FUNDING CAMPUS RADIO IN NIGERIA: THE OPPOURTUNITIES AND CHALLENGES

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ABSTRACT
This study examined Funding Campus Radio in Nigeria: the Opportunities and Challenges. The objectives was to identify the funding options available for campus radio; to ascertain the opportunities to funding campus radio in Nigeria and to identify the challenges to funding a campus radio in Nigeria. Technological Determinism Theory and Nested System Broadcasting Model were adopted for the study. The paper adopted the survey method with interview as instrument for data collection. Two station managers who were willing to participate in the study were purposively chosen among the 12 available for the study finding showed that inadequate funding were major challenge faced by the two stations. Campus radio broadcasting falls under the not-for-profit classification along with community broadcasting, hence, there are restrictions on which area they can source for income. The researchers recommended the adoption of a new broadcasting model that would help campus broadcasters overcome the funding challenges they are currently faced and facilitate a thriving broadcasting eco-system in Nigeria.

Keywords: Community Radio, Campus Radio, Sustainability, Nigeria

Introduction
The unique quality of radio makes it one of the most appealing mass media for participatory communication and development. It has the capacity to reach large audiences, including those in remote areas. In similar vein, campus radio gives room for students to participate in the programme package and production. This explains why Nduka (2017) pointed out some of the benefits of campus radio that their transmitters may reach only a few miles, but campus radio stations are enabling isolated communities across Nigeria to voice their own concerns. Thus campus is defined traditionally as the land on which a university and related institutional buildings are situated. Radio on the other hand as described by Ahmad (2011), is a broadcast medium that limits itself to the transmission of messages which are aurally received by members of the public.

From the above definitions, it can be deduced that a campus radio is a radio station transmitting messages aurally to a defined university community audience, through the use of electromagnetic devices. Campus radio can be considered as a community radio due to the fact that they share in common the characteristic of transmitting to a defined geographical setting. Most times a campus radio is considered a radio for the housing community of the university, because the radio waves are able to reach audience outside the campus and the programming is sometimes packaged in such a way that it will appeal to members of the community who are neither students nor staff.

Kunle, (2019), however noted that the general belief is that any campus based community radio station is a mere juke box, but recent research studies have shown that some of these campus stations are contributing to societal development. Campus radio stations offer concrete means for public participation and provide a platform for cultural diversity. Jordan, (2006)in Suleiman, (2014) noted that participation is the engine of democracy and campus radio is a tool to ensure public participation Ajayi (2014) argued that, campus radio

stations has also played a role in bridging communication gap between the Government and the local people.

Notwithstanding, campus radio stations also have their own challenges encountered on a daily bases as they try to live up to this task of bringing development to their host communities. Ihechu & Okereke (2016) described finance as one of the challenges facing campus radio stations. Ihechu & Okereke (2016) stated that issues from license fees and renewal fees on the existing private stations, their inability to make substantial profit after paying license fees ranging from 10 million to 25 Million naira; has made it difficult for campus radio station to be commercially viable. In support of Ihechu & Okereke (2016) assertion, Kumar & Asokan (2017) suggests that the annual license fee may be cut down for campus radios to ease the financial strain. Kumar & Asokan (2017 further suggested that the frequencies allotted to low power campus radios should not be allotted to high power commercial transmitters even if they are more than a hundred kilometers away. Proper utilization of revenue earned through commercial advertisements if allowed, should be ensured.

Sule (2018) notes other challenges faced by campus radio stations to be the fact that that National Broadcasting Commission (NBC), in her Nigerian Broadcasting Code of 2010 the 5th edition restricted the funding of a campus radio station to subvention; spot announcements from within the campus community and not exceeding 9 minutes in every 1 hour broadcast; donations or grants; Events coverage within the campus community; sale of station's memorabilia. Although the funding of a campus radio station is usually limited; many stations also solicit programme underwriting support, listener contributions, and outright donations, which are important because advertiser/commercial content is severely restricted by law on non-commercial stations (Sule, 2018).

Furthermore, David (2015) observed that the challenges specific to a campus radio station fall into four categories which includes seasonal issues, solving the learning/performance dilemma, volunteer workforce tensions and the innovative versus the normative. According to Felix (2017) the primary role of campus radio station is to broadcast alternative programmes that are not typically heard on commercial radio, but also in depth spoken word programming, campus specific programming and special interest music. In addition to students, members of the campus/community at large are also involved in the production and programming of campus stations.

Thus, a campus radio station is not only expected to serve the needs of the university community, but also the community that houses the institution which the campus station exist on. Whatever reasons might have informed the establishment of a campus radio station, one thing is clear, it must deliver content which satisfies the tastes and meets the needs of the community (Onekutu &Adegbol, 2013). This research therefore seeks to find out the opportunities and challenges surrounding the funding of campus of radio stations in Nigeria with a focus on Diamond FM, University of Ibadan and Search FM, Federal University of Technology, Minna. The study is set out to ascertain if for sure the station is faced with financial challenges, so as to suggest solutions that would at least help the station bring these challenges to the barest minimum.

Statement of the Problem
Studies examining the challenges of campus radio station shows that financial constraint remains one of the major impediments to its growth and sustainability in Nigeria (Galadima and Onekutu 2013, Clarke 2007). Many community broadcasters including campus radio broadcasters struggle to keep head above water, constantly faced with the reality of how to ensure an adequate operating income in an increasingly competitive media scape. According to Order, (2016) the largest pressure faced by community radio stations is financial. Hence, this study set out to highlight the funding challenges faced by campus radio stations in Nigeria and identify the opportunities available within the provision of NBC code for sustainability and growth.

Objectives of the study
1. To identify the funding options available for campus radio
2. To ascertain the opportunities to funding campus radio in Nigeria
3. To identify the challenges to funding a campus radio in Nigeria

Research Questions
1. What are the funding options available for Campus Radio?
2. What are the opportunities to funding campus radio in Nigeria?
3. What are the challenges to funding campus radio in Nigeria?

Literature Review
Several studies have been conducted relating to the perceived challenges of campus, radio stations in Nigeria, Africa and World over. It is against this backdrop that the research shall attempt a review of such studies conducted that are of relevance to this study. Suleiman (2014) carried out a study on the challenges and prospects of a campus radio station: what it should be and what it is. A case study of 98.9 buk fm. The study sought to find out world view concerning various challenges encountered by campus-community radio stations. Using the survey research method, the researcher found out that there were peculiar challenges related to running a campus-community radio and also analyzed the future prospects of community radio stations. To this end, the researcher recommended that communities and institutions should be aware of what it takes to effectively run a radio station before even applying for a license so as to avoid the current loopholes being experienced. The relevance of Suleiman's (2014) study to this work lies in the fact that they both focus on the perceived challenges of running a campus radio station.

In another study conducted by Lotter (2007) titled: An investigation into the sustainability of community radio using campus radio as case-study. The study looked to answer the impending question as whether radio broadcasting in South Africa could survive the South Africa's three-tier system of broadcasting other than just looking at the prospects of radio in economic development, education and community representation. The study adopted the 'semi-structured interview' method and found out that the solutions to the challenges faced by their community radio station could be eradicated through the re-organization of South Africa's three-tier system of broadcasting, pointing out the role government policies play in causing challenges to community-campus radio stations. The researcher therefore recommended that the South African government create conducive atmosphere for both

commercial and community based radio stations to survive and co-exist, without too much government policies limiting them. The study also suggests that the government invest in the Campus community radio as the future looks bright for that sector of the economy. Lotter's (2007) work is relevant to this study because it looks at the challenges posed by government policies in running a campus radio station. Although the study was conducted in South Africa, it suggests solutions that could be of utmost importance in working towards enhancing the campus radio in the Nigeria

Another research was also carried out by Al-hassan, Andani & Abdul-Malik(2011) on "The Role of Community Radio in Livelihood Improvement: The Case of Simli Radio". The aim of the study was to ascertain the contribution of Simli radio towards the development and livelihood improvement of the people of Tolon-Kumbungu District of the Northern Region of Ghana. The study used the following specific techniques to collect data: meetings, focus group discussions, stakeholder interviews, debriefing sessions and observations. The research found out that Simli Radio has worked to improve awareness and knowledge of solutions to community development problems ranging from culture, rural development, education, hygiene and sanitation, agriculture to local governance. The study therefore recommended that regular feedback from the listening public is essential in identifying listeners' preferences and the taste of various listeners segments and to avoid politics and religion. The relevance of Al-Hassan et al's (2011) work to this study lies in the fact that one of the major challenges of a programs producer for radio is 'content'. If the content is not appreciated by the public, the producer has wasted his/her time and energy. More so, the study points out that for the people to be completely represented by the community or campus station, politics and religious affiliations must be reduced to the barest minimum. The study also employed the field method of data collection.

Overview of the development of radio
"Radio" as it is known today is a development of Guglielmo Marconi's quest to send and receive information over space faster than "wired telegraph" in 1901. Marconi carried out the first experiment of wireless signals, and later sent the first wireless (radio) communication signals using "Morse Code" over a 3km distance.

According to Dunu (2015), the development of broadcasting in Nigeria could be categorized under three distinct periods: the colonial era, the post colonial era and the liberalized era. In the colonial era, radio operated under a vertical structure of communication where it was used primarily as a tool to foster the ideologies and policies of the colonial government. In the words of Ansah (1985) cited in Dunu (2015), colonial – style radio was meant to "provide information, cultural and entertainment needs of the political and educated elite who consisted of European settlers, colonial administrators and the small group of educated Africans". In the colonial period, radio made its debut in Nigeria in 1932 when the radio distribution service called Re-diffusion Broadcasting System (RBS) started in Lagos as a means of redistributing programs originating from the BBC in London as part of its overseas services.

In the post colonial period, radio was a means used for national administration, unity and development. Radio broadcasting in this period, retained the public service model patterned after the British Broadcasting Corporation (BBC). This period was also characterized with the establishment of regional broadcasting. (Dunu 2015). Primarily radio was a tool for

communicating national development information and government activities. The management, structure and ownership of radio stations were strictly under the control and monopoly of government.

In the Liberalized period, the government's monopoly over broadcasting in Nigeria ended with the promulgation of decree 38 of 1992. Hence, the federal government set up the National Broadcasting Commission (NBC) in August 1992 and saddled it with the responsibility of regulating the broadcast industry in Nigeria. By 1993, the NBC published the first edition of the Nigeria Broadcasting Code (also referred to as The Code) and has since then published five more editions with the latest being the sixth edition published in 2016 (Dunu 2015)

The NBC describes The Code as the 'minimum standard for broadcasting in the Federal Republic of Nigeria' and stipulates that it be 'applied in the spirit as well as in the letter in accordance with the professional ideals of broadcasting.'

NBC outlines three tiers of broadcasting in Nigeria in The Code, namely;
1. Public service broadcasting
2. Commercial/Private broadcasting
3. Community broadcasting

While the promulgation of decree 38 of 1992 ushered private participation in broadcasting, community broadcasting was sidelined until February 2002 when NBC issued the first license for campus community broadcasting to the University of Lagos (UNILAG). UNILAG101.1 FM kicked off operations in December 2004. Today, there are over 50 tertiary institutions in the country, licensed to operate campus radio stations (?).

Campus radio broadcasters come under the tier of community broadcasting as outlined in section 2.1of the Nigeria Broadcasting Code (2016) and they play a vital role in informing, educating and building vibrant campus communities. They are set up primarily as a training tool for students and by extension serve as a developmental tool to their immediate community.

Approaches to Funding a Campus Radio as adopted by other countries
A report by CONNECTUS Consulting Inc. (CONNECTUS) prepared for the Canadian Radio-television and Telecommunications Commission (CRTC, the Commission) on the International Approaches to Funding Community & Campus Radio (2009) identifies amongst other things, the funding approaches to community and campus radio in twelve selected countries around the world. For the purpose of this study, five of these countries model are identified below;

Firstly, the approach to funding of community radio in Australia is highly structured and organized. Overall, five categories of funding comprise 73 percent of community radio revenues: Sponsorships (essentially advertising dollars) 41 percent; Donations 11 percent; Grants from the Community Radio Foundation 9 percent; Subscription or membership fees 7 percent and Other Government grants 5 percent. Also, additional sources of funding include training fees (5 percent of total revenues) and fundraising (3 percent). Similarly, the Australian Department of Broadband, Communication and the Digital Economy (DBCDE) - which provides funding for the Community Radio Foundation of Australia - also provides funding to remote indigenous community radio stations through Indigenous Broadcasting Program.

Secondly, campus radio in Spain has access to several sources of funding, including government grants, donations and advertising. Sources of government funding typically comes from a pool of money made available to local organizations by local or regional councils; these councils also hire stations managers from time to time. Advertising is permitted without limits, but the amount of competition from other media, especially commercial radio, inhibits access to advertising revenues for community radio stations.

Thirdly the operations of community and campus radio stations in Germany are run by volunteers and funded through; contributions from state-based regulators via the collection of license fees; donations and personal contributions of station staff and limited advertising revenues (no more than 20 percent of total station revenues)

The bulk of funding for community radio stations comes via the pass through of license fees collected by state regulators. There is a general consensus in the research literature that funding is generally limited and varies between states. The research undertaken for this Report did not locate any further information on funding of community radio in Germany.

Furthermore, funding for community radio in the Netherlands is largely sourced through the Commission for Media, from a €1 (one euro) annual fee collected from each household in the country; this fee replaced the annual household licence fee collected by local governments from every household with a radio or television receiver. Funds collected via the annual household fee are directed exclusively to community radio stations. There are no restrictions on community radio access to other sources of funding, such as commercial advertising, sponsorships, fundraising or donations, annual operational funding is seen as fostering sustainability in the sector. Time dedicated to advertising is limited to no more than 15 percent of the total broadcast day, and must not exceed 12 minutes per hour. With respect to student radio, a number of student radio stations in the Netherlands appear to be licensed as community radio undertakings, and are therefore eligible for Commission funding.

Lastly, the U.K. funding model for community radio is highly diversified. Public sources include the Ofcom-administered Community Radio Fund, the U.K. Arts Council, and the Ministry of Defense (for stations targeting the military). Non-public sources of funding include advertising, sponsorships, target market donations (e.g. from religious or ethnic groups), individual donations and membership drives. Two 'parent companies' of community radio stations have received substantial (£300K) grants from the National Lottery, although radio is only one part of recipient activities. The Community Radio Fund distributes up to £500k annually community radio stations for purposes of core operational funding, the Fund is designed to assist stations at start-up or periodically - but discourages dependency so that other funding can be sourced. The vast majority of funding for student radio comes from Student Unions, i.e. subsidies paid to Student Unions by post-secondary students as part of their tuition package. Student radio stations are able to sell advertising time and take measures to attract sponsorships, but student fees provide by far the bulk of stations revenues.

Funding Provisions for Campus Radio contained in the broadcasting Nigeria Broadcasting Code
Section 9.15 in the sixth amendment edition of The Code published in 2016, highlights the following funding provisions for campus radio stations namely;

- Subvention
- Spot announcements from within the Campus community (Not exceeding 9 minutes in every 1 hour broadcast)
- Donations or grants;
- events coverage within the Campus community
- sale of station's memorabilia
- staff/student membership fee

Section 9.14.1b states that "A campus broadcaster shall …manage the station as a non-profit and campus community development tool."

THEORETICAL FRAMEWORK
1.   Technological Determinism Theory
The Technological Determinism Theory was propounded by a Canadian philosopher of communication theory Herbert Marshal Mcluhan born on the 21st of July 1911. According to Ijwo & Omula (2014:150), the main thrust of the technological determinism theory is that invention in technology invariably causes cultural change and that the way we live is largely a function of the way we process information. A common expression from the theory is that "we shape our tools and our tools shape us" which in this case implies the way humanity control the transmission of information through the mass media which in turn influences humanity. In a similar vein Chandler (2002) says "the most famous theorist adopting this perspective was the sociologist, Jacques Ellul in his book The Technological Society. Ellul declared that 'Technique has become autonomous; it has fashioned an omnivorous world which obeys its own laws and which has renounced all tradition' (Ellul 1964 p. 14). He presented complex interdependent technological systems as being shaped by technology itself rather than by society." The theory originated from Marshal McLuhan's 'the medium is the message' postulation. McLuhan (1964) challenged conventional definitions when he claimed that the medium is the message. With this claim, he stressed how channels differ, not only in terms of their content, but also in regard to how they awaken and alter thoughts and senses. He distinguished media by the cognitive processes each required. McLuhan popularized the idea that channels are a dominant force that must be understood to know how the media influence society and culture. He claims that channels of communication are primary causes of cultural change. According to him, Family life, the workplace, schools, health care, friendship, religion, recreation, politics are all touched by communication technology. McLuhan viewed every new form of media innovation to be an extension of some human faculty Onwubere & Okuwa (2013).
The justification for the use of this theory lies in the fact that the theory recognises the fact that media messages produced by human beings in turn influence the activities of those humans. The theory is also of the opinion that in order to understand how the media influence the society, the channels of communication must be understood first, which so much relate to this study which is set to understand the challenges encountered and

processes embarked upon by campus radio stations in their day to day programmes production.

2.   NESTED SYSTEM BROADCASTING MODEL

This study is anchored on the hypothetical conceptualization of a Nested Broadcasting System, proposed by Theresa E. Lotter (2007) in her study "An investigation into the sustainability of community radio. Campus radio as case-study" for her research work using the South African context. According to Lotter (2007), The Nested Broadcasting system is a hypothetical model that integrates elements of the American Broadcasting Model and the Hybridization Broadcasting Model; while being firmly situated within an Eco-systemic Paradigm.

▪   **The American "free market" Model**

This model dictates a 'free market' organization of the media and is evident in the American broadcasting sector. The goal of such a model is to maximize profit (advertising revenue) through ratings. The government has no influence on broadcast content, with few restrictions placed on this sector; thus it is therefore referred to as an unregulated broadcasting system (CCMS Infobase, 2006) cited in Lotter (2007).

▪   **The Hybridization Model**

This model is a Hybrid of three media systems namely; the American 'free-market' Model, the European 'public service' Model and the Soviet 'communist' Model. This model is being used in Canada. The Canadian broadcasting system is a single system comprised of public, private and community elements, and is owned and controlled by Canadians with foreign ownership being restricted to 20%. Lotter (2007).

▪   **Eco-systemic Paradigm**

The Eco-systemic approach began as a new theoretical perspective for research in human development wherein the ecological environment was viewed as a set of interconnected nested systems (Bronfenbrenner, 1979). The tenets of this approach are;

- ▪   One system is profoundly affected by events occurring in other systems (Bronfenbrenner, 1979).
- ▪   The capacity of one system to function effectively depends on the existence and nature of the social interconnections between systems which include joint participation and the constant reciprocal flow of information (Bronfenbrenner, 1979). In this case, the effective functioning of the community radio tier of broadcasting depends on supportive connections with government, as well as other broadcasting sectors.
- ▪   The totality of nested, interconnected systems is viewed as a manifestation of overarching patterns of ideology which exists in the broader culture or subculture (Bronfenbrenner, 1979).

Figure 1: Hypothetical Conceptualization of a Broadcasting System: A Nested System
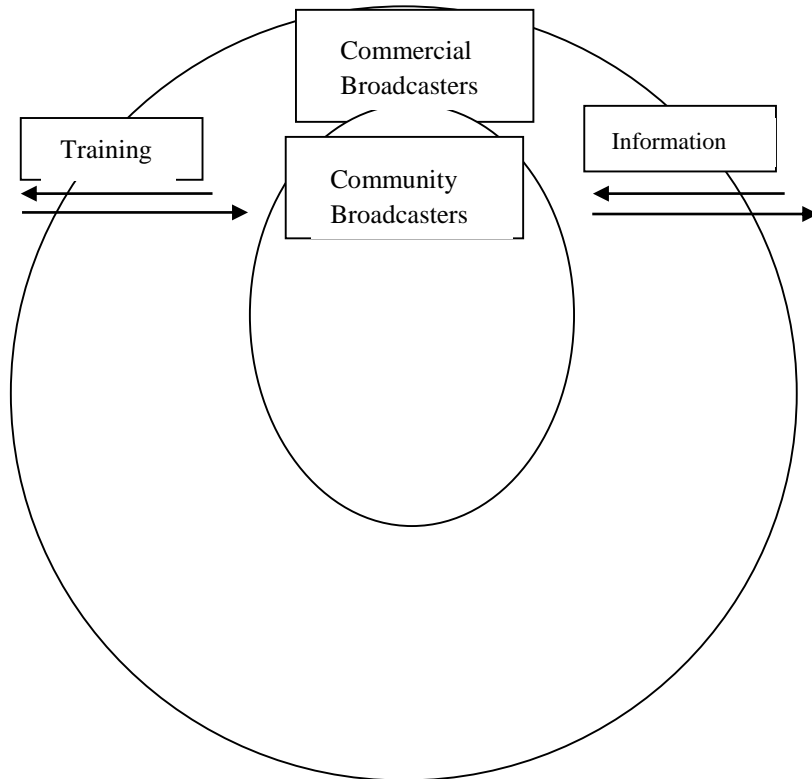
Propositions of the Hypothetical Nested Broadcasting System
1. That existing public service broadcasters become completely commercial, but retain certain public service programming responsibilities.
2. License fees are split proportionally between commercial and community radio stations and will be administered by the broadcast regulator.
3. That the Government plays an active role in support for community stations like we have in industrialized countries where Government support for community radio stations take one of three forms; a direct station operation subsidy; targeted support for specific station operations; or a combination of the two.
4. Community radio stations receive financial support from both government subsidies and a proportion of the license fees, but are however prohibited from utilizing any commercial funding sources i.e. advertising revenue

5. Commercial radio stations receive a proportion of the license fees to fund their public service programming responsibilities but remain financially viable through the utilization of advertising revenue
6. The equal treatment of both community and commercial radio stations by government and regulatory bodies
7. The reciprocal flow of information and expertise between commercial and community stations
8. Community radio stations become a training ground for future commercial broadcasters and technicians; commercial radio stations in turn host training workshops and mentoring programmes for community broadcasters and technicians

The Nested Broadcasting System was employed as the framework for this study because of its relevance to this research. If this system is adopted in Nigeria's campus broadcasting context it would serve as a framework to facilitate a thriving broadcasting eco-system in Nigeria. This model would help campus broadcasters overcome the funding challenges they are currently facing.

METHOD OF STUDY

Survey research method was employed for this study. This is because the study is aimed at highlighting the funding challenges of campus radio stations in Nigeria and identifying the opportunities for sustainability and growth. Wiseman and Aaron (1970) cited by Tejumaiye (2003) defined survey research as a method of collecting and analyzing social data via highly structured and often very detailed interviews or questionnaires in order to obtain information from large numbers of respondents presumed to be representative of a specific population. Survey research is applicable when conducting studies on both large and small populations by selecting and studying samples chosen from the populations to investigate the relative incidence, distribution and interrelations of sociological and psychological variables (Osuala 2005). According to Dixon-Ogbechi (2002) in survey research, the researcher uses a carefully selected sample from the population to conduct an intensive study of the population characteristics and then generalize his findings for the whole population.

In-depth interview was the data collection tool adopted for this study. Two campus radio stations - Diamond FM, University of Ibadan and Search FM, Federal University of Technology, Minna- where purposively selected by the researcher as the representative sample of the research population. The researcher made participation in the research open to all ten campus stations present at a meeting held on the 4th of July, in Minna, Niger state, by the Association of Nigerian Campus Broadcasting Stations (ANCABS) and represented by their station managers or coordinators. Out of the ten stations present, two volunteered to participate in this study.

The Station Manager at both campus radio stations studied were the interview respondents. This is because only the top station executives can provide the in-depth information on funding campus radio required for this research.

Discussion of Findings

Analyses of data are here presented to provide answers to each of the research questions for this study;

RQ 1: What are the funding options available for Campus Radio?

Findings to this research question are seen in the responses of the respondents. As started from the data gathered, Diamond FM funding options are program placement, spot announcement, live event coverage, and event hosting as pointed out by the management of the station. Similarly, the funding sources in Search FM are subvention from the university, program placement, spot announcement, live event coverage, event hosting, grants and donations. Hence, findings to research question one is line with Sule (2018) observation who noted that challenges faced by campus radio stations is the fact that that National Broadcasting Commission (NBC), in her Nigerian Broadcasting Code of 2010 the 5th edition restricted the funding of a campus radio station to subvention; spot announcements from within the campus community and not exceeding 9 minutes in every 1 hour broadcast; donations or grants; Events coverage within the campus community; sale of station's memorabilia. Findings also portrayed Suleiman (2014) study on the challenges and prospects of a campus radio station: what it should be and what it is. A case study of 98.9 buk fm. The researcher found out that there were peculiar challenges related to running a campus-community radio and also analyzed the future prospects of community radio stations. To this end, the researcher recommended that communities and institutions should be aware of what it takes to effectively run a radio station before even applying for a license so as to avoid the current loopholes being experienced. Therefore it obvious that campus radio are faced with lots of challenges not just funding but alongside other related issues which requires adequate attention to improve the operations of the campus radio since it serves the same purpose of informing, educating and entertaining the community as described by the Technological Determinism Theory that we shape our tools and our tools shape us which in this case implies the way humanity control the transmission of information through the mass media which in turn influences humanity.

RQ 2: What are the challenges to funding campus radio in Nigeria?

The findings to this research question revealed that campus radio station does not get funding from the University Management and the station perceives seeking for donations as unsustainable as stated by Diamond FM management. Also low funding affects the stations operations negatively as the station is forced to shut down transmission when unable to foot diesel bills. Similarly, NBC's commercial restriction affects the station to a 'great extent'. Meanwhile at search FM, findings revealed that lack of/ low funding limits the station from carrying out maintenance and repairs swiftly. The subvention from the University is limited and the station's needs sometimes exceed the funds derived through this means. The station also finds demerits sometimes from hosting events when it is unable to break-even. The station does not have a generator powerful enough to power the air conditioners in the studio when there is no power supply from the national grind and this causes inconveniences for crew members and is bad for the health of the studio equipment. NBC's commercial restriction causes the station to be unable to generate revenue for the University. Thus, findings of this study is against the American "free market" Model by

Lotter (2007) who stated that the media has the right to maximize profit and that the government has no influence on broadcast content, with few restrictions placed on this sector which usually referred to as an unregulated broadcasting system. In line with Lotter (2007) study on an investigation into the sustainability of community radio using campus radio as case-study. The study found out that the solutions to the challenges faced by campus radio station could be eradicated through the re-organization of South Africa's three-tier system of broadcasting, pointing out the role government policies play in causing challenges to campus-campus radio stations. The researcher therefore recommended that government should create a conducive atmosphere for both commercial and campus based radio stations to survive and co-exist, without too much government policies limiting them. Therefore it is evident that government policies toward the operations and funding of campus radio station is a major problem for it survival. If the revenue generation of campus radio stations becomes more flexible then they will be able to manage some of their needs without totally depending on sponsorship either within or outside the community to survive.

RQ 3: What are the opportunities to funding campus radio in Nigeria?
The findings to this research question showed that opportunities to funding campus radio in Nigeria are based on developing radio programs that meet the needs of certain faculties and departments such as open distance learning programmes as well as promoting artists on the radio station and asking perform for free or for a token at events hosted by the station. Also program placement was identified as a good funding source as identified by Diamond FM management on the other hand, Search FM identified the funding opportunities; creating an app and promoting ventures, utilizing the station's social media account for promotions, subventions from the university to keep the station focused and able to plan and hosting events to helps diversify the station's funding options. Therefore, It is important for the National Broadcasting Commission to rethinks its rules on commercialization of campus radio. This is necessary to enable campus radio stations to access opportunities in the area of advertisements within and around their environments. Restricting campus radio stations from taking adverts from off their campus is anti-competition and seems to give commercial radio stations undue advantage. In a free market environment, advertisers should be allowed to determine how they spend their advertising budget among different media available to them. Similarly, by liberalizing the commercial space, the NBC would be encouraging healthy competition and creativity in programming and pricing mechanism for all operators. This will give all radio operators level playing ground to tap into funding options available in the environment.

Conclusion and Recommendations
Drawing from the above findings, the study therefore concludes that campus radio stations in Nigerian universities have to overcome many challenges ranging from funding, equipment, manpower, lack of constant power supply, lack of students participation, poor management structure amongst others. Consequently, these challenges play very significant roles in the content produced by Diamond FM and Search FM. These challenges, no matter how grave they might seem, they still have solutions, which if adopted by the management will take the station to heights unimaginable. Hence, solving the challenges that campus broadcasters face is key to ensuring the sustainability of this

tier of broadcasting because they play a key role in democratizing the media and amplifying the voice of marginalized or underrepresented communities hence enabling grassroots development. It is also worth mentioning that campus radio stations play a key role in training future broadcasters, empowering them with the basic skills to succeed in the broader media landscape.

Recommendations for Campus Broadcasters
1. Campus broadcasters need to exhaust all funding opportunities provided in the code and come up with creative ways within the context of the law, to diversify sources of income.
2. The Management of Campus radio stations need to be more supportive and understand what campus broadcasting is all about before setting up a campus radio station.

Recommendations for Regulators
1. Adopt the Nested Broadcasting System to facilitate a thriving broadcasting eco-system in Nigeria. This model would help campus broadcasters overcome the funding challenges they are currently faced with.
2. The Nigerian Government should acknowledge and appreciate the role of campus broadcasters by setting up a campus broadcasting foundation similar to what exists in Australia, funded by the government to give annual grants to campus broadcasters who have shown good track record of impact in their communities to fund their education and community development projects. This will further motivate the campus broadcasters to sustain the 70% education content ratio stipulated by NBC.
3. The money collected by local governments in Nigeria for radio and TV licenses from every household annually should be re-directed to the Federal Government to fund the proposed grants by the campus broadcasting foundation.

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