



## Radio Programs and its Effects on the Intellectual Development of Youths in Nwangele LGA Imo State

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**Abstract:** The study is a survey on the attitude of youths towards radio programs and its effect on their intellectual development. Radio as a means of information remains the cheapest and fastest in reportage and dissemination of information. But the youths' nonchalant attitude towards it poses a great threat to their intellectual ability. This work is aimed at addressing the unserious attitude of the youths towards the educative and informative richness of radio programs. The purpose of the study aimed at investigating the effect of radio in the intellectual development of youths, the use of radio in teaching and learning, identifying the extent to which radio could be used for academic and social work by the youths. The population of the study was made up of six communities within the area which is 650. Due to the large number of youths, the researchers used random sampling technique and chose 20 youths out of each community, making the sample size 120. The researchers used quantitative research methodology through the use of questionnaires. The data collected was carefully analysed using simple percentage method of analysis from the findings, it was discovered that radio contributes to intellectual development of the youths and that it should be used for both academic and social environment. As a result of this, the following recommendations were made, that the federal and state government may utilize the efficacy of radio and therefore grant them full autonomy. Parents should inculcate the habit of listening to radio into their children to enable them grow with it. The paper concludes that if efforts are geared towards making educational programs conform to the school curriculum to enable youths addict to them. They stand the chance of contributing positively to their communities and society at large.

### 1. INTRODUCTION

In recent years, youths have turned their back against radio programs. It is crystal clear that youths of this generation pay less or no attention towards the educative and informative programs on radio but show more interest in entertaining programs on radio, Youths only tune into stations that play lot of music. A clear example of such station is Zanders FM in Owerri and other sister stations elsewhere which have more of entertaining programs and have no specific educative or informative programs. But it is surprising that its music request shows has the youths as their regular callers, while another frequency with the name Hot FM, which holds a phone in discussion program known as "People's Assembly" a program which lasts for one hour starting from 8:30am through 9:30am daily except on weekends has little or no youths as their daily or regular callers.

It is a glaring fact that youths of this generation show nonchalant attitude towards educative and informative radio programs and it has led to the youths' inability of being acquainted with their academic and social environment. Intellectual development cannot be achieved only in the classroom where we have the registered knowledge of an omniscient teacher, a chalkboard and a group of passive students. Gone are the days when a student would argue that the earth is not round because his Geography teacher never mentioned that, such an ignorant student now stands to gain those things his teacher failed to impact on him through other media such as radio. The radio as we know is the cheapest means of information as it is sold at affordable price that even the poor family can afford

one. Most youths one finds on the road with an earpiece glued to his/her ear/ears is clearly listening to music. Due to this nonchalant attitude of theirs towards the radio, they have been deformed, information wise.

A typical of the above is, On the 30<sup>th</sup> of December 2016, there was a beauty pageant at Nnewi in Anambra State which was sponsored by Dr. Ifeanyi Ubah (2016) termed “Most Beautiful Girl in Nnewi” where all the beautiful contestants were disqualified by the sponsor for failing to meet up to expectations. After parading their catwalks in their finest attires, things however took a sour and embarrassing turn when it was time for them to showcase their intelligence during the questions and answers segments. The most painful part of the event was the caliber of questions asked. “What is the name of the Nigerian president? Who is the traditional ruler of Nnewi? And so on. All the contestants totaling 18 had “No Idea” as their answer, the only girl that got close enough to getting an answer right said that the President of Nigeria is Dr. Mohammed Buhari. This is appalling. Again, a similar event happened in the department of Theatre Arts, Alvan Ikoku Federal College of Education, Owerri during ATA’s week 2017. During the beauty pageant, a questions as “who is the governor of Abia state?” “Who is the President of Nigeria” Out of 15 contestants, no one could answer correctly. The most embarrassing one was the contestant that answered that “the President of Nigeria is Bukola Saraki.”

Although information of this nature can be taught in schools in subjects like social studies, Civic Education and so on, and also can be taught in departments like political science, Social studies, History etcetera. But it is obvious that courses are not repeated, so the topics in which the information might be relayed, are likely not going to be experienced or re-taught by the teachers again. By extension, radio serves as a compliment to the efforts of the things taught in schools by lecturers/teachers as there are normally provision of repeat broadcast in which documentaries, articles, news talk or even information are repeated for emphasis sake.

This work is therefore concerned with investigating the effects of this nonchalant attitude of youths towards radio programs and in so doing, remedies these effects and suggests ways of assisting them. As the adage goes, “if you are not informed, you are deformed. Also for a youth to be balanced, he/she needs to compliment what the teacher has taught by listening to the radio.

## 2. THEORETICAL FRAMEWORK

The theoretical approach to this research work is aimed at providing theoretical basement for the topic under study. This is guided by Sandra Ball-Rokeach and Melvin Defleur (2017) in 1996, media dependency theory (MSD) which emphasizes that the more a person depends on media to meet needs, the more important media will have on the person’s life and therefore, the more effects media will have on the person. According to this theory, three media needs determine how important media is to a person at any giving moment.

- The need to understand one’s social world (surveillance)
- The need to act meaningfully and effectively in that world (social utility).
- The need to escape from that world when tensions are high (fantasy escape)

Ball Rokeach and Defleur (2017) suggested that the cognitive, behavioral and affective consequences of media use are premised upon characteristics of both individuals and their social environment.

### 2.1. Cognitive Effects

There are five types of cognitive effects that will be exerted on the audience.

**Creation and Resolution of Ambiguity:** Ambiguity occurs when audiences receive inadequate or incomplete information about their social world. When there is high ambiguity, stress is created and audiences are more likely to turn to mass media to resolve ambiguity.

**Agenda Setting:** This is another reason why we might call dependency a “comprehensive” theory of media effects. It incorporates the entire theory of agenda setting within its theoretical framework. Like any other effect, media agenda setting effects should be heightened during times when the audiences’ needs and therefore dependency on media are high. So for instance, if our information needs and

dependency on media was high during the invasion of Iraq in 2003, we would have been more susceptible to agenda setting effects, and would have therefore perceived the Iraq war as the most important problem (M.P) facing the U.S.

**Attitude Formation:** Media exposes the audiences' to satisfy mechanism that can be used to form attitudes e.g. anti-cultism shows, anti-prostitution in formation, anti-abortion programs etcetera. Dependency does not suggest media as monolithic but the theory suggests that media play a role in selecting objects and people for which people form attitude about it.

**Potential Effect of Expanding People's Belief System:** Media have the potential effect of expanding people's belief system. Media can create a kind of "enlargement" of citizens belief by disseminating information about people, places and things thus expanding their horizon and make them acquainted with the world around them.

**Value Clarification and Conflict:** Media help citizens clarify values (equality, freedom, honesty, forgiveness) often by precipitating information about value conflict. When such conflict plays out in the mass media, the value conflicts are identified.

## **2.2. Affective Effects**

Ball-Rokeach and Defleur (2017) mentioned several positive affective media effects that are more likely to occur during times of heightened dependency first in desensitization, which states that prolonged exposure to violent content can have a "numbing" effect on audiences promoting insensitivity or lack of desire toward helping others when violent encounters happen in real life. Second, exposure to news messages or TV drama portray crime ridden cities can increase people's fear or anxiety about living in or even travelling to a city. A typical existence of this can be likened to the case of Ebola. When Ebola was at its peak in the Liberia, C.A.F. banned the country from hosting Nation's cup for fear of their countries becoming casualties of the disease.

Media can also have effects on the morale and feeling of alienation. The degree of positive and negative mass media depictions of social groups can cause fluctuations in people's sense of morale in belonging to that group or in their sense of alienation from that group.

## **2.3. Behavioural Effects**

There are two broad categories of behavioral effects that Ball-Rokeach and Defleur (2017) identified. The first broad category is called "activation" effects which refer to instances in which media audience do something they would not otherwise have done as a consequence of receiving media messages. The second broad of behavioral effects is called "deactivation" and refers to instances to which audience would have done something, but don't as a result of media messages.

From the above theory, one could deduce that media dependency has a great positive impact on the development of the audience both in the cognitive, affective and behavioral aspect. The educational system in a society relies greatly on media for value inculcation and reinforcement, waging successful conflicts or struggles for scarce resources, and knowledge transmission such as in educational media programming. The media being an agent of socialization helps to carve the youths through many of its programming. Radio being one of the outlets of the media and also the scope of this research study, suffers the fate of abandonment. There is no gainsaying the fact that this nonchalant attitude portrayed by the youths will spell doom to our world if not corrected, premised on the above positions of the theorists Sandra Ball-Rokeach and Melvin Defleur.

## **2.4. An Overview of Radio**

According to Okunna and Omenugha (2012, 105), argued that, "globally, the development of radio a mass media began the dawn of the twentieth century with the perfection of wireless transmission". This innovation started with the invention of the wireless telegraph by Guglielmo Marconi in Italy in 1895. Okunna and Omenugha (2012) affirmed that: "This was the system through which electromagnetic impulse could be sent through the air without the use of waves, thus radio it also usually referred to as the wireless". In furtherance, Okunna and Omenugha (2012) opined that: "in 1901, Marconi sent wireless signals across the Atlantic Ocean, his wireless was just a voiceless system of dots and dashes but when in 1906, Lee De forest made voice transmission possible by perfecting the vacuum tube, radio truly arrived" (p.105). The development of radio in Nigeria according to Okunna

and Omenugha (2012), “Had its roots in England, it started in 1932 with the relaying of the British Empire service from Daventry, England” (p.106). In the same vein, Okenwa cited in Okunna and Omenugha (2012) submitted that it involves: “the monitoring and relaying of programs from the BBC (British Broadcasting Corporation) to her majesty’s servants in this part of the world” (p.106).

Okunna and Omenugha (2012) also stated that: “shortly afterwards in 1936, radio arrived properly on the Nigerian scene with the opening of the first Radio Distribution Services (re-diffusion) in Lagos to distribute programs which originated from the BBC in London, this was still part of the overseas services of the BBC” (p.106). Okunna and Omenugha (2012) argued further that:

Because of the popularity of this system, it was eventually expanded to include stations outside Lagos: in Abeokuta, Calabar, Enugu, Ibadan, Ijebu-Ode, Jos, Kaduna, Kano, Port Harcourt and Zaria, when in 1951, the Nigerian Broadcasting Service (NBS) was established by the federal government and the major reinfusion stations were converted into fully operational stations. In 1952 radio finally “came of age” in Nigeria. (106)

Owuamalam (2008) added that: “arising from the decree No. 38 of 1992, there are currently more than 20 private broadcasting stations with many more awaiting their license to commence transmission” (12).Owuamalam further posited that: (2008 p.13), “there are more than thirty state owned radio and a national radio the federal Radio Corporation of Nigeria which operates more than 20 stations as the largest broadcast in Africa” (p.13). Ebo cited in Okunna and Omenugha (2012) explained further that: “in August 1994, Ray power Radio became the first private station in the country followed by Minaj systems Radio in 1994 as the second private radio station in Nigeria” (p.109).

### 3. RADIO AS A MASS MEDIUM

Solanke (2015) argued that: “the media consists of the newspaper, the radio, the television, the internet and website and the rest of them.As people read the newspapers, listen over the radio and watch television programs they gain information and different impressions are created in their minds concerning social matters and issues” (p.88). In the same regard, Udeji (2015) submitted that: “advancement and innovations in the media (radio, motion pictures, recorded music, television and the internet) have become important agents of socialization” (p.125). And, socialization according to Udeji (2015): “is the process by which we learn to become members of society, both by internalizing the norms and values of society and also by learning to perform our social roles” (p.120).

Going further, Jamison posits that: “Radio is the most important mass media in the developing world. This assertion is not far from the truth because there is hardly a house in Nigeria without a radio set” (7). From the above, mass media are those organizations or medium through which information and ideas are presented to the public. These medium includes the print (newspapers, magazines, books) and electronics (radio, television). Hence, the need for educational media/broadcasting. The encyclopedia of education (2002 p.657) describes educational broadcasting:

As the communication of information, knowledge, facts, skills and values to the people through the use of the mass media for formal institutionalized or non-institutionalized instruction. From the description, it could be deduced that educational broadcasting encompassed the electronic media, print media and other medium of communication to disseminate information. (p.657)

Also, encyclopedia of education adds that educational broadcasting: “date back to 1934 in the United States of America when the communication act of 1934 was enacted. Later in 1952, the federal communication commission revising the 1934 act incorporated educational radio and television broadcasting, many educationalists have held the views that development in the area of instructional technology is rapid” (p.196).Perhaps, the success of radio as an instructional medium is more epitomized, in the comment attributed to British Broadcasting Corporation (BBC) controller of education broadcast 1963. In the words of the Wittich (1970): “during the current school years under the guidance of its school broadcasting council, it will be transmitting 63 radio programs to schools each week during the term. They will reach more than thirty thousand schools... radio has shown a remarkable instrument for fulfilling educational purpose” (p.2). This comment no doubt gives the adequate organizational input. Historically, educational broadcast which include the instructional television and radio have received greater attention in the developing nations. Radio is a powerful mass medium used in education for disseminating information, imparting instruction and giving entertainment.

#### 4. RESEARCH METHODOLOGY

The researchers adopted a descriptive survey design for this study. According to Fox and Bayat (2008): “a descriptive research is aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method” (p.24). This research design was adopted and found suitable for investigating the youths’ attitude towards radio programs and its effect on their intellectual development.

##### 4.1. Area of Study

The area of study of the research was in Nwangele local government and the population of the study was 650(six hundred and fifty). The researcher adopted a random sampling technique. According to Osuala and Ihekwa (2013), “Random sampling technique refers to when all the members of the population have equal chance of being selected into the sample” p.66. The researcher picked 20(twenty) out of each communities and a total of 120(one hundred and twenty) was used. The instrument and technique for data collection was questionnaire. A list was formulated and the researchers went to the communities and administered the questionnaires. A questionnaire according to Adogbo and Ojo (2013): “is a part of questions designed to obtain information on a particular subject under study” p.30. The analysis of the data was done based on the records collected and the research questions that guided the study. Area of the study therefore, “is the geographical area of boundaries where the study is carried out” (Osuala and Ihekwa 2013,62). This study was carried out in Nwangele local government area of Imo State. According to Nigerian Post Office, Nwangele is a local government created in 1992 out of NkwereIsu local government area. Its land mass is 63km<sup>2</sup> i.e. (245qm), its latitude is 5<sup>0</sup>42’37” (5.7103<sup>0</sup>) North and longitude is 7<sup>0</sup>7’33.1” (7.1259<sup>0</sup>) East. Its elevation is 190metres (623feet). It has a population of 128,472 as at the 2006 census. The occupants of the area are predominantly farmers and their religion, Christianity. The area is surrounded by Isiala Mbano by the East, Isu local government by the West, Nkwere local government by the North and Onuimo local government by the South. The communities that make up the local government includes; Abajah, Amaigbo, Isu, Umunakara, Dim Na Nume, Umuozu, IsialaUmuozu, Ogwoaga, Umuokwara, Umuokwara, Umudurunna and Ekitiafor Abba. The area is made up of literate and so not literate people, rich and poor and what have you. Some notable endowments of the area is the presence of the Nwangele River and the fact that one of its communities (Abajah), has the largest statue of Jesus Christ in Africa. Some notable legends in the area include King Jaja of Opobo, Dick Tigers etcetera.

According to Nwangele Local Government Area Education’s Department (L.G.A.E) (2013), there are six government owned secondary schools in the area. The senior secondary sections of the six secondary schools are six hundred and fifty students. The table below shows the schools and their population.

S/N	COMMUNITIES	POLPULATION
1	Isu	90
2	Umunakara	120
3	Ekitiafor Abba	80
4	Umudurunna	100
5	Amaigbo	110
6	Abajah	150
	<b>Grand total</b>	<b>650</b>

Due to the vast number of the population, the researcher adopted a random sampling technique for the study. The researcher poked twenty (20) youths from each of the communities, bringing the population down to one hundred and twenty (120).

##### 4.2. Instruments of Data Collection

According to Duruaku, Ugwuegbulam and Adaramaja (2015),“Instruments of data collection are data collecting techniques which are used as instruments to gather qualitative and quantitative information for research” p.65. The instrument adopted by the researchers for collection of data was questionnaires. The questionnaire according to Nwabueze (2013),“is a series of written questions carefully formulated, whose answers are intended to aid the researchers in the solution of the research

question” p.67. The questionnaire was designed by the researchers. The questionnaire comprises of two sections A and B, section A consisted of information of the bio-data of the respondents such as gender, age, class etc. section B consists of questions. A 4 point of likert scale was adopted as (SA) Strongly Agreed, (A) Agreed, (SD) Strongly Disagreed and (D) Disagreed.

**4.3. Validation of the Instrument**

Attempt was made to validate the instrument used for data collection before its usage. Initial draft of the purpose of the study and research questions guiding the study was vetted and approved by the researchers with the instrument on face validity. According to Osuala and Ihekwa (2013), “Face validity is a measuring instrument which appears to measure what is supposed to measure” (84).

**5. METHOD OF DATA ANALYSIS**

Analysis according to Eukoha, Emeh and Umoinyang (2015), means “categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions and results of hypotheses testing” p.87. The analysis of the data was done based on the records collected and the research questions that guided the study. The data collected are analyzed using frequency count and simple percentage. Results of the research and other statistical analyses of the data are presented in the next chapter. Therefore, the formula for the computation is as thus;

$$\frac{F}{N} \times 100$$

N

Where

F = Frequency of response and

N = Number of respondents

**5.1. Data Analysis and Presentation**

**Data Analysis**

This is the analysis of the impact of radio programs on the intellectual development of youths in Nwangele LGA. The purpose of this study was to find the extent to which youths pay non-challant attitudes towards radio programs and its adverse and negative effects on their intellectuality and also investigate the extent to which radio programs can be used to teach new skills and competence.

To achieve this however, the researchers set out three research questions to help achieve the purpose of the study as well as the objective of the study. In order to effectively test the research questions, questionnaires were administered and distributed by the researcher to 120 respondents from six different communities in Nwangele local government area of Imo state. Certain questions and their responses that were considered relevant to this study were asked in the questionnaires for analysis and interpretation, this is to say that a total of 15 questions from the questionnaires will be analyzed and interpreted to ascertain the purpose of this study.

Out of the one hundred and twenty (120) questionnaires, one hundred and eight (108) were recovered while twelve (12) questionnaires were lost.

**5.2. Presentation of Data**

**Research Question I**

Is the radio an effective means of learning in your community?

S/N	QUESTIONS	RESPONSES	FREQUENCY	PERCENTAGES
1	The use of radio stimulates the intellectual development of youths.	SA A SD D	62 46 0 0	57% 43% 0% 0%
2	The radio is a necessary tool for effective teaching and learning in the community.	SA A SD D	28 54 10 16	26% 50% 9% 15%

3	The use of radio enhances listening, writing and speaking skills of the youths.	SA A SD D	70 22 10 6	65% 20% 9% 6%
4	A separate radio station should be established for learning purpose in your community.	SA A SD D	56 38 4 10	52% 35% 4% 9%
5	Educative radio programs should be included for the community.	SA A SD D	34 58 12 4	31% 54% 11% 4%

From the above table, we observed that in the first questions, 57% of the respondents strongly agreed that the use of radio stimulates the intellectual development of youths, 43% agreed, 0% strongly disagreed while 0% disagreed. In the second question, 26% of the respondents strongly agreed that the radio is a necessary tool for effective teaching and learning in the community, 50% agreed, 9% strongly disagreed while 15% disagreed. In the third question, 65% of the respondents strongly agreed that the use of radio enhances listening, writing and speaking skills in the community, 20% agreed, 9% strongly disagreed while 6% disagreed. In the fourth question, 52% of the respondents strongly agreed that a separate radio station should be established for the community for learning purpose, 35% agreed, 4% strongly disagreed while 9% disagreed. In the fifth question, 31% the respondents strongly agreed that educative radio programs should be included for the community, 54% agreed, 11% strongly disagreed while 4% disagreed.

**Research Question II**

Is there any connection between the intellectual development of youths and radio programs?

S/N	QUESTIONS	RESPONSES	FREQUENCY	PERCENTAGE
1	Radio programs serve as a complimentary to lessons taught by the teacher in the school for the youths.	SA A SD D	65 25 6 12	60% 23% 6% 11%
2	Radio programs improve the moral, intellectual and social development of the youths.	SA A SD D	64 30 6 8	59% 28% 6% 7%
3	Youths who listen to radio are always a step ahead of their fellow youths who don't.	SA A SD D	78 26 0 4	72% 24% 0% 4%
4	Youths acquire variety of skills through most radio programs.	SA A SD D	32 60 8 8	30% 56% 7% 7%
5	Radio programs increase the critical thinking ability of the youths.	SA A SD D	76 22 6 4	72% 20% 6% 4%

From the above table, 60% of the respondents strongly agreed that radio programs serve as a complimentary to lessons taught by the teacher in the school for the youths, 23% agreed, 6% strongly disagreed while 11% disagreed. In the second question, 59% of the respondents strongly agreed that radio programs improve the moral, intellectual and social development of the youths, 28% agreed, 6% strongly disagreed while 7% disagreed. In the third question, 72% strongly agreed that youths who listen to radio are always a step ahead of their fellow youths who don't, 24% agreed, 0% strongly disagreed while 4% disagreed. In the fourth question, 30% of the respondents strongly agreed that youths acquire variety of skills through most radio programs, 56% agreed, 7% strongly disagreed while 7% disagreed. In the fifth question, 70% of the respondents strongly agreed that radio programs increase the critical thinking ability of the youths, 20% agreed, 6% strongly disagreed while 4% disagreed.

**Research Question III**

How can parents and teachers help the youths to inculcate the habits of listening to the radio?

S/N		RESPONSES	FREQUENCY	PERCENTAGE
1	Every community/school should have a private radio laboratory for the youths.	SA	30	28%
		A	60	56%
		SD	9	8%
		D	9	8%
2	The radio is an important instructional material to every parent/teacher.	SA	76	70%
		A	22	20%
		SD	6	6%
		D	4	4%
3	Parents should provide radio sets for their children at home.	SA	64	59%
		A	40	37%
		SD	2	2%
		D	2	2%
4	The teacher should give youths assignments on radio programs from time to time.	SA	30	28%
		A	54	50%
		SD	12	11%
		D	12	11%
5	Parents should provide time for radio program discussions with their children at home.	SA	78	72%
		A	22	20%
		SD	6	6%
		D	2	2%

From the above table, we observed that in the first question, 28% of the respondents strongly agreed that every community/school should have a private radio laboratory for the youths, 56% agreed, 8% strongly disagreed while 8% disagreed. In the second question, 70% of the respondents strongly agreed that the radio is an important instructional material to every parent/teacher, 20% agreed, 6% strongly disagreed while 4% disagreed. In the third question, 59% of the respondents strongly agreed that parents should provide radio sets for their children at home, 37% agreed, 2% strongly disagreed while 2% disagreed. In the fourth question, 28% strongly agreed that the teacher should give youths assignments on radio programs from time to time, 50% agreed, 11% strongly disagreed while 11% disagreed. In the fifth question, 72% of the respondents strongly agreed that parents should provide time for radio program discussions with their children at home, 20% agreed, 6% disagreed while 2% disagree.

**5.3. Summary of Analysis**

In the summary, there are glaring facts that have gone a long way into convincing us that the radio is a veritable tool for the intellectual developments of the youths. However, their non-challant attitude towards the radio and its programs poses a great set back to them. For instance, question no. 2 has evidence to prove this statement true because it was discovered from the result that 59% of the respondents strongly agreed that radio programs improve the moral, intellectual and social development of the youths. Also supporting the above assertion is question no. 3. From question 2 where 72% of the respondents strongly agreed that youths who listen to radio are always ahead of youths who don't listen to radio. Finally, from the data analyzed, it has been proven beyond reasonable doubt that radio improves the intellectual development of youths.

**6. RECOMMENDATIONS**

Based on the findings made in this study, and their various implications, the following recommendations were made which if given due consideration, will make a positive change in youths in our community and in our nation at large.

The radio has been proven to be effective in the intellectual development to this end, the federal and state government should try to utilize the efficacy of this magic box called radio. Also, radio stations should be granted full autonomy to enable them report without being bias or politicized. This will also make them more accurate and sincere in their reportage. Hence, impacting on the teeming youths of this country.



Parents and the school should help to inculcate the habit of listening to radio into the youths. The parents should do away with buying computer games, PS and phones for their children and try to get a portable radio in order to boost their interest towards listening to radio. As for the school, they are recommended to provide radio laboratory for their schools and also create time for radio studies in their school time table. As for every teacher, the radio should be to them, what a cane is.

In organizing radio programs, the interest of the students/youths should be considered. Efforts should be geared toward making the programs conform to the school curriculum. Not only that the teachers should encourage their youths to listen to this radio, but also give them assignments on them.

### 7. CONCLUSION

It could be seen that the radio is not just a mere fun or music box. The nature of the radio is such that it is easy to acquire, portable and accessible. Its wide range of receptional ability across international boundaries distinguishes it among other communication media. Expectedly, Nigeria holds its head high in the radio industry as it unarguably, has the clearest and the best National radio station (Federal Radio Corporation of Nigeria F.R.C.N) in Africa. It is one thing for the radio to provide these myriads of contributions to intellectual development and quite a different thing for every youth to reap these benefits.

There has been considerable evidence that many youths have not formed the habits of listening to the radio except perhaps a musical program. The current FM craze for musicals that have gripped the country compounded this. To most of these FM stations, entertainment is the order of the day. On a promising note, the youths who listen to the radio for didactic and informative reasons will have more than enough benefits since the radio stations abound and their intellectual contributions is limitless.

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