspiring us with the wealth of humanity's diversity and connecting us with the world through the different radio stations with their rich array of programmes. This explains why lately, there has been growing interest in research on radio programming and consumption among citizens and among students.

It is against this backdrop, the coveted position occupied by radio, its unique features and its ever-increasing relevance in media discourse that this study sets out to investigate radio listening habits of students of tertiary or higher institutions of learning in Kaduna State.
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Problem Statement
Maintaining a thriving stance despite the competition shove from other main stream media such as television and the internet, “radio remains the medium with the greatest reach and impact worldwide” (Chapman, Blench, Kranjae and Zakariah, 2003.). As a result of the heterogeneity of audience, various people listen to radio for different reasons and thus have interest in various genres for their personal reasons. Some of these reasons include education, entertainment, basic companionship, information and more. Radio remains a prevalent mass communication medium in this part of the world. Data retrieved from the Database for FM radio stations shows that Northern Nigeria has the highest density of radio stations in the country and among the Northern States, Kaduna ranks third with a total of 19 running radio stations. This means that radio is popularly patronized by residents of the State. And radio, being a tool for learning and information dissemination among others, this study is geared at ascertaining radio consumption and listenership habits of students in five tertiary institutions in the State.

Lately, there have been studies on radio listening habits of students of higher institutions in Nigeria. A study by Akinjinya and Ajaegbu (2015) focused on radio listening habits of students in Redeemers University. Similarly, another study on University students listening habits conducted by Osazee-Odia and Ojobor (2017) focused on radio listening habits of students of Delta State University. A similar study was carried out in University of Uyo in 2016, which showed that students only listen to radio by chance and derive entertainment as gratification.

This study intends to contribute to the research thread by ascertaining why students in higher institutions of learning in Kaduna State listen to radio or the motivation for listening; the type of radio programmes they listen to; their preferred device for listening to radio; the frequency of listenership and the gratification they derive from listening to the medium.

Research Questions
To achieve the objectives of the research, the following questions are adopted:
1. What motivate students of higher institutions in Kaduna State to listen to radio?
2. Which radio programme do they prefer?
3. What device do they prefer to use in listening to radio?
4. How frequent do they listen to radio?
5. What gratification do they derive from listening to radio programmes?

Literature Review
The literature review section captures the concept of radio listenership, motivation for listening to radio, types of radio programmes, devices used in listening to radio, frequency of radio listenership and gratification derived from listening to radio.
Concept of Radio Listenership
Listening, according to Oyelade (2006), is the ability to perceive information adequately. It is receptive communication skills that enhances the growth of knowledge and development of individuals either morally or intellectually. Radio listenership can best be described as audience measurement which measures how many people are in an audience, usually in relation to television viewership, newspaper and magazine readership, and increasingly, web traffic on websites.

A good number of research found that many listeners treat radio as a dependable companion in a way often not seen on the same scale for other media with some of the key benefits of radio being companionship, avenue for relationships with the presenters and personalities, and can also be used on the background while performing other tasks. Africa Development Research Series (ADRS) in a 2011 study notes that in Africa, radio listenership is high in all countries. The study further found that radio broadcasts are the most widely accessible and the most overall widely used medium as source of news and information for Ghanaians. Ninety percent of respondents admitted listening to radio broadcasts in the last week, and virtually all of the respondents (96 percent) also said they use the radio programmes on weekly basis as source of news and information, as opposed to just listening for entertainment.

Majority of the population listen to radio regularly especially adults and young ones, (Ismaila, 2013). The majority of people are listening to radio on their own. Even if they are listening when other people are around, it is very rarely a group experience; they have their own personal experience of the output which is not shared with other people. Their inner eyes and their feelings, are doing the work (Radio Advertising Bureau, 2013). This possibly explains why individuals have preferences amongst radio stations and programmes at their disposal.

According to a latest report by the Radio Audience Measurement Survey (RAMS), about 90% youngsters in South Africa tune in to radio at least once in a week. The statistics show that youngsters over the age of 15 follow this kind of listening habit. Hence proving that many young people still regard the radio as an effective mass communication means for which they derive individual satisfaction.

Motivation for Listening to Radio
According to the Radio Advertising Bureau (2013), most listeners are actually doing something else while listening to radio. Typically, this will be routine task for example; driving, house chores, office work and others. Most people want to be heard but few are good at listening. People tend to spend more time evaluating what is being said or
mentally composing their responses than they do listening (Sekouri, 2013). Having established that few people are good listeners, Sekouri argues that people who possess this rare skill have some benefits they derive from it. They include: Obtaining information- attentive listening helps an individual to learn more about people, things and the society at large. It creates a forum for awareness on various issues and increases the volume of knowledge of a person. Through obtaining information, an individual learns more about people which is helpful personally and professionally, because it creates a better understanding of people and realities of life. Interpreting Information and Clarification- careful listening helps an individual to avoid confusion, misunderstandings and conflicts that are common in communication flow especially when messages are relayed. Careful listening offers an opportunity to clarify information that is being passed across.

It also helps the individual to interpret such messages to his or her understanding. Analyzing Information- listening aids critical identification, absorbing and analyzing messages through an internal process. Better Relationships- listening creates a feeling of goodwill in intimate and professional relationships. Many relationships have been broken because of lack of understanding which could be as a result of low listening skill. By listening non-judgmentally, relationships can be improved. It pays to listen without judgment. Goodwill-if you listen first, others are more likely to return the favour. There will always be people who, because of stress, self-absorption or other reasons, will use another person's ears and not return the favour. Nevertheless, majority of individuals understand there should be 'give and take' in conversations (Sekouri, 2013).

The fulfillment of these basic functions thus shows that radio performs relevant functions still within the society as portrayed by the studies mentioned and continues to serve as a source of information, entertainment, education and more. This study will further elucidate this assertion as it relates with these institutions under study and establish what functions and satisfactions students derive from radio listening.

Sukumar (2002) undertook a study on Interactive Radio Counselling at IGNOU. He found that radio counselling provides an excellent opportunity for learners in remote areas to raise concerns, ask questions and generally interact directly with teachers or speakers. Again, Chaudery cited in Usha and Ramesh (2003) revealed high satisfaction among learners using radio text technology. Sukumar (2002) hence, concludes that Interactive Radio Counselling also provides an opportunity for the general public to connect with speakers, thus adding a new and enriching dimension, and that listeners consider radio counselling as both popular and effective.
Types of Radio Programmes
Sterling, O'Brien and Bennett (2007) note that programmes designed on topical issues have endeared radio listening to the people. Radio stations engage experts/resource persons as guests and they (resource persons) are able to explain and make clear issues in their areas of expertise. Major areas include family life, moral education, gender and social inclusion, domestic violence, conflicts and conflict resolution, peace building and many more.

A study by Girard (2003) found that news gave a summary of all necessary information broadcasts through radio. To further support this assertion, a study by Kwakwa (2012) asserts that information is the main motive of listening to FM radio stations in Ghana. The findings also relate with the study by Ajaegbu et al (2015), which showed that information and Entertainment were the main reasons students listen to radio. Relatedly, Kwachha (2012) in his study opined that information was the most outstanding motive for listening to radio. Also, this is in tandem with a study by Uyi et al, (2017) which found that many students listen to radio to be informed. The study by Africa Development Research Series (2011) conducted in Ghana further confirms that radio broadcasts are the most widely accessible and the most overall widely used medium as source of 'news and information' for Ghanaians with 96 per cent respondents agreeing that they listen to radio programmes for news and information only.

Use of Audio Devices in Listening to Radio
In his work, Korzenny (2011) suggests that radio utilization is ubiquitous and therefore the most local of all media. Paul (2012) found that internet radio listenerhip is on the rise. A study, commissioned by the Digital Audio Advertising Network, found that 42% of U.S. households with broadband Internet, listen to Internet radio. That is not to say that listening to regular radio, AM/FM station is in decline. More than half (65%) of broadcast radio listeners spend the same amount of time listening as do the internet radio users (Paul, 2012). More than half (53%) of the participants indicated listening via computer or laptop while at work or any other portable technologies such as the mobile phones. Relatedly, Mogamsi, (2016) notes that the students of University of Nairobi listen to radio through their mobile phones.

A study by Free (2005) on college student listenerhip of radio found that majority of respondents use traditional radio and they did so for entertainment and information purposes. The uses of the newer audio technologies were for convenience, lack of commercials, quality, and increased choices. Book and Grady (2005) studied listeners’ preferences of satellite radio over terrestrial radio and found that majority of respondents were satisfied with satellite radio and dissatisfied with terrestrial radio with
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reasons being repetition of the same music, the quality of commercials, and the dissatisfaction with the announcers.

Twenty-two per cent of all radio listening is done in a motor vehicle. The link between cars and radio listening is strong. A Radio Player study conducted by Proteus Research in November 2015 found that eight in ten car buyers would not consider buying a car without a radio. A substantial minority had listened to the radio broadcasts via a mobile phone. These were far more than those who had used AM or shortwave radio signals highlighting the fact that mobile audio technologies are used frequently to access radio programmes.

A study commissioned by the Kenya Audience Research Foundation (KARF, 2011), and conducted by Synovate, a media research company, reported that radio listening leads in media consumption or utilization. It is followed by the mobile phone, television, newspapers, and the internet, respectively. Edwardson (2008) suggested that most people listen to programmes to relax their mind.

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Frequency of Radio Listenership
Studies carried out by RAJAR and OfCom 2014 measured audience listenership by weekly reach where it found that the United Kingdom had the highest reach with 89.5% listeners who tune in to radio at least once a week. Other studies evaluating the radio listening habits of individuals such as University students listening habits conducted in Delta State University by Ojobor, Uyi and Osazee-Odia (2017) categorised listeners as Once in a while, Occasional listeners, 2-3times a month, frequent listeners, 2-4times a week, and regular, every day listeners. According to Research Series, (2011), nearly all radio listeners admitted tuning to FM radio stations regularly.

The study carried out on a population sample of 8504 showed that 93% of the sample had listened to a radio programme in the last seven days (See KARF, 2011; Kimutai, 2011). Furthermore, about 54% of Kenyans are listening to more than one radio station.
The average time spent listening to radio programmes per day is six hours. This multi-channel trend can be attributed to the growth of FM radio stations in the country offering a variety of programming that includes music and talk shows. In Nairobi City, Kenya's capital with a population of over two million people, there are a total of 46 radio stations. Most of these radio stations broadcast in vernacular languages and have contributed to the increased rate of radio listenership in Nairobi and Kenya in a major way. Mogamisi, (2016) notes that the students of University of Nairobi listen to radio for 1 to 4 hours.

Thus, from these studies, one can deduce that the number of hours spent listening to radio and the frequency of listenership varies across different segments of radio media users. Radio audience segment and pattern of listenership can thus be divided by social and environmental factors (Korenzy 2011), listening technologies such as mobile phones, laptops, FM radio sets etc (Research Series 2011), time of the day of listening and duration spent listening (Paul 2012). Furthermore, Radio listening remains on the rise and leads in African media consumption in many African countries ahead of television, newspapers and internet respectively.

**Gratification Derived from Listening to Radio**

Study by Tuffy (2004) points out that people listen to radio for entertainment, educational current events, for news and information, to overcome social isolation, to fill a void in a daily routine and to relieve boredom. While findings from a study by Osazee-Odia and Ojobor (2017) revealed information and knowledge as the main gratification for listening to radio by students of higher institutions with other gratifications being entertainment, motivation towards life, relaxation and education. On the feeling and satisfaction derived from listening to radio by students, Ajaegbu, Akintayo and Akinjiyan (2015) recommend satisfactory, relaxed, confidence, motivated, happiness and know the world as gratifications. Out of the 374 respondents, 100 (25.4%) opted for 'none', meaning they do not derive any of the six gratifications from listening to radio, followed by 'satisfactory' with 74 (18.8%).

**Theoretical Perspectives**

The study adopts two theories: Uses and Gratification Theory and the Individual Differences Theory.

**Uses and Gratification Theory**

The word “uses and gratification theory” was coined in 1959 by Katz. It explains how audience utilize the media rather than the effects media content has on them. This approaches the subject from the perspective of the media consumer and seeks to understand why individuals use media and the gratifications they receive (Littlejohn, 2002; Wimmer & Dominick, 1991).
Uses and Gratifications approach takes the media consumer rather than the media messages as its starting point, and explores his communication behavior in terms of his direct experience with the media. It views the members of the audience as actively utilizing media contents, rather than being passively acted upon by the media. It does not assume a direct relationship between messages and effects, but postulates instead, that members of the audience put messages to use and that such usages act as intervening variables in the process of effect (Katz, Blumler, & Gurevitch, 1974 p. 12).

The theory falls under the Active Audience theories which focus on the effects of the media on the audience. Active audience explains what people do with the media as opposed to source-dominated theories which focus on the effects of the media on people. The assumption is that individuals influence the effects that the mass media have on them. The theory is based on the premise that the audience uses the media to gratify certain identified needs (McQuail, 1994). The audience selectively chooses, listen to, perceive and retain the media messages on the basis of their needs, beliefs, and more. Early studies on Uses and Gratifications were primarily effects-oriented research and focused on what attracted audiences. In a study, Albarran et al. (2007) opine that the perspective is now focused on the concept of an active audience as previously presented in McQuail's (1994) work. The Uses and Gratifications approach has been concerned with the choice, reception and manner of response of the media audience. A key assumption is that the audience member makes a conscious and motivated choice among channels and content to offer. Another basic tenet of the theory, which relates to the reception research owes it to the fact that the meaning of media experience can be learned only from people themselves, it is essentially subjective and interactive (McQuail, 1994).

Laswell (1948) proffered a three-function typology for media use. First, consumers use media for surveillance. Second, they use media for gathering information about the world that surrounds them. Third, he correlated and compared the lifestyles and behaviors of one media user to another and its impact on them, based on their exposure to media messages. Into the 1950s, the body of work for Uses and Gratifications was growing but not fully developed, with much of the work lacking direction and rigor (McClung, 1999). Over the next few decades, a better development of typologies with a more rigorous approach to the research area provided for a third phase of evolution (McClung, 1999).

An attempt to investigate how audiences use media by Cantril (1942), studied audiences with radio programme quizzes and found unique audience gratifications. A study by Herzog (1944) discovered gratifications of wishful thinking, emotional release, and appropriate behavioral advice among listeners of radio soap operas. Similarly, Berelson
PRECIOUS VICTOR OLUCHI AND JOAN TIRWYN HASSAN

(1949) studied readers of newspapers and found rational and non-rational uses like receiving news and other information and finding social contacts. These earlier research in the uses and gratifications paradigm provides the foundation for this study's theoretical approach.

Four domains of individual needs which the media would gratify as identified by McQuail (1994) 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 and the use of media as a form of surveillance to provide information on the social world.

Relatedly, Katz and Blumber (2004) structured five elements of the Uses and Gratification model as: the audience is conceived to be active and goal directed; there is no straight-line effect of media content on attitude and behaviour; the media competes with other sources of need satisfaction and the goals of mass media can be derived from qualitative data supplied by individual audience members.

Wilbur Schramm provided a concept to answer the question “what determines which offerings of mass communication will be selected by a given individual? What determines the media content that an individual pays attention to?” The answer offered is called the fraction of selection: his claim is that individuals measure the level of gratification they expect from a given medium against how much effort they must make to secure that reward. The media is an essential part of our everyday life, as it aids in the navigation of our social reality in particular (Alasuutari, 1999). He believes that radio is an extension of ourselves with our external world. Radio has an invisible role as a “mind-altering device,” we tune in to a station which corresponds to our current frame of mind, this enforces or stabilizes our mood or we may select a station to listen which invokes and entices different emotional state (Alasuutari, 1999).

Criticism on this According to McQuail (1994), states that the approach is yet to make accurate predictions or casual explanation to general media choices and use. Rather, the approach seems to work best in examining specific types of media where audience motivation may be presented. Many studies have since successfully employed the use of this theory such as Leng and Loius (2013) "Generational differences in content generation in social media ;the role of gratification sought and of narcissism"; Melanie and Punyanunt-Carter (2012) "Using the uses and gratification theory to understand gratification sort through text messaging practice of male and female undergraduate students"; Jen-Her, Wang and Tsai (2010) "Falling in love with online games the uses and gratification perspective" and more. This theory and its application in these
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researches have proven to be efficient in determining individual use of media content which is the main goal of this study.

In applying this theory to the students of these institutions, every student has a set of needs and uses which they expect to be provided or fulfilled by the media. This is often shaped by individual desire or programme variables. They select contents that best suit and satisfy them; it could be for the purpose of education, information, entertainment, escape, companionship, and many other satisfactions.

**Individual differences theory**

The individual difference theory propounded by Melvin De Fleur (1970) postulates the individual perceptive in psychological endowment. It is of the view that individuals are not the same and this is due to the way they are individually brought up in their environment and social life. Humans are biologically, physically, psychologically and genetically different. The theory based its assumption on the fact that the audience of mass media is heterogeneous, it is made up of people with different dispositions, characteristics, personalities, experiences, demographics, and psychographics. These 'socio-psychographical' factors determine how an individual reacts towards media content.

According to Gale and Edward (1999), the individual theory has been criticized to have received poor research endeavor and also have more roots in biological sciences than social sciences, but a study by Murphy and Msetfi (2014) shows a more elaborate use in the areas of associative learning, educational psychology, industrial and organizational psychology, personal psychology and many more.

Relating this theory to the students of these institutions as audience segment, the institutions are made up of people of different age, sex, fields, environment, socialization and various demographic dispositions, which qualifies them as heterogeneous segment. The choice of students of higher institutions of learning as target population for the study is therefore in order considering that they share differing demographics and socio-psychographics.

**Methodology**

The study adopts survey research methodology aimed at understanding the radio listening habits of students of higher institutions in Kaduna State. The study used questionnaire as instrument of data collection with semi-structured questions. Respondents were given sets of standardized questions with options to select from as well as open-ended questions, which require them to voice their opinions on some of the
questions. Open-ended questions are employed in research to help extract the opinions of respondents and give them choices beyond the options mentioned (Creswell and Clark 2011). This method focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. It dwells on the notion that the combination of both quantitative and qualitative approaches provides better understanding of research problems than when a single approach is employed.

The population of this study are students of Kaduna State University; Federal Polytechnic, Kaduna; Federal Cooperative College, Goni Gora, Kaduna; Federal College of Education, Zaria and Nuhu Bamali Polytechnic, Zaria. This population was purposively selected owing to the fact that they are tertiary institutions of learning, they are located in the same State and region of the country and are not homogenous in nature despite being higher institutions of learning. The institutions, though all tertiary, vary in their method of technical teaching delivery as well as in the type of award they offer.

Tertiary institution are educational institutions established for post-secondary education. They can be Colleges, Universities, Monotechnics, Polytechnics, Institutes or Research Centres. According to the Federal Ministry of Education in Nigeria, the minimum age for admission is 16 years, with no specified maximum. There are 17 tertiary institutions in Kaduna State but for the purpose of this study, only five are randomly selected and a sample of students, chosen from each.

The rationale for the adoption of this type of sampling is not far-fetched. The researchers are located in Kaduna State and the State has a good number of higher institutions of learning, about 17 of them for a count. Secondly, most research on radio listenership habits among students of higher institutions of learning in Nigeria, were conducted in institutions located in the Southern part of the country, with its peculiar characteristics. Thus, focusing on higher institutions in the North with its peculiarities, would hopefully, provide similar or varied responses from the outcomes of the studies conducted in the South due to the differences in location and ethnicity.

This study adopts an accidental sampling technique, a type of non-probability sampling method where the sample is taken from a group of people within the target population who are within reach or easy to contact, (Saunders and Lewis, 2012). This method is also known as Convenience sampling, Grab sampling, Availability sampling and Opportunity sampling. This instrument provided a combination of both qualitative and quantitative data which were analysed in terms of numeric information in tables and in the form of narrative, capturing some of the open-ended responses, verbatim.
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The study employed the use of mixed questionnaires as its instrument of data collection. Mellenbergh (2008) describes mixed questionnaires as questionnaires that combine open-ended and close-ended questions. Close-ended questions give the respondents a number of options comprising of types such as dichotomous, nominal–polytomous, ordinal polytomous and bounded/continuous options to choose from while open-ended questions asked the respondents to formulate their own answers. The mixture of the open-ended and closed ended was employed to give respondents the ease to select from different options that best answer the array of questions. While open-ended was employed to discover the responses that individuals give spontaneously and to avoid bias that may arise from suggesting responses to them, closed-ended was introduced because it yields higher response rate and respondents prefer to restrict themselves to the apparent ease of the alternatives offered by the closed-ended forms (Reja, et al, 2013). The study, therefore, employed closed-ended questions for both questions on demographic variables of the respondents and the main research questions and further employed an open-ended question to grant the respondents the ease to express their opinions on some of the areas or objectives.

Validity of instrument, according to Kathuri and Pals (1993) is the accuracy and meaningfulness of inferences which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. In order to enhance validity, the questionnaire was pre-tested before the actual research. A pilot study was carried out via a social media forum for students in the five institutions where it was eventually administered. A total of sixty copies of questionnaire was administered while fifty-two copies were retrieved. This helped in validating and ascertaining the potency of the questionnaire as a suitable data collection instrument that will yield positive research outcome.

Reliability of instrument, according to Mugenda & Mugenda (1999) is the level of internal consistency of a research instrument over time. A reliable instrument constantly produces the expected results when used more than once to collect data from two samples drawn from the same population. The Researcher used the internal consistency of items to test reliability. Internal consistency is a measure based on the correlations between different items on the same test or the same subscale on a larger test (Knapp, 1991). Reliability of the instrument was determined by calculating the Cronbach’s alpha coefficient from the results of the pilot study. According to Ary et al. (2006) an instrument must have a Cronbach’s Alpha Value of 0.7 or above to be considered to have adequate internal consistency and reliable for use with a given population. The items which were found to lower the value below 0.7 were deleted from the questionnaire.
The questionnaires were distributed among students of these institutions on field and in classes, after properly informing them of the study, its relevance and the importance of their sincere responses. The result of the questionnaire was checked for completeness while data were manually sorted, coded, and represented in tables for legibility, readability, easy understanding and comprehension.

Questionnaire return rate is the percentage of the sample that completed or filled the questionnaire and returned it to the researcher for analysis. The research sample was 250 respondents from the 5 institutions studied. The copies of questionnaire administered had a 100% return rate but of the 250 copies, on 220 (88%) were duly completed; 10 (4%) were not completely filled while 20 copies (8%) had inconsistent/contradictory responses. This brings the total percentage of valid responses to 88% which is above the 80% recommended by Draugalis, Coons & Plaza (2008) or the 85% recommended by Ary et al. (2006). The 12% incomplete or partial questionnaire recorded in this study is not unexpected in research and falls within the range of what Researchscape International classified as the incomplete or partial response rate, 'depending on the topic, and the length of the survey, 10% to 30% of respondents may not complete the entire questionnaire'. That however, does not invalidate the over 70% complete response rate. It simply means that it may skew the response rate of some parts of the questionnaire and may favour some other part, especially if the questionnaire starts with the demographic variables of the respondents rather than the main research questions. More often than not, respondents abandon the questionnaire after completing some sections either because of the topic salience, if they find the topic uninteresting, if they are busy with other engagement or are interrupted. The standard practice in many research is to remove all partial or incomplete responses, the survey Blog, Researchscape International, further opined.

This study, therefore, upholds the 88% complete response rate as valid enough to explain the phenomenon in the research notwithstanding the 12% incomplete questionnaire discarded by the researchers.

Findings
The study investigates radio listening habits of students of higher institutions in Kaduna State. Specifically, it focuses on why they listen to radio; the type of radio programmes they listen to; their preferred device for listening to radio; the frequency of listenership and the gratification they derive from listening to the medium.

To begin with, we tried to ascertain the demographics of the respondents. These are questions that allow pollsters and researchers to identify non-opinion characteristics
Radio Listening Habits of Students of Tertiary Institutions in Kaduna State

that might influence opinion and or are correlated with behaviours and experiences (Lavrakas, 2008) and are independent variables that cannot be manipulated by the researcher (Salkind, 2010). The study captured data on age, gender, and year of study of the respondents. They give insights on the characteristics of the respondents.

In terms of age, the study found that 128 (58.2%) of the respondents are between the ages of 16-24 years; 75 (34.1%) are between the ages of 25-34 years; 8 (3.6) are between the ages of 35-44 years while 9 (4.1%) of the respondents are 45 years and above. In terms of gender distribution, 127 (57.7%) of the 220 valid respondents are males while 93 (42.3%) are females. By year or level of study, the distribution of the students indicates that 26 (11.6%) are in year one; 36 (16.4%) are in year two; 16 (7.3%) are in year three; 60 (27.3%) are in year four; 10 (4.5%) are in year five; 36 (16.4%) are in year six, while 36 (16.4) are postgraduate students.

The second section of the questionnaire focuses on the main research questions. First, the study tries to ascertain the number and percentage of students who listen to radio and those who do not. This question is important owing to the fact that it is germane to ascertain whether the students listen to radio or not in order to set the pace to enable us ascertain the patterns of their listenership. It was found that 204 (92.7%) of the 220 valid respondents listen to radio while 16 (7.3%) do not listen to radio. This finding is in tandem with the outcome of a study conducted by Africa Development Research Series (2011), which opines that in Africa, radio listenership is high in all countries.

On what motivate them to listen to radio, the survey shows that 73 (33.2%) are motivated by the informative content of the programmes; 32 (14.5%) by the presenter's personality; 36 (16.4%) are motivated because it helps them solve problems; 60 (27.3%) are motivated because it serves as source of companionship, and 3 (6.6%) are motivated to listen due to boredom and as an escape from the rigour of academic work.

On their preferred genre of radio programme, the survey shows that 41 (18.6%) listen to Musical programmes; 60 (27.3%) listen to News and Current Affairs; 51 (23.2) listen to Entertainment; 27 (12.3%) listen to Sports; 3 (1.4%) listen to Religious programmes; 6 (2.7%) listen to Political programmes; 2 (0.9%) listen to Drama, and 14 (6.4%) listen to Talk/Phone-in programmes. And on how frequent they listen to radio, 72 (32.7%) listen daily; 32 (14.5%) listen weekly, 10 (4.5%) listen monthly while the majority 90 (40.9) listen to radio once in a while.

The study also ascertained the type of audio technology used by the students in listening to radio. It was found that 21 (9.5%) of the respondents listen to Internet radio; 17 (7.7%)
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listen to Cable radio; 128 (58.2%) listen to radio on their phones; 32 (14.5%) listen through the radio sets; 3 (1.4%) of the respondents listen to radio on Mp3 players, while 3 (1.4%) listen through car radio.

The study further ascertains the gratification or benefits students derive from listening to radio, which revealed 70 (31.8%) derive information; 40 (18.2%) learn new things from listening; 64 (29.1%) derive entertainment while 30 (13.6%) derive relaxation.

Discussion of Findings

The above analyses and results show the predominant patterns of radio listenership of students of higher institutions in Kaduna State with the patterns or themes being the motivation for listening, the preferred radio programme, the preferred device for listening, the frequency of listening and the gratification derive from listening.

From the above analyses and findings, the motives or reasons why they listen to radio resonate with some of the motives for radio listenership outlined by Mendelsohn (1964) and Cheatham (2012), which are- companionship, filling a void in a daily routine, altering mood, relieving boredom, receiving news and information, allowing active participation in events, and overcoming social isolation. According to Abbate (2016, 2019), surveys conducted by Jacobs Media, outlined the following as motivating factors for listening to radio- easy to listen in the car, its free, DJs/shows/hosts, hear favourite songs/artists, feel a connection with radio, in the habit of listening, like to work with radio, keeps me company, to be informed about the news, what's going on locally, to be informed in an emergency, get in a better mood, enjoy talk shows, weather, escape pressures of everyday life, discover new music/new artists, traffic, music surprises, music curation, charitable/community events, sports and to win prizes. In the 2016 study, 'hearing their favourite songs/artists' tops as the main motive for listening to radio, according to 64.1% of the population in a survey which was carried out on 39, 503 listeners in U.S.A. and Canada, followed by their likeness for DJs/shows/hosts with 57.8%. The same study carried out in 2019, as an update to the 2016, however, showed complete change in the main motives why North Americans listen to radio. The survey of 50,652 respondents from 519 radio stations in same U.S.A and Canada by the same organization, shows that 71% listen to it because it is easiest to listen in the car, which is not unconnected to North Americans love of the automobile while 62% are motivated by the fact that it's free, followed by their love for the DJs/shows/hosts.

Similarly, a 2018 radio insights research by an organization, Growth from Knowledge, also revealed that 'people listen to radio because it makes them feel happier and more informed, with news and traffic updates, on-air personalities and live nature of radio as key drivers for choosing radio over other forms of media'.
Thus, of all the factors that motivate students of higher institutions of learning to listen to radio, 'informative content' remains the main motivating factor, which is in tandem with the studies by Mendelsohn (1964) and Cheatham (2012) as well as the 2018 study by Growth from Knowledge.

Findings on their preferred radio programme show that majority of the students prefer 'news and current affairs. The implication of this is the students are exposed to different information through their exposure to different radio programmes and are conscious of the importance of mediated information in the advancement of knowledge that could enhance or support their educational pursuit and self-development. This finding is consistent with earlier study by Girard (2003), who found that news gave a summary of all necessary information broadcasts through radio. To further support this assertion, a study by Kwakwa (2012) asserts that information is the main motive of listening to FM radio stations in Ghana. The findings also relate with the (2015) study by Ajaegbu et al, which showed that information and Entertainment were the main reasons students listen to radio. Kwacha (2012) in his study opined that information was the most outstanding motive for listening to radio. Also, this is in tandem with a study by Uyi et al, (2017) which found that many students listen to radio to be informed. The study by Africa Development Research Series (2011), which was conducted in Ghana further confirms that radio broadcasts are the most widely accessible and the most overall widely used medium as source of 'news and information' for Ghanaians with 96 per cent respondents agreeing that they listen to radio programmes for news and information only. Thus, information, in the form of news and current affairs, remain the motivating factor that drives students of higher institutions in Kaduna State to listen to radio, which correlates with the three primary functions of radio proposed by Malatji (2013), viz a viz education, entertainment and information.

Findings on the type of radio programmes they prefer to listen to show that majority of the students prefer 'news and current affairs. The implication of this is the students are exposed to different information through their exposure to different radio programmes and are conscious of the importance of mediated information in the advancement of knowledge that could enhance or support their educational pursuit and self-development.

Findings on their preferred device for listening to radio corroborate with the findings of Osazee, et al (2017), which revealed that the majority of students of Delta State University (58%) use their mobile phones to access radio. It also aligns with the outcome of a study by Plummer (2017), which revealed that smartphones have provided options for users to access FM radio stations to listen to programmes while a study by
Reyes et al (2012) reported that today's younger generations are more exposed to Radio on their phones and it helps them to listen to their preferred radio station/programmes.

The students prefer listening to radio on their favourite audio devices because 108 (49.1%) believe it is the latest technology, 62 (28.2%) believe they could listen to it through their most preferred audio device while performing other activities, preferred their audio technology because it offers them the best convenience, 7 (3.2%) prefer their audio technology because that is the device they could afford, 2 (0.9%) specified they prefer their audio technology because it was portable and easier to carry around. This further corroborates the result of a study by Radio Advertising Bureau (2013), which revealed that most listeners are actually doing something else while listening to radio. It could be a routine task such as driving, house chores, office work and others.

On how frequent they listen to radio, it's mind boggling to know that the majority of students listen to radio once in a while, which according to Uyi and Oghogho (2017), translates to less than twice a month and the implication is that students rarely listen to radio. This finding is at variance with the findings of other research, a study by OfCom (2014) for example, which was carried out in the U.K found that 89.5% of radio listeners tune in at least once a week while another study by Ojobor and Osaze-Odia (2017), which was conducted on Delta State University Students found frequency of radio listenership of the students as consistent and regular, everyday listeners. The same study opines that radio listenership once in a while translates to less than once a month. Relatedly, according to Research Series, (2011), nearly all radio listeners admitted tuning to FM radio stations regularly.

The implication of this finding is that radio listenership among students of higher institutions of learning in Kaduna State is quite low and it completely defer from the regular frequency of listenership in other parts of the country as well as in other parts of the world. Reason for this poor listenership cannot be unconnected to the high usage of vernacular (Hausa Language) by most of the radio stations in the State, which some of the students complained as militating against their desire to listen to radio. This is discussed further in the next two paragraphs. Other reasons or factors that can be attributed to this low listenership are preference for other media such as television, internet; no knowledge of radio stations and programme of interest (Touch Point, 2006; Paul, 2012).

A further question was asked on how radio can be improved to enhance listenership and to draw recommendations for further research. The open-ended question elicited the following responses:
Sometimes some stations go off air in the middle of a program, taking care of power issues or other causes of this will help; Radio stations should talk about more youth issues for example, bringing in young people to talk about issues that affect and relate to them and not old people; A forum should be created for better conversation with political leaders, I listened to a political programme sometime, it was like acting; The stations should do more on employment of better newscasters, having more entertainment programmes and reduce going off air.

Some other students made the following complaints and recommendations:
Some presenters are not very good and fluent, sometimes you can hear them struggling on air; if better presenters can be employed, it will be better; The programmes is mostly in Hausa and I am a none indigene and I don't understand it well, if they can maybe use English or pidgin more; The sound quality of some station is too poor; some stations have poor sound system, it is discouraging; They should improve their playlists, stations repeat one certain song too many times and it becomes boring; Nothing, I just prefer to browse on the internet; I don't know; I just prefer the internet becuz I can find what I want at my own time; I don't know, I just prefer to watch TV; I just don't listen to radio.

Thus, recommendations for further studies on the phenomenon will be drawn based on these responses.

Conclusion
The following conclusions can be drawn from the study: that of all the factors that motivate students of higher institutions of learning to listen to radio, 'informative content' remains the main factor; they prefer information and entertainment programmes; they prefer to listen to radio through their mobile phones because it is the latest technology; they listen to radio once in a while and they derive information as gratification for listening to the medium.

Recommendations
The following are the recommendations on how to improve radio listenership: stations should be constantly powered to reduce incidences of off air in the middle of programmes; more youth-centric programmes be championed and issues discussed; more youth participation in programmes that concern them; forum should be created for more engaging conversations with political leaders; professional newscasters should
be employed; less use of Hausa Language and more of the official language, English; stations should improve on their sound quality and playlists and avoid over repetition of a particular song, which makes the station boring.

References
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