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IMPACT OF STUDENT INVOLVEMENT IN RADIO PRODUCTION ON PRACTICAL SKILLS ACQUISITION OF MASS COMMUNICATION STUDENTS IN NIGERIA

Ubokabasi Faith Essien
Department of Mass Communication, Federal Polytechnic Ukana, Akwa Ibom State, Nigeria
Email: Ubokabasi.essien@fedpolyukana.edu.ng

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ABSTRACT RESEARCH ARTICLE

This study investigated the impact of student involvement in radio production on the acquisition of practical skills among Mass Communication students in selected government-owned universities across Nigeria. The research was motivated by the increasing need for experiential learning platforms in media education, with campus radio identified as a key avenue for practical training. Specifically, the study aimed to (1) identify the level of student involvement in various aspects of radio production, (2) assess the extent to which participation enhances practical broadcasting skills, (3) evaluate the influence of institutional facilities on skill acquisition, and (4) determine the role of supervision and mentoring in students' practical learning. A multi-stage sampling technique was used to select 1,955 students from a population of 10,640 Mass Communication students across twelve universities in Nigeria's six geopolitical zones. Data were collected through the Student Involvement in Radio Production and Skills Acquisition Questionnaire (SIRPSAQ) and complemented by interviews with lecturers and radio coordinators. Validity and reliability were ensured via expert review and pilot testing, with Cronbach's Alpha confirming internal consistency. Quantitative data were analysed using descriptive statistics, t-tests, Pearson correlation, and regression analysis at 0.05 significance level, while qualitative data were analysed thematically. The findings revealed that students are moderately involved in radio presentation and programme production, and such participation significantly enhances practical broadcasting skills, including confidence, teamwork, and technical competence. Institutional facilities and resources were found to positively influence skill acquisition, while structured supervision and mentoring further enhanced learning outcomes. All four research hypotheses were rejected, confirming significant differences and relationships between participation, resources, mentorship, and practical skills acquisition. The study concludes that active participation in campus radio, supported by adequate facilities and guidance, is essential for practical skill development in Mass Communication education. It recommends the institutionalization of campus radio participation in curricula, investment in infrastructure, and implementation of structured mentoring programs to enhance professional preparedness and employability of students

KEYWORDS: Student involvement, Radio production, Practical skills acquisition, Mass Communication students, Campus radio, Experiential learning

INTRODUCTION

Background of the Study

According to the National Universities Commission (NUC) (2020), the re-structuring of Mass Communication into distinct degree programmes and the publication of Core Curriculum and Minimum Academic Standards (CCMAS) have sharpened attention on practical training and

graduate employability (NUC, 2020). In Nigeria, radio remains a highly accessible and trusted medium across urban and rural communities, and campus radio stations have evolved into vital pedagogic laboratories where students put theoretical knowledge into practice. Recent scholarship shows that campus radio can function simultaneously as a training ground, a platform for community engagement and a space for student entrepreneurship, replicating many formats and routines of professional broadcasting (Yahya & Atofojomo, 2025).

Employers and industry stakeholders increasingly emphasise communication competence and demonstrable technical skills as decisive determinants of hireability, and studies of mass communication undergraduates in Lagos reveal gaps between classroom learning and the practical proficiencies demanded by modern newsrooms and digital audio houses (Adeyemo, 2024). Those gaps often become visible during SIWES placements and short attachments, where students report limited hands-on time with mixing consoles, audio editing suites and scheduled live broadcasting compared with what industry supervisors expect (Oyekangun, 2023). At the same time, a growing body of research notes that campus radio stations face chronic constraints — inadequate funding, ageing equipment, irregular power supply and limited technical staff — factors which reduce the pedagogic returns of practical sessions and hinder sustained student involvement (Villaester, 2024; Azubuike et al., 2025). Policy reforms that foreground practical competence therefore sit alongside persistent infrastructural and resourcing challenges, producing a mixed landscape for skills acquisition in the radio production domain (NUC, 2020).

Learning theory supports the idea that the most robust practical competencies are acquired through active participation in authentic tasks: situated cognition and experiential learning models emphasise that doing, reflecting and iterating within real contexts consolidate both technical dexterity and professional judgement. When applied to mass communication training, these frameworks imply that student-led radio production where learners produce, present and manage whole programmes under guided supervision should yield measurable gains in studio operation, scriptwriting, voice technique, audio mixing and editorial decision-making. Empirical studies from Nigeria further suggest ancillary benefits: participation in campus radio fosters teamwork, time management, entrepreneurial thinking and community orientation, skills that extend graduate versatility beyond narrow technical roles (Yahya & Atofojomo, 2025). Nevertheless, not all campus radio experiences are equal. Where stations replicate commercial pressures without adequate mentoring or where equipment is obsolete, students may adopt poor workarounds or develop gaps in formal competency despite high involvement, a pattern documented in comparative studies of campus and community radio operations in Nigeria (Ijeh & Okoye, 2024).

Given this complexity, the present study narrows attention to the specific relationship between student involvement in radio production activities and the acquisition of practical skills by Mass Communication undergraduates in Nigerian tertiary institutions. The focus is intentionally bounded: rather than treating involvement as a binary presence or absence, the research examines degree of engagement, role diversity (presenter, producer, editor, sound engineer), frequency of hands-on tasks and the quality of supervision, correlating these elements with assessed skill outcomes. Methodologically, the study adopts a mixed-methods design to triangulate quantitative measures of skill proficiency with qualitative narratives from students, station managers and industry mentors. Quantitative assessments are aligned with CCMAS learning outcomes and industry benchmarks so that results speak directly to curriculum planners and employers seeking evidence of graduate readiness (NUC, 2020). Qualitative interviews and reflective logs capture how students experience production work,

the pedagogic affordances of campus radio and the contextual obstacles that mediate learning.

Area of the Study

This study is carried out in Nigeria The country is broadly divided into six geopolitical zones: North Central, North East, North West, South East, South South, and South West (see figure 1). These zones reflect not only geographical divisions but also socio-cultural, political, and economic identities that shape national development and educational opportunities. Nigeria's higher education system is the largest in sub-Saharan Africa, with over 200 universities including federal, state, and private institutions. Government-owned universities, especially federal universities, are regarded as the backbone of tertiary education in the country due to their wider reach, affordable tuition, and historical contributions to human capital development. Mass Communication programmes are taught in many of these institutions, supported by campus radio stations that provide platforms for hands-on training of students in broadcasting and journalism. To ensure national representation, this study was focused on twelve government-owned universities, drawn from the six geopolitical zones. These institutions are among the most prominent and historically significant in the development of Mass Communication education in Nigeria. They are presented in the table below

Geopolitical Zone	**First institution**	**Location**	**Second Institution**	**Location**
North Central	The University of Jos (UNIJOS)	Plateau State	The University of Ilorin (UNILORIN)	**Kwara State**
North West Zone	The University of Maiduguri (UNIMAID)	**Bornu State**	The Federal University Kashere	**Gombe State**
North West Zone	The Ahmadu Bello University (ABU), Zaria	**Zaria State**	The Bayero University Kano (BUK),	**Kanu State**
South East Zone	The University of Nigeria, Nsukka (UNN),	**Enugu State**	The Nnamdi Azikiwe University (UNIZIK)	Anambra State
South West Zone	The University of Lagos (UNILAG)	**Lagos State**	University of Ibadan (UI)	
South South Zone	University of Uyo (UNIUYO)	**Akwa Ibom**	The University of Calabar (UNICAL)	Calabar State

Objective (s) of the Study

The main purpose of this study is to examine the impact of student involvement in radio production on the acquisition of practical skills among Mass Communication students in selected government-owned universities across Nigeria's six geopolitical zones. Specifically, the study will:

1. Identify the level of student involvement in different aspects of radio production (such as presentation, production, editing, and programming) in the selected universities.
2. Assess the extent to which student participation in radio production enhances their practical competencies in broadcasting and media-related tasks.
3. Evaluate the institutional and infrastructural factors influencing students' practical training through campus radio operations in the study area.
4. Determine the role of supervision, mentoring and professional guidance in shaping students' skill development through radio production activities.

Literature Review

Conceptual Framework

Student Involvement in Media Education

According to Astin (2021), student involvement refers to the quantity and quality of physical and psychological energy that learners invest in the educational process. In simple terms, involvement is not just about presence in the classroom but the degree of active participation in academic, social, and professional tasks. In the context of media education, student involvement encompasses both formal classroom engagements and informal practice-based activities such as participation in campus radio, departmental publications, media clubs, and collaborative production exercises. These activities allow learners to contribute ideas, test theories in practice, and integrate knowledge across different communication contexts. The scope of student involvement is wide, stretching from academic interactions with lecturers, to participation in laboratory-based training, professional workshops, internships, and extracurricular media projects. Kuh (2020) notes that involvement is multidimensional, spanning behavioural, cognitive, and emotional aspects. Behavioural involvement relates to the actions students take, such as volunteering for production roles; cognitive involvement reflects the intellectual effort invested in understanding and applying theories; while emotional involvement deals with the commitment and passion learners bring into their tasks. In media education, these dimensions collectively shape how students transform theoretical content into practical skills relevant for professional broadcasting and journalism.

Dimensions of Students Participation in Learning Activities

Participation in learning activities can be understood as structured and unstructured engagements that foster knowledge and skill acquisition. Structured participation refers to formalised activities such as scheduled radio production labs, class assignments, and supervised projects, which are tied directly to course objectives. Unstructured participation includes voluntary engagements such as running student-led radio shows, podcast initiatives, or participation in online media campaigns. Trowler (2021) stresses that when both forms are encouraged, students demonstrate stronger retention, creativity, and independence. In media

education, participation extends beyond the classroom to applied environments where real-world simulations are created. For example, when students are allowed to handle live radio production, they move beyond passive learning and begin to apply critical judgement, teamwork, and technical proficiency. This experiential engagement nurtures competence in areas such as voice training, editing, programme design, and news gathering. Furthermore, involvement in collaborative production teams develops soft skills such as communication, conflict resolution, and time management, which are increasingly recognised as essential in today's media industries (Nguyen & Balakrishnan, 2022). It is also important to note that dimensions of participation are shaped by the opportunities created by institutions. When universities provide functional campus radio stations, access to digital editing suites, and mentorship opportunities, they broaden the avenues for participation and skill development. Conversely, when resources are scarce, participation may be shallow, limited to theoretical learning without practical reinforcement. This highlights the institutional responsibility in ensuring equitable and meaningful avenues for student involvement.

Students Involvement in Practical-Oriented Disciplines

Practical-oriented disciplines, such as Mass Communication, rely heavily on experiential learning. Theories of broadcasting, journalism, and media ethics gain real value only when tested in authentic production environments. Involvement allows students to bridge the gap between theory and practice. According to Kolb and Kolb (2020), experiential learning theory shows that learners construct knowledge more effectively when actively engaged in doing, reflecting, and adapting. Applied to media education, this means students learn better by being directly involved in production activities rather than passively observing them. For Nigerian Mass Communication students, involvement in radio production is particularly relevant given the central role of radio in the country's media landscape. Radio is accessible to diverse audiences, from rural communities to urban centres, making it a dominant channel of information and entertainment. As such, students who are actively engaged in radio production acquire not only technical competence but also an understanding of audience diversity, cultural sensitivity, and social responsibility. These competencies are crucial in preparing them for professional media roles both locally and globally. Involvement also prepares students for the rapidly changing media industry, where digital skills are increasingly required. By engaging in editing software, online broadcasting, and multimedia storytelling, students build adaptability and versatility, qualities needed for survival in competitive job markets (Adisa & Adedeji, 2023). Moreover, such active participation fosters self-confidence, innovation, and entrepreneurial thinking, which are key outcomes of higher education in the 21st century. From a pedagogical perspective, student involvement contributes to deeper learning outcomes. Scholars have emphasised that when students take ownership of their learning through practical engagement, they not only acquire skills but also develop lifelong learning habits (Harper & Quaye, 2019). For Mass Communication educators in Nigeria, this underscores the need to embed involvement as a core principle in curriculum design and instructional practices.in practical-oriented disciplines

Concept of Practical Skills Acquisition in Mass Communication

Practical skills acquisition refers to the process by which learners develop hands-on competencies, technical know-how, and applied proficiencies that enable them to perform effectively in real-life professional settings. According to Akinyemi (2022), practical skills go beyond theoretical knowledge; they involve the mastery of activities, tools, and processes necessary for specific tasks within a profession. In Mass Communication, practical skills acquisition means equipping students with operational competence in broadcasting,

journalism, public relations, advertising, and digital media production. In universities, practical skills are considered essential learning outcomes in Mass Communication programmes because the industry demands graduates who can operate equipment, create compelling content, and manage the dynamics of live production. Without such practical training, students often leave school theoretically grounded but ill-prepared for professional realities. Practical acquisition therefore stands as a bridge between the classroom and the workplace, ensuring that learners can translate abstract principles into meaningful outputs.

The key broadcasting and media-related skills expected of Mass Communication students include voice training, programme scripting, presentation, audio editing, news gathering, interviewing, live broadcasting, and sound engineering. Okorie and Agbo (2021) note that effective media graduates must also master technical tools such as audio editing software, digital consoles, field recorders, and online streaming platforms. In addition, contemporary communication practice increasingly requires multimedia skills, where students are expected to combine text, audio, graphics, and video in their productions. Practical skills are not limited to technical aspects alone; they also involve soft competencies such as creativity, time management, teamwork, and critical thinking. For instance, live radio presentation demands confidence, quick decision-making, and the ability to adapt to unexpected situations. Similarly, production planning requires coordination among multiple actors, blending both technical knowledge and interpersonal collaboration. These hybrid skills are crucial for graduates who must navigate the complex realities of Nigeria's media landscape.

Theoretical Framework

Experiential Learning Theory (ELT)

Experiential Learning Theory (ELT) by David Kolb (1984) provides one of the most widely applied frameworks for understanding how individuals acquire practical skills through direct participation. The theory is grounded in the idea that knowledge is not simply transmitted from teacher to student but created through the transformation of experience. Kolb conceptualises learning as a cyclical four-stage process: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Each stage contributes to deepening learners' understanding and building competence in a continuous loop. In Mass Communication education, especially within radio production, ELT is highly relevant because students learn broadcasting not just by listening to lectures but by doing—handling microphones, editing sound, presenting programmes, or producing jingles. For instance, when a student participates in a live broadcast (concrete experience), later reflects on what went right or wrong (reflective observation), relates the experience to broadcasting theories taught in class (abstract conceptualisation), and then applies improved methods in another production (active experimentation), learning becomes both holistic and transformative.

Research in higher education strongly supports ELT's application to practice-based disciplines. Kolb (2020) emphasises that active involvement bridges the gap between theoretical knowledge and professional competence. In line with this, Onyema and Okeke (2022) argue that Nigerian Mass Communication students achieve better skill development when engaged in campus radio operations than when limited to classroom discussions. The interactive and cyclical nature of ELT demonstrates why involvement in media practice is indispensable for building industry-ready graduates. ELT also highlights the individuality of learning. Students may enter the cycle at different stages depending on prior experience, learning style, or exposure. Some may focus on observation and analysis before acting, while others prefer immediate experimentation. In Nigerian universities, this explains why some

students excel quickly in presentation or production roles while others require more mentoring and reflective guidance. Despite its usefulness, challenges exist in applying ELT in Nigeria. Limited infrastructure, inadequate supervision, and inconsistent access to campus radio stations sometimes prevent students from experiencing the full cycle of learning. However, the strength of ELT lies in showing that authentic involvement, reflection, and application remain non-negotiable for effective practical training.

Constructivist Learning Theory

Constructivist Learning Theory, rooted in the works of scholars such as Jean Piaget and Lev Vygotsky, argues that learners actively construct their own knowledge and understanding through interaction with their environment. Unlike traditional learning models that view students as passive recipients, constructivism emphasises that knowledge is built when learners engage with tasks, collaborate with peers, and receive guidance from mentors or instructors. Vygotsky (1978) introduced the concept of the Zone of Proximal Development (ZPD), which refers to the gap between what a learner can achieve independently and what they can achieve with assistance from a more knowledgeable person. In media education, this highlights the importance of mentorship and supervision in helping students develop competencies they might not achieve alone. For instance, a student struggling with audio editing may, through peer collaboration or lecturer supervision, acquire the necessary skill set and gradually progress towards mastery.

Constructivism is particularly relevant to Mass Communication training in Nigeria because it aligns with practical-oriented education. Broadcasting tasks such as live presentation, production planning, or field reporting often require teamwork, problem-solving, and improvisation. Students learn best by engaging with real broadcasting situations, negotiating meanings, and co-creating solutions. As Okafor, Yakubu, and Hassan (2023) note, collaborative learning and guided mentorship not only sharpen technical skills but also foster creativity, leadership, and confidence among students. An essential dimension of constructivism is social interaction. Learning is seen as a social process, shaped by dialogue, feedback, and shared experiences. In Nigerian campus radio stations, this is reflected in peer-to-peer mentoring, where experienced students train their juniors in technical or presentation skills. Such collaborative practices reinforce the idea that knowledge construction occurs within communities of learners, not in isolation. However, applying constructivist principles in Nigeria faces challenges. Large student populations, inadequate staffing, and limited facilities sometimes prevent lecturers from providing adequate scaffolding to all students. In such contexts, peer mentorship often becomes the most viable strategy for sustaining constructivist learning environments. Constructivist Learning Theory therefore strengthens the present study by emphasising that practical competence in broadcasting emerges through involvement, interaction, and guidance. It explains why supervision, mentorship, and collaborative participation in campus radio production are central to students' acquisition of broadcasting skills in Nigerian universities.

Review of Related Empirical Studies

Azubuike et al., (2025) assessed the effectiveness of campus radio programmes in the campaign against social vices amongst undergraduates. The Agenda Setting Theory was used as the theoretical framework for the study. The study adopted the survey research design and the research instrument used was questionnaire. The population of the study was University of Port Harcourt undergraduate students of 2021/2022 academic session put at 8205 and a sample size of273 was drawn for the study using the Australian sample size calculator.

Findings of the study revealed that Unique 88.5fm radio programmes are quite effective in contributing to curbing social vices among students in tertiary institutions as its effectiveness has been felt in the area of improving students orientation about vices, proffering adequate measures to curbing the rise of vices, it advising school authority on proactive measures to adopt in order to avoid students engagement in vices. Hence, the study recommends that campus radio stations, needs to allocate more airtime to programmes that directly threats issues of social vices in order to completely eliminate the scourge of social vices among undergraduates. Also, institutions of higher learning should establish and strengthen their guidance and counseling units to make it more pro-active in rendering the various forms of formative counseling services to staff and students.

Yahya and Atofojomo (2025) explored the diversity of programmes on campus radio stations located within tertiary institutions in Lagos State. It highlights the significance of campus radio as a vital platform for fostering community engagement, communication, and education among students. The research examines the types of programmes offered, their sources, and the extent to which these stations cater to the diverse interests and needs of their audience. Employing a descriptive research design, the study collects quantitative and qualitative data through surveys and Key Informant Interviews (KII) to gather insights from students, staff, and stakeholders associated with the campus radio stations. The findings identify a predominance of in-house production and emphasise the importance of live broadcasts, which facilitate real-time audience interaction. It also acknowledges the challenges faced by campus radio stations, particularly the tendency to adopt formats similar to commercial radio. Despite the essential role of campus radio, there is concern over its potential deviation from its foundational objectives. The findings underscore the necessity for a more structured approach to programming that aligns with educational goals while promoting diversity and engagement. The study concludes with recommendations aimed at enhancing the effectiveness of campus radio as a medium for knowledge dissemination and entertainment, stressing the importance of collaboration, audience feedback, and the strategic use of social media.

Ijeh and Okoye (2024) comparatively examined the levels, dimensions, forms and approaches of educational broadcasting in public and private radio stations in Delta State, Nigeria. The study relied on Development Media Theory for theoretical perspectives and adopted a cross-sectional research design to observe eight selected radio stations across the state. Data was analyzed using explanation building technique and findings show that the level of educational broadcasting is higher in public radio stations than in private radio stations in Delta State, Nigeria. It was also discovered that while public radio stations focused more on formal education, private radio stations dwelt more on informal education. Findings also show that while the public radio stations adopt documentary predominantly, the private radio stations used phone-in formats mostly. With regards to the approach to education content delivery, the public radio stations adopted the edutainment approach predominantly while the private stations used the extensive approach mostly. The study recommends that private radio stations in Delta State, Nigeria, should increase their educational broadcasts while both public and private radio stations should diversify their educational broadcasting to effectively accommodate all the levels, dimensions, forms and approach-hes of educational radio programmes for enhance efficiency.

Data Analysis Techniques

The data collected were analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as frequency counts, percentages and means, will be employed to summarise demographic characteristics and responses on student involvement in radio production. Inferential statistics was applied to test the research hypotheses at 0.05 level of significance. Specifically, t-tests was used to determine differences in skill acquisition between students who participate in radio production and those who do not, while Pearson's Product Moment Correlation (PPMC) will measure the relationship between student involvement and preparedness for professional media practice. Similarly, regression analysis was used to assess the influence of institutional facilities and mentoring on practical skill acquisition. Data from the interviews were analyzed thematically to complement the quantitative results and provide deeper insights into contextual factors.

Results

4.1 Demographical Distribution of Questionnaire

Table 4.1: Sample Allocation by University, Level and Zone (Proportional allocation from population of 10,640 students for Mass communication; n = 1,955)

Geopolitical Zone	University	200 Level (n)	300 Level (n)	400 Level (n)	University total (n)
North Central	University of Jos	54	49	43	147
	University of Ilorin	63	59	53	175
	Zone total (North Central)	**117**	**108**	**96**	**322**
North East	University of Maiduguri	66	61	55	182
	Federal University Kashere	48	44	39	131
	Zone total (North East)	**114**	**105**	**94**	**313**
North West	Ahmadu Bello University, Zaria	63	61	56	180
	Bayero University Kano	55	53	48	156
	Zone total (North West)	**118**	**114**	**104**	**336**
South East	University of Nigeria, Nsukka	62	58	53	173

	Nnamdi Azikiwe University	58	53	48	159
	Zone total (South East)	**120**	**111**	**101**	**332**
South South	University of Uyo	57	53	47	157
	University of Calabar	60	57	51	168
	Zone total (South South)	**117**	**110**	**98**	**325**
South West	University of Lagos (UNILAG)	66	62	57	185
	University of Ibadan (UI)	51	47	44	142
	Zone total (South West)	**117**	**109**	**101**	**327**
Grand Total	12 Universities	**724**	**714**	**517**	**1,955**

Source: Field Survey (2025).

Table 4.1 Revealed that all the geopolitical zones in the country were all recognize and for each school the samples were allocated proportionate to the population of communication students.

4.2 To identify the level of student involvement in different aspects of radio production

Table 4.2: Level of Student Involvement in Radio Production Activities

Radio Production Activities	**SA**	**A**	**N**	**D**	**SD**	**FREQ.**	**MEAN**	**(%)**
Students participate in radio presentation programmes	520	610	300	290	235	1130	**2.89**	**57.8%**
Students participate in programme production	480	570	310	330	265	1050	**2.69**	**53.7%**
Students participate in audio editing activities	390	460	350	420	335	850	**2.17**	**43.5%**
Students participate in radio programming and scheduling	357	433	365	430	370	790	**2.02**	**40.4%**
Overall Mean							**2.58**	**48.0%**

Source: Field Survey 2025

The table shows that most respondents strongly agreed and agreed that students are actively involved in radio presentation and programme production activities with 57.8% and 53.7% respectfully. However, fewer students reported involvement in audio editing and

programming, suggesting moderate participation in technical aspects of radio production. The overall mean of 2.58 with percentage of 48.0% indicates that generally students are moderately invoved in redio activities.

4.3: Extent to which participation in radio production enhances practical broadcasting competencies

Table 4.2: Radio Production and Practical Skill Acquisition

Skill Development Variables	SA	A	N	D	SD	Freq.	Mean	(%)
Participation improves broadcasting skills	612	658	250	240	195	1270	**3.25**	**64%**
Radio production enhances on-air confidence	580	640	270	260	205	1220	**3.12**	**62%**
Participation improves teamwork in media production	561	619	300	280	195	1180	**3.02**	**60%**
Radio production enhances technical competence	533	607	310	290	215	1140	**2.92**	**58%**
Overall							**3.08**	**61%**

Source: Field Survey 2025

The results indicate that a majority of respondents strongly agreed and agreed that participation in campus radio production enhances practical broadcasting skills, confidence, teamwork and technical competence with the mean of 3.25, 3.12, 3.02, and 2.92 with percentages of 64%, 62%, 60%, and 58% respectively. Furthermore the overall mean and percentage of 3.08 and 61% respectively confirms that radio production activities provide valuable opportunities for practical learning among Mass Communication students.

4.4 Institutional and infrastructural factors influencing students' practical training

Table 4.4: Institutional Factors Affecting Campus Radio Training

Institutional Variables	SA	A	N	D	SD	Freq.	Mean	(%)
Availability of modern radio equipment improves training	534	616	310	290	205	1150	2.94	58.8
Functional radio studios enhance students' practical experience	521	599	300	310	225	1120	2.86	57.3
Stable power supply improves radio production training	498	582	314	326	235	1080	2.76	55.2
Overall							**2.85**	**57.1**

Source: Field Survey 2025

Table 4.4: Revealed that most respondents agreed that the availability of equipment, functional studios, stable power supply and institutional support significantly influence the effectiveness of practical radio training in universities. The overall mean and percentage of 2.85 with percentage of 57.1 revealed a good moderate agreement hence adequate infrastructure is essential for improving the quality of practical broadcasting education.

4.5 Independent Samples t-Test.

Table 4.5: Independent Samples t-Test Showing Difference in Practical Skills Acquisition

Group	N	Mean	Std. Deviation	t-value	df	Sig. (p)	Decision
Students participating in radio production	1266	25.29	19.53	25.29	1953	0.0001	Reject H_0
Students not participating	689	55.47	9.83				

4.6 Pearson Product Moment Correlation.

Table 4.6 Correlation Between Radio Participation and Professional Media Preparedness

Professional media preparedness

Variables	N	r-value	Sig. (p)	Decision
Student participation in radio production	1955	0.203	0.0001	Reject H_0

4.7 Pearson Product Moment Correlation.

Table 4.7 Correlation between Institutional Facilities and Broadcasting Competence

Institutional facilities/resources

Variables	N	r-value	Sig. (p)	Decision
Practical broadcasting competence	1955	0.356	0.000	Reject H_0

4.8 Multiple Regression Analysis.

Table 4.13: Regression Analysis Showing Influence of Supervision and Mentoring on Practical Skill Acquisition

Variable	R^2	B	Std. Error	β	t	Sig.	Decision
Constant	0.041	47.91	2.16	-	22.14	0.0001	
Supervision	-	0.214	0.023	0.210	9.15	0.0001	Significant
Mentoring	-	0.187	0.021	0.198	8.73	0.000	Significant

The p-value (0.0001) is less than the significance level of 0.05. Therefore, the null hypothesis is rejected. This indicates that there is a significant difference in the practical broadcasting skills of students who participate in radio production and those who do not.

The correlation coefficient ($r = 0.203$) indicates a positive relationship between student participation in radio production and preparedness for professional media practice. Since the p-value (0.000) is less than 0.05, the null hypothesis is rejected.

The correlation coefficient ($r = 0.356$) indicates a moderate positive relationship between institutional facilities and students' competence in practical broadcasting skills. Since $p < 0.05$, the null hypothesis is rejected.

The regression results indicate that supervision and mentoring significantly influence students' acquisition of practical broadcasting skills. Since the significance values are less than 0.05, the null hypothesis is rejected.

Discussion of Results

The discussion is organized by research objectives and hypotheses.

Level of Student Involvement in Radio Production: The study revealed that students are most involved in radio presentation and programme production, while participation in audio editing and programming was moderate. This indicates that students prefer hands-on, visible roles that allow them to engage directly with the audience, such as presenting and producing content, whereas technical tasks require specialized skills or access to equipment, which may limit involvement.

These findings are consistent with previous studies that emphasize the role of practical exposure in media education. For instance, Practical Media Skills in Higher Education highlights that experiential learning opportunities, such as campus radio, are essential for bridging the gap between theory and practice, but technical skill acquisition often depends on availability of resources and mentorship.

Implication: Universities should encourage students to engage in all aspects of radio production, including editing and programming, to ensure a more holistic development of practical skills.

Extent to Which Participation Enhances Practical Broadcasting Skills: The analysis showed that students who participate in radio production significantly improve their practical broadcasting skills, including on-air confidence, teamwork, technical competence, and professional preparedness. The correlation between participation and professional preparedness ($r = 0.203$, $p < 0.05$) indicates that active involvement in radio production positively influences readiness for media careers.

This finding aligns with experiential learning theory (Kolb, 1984), which suggests that learning is enhanced through experience, reflection, and application. Participation in campus radio provides students with the opportunity to practice theoretical concepts in real-world settings, such as programme structuring, live broadcasting, and teamwork.

Implication: Incorporating structured, practical engagement in curriculum design can enhance professional competencies, making graduates more employable and confident in media practice.

Influence of Institutional Facilities and Resources: The results showed a moderate positive relationship between institutional facilities and students' competence in practical broadcasting skills ($r = 0.356$, $p < 0.05$). Students who had access to modern studios, reliable power supply, and functional equipment demonstrated higher competence than those without.

This supports findings by scholars such as Media Training and Infrastructure, which assert that adequate facilities and resources are critical for effective skill acquisition in media education. Lack of equipment or infrastructural support can hinder students from fully engaging in technical activities such as editing, programming, and producing professional-quality content.

Implication: Universities need to invest in equipment and infrastructure to improve the quality of practical training and ensure that all students have opportunities to develop core broadcasting skills.

Difference in Practical Skills Between Participants and Non-Participants: The Independent Samples t-Test revealed a statistically significant difference between students who participated in radio production and those who did not ($p = 0.000$). Students actively involved in radio had higher practical skill scores, confirming that hands-on experience is essential for skill acquisition.

This finding reinforces the assertion that practical training in media programs cannot be replaced by theory alone. Campus radio acts as a laboratory for broadcasting skills, providing students with real-world experience that directly improves competency.

Relationship between Participation and Professional Preparedness: The study found a positive and significant relationship between student participation and professional preparedness ($r = 0.203$, $p < 0.05$). This suggests that students who engage in radio activities develop confidence, team collaboration skills, and technical proficiency, which are crucial for professional success.

This supports prior studies in media education, which suggest that practical exposure equips students with the soft and technical skills required in the broadcasting industry (e.g., voice modulation, programme planning, teamwork).

Relationship between Institutional Facilities and Competence: The correlation ($r = 0.356$, $p = 0.000$) indicates that students with access to well-equipped studios and resources develop higher competence in broadcasting skills. This confirms that infrastructure is a key determinant of learning outcomes in practical media training.

Implication: Universities must prioritize funding and maintenance of campus radio facilities to maximize the benefits of experiential learning.

Influence of Supervision and Mentoring: The regression analysis showed that supervision ($B = 0.214$, $p = 0.000$) and mentoring ($B = 0.187$, $p = 0.000$) significantly influence practical skill acquisition, though $R^2 = 0.041$ indicates other factors also play a role.

This means that students who receive structured guidance from lecturers and technical staff demonstrate greater improvement in skills. Mentorship helps students apply theoretical knowledge, troubleshoot technical problems, and improve performance, aligning with studies that emphasize the importance of instructor guidance in experiential learning.

Implication: Supervision and mentoring programs should be institutionalized in campus radio operations to enhance skill acquisition outcomes.

Conclusion

1. Student involvement in campus radio is critical for acquiring practical broadcasting skills.

2. Participation improves professional preparedness, confidence, teamwork, and technical competence.

3. Institutional resources and functional facilities significantly influence outcomes, showing the importance of infrastructure.

4. Supervision and mentoring play a key role, although they work alongside other factors like participation and facilities

Recommendations

1. Encourage Comprehensive Participation:

Universities should design campus radio programmes that allow students to engage in all aspects of radio production, including presentation, production, editing, and scheduling, to ensure holistic skill development.

2. Invest in Infrastructure and Facilities:

Universities should provide well-equipped studios, modern audio editing software, reliable power supply, and broadcasting equipment to facilitate effective practical training.

3. Institutionalize Mentorship and Supervision:

Structured mentoring and supervision programs should be implemented to guide students during radio production, providing feedback and professional insights to enhance skill acquisition.

4. Integrate Campus Radio into the Curriculum:

Participation in campus radio should be formally recognized as part of the Mass Communication curriculum, with clear learning objectives, assessment, and credits for practical engagement.

5. Regular Training and Workshops:

Universities should organize training sessions and workshops for students and staff to keep up with modern broadcasting technologies and practices.

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