PERCEPTION AND ACCEPTANCE OF CAMPUS RADIO (LASPOTECH 101.9 FM) AMONG MASS COMMUNICATION STUDENTS OF LAGOS STATE POLYTECHNIC

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ABSTRACT

Since the first campus radio, UNILAG FM 103.1, commenced operation in Nigeria, many universities, polytechnics and colleges have joined the train in establishing campus radios across the country. Laspotech 101.9 FM, which is the official campus radio for the Lagos State Polytechnic, has been in operation for over three years now and the station has recorded reasonable success. However, the students of the polytechnic do not seem to show interest in their campus radio. This has posed questions, which have led to this study. The study was set out to examine perception and acceptance of Laspotech 101.9FM among students of the polytechnic. Students of the mass communication department of the Lagos State Polytechnic were chosen as the population of the study and two hundred and forty of them were served a thirteen-item questionnaire. The result was collated analysed in a frequency table. Findings reveal that the students of Lagos State Polytechnic view Laspotech 101.9FM in good light and they are willing to support the campus radio by promoting the brand. Hinged on democratic participant and development media theories, the study recommends that more studies be conducted to know the types of programmes the student would like.

Keywords: radio broadcasting, community radio, campus radio, perception,

1.0 INTRODUCTION

Since the first campus radio station in Nigeria began operation in 2002, many other universities and polytechnic across the country have joined the train to establish institutional radio for their academic environment. The UNILAG 103.1 FM set the pace and since then, it has become a tradition for higher institutions to apply for licenses to own and operate campus radio (Adesemoye & Acheme, 2021). Campus radios are usually located on the host institution's sites, reaching the immediate environment with the transmission of signals with programmes. The studios are also designed for the practical education of Mass Communication students of the host institution. Campus radio is originally non-partisan and is not aligned to any group's philosophy other than what the management set out to do,

education and teaching the students. Campus radio stations are generally licensed and regulated by national governments and have very different characteristics from one country to the next. In Nigeria, campus radio has evolved from a humble beginning into a standard practice where they now compete with other local radio stations around. In one of his notable speeches, a professor of the broadcast at the University of Lagos, Professor ralph Akinfeleye narrated the evolution of campus radio in Nigeria. Akinfeleye, who delivered a paper entitled, 'From Nothing casting to Narrowcasting and now Digital Broadcasting: The metamorphosis of Campus Broadcasting in Nigeria', noted, "the genesis of campus broadcasting in Nigeria began in the 1970s but became more rigorous in the 1980s (precisely 1980) while National Broadcasting Commission (NBC) was established in 1992 after the Badagry National Conference on Communication Policy – Powered by Prince Tony Momoh, the then Minister of Information and Culture. The UNILAG Initiative – Mass Communication department pioneered the struggle, followed by other universities, including but not limited to BUK, UNN, UNIMAID, LASU and many more. According to him, "the narrowcasting era came after nothing casting era. This time the mass communication departments engaged in the procurement of mini box transmission within their mass communication buildings such as offices of staff and classrooms were furnished with voice boxes from small wire connections to the studio-like-arrangement – they were narrowcasting to themselves. "Then the digital broadcasting era, currently the majority of mass communication departments now have digital studios where they now broadcast professionally. This is one of them that we are commissioning today, BUK 98.9FM whose flagship is broadcasting for Innovation and Development. It has added value to the new era of digital broadcasting on our campuses." He said Unilag Radio 103.1FM is the first university radio in Nigeria and was birthed in 2004 even though it got a broadcast licence in 2002, under President Olusegun Obasanjo's administration (Mwantok & Aikulola, 2020).

Though campus radio is trending around the world and many Nigerian institutions of learning are operating campus radio, there are many challenges the stations are facing. On the major challenges of campus radio/TV in Nigeria, Professor Akinfele noted that it took Unilag 25 years to get a radio licence, but because of the success story of Unilag Radio, the licence to other universities and polytechnics did not take 25 years. It took two years to be assigned frequency by the NCC, hence the delay to 2004 for Unilag Radio. Other challenges, he said, include "huge cost of licensing fees (N1 million for campus radio), renewable every five years with the same amount, lack of availability of broadcast spectrum in Lagos, Abuja, Port Harcourt, and so on, was given as part of the long delay for approval, the problem of over-regulation by NBC, the long delay before NBC gives approval, which makes it appear as if NBC is trying to be a 'Media Trader' rather than a 'Media Regulator'; not granting permission for limited advertising to support the running of campus radio stations; unending complaints by the commercial radio stations against campus stations. They see campus radio stations as competitors buying-in-to their limited advertising revenue in their localities; lack of proper relationship management between the regulator NBC and campus radio stations.

2.0 STATEMENT OF THE PROBLEM

With the rise of campus radio in Nigeria, over forty campus radio currently operates in Nigerian campuses. All these stations pose as rivals to themselves even though they are not operating from the same campus. While this is a problem, there are many other public and

private radio stations in the towns, which already have a reputation and huge fan base among the people. Campus radio stations like Laspotech 101.9 FM have many challenges around and need quality programmes, trained officials and well-coordinated affairs to attract large listeners. The students of these institutions with campus radio stations are the first and most target audience for these stations. When they have an unfavourable perception of their immediate radio, they wouldn't be proud of supporting their institution's radio. This is what prompted this study, to find out the perception of students of Lagos State Polytechnic towards Laspotech 101.9 FM.

3.0 RESEARCH OBJECTIVES

The following objectives are the focus of this study:

1. Do the students have a good perception of Laspotech 101.9 FM?
2. How proud are the students of their campus radio, Laspotech 101.9 FM?
3. Do mass communication students enjoy the programmes aired on Laspotech 101.9 FM?
4. To find out if they have a favourite programme on Laspotech 101.9 FM
5. Would the students participate in the development of Laspotech 101.9 FM?

4.0 RESEARCH QUESTIONS

1. What is the students' perception of Laspotech 101.9 FM?
2. Are the students proud of their campus radio, Laspotech 101.9 FM?
3. Do mass communication students like the programmes aired on Laspotech 101.9 FM?
4. What is their favourite programme on Laspotech 101.9 FM:
5. Are the students willing to participate in the development of Laspotech 101.9 FM?

5.0 REVIEW OF RELATED LITERATURE

Radio as a medium of mass communication became popular in developing societies for many reasons. Oyetoro, Joshua & Aduradola (2013) believe that radio by nature is the ideal medium for development in Africa as it provides access to a large number of people, both literate and non-literate. They point to the many advantages of the medium, which makes it a choice medium of communication when compared to other media, radio is relatively cheaper, simple to use, portable and operate virtually everywhere with or without electricity supply. Among the many benefits or advantages of radio is that it creates a channel for interactive communication and serve as a source of dialogue on issues of rural development. Scholars believe the medium serves as a platform for democratic and pluralistic expression of the communities, and means of raising public awareness and motivation (Daramola 2014; Oyero et al 2013). Asemah (2011) in a bid to highlight the special contribution of radio (and television) to rural development wrote that rural broadcasting entails the use of community radio and television to carry out developmental programmes to the rural dwellers.

Community radio, also called rural radio, is a radio that is about, for by and of a specific marginalised community whose ownership and management representative of its community that pursues a participating development agenda, and that is non-partisan and non-sectarian (Quarmyne, 2009; Daramola, 2014). Adegbola & Oyedele (2013, p. 288) gave a more

simplified and reasonable explanation of what community radio is. They wrote: "any radio station that is owned, operated, controlled and used to communicate development issue, mobilise and encourage people of a community to participate in the process of development without profit motive is known as a community radio." Daramola (2014) expatiated on this by writing that community radio refers to a radio station owned and controlled by a community defined either geographically or as a community of interests and it is not profit-oriented. It is also believed by some scholars that community radio could be owned by non-governmental organisations working in communities or by a group of people within the community, associations, trust or a foundation (Adesemoye & Acheme, 2021).

Asemah (2011) believes that rural radio can be used to mobilise the people at the grassroots level for community development and national consciousness. He argued that no serious mass-oriented development programme in rural areas of Africa will survive without the active involvement of the people within the traditional system. In this view, Daramola (2014) explains that the origin of community radio can be traced to repressive experiences of many communities who were marginalised by city media and therefore they opt for community radio as a tool for highlighting their rights and raising issues concerning their interests. Community radio, therefore, represents the voice of rural people, minorities, oppressed, voice of the poor even within a large urban settlement.

Daramola (2014) is of the opinion that community radio can best be used for the re-information of previously accepted activities that will satisfy the people. By implication, this will enhance many virtual areas of community development like the health services or the agricultural extension services. Scholars believe that there are many ways community radio would enhance good governance including sensitising the rural population on the importance of democracy, discussing issues that affect them in terms of communal conflicts, health emergencies, hospitals, good roads, etc. (Julius-Adeoye, 2013).

In a study conducted by Chudey, Akpoveta & Ogbemi (2014) on teenagers' response to local radio messages on HIV/AIDs campaign in Ogwashi-Uku, Delta State, it was found that most secondary students get information concerning HIV/AIDs through radio messages and it was recommended that since radio messages are good means of obtaining information concerning HIV/AIDs. In a study conducted in 2014 by Chinedu & Ngonso to examine media coverage of infectious disease, it was found that issues of infectious disease were not prominent in the Nigerian print media. Afolayan, Abuya, Kumuyi & Adewole (2011) examined the role, challenges and prospects of the mass media in the implementation of the health components of the Millennium Development Goals (MDGs). They found that the health-related MDGs have gained widespread acceptance in Nigeria through the instrumentality of the media.

6.0 RADIO BROADCASTING IN NIGERIA: A HISTORICAL PERSPECTIVE

Radio Broadcasting in Nigeria can be traced back to December 19, 1932, when a repeater station of the British Broadcasting Corporation set up in Lagos began operations. To listen to the radio, one had to subscribe, and be given a loudspeaker cabled right to the station and hung in the house. The excitement that greeted this rudimentary development was illustrated by the fact that within a year, subscribers to loudspeakers outnumbered the available loudspeakers. The service, known as Radio Distribution Services (RDS), was extended to

Ibadan in 1939. Colonial broadcasting, as we have chosen to call this era, lasted for nineteen years: 1932 to 1951 (Duyile, 1989).

In 1951, the cord of tutelage to the BBC was severed and the RDS came to be known as the Nigerian Broadcasting Service. Incorporated in 1957 as the Nigerian Broadcasting Corporation, the service monopolised radio broadcasting till 1959, when the Broadcasting Law, which permitted the establishment of regional broadcasting houses, was passed (Duyile, 1989).

The era of federally monopolised radio broadcasting thus lasted for eight years, giving way to a two-tier broadcasting landscape.

Between 1959 and 1962, each of the three regions established a broadcast station: The Western Region in 1959; Eastern Region in 1960 and Northern Region in 1962. The number of regional radio stations witnessed an upswing with the coming of successive military governments which increased the number of regions or states-the Yakubu Gowon administration increased the number of regions from four to twelve in 1967; Muritala/Obasanjo increased that to nineteen in 1976; Ibrahim Babangida upped it to 21 in 1987, and to 30 in 1991; and Sani Abacha increased the number to 36 in 1996. Nearly every state established its own radio station (Duyile, 1989). By 1996, the number of radio stations in Nigeria was about forty (Daramola, 2006).

The two-tier broadcasting landscape was intact for 33 years. Though the 1979 Constitution (Section 36, 2) made express provisions for the establishment of private stations, which would have introduced a three-tier landscape, aspiring private station owners had to wait for 13 years, sixty years after radio broadcasting began before realising their aspirations. Successive governments had solidly resisted demands for this section of the constitution to be put into effect, until 1992 when the military government gave in to the legitimate pressure for a more diversified landscape (Daramola, 2006). In Nigeria, there are three types of stations: government and commercial (private) and community radio. The third type, community radio continues to remain in the realm of things hoped for; demanded but unseen (Ogunleye, 2010).

7.0 CONCEPT OF COMMUNITY RADIO

The invention of radio waves in 1887 by Henrich Hertz, Marconi's wireless communication device and Conrad's radio transmitter set the template upon which the invention of the radio is built today. It is pervasive, portable and easy to maintain today. According to Daramola (2003), listening to the radio is convenient while one is engaging in other activities. It possesses some special qualities that aren't inherent in other media of mass communication.

Community radio is a social process or event in which members of the community associate together to design programmes and produce and air them, thus taking on the primary role of actors in their own destiny, whether this is for something as common as mending fences in the neighbourhood, or a community-wide campaign on how to use clean water and keep it clean, or agitation for the election of new leaders (Ogunleye, 2010). The emphasis is on the ownership of democratic and development efforts by the members of the community themselves and the use of media, in this case, radio, to achieve it. In every sense, this is participatory communication (not programmes made about them by somebody else!). It is

above all a process, not merely a means, because the people are part of that means, and so are the message and the audience.

Community radio is most relevant to a group of people, who live and act as a community, and this could be several families, several neighbourhoods, or even several villages or communities, but the important thing is that they interact (Ogunleye, 2010). Hence, community radio is the community speaking to each other and acting together for common goals." (Arnaldo, 1999, p. 4). It could also be described as a radio service offering a third model of radio broadcasting in addition to commercial and public broadcasting. Community stations serve geographic communities and communities of interest. They broadcast content that is popular and relevant to a local, specific audience but is often overlooked by commercial or mass-media broadcasters.

This has been demonstrated by the special UNESCO project, Women Speaking to Women community radio stations for the empowerment of women. Given the audience's low literacy rate and radio's ability to involve women and to treat them not only as objects or merely as a target audience, but also as participating agents and as a valuable source, community radio becomes one of the most promising tools for community development (Ogunleye, 2010).

Community radio outlets may carry news and information programming geared toward the local area (particularly immigrant or minority groups who are poorly served by major media outlets). A meme used by members of the community is that community radio should be 10 percent radio and 90 percent community. This means that community radio stations should focus on getting the community talking and not solely on the radio (which is a technological process); but that the social concerns of the community are stressed over the radio. There is also a distinction drawn in contrast to mainstream stations, which are viewed as pandering to commercial concerns or the personalities of presenters (Ogunleye, 2010).

Daramola (2003) supports this view when he said community radio is based on the need of liberalizing access to broadcasting and not with regards to reception but also with regards to transmission. The people jointly own a community radio and it is used to promote their cause. One interesting thing about community radio is its ability to run its programmes in indigenous languages, which promotes commonality.

8.0 CAMPUS RADIO IN NIGERIA

Campus radio can be referred to as college radio, university radio or student radio. It is therefore a type of radio station that is run by the students of a college, university or other educational institutions (Jegede, Akintayo, Chioma & Okechukwu, 2015). Campus radio is supposed to work as community radio within its campus and ensure that all its programming are participatory, from programming ideas generation to implementation, that is, presentation of the programmes. Sometimes campus stations are operated for the purpose of training professional radio personnel, sometimes with the aim of broadcasting educational programming, while other stations exist to provide an alternative to commercial or government broadcasters. campus stations which can be referred to as a sub-set of community radio stations can fill the gaps for commercial and government stations by playing more local music to promote local or campus musicians. As stated by Anaeto (2007) and cited in Jegede et al (2015), what informed the establishment of campus radio is rooted in the need to

enhance campus journalism. According to the scholars, Campus journalism is about gathering, writing, editing and presentation of news in a school newspaper, magazine, radio and television by students of tertiary institutions. Any campus medium established by any school is for the purpose of serving the school and its community with information, education and entertainment.

Over the years tertiary institution leaders in Nigeria were clamouring for permission to operate campus television. In April 2002, the government granted a radio licence to the University of Lagos. This opened the door for more tertiary institutions to seek radio stations and in 2007 President Shehu Musa Yar'Adua approved a set of licences for private, public and regional tertiary institutions. Sometime in 2009, the Nigerian government has awarded licences to 27 tertiary institutions to operate community radio on their campuses. The education institutions given licences are to use the radio stations for teaching, research and entertainment (Fatunde, 2009). As stated by Fatunde (2009), there were two major reasons for the expansion of campus radio. First, the government was satisfied with the way the University of Lagos made use of its radio licence. Second, there was a pressing need to provide a communication infrastructure for the newly founded National Open University whose role is to provide university education to school-leavers who could not gain admission to limited slots in universities.

LIST OF CAMPUS RADIO IN NIGERIA

S/N	Name of Radio Station	Host Institution	Location	Remark
1.	UNIUYO FM	University of Uyo	Uyo, Akwa-Ibom State.	
2.	Heritage FM	Heritage Polytechnic	Eket, Akwa-Ibom Sate	
3.	Madonna Radio FM	Madonna University	Okija, Anambra State	
4.	Unizik FM	Nnamdi Azikiwe University	Awka, Anambra State	
5.	Tansian Radio FM	Tansian University	Umunya, Anambra State	
6.	BSU FM	Benue State University	Makurdi, Benue State	
7.	Okada Wonderland FM	Igbinedion University Radio	Okada, Edo State	
8.	Uniben FM	University of Benin	Benin City, Edo State	
9.	Hillside FM	Auchi Polytechnic	Auchi, Edo State	
10.	Caritas University Radio	Caritas University	Enugu State	

11.	GOUNI Radio	Geoffrey Okoye University	Enugu, Enugu State	
12.	Lion FM	University of Nigeria	Nsukka, Enugu State	
13.	BUK FM Kano	Bayero University	Kano State	
14.	Unilorin FM	University of Ilorin	Kwara State	
15	Laspotech 101.9 FM	Lagos State Polytechnic	Ikorodu, Lagos	
16.	LASU Radio	Lagos State University	Ojo, Lagos State	
17.	NOUN FM	National Open University of Nigeria	Victoria Island, Lagos State	
18.	Unilag FM	University of Lagos	Akoka, Lagos State.	
19.	Nasarawa State University FM, Lafia	Nasarawa State University	Lafia	
20.	Search FM, Minna	Federal University of Technology, Minna	Niger State	
21.	Hope FM	Babcock University	Ilisan-Remo, Ogun State.	
22.	Hebron FM	Covenant University	Ota, Ogun State.	
23.	Great FM	Obafemi Awolowo University	OAU Ile-Ife, Osun State	
24.	Lead City FM	Lead University	Jericho, Ibadan, Oyo State.	
25.	Diamond FM	University of Ibadan	Oyo State.	
26.	ICEFMUJ FM	University of Jos	Plateau State	
27.	Unique FM	University of Port Harcourt	Rivers State.	
28.	Samaru FM	Ahmadu Bello University	Zaria, Kaduna State.	
29.	Click FM	Ibrahim Babangida University	Lapai, Niger State	
30.	Ultimate FM	College of Education	Minna, Niger State	
31.	Varsity FM Radio	Adekunle Ajasin University	Akungba-Akoko, Ondo State	
32.	ESUT Radio	Enugu State University of Technology	Enugu State.	
33.	Rhema FM	Rhema University	Aba, Abia State	
34.	DELSU FM Radio	Delta State University	Abraka, Delta State	
35.	KASU Radio	Kaduna State University	Kaduna State	
36.	COOU FM	Chukwuemeka Odumegwu Ojukwu University	Igbariam, Anambra State.	
37.	Kanem FM	University of Maiduguri	Borno	
38.	Teacher's' Radio	N.T.I	Kaduna	

Source: IMS (institute for media society), as updated in this study.

9.0 BRIEF PROFILE OF LASPOTECH 101.9 FM RADIO

After years of application, the Lagos State Polytechnic acquired the license to operate a campus radio. The National Broadcasting Commission, NBC, granted the radio station license to the institution and the state government for the operation has equipped the campus

radio station (Ajayi, 2018). This was subjected to a test trial period before the NBC finally present a certificate to the polytechnic. The Zonal Director of the Commission, Dr. Vincent Chibuike Ogwumike, speaking on the occasion, noted that the Laspotech FM radio had a fruitful test running process, which informed the eligibility to go full blast in their operations. Dr. Ogwumike handed over to the Ag Rector, Mr. Olumide Metilelu, with the document handed over the then acting rector was Codes of Conducts of the commission to further guide the operations of the radio station. During the presentation of the certificate to the polytechnic management, staff of the institution earmarked to work in the campus radio outfit was briefed (Vanguard, 2020; Realnews, 2020). The pioneer station manager of Laspotech 101.9 FM is Mrs. Bunmi-Dipo Adedoyin of the Department of Mass Communication. The campus radio is domiciled at the CESA building in the Ikorodu campus of Lagos State Polytechnic. Today, Laspotech 101.9 FM airs over eight various programmes on daily basis. There are over ten anchorpersons and radio hosts working in the campus radio and many mass communication students from various schools undergo their internship programmes in the station. Laspotech 101.9 FM operates on weekdays from 6 a.m. till late at night.

10.0 THEORETICAL FRAMEWORK

10.1 Development Media Theory

The theory was propounded by Denis McQuail in 1987 and emphasizes the normative behaviour of the press in countries that are conventionally classified together as developing countries or Third world countries. The development media theory advocates media support for an existing political regime and its efforts to bring about national economic development (Baran and Davis, 2003). The theory in spirit suggests that media should aid society by supporting government development efforts. It argues that until a nation is well established and its economic development well underway, media must be supportive rather than critical of the government.

According to Asemah (2011, p. 152), the development media theory owes its origin to the UNESCO's MacBride commission set up in 1979. This theory is opposed to dependency and foreign domination, usurpation and arbitrary authoritarianism but in tandem with economic prosperity, political emancipation and nation-building as its cardinal objectives. The major tenets of development media theory as succinctly captured by McQuail (1987: 121) are:

1. Media must accept and carry out positive development tasks in line with nationally established policy.
2. Freedom of the media should be open to economic priorities and the development needs of society.
3. Media should give priority in their content to the national culture and languages.
4. Media should give priority in news and information to link with other developing countries, which are geographically, culturally and politically close.
5. Journalists and other media workers have the responsibilities as well as freedom in their information gathering and dissemination tasks.
6. In the interest of development ends, the state has a right to intervene in or restrict media operation and devices of censorship, subsidy and direct control can be justified.

The development media theory according to Folarin (2000) cited in Anaeto, Onabajo and Osifeso (2008) has provided bearing for the concept of development communication and development journalism. It is used to support national development programmes like poverty alleviation, population control, literacy, disease control, self-reliance and entrepreneurial schemes.

11.0 DEMOCRATIC-PARTICIPANT PRESS THEORY

The democratic-participant theory advocates media support for cultural pluralism at a grassroots level. Media are to be used to stimulate and empower pluralistic groups. The democratic-participant theory calls for the development of innovative 'small' media that can be directly controlled by group members. If they cannot afford such media, then the government should provide them subsidies so they can do so. Government should identify and fund existing small media and establish training programs to teach group members how to operate small media. Baran and Davis (2012:150) assert that most Scandinavian countries practice some form of democratic-participant theory.

This is the most recent addition to the list if normative theories; is relevant to the developed liberal societies but has some elements of the development media theory. According to Denis McQuail, as cited by Keane (1991), it is difficult to formulate this theory 'partly because it lacks full legitimization and incorporation into media institutions and partly because some of its tenets are already to be found in some of the other theories'. In his opinion, this theory represents a challenge to the reigning theories and merits separate identification. The main feature of the democratic participant theory relates to the needs, interests, and aspirations of the active receiver in a political society. It is concerned with the right to information, the right to answer back, the right to use the means of communication for interaction in the small settings of the community. It is argued that the media should exist primarily for the audiences and not for media organizations and professionals.

12.0 RESEARCH METHODOLOGY

The general framework of this study was premised upon the general perception of students about their campus radio, Laspotech 101.9FM. The survey research method is considered appropriate for this study. Hence, one important instrument of the survey method, the questionnaire was scheduled and utilized for this study. The current number of mass communication students of Lagos State Polytechnic as of the time of carrying out this study constituted the population of this study because they are the closest group of students to the campus radio and it is better to know their perception of the polytechnic's radio before extending the study to a broader audience.

The population of this study is Mass Communication students of Lagos State Polytechnic in the full-time programme. As at the time of the study, the population of the full-time mass communication students as seen in the Head of Department's record by their levels are ND1-186 (one hundred and eighty-six); ND2 -161 (one hundred and sixty-one); HND1-142 (one hundred and forty two) and HND2-111 (one hundred and eleven). Giving the total number of 600 (six hundred full-time students in the department. Using probability sampling was used to draw the sample size. The Slovins Formula for sample size was used for this study

For the study probability-sampling technique was applied. The Slovin's formula (Statistics, 2018), the formula is represented mathematically thus, $n = N/[1+N(e)^2]$

where n = Sample Size

N= Population (600)

e= Sampling error (usually 0.10 or 0.05)

^= Raised to the power of.

Therefore, the sample size of the study is as follows;

$$n = 600/[1+ 600 (0.05)^2]$$

$$n = 600/[1 + 600 (0.0025)]$$

$$n = 600/[1 + 1.5]$$

$$n = 600/2.5$$

$$n = 240.$$

The study was designed to collate data to address the stated research questions. A two-part structured questionnaire was administered to the sample size in order that a common data reference point was obtained from the chosen respondents. From this stage, the convenient sampling technique was used to serve the students met in each level of the department. The questionnaires were administered face to face to the students in a full working day. Two hundred and forty copies were distributed, and the entire copies were duly filled and returned. The questionnaire contained 13-item questions presented in two sections, A and B. The items in the section, section A contained the demographic variables in which respondents were to tick the one that applies to their disposition, while section B looked at how they perceive Laspotech 101.9 FM.

13.0 DATA PRESENTATION AND ANALYSIS

This section of the research project is dedicated to the presentation of the findings made in the field of research. The socio-demographic data is presented in tables and pie charts as well as answers to the research questions raised. After the answers to the research questions are presented a detailed discussion and summary of the findings is presented.

Table 1: Rate of Response

Item	Frequency	Percentage
No. of distributed questionnaire	240	
No. of returned questionnaire	232	97%
Total		100%

The mortality rate of the questionnaire is okay to work with, as there was 97% response rate

Table 2: Gender

Item	Frequency	Percentage
Male	76	33%
Female	156	67%
Total	232	100 %

The ratio of females to males who participated in the study is 67% to 33%. The number of female students who participated in the survey are larger than their male counterparts because the department if populated mostly by females.

Table 3. Level of respondents:

Item	Frequency	Percentage
ND I	56	24%
ND II	60	%26
HND I	56	24%
HND II	60	26%
Total	232	100%

The ND2 and HND students had an equal rate of participation in the study, as there were 26% respectively. ND1 and NHD 1 had equal participations rate, 24%. There is almost representatives from every levels of the students who took part in the survey.

Table 4.Age bracket of respondents

Years	Frequency	Percentage
16-21	92	40%
22-25	108	47%
26-30	26	11%
31 above	6	3%
Total	232	101 %

About 47% of the respondents are within the age bracket of 22-25, 40% 16-21, 11% 26-30 while 3% are above 31 years old. Most of the participants are mature enough to understand the questions they are been asked.

Table 5: Laspotech 101.9 FM is the Best Campus Radio I Have Seen

Response	Frequency	Percentage
Strongly agree	20	7%
Agree	122	53%
Disagree	54	23%
Strongly disagreed	8	3%
Don't know	28	12%

Total	232	98%

Majority of the respondents believe that Laspotech 101.9 FM as 53% agree, 23% disagree, 12% wouldn't know while 7% strongly agreed. About sixty percent of the respondents agreed that Laspotech 101.9 FM is the best campus radio they have seen.

Table 6: Laspotech 101.9 FM serves the needs of my campus

Response	Frequency	Percentage
Strongly agreed	34	15%
Agree	126	54%
Disagree	40	17%
Strongly disagreed	8	3%
Don't know	24	10%
Total	232	99%

Most of the students believe that Laspotech 101.9 FM serves their need on campus as 54% agreed, 17% disagree, 15% strongly agreed, 10% strongly agreed while 10% wouldn't know. More than half the respondents agreed that Laspotech 101.9 FM serves the campus needs.

Table 7: I will proudly wear and use branded products of Laspotech 101.9 FM

Response	Frequency	Percentage
Very likely	66	28%
Likely	106	46%
Not likely	50	22%
Don't know	10	4%
Total	232	100%

A large number of the respondents are proud to identify with Laspotech 101.9 FM as most of them would proudly wear and use branded products with the campus radio logo. 46% would likely do, 28% would very likely do, 22% said they are not likely going to wear the campus radio branded products while 4% wouldn't know. More than seventy percent of the students would identify with their campus radio brand anywhere.

Table 8: I will proudly discus Laspotech 101.9 FM in public places

Response	Frequency	Percentage
Very likely	70	30%
Likely	92	40%
Not likely	50	22%
Don't know	20	9%
Total	232	101%

Over 70% of the respondents would proudly discuss Laspotech 101.9 FM in public places as 40% said they would likely do, 30% said they will very likely discus the campus FM, 22%

said they are not likely while 9% don't know if they would. Over seventy percent of the students would proudly discuss their own campus radio in public places.

Table 9: I will participate in Laspotech 101.9 FM programmes

Response	Frequency	Percentage
Very likely	58	25%
Likely	130	56%
Not likely	32	14%
Don't know	12	5%
Total	232	100%

If given the opportunity most of the respondents would participate in Laspotech 101.9 FM AS 56% of them said they are likely going to participate, 25% said very likely, 14% said it is unlikely for them to do any programme in the campus radio while 5% don't know if they would. There is a high tendency that more than eighty percent of the students would participate in their campus radio programmes when given the opportunity.

Table 10: I tune in to Laspotech 101.9 FM frequently

Response	Frequency	Percentage
Strongly agree	36	16%
Agree	50	22%
Disagree	72	31%
Strongly disagree	12	5%
Don't know	62	27%
Total	232	101%

There is a low number of listenership among the students of mass communication as 31% disagreed when asked if they tune to Laspotech FM frequently, 27% wouldn't know, 22% agreed, 16% strongly agreed while 5% strongly disagreed. The number of students who tune in to Laspotech 101.9 campus radio frequently is marginal, compare to the number of those who tune in frequently.

Table 11. Among the local FM radio stations around, my favourite is…

Response	Frequency	Percentage
Laspo101.9 FM	100	43%
Tungba FM	62	27%
IKD FM	12	5%
Ogar FM	2	1%
None	56	24%
Total	232	100%

Laspotech 101.9 FM is popular amongst mass communication students as 43% prefer it to other local radios, 27% prefer Tungba FM, 24%, 5% prefer IKD FM while 1% prefer Ogar FM. however, there is a close competition with local stations like Tungba FM radio. Though

Laspotech campus radio is still new, a reasonable number of the students prefer it to other local radios.

Table 12: I enjoy programmes aired on Laspotech 101.9 FM

Response	Frequency	Percentage
Strongly agree	80	34%
Agree	60	26%
Disagree	30	13%
Strongly disagree	4	2%
Don't know	58	25%
Total	232	100%

A good number of the respondents enjoy programmes aired on Laspotech 101.9 FM as 34% strongly agreed, 26% agreed, 25% wouldn't know, 13% disagreed while 2% strongly disagreed.what this means is that more than half the respondents enjoy programmes aired on Laspotech 101.9 FM.

Table 13: My favourite programme on Laspotech 101.9 FM is…

Response	Frequency	Percentage
Coffee with Laspo	116	50%
Laspo Connect	5	2%
Agbo Gbajumo	35	15%
Laspo Live Jist	3	1%
Entertainment Hub	60	26%
Turn up with King Tife	5	2%
Monday Korean Programme	3	1%
Make we Yarn	5	2%
Total	232	99%

Coffee with Lapo is the most preferred programme majority of the respondents listen to as 50% of them indicated, 26% prefer Entertainment Hub, 15% prefer Agba Gbajumo. The programmes Laspo Connect, Turn up with King Tife, Make we Yarn had the same ratings by 2% respectively while Laspo Live Jist and Monday Korean programme had 1% respectively. Coffe with Laspo is the most favourite radio show amongst the students.

Table 14: I will do anything within my capability to support Laspotech 101.9 FM

Response	Frequency	Percentage
Very likely	84	36%
Likely	118	51%
Not Likely	10	4%
I Don't care	20	9%
Total	240	100%

A large number of the respondents are willing to support Laspotech 101.9 FM as 51% said they are likely going to support the campus radio, 36% said very likely, 9% wouldn't care

while 4% said they are not likely going to support the campus radio. By implication, more than eighty percent of the respondents are willing to do whatever it takes to support their own campus radio.

13.1 Answering Research Questions

Research question 1: What is the students' perception of Laspotech 101.9 FM?

As could be seen from their response in table 5, Laspotech students have a good perception of their campus radio. The majority of the respondents believe that Laspotech 101.9 FM as 53% agree, 23% disagree, 12% wouldn't know while 7% strongly agreed. As filed in table 6, most of the students believe that Laspotech 101.9 FM serves their needs on campus as 54% agreed, 17% disagree, 15% strongly agreed, 10% strongly agreed while 10% wouldn't know.

Research question 2: Are the students proud of their campus radio, Laspotech 101.9 FM?

A good indication that the students are proud of their campus radio is the fact they are willing to be publicly identified with LASPO 101.9 brand. In table 7, a large number of the respondents are proud to identify with Laspotech 101.9 FM as most of them would proudly wear and use branded products with the campus radio logo. 46% would likely do, 28% would very likely do, 22% said they are not likely going to wear the campus radio branded products while 4% wouldn't know. Similarly, as seen in table 8, they are willing to speak about their campus radio as Over 70% of the respondents would proudly discuss Laspotech 101.9 FM in public places as 40% said they would likely do, 30% said they will very likely discuss the campus FM, 22% said they are not likely while 9% don't know if they would.

Research question 3: Do mass communication students like the programmes aired on Laspotech 101.9 FM?

From their response, the students like Laspotech 101.9 FM and they enjoy the programmes aired on the campus radio. As seen in table 11 Laspotech 101.9 FM is popular amongst mass communication students as 43% prefer it to other local radios, 27% prefer Tungba FM, 24%, 5% prefer IKD FM while 1% prefer Ogar FM. however, there is a close competition with local stations like Tungba FM radio. Responses filed in table 10 show that they somewhat like to tune in to Laspotech 101.9 FM, however, there is a low number of listenership among the students of mass communication as 31% disagreed when asked if they tune to Laspotech FM frequently, 27% wouldn't know, 22% agreed, 16% strongly agreed while 5% strongly disagreed.

Research question 4: What is their favourite programme on Laspotech 101.9 FM:

Response of the students as filed in reveals the most preferred programmes aired on Laspo 101.9 FM in order of preferences. In table 13 Coffee with Lapo is the most preferred programme majority of the respondents listen to as 50% of them indicated, 26% prefer Entertainment Hub, 15% prefer Agba Gbajumo. The programmes Laspo Connect, Turn up with King Tife, Make we Yarn had the same ratings by 2% respectively while Laspo Live Jist and Monday Korean programme had 1% respectively

Research question 5: Are the students willing to participate in the development of Laspotech 101.9 FM?

From their response, students of Lagos state polytechnic would do anything possible to support the development of their campus radio. As seen in table 9, If given the opportunity most of the respondents would participate in Laspotech 101.9 FM AS 56% of them said they are likely going to participate, 25% said very likely, 14% said it is unlikely for them to do any programme in the campus radio while 5% don't know if they would. Again, as seen in table 14 a large number of the respondents are willing to support Laspotech 101.9 FM as 51% said they are likely going to support the campus radio, 36% said very likely, 9% wouldn't care while 4% said they are not likely going to support the campus radio.

14.0 SUMMARY

Campus radio is college radio, university radio or student radio. It is therefore a type of radio station that is run by the students of a college, university or other educational institutions. Campus radio work as community radio within its campus and ensure that all its programming are participatory, from programming ideas generation to implementation, that is, presentation of the programmes. The study reviewed similar concepts that fall within the scope of campus radio and focus on Lagos State Polytechnic campus radio, officially known as Laspotech 101.9 FM. The researcher set out to find out what the mass communication students of the polytechnic think of the station, the programme aired and if they are proud of the station. The survey was employed as the scientific method to collect information on the aforementioned indices. The questionnaire was distributed to two hundred and forty students of the department and two hundred and twenty-three copies were filled and returned. Data gathered reveals that the mass communication students of Lagos State Polytechnic, have a favourable perception of Laspotech 101.9 FM, and they are not also proud of the campus radio but are willing to support the station.

15.0 CONCLUSION

This study has explored the origin, importance and meaning of campus radio. In this study, attempts have been ben to give an account of campus radio in Nigeria and estimates of the currently approved campus radio stations in Nigeria. The study made relevant findings, which are, would be of great help to operating and would-be campus radio in Nigeria. The study has unravelled facts the management of Laspotech 101.9 FM would work with. From data gathered and analysed herein, Laspotech 101.9 FM has a good reputation among students of the polytechnic.

16.0 RECOMMENDATION

From the analysis of the Laspotech 101.9 FM and the data gathered from the students, the following recommendation becomes necessary:

1. The management team of Laspotech 101.9 FM should launch a perception survey among the entire departments of the polytechnic to know their views towards their own campus radio. The findings will be of help to the management to ascertain their immediate environment.

2. The management team of Laspotech 101.9 FM should launch a perception survey among listeners from around the Ikorodu community to guide them in making future policies.

3. The call for research cannot be overemphasized, as this will help the campus radio to not only stand out among the many local competition but also sustain itself in a highly competitive environment. Hence, the campus radio management should launch a study to find out the kind of programmes the students and Ikorodu community would love to hear from the radio wave.

4. Though this was not captured in the questionnaire, some of the students the researchers spoke to complain about how some segments of the Laspotech 101.9 FM flagship programme is being handled. The morning programme "Coffee with Laspo" has a newspaper review segment, which students considered too boring. According to some of the students, the newspaper headline reviewer does not make the stories sound interesting by the way it handles the headlines.

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