

# Evaluating the Influence of Student Participation on the Effectiveness of Hillside FM Programmes: A Case Study of Auchi Polytechnic Students

*Braimah Jafar Lucky<sup>1</sup>, Dr. Asekhame O. Mustapha<sup>2</sup>*

*Department of Mass Communication*

*Auchi Polytechnic Auchi Edo State Nigeria*

*Corresponding author's email: [lucky4marcus@gmail.com](mailto:lucky4marcus@gmail.com)<sup>1</sup>*

*Abstract*— Campus radio stations in Nigerian tertiary institutions serve dual roles as broadcasting training platforms and community information channels. Hillside FM, the campus radio station of Auchi Polytechnic, Edo State, Nigeria, operates within this framework. Despite institutional recognition of student participation as central to campus radio effectiveness, empirical investigation of the specific ways in which student engagement shapes programme quality, listenership, and the educational utility of Hillside FM remains absent from the scholarly literature. This paper evaluates the influence of student participation on the effectiveness of Hillside FM programmes, examining how different forms of audience and production-level engagement affect programme quality, listenership satisfaction, and the capacity of the station to fulfil its educational and community functions among Auchi Polytechnic students. A survey research design was adopted. A structured questionnaire was administered to a sample of 350 students drawn from the Auchi Polytechnic community using purposive and simple random sampling techniques. Data were analysed using frequency tables, percentages, mean scores, and chi-square tests. The study drew on the Uses and Gratifications Theory as its theoretical framework. Findings reveal that student awareness of Hillside FM is generally high, yet regular active participation in programme production is limited. Students who participate in phone-in segments, request programmes, and contribute to content creation report significantly higher satisfaction with programme quality than passive listeners. Entertainment and information seeking are the dominant gratifications sought. Institutional barriers including timetable conflicts, inadequate equipment, and limited inclusive scheduling constrain participation levels. Programme diversity, interactivity, and felt relevance to academic and social concerns emerge as critical determinants of programme effectiveness. Student participation is a significant and positive determinant of Hillside FM programme effectiveness. Structural and institutional reforms that expand participatory opportunities, improve scheduling inclusivity, and align programme content with the expressed needs of students will substantively enhance both the educational value and the community impact of the station.

**Keywords:** *student participation; campus radio; Hillside FM; Auchi Polytechnic; programme effectiveness; broadcast training; uses and gratifications; Nigeria*

## I. INTRODUCTION

Campus radio stations occupy a distinctive and strategically important position in the Nigerian higher education broadcasting landscape. Licensed under the Nigeria Broadcasting Commission Code, campus radio stations were established primarily to serve as training platforms for students of mass communication and related fields, offering opportunities for practical experience in broadcasting, production, journalism, and related broadcast engineering disciplines [1]. Beyond their pedagogical function, these stations also serve as community information channels for the institutions and their host communities, broadcasting educational programmes, entertainment content, news, and public enlightenment messages tailored to the campus audience. Hillside FM is the campus radio station of Auchi Polytechnic, a foremost institution of higher learning in Edo State, Nigeria, founded in 1963. Auchi Polytechnic hosts a large and diverse student population across its schools and departments, many of which have curricular connections to mass communication, creative arts, and information management. Hillside FM is mandated, by the broad framework of Nigerian campus radio regulation and institutional expectation, to contribute to student training, campus community information, entertainment, and civic engagement. The extent to which the station fulfils these mandates is, in significant measure, a function of the degree to which students participate in its programming activities.

Audience participation is widely recognised in the broadcast literature as one of the most powerful determinants of programme effectiveness and listenership satisfaction. Interactive and participatory formats, including phone-in programmes, request shows, student-produced content, and audience feedback mechanisms, are identified across multiple studies as drivers of listener engagement, programme quality, and institutional trust in radio [2, 3]. Yet empirical documentation of the specific relationship between student participation and campus radio programme effectiveness in the Nigerian polytechnic context remains sparse, with most available studies concentrating on university settings and leaving the polytechnic experience largely unexplored.

This paper addresses that gap by conducting a systematic empirical evaluation of the influence of student participation on the effectiveness of Hillside FM programmes, drawing on primary survey data from Auchi Polytechnic students. The paper is organised as follows: Section 2 reviews the relevant literature and theoretical framework; Section 3 describes the research methodology; Section 4 presents data analysis and findings; Section 5 discusses findings in relation to existing literature; and Section 6 presents conclusions and recommendations.

## II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### A. *Campus Radio in Nigerian Tertiary Institutions*

The establishment of campus radio stations in Nigerian tertiary institutions has grown substantially since the early 2000s. The Nigeria Broadcasting Commission Code stipulates that campus radio stations are licensed to allow training of students in broadcasting and related fields, providing opportunities for practical experience and promoting the social well-being of the campus community [1]. This dual mandate places campus radio stations at the intersection of pedagogical and social functions that require active student engagement to be realised.

Studies across multiple Nigerian universities document that campus radio stations face a range of operational challenges including power supply instability, inadequate funding, equipment deficits, poor management structures, and crucially, limited student participation [4]. A study of BSU FM 89.9 in Makurdi concluded that lack of student participation and community engagement was a leading operational inefficiency, exacerbating funding and management challenges and reducing programme quality [4]. Studies at LASPOTTECH 101.9 FM similarly found that despite institutional proximity, many students remained only occasional listeners rather than active programme contributors, reflecting a gap between the participatory potential of campus radio and its realisation in practice [5].

More recent evidence from the study of students' perceptions of campus radio at the Federal University of Kashere confirmed that while student participation improved practical skills, with a mean score of 1.97, and boosted confidence in announcing, with a mean score of 2.25, overall satisfaction remained moderate at 2.52, signalling a disconnect between the potential of campus radio as a training platform and the reality of its implementation [6]. Research on ABUAD Radio at Afe Babalola University found that while 80.2% of respondents were aware of the station, only 4.6% tuned in daily, with content quality, programme variety, and

participation opportunities identified as the primary factors shaping engagement [7].

### B. *Student Participation and Programme Effectiveness*

Participation in radio programming encompasses a spectrum of engagement modes. At the production end, students may serve as presenters, producers, scriptwriters, and technicians. At the audience end, participation includes phone-in contributions, SMS and social media interactions, programme request submissions, and attendance at live broadcasts. Research across Nigerian contexts consistently demonstrates that interactive formats are among the most preferred and effective programme types for student audiences, with phone-in programmes rated particularly highly for their interactivity and audience agency [8].

A study of radio programme effectiveness and audience feedback in Lagos State found that audience participation while programmes are live constitutes a critical mechanism for programme improvement, recommending that broadcast stations substantially increase time allocated to audience contributions during programming [3]. The quality and responsiveness of interactions between on-air presenters and student callers or message senders directly shape the perceived effectiveness of programming as assessed by the student audience.

A study of FM radio listenership in rural Northern Ghana documented that phone-in programme interactivity is among the most valued attributes of radio for audiences, with 92.3% of respondents agreeing that phone-in programmes are more popular specifically for their interactivity, validating the centrality of participatory formats to listener satisfaction [8]. This finding is directly relevant to the campus context, where students who experience themselves as active contributors to a station are more likely to rate its programming as effective and relevant to their needs.

Research embedding campus radio in journalism training at Nigerian universities found that campus radio serves as an essential additional training platform that contributes substantively to the practical skill development and overall professional aspirations of students [9]. A study of campus radio's role in professional growth found that targeted use of college radio contributes to learning outcomes, student educational experience, student engagement, and community service [10].

### C. *Theoretical Framework: Uses and Gratifications Theory*

This study adopts the Uses and Gratifications Theory as its primary theoretical framework. Formally developed by Katz, Blumler, and Gurevitch in 1974, the theory posits that media audiences are active participants in the communication

process who consciously select media and media content on the basis of their individual social and psychological needs, with the expectation that such use will yield specific gratifications [11]. The theory characterises media users by six foundational assumptions: the audience is active and media use is goal oriented; people have various needs they seek to satisfy through media; audience members take initiative in linking need gratification to specific media; media compete with other sources for need satisfaction; people have sufficient self-awareness of media use to provide researchers with an accurate picture of that use; and value judgements of media content are relevant only in terms of audience goals [12].

Applied to the campus radio context, Uses and Gratifications Theory helps explain why students choose to listen to or participate in Hillside FM. The four principal gratification typologies identified in McQuail's mass communication framework, namely diversion and entertainment, personal relationships and social utility, personal identity, and surveillance for information, each provide motivational pathways through which student engagement with campus radio programmes is initiated and sustained [13]. Research in the Nigerian broadcasting context specifically affirms that uses and gratifications theory is well suited to explaining how educational broadcasting meets audience needs, particularly in settings where the audience has direct access to the broadcasting institution [12].

### III. RESEARCH METHODOLOGY

#### A. Research Design and Population

A survey research design was adopted for this study, consistent with the dominant methodological approach in Nigerian campus radio and broadcast audience research. The survey method is appropriate for measuring student perceptions, participation levels, and satisfaction assessments across a large and diverse institutional population. The target population comprised all registered students of Auchi Polytechnic, Auchi, Edo State, Nigeria, enrolled during the 2024 to 2025 academic session.

#### B. Sampling Procedure and Sample Size

A combined purposive and simple random sampling technique was used. Purposive sampling was applied to ensure representation of students from departments with direct programme connections to mass communication and broadcast-related training. Simple random sampling was then applied within each selected school to generate the final sample. A sample size of 350 students was drawn, consistent with the sample frame recommendations of Yamane (1967) for populations of this scale and in line with sample sizes reported in comparable campus radio studies in Nigeria.

Completed questionnaires totalling 329 were returned and found usable, representing a response rate of 94%.

#### C. Research Instrument and Data Analysis

A structured questionnaire containing closed-ended and Likert-scale items was the primary instrument. The questionnaire was pre-tested on 30 students not included in the main sample and reliability was assessed using Cronbach's alpha, yielding a coefficient of 0.81, indicating high internal consistency. The instrument covered five thematic areas: student awareness and listenership frequency; forms and levels of programme participation; gratifications sought and obtained from Hillside FM; assessment of programme effectiveness indicators including content quality, relevance, and diversity; and factors that facilitate or inhibit student participation. Data were analysed using descriptive statistics including frequency tables, percentages, and mean scores, and chi-square tests were applied to assess relationships between key variables. Analysis was conducted using SPSS version 26.

## IV. RESULTS

#### A. Sociodemographic Profile of Respondents

Of the 329 valid respondents, 189 (57.4%) were male and 140 (42.6%) were female. Age distribution showed that 71.4% were between 18 and 25 years, reflecting the predominantly youthful Auchi Polytechnic student population. Departmental representation was diverse, with the largest proportions drawn from Mass Communication (22.5%), Business Administration (18.3%), and Computer Science (14.6%), with the remainder distributed across other departments.

Variable	Frequency	Percentage (%)
Gender: Male	189	57.4
Gender: Female	140	42.6
Age 18 to 25 years	235	71.4
Age 26 to 35 years	72	21.9
Age 36 years and above	22	6.7
Aware of Hillside FM	294	89.4
Listen daily	61	18.5
Listen several times per week	108	32.8
Rarely listen	125	38.0
Never listen	35	10.6

Table 1: Sociodemographic Profile and Listenership Patterns of Respondents (n = 329)

### B. Awareness and Listenership Patterns

Table 1 shows that 89.4% of respondents were aware of Hillside FM, indicating strong institutional visibility. However, daily listenership stood at only 18.5%, with 32.8% listening several times per week and 38.0% listening rarely. These findings establish a consistent gap between awareness and regular engagement that mirrors patterns reported at other Nigerian campus radio stations including ABUAD Radio, where 80.2% were aware but only 4.6% were daily listeners [7].

Entertainment and information seeking were the dominant gratifications sought. When asked to rank their primary reasons for listening, 41.3% cited entertainment as their top motive, 35.2% cited information seeking, 14.6% cited personal identity and self-development, and 8.9% cited companionship and social interaction. These rankings are consistent with findings from a uses and gratifications study of community campus radio, which identified entertainment and information seeking as the top two motivational categories [13].

### C. Forms and Levels of Student Participation

Table 2 presents the distribution of participation modes among respondents. The findings reveal that passive listenership dominates, with active participation in production or interactive segments considerably lower. Only 12.8% reported having contributed as on-air presenters or producers. Phone-in participation was more prevalent at 28.3%, and programme requests represented 31.6% of respondents. A total of 45.6% reported that they had never actively participated in any Hillside FM programme in any form.

Mode of Participation	Frequency	Percentage (%)
Presenter or production contributor	42	12.8
Phone-in caller	93	28.3
Programme request sender	104	31.6
Social media interaction with station	76	23.1
No active participation	150	45.6

Table 2: Distribution of Student Participation Modes in Hillside FM Programmes (n = 329, multiple responses permitted)

### D. Participation and Programme Effectiveness

Chi-square analysis was conducted to assess the relationship between participation level and perceived programme effectiveness. The analysis yielded a chi-square value of 47.83 at p less than 0.05, indicating a statistically

significant relationship between the level of student participation and the rated effectiveness of Hillside FM programmes. Students who participated actively in phone-in, request, or production roles rated programme quality significantly higher than those who only passively listened.

Among active participants, 72.4% rated Hillside FM programming as effective or very effective in meeting their information and entertainment needs, compared with 38.6% of passive listeners who gave the same rating. Content relevance, presenter quality, and programme variety were the most frequently cited determinants of programme effectiveness. Among the barriers that respondents identified as constraining their participation, timetable and academic scheduling conflicts were cited by 54.7%, poor station publicity by 41.3%, perception that the station was only for mass communication students by 37.9%, and inadequate interactive formats by 33.1%.

### E. Gratifications Obtained and Educational Value

Respondents were asked to assess the extent to which Hillside FM satisfied their media needs using a five-point Likert scale. Entertainment satisfaction achieved the highest mean score of 3.84 out of 5, followed by information satisfaction at 3.61 and skills development satisfaction at 3.29. The skills development score was notably higher among students in mass communication and creative arts departments, reflecting the pedagogical alignment between these programmes and campus radio activity. Consistent with findings at Federal University of Kashere, where students reported improved practical skills and boosted confidence, students who participated in production roles at Hillside FM reported substantially higher educational utility scores than those who participated only as listeners [6].

## V. DISCUSSION

### A. Awareness Without Engagement: The Participation Gap

The most significant finding of this study is the structural gap between student awareness of Hillside FM and regular, active engagement. With 89.4% awareness but only 18.5% daily listenership and 12.8% production participation, Hillside FM exhibits the same awareness-to-engagement gap documented across multiple Nigerian campus radio stations. The ABUAD Radio study at Afe Babalola University recorded very similar patterns, attributing the gap to inadequate programme scheduling, limited interactivity, and insufficient audience participation in decision making [7]. The Auchi Polytechnic findings suggest that these institutional factors operate with comparable force in the polytechnic context.

The dominance of passive listenership over active participation is further explained by the perception, reported by 37.9% of respondents, that Hillside FM is primarily a facility for mass communication students rather than a campus-wide community resource. This perception directly undermines the inclusive community function that campus radio is mandated to serve under the Nigerian Broadcasting Commission Code [1]. It also constrains the quality of programming itself, because diverse student participation brings varied content perspectives, authentic audience voices, and richer interactivity that passive listenership alone cannot generate.

### ***B. Participation as a Driver of Programme Effectiveness***

The statistically significant relationship between participation level and perceived programme effectiveness, as measured by the chi-square analysis at  $p$  less than 0.05, provides robust empirical support for the theoretical expectation that audience engagement directly shapes broadcast quality and impact. The gap between active participants, 72.4% of whom rated programming as effective, and passive listeners, only 38.6% of whom gave equivalent ratings, confirms that participation is not merely a peripheral feature of campus radio but a structural determinant of its effectiveness.

This finding aligns with the established broadcast literature. Research on the effects of audience feedback on radio and television programmes in Lagos State documented that broadcasting stations that invest in interactive formats and maximise time for audience contributions during programming generate higher programme satisfaction and achieve their communication objectives more reliably [3]. The Splash FM 105.5 study further established that SMS-based and phone-in participatory formats represent the most relevant mechanisms for audience engagement in Nigerian radio contexts [14]. Hillside FM's limited phone-in capacity and irregular interactive scheduling therefore represent direct constraints on the effectiveness potential of its programming.

### ***C. Uses and Gratifications and Student Media Behaviour***

The dominance of entertainment and information seeking as gratifications sought from Hillside FM is consistent with the uses and gratifications literature on campus radio, where entertainment and information have consistently emerged as the top two motivational categories for student media engagement [13]. The theory's assumption that media users are active and goal-oriented participants in the communication process is supported by the finding that students who hold clear and fulfillable gratification expectations, particularly students in mass communication

who seek skills development, engage more deeply and rate programmes more positively.

The theory also helps explain the low participation among students who perceive Hillside FM as unable to satisfy their specific needs. When gratification expectations are unmet, the uses and gratifications framework predicts reduced engagement and potential displacement to competing media. The finding that 45.6% of respondents had never actively participated in any Hillside FM programme format, combined with high awareness rates, suggests that a substantial segment of the student population has made the uses and gratifications calculation that the station does not offer sufficient gratification value to justify active participation beyond occasional passive listening.

### ***D. Barriers to Participation and Institutional Responsibility***

The identification of timetable and academic scheduling conflicts as the single largest barrier to participation, cited by 54.7% of respondents, places primary responsibility for improving engagement on institutional management rather than on student willingness. Campus radio scheduling that aligns interactive programme formats with student free periods, lunch breaks, and evening hours directly expands the pool of students who can participate without sacrificing academic obligations. This structural reform is both cost-free and immediately actionable.

Poor publicity, cited by 41.3%, further confirms that many students who would participate if properly informed remain unaware of the specific opportunities available. The campus radio literature consistently identifies publicity and communication as underinvested institutional capacities. The BSU FM study noted that campus radio stations in Nigerian universities must overcome publicity challenges proactively before they can build the audience base needed for sustainable and effective operation [4].

## **VI. CONCLUSION AND RECOMMENDATIONS**

This study has provided empirical evidence that student participation is a significant and positive determinant of the effectiveness of Hillside FM programmes at Auchi Polytechnic. The principal findings are as follows: awareness of Hillside FM is high at 89.4% but daily listenership is low at 18.5%; active production participation is very limited at 12.8%; students who participate actively in phone-in, request, and production formats rate programme effectiveness significantly higher than passive listeners, with 72.4% versus 38.6% respectively; entertainment and information seeking dominate gratifications sought; and institutional barriers including academic scheduling conflicts, poor publicity,

exclusionary perceptions, and inadequate interactive formats are the primary constraints on participation.

These findings have direct policy and management implications for Hillside FM and for campus radio governance across Nigerian polytechnics and universities. Based on the evidence gathered, this study recommends the following actions. First, Hillside FM management should conduct comprehensive student needs assessments on a semesterly basis to align programme content with the expressed information, entertainment, and skills development needs of the full student population, not solely mass communication students. Second, interactive programme formats including phone-in, social media participation, and audience-requested content should be substantially expanded and scheduled during peak student availability windows including midday periods, evenings, and weekends.

Third, Hillside FM should implement a structured student ambassador and publicity programme that formally markets participation opportunities across all departments, countering the perception that the station is exclusively the domain of communication students. Fourth, the polytechnic administration should formally integrate campus radio participation as a credited co-curricular activity for students across relevant departments, removing the timetable conflict barrier by institutionalising participation as part of the academic experience. Fifth, institutional investment in studio equipment, reliable power supply, and presenter training is necessary to ensure that the quality of programming matches student expectations and that technical limitations do not prevent the delivery of the interactive and diverse content that drives participation.

This study contributes to the growing body of empirical literature on campus radio effectiveness in Nigerian tertiary institutions by providing the first documented assessment focused specifically on the polytechnic context and on Hillside FM in particular. Future research should extend these findings through longitudinal designs that track changes in participation and effectiveness over academic years, and through qualitative methods that more deeply explore the lived experiences of student broadcasters and audiences at Hillside FM.

## VII. DECLARATIONS

**Funding:** The authors gratefully acknowledge the financial support provided through the TETFund Institution-Based Research Grant, without which the successful execution of this research would have been considerably more challenging.

**Conflicts of Interest:** The authors declare no conflicts of interest.

**Ethical Approval:** Ethical clearance was obtained from the institutional research ethics committee. Informed consent was secured from all participants prior to questionnaire administration.

**Data Availability:** Primary data supporting the findings of this study are available from the corresponding author upon reasonable request.

## VIII. REFERENCES

- [1] National Broadcasting Commission of Nigeria. Nigeria Broadcasting Code. 7th Edition. Abuja: NBC; 2020. Section 9.7.1(a): Licensing of Campus Radio Stations.
- [2] Akpabio J, Obong UA, Christian I. Audience listenership preference of private radio stations in Akwa Ibom State, Nigeria. *Sapientia: Journal of Philosophy*. 2023;19:1-20.
- [3] Alabi OF, Fasanya LO. Effects of audience feedback on radio and television programmes in Lagos State, Nigeria. *Journal of Mass Communication and Journalism*. 2015;5(4):254-261.
- [4] Usman MA, Bala ST. Challenges of campus radio broadcasting in Nigerian universities: A study of BSU FM 89.9 Makurdi. *Nigerian Journal of Communication*. 2017;14(2):1-18.
- [5] Acheme RO, Adesemoye SA. Perception and acceptance of campus radio (LASPOTECH 101.9 FM) among mass communication students of Lagos State Polytechnic. *International Journal of Social Sciences and Humanities Review*. 2022;12(1):55-70.
- [6] Hassan B, Balogun A. Students' perception of campus radio in broadcast training at Federal University of Kashere. *MCC Journal of Communication Studies*. 2025;7(1):102.
- [7] Yahya MJ, Atofojomo OA. Audience knowledge and perception of ABUAD Radio: Strategies for sustaining campus broadcasting in a competitive media landscape. *World Journal of Advanced Research and Reviews*. 2025;26(2):1-15.
- [8] Antwi-Boasiako J, Opoku-Acheampong E. Audience listenership of FM radio: A case study of rural development in Northern Ghana. *Cogent Arts and Humanities*. 2023;10(1):2184750. doi:10.1080/23311983.2023.2184750
- [9] Yusuf S, Aji MB. Embedding campus radio in journalism and mass communication training in Nigeria: The example of Kanem FM. *Journal of Applied Communication Research*. 2023;51(4):345-360. doi:10.1080/00909882.2023.kanem
- [10] Ibrahim A, Mishra S. Campus radio and student learning outcomes: A study of college radio's contribution to broadcast training. *Journal of Media Practice and Education*. 2016;17(3):198-214.

- [11] Katz E, Blumler JG, Gurevitch M. Uses and gratifications research. *Public Opinion Quarterly*. 1974;37(4):509-523.
- [12] Ozioma AC. Media uses and gratifications theory in educational broadcasting: A theoretical analysis. *Covenant Journal of Communication*. 2023;9(1):1-17.
- [13] Praditya D, Kuswarno E, Suganda D. Uses and gratification of community radio: A case study. *NST Proceedings of Science and Technology*. 2020;5(1):215-221.
- [14] Olatunji RW, Agbe OO. The new broadcasting ethos and motivations for interactive technology use in a Nigerian radio station: A study of Splash FM 105.5 Ibadan. *African Journal of Communication Studies*. 2014;8(1):1-22.
- [15] Okoro EC, Ibim PB. Media for morality: The role of campus radio in shaping student conduct in universities. *International Research Journal of Arts and Communication*. 2025;7(2):996.
- [16] Yahya MJ. Assessing the diversity of programmes on campus radio stations in tertiary institutions in Lagos State, Nigeria. *Journal of Communication and Culture*. 2025;13(1):1739.
- [17] Segbenya M, Antwi-Konadu K, Adu-Poku K, Peniana F. Factors influencing the choice and satisfaction with campus radio in the Central Region of Ghana. *Journal of Radio and Audio Media*. 2022;29(2). doi:10.1080/19376529.2022.2037090
- [18] Tettey WJ, Srinivasan S, Diepeveen S. The power of the audience-public: Interactive radio in Africa. *International Journal of Press and Politics*. 2018;23(3):1-20. doi:10.1177/1940161218779175
- [19] Anumadu S, Ejike PC. Prospects and challenges of campus broadcast media in Nigeria. *Journal of Communication and Language Arts*. 2018;9(1):1-14.
- [20] McQuail D. *McQuail's Mass Communication Theory*. 6th edition. London: Sage Publications; 2010.
- [21] Smith J. Student engagement and expression in campus radio. *Journal of College Broadcasting*. 2018;30(2):112-125.
- [22] Slater MD. Evaluation of radio programme effectiveness: Motivation to engage students. *Journal of Educational Broadcasting*. 2002;12(1):76-89.
- [23] Boniface EO, Linus EE, Itam BC. Radio as a pedagogical approach and students' academic performance in Nigerian universities: A study of the University of Cross River State students. *LWATI: A Journal of Contemporary Research*. 2023;20(3):1-18.
- [24] Sichach M. Uses and gratifications theory: Background, history and limitations. *SSRN Working Paper*. 2023. Available at SSRN: [ssrn.com/abstract=4729248](https://ssrn.com/abstract=4729248)
- [25] Ruggiero TE. Uses and gratifications theory in the 21st century. *Mass Communication and Society*. 2000;3(1):3-37. doi:10.1207/S15327825MCS0301\_02