

## IMPACT OF ONLINE RADIO PROGRAMME PREFERENCES ON ACADEMIC PURSUIT OF UNDERGRADUATES IN SOUTH-EAST NIGERIA



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### **Abstract**

*Online radio programmes have waxed beyond boundaries; it is no longer about air wave's proximity but the availability of a computer or smart device and the Internet. Listeners are not restricted to the available radio stations situated in their vicinity; they are rather exposed to the type of device in their possession and the presence of the Internet data they can afford. This transition has left the audience to have a wide array of choices as to what radio programme they choose to listen to. Lots of online radio programmes emerge on the airwaves every day but which of these programmes are enjoyed by students in southeast Nigeria, who comprise a fraction of the audience? This study reviewed online radio programmes preferred by undergraduates in the southeastern part of Nigeria. Anchored on the Individual Difference theory, this study looked at the online radio programmes students desired and the impact of the preferred programmes on their academic pursuit. A survey method was used and copies of the questionnaire were adopted as a tool to elicit information from 500 undergraduates drawn from 10 universities in South East, Nigeria. Results revealed that most students have music programmes as their most preferred online radio programme; they claimed such programmes have no negative influence on their studies despite their entertaining nature.*

**Keywords:** Online-radio, Internet, Programme preference, Academic pursuit

### **Introduction**

Online radio is circulated via a wireless communication system linked to a switch packet set of connections (the Internet) through an identified source (Fries & Fries, 2005). It entails streaming channels, giving listeners a nonstop flow of auditory sounds that normally cannot be stopped or replayed, just as traditional broadcast channels. It is worthy to note that online radio is different from podcasting and on-demand file serving, which engage downloading than streaming and has been in existence since the late 1990s (Fries & Fries, 2005). Online radio is an uprising

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medium that enlarges its reach from a computer to access broadcasts anywhere, anytime, and increases its programming from producers of traditional broadcast to individuals, organizations and government who engage in citizen journalism.

The Internet has paved way for new possibility for radio fans by becoming a full-grown medium with its unique features. The core resources of online radio are its universal reach, collaboration and individuality, just as the users need only portable wireless device and the Internet and it becomes omnipresent. Online radio redefines radio content as it has demonstrated to be most thriving if associated with conventional radio broadcasting over terrestrial networks. It introduces new music and speech formats and can adorn them with text, graphics and video. It permits users to listen to a broad collection of audio items whenever and wherever suitable. These on-demand radio services may noticeably influence the outline of listening and choice of programmes by the audience.

It may not go too far to say that the most interesting aspect of media content is often not the overt messages, but the many more or less concealed and uncertain messages that are present in media content. By its nature, programming is the product of broadcasting and just as a storekeeper sells goods or an accountant sells expertise, broadcasting sells programming. Akpan (2002, p.147) saw programming as an "activity that involves the task of designing programmes and scheduling them in meaningful order to ensure success." It is pertinent to note that there is no substitute for good and interesting programmes for the survival of any broadcasting or webcasting establishment. Several studies have been conducted addressing numerous questions about media preferences, channel preferences and programme preferences. It is generally known that audience preference for online radio stations depends on the content and values of the programmes emanating from such stations. More often, the audience choice is a reflection of what these stations are doing-especially in satisfying the audience needs. According to Obinyeluaku (2006, p.19), "audience preference for a particular station depends on its programmes." Furthermore, Nwanwanne (2005, p.11) asserts that "programming entails the search for and selection of materials that will satisfy the needs of the target audience."

Undergraduates rely on online radio for information, education, mobilization and entertainment which can all be attained through diverse programmes; news, discussion, music, sports, quiz, drama, talk, interview, phone-in, documentary, feature and jingles. While it may not be totally out of place for one to ask whether it is important that university students listen to online radio programmes, the relevance of this study becomes clear when one considers that there is a tendency to develop some sort of interest in one programme over others. It is on this framework this research is built.

### **Statement of the Problem**

Digital technologies have restructured how the populace uses audio media, particularly for the millennial audience segment. Many radio stations have launched

their mobile apps to contend with the new audio services, which has led to increased opportunities for radio stations to break the barrier of distance in reaching heterogeneously diversified audience. Online radio programmers make great effort to sustain their audience through programmes that would arrest their attention. There was a need to find out whether undergraduates in the southeast enjoy all or some of the programmes aired by online radio stations and the reasons for the preference. Identifying the students' preference for specific programme formats would enable the researchers to determine the impact of such programmes on the students' attitude towards learning. The purpose of the study was therefore to: Find out the online radio programmes preferred by undergraduates in South east Nigeria; find out what factors are responsible for their preferences and ascertain if any, the advantage of the preferred programme on their academic pursuit.

### **Research Questions**

The following research questions guided this study:

1. What are the online radio programmes preferred by undergraduates in South-east Nigeria?
2. What factors are responsible for their preferences?
3. What are the advantages of the preferred programme on their academic pursuit?

### **Theoretical Framework**

Understanding online radio programme preferences of students in this contemporary digitized broadcasting era, the researchers anchored this study on individual difference theory. This theory was propounded by Melvin DeFleur in 1970. The principles of the theory include:

1. Members of the mass media audience are made up of different people
2. Members of the mass media audience will react to the same messages in different ways.

Individuals differ from one another. Attitudes, values and beliefs are often learnt through experiences. This is as a result of personal psychological and psychographic characteristics. Under this theory we have such concepts as **selective exposure**, **selective perception**, **selective attention** and **selective retention** (Uche, 2021).

How does this theory apply to online radio programme preferences of students? First, one's psychological makeup will determine what appeals to them. This is one of the reasons for the popular saying; "beauty is in the eyes of the beholder." What may appear to one as desirable may appear to another as repulsive (Uche, 2021). This accounts for individual programme preferences and consequently makes them to respond differently to media messages. Even after sometimes, what a radio listener might have found appealing could be found otherwise. This has to do with exposure, perception, attention and retention; hence, the assumptions of individual differences theory that no two individuals are exactly alike; and that an individual cannot respond

to the same stimulus the same way all the time. In an online environment, there is ubiquity of contents and undergraduates, based on their psychographic characteristics and psychological make-up are inquisitive and like to explore and exploit their desires. Thus, necessitating online radio diversification of media contents to accommodate the fickleness of the human mind.

### **Review of Related Literature**

Online radio services are generally reachable from any place on earth with an appropriate Internet link available. This has made online radio mainly suitable and accepted among listeners. Internet radio is also suitable for audience with extraordinary interests, permitting consumers to choose from a massive amount of diverse stations and fields less usually symbolized on traditional radio. With online radio, a listener is not limited to one geographic area or dependent upon syndication partners picking up a show for it to be heard. It can be heard all over the world. Online radio has widened the listening foundation for broadcasters; No longer is one limited to expensive time slots on the local radio dial. It is no more important to own expensive gadgets because with device as simple as a computer and a microphone, one can get started with one's radio show and broadcast to people all over the globe.

Conventional radio is a structured and direct network of mass communication which is local in capacity but online radio is linked with a non-structured, non-straight system of digitized-networked communication technologies that is intercontinental in range. The fame of online radio emanates from the reality that it is a mixture of technology that both updates and globalizes conventional radio. Online radio is a universal technology whose audio flow may be distributed live or archived to be accessed on-demand, however in both cases, audio files are at first created for optional programming and sent to the audience.

Friere (2008) explains the feature of online radio as “a multi-media digital platform of converging print and audiovisual texts; It is interactive; It is a global medium; It provides on-demand access to a 24-hour database; and it is a network of networks in a close-knit, virtual online community” (p. 97).

Most traditional radio stations have incorporated digitization into their system in a way that they are also found online. The majority of these online radio channels have developed smartphone applications for easy navigation and use for their audience. Below is a list of online radio channels that are domiciled in Nigeria:

**Table 1: List of Some Online Radio Channels domiciled in Nigeria**

<b>SN</b>	<b>ONLINE RADIO</b>	<b>SN</b>	<b>ONLINE RADIO</b>	<b>SN</b>	<b>ONLINE RADIO</b>
1.	Cool FM	94	Splash FM	187	DLCF UI
2.	Kapital FM	95	Premier FM	188	JMPBliss Radio
3.	Wazobia FM	96	EBN Radio	189	The Preachers Radio

4.	Nigeria Info 95.1	97	Amuludun FM 99.1	190	Ibile 9ja Radio
5.	Amplified Radio	98.	Space FM 90.1	191	R2 92.9 FM
6.	Voice of Nigeria	99.	Fresh 105.9 FM	192	King FM 103.9
7.	Koode Radio Int'l	100.	The Beat 97.9 FM	193	Fortress Radio
8.	RHOGIC Radio	101	Lagelu FM 96.3	194	EOB LIVE
9.	Glaring Star World	102	Jamz100.1FM	195	Active Radio
10.	KOGIC Radio	103	Partytrain Radio	196	Coal City FM
11.	NEC Radio	104	Prince-FM Radio	197	Dream 92.5 FM
12.	TTC Radio	105	Great Dreams Radio	198	Sleekfm
13.	Izano Radio	106	thirty two fm 94.9	199	RCCG Radio
14.	Royalmind Radio	107	Ofure Radio	200	Planet FM 101.1
15.	Alaafins Radio	108	Living Water Radio	201	Dexterity Media FM
16.	Advance Africa Radio	109	T-Solid Radio	202	Wadata Radio
17.	Oralvault Radio	110	Orange 9ja Fm	203	Cool FM FM 96.9
18.	Jarida Radio	111	SaltFM Ibadan	204	Metro 97.7 FM
19.	Zion Radio	112	Pensioners FM	205	Sports Radio Brila FM
20.	Rhythm 94.7FM	113	i-Flier Radio	206	Wazobia FM Lagos
21.	Liberty Radio	114	Kaakaki Radio	207	Naija FM
22.	Hyai 89.5 FM	115	Great FM	208	Classic FM 97.3
23.	Robin FM Radio	116	Damsel Radio	209	Nigeria Info
24.	Beacon Radio	117	Highway Radio	210	Praiseworld Radio

25.	People's Voice	118	9jatalc Radio	211	Smooth 98.1 FM
26.	Silverbird Rhythm	119	Swift Wave Radio	212	Broadstreet Radio
27.	Inspiration FM	120	StarbustA Radio	213	Joli FM
28.	WiGRadio	121	MonarchRis e Radio	214	Nuse FM
29.	City 105.1 FM	122	BaBa Radio	215	SINACH Radio
30.	Top Radio 90.9	123	Boom Radio	216	Agric.Fm
31.	Gospotainment Radio	124	Lagos Talks 91.3 FM	217	Victory Corner Radio
32.	Cfaith Radio Network	125	Dukia Radio	218	Correct FM Lagos
33.	AmenRadio	126	Rap Radio Africa	219	Lite Radio 95.5 FM
34.	Golden FM 365	127	Lagoon Radio	220	Pine FM
35.	234Radio	128	TAJ Radio	221	3rd Radio
36.	The Beat 99.9 FM	129	Naija Vibe Radio	222	Super FM 96.3
37.	WFM 917	130	YYF Radio	223	GlowBroadcastin g
38.	Gospel Hotspot Radio	131	Regia Online Radio	224	Today Africa Radio
39.	Urban 96.5 FM	132	iPLAY Radio	225	Magnifier Radio
40.	Soundcity Radio	133	Digits 1024 Radio	226	Glorious RAYS FM
41.	LagosJump Radio	134	Kabiesi Radio	227	Magic FM Aba
42.	OneRace Radio	135	District FM	228	Spice Of Africa Radio
43.	Lifegiva Radio	136	Apex Radio	229	Domi Media Radio
44.	Oduduwa Grand	137	AudioHouse Radio	230	Nightingale Radio
45.	Naija Hits FM	138	Living Impact Radio	231	Vibes FM Benin

46.	TGz Africa Radio	139	88.5 UFM	232	GoodNewsRadio .ng
47.	Don Bosco Radio	140	Vibing Live Radio	233	Independent Radio
48.	Wellsradio	141	BeatNG Radio	234	Inform Me
49.	Bride Radio	142	Gospel Music Radio	235	DivinevibezRadio
50.	Honesty Radio Ng	143	Positive FM	236	Cool FM
51.	Wazobia FM Kano	144	DLWYC	237	ASKiNG RADiO
52.	Freedom Radio Kano	145	Diamond FM	238	ASKiNG RADiO Tiv
53.	Aminci Radio	146	Royal FM 95.1 Ilorin	239	Izalah Radio
54.	Muallim Radio	147	Midland FM 99.0	240	Patris Radio
55.	Guarantee Radio	148	SAM RADIO	241	Christovibes Radio
56.	Nasidi Radio	149	Radio East	242	Champions Radio
57.	Bichi Radio	150	BOSS98.9 FM	243	Rhythm 93.7 FM
58.	Duniyar Fasaha Radio	151	Radio Sapientia	244	JAY FM 101.9
59.	Hasken Alfijir Radio	152	City Radio 89.7FM	245	Voice of Faith Radio
60.	Radio Kano AM	153	Uniq 103.1 FM	246	Purity FM Awka
61.	Radio Kano FM	154	101.9 Rockcity FM	247	FLO 94.9 FM
62.	Cool FM 959	155	Rainbow 94.1 FM	248	ABN Radio
63.	Cool FM 95.9 PH	156	Family FM 88.5	249	Huda Radio FM
64.	Wazobia FM PH	157	Smash FM	250	Garkuwa FM 95.5
65.	Nigeria Info 92.3	158	Roots 97.1 FM	251	The Scar Radio
66.	Wave 91.7 FM	159	Grace FM	252	Adaba 88.9 FM

			Lokoja		
67.	GoCity Radio	160	FADFM 93.1	253	Crest 88.7 FM
68.	Adure Radio	161	The Voice Of Biase	254	Radio Igbala
69.	Old Time Faith Radio	162	Free Smoke Radio	255	Sdb Live Radio
70.	Abeko Radio Station	163	Sunrise Radio	256	Great 94.5 FM OAU
71.	Faith to Faith Radio	164	Progress Radio	257	Nishadi Radio
72.	OB Radio FM	165	Uniosun Fm	258	ATAP FM Bauchi
73.	Zionhill E-Radio	166	Radio Access	259	Àwòko Radio
74.	Pidgin Radio	167	OSBC Radio	260	The Coded Station
75.	School Radio	168	Dandal Kura Int'l	261	Soccerhub Radio
76.	Jatto FM	169	Vision FM	262	Lomodogs FM Nigeria
77.	Harbinger Radio	170	Geswith Radio	263	Onala Radio
78.	Ayobabalola Radio	171	104.5 Love FM	264	Evidence Radio
79.	OkayWaves Radio	172	Prixair Radio	265	Akede Ona Iye FM
80.	OECS Online Radio	173	Human Rights Radio	266	Radio IITA
81.	Al- Salam Radio NG	174	DJ JOZENGA	267	Kiss FM 99.9
82.	Richieart fm	175	Showbuzz Radio	268	Impact Business Radio
83.	LoadedTalks	176	Soundcity Radio	269	DNI Radio
84.	Martaba FM Funtua	177	WOWCatho lic	270	CrystalCity Radio
85.	Lapis LM Radio	178	RBE Radio on Cizle	271	Auntie Mo Kids Radio
86.	Grace Family Radio	179	Inventa	272	Hot FM Abuja

			Radio		
87.	BMC Radio	180	Supreme FM 96.1	273	Voice Of Nigeria
88.	Jalbu Radio	181	Express Radio	274	Brekete Family Radio
89.	Garkida Express	182	NLBC BVI	275	Football Radio Fm
90.	KgospelRadio	183	Saii Radio	276	WE FM 106.3
91.	Temilola FM	184	DY Studio FM	277	Raypower FM
92.	Search FM 92.3	185	Covenant Life	278	TMMN Radio
93.	My African Music	186	EvioBlog Radio	279	Petals FM

Source: Streema (2021)

Chan-Olmsted, Wang & Hwang (2020) through a national survey, explored Millennial radio users' functionality preferences regarding station-specific apps from radio stations, and factors affecting their adoption intentions and actual adoption behaviours of such apps. The potential contribution of these apps to brand loyalty was also examined. Three types of factors were investigated: technology, brand, and media factors. The results suggested that all of them affect adoption and loyalty building. As such the study contributed to the literature on technology acceptance, mobile marketing, and media management.

Mojekeh, Egbeh, Nwangene, & Dim (2019) undertook a study on radio listenership-base influences and audience perception of radio stations in Owerri, Nigeria, to determine the factors that influence the listenership base of radio houses in Owerri, Imo State. The study came out with the major finding that there are differences in listener's perception of radio houses with the following variables: signal quality, quality of entertainment programmes, quality of news and information, station's house style as well as the presentation style of the on-air personalities. Arising from these findings is the major recommendation that the programming strategy of radio houses must take into consideration audience perceptions, expectations and preferences. Also, radio houses in the location of study must find ways of factoring commercials in a non-disruptive manner into their programming for without revenue earned from such commercials, they will close down.

Osazee-Odia and Ojobor (2017) took an expository approach to explore university students listening behaviour of FM radio programmes, with DELSU FM 103.7 radio station as a study location to assess the motivations for listening to FM radio programmes and gratifications being derived. Findings revealed that the majority of students were more inclined towards information derivation. The study also found out that information/knowledge was the most gratification to students and

that students' frequency of listening to DELSU FM radio programmes was consistent or regular noting the use of mobile media as facilitative devices for students' ability in listening to DELSU FM radio programmes.

Ray-Udeajah (2012) based on the selective exposure theory, examined the radio programmes students preferred by university students in Anambra State, Nigeria. The researcher employed a survey method and used copies of the questionnaire as a tool to elicit information from 300 students drawn from Nnamdi Azikiwe University, Awka, Anambra State University, Uli and Madonna University, Okija all in Anambra State. The findings showed that most students preferred music programmes to other radio programmes, This preference was attributed to the roles entertainment programmes play in the school life of students that include: the need for relaxation after a long day in the classroom/library, limiting distractions during reading, and the need for relevant information from such programmes. They also claimed such programmes have no negative influence on their studies despite their entertaining nature. The researcher recommended that broadcast practitioners should make their programmes more entertaining and that the government use these entertaining programmes to teach the students since they are the leaders of tomorrow and for those students who believe in 'less talk more music' should learn to listen to other programmes as all programmes cannot be in music format

Consequently, from the above literature review, it is obvious that the audience prefers different channels based on the programmes such channels/stations have to offer; it can be due to the content, nature, presenter or time structure of the programme. The audience reacts to different programmes due to their environments, psychological proximity to such programmes, and various attitudes existing in the audience. These issues gave rise to the investigation of undergraduates' online radio programme preference by the researchers to find out the various online radio programmes students prefer and the reason for such programmes preference and if it facilitates academic excellence.

### **Method**

In this study, the researchers used a survey research design because the topic concerns students' choices; it was deemed appropriate since it provided the researcher with the means of investigating the problems raised in this study under realistic settings. 500 students were drawn from 10 universities in the southeastern part of Nigeria, which constitutes five states, namely, Abia, Anambra, Ebonyi, Enugu and Imo. 2 universities were randomly selected to represent both public and private universities which total 10 universities in all. So, 50 students were accidentally selected from each university. The universities include Abia State University, Uturu; Gregory University, Uturu; Nnamdi Azikiwe; University, Awka; Madonna University, Okija; Ebonyi State University, Abakaliki; Evangel University, Akaeze; University of Nigeria, Nsukka; Godfrey Okoye University, Enugu; Federal University of Technology, Owerri; and Hezekiah University, Nkwerre. Students

from these universities have an adequate representation of the characteristics of the population under study. Stastical Package for Social Sciences was used in the analysis of data collected from the field and data analysis were presented with statistical tools like frequency and percentage tables and bar charts.

**Data Analysis**

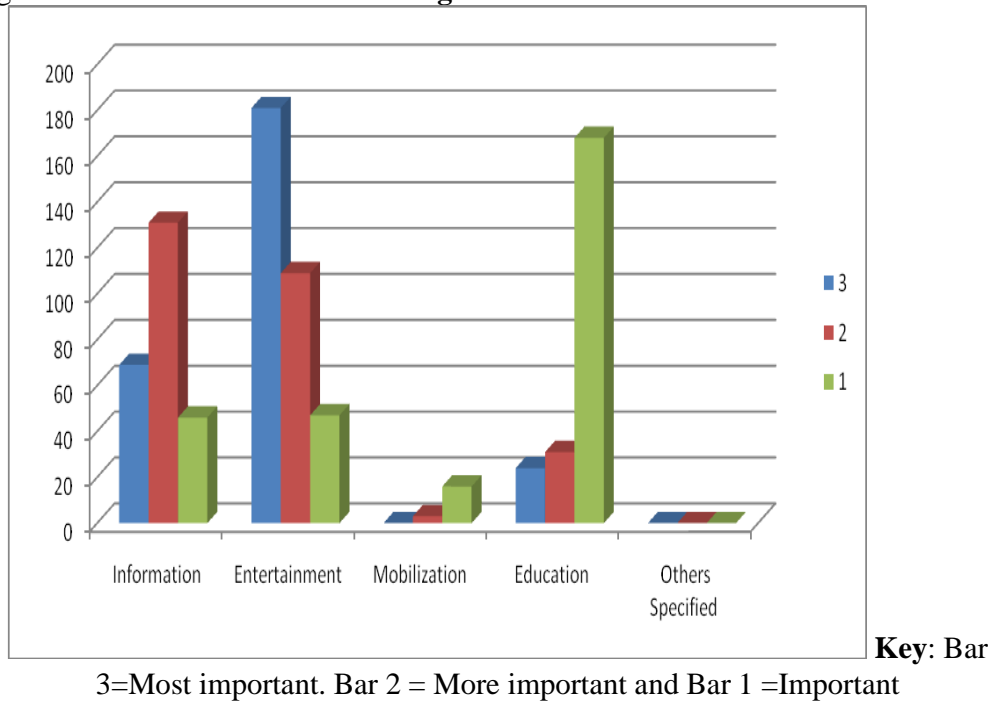
The researchers used secondary administration and on the spot collection while administering the questionnaire; so there was a 100% response rate. However, 343 respondents indicated that they listen to online radio while 157 said they do not listen to online radio which made their responses invalid for this study. So, further analysis was done with the number of respondents that listen to online radio since the onus of this study is all about students who listen to online radio programmes.

**Table 2: Choice of Programme**

Programmes	Frequency	Percentage %
News, Music and Sports	48	14
News, Quiz, Music	27	7.9
News, Sports, Music & Drama	23	6.7
Music, News, Phone-in, & Sports,	61	17.8
News and Music	184	53.6
<b>Total</b>	<b>343</b>	<b>100</b>

Source: Fieldwork 2021

The above table reveals that all respondents chose more than one programme, Majority of the respondents listen to news and music, representing 53.6% of the respondents. 61 respondents representing 17.8% listen to music, news, phone-in and sports programmes. 14% listen to news, music and sports programmes, 7.9% of the respondents listen to news, music and quiz programmes, while 6.9% listen to news, music, sports and drama. It is observed that every student listens to news and music programmes.

**Figure 1: Reasons for Preferred Programmes**

The above figure reveals that respondents do not listen to preferred programmes for just a single reason as they indicated three reasons on a scale of preference; most, more and important reasons for their preferences. Entertainment was considered as most important by most respondents (181), followed by those 69 respondents who considered information. Mobilization was not considered as the most important reason by any respondent, while 24 respondents said education is the most important reason for their choice of programme. The information led the class of more important reason with 131 respondents, followed by entertainment with 109 respondents, education followed with 34 respondents and mobilization at the bottom with 3 respondents. Important reason has education on the top with 168 respondents, next is entertainment with 47 respondents, followed by information with 46 respondents and lastly is mobilization with 16 respondents. Few students who had other reasons for their programme preference cited factors like relaxation and companionship which the researcher harmonized into entertainment function. This finding supports the selective exposure theory which is psychological and posits that individual intelligence and other personal factors play significant roles in shaping their media content selection and interpretation. From the above analysis, it is obvious that the majority of the students listen to an online radio programme for entertainment and information as a priority.

**Table 3: Contributions of preferred programme to academic pursuit.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
inhibit noise or distraction while reading	92	26.8
Gives information of events around the world	116	33.8
Broadens the educational horizon	21	6.1
Acts as companion.	65	19
Serves as an escape from challenges	32	9.3
Others	17	5
<b>Total</b>	<b>343</b>	<b>100</b>

The table above shows that 33.8% of the respondents get informed about events around the world through their preferred programmes. 26.8% of the respondents said their preferred programmes serve as companionship while in their various places of residence, therefore, erasing every form of loneliness while alone. 19% used their preferred programme to wave away distractions in form of noise as they read in their rooms thereby contributing to their academic career. 9.5% said their preferred programmes broaden their educational horizon through various discussions and quiz programmes. 6.1% disclosed that their preferred programmes serve as a form of escape from all forms of challenges they are having as students. The remaining 5% specified diversified contributions their preferred programmes give to their academic pursuit.

**Discussion of Findings**

The study established that most students listen to online radio programmes. The study revealed that the majority of the students preferred news which is in line with the study of Osazee-Odia and Ojobor (2017) that DELSU students are more attached to informative programmes. The study also revealed the preferred programme by the majority of the respondents are entertainment-oriented (music, sports and drama), which supports the findings of Ray-Udejah (2012), they claimed they derived information and education benefits from such programmes as they gave them companionship during reading and reduce all other distractions. Other respondents said, the preferred programme broadens their view about the world around them, that is, it positively influences them on how they speak and what they hear and increases their scope of knowledge in their field of study.

Some derive maximum satisfaction from their preferred programmes, while some do not and comment on the way forward. The study showed that for some students there exist some form of correlation between their preferred programmes and their university career like those studying communication as they look up to those presenters for learning. Moreover, the knowledge of topical issues goes a long way in broadening their views about life which they gain through discussion and quiz programmes. Surprisingly, those who preferred music programmes were not left out

in this relationship as they claimed that the preferred music programme serves as a companion and an escape from noise during reading.

### **Conclusion**

The students' preference for programmes that are entertaining and informing suggests that the audience select the specific type of programme to meet different specific needs. This preference was attributed to the roles entertaining programmes play in the school life of students. These include the need for relaxation after tedious exercises in the classroom and fieldwork; the need to curtail distractions during reading; and information roles of such preferred programmes. This supports the idea that entertainment provides reward, relaxation and reduction of tension, which make it easier for people to cope with real life's problems and for society to avoid breakdown. It is important to note that in programme grouping there must always be overlaps, that is, entertainment programmes also inform and educate. Students prefer music programmes mostly because it entertains as well as inform them about issues in society, in addition to educating or mobilizing them in handling such issues. It is not in doubt that the online radio with its features of immediacy and affordability of operation has been the link between the students and the world in this study.

### **Recommendations**

1. Government should use these programmes to convey vital information to students, who are the leaders of tomorrow, in curtailing the social vices in the society or campaigns against social ills, like drug addiction, human trafficking, get-rich-quickly-syndrome, kidnapping, terrorism, HIV/AIDS and the promotion of our culture and development. It should be made entertaining (sung in songs) for the students who constitute the youths of this country to be aware of its importance.
2. Furthermore, the government should endeavour to sponsor programmes that are entertaining and encourage the Nigerian artists in promoting their culture and potentials in them, since this gives employment opportunities.
3. The Broadcasting Organizations of Nigeria (BON), should regulate entertainment-oriented programmes to make sure that the programmes do not promote immorality, but achieve what it wants to achieve.
4. Lecturers should encourage students to listen to programmes that are informative and educative, not just entertaining programmes. Questions about the events in the world should be raised and discussed in the class to encourage them to know the value of information and education.
5. Students who believe in "less talk, more music" should know that variety is the spice of life. There is a sense in talking; every message cannot be made entertaining, they should take time to listen to those that are educating as well as entertaining; they should try to participate in such programmes to broaden their view about their field of study.

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