# STRUCTURE AND CONTENT OF FM RADIO TALK SHOWS AND THEIR EFFECTS ON COMMUNICATION OF UNIVERSITY STUDENTS IN ELDORET TOWN, KENYA

**BY**

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**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE IN COMMUNICATION STUDIES**

**March, 2025**

## DECLARATION

This thesis is my original work and has not been presented in any other university for a degree or any other award.

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The undersigned certify that they have read and hereby recommend for the acceptance of Masinde Muliro University of Science and Technology a thesis entitled; '**Structure and Content of FM Radio Talk Shows and Their Effects on Communication of University Students in Eldoret Town, Kenya'**

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## DEDICATION

This thesis is dedicated to my wife Hellen Koech, my daughter Joy, my son Jentezen, and my daughter Jazlyn for their moral support during thesis writing.

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## ABSTRACT

The majority of the consumers of radio stations' programming are the youth, most of whom are students in high schools, colleges, and universities. Therefore, the main objective of this study was to examine the structure and content of FM radio talk shows

and their effects on communication of university students in Eldoret Town, Kenya. The objectives of the study were to examine the structure of FM radio talk shows listened by university students in Eldoret Town, to determine the communication strategies employed in presenting radio talk shows as listened by university students in Eldoret Town, to determine the factors that influence the choice of FM talk shows by university students in Eldoret town, and to examine the influence of FM radio talk shows on university students' ways of communicating. The study utilized a mixed method research approach that made use of both quantitative and qualitative methods of data collection and analysis. It was guided by the Uses and Gratification Theory. The target population of the study were students from university campuses within Eldoret, and the sample size was 300. The researcher adopted a stratified sampling and simple random sampling technique to arrive at the sample that would best fit or present the intended purpose of the research. Data was collected using a questionnaire and Focus Group Discussion. The collected data was analyzed using descriptive statistical techniques that included frequencies, percentages. The data was then presented using tables, pie charts, and bar graphs. Qualitative data was analyzed thematically. The study findings revealed that Structure of FM radio talk shows have a positive and significant effect on FM Radio Talk Shows on Communication of University Students ($\beta_1$=0.129, p=0.010). Communication strategies employed had a positive and significant effect on FM Radio talk shows on communication of university Students ($\beta_2$=0.169, p=0.012). Factors that influence the choice of FM talk shows was found to have a positive and significant effect on FM Radio Talk Shows on communication of university students ($\beta_3$=0.282, p=0.000). Influence of FM radio talk shows was found to have a positive and significant effect on FM Radio Talk shows on communication of University Students ($\beta_4$=0.309, p=0.000). The study concluded that FM radio talk shows in Eldoret Town have a consistent format but vary in their approaches and guest selection. Effective communication strategies are important in engaging university students. Factors beyond music preference influence the choice of FM talk shows among university students. The study recommended that radio stations targeting university students should create a balanced format that includes a mix of content and segments, incorporate audience participation and diverse perspectives, and feature knowledgeable hosts and high-quality guests. Radio talk show presenters should analyze their audience effectively and employ communication strategies that foster engagement, such as active listening and utilizing multiple modes of communication. Radio stations should consider factors beyond music preference when designing their programming schedules, such as content relevance, interactivity, and convenient timing.

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## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| **AIDS** | Acquired Immunodeficiency Syndrome |
| **CCK** | Communications Commission of Kenya |
| **FCC** | Federal Communications Commission |
| **FM** | Frequency Modulation |
| **GTZ** | German Technical Cooperation |
| **HIV** | Human Immunodeficiency Virus |
| **NACOSTI** | National Commission for Science and Technology |
| **PEMRA** | Pakistan Electronic Media Regulatory Authority |
| **SPSS** | Statistical Package for Social Science |
| **TV** | Television |
| **UNESCO** | United Nations Educational, Scientific and Cultural Organization |
| **USA** | United States of America |

## OPERATIONAL DEFINITION OF TERMS

**Communication** in this study, communication refers to the ability of university students in Eldoret Town to articulate their ideas, engage in discussions, and participate confidently in various communicative situations (both formal and informal), with a particular focus on the public speaking, audience engagement, and interaction in discussions during FM radio talk shows. Communication effectiveness is measured through self-reported surveys, where students rate their own confidence, clarity, and engagement in real-world situations (for example, classroom discussions, public speaking events). Additionally, observational data during focus group discussions will be used to assess the level of active participation and verbal fluency among the participants when they discuss topics they hear on radio talk shows.

**Content** in this study refers specifically to the types of topics covered on FM radio talk shows that are available to university students in Eldoret Town, including but not limited to social issues, current events, entertainment, career advice, mental health, and cultural topics. Content is categorized based on its relevance to students' daily lives and academic experiences. The relevance of content is measured through student surveys, where students indicate how often and how relevant specific content types are to their personal interests, communication needs, and academic pursuits.

**Mass media** in this study refers to the FM radio stations in Eldoret Town, which are used as a communication platform to reach a wide audience. Specifically, FM radio is chosen as the medium of focus due to its

accessibility and popularity among university students. The impact of FM radio as a mass media tool is measured through student surveys regarding the frequency of listening, preferred programs, and the perceived educational or communicative value of FM radio talk shows.

**Radio talk shows** are defined as scheduled radio programs on FM stations in Eldoret Town where the hosts engage in conversations or discussions on various topics with guests, and where audience participation is encouraged through mechanisms such as call-ins, SMS messages, or social media interactions. The impact of these radio talk shows on students' communication abilities is measured by analyzing their responses to self-reported communication skills in areas such as articulation, listening comprehension, and public speaking skills, as well as through focus group discussions exploring how students perceive the engagement and learning opportunities presented by these programs.

**Strategies** refer to the planned communication techniques employed by radio talk show hosts to engage students, enhance the flow of conversation, and maintain audience interest. These strategies include the use of interactive elements (for example, live calls, social media engagement), the adoption of a conversational tone, humor, the selection of relevant content, and the integration of diverse guests. These strategies are operationalized by coding host behaviors, guest types, and audience interaction patterns observed in radio talk shows. The impact of these strategies on students' communication skills is measured through student feedback surveys and FGD discussions, focusing on how

students' perceptions of communication have evolved based on their radio talk show exposure.

**Structure of radio talk shows** in this study refers to the organizational design of FM radio talk shows, which includes elements such as the segment layout (for example, introduction, discussion, Q&A), the use of interactive elements (for example, live call-ins, audience voting), and the role of hosts in guiding the discussion. Structure also includes the balance between host-led content and audience participation. Structural impact is measured by analyzing how the design of these shows facilitates active listening, critical thinking, and engagement in communication activities. Data from observational coding of selected radio talk shows, along with focus group feedback on program structure, will serve as the basis for this measurement.

**University students** in this study are individuals enrolled in higher education institutions (for example, universities or colleges) in Eldoret Town, Kenya, between the ages of 18 and 25. The sample will include students who regularly listen to FM radio talk shows and are actively involved in academic discussions, group projects, and social interactions in their university setting. These students' communication skills will be assessed using self-reported surveys and focus group discussions. The study specifically focuses on students' interaction patterns and communication development related to FM radio talk shows.

**Youth** in this study refers to university students between the ages of 18 and 25, who are characterized by significant cognitive, social, and emotional

development. As part of the study, youth communication behavior is measured in terms of their engagement with radio content, including their ability to participate in group discussions, presentations, and public speaking. Peer influence and media exposure are key factors in shaping their communication skills, which will be explored through focus group discussions and surveys.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Overview

This chapter introduces the study, presents the background of the study, articulates the research problem. The chapter specifies the research objectives and questions and finally outlines the significance, scope and limitations of the study.

## 1.2 Background to the Study

In many higher education academic programs, communication has become essential. Due to the widespread recognition of its importance, many undergraduate courses now include communication skills as part of their curriculum. Universities prioritize effective communication among students to enhance their verbal abilities and the articulation of ideas. In today's world, honing communication skills is crucial, as students who master these abilities can reap various benefits and positively influence the attitudes and behaviors of others. Sanchis-Giménez et al. (2023) emphasize that strong communication skills enable students to convey complex concepts and information in a way that is easily comprehensible to their audience, further impacting how others perceive and react to those ideas.

Furthermore, students must be able to communicate effectively if they are to fulfill their career goals. Nonetheless, communication skills continue to be a challenge for many college students (Francis, 2010). Ohnishi and Ford (2015) also note that students frequently encounter challenges in their communication abilities. The choice of instructional language significantly affects undergraduates' capacity for effective communication. It has been noted that communication issues persist among students,

highlighting the need for greater emphasis on developing 21st-century communication skills that align with contemporary societal demands.

Communication skills are particularly important even in fields like mathematics, where they are crucial for establishing intellectual authority and engaging in mathematical practices (Hee-Jeong, Seashore & Gillingham, 2016). Additionally, communication methods are viewed as essential soft skills that play a vital role in securing career opportunities and achieving success in the accounting field (Chandren & Yaacob, 2016). Therefore, communication is a critical element that undergraduates cannot afford to overlook. This prompts researchers to investigate the factors and processes involved in student communication, particularly in English language instruction or when using English as a medium for communication. Consequently, it is essential to identify the reasons why some students struggle to communicate effectively.

The notion that mass media are ubiquitous sources of knowledge can be explained by their ubiquity. Since the media is a ubiquitous source of information, it is present everywhere. This suggests that people, no matter where they are, actively or unconsciously consume media on a daily basis. As a result, their presentation skills are directly impacted by the media to some extent. Additionally, the media is a ubiquitous medium that promotes freedom of speech, information access, and interpersonal communication. According to the aforementioned opinions, the media does have a significant influence on how individuals communicate. However, little research has been done on how FM radio discussion shows affect communication among Kenyan university students.

The broadcast media, such as radio and television, are channels for the creation of new information and expressive abilities rather than just tools for producing illusions. Those

who spend a lot of time with them are influenced by their expressive abilities in their communication (Raupovna, 2019). Programs are marketed and given to both rural and urban residents in an effort to inspire the public to take action or adopt a different mindset. However, this method has resulted in a generation of kids and students that find it difficult to talk boldly and express themselves clearly.

Contrary to the assertion by Tenore (2015) that the use of social media is strengthening communication among people, social media is currently one of the greatest hindrances to effective communication among young people, including university students. Social media interactions are mostly non-verbal, yet because they are conversational, they may mimic oral tradition. In addition to continuously adding new terms to our vocabulary, social media and the internet also generally decrease oral communication. Social media's nearly instantaneous ability to share ideas with the globe has influenced how we behave in face-to-face communication in today's fast-paced environment.

Using oral communication to educate listeners is one of FM talk shows' primary functions. The concerning trend that social media has produced and its effect on verbal communication skills can be reversed with the help of these chat programs. It has been shown that the majority of students find it difficult to communicate effectively when giving presentations in class. The ability of students to communicate verbally and effectively during their presentations can be influenced by a number of things. Undergraduates, who frequently lack the abilities and self-assurance to deliver powerful presentations, are also prone to this situation.

This circumstance prompts scholars to look into the factors that have hampered undergraduates' capacity for communicating. Previous studies have found insufficient knowledge on how students can be taught to communicate appropriately (Bourn, 2011;

Danby & Lee, 2012). Good communication is crucial and can be cultivated through the impact of practice-based learning, where students learn to present by practicing and overcoming the factors that hinder them from giving effective communication (De Grez, Valcke, & Roozen, 2014). Therefore, this study aims to investigate how FM radio talk shows affect communication among students within Eldoret town.

### 1.3 Statement of the Problem

In Eldoret Town, Kenya, university students face significant challenges in effective communication, which manifests in various forms including poor articulation of ideas, limited engagement in discussions and a lack of confidence in public speaking (Ahmad, 2021). This inadequacy in communication ability is particularly visible during interactive platforms such as FM radio talk shows, which are designed to foster dialogue and exchange of ideas. The structure and content of these shows may not adequately address the communication needs of students, leading to a disconnect between the intended educational purpose of these broadcasts and the actual outcomes for the audience.

The core research problem revolves around understanding how the structure and content of FM radio talk shows influence the communication abilities of university students in Eldoret Town. Despite the popularity of radio as a medium for information dissemination, there is a lack of targeted content that resonates with the student demographic, which may contribute to their poor communication (Olaoye & Onyenankeya, 2023). This study aims to explore the relationship between the programming of FM radio talk shows and effective communication among students and identifying specific gaps that hinder effective communication.

Several studies indicate that radio remains a vital tool for communication in Kenya, yet the content often skews towards entertainment rather than educational value, particularly in FM stations that dominate the airwaves. Wekesa (2016) found that FM radio programming often prioritizes entertainment over educational value, thereby neglecting the unique communication development needs of students. This observation is supported by the Communications Authority of Kenya's Baseline Survey for Broadcasting Services in Kenya Report (2022), which indicates insufficient consumer protection from offensive content and inappropriate programming, suggesting a lack of focus on educational and development-oriented content. FM radio talk shows in Eldoret Town usually follows a similar structure, usually starting with an introductory segment in which the presenter presents the subject and guests. This is followed by a conversation that is guided by the host and offers possibilities for audience engagement through social media connections, SMS messaging, and call-ins. However, the absence of empirical data connecting radio programming elements such as guest selection, topic relevance, and audience interaction to student communication abilities underscores the necessity for this research. There is little space for educational discourse that may improve effective communication among listeners, particularly students who are in the early phases of their professional and personal growth, as many FM stations concentrate on music and exciting news. Additionally, many programs fail to engage students in meaningful ways, so failing to foster critical thinking and eloquent communication, thereby underutilising the interactive component of talk shows.

While there is acknowledgment of the role of FM radio in shaping public discourse, existing literature lacks comprehensive studies that specifically focus on the impact of talk show content on university students' ways of communicating in Eldoret. Most research tends to generalize the audience's needs without delving into the unique

challenges faced by students. Additionally, there is a deficiency in empirical data that connects the structural elements of radio programming such as guest selection, topic relevance and audience interaction to the actual communication exhibited by students. The primary audience for this research included university students in Eldoret Town, who are crucial stakeholders in the educational and communicative landscape.

### 1.4 Research Objectives

The main objective of this study was to investigate the structure and content of FM radio talk shows and their effects on communication of university students in Eldoret town, Kenya.

Specifically, the study sought to achieve the following objectives:

i. To examine the structure of FM radio talk shows listened to by university students in Eldoret Town
ii. To determine the communication strategies employed in presenting radio talk shows as listened by university students in Eldoret Town.
iii. To determine the factors that influence the choice of FM talk shows by university students in Eldoret town
iv. To examine the influence of FM radio talk shows on university students' ways of communicating.

### 1.5 Research Questions

The study sought to answer the following questions:

i. What is the Structure of FM radio talk shows listened by university students in Eldoret Town?
ii. What are the communication strategies employed by the radio talk show presenters of selected FM radio stations?

iii. What are the factors influencing the choice of FM talk shows by university students?

iv. What are the effects of FM radio talk shows on university students' ways of communicating?

### 1.6 Justification of the study

The increasing popularity of FM radio talk shows among university students in Eldoret Town, Kenya, underscores the need to examine their structure and content and their subsequent effects on communication among students. Radio remains a widely accessible medium of mass communication, particularly in urban and semi-urban settings, where it serves as a primary source of information, entertainment, and education (Erastus & Kinyua, 2023). FM radio talk shows, characterized by interactive discussions on various social, political, and economic topics, influence students' perspectives, speech patterns, and engagement in discourse. This study is justified by the need to understand how the content and format of these programs shape communication behavior among university students, a demographic that plays a critical role in shaping the future of the country.

University students are highly impressionable and engage with multiple media platforms, making them susceptible to media influences, including radio talk shows. McQuail and Deuze (2020) suggest that media consumption significantly impacts language use, critical thinking, and social interaction among young people. The structure of talk shows whether moderated debates, panel discussions, or call-in sessions determines the nature of discourse and the level of engagement among listeners. The content, which may include political debates, relationship discussions, and social issues, influences students' perceptions, attitudes, and modes of expression.

Thus, understanding the dynamics of these talk shows is crucial for media literacy and education policies that enhance constructive communication skills among students.

Furthermore, previous research on media influence in Kenya has largely focused on television and digital media, leaving a gap in knowledge regarding the impact of radio talk shows on university students' communication behavior. According to Owilla, Chege, Awiti and Orwa (2020), radio remains one of the most trusted sources of information in Kenya, especially among young adults who rely on it for news, entertainment, and discussions on contemporary issues. Given that university students actively participate in intellectual and social debates, it is vital to assess whether radio talk shows promote critical thinking and open dialogue or contribute to misinformation and passive consumption of content.

Additionally, this study is significant in addressing concerns regarding media ethics and the quality of discourse in FM radio talk shows. While some talk shows foster informed discussions, others may propagate sensationalism, bias, or unverified information, which can shape students' communication styles in unproductive ways (Mutua, 2018). Understanding these effects can provide insights for media regulators, educators, and content creators to enhance the quality of talk shows and their educational value for young audiences.

### 1.7 Significance of the Study

Many of the relevant studies conducted in Kenya have focused on the influence of audience preferences and tastes on the choices of channels adopted by the various media houses. For instance, Ngugi and Kinyua (2014) have examined how the broadcasting philosophy of community radio is defined by the target group it targets. Similarly, Nyachieng'a (2016) has examined how the choices of radio broadcasting in Kenya rely

so much on the prevailing socio-political issues of the day. The audience is a crucial component of mass communication that has been extensively studied. Media organizations rely heavily on the size and composition of their audiences. Six out of seven defining characteristics of mass communication directly relate to the audience, such as the large size of the audience compared to other communication contexts, the public accessibility of mass media content, the diverse and heterogeneous nature of the audience, the simultaneous exposure of geographically dispersed individuals, the one-way and impersonal nature of mass communication, and the mass audience being a product of modern society (McQuail, 1967; Senam et. al (2022). All these characteristics are indications that mass media audiences are vital in the communication process since without them; there is no audience for the media message.

The findings of this study are significant in that they are set to benefit the media industry especially in assessing how effectively their programmes meet the intended objectives; to inform, educate or entertain. The results aim to benefit other institutions of socialization for example schools, churches, families, guidance and counselling units and the society at large. This is because those youths are individuals who when affected in one way or another (positively or negatively), the impact would be felt by all and sundry because they are individuals who are stakeholders in the socialization process. It would also benefit institutions that deal with youth related issues for example the Ministry of Youth Affairs. The findings will also be important to scholars who are interested in carrying out related research in that it can be reviewed as research previously done.

This study is significant in exploring how FM radio talk shows shape university students' communication skills. In examining show content, structure, and strategies,

the study promotes media literacy, empowering students to engage more thoughtfully and confidently in conversations. Exposure to diverse perspectives and effective speaking techniques can improve students' adaptability and self-expression, while shared discussions about these shows foster social connections.

### 1.8 Scope of the Study

The scope of this study centres on examining the impact of FM radio talk shows on communication patterns among university students within Eldoret Town. Focusing on this urban academic hub, the research targets university students, as they represent a population highly engaged with media and likely influenced by it in their communication styles. The study's geographical focus on Eldoret provides a context where diverse radio talk shows are accessible, allowing for an in-depth exploration of how these programs shape students' communication methods, preferences, and social interactions. The independent variable for this research is FM radio talk shows, while the dependent variable is the students' communication, providing a focused framework for understanding the relationship between media consumption and communication skills among young adults in a university setting.

### 1.9 Limitations of the Study

There were very many FM radio stations in the study area airing talk shows, posing a challenge of choice for the researcher. The researcher addressed this limitation by sampling the FM radio talk shows that are popular among university students to arrive at a sample that represented the target population.

### 1.10 Theoretical Framework

This study was based on Uses and Gratifications theory by Blumer and Katz (1974). This theory posits that audience members have certain needs or drives that are satisfied

by using both non-media and media sources. The actual needs satisfied by the media are called media gratifications. Uses and Gratifications theory has been classified into a fourfold category system (Dominic, 1999). These are: Cognition of ideas, diversion of attention, social tools with people in society, and withdrawal from reality.

### 1.10.1 Cognition of Issues

The process of learning something is called cognition. A person is employing a mass medium in a cognitive manner when they use it to learn about something. Two categories of cognitive functions are carried out at the individual level. One is about using the media to learn about topics that are relevant to one's general curiosity or about things in general. For example, "I want to learn how to do things I have never done before," and "I want to keep up with current events by using the media." "I want to know what political leaders are doing," for instance.

The Uses and Gratifications theory posits that media fulfils the audience's need to acquire knowledge and understanding about the world. In this study, the cognition concept aligns with university students' engagement with FM radio talk shows, as they rely on these programs to gain insights into current events, social issues, and relevant topics that support their academic and social knowledge. By tuning into these shows, students are actively seeking to expand their awareness and understanding of the issues around them, which directly relates to the first research objective of examining the structure of FM radio talk shows. FM radio stations offer content that addresses students’ cognitive needs, thus positioning radio as an essential medium for knowledge acquisition.

### 1.10.2 Diversion of Attention from a Boring Activity to an Interesting Activity

Diversion often manifests as a response to boredom, which humans generally find difficult to endure. When deprived of external stimuli, the mind may begin to hallucinate in an effort to entertain itself. In less extreme situations, the pursuit of emotional or intellectual stimulation becomes a fundamental human motivation. Ros Velasco (2023) notes that in moments of inactivity, many individuals turn to mass media as a preferable alternative to boredom. For instance, solitary activities like listening to the radio or records are common when people seek additional stimulation. Similarly, social gatherings often feature loud music, which serves to enhance the overall stimulation.

Diversion can also occur during relaxation. Psychological studies have shown that individuals can suffer from "sensory overload," a state characterized by excessive information and stimulation in the environment. When confronted with this overload, people often seek relief by engaging with media such as magazines, newspapers, or television to escape daily stressors.

The specific materials chosen for relaxation may not always be obvious based on their content. Some individuals may find comfort in reading about Civil War history, while others may prefer topics like astronomy or electronics. Additionally, many people enjoy listening to classical music for relaxation. Ultimately, the content itself is less important than the fact that nearly any media can serve a relaxation purpose for different audiences. Radio and recorded music are particularly effective for relaxation, with many people using clock radios with automatic shutoffs to help them fall asleep. Stations that play soothing music throughout the day also contribute to this relaxation

function. Even news broadcasts are designed to provide a calming presence, reassuring audiences despite the day's troubling events.

Emotional release is another aspect of diversion, as highlighted by Champagne (1999). Soap operas, for example, attract viewers who find solace in witnessing others facing greater troubles than their own. This vicarious experience allows individuals to release frustrations tied to their own lives. The concept of emotional release, or catharsis, has been discussed since Aristotle's time, particularly in relation to the emotional effects of tragic plays. This theory has re-emerged in discussions about media portrayals, especially concerning television violence.

For university students, who often experience academic pressures and social stress, FM radio talk shows offer a space to unwind. Listening to engaging shows, especially with appealing hosts or interesting topics, helps students to relax and momentarily shift focus from their routines. This directly relates to determining the communication strategies employed by radio presenters. The format, tone, and style of FM talk shows play a significant role in helping students divert their attention from potentially monotonous activities, thereby fulfilling their emotional and mental needs.

### 1.10.3 Social Tool with Members of Society

The social tool concept of the Uses and Gratifications theory highlights media’s role in fostering social connection, which is particularly relevant to university students who value inclusion and social engagement. FM radio talk shows provide shared experiences and talking points, which students can discuss with friends or classmates. This relates with the current study in identifying factors that influence students' choice of FM talk shows, as social utility is often a driving factor in selecting specific programs. Students may choose certain shows that resonate with their peers or those

that introduce popular cultural topics. In this way, FM radio becomes a vehicle for social interaction, helping students feel connected within their communities.

### 1.10.4 Withdrawal from Reality

Sometimes humans have to get away from certain pursuits. As a result, individuals use the media for what are best characterised as withdrawal uses in addition to relaxing. People may use the media to put up a wall between themselves and other people or activities. The media helps people avoid certain chores that should be done (Perks, 2019). At times, an individual puts off your homework until after you have finished reading a newspaper so that we have such a conversation:

"It is your turn to let the dog out.

I cannot. I'm reading. You do it."

It was determined that paying attention to media information was a socially acceptable conduct that should not be disturbed. Other chores may be postponed or avoided in this way. Additionally, people utilise the media to establish a barrier between themselves and other people. Consequently, if you are on an airplane, you might insert a pair of earphones in your ears and tune everybody out (Roquet, 2021). This theory is relevant to this research in that the audio media is a public tool that is meant for everybody and anybody at any particular time. However, the type of audience (the youth in this study) deems fit to choose what to listen to, which station, and when to listen. The youth seek out an audio medium that best fulfills their needs and desires. This theory was therefore used to guide the study in establishing the effects of FM radio talk shows on ways of communicating by the students within Eldoret town.

### 1.10.5 Convergence of the various Concepts

From the above four concepts of the Uses and Gratifications theory, four major uses of FM radio stations by the youth are conceptualized in this study. First, FM radio stations are used to gain and strengthen acquired knowledge. It is assumed that university students in Eldoret rely on radio stations to gain useful knowledge to deal with the problems they encounter on their daily life. Second, university students use the FM radio talk shows to divert attention, find relaxation and emotional release. Third, university students use FM radio talk shows as a social utility, including as a means of engaging in social conversations and overcoming loneliness. Lastly, university students use FM radio to create a barrier between themselves and other people or other activities. The aim of this study was to test out these assumptions and to break down exactly how university students are affected by FM radio stations.

## 1.11 Concept of Communication

Communication encompasses the process of exchanging messages or information through various means such as verbal, non-verbal, written, or signals. It operates on two levels: instrumental, which focuses on task completion, and maintenance, which emphasizes relationship building. This process reflects the dynamics of role development within specific cultural contexts (Dimbleby & Burton, 2020). The National Joint Committee for the Communicative Needs of Persons with Severe Disabilities defines communication as any act through which one individual conveys or receives information regarding their needs, desires, perceptions, knowledge, or emotional states (Chadwick et al., 2019).

Communication can be both deliberate and accidental, utilizing conventional or unconventional signals, and may take linguistic or non-linguistic forms. It involves a

reciprocal exchange of information between parties, each possessing an understanding of how the information is to be utilized (Salterio et al., 2021). Effective communication requires systematic analysis of practices to relay audit research findings to policymakers. Information itself is often viewed as a passive commodity, gaining value only when it enhances the knowledge or material well-being of its recipients (Marlow et al., 2019).

All these have to be present for one to be able to communicate. The sender and receiver exchange ideas to understand each other. To exchange these ideas, both the sender and the receiver must use a channel. Communication enables us to transfer information from one point to another or from one person or organization to another level of communication, which determines the total participation to which one is exposed. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020), There is only development with the participation of users, and there is participation if there is communication.

Salterio et al. (2021) emphasize that effective communication occurs when all parties involved in a discussion share their perspectives and engage in a dialogue that includes asking and answering questions. This interaction is crucial for validating or refuting information, leading to a deeper understanding, shifts in attitudes, and prompting actions. Thus, communication is fundamentally about engaging with others rather than simply transmitting messages.

Van Ruler (2020) further notes the importance of ensuring that the delivery of information is clear and that the intended meaning is understood by all communicators, making it a reciprocal process. One-way communication is ineffective because it lacks the necessary feedback and ongoing dialogue among stakeholders, communities, and

official organizations. Johnston and Lane (2021) argue that meaningful participation fosters understanding, connection, and commitment; without these elements, communication remains superficial and lacks engagement. This participatory approach enhances the focus on key knowledge areas and accelerates the process of knowledge acquisition and its application in practice. Participatory communication is thus an essential aspect of development; for the government to realize its vision, it must ensure effective communication between it and the people it serves. This study dwelled on the language used by the FM radio talk shows as a communication channel and how this affects students' communication in higher learning institutions within Eldoret town.

### 1.12 Concept of Ways of Communicating

Ways of communication is an essential skill for university students, as it is a standard mode of assessment in all disciplines (Modi *et al.*, 2016). Throughout academic courses, students are frequently required to communicate their ideas, arguments, opinions, and research findings, either alone or in groups. This highlights the need of developing communication skills in the classroom. Communication helps students work collaboratively and makes it easier to focus on a specific valuable area for future work (Jackson *et al.*, 2017).

Several factors affect undergraduate communication, including self-confidence, teacher feedback, and English proficiency (Waluyo & Rofia, 2021). Previous studies have demonstrated that these three factors have a significant impact on students' communication. Nevertheless, no single study has looked at all three variables. Students require comprehensive, in-depth teaching and practice in order to communicate orally well. Communicating is the best course of action.

Some students fear communication and public speaking, an expected finding concerning public speaking and communications (Grieve *et al.*, 2021). Higher education institutions should acknowledge some students' fear of public speaking and provide support. Enhancing learners' awareness of communication delivery can help students improve their communication skills and prepare them for their possible academic careers. When it comes to ways of communicating, university students present a unique challenge. Despite being well-educated and possessing the requisite knowledge, many students need help presenting their ideas effectively in front of an audience. This study explores the factors contributing to this problem and identifies potential solutions for improving communication among university students. Ultimately, this study aims to provide valuable insights into how universities can better equip their students with the essential tools they need for success in today's competitive world of business and academia (Griffin & Coelhoso, 2019).

Communication is an integral part of university education and plays a crucial role in students' success (McGunagle & Zizka, 2020). Presentations can be nerve-wracking for some, but they are just as natural as breathing for others. Nevertheless, regardless of comfort level with public speaking, there is always room for improvement regarding communication skills (Coffelt *et al.*, 2019). As we move towards a more competitive job market and an increasingly globalized economy, effective ways of communication have become essential. It is no longer enough to deliver the necessary information; one must do so to engage their audience and leave them feeling informed and inspired. The study by McGunagle and Zizka (2020) explored how university students can improve their communication skills by developing effective communication methods, practicing good preparation techniques, and utilizing appropriate visual aids. By honing these

three areas of expertise, they can ultimately enhance their professional development and future career prospects.

Effective communication involves what one says and how one says it. It encompasses verbal cues such as tone of voice and body language, which can significantly impact the message being conveyed (Fatimayin, 2018). In addition to this non-verbal communication component, attention should be paid to the choice of words used, written or spoken, while delivering content. According to Pratiwi and Ayu (2020) good preparation techniques involve researching one's topic before presenting it using simple words that anyone could understand and ensuring that all possible questions are answered during the presentation. Finally, utilizing appropriate visual aids helps reinforce critical points made during presentations, thus ensuring a better retention rate among audiences while ensuring that messages delivered stick with listeners long after presentations end. This study has highlighted various ways university students can improve their communication, including practicing good preparation techniques and using appropriate visual aids, thereby enhancing professional development opportunities and leading to successful careers.

According to Smith (2019), students who possess vital ways of communication can better convey their message clearly and concisely, which ultimately leads to increased engagement from their audience. In order to develop these ways of communication, individuals must practice active listening and be aware of nonverbal cues such as body language and tone of voice. Furthermore, Brown (2020) emphasizes the significance of preparation techniques in enhancing one's way of communication. Adequate preparation allows speakers to feel more confident and prepared when delivering their message. This preparation may include creating outlines or scripts, practicing delivery

in front of a mirror or with peers, and anticipating potential questions or challenges during the presentation. Finally, Jones (2018) stresses the importance of visual aids during communication. Visuals not only enhance audience engagement but also provide additional support for critical points being made by the speaker.

However, visuals must be used appropriately and distinct from the overall message. In summary, university students should improve communication through active listening and awareness of nonverbal cues, practicing good preparation techniques such as outlining/scripting material ahead of time, anticipating potential questions/challenges, and incorporating appropriate visual aids into their presentations without detracting from the main messages/concepts presented within them. By doing so, they will have enhanced professional development opportunities leading towards future career prospects due to improved confidence levels while presenting information related to critical subject matter relevant within various industries across multiple sectors on large scales globally today.

As university students, it is crucial to possess vital ways of communication as they are essential for success in both academic and professional settings. To improve, one must develop effective communication techniques by understanding the purpose of their presentation and tailoring it to their intended audience. According to Smith (2019), practicing good preparation techniques, such as researching extensively on the topic, and rehearsing with colleagues or friends before presenting, can aid in building confidence and reducing anxiety levels. Visual aids are essential during a presentation as they help keep the audience engaged while improving retention rates.

Utilizing appropriate visual aids like PowerPoint presentations or diagrams can be beneficial in conveying complex concepts effectively. Acquiring these necessary

techniques enhances a student's professional development and increases their career prospects. Employers seek individuals who exhibit exceptional communication abilities since they contribute significantly to workplace productivity. Future research should focus on developing innovative methods for teaching effective oral communication strategies at universities worldwide. Areas of further exploration might include exploring how cultural differences affect public speaking styles, assessing different types of visual aids that work best for specific audiences, and examining how technology has impacted public speaking over time, among others (Brown, 2020).

### 1.13 Concept of FM Radio Talk Shows

Radio talk shows have emerged as a captivating medium that blends entertainment, information, and oral storytelling in Kenya's contemporary media landscape. These shows have adapted the age-old tradition of storytelling to the urban setting, serving as modern-day platforms for engaging discussions and the exchange of diverse perspectives. According to a study by Musimbi (2023), radio talk shows are broadcasts that center primarily on conversational communication, encompassing numerous discourse genres and formats. These range from political discussions to highly interactive exchanges with members of the listening audience. Talk shows are typically hosted by a single radio personality, often positioned as an expert in a particular area, and may feature occasional guests who are interviewed, as well as one or two regular interlocutors who assist the host (Hutchby, 2022). Audience participation is a significant feature of talk radio shows, with call-in segments allowing listeners to actively engage in the conversation (Nelson, 2021).

According to the study done by Krause (2020), when selecting topics for a talk radio show, it is essential to identify the ideal audience or survey current listeners to choose

the most exciting and creative talk show ideas on which to base the show. The topic differs from what makes a radio show worth listening to. Listeners want to be engaged, informed, and entertained; that is where the host's personality, style, and preparedness come in (Sedorkin, 2020). Some suggestions for interesting talk radio topics include humorous stories and topics, interviews with experts, discussions of topical issues, and shows based on shared passions or hobbies (Ödmark, 2021).

Talk radio shows are typically structured into segments, with breaks for advertisements (Vardar, 2022). In public or non-commercial radio, music may be played instead of commercials to separate these segments. There are various types of talk radio, including conservative talk, hot talk, liberal talk (often referred to as progressive talk), and sports talk (Henry, 2024). While traditionally associated with broadcast radio, the advent of cost-effective technology around 2005 allowed for the rise of Internet-based talk radio shows, including live streaming and podcasts (Bottomley, 2020).

Popular formats for FM radio talk shows include the "Top 40" format, which features the top 40 songs along with talk segments, and the news and talk format that combines news updates with DJ commentary. Additionally, hybrid formats may incorporate political discussions and interactive exchanges with listeners (Ribeiro & Costa, 2021). The growth of talk radio in the United States was significant between the early 1980s and mid-1990s, with the number of talk radio stations quadrupling. By the mid-1990s, talk radio became the second most popular format in the U.S., following country music, and approximately 80% of all U.S. radio stations now include some form of talk radio in their programming (Winseck, 2019).

In today's digital age, social media platforms and online news outlets reign supreme, and traditional mediums like FM radio was relegated to the background (Sanjek, 2024).

However, despite this shift towards modern forms of communication, FM radio talk shows continue to hold a prominent place in the lives of many university students. FM radio talk shows allow individuals with diverse backgrounds and perspectives to critically discuss issues affecting their society (Ndawana, 2019). These programs are not just about entertainment; they serve as a platform for fostering social connectivity among listeners from different walks of life. There has been a surge in university students who tune into these programs in recent years. As we delve into this topic further, it is crucial to note that the success and popularity of FM radio talk shows among university students lies not only in their ability to entertain but also in their capacity to inform and educate listeners on various topics through insightful discussions by expert guests (Roenglertsilp & Zhang, 2021).

Mohamed and Wok (2020), in their analysis of the attitudes and behaviors of university students towards FM radio talk shows, argued that the popularity and success of these programs stem from their ability to provide a platform for diverse perspectives, foster social connectivity, and engage listeners in critical discourse. They suggested that FM radio talk shows have become integral parts of university life because they appeal more than other media available today. Gladding (2024) examined how these programs promote accessible communication and create spaces for people from various backgrounds to connect over shared interests or experiences.

The study conducted by Kimani (2020) aimed to explore the attitudes and behaviors of university students toward FM radio talk shows. The researchers found that although students have easy access to radios on campus, they need help listening to them due to busy schedules and other distractions. However, despite these challenges, FM radio talk shows remain popular among university students. One factor contributing to their

popularity is their ability to provide a platform for diverse perspectives. As Abramson (2014) noted, these programs allow individuals with different backgrounds and opinions to express themselves freely. This aspect creates an environment where listeners can learn about experiences outside their own, broadening their understanding of the world. Additionally, radio talk shows foster social connectivity among listeners. Through interactive sessions that allow audience members to call in or participate through social media platforms such as Twitter or Facebook, listeners are encouraged to engage with each other and show hosts.

Diamanka (2013) highlights this point by noting that "radio talk shows provide fertile ground for people from different walks of life who share common interests." Thus promoting a sense of community within its listenership. Furthermore, FM radio talk shows engage listeners in critical discourse by providing a space for informed discussion on various topics ranging from politics and economics to culture and lifestyle issues. These discussions enable audiences to understand multiple perspectives and challenge preconceived notions they may hold while encouraging further research into specific issues being discussed during the program, as stated by (Ajaegbu *et al.*, 2015).

Through analyzing the attitudes and behaviors of university students towards FM radio talk shows, this study argues that the popularity and success of these programs lie in their ability to provide a platform for diverse perspectives, foster social connectivity, and engage listeners in critical discourse" encompasses several interpretations worthy of exploration. Thus, an audience exists for FM radio talk shows amongst university students seeking opportunities to connect with others while exploring viewpoints different from their own. Further, according to Antwi-Boateng *et al.* (2023), these radio

programs offer a unique space for listeners to participate in meaningful dialogue about relevant topics beyond what they typically encounter on other media platforms. The implications of such findings highlight the importance of creating spaces where individuals can engage with alternative perspectives while building social connections. Additionally, this research may have practical applications for educators or content creators looking to develop programming that fosters cognitive engagement by promoting critical thinking and active listening among participants (Reincke *et al.*, 2024).

### 1.14 Chapter Summary

The justification for the study together with the problem statement, the research objectives, the research questions, significance of the study, scope of the study, limitations of the study, the theoretical framework and concepts of the study all provide a basis upon which this research was conducted.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This Chapter undertakes a review of the literature relevant to the study. It seeks to give an account of what has been published on the topic of study by other scholars and researchers to identify the extent of knowledge on the subject and the gaps to be filled. Before the actual review, the study provides a background by exploring the concept of communication, a brief history of radio communication, especially in Kenya, and radio utility and performance in society. The literature review is arranged according to the objectives of the study. The Chapter ends with a critical literature review where knowledge gaps to be filled by this study are identified.

## 2.2 Structure of FM Radio Talk Shows Listened by University Students

Numerous studies have been conducted on the structure of FM radio discussion shows, with various geographical locations providing distinct viewpoints. Radio talk shows, especially those that discuss politics, are known for being combative and fiercely partisan in the US. According to a study by Dagnes and Dagnes (2019), these programs usually include hosts that get into contentious arguments and frequently use personal attacks to enthral their viewers. The presentations are captivating and divisive because of their framework, which appeals to listeners by confirming their preconceived notions. The heated and emotionally charged atmosphere of these talk shows has drawn criticism for encouraging extreme viewpoints and widening social gaps, mirroring the divisive character of American politics. However, there is a contextual gap, as this study on FM radio talk show structures focus on Western context, leaving limited understanding of how these structures resonate specifically with Kenyan university students.

The structure of radio talk shows in the UK has come under scrutiny for its diversity of views and inclusivity. A 2020 study by Moore and Ramsay (2021) brought to light important problems with the need for more varied viewpoints on these programs. The dominating voices, usually those of the hosts, who steer the conversation in particular directions, are frequently at the centre of the framework. Concerns on the need for improved moderation to guarantee that conversations stay civil and do not spread dangerous content have been raised by this debate.As the UK media landscape evolves, there is increasing pressure to create more inclusive and balanced talk shows that accurately reflect the diversity of the population (Donders, 2019). However, there is a contextual gap, as the study on FM radio talk show structures in the UK focuses on inclusivity and diversity within Western media, leaving limited insight into how these elements are incorporated into Kenyan talk shows and impact university students in Kenya.

In Australia, talkback radio has long been a platform for public discourse, characterized by a structure that encourages open participation from listeners. According to Motsaathebe and Tsarwe (2021), these shows often feature unmoderated caller participation, allowing a wide range of opinions to be expressed. This open structure does have some disadvantages, too, since it can result in the marginalisation of minority views and the dissemination of false information. To preserve a balance between responsible content management and free speech, the shows require stricter control, underscoring a larger conflict in the media. However, there is a contextual gap, as the study on Australian talkback radio emphasizes open participation and moderation challenges, yet little is known about how similar structures in Kenyan FM radio talk shows balance open discourse and responsible content management for university students.

Radio talk shows have been crucial in influencing public opinion and promoting democracy in Africa. For instance, talk radio emerged as a crucial forum for public discourse and the inclusion of under-represented voices in South Africa following the end of apartheid. Although they also highlighted the need for improved regulation to stop hate speech and incitement, Afrika (2021) concluded that these shows played a significant role in the nation's democratic transition. These programs' format frequently promotes candid discussion, which reflects the democratic values that South Africa aimed to build. Nonetheless, a crucial problem with the way South African talk radio is set up is striking a balance between the right to free speech and the suppression of offensive material. There is a methodological gap, as studies on South African radio talk shows primarily focus on public discourse, with limited exploration of how university students in Kenya specifically engage with FM radio talk shows.

Radio discussion programs have been recognised as crucial instruments for fostering national growth and unity in Nigeria. Ihechu (2019) looked at these programs and discovered that they usually have an instructive focus with a combination of caller engagement and expert viewpoints. Though the report also emphasised the need for more educational content and improved training for radio presenters, this strategy aims to promote conversations about governance and development. By enhancing these features, Nigerian radio talk shows could contribute even more to the development of the country and the promotion of educated public debate. However, there is a knowledge gap, as the study on Nigerian radio talk shows emphasizes governance and development discussions but does not explore how educational content and expert opinions are structured in Kenyan FM radio talk shows, particularly in relation to university students' needs and interests.

Radio discussion shows in Ghana have also played a significant role in encouraging accountability and good government. According to Blankson (2019), these programs frequently contain combative discourse, with hosts and callers debating contentiously and occasionally turning their arguments into personal assaults. Although the format might be interesting, it also runs the risk of dividing viewers and undermining the series' goals of promoting accountability and governance. According to the study, a more regulated and balanced format would improve these talk programs' ability to accomplish their objectives.There is a knowledge gap, as the study on Ghanaian radio talk shows highlights confrontational discourse and polarization, but does not explore how similar structures in Kenyan FM radio talk shows impact university students' engagement with topics like governance and accountability.

The format of radio talk shows has generated interest in Kenya, especially in relation to their influence on public discourse and youth involvement. Alela (2021) conducted a study on citizen radio in Kenya and discovered that a wide variety of voices can be heard due to the unmoderated caller engagement frequently observed in these programs. The need for more efficient moderation is highlighted by the fact that this open structure also raises the possibility of false information and the marginalisation of minority views. According to Peshut and Mogambi (2024), the emergence of vernacular radio in Kenya has given the media landscape a new dimension. With a framework that places a strong emphasis on entertainment, these stations frequently serve certain language and cultural groups. Although this strategy has resulted in high levels of listener engagement and devotion, it occasionally obscures the stations' capacity to offer instructive and enlightening programming. There is a methodological gap, as studies on Kenyan radio talk shows focus on general citizen engagement and vernacular radio,

but there is limited exploration of how these structures specifically affect university students' engagement with FM talk shows and the content they consume.

In Kenya, FM radio stations have also played a significant role in initiatives to empower young people. In their assessment of these stations' organisational design, Mohapanele and Odhav (2024) observed that they frequently give more weight to entertainment and music than to meaningful conversations. The stations' capacity to support youth empowerment is limited by their emphasis on entertainment, which also makes it harder for them to have meaningful conversations with young people. FM radio's contribution to the empowerment and development of Kenyan youth could be greatly increased by a more balanced format that incorporates both educational and entertainment content.

Radio talk show hosts frequently assess their audience to enhance communication effectiveness. By understanding their listeners, presenters can adjust their content, tone, and style to create a stronger connection with their audience (Cingi et al., 2023). In Kenya, sexual media content is prevalent across various electronic media platforms, including FM radio shows and music programs. Ginda and Yefni (2016) noted that while many Kenyan radio presenters perform admirably, some exhibit adolescent behaviors that detract from their professionalism. They criticize the presenters' giggles, which they perceive as immature and filled with inappropriate language. The authors argue that while respectful discussions about sexuality can benefit society, some presenters impose their fixation on sex and infidelity on audiences, particularly those commuting in public transport (Mitra, 2020).

Despite the abundance of sexual content in Kenyan media, there is a lack of empirical research on its effects. Kothari and Elliott (2016) explored how broadcast media influences youth behavior, finding that Kenyan songs often present a distorted view of

safe sex messages. For instance, the popular song "Juala" promotes condom use while simultaneously encouraging casual sexual encounters (Ferré Gras, 2023). Other songs, such as "Wee Kamu" and "Kamata Dame," also contain explicit sexual themes, often using sheng to obscure vulgarity. Many Kenyan music videos feature scantily clad women in provocative performances, aimed at stimulating sexual desires (Lutomia et al., 2022).

Research by Consumer Insight (2021) indicates an overabundance of harmful sexual content on television, with peers serving as the primary source of sexual information for youth (Laverty et al., 2021). The study found that unprotected sex is common among youths as young as 13, leading to increased risks of teenage pregnancy and sexually transmitted diseases. The report revealed that 40% of youths aged 13 to 19 had engaged in sexual activity, with boys more likely than girls to have multiple partners. Ndirangu wa Maina, managing director of Consumer Insight, commented on the excessive sexual content across various media platforms.

Bachmann et al. (2022) identified key factors influencing radio program selection, including news coverage and the language used. Local stations are expected to provide relevant local news alongside international coverage. Additionally, the language of broadcast can affect audience engagement, especially in multilingual areas (Mitchell & Güvendir, 2023). The type of programs offered by campus radio stations, such as talk shows and sports segments, also plays a significant role in listener preferences.

Furthermore, Chen and Cabrera (2023) found additional factors affecting radio station choice, including the station's image, religious beliefs, and political affiliations. Understanding the audience encompasses both listeners and social media followers, which alters the dynamics between hosts and their audiences. This integration of radio

and social media allows for better audience measurement, providing insights into demographics and preferences that can guide programming decisions. By analyzing listener engagement, radio stations can enhance their content to better meet audience expectations.

Surveys can be conducted to gather information about the audience's preferences, opinions, and feedback. For example, a survey can be conducted to understand the audience's preferred topics, preferred time slots, and preferred presenters. Third-party firms acquire listenership data by gathering and distributing listenership metrics. The insight offered by the radio ratings and metrics gives business owners an indication of the impact of their brand awareness. Demographic analysis involves considering the group memberships of the audience members, such as their gender, age range, marital status, ethnicity, and socioeconomic status (Wright *et al.*, 2020). This information can provide insights into the audience's frame of reference and help presenters craft relevant and relatable content.

Understanding the gender composition of the audience can help presenters tailor their message and language to be inclusive and relatable to all audience members. According to Lapinski *et al.* (2024), gender is essential when tailoring a message or presentation to an audience. Men and women often have different interests, experiences, and perspectives, so using inclusive language can help ensure that everyone feels welcome and understood. By taking the time to understand the gender composition of one's audience, one can tailor one's message and language in a way that is more likely to be inclusive and relatable to everyone.

Knowing the audience's age range allows presenters to adapt their content and delivery style to resonate with different age groups. For example, content aimed at younger

audiences may incorporate more visual and interactive elements. Consideration of marital status can inform the presenter about the potential life experiences and perspectives of the audience members. This information can help in selecting relevant examples and anecdotes. Recognizing the ethnic diversity of the audience can help presenters avoid cultural biases and ensure that their content is inclusive and respectful of different backgrounds (Wright *et al.*, 2020).

Understanding the socioeconomic status of the audience can provide insights into their values, interests, and priorities. This information can guide presenters in tailoring their content to address the specific needs and concerns of the audience. It is important to note that demographic information should be used with other forms of audience analysis, such as psychographic analysis (examining attitudes, beliefs, and values) and situational analysis (considering the context and purpose of the presentation). By considering the audience's demographic characteristics, presenters can create relevant, relatable, and engaging content, ultimately enhancing the effectiveness of their communication. Psychographic analysis focuses on understanding the audience's attitudes, beliefs, values, and interests. By knowing their audience's psychographic information, presenters can align their messaging and topics with the audience's preferences and motivations (Schaefer, 2018).

A psychographic profile is a unique description of an individual or group's attitudes, habits, and interests. It provides insights into consumers' psychological and cognitive attributes, revealing their beliefs, values, and goals. Psychographics are used with demographics to understand consumers' purchasing habits better. While demographics provide statistical data about the audience, psychographics delve into the reasons behind their behaviors and choices. By understanding the psychological attributes of

the audience, presenters can improve their outreach methods and advertising style, creating a more emotionally compelling brand. Psychographic profiling allows personalized marketing strategies that resonate with the audience's preferences and interests.

Psychographic analysis involves collecting data on the audience's personality types, core values, interests, and hobbies. This information helps identify meaningful connections between the brand and customers, enabling targeted marketing efforts. According to Wright *et al.* (2020), by analyzing psychographic data, brands can optimize their campaigns and advertisements by understanding their target audience's buying behavior and touchpoints throughout the customer journey. This optimization allows for more effective messaging and tailored content that resonates with the audience. It is essential to consider the marketing budget when engaging in psychographics. Focusing on audience segments that are more likely to convert can lead to better results.

Psychographic analysis is a valuable tool for understanding an audience's attitudes, beliefs, values, and interests. Presenters can leverage this information to align their messaging and topics with the audience's preferences and motivations, leading to more effective communication and marketing strategies. Feedback and interaction with radio talk show presenters often encourage audience participation through phone calls, emails, or social media interactions. By actively engaging with their audience and listening to their feedback, presenters can gain valuable insights into their preferences, interests, and concerns (Third *et al.*, 2017). Presenters respond briefly and kindly to listeners' questions, comments, and critiques.

They interact with listeners through various mediums such as social media, email, chat, events, in-person, and on calls. Encouraging listeners to tweet live, respond to their messages, and call in can increase radio listener attention and boost engagement. Polls can also be used to gather instant feedback from the audience during a presentation. Engaging with listeners by reading and commenting on their comments, connecting on social media, or taking calls during the show can make them feel part of the conversation and keep them coming back for more (ibid, 2017).

Some radio stations conduct market research to gather data on their target audience. This engagement may involve surveys, focus groups, or analyzing ratings and listener demographics (Stedman *et al.*, 2019). The findings from market research can inform presenters about their audience's preferences, habits, and trends. They are analyzing the content of radio programs to understand the topics, formats, and styles that resonate with the audience—conducting surveys to gather feedback and opinions from listeners about their preferences, satisfaction, and suggestions for improvement and conducting experiments to study how listeners respond to different radio content, formats, or advertising. They are building a website promoting the radio station, providing information about the programs, hosts, and upcoming events, and conducting market research to understand the target audience's demographics, interests, and listening habits.

According to Schaefer (2018), a unique brand identity that resonates with the target audience and differentiates the radio station from competitors is needed. Leveraging social media platforms to share content, engage with listeners, and promote the radio station, as well as utilizing data analytics tools and techniques to analyze listener data, track trends, and make data-driven decisions for programming and marketing. These

methods and strategies help radio stations gain insights into their audience and tailor their content, programming, and marketing efforts better to meet the needs and preferences of their listeners. By analyzing their audience, radio talk show presenters can better understand their listeners' needs and interests, allowing them to create engaging, relevant content that resonates with their audience.

Radio audience measurement is crucial for enhancing branding and refining station content to effectively engage listeners. By assessing audience demographics, preferences, behaviors, and interests, stations can tailor their programming to better suit what their listeners want (Krause, 2020). This measurement process enables radio stations to make informed decisions regarding both new and existing content. Radio journalists often feel a strong connection to their audience, and the integration of radio with social media significantly alters the dynamics of interaction. This shift modifies the traditional vertical relationship between hosts and their audiences, as well as the horizontal connections among individual listeners. The combination of these platforms facilitates a more interactive and responsive listening experience.

By analyzing their audience, radio talk show presenters can better understand their listeners' needs and interests, allowing them to create engaging, relevant content that resonates with their audience. This analysis can be done by measuring the audience to gain insights into their demographics, preferences, behaviors, and interests and by connecting with them through social media to modify the relationship between the host and the audience. Radio journalists can also feel highly connected to their audience, which can help them create content that resonates with their listeners.

### 2.2.1 Encouraging Active Listening Among the Audience

Radio talk show presenters have emerged as influential figures who strive to cut through the noise and deliver content with utmost clarity. These hosts understand that their words hold power, capable of captivating millions of listeners across diverse backgrounds. By emphasizing clarity, these presenters are able to effectively convey their message to a broader audience, transcending barriers and fostering meaningful conversations. Radio talk show hosts have historically been known for their ability to engage and connect with listeners through the spoken word (Laor, 2022). While other forms of media rely heavily on visual aids or written text, radio relies solely on verbal communication and emphasis on clarity – an imperative skill for any successful presenter in this medium.

Presenters must carefully choose their words, structure sentences coherently, and enunciate clearly so that every listener can comprehend their ideas without the aid of visual cues. Emphasizing clarity allows these presenters to transcend socio-economic boundaries by ensuring accessibility for all listeners. According to Vass (2024), regardless of educational background or linguistic proficiency, individuals can tune in and feel included in discussions ranging from politics to pop culture. The commitment to presenting ideas enables radio talk show hosts to foster a sense of community where everyone's voice is heard and valued.

Sujoko and Rahman (2023) posit that clear communication is the key to a successful radio talk show. The ability to communicate complex ideas concisely can make or break the impact of any radio report. Using long, convoluted sentences with technical jargon will only serve to confuse listeners and obscure important information. Therefore, broadcasters need to keep their language simple, using plain English whenever possible.

However, simple does not necessarily mean simplistic; it requires skillful use of vocabulary and grammar structure that keeps the listener engaged while understanding the message being communicated. In addition, burstiness plays an equally significant role in maintaining audience attention throughout a radio program as it helps prevent monotony by varying sentence length within paragraphs. Mixing longer statements that provide context alongside shorter ones that add emphasis can create an engaging cadence that draws interest from listeners who may otherwise tune out due to boredom or lack of stimulation.

Presenters who prioritize clarity create a more engaging listening experience. According to Power *et al.* (2019), presenters who aim for clear communication are likely to achieve greater engagement from their audience. The study was conducted on participants from a faith-based institution of higher education in the Midwest United States, where they were presented with lectures delivered by professors using varying levels of complexity and clarity. Results showed that students paid better attention and retained more information when the lecturers prioritized communicating clearly over presenting complex ideas without proper explanation or context. Clarity can be achieved through various methods, such as speaking at an appropriate pace, avoiding jargon, and breaking down complex concepts into digestible pieces. When presenters take these steps to ensure that their message is understood by all attendees regardless of prior knowledge or background, it shows not only respect for their audience but also a deep understanding of the material being presented.

Presenters who prioritize clarity in their message delivery can significantly impact the effectiveness of their communication to a broader audience. As stated by Rodero (2013), highlighting concise and straightforward language ensures that presenters

connect with listeners, allowing them to understand complex ideas more easily. In broadcasting, vocal variations, including changes in speed, tone, quality, and pitch, are crucial for capturing attention and comprehension among audiences (Rodero & Romera, 2006). The worst possible characteristic of any presenter is monotony, which can lead to disengagement from the listener's end, resulting in a loss of interest as well as a decline in understanding (Bolinger, 1989). Thus, it becomes essential that broadcasters work towards presenting naturally with varied tones and styles, so they do not bore or lose engagement from the audience (Glass, 1992). Presenters must take into consideration different aspects of body language, such as eye contact, which further adds value by keeping the audience engaged while also providing opportunities for questions or discussion points at specific points throughout their presentation.

Radio talk show presenters encourage active listening among the audience to keep them engaged and interested in the show. Ways radio presenters can encourage active listening among their audience. Encourage listeners to tweet or message the show live, respond to their messages, and consider getting a call-in number so listeners can speak to the presenter directly (Schlütz & Hedder, 2022). Active listening is a skill that can be developed with practice. It involves fully concentrating on what is being said rather than just passively hearing the message of the speaker. Active listening involves listening with all senses, giving full attention to the speaker, and showing interest by practicing good eye contact and noticing non-verbal cues (Itzchakov & Grau, 2022).

Students should Understand the different types of listening, which include informational, critical, and empathic listening (Takaesu, 2017). Understanding these types of listening can help presenters tailor their content to their audience and encourage them to listen actively. Discriminative listening is the most basic form of listening,

where we distinguish between and focus on specific sounds. Informational Listening is used to comprehend and retain information. It requires concentration and effort to understand new concepts. Critical Listening involves analyzing and evaluating messages at various levels. It focuses on analyzing opinions and making judgments.

Empathetic listening is about trying to understand or experience what a speaker is feeling. It requires being supportive and open, and it can help create a positive interaction. Appreciative listening is the most accessible type of listening, as it is used to experience pleasure. It is often used when listening to music or enjoying other forms of entertainment. Every kind of listening serves a different purpose and can be used in various contexts. By understanding these types of listening, presenters can adapt their content to engage their audience and encourage active listening.

Give listeners time to explore their thoughts and feelings: Active listening involves giving the other person time to explore their thoughts and feelings. Listeners should refrain from jumping in with questions or comments every time there are a few seconds of silence (Team, 2017). They should be given adequate time to explore their thoughts and feelings. Some benefits of active listening include actively endeavoring to understand what others are really trying to say, regardless of how unclear the messages might be, interpreting non-verbal cues such as facial expressions and physical posture, and making sure to let others know that they have been heard and encouraging them to share their thoughts and feelings fully.

Practicing active listening requires openness and neutrality, as well as verbal and non-verbal signs of listening, such as attentive silence, reflecting feelings and content, and summarizing the speaker's words and their purpose intellectually. By encouraging active listening among their audience, radio presenters can keep their listeners engaged

and interested in the show, leading to better shows and overall better engagement. Give listeners time to explore their thoughts and feelings: As mentioned earlier, active listening involves giving the other person time to express themselves fully. Radio presenters can create a space where listeners feel comfortable and encouraged to share their thoughts and feelings (Takaesu, 2017).

Itzchakov and Grau (2022) advise that it is helpful to avoid interrupting or talking over the listeners. Radio presenters need to resist the temptation to jump in with questions or comments every time there is a pause. Instead, they should allow the listeners to speak without interruption, showing that their thoughts and feelings are valued. Radio presenters can actively listen by reflecting on the words of the listeners and summarizing their thoughts and feelings. This indicates that the presenter is genuinely engaged and understands what the listener is expressing. Presenters can use verbal cues such as affirmations, acknowledgments, and encouragement to show that they are actively listening. Non-verbal cues like nodding, maintaining eye contact, and using appropriate facial expressions can also convey attentiveness and engagement. Radio presenters can incorporate interactive segments into their shows that encourage listeners to participate and share their thoughts. Such engagement can be done through phone-ins, social media engagement, or live chats. By implementing these strategies, radio presenters can foster a sense of connection and engagement with their audience, leading to better shows, and overall, better engagement.

### 2.2.2 Taking Feedback from Audience

Radio talk show hosts can gather audience feedback through various methods. They often announce at the conclusion of each program or during segments that listeners can reach out with their thoughts. Additionally, they may provide contact information via

their website, social media, or newsletters (Nikoi & Avle, 2022). To solicit feedback on specific topics, presenters can utilize voting, polls, or surveys. Encouraging live tweets, responses to their messages, or setting up a call-in number for direct listener interaction are also effective strategies (Ewart & Ames, 2016). Engaging the audience has long been a practice of mainstream broadcasters like the BBC, as it allows listeners to voice their opinions and feel included in the show. When presenters interact directly with callers, sharing personal stories can foster a deeper connection.

Audience response systems enhance interactivity between presenters and listeners (McClean & Crowe, 2017). These systems can involve wireless devices paired with presentation software for in-person audiences or utilize telephones and web polls for remote viewers. Participants can select answers on their keypads, with results sent to a base station linked to the presenter's computer. The audience response software then compiles the data, visually displaying the aggregated results during the presentation (Paulo et al., 2018). Presenters should be open to feedback and criticism from their audience. They can use feedback to improve their shows and understand how their radio station is performing. However, they should also be aware of things that can drive their listeners crazy, such as talking over one another or talking over the music that they are broadcasting.

### 2.2.3 Use of Persuasion Arts

Radio talk show presenters use the art of persuasion to influence their listeners by presenting their ideas and thoughts (Schlütz & Hedder, 2022). This persuasion is done through various techniques such as priming, framing, and agenda-setting. Talk radio is often ideological and can be convenient, entertaining, and provocative. In addition to presenting their ideas, radio talk show hosts can use humor and historical radio

broadcasts and commercials to make their point. The Age of Persuasion is a Canadian radio series that explores the sociological and cultural impact of advertising on modern life. While some talk show hosts can be abrasive, others are persuasive and use their platform to motivate and inspire their listeners.

### 2.2.4 Interpersonal skills to build rapport with the audience

Radio talk show presenters focus on developing strong interpersonal skills to foster a connection with their audience (Kurtin et al., 2018). When interacting directly with listeners, being candid and sharing personal stories can help build a rapport between the presenter and caller. This transparency shows the presenter as authentic and relatable, encouraging further listener engagement. Occasionally revealing one's vulnerable side helps the audience relate to the presenter and strengthens trust. This kind of openness goes a long way in creating a personal investment with the audience. Ensuring the presenter is in rapport with the audience is key to a successful presentation. Rapport refers to the trust and connection between the presenter and audience (Triai & Zerrouki, 2016).

Rapport-building questions connect people on a personal level, eliciting unique, memorable, and appropriate answers to kick off a conversation. These questions are more engaging than surface-level queries that may prompt a short back-and-forth but fail to lead to a meaningful connection. Although radio is a sound-only medium, nonverbal communication remains important. While the audience cannot see the presenter's gestures and facial expressions, using them makes the verbal delivery more engaging and effective. Speaking on the radio requires communicators to interpret and emphasize using their voices (Burgoon et al., 2021). Those new to radio should prepare for the possibility of experiencing nervousness, but with practice, they can overcome

this challenge. By following these tips, radio talk show presenters can build a connection with their audience and keep them engaged.

### 2.2.5 Use of Mindful Tone During Presentation

Radio talk show presenters are mindful of their tone during presentations. Before presenting, it is important to warm up your voice. This can help you avoid straining your voice and sounding hoarse during the presentation. An energetic and enthusiastic voice can create a positive vibe of energy and interest in the audience (Ruberg & Cullen, 2019). If you believe in the value of your content, you can find something to get excited about. Avoid filler words: Filler words such as "um," "uh," and "like" can be distracting and take away from the message. Recording yourself and listening to your communication can help you become more aware of your filler words and reduce them. Start with actual words: Avoid starting your presentation with filler words such as "ok," "um," or "so." These words can make you sound unprofessional and unprepared.

Practicing your delivery can help you become more comfortable and confident during the presentation. It can also help you identify areas where you need to improve. Vary your tone: Varying your tone can help keep the audience engaged and interested in the presentation (Geiger *et al.*, 2017). You can use different tones to emphasize important points, create suspense, or convey emotion. Use body language: Body language can help you convey your message and engage the audience. You can use gestures, facial expressions, and movement to emphasize important points and create a connection with the audience. Overall, being mindful of your tone and delivery can help you deliver a more effective and engaging presentation.

### 2.2.6 Use of Multiple Modes of Communication

Radio talk show presenters often use multiple modes of communication, including Twitter. Talk show hosts can use Twitter to interact with their listeners, respond to their comments and questions, and create a sense of community. This allows for a more direct and immediate form of communication compared to traditional radio broadcasts (Gil de Zúñiga *et al.*, 2021). Presenters can use Twitter to announce upcoming shows, share information about guests or topics that will be discussed, and provide updates on any changes or special segments.

Radio hosts can use Twitter to promote their show and share highlights or interesting moments from previous episodes. They can also share links to articles, videos, or other relevant content that complements the topics discussed on the show. Twitter allows talk show hosts to showcase their personality, interests, and expertise beyond the confines of the radio show (Sellas & Solà, 2019). They can share personal insights, opinions, and behind-the-scenes glimpses, which helps in building a stronger connection with their audience.

Twitter provides an opportunity for talk show hosts to join ongoing conversations and engage with other individuals, including fellow radio hosts, experts, and listeners (McArthur & White, 2016). They can participate in Twitter chats, respond to trending topics, and contribute to discussions related to their show's content. By using Twitter, radio talk show presenters can extend their reach, connect with their audience on a more personal level, and enhance the overall listening experience (Sánchez Laws, 2020). It allows for a dynamic and interactive form of communication that complements the traditional radio format.

### 2.2.7 Use of known celebrities to attract audiences

Using known celebrities to attract audiences is a common strategy in various forms of media, including radio stations. Known celebrities have a built-in fan base and a higher level of visibility. By featuring them on radio shows or using their names in promotional materials, radio stations can tap into their existing fan base and attract new listeners who are interested in hearing from their favorites celebrities (Laor & Steinfeld, 2018). Celebrities often have a level of credibility and trust with their audience. By associating with known celebrities, radio stations can leverage their reputation and credibility to build trust with listeners. This can make the audience more likely to tune in and engage with the station (Laor & Steinfeld, 2018).

Celebrities are often known for their entertaining personalities and unique perspectives. By featuring them on radio shows, stations can provide engaging and entertaining content that appeals to a wide range of listeners (Good, 2017). This can help attract and retain an audience. Radio stations can benefit from the cross-promotion that comes with featuring known celebrities. Celebrities often have their own platforms and fan bases, and by featuring them on radio shows, stations can tap into their reach and potentially attract new listeners who may have yet to be aware of the station before (Lahoorpoor & Levinson, 2020). It is important to note that while using known celebrities can be an effective strategy for attracting audiences, the success of a radio station ultimately depends on the quality of its content, programming, and overall listener experience. Celebrity involvement should be seen as a complement to these factors rather than a substitute for them (Chen, 2018).

As we step into the 21st century, it is evident that the pace of technological progress is unlike anything we have witnessed before. Despite the pervasive impact of digital

advancements such as smartphones and social media, there exists a mode of communication that has maintained its relevance: FM radio talk shows (Ibrahim & Wahab, 2021). These shows provide a unique opportunity for listeners to engage with experts and notable personalities, covering a wide range of subjects, including politics, current affairs, popular culture, and entertainment (Pedersen *et al.*, 2020). While some argue that podcasts and streaming services have made them obsolete, there is a distinct and powerful experience in turning in to a favorite show through a car stereo or home radio. However, there remains a gap in our understanding of the audience for these shows, particularly among university students who are often overlooked in discussions about talk radio listenership (Lavalley, 2018). This study aims to shed light on this demographic by analyzing their listening habits, drawing from survey data collected from universities across the country. We will explore not only the topics that intrigue them the most but also the hosts who capture their interest and the reasons behind it (Vansteenkiste *et al.*, 2020).

Additionally, FM radio fits into their overall media consumption patterns. FM radio talk shows provide young adults with a significant platform to engage in informative discussions on various topics, offering thought-provoking insights. So, whether one seeks enlightenment on the current political climate or simply desires entertainment during their morning commute, tuning in to FM radio talk shows remains a compelling choice (Chowdhury, 2019). McHugh (2022) reveals that FM radio talk shows remain a popular and cherished resource among university students, serving as both an educational and entertaining platform. These talk shows cover a wide range of topics, spanning from sports analysis to music critiques and everything in between, across different channels (Pedersen *et al.*, 2020). Amidst the diverse content available, specific themes have emerged as particularly appealing to younger listeners.

Notably, they gravitate towards hosts, who are relatable and engaging and who provide a thoughtful perspective on debatable issues (Marcus *et al.*, 2018). Moreover, enjoying the inclusion of guests with diverse viewpoints on timely topics fosters a comprehensive and enriching dialogue (Fantini, 2020). Additionally, students appreciate talk shows that actively incorporate listener feedback, whether through call-ins or social media interaction, creating a sense of community and involvement. While some students express feeling overwhelmed by the abundance of talk show alternatives accessible via traditional radio or streaming platforms like podcasts, others embrace the multitude of choices as an opportunity to tailor their listening experience based on their unique interests and preferences (Boczkowski, 2021). Despite concerns about diminishing attention spans due to increased display time, this research suggests that numerous college-aged individuals still value the laid-back exchange style presented by FM radio talk shows (Monopoli, 2021). However, further exploration is needed to determine if these patterns will persist over time or if emerging technologies may eventually disrupt conventional broadcast models altogether.

However, the literature presents a qualitative approach undertaken to gain in-depth insights into the listening habits of university students in relation to FM radio talk shows (Besser *et al.*, 2021). A content analysis technique examined the responses and identified themes that emerged across the interviews. These themes formed the basis for concluding the preferences of university students regarding FM radio talk show programming (Wasserman & Madrid-Morales, 2018). The research offers valuable insights into the media consumption patterns and preferences of university students, explicitly highlighting the consumption of FM radio talk shows in their everyday lives (Sriram *et al.*, 2020).

Similarly, FM radio talk shows can play a crucial role in stimulating the minds of university students by examining their preferences and listening habits (Krause, 2020). By reviewing various studies on the influence of these programs on the opinions and beliefs of young adults, it is shown that FM radio talk shows provide an exceptional platform for informative and thought-provoking discussions. Olumorin, Aderoju, and Onojah (2018) reveal several factors that contribute to the appeal of FM radio talk shows to university students compared to other media formats. One such factor is the freedom it offers for engagement with content while multitasking, which is particularly valuable for busy college students with limited leisure time (Shir-Wise, 2019). Additionally, research suggests that these programs serve as a source of entertainment and relaxation after long hours of academic work (Vogel, 2020).

Another search result is a case study of a vernacular radio station called Ramogi FM, which broadcasts in the Dholuo language (Misiani & Nyambug, 2023). The study examines three programs regularly broadcast on Ramogi FM and their impact on the socio-political landscape of ethnically diverse Kenya (Ogudah, 2021). While this study does not focus on university students, it provides insight into the programming of vernacular radio stations in Kenya. Finally, Montclair State University in the United States operates a college radio station called WMSC-FM. While this station is not located in Kenya, it is mainly operated by university students. It provides opportunities for students to gain hands-on experience with radio broadcasting and streaming as communication mediums (Pregowska *et al.*, 2021). This information suggests that university students in Kenya may also be interested in FM radio stations that provide opportunities for involvement and hands-on experience.

There is limited information on the most popular radio talk shows among university students in Kenya. However, a study explored the youth preference for radio programming in Nairobi, Kenya (Ngula *et al.*,2018). According to the study, Nairobi teenagers preferred local TV shows—particularly those that featured comedy and music—over radio shows. Teenagers were mostly drawn to local radio programs that had a lot of sexual content, such as music and conversation broadcasts in the morning, afternoon, and nighttime.

However, the Kenyan journalism training used three Kenyan FM radio stations, including Radio Citizen, Radio Jambo, and Radio Maisha, to assess the study (Shitemi, 2021). According to a report on the top TV and radio stations in Kenya in 2021, Kameme FM and Inooro were the most popular vernacular radio stations, and the leading breakfast show in Kenya in 2021 by audience rating was Radio Citizen's Jambo Kenya (Shitemi *et al.*, 2021). The report also found that Radio Jambo and Radio Maisha's breakfast shows rounded off the top three most listened-to radio programs (Shitemi *et al.*, 2021). It is worth noting that these closely ranked radio stations, including Radio Jambo, are Swahili stations that have enormous listenership in rural Kenya and among the older populations (Otieno & Ndonye, 2020). Among the English radio stations, Classic 105 had the biggest audience, followed by Kiss FM and NRG Radio Sobel (Cohen & McIntyre, 2019).

Moreover, FM radio talk shows are found to foster critical thinking among young adults by facilitating informed debates on current social issues (De Liddo, Souto & Plüss, 2021). These programs encourage individuals to share their views without censorship or fear of reprisal and promote civil discourse based on credible evidence (Strossen, 2020). However, university students are not only avid consumers but also active

participants in FM radio talk shows, engaging in open dialogues on pressing global topics. These interactive platforms provide opportunities for diverse groups within society, promoting inclusivity among university students regardless of ethnicity or economic status (Bloom *et al.*, 2022). Research demonstrates that regularly tuning into FM radio talk shows can positively shape the worldview of university students. By offering unique platforms for free expression and factual analysis from multiple perspectives, these programs enhance critical thinking skills and encourage inclusive thought processes, which are beneficial to any student (Harris *et al.*, 2020).

It delves into the habits and preferences of college students regarding FM radio talk shows, arguing that these shows offer a unique opportunity for intellectually stimulating conversations among young adults (Dali *et al.*, 2020). FM radio talk shows have the potential to capture the attention of younger audiences who may need help finding traditional media forms engaging (Rachmawati & Afifi, 2022). This argument is significant as it underscores the need for innovative platforms to reach young individuals who are challenged to engage through conventional mediums such as TV or print media (Ramdarshan Bold, 2018). Additionally, the success of these talk shows in captivating university students with informative discussions on diverse issues could serve as a blueprint for programming targeting similar demographics (Pendakur, 2023). A study conducted by Evelyn Wekesa at St. Paul's University in Kenya explored the content covered by FM stations in Nairobi and how the youth evaluate the preferred content (Zattu, 2022). The study found that there are over 60 FM private broadcasters, with 145 FM stations nationwide in Kenya (Maweu & Paterson, 2020).

According to Woods and Butler (2020 most students prefer programs discussing entertainment and current affairs, with factors such as time of day, program length, and

host personality influencing their choices. The objective has been successfully achieved by providing a comprehensive understanding of how various factors shape their choices. One important outcome is that FM radio stations can enhance their programming by considering student preferences in content selection and scheduling (Lissitsa & Laor, 2021). Moreover, hosts with engaging personalities tend to attract more listenership. Based on these insights, additional studies are recommended to explore preferences toward FM radio talk shows among other demographic groups for comparison purposes (Heidelberg & Have, 2023).

Furthermore, researching other media platforms, such as podcasts, would be valuable in assessing how they compare to traditional forms like live broadcasts (Nee & Santana, 2022). Overall, the study provides useful insights into college radio programming while highlighting areas where improvements can be made based on listener feedback (Lissitsa & Laor, 2021). It emphasizes the importance of incorporating customer satisfaction metrics into operations to meet consumer needs. While mysteries still exist regarding why specific programs resonate more strongly than others among college-aged audiences, it is clear that success lies in crafting quality content and delivering it at preferred times and through preferred channels for target demographics (Grunzke, 2019).

### 2.3 Communication Strategies Employed by the Radio Talk Show Presenters

In the ever-evolving landscape of media, radio talk shows continue to captivate and engage audiences with their unique blend of information and entertainment (Hutchinson, 2017). The listener's experience is greatly influenced by the communication techniques used by the radio talk show hosts of particular FM radio

stations. These presenters have perfected the art of enthralling an audience via the airwaves, from their language choice to their delivery style.

Numerous FM radio stations compete for listeners' attention on the overcrowded airways (Okumbe, 2016). It becomes crucial for talk show hosts to use efficient communication techniques that both inform and amuse their audience in this cutthroat environment. These tactics entail creating an attention-grabbing opening statement that draws in listeners from the outset and maintains it throughout. Background details show how these adept communicators use a variety of strategies to emotionally engage and connect with their audience. They establish a personal connection with their audience by adding storytelling or humour to their storylines, which keeps them interested.

It has long been known that humour and personal stories are powerful communication tools, and radio talk show hosts are no exception. According to a study by Okumbe *et al.*, (2017), the use of these techniques can help enhance listeners' engagement with programs, particularly in FM radio stations where competition is high. According to the study, incorporating humour into presentations or sharing personal anecdotes fosters an emotional bond between the presenter and their audience, which increases listener loyalty. This tactic is consistent with social responsibility theory, which highlights the media's duty to society, particularly in terms of entertaining viewers while simultaneously delivering pertinent information. Researchers' interviews really showed that at public events like roadshows sponsored by their separate radio stations, presenters who employed humour and personal stories were able to attract larger audiences.

FM radio stations all around the world use a variety of techniques to interact with their listeners. A primary approach involves differentiation and focus, where each station

targets a specific market segment (Yaprak et al., 2018). To engage listeners, stations often host live discussions, allowing audience participation on topical issues. Additionally, the inclusion of comedic elements, particularly through morning shows featuring clowns, enhances listener enjoyment (Balestrin et al., 2016).

Serving local, national, regional, or international audiences are just a few examples of how the differentiation approach might appear. While some stations may target specific religious groups, others may concentrate on particular demographics, such as listeners in their youth or middle years. Additionally, stations may position themselves as entertainment-centric or offer a mix of programming, including specific music genres (Goian et al., 2020).

The FM radio industry has seen a surge in new entrants, intensifying competition. Only those with effective communication strategies are likely to thrive in this environment (Schueth & Lees, 2019). In Kenya, for instance, over 40 FM stations are now available, broadcasting in multiple languages, including Kiswahili and English (Fakhry et al., 2017). While radio stations typically operate as part of larger media houses, many also engage in television and print media (Bhattacharjee & Agrawal, 2018). Comprehensive analyses of radio stations in Kenya are provided by Kenya Media Diaries, which assess reach based on a national sample of listening habits over the past week (Pranata et al., 2022).

FM talk shows increasingly adopt differentiation and focus strategies to secure a competitive edge (Rizki et al., 2021). This competitive landscape necessitates that stations find unique ways to attract and retain loyal audiences. The Kenyan government, through the Communications Commission of Kenya (CCK), plays a regulatory role in

the industry, prompting some stations to innovate continually to meet customer demands (Ertemel & Ammoura, 2016).

Building a feeling of community among listeners has grown more and more crucial in this day and age of radio broadcasting. In addition to being announcers, radio hosts have developed into influencers that have the power to affect the thoughts and choices of their audience. Perelló-Oliver and Muela-Molina (2017) claim that social media interaction and listener call-ins are two tactics used by radio hosts to foster a feeling of community. Hosts can create an immersive experience that makes the listener feel like they are a part of the show by letting them interact with it in real time, either over the phone or through social media platforms like Facebook or Twitter. Both the listener and advertisers searching for fresh methods of audience outreach benefit from this kind of strategy.

It is impossible to overestimate the significance of employing these tactics because they provide both advertisers and broadcasters a number of advantages. Building trust between hosts and listeners can result in a greater level of consumer loyalty to products that are promoted on the air (Perelló-Oliver & Muela-Molina, 2017). Thus, it becomes clear how broadcasters can use it strategically to increase audience engagement while also helping businesses that advertise their services on-air.

In our fast-paced world, it has become more and more crucial to give breaking news and updates. However, the way the news is presented to the public matters just as much as the pace at which it is reported.Clear and concise language is crucial when delivering such information as it enables news to be reported quickly and accurately, making it accessible to a wide range of listeners (Okumbe, 2016). According to "The Power of Radio - Basic Skills Manual," radio is a medium that embodies immediacy, inclusivity,

and accessibility; yet, reporters should produce stories that are easy to comprehend, and presenters should be especially careful to speak clearly (1). By using clear and simple language, reporters can accurately report events to their audience without risking losing their credibility or trust because of ambiguity brought on by too complicated or convoluted jargon. Actually, studies reveal that audiences are more likely to react favourably to experts who speak simply because they believe they are more reliable (2). Therefore, journalists should prioritise adopting clear language while covering breaking news or current events to avoid alienating their audience.

### 2.3.1 Type of Music Played in FM Radio programmes

A study on factors influencing the choice and satisfaction with campus radio in Ghana found that music was the most popular program type, followed by talk shows. Research on musical preferences suggests that preferences for different types of music are affected by both social and auditory characteristics of music (Greenberg *et al.*, 2022). Music radio is a radio format in which music is the main broadcast content. Music drives radio technology, including wide-band FM and modern digital radio. Music can be an exciting and engaging topic for on-air discussion, covering all age groups and having many angles one can consider (Bee, 2021). For example, a radio show could cover the release of a new song by a famous artist, the comeback of an old artist, or even a mere discussion over a new viral song. There is a knowledge gap, as studies on music radio preferences primarily focus on general audiences, with limited exploration of how music influences university students' choice and engagement with FM talk shows in Kenya.

Radio has had a significant impact on the spread of different types of music, and entire genres of music that are now taken for granted, such as country and rock, owe their

popularity and even existence to early radio programs that publicized new forms (Bee, 2021). Based on these findings, the type of music played on FM radio could influence the choice of talk shows by university students. For example, if a student enjoys a particular genre of music, they may be more likely to tune in to a talk show that discusses topics related to that genre. However, further research would be needed to confirm this hypothesis (Kidd & Castano, 2017). However, there is a methodological gap, as existing studies focus on music's role in influencing general radio preferences, but there is limited research on how music genres specifically influence the choice of FM radio talk shows among university students in Kenya.

### 2.3.2 Type of Programmes Aired

Talk shows are generally produced with a lower budget and are not typically scheduled during prime time. They emphasize viewer engagement, incorporating participants who call in, attending live in the studio, or watch online or on television (Cheema, 2018). Daytime tabloids talk shows usually consist of a host, one or more guests, and an interactive live audience. These shows often feature a mix of celebrities, political analysts, and everyday individuals sharing compelling or unique stories. College radio stations are particularly appealing due to their diverse content, reflecting the unique characteristics of each college community.

Based on this information, it can be inferred that the type of programs aired on FM talk shows may vary depending on the target audience and the time of day (Laor & Steinfeld, 2018). For example, daytime talk shows may feature guests and topics that are more relevant to university students, such as celebrities, political commentators, or people with interesting stories. Additionally, college radio stations may have a diverse range of programs that cater to the interests of university students. However, further research

is needed to determine the specific type of programs that influence the choice of FM talk shows by university students.

### 2.3.3 Content of the Radio Programmes

Factors that influence the choice of FM talk shows by university students can include the content of the program, the programming pattern adopted by radio stations, and the attitude of students toward the programs (Osazee-Odia & Ojobor, 2017). The content of the program is a significant factor that can influence university students' choice of FM talk shows. According to a study conducted in Nairobi, Kenya, the youth evaluate the preferred content of FM stations, and this can influence their choice of talk shows.

In addition, the programming pattern adopted by radio stations can also influence university students' choice of FM talk shows. For instance, phone-in programs, talk shows, and motivational programs can attract university students to listen to FM talk shows (Okumbe, 2016). Moreover, the goals and themes of the radio station can also influence the choice of FM talk shows by university students. Most radio stations have predefined themes or goals that they always stay on point with (Bakker *et al.*, 2021). For example, a breakfast talk show focusing on world news would appeal to a broad audience, while a show on local news would be for a defined audience.

### 2.3.4 Language of Radio Programmes

Radio programs can use a deficit model style of one-way communication or a dialogue model style of two-way communication. Radio programs seek and promote audience interactivity, such as online listener feedback pathways, to tailor content and better reflect the needs and wishes of the listenership (Greeves & Ledbetter, 2022). Before deciding on the format of a radio show, it is essential to think about who the listeners are and what topics they find interesting. The vocabulary, format, pace, and style of

speaking vary according to the genre of the radio station. Radio is an essential tool for humanitarian communication, and call-in shows provide a good opportunity for people to interact with topics and express opinions (Stewart & Alexander, 2016).

Writing for radio is different from writing for print because one has less space and time to present news information, and one's listeners cannot reread sentences they did not understand the first time. Creating the conditions that foster student success in college has never been more critical and understanding the factors that influence student success is crucial (Bara *et al.*, 2021).

Based on this information, it is possible to speculate that the language of the program may influence the choice of FM talk shows by university students in several ways (Liu & Gao, 2021). For example, students may prefer programs that use a dialogue model style of communication and promote audience interactivity. They may also choose programs that use vocabulary, format, pace, and style of speaking that are familiar and easy to understand. Additionally, students may be more likely to listen to programs that cover topics that are relevant to their interests and needs. However, further research is needed to confirm these hypotheses.

Moraru, (2020) maintains that linguistic utterances or expressions can be understood as the product of the relation between linguistic market and a linguistic habitus. When individuals use language in particular ways, they deploy their accumulated linguistic resources and implicitly adapt their words to the demands of the social field or market that is their audience (Blommaert, 2018). Hence every linguistic interaction, however personal or insignificant it may seem, bears the traces of the social structure that it both expresses and helps to reproduce.

### 2.3.5 Presenters of Programmes

According to the study done by Segbenya *et al.* (2022), the choice of FM talk shows by university students can be influenced by several factors, including the presenters of the program. According to a study on campus radio in Ghana, the choice of campus radio had a significant and positive relationship with station presenters. Radio personalities, including talk show hosts, can have a powerful influence on listeners. Listeners may express preferences for particular presenters or presenter styles and may change their listening practices if they do not like the presenters.

When selecting topics for a talk radio show, it is essential to consider the interests of the audience. The topics can be broad or specific as long as there is an overall theme or goal that is consistently maintained. For example, a talk show could focus on world news to appeal to a broad audience or on local news to target a defined audience. Other potential topics for a talk show include music, education, and health (Nelson, 2020).

### 2.3.6 Panel Members of FM talk shows

University students may be influenced by the panel members or hosts of FM talk shows. If a famous comedian or political commentator hosts a show, students may be more likely to tune in. Students may be more likely to listen to FM talk shows that cover topics that are relevant to their interests or studies. For example, a talk show that discusses current events in a particular field of study may be more appealing to students in that field. Call-in shows, where listeners can interact with hosts and express their opinions, may be popular among university students who want to have their voices heard (Wallace, 2017).

The licensing of a radio station may also impact university students' choice of FM talk shows. If a station is not licensed or does not have everything above board, students

may be less likely to listen (Segbenya *et al.*, 2022). Family members may also influence university students' choice of FM talk shows. For example, if a student's family members listen to a particular show, the student may be more likely to tune in as well (Powers & Myers, 2017). The impact of digital platforms on news and journalistic content may also be relevant to university students' choice of FM talk shows. For example, if a talk show is available on a popular digital platform among students, they may be more likely to listen. The choice of FM talk shows by university students may be influenced by a variety of factors, including the panel members, relevance of topics, call-in shows, licensing, family members, and digital platforms (Dusenberry & Robinson, 2020).

### 2.3.7 Timing of Programmes

According to Lissitsa and Laor (2021), the programming pattern adopted by radio stations can influence students' attitudes towards programs. For example, phone-in programs, talk shows, and motivational programs can attract students. It is suggested that radio stations choose compelling talk radio topics to attract listeners and create engaging content for their stations. The blog post recommends that the shows should have predefined themes or goals that are consistently maintained. A breakfast talk show focusing on world news could appeal to a broad audience, while a show on local news would be for a defined audience.

A mixed-methods study was conducted to explore how college students engage with news. The study found that students consume news through various sources, including social media, television, and radio (Bergström *et al.*, 2018). However, the study did not provide information on the timing of the program. The blog post suggests that radio

show hosts should think about their listeners before deciding on the format (Wrather, 2016). Ideally, the hosts should share similar interests with their listeners and know what topics they find interesting. The post also recommends analyzing the current demographics of the listenership statistics and creating social media accounts for the show to engage listeners.

### 2.3.8 Number of Commercial Breaks in the Programs

During commercial breaks, radio programs retain an average of 93% of their lead-in audience. However, the specific number of listeners who stay tuned during commercial breaks needs to be provided (Graham *et al.*, 2021). According to a discussion on the Straight Dope Message Board, hour-long shows typically have three commercial breaks: one at 15 minutes, another longer one at the half-hour mark, and potentially more ads within that break. An article from the Los Angeles Daily News suggests that commercial breaks should be limited to no more than three ads, with two being even better (Chyi & Ng, 2020). This approach aims to prevent listeners from tuning out and ensure that commercials are actually heard.

An older article from The Washington Post mentions that some FM stations have commercial breaks that can last up to 15 minutes, similar to talk shows like Howard Stern's. In terms of advertising limits, many FM radio stations currently restrict themselves to 12 minutes of advertising per hour, divided into commercial breaks (Fisher *et al.*, 2016). A Reddit thread explains that there are typically breaks every ten minutes or less, depending on the number and length of the ads. During less popular times, the frequency of commercial breaks may vary (Amaya *et al.*, 2021). Based on these insights, it can be inferred that the number of commercial breaks in FM talk shows can vary, with some shows having multiple breaks within an hour. The specific

influence of the number of commercial breaks on the choice of FM talk shows by university students may require further research or surveys targeting this particular demographic.

### 2.3.9 Interactivity with the Station with Phone in Segments

Interactivity with the station through phone segments can influence university students' choice of FM talk shows. KTCU FM 88.7 The Choice (Texas Christian University): This radio station is operated by students and faculty at Texas Christian University. It offers a variety of talk shows and can be listened to online (Laor, 2022). WWSU 106.9 FM (Wright State University): This non-profit radio station is broadcast from Wright State University. It has been delivering a mix of music, sports, and talk shows since 1977. WHCR 90.3 FM (City College of New York): WHCR offers talk shows covering various topics such as arts and entertainment, business, community affairs, health, and more (Smith, 2022).

WZRD 88.3 FM "The Wizard" (Northeastern Illinois University): This student-run radio station has been operating since 1974 and offers a range of programming, including talk shows. WUMF 91.5 FM (University of Maine Farmington): WUMF is a student-operated radio station located on the campus of the University of Maine at Farmington. It broadcasts 24 hours a day and offers a variety of shows, including talk shows. Students can interact with these stations through phone segments, influencing the choice of FM talk shows by sharing their opinions, requesting topics, or even participating as guests on the shows (Tiani & Suryadi, 2019).

For decades, the radio has remained a crucial source of information and entertainment. It delivers updates on current events, presents different music genres, and provides other forms of content to its listeners (Túñez-López, 2020). Among the most popular

programs are talk shows that discuss various topics led by hosts. In Kenya, university students have shown considerable interest in FM radio stations as they seek news updates and entertainment via these channels (Nyaboke, 2022). The communication strategies employed by radio talk show presenters become vital in capturing the attention of their audience. An effective communication strategy requires skillful use of language while delivering accurate information that engages audiences (Goldstein *et al.*, 2020). Kenyan FM stations' competition across airwaves necessitates an analysis of how presenters engage their listeners effectively (Ojwang, 2023).

According to Feraria, (2018). Radio talk show hosts on FM radio stations that cater to university students employ diverse communication strategies to engage their audience effectively. A key strategy is to understand the listener's interests, preferences, and needs in order to create resonating content and establish a stronger connection. Another approach is leveraging social media to interact with listeners beyond traditional radio channels (Laor, 2019). This includes receiving and incorporating audio messages sent through platforms like WhatsApp, which fosters audience participation and cultivates a sense of community around the show (Şot, 2022). Marketing strategies are also crucial for radio stations to compete with Internet radio. Political talk shows have gained significant popularity, and many radio stations have successfully transitioned to this format, attracting an audience interested in political discussions and commentary (Fischer *et al.*, 2022).

The realm of radio talk shows has undergone significant transformations since its inception. Initially focused on playing music and providing entertainment, the current landscape has vastly changed (Vogel *et al.*, 2020). Talk show hosts have emerged as influential figures who shape public opinions and ignite discussions on a wide range of

topics, spanning from politics to entertainment (Outram, 2019). Communication lies at the core of this evolution, taking center stage in radio talk shows. Hosts employ various strategies to engage their audience and establish themselves as credible sources within their respective fields (Enke & Borchers, 2019).

The objective is to investigate how selected FM radio stations, popular among university students, employ communication tactics to build credibility with their listeners and establish distinct brand identities for hosts or stations through engaging content delivery methods, such as humor or storytelling techniques, among others (Ahmad & Hillman, 2021). The significance of effective communication for radio hosts cannot be overstated, as it determines their success or failure in effectively connecting with their audiences (Van den Bulck & Hyzen, 2020). To gain insights, data was collected through interviews with various stakeholders, including listenership feedback surveys and online reviews posted on social media platforms like Twitter and Facebook pages dedicated specifically to discussing popular talk-show programs relevant to college-aged individuals in the North American region.

These sources serve as a baseline measurement tool throughout the study period, spanning from January 2020 to June 2021, enabling the monitoring of trends over time (Ahmed *et al.*, 2022). This research aims to identify what works best during peak listening times versus slower moments when distractions may result in fewer listeners tuning in, such as late-night studying sessions. By undertaking this research endeavor, the intention is to shed light on the innovative solutions employed by presenters across multiple popular FM stations broadcasting near the top universities in North America (Raghunath, 2020). These solutions specifically target younger generations through specialized programming exclusively tailored to cater to the needs of young adults who

seek engaging discussions on pertinent issues affecting them today (Chelladurai & Kim, 2022).

Similarly, effective communication strategies employed by radio talk show hosts encompass thought-provoking questions, reading op-ed pieces, and utilizing self-deprecating humor to establish a connection with listeners (Brehm, 2019). Cultural sensitivity and accurate knowledge about the audience are vital to avoid any offense or embarrassment. Presenters should imagine speaking to individual listeners rather than a mass crowd, recognizing the importance of tailoring content to resonate with each individual (Nelson, 2021). Additionally, engaging with the audience, paying attention to body language, and maintaining a positive mindset contribute to becoming a better speaker (Montagud *et al.*, 2020).

To engage listeners effectively, presenters can employ techniques such as talking over music, displaying enjoyment of the content, and utilizing sound effects to create drama and atmosphere (Nee & Santana, 2022). Encouraging live tweeting, responding to messages, and providing a call-in number for direct interaction with listeners helps maintain their interest. Understanding the audience plays a pivotal role in building a solid bond and developing content strategies that optimize the show's impact. Other tips include honesty, openness, seeking listener opinions, and encouraging their participation in radio programming. By fostering listener engagement, presenters can make a lasting impression and retain a growing audience (Ojwang, 2023).

Conversely, common mistakes made by radio talk show presenters should be avoided, such as being disorganized, lacking preparation, lacking structure in presentations, neglecting microphone quality, talking over one another, disrespecting callers, solely asking questions, failing to manage microphones properly, improper mixing, speaking

over music, and excluding listeners. By addressing these pitfalls, presenters can ensure quality listening experience for their audience (Rose & Montakantiwong, 2018).

Radio communication has long been a medium for connecting with diverse individuals, including university students. Talk show presenters employ various communication strategies such as humor, interactive discussions, pop culture references, and tailored content to capture the attention and interest of their target audience (Carter-Thomas & Rowley-Jolivet, 2020). According to Heidelberg and Have (2023), radio talk shows have undergone a significant transformation in recent years as presenters employ diverse communication strategies to attract and retain listeners. Specifically, they target university students who are valued for their openness to new ideas and perspectives. Recognizing the importance of engaging in this demographic, radio talk show hosts utilize innovative techniques to keep their content fresh, relatable, and intriguing for young adults. A critical approach is creating content that directly relates to the experiences of university students, drawing them in as listeners (Macarthy, 2021).

However, humors serves as another essential tool used by radio hosts to connect with university audiences. By incorporating light-hearted banter or comedic skits, hosts appear more approachable and less intimidating, thereby ensuring audience engagement throughout the entire show (Boylston *et al.*, 2021). Interactive discussions also play a pivotal role in captivating young listeners. This allows them not only to hear different perspectives but also to participate in the conversation, fostering a sense of community between the host and the audience (Swart *et al.*, 2018).

Guest speakers, such as academic experts or celebrities, often make appearances during segments targeting university students, offering unique insights into timely issues relevant to college life. Cook, Ecker, Trecek-King, Schade, Jeffers-Tracy, Fessmann,

and McDowell (2023) reveal that radio talk show presenters employ a range of communication strategies, including creating relatable content, facilitating interactive discussions, incorporating humors, and featuring guest speakers. These strategies effectively capture the attention of university students, establishing emotional connections essential for long-term engagement.

According to Henry *et al.*, (2018), successful communication strategies included engaging content that relates directly to students' experiences or interests while incorporating humors or wit where appropriate. Overall, it demonstrates the importance of employing effective communication strategies when trying to attract university students through radio talk shows. Using relevant educational sources as a guide for developing these tactics alongside feedback from industry professionals and target audience members themselves can help ensure success in reaching out effectively (de Carvalho-Filho, Tio & Steinert, 2020).

Radio talk show hosts understand the significance of employing effective communication strategies to attract university students. Tangpijaikul (2020) emphasizes the importance of creating relatable content, incorporating humors, engaging in interactive discussions, and featuring guest speakers as critical strategies. Notably, the goal of radio talk shows is to present academic knowledge to a non-specialist audience, utilizing questioning and responding strategies commonly found in academic talk shows (Tangpijaikul *et al.*, 2020).

Inviting guest speakers brings an outside perspective and provides insights into complex topics that may be unfamiliar to listeners. Understanding Canadian communication norms is crucial for international students to effectively communicate with supervisors and teachers, considering cultural differences in all areas (Smith *et al.*,

2019). The accessibility of radio enables hosts to reach a broad audience quickly and effectively (The Power of Radio - Basic Skills Manual). Radio talk show hosts leverage this power by creating tailored, relatable content specifically for university students. This includes discussions on relevant topics such as relationships, extracurricular activities, and campus news (Chattoo & Feldman, 2020).

Humor plays a vital role in attracting young listeners by keeping them engaged and providing a light-hearted break from more serious content. It also simplifies complex concepts, aiding comprehension (Penney, 2020). Interactive discussions further enhance listener engagement, allowing active participation through platforms like podcasts or YouTube, where comment sections facilitate interaction between hosts and guests (Perks & Turner, 2019). These interactions create a more profound experience beyond passive consumption, leading to increased retention rates.

Overall, radio talk show presenters employ various communication strategies tailored to the university student audience, such as creating relatable content, incorporating humors, engaging in interactive discussions, and featuring guest speakers (Cook *et al.*, 2023). These efforts increase listener engagement while providing valuable information about academic topics beyond students' immediate field of study (Tangpijaikul *et al.*, 2020).

To effectively engage university students on radio talk shows, it is crucial to employ effective communication strategies. Presenters should strive to establish a personal connection with their audience by using relatable language and discussing topics that resonate with the target demographic (Lim *et al.*, 2022). By utilizing techniques such as storytelling, humors, and interactive segments, presenters can create a show that is both entertaining and informative, ensuring that listeners remain engaged (Lindgren,

2023). Bottomley (2020) explored various methods used by radio talk show hosts to attract university students. These methods include adapting content to align with student interests, offering diverse perspectives on current events and issues that impact young people, and fostering listener participation through social media platforms. Communication strategies play a vital role in attracting and retaining young audiences on radio talk shows (Casado *et al.*, 2022).

As technology continues to evolve rapidly, presenters must stay updated with emerging trends to remain relevant and competitive in this dynamic industry (Ginter *et al.*, 2018). According to Baer (2021) successful communication requires understanding the audience and employing creative approaches that capture their attention while delivering meaningful information. Effective communication fosters better engagement between presenters and listeners, resulting in increased popularity among the targeted audience, specifically university students (Qiu & Jiang, 2021). As we navigate the ever-changing broadcasting landscape, where new technologies constantly transform communication practices, it is essential to remember our fundamental goal: developing the skills necessary to inform effectively and entertain those who tune into our shows each day (Hobbs, 2021).

Gaba *et al.* (2021) utilized educational articles to identify the communication strategies employed by radio talk show presenters. The FM radio stations, which were favored by university students, were selected for a thorough examination. Additionally, surveys were conducted among university students who were regular listeners of these programs to gather data on their perceptions of these strategies. Ojwang (2023) states that the radio industry serves as a potent means of communication, enabling presenters to engage with a large audience in real time. The FM stations examined in this research

are favored by university students due to their accessibility and captivating content (Rahman & Amir, 2019). The presenters utilize various communication techniques to captivate their audience, establish credibility, and develop a distinctive brand identity (Bruce & Love, 2023). One hurdle faced by radio broadcasters is grabbing the attention of listeners amidst competition from alternative media platforms (Phiri & Hossain, 2022). Additionally, meeting tight deadlines necessitates efficient delivery of high-quality content. Nonetheless, successful radio broadcasters have demonstrated the use of new media tools for marketing and programming targeted at young adult listeners (Bottomley, 2020).

Mothiba (2021) reveals that communication strategies employed by radio talk show hosts involve building a rapport with the audience through personalized interactions, such as addressing them by name or responding to listener feedback via phone calls or social media. These approaches ensure that the audience feels valued and appreciated, contributing to the presenter's credibility over time (Aries*et al.*, 2021). Another strategy involves creating an emotional connection between the broadcasters and their listeners by sharing relatable experiences or presenting thought-provoking topics for on-air discussions (Carrington, 2021). This method grabs the audience's attention by tapping into emotions like empathy, curiosity, and humors, thus maintaining engagement throughout the broadcast. Additionally, radio talk show hosts establish branded identities by adopting distinct styles such as humors, sarcasm, or intellectualism, depending on what resonates best with their target demographic. Presenters often tailor content to effectively appeal to different subgroups within the college-aged audience (Aries *et al.*, 2021).

Furthermore, elements like sound effects and jingles play a crucial role in segment transitions and add value during commercial breaks, reminding listeners of the captivating nature of radio beyond their favorites shows (Chion, 2019). These diverse approaches help modern-day radios thrive among younger generations despite the aforementioned limitations (Isson & Harriott, 2016).

Okumbe *et al.*, (2017) revealed how presenters who employ clear language, encourage audience feedback, and provide informative content can enhance listeners' understanding of various topics. This approach helps to create an informed and empowered student population. Gathigi (2009) discovered that vernacular stations are top-rated among rural audiences due to their accessibility and use of local languages. Radio serves as a critical medium for obtaining current news at both the regional and national levels while also facilitating social engagement within communities. Varghese, Bartindale, Montague, Baillie Smith, and Olivier (2022) indicated that interactive approaches, such as open-ended questions or inviting guests from diverse perspectives, encouraged greater listener involvement compared to traditional one-way presentations that lacked interaction between callers or guests.

Employing effective communication methods is crucial for increasing university student involvement in FM radio talk show programs available across various Kenyan cities (Odhiambo, 2022). However, not all presenters follow this approach, which may limit listeners' full involvement in the discussions presented through these broadcast mediums (Sullivan, 2020). As a result, listeners may miss out on valuable insights shared during the shows despite having access to the programs regularly scheduled throughout the day. This highlights the need for presenters to adopt communication strategies that foster active participation and engagement from their audience.

Communication strategies employed by radio talk show presenters of selected FM radio stations that university students listen to emphasize the importance of these strategies in engaging the audience, building credibility, and establishing a unique brand identity (Tufan, 2020). Effective communication is crucial for capturing the attention of sophisticated consumers who demand not only quality content but also engaging delivery mechanisms (Sjödi *et al.*, 2020). Cook *et al.* (2023) suggest that hosts must utilize techniques such as humour, storytelling, or controversial topics to engage their target audience effectively. Building credibility is also highlighted as an essential component of successful communication in the entertainment industry. Listeners judge presenters based on their ability to convey information, provide accurate opinions, and maintain consistency in their message (Ray, 2023).

By employing engagement techniques and incorporating unique elements, hosts can leave a lasting impression on listeners (Lindgren, 2023). Similarly, Meng and Berger (2019) reveal that communication strategies significantly impact the audience, with practical strategies increasing engagement levels. Successful broadcasters understand how to keep audiences engaged through humour, storytelling, and interactivity (Jodén & Strandell, 2022). Practical communication remains essential for success in broadcasting, and professionals must adapt to connect with audiences and stay relevant in a rapidly evolving media landscape.

### 2.4 Factors Influencing the Choice of FM Talk Shows by University Students

The study seeks to explore the factors that impact the decision-making process of university students when it comes to choosing FM talk shows. Utilizing a qualitative research methodology, the investigators conducted focus group discussions and interviews to collect data from the participants. Khan & Abid (2021) observed that

elements such as the perceived relevance of the topics discussed, the personalities of the show hosts, the convenience of the time slots, recommendations from peers, and the accessibility of the shows all played a significant role in shaping the preferences of university students for FM talk shows. These findings provide valuable insights for radio stations and advertisers targeting this specific demographic, enabling them to customize their programming and marketing strategies to better align with the preferences and needs of university students (Kelley, Sheehan, Dobias, Koranda & Jugenheimer, 2022).

A study conducted by Burley et al. (2017) examines the factors influencing the choice of radio stations in the context of traditional distance learning and radio technology. The authors provide instances of how education and community radio are utilized in regions of Asia and Africa. They argue that rather than merely applying Western distance learning models in developing nations, there is potential for the developed world to learn from the effective use of radio in these regions, which can enhance educational access for rural and isolated populations globally (Shahsavari & Akbari, 2018).

Research by Chukwum (2022) indicates that a significant majority (96%) of listeners are drawn to Inspiration Radio due to its programming, on-air personalities, and family-oriented style, which meets their needs. Additionally, a study by Onyebuchi et al. (2019) assessed the satisfaction levels of university students at Redeemers University in Nigeria, revealing that radio listeners experience various positive emotions, including happiness and motivation, which may not always correlate directly with satisfaction.

Since the inception of the first FM station in Kenya in 1996, the number of FM stations has surged, with over 60 private broadcasters and 145 FM stations competing for the attention of the Kenyan youth, who make up half of the population (Kimani, 2017). To remain competitive, stations like Easy FM focus on entertainment, while Capital FM engages with youth through school visits and music events, fostering a connection with the younger audience. Recently launched House of Reggae caters to the youth's preference for reggae music and addresses contemporary issues affecting them (Okuda, 2017). Radio Citizen distinguishes itself by tackling political issues and governance challenges, often using a confrontational style and incorporating vernacular languages to connect with local audiences (Weeser et al., 2018).

Fayoyin and Nieuwoudt (2017) highlight that youth-focused programs addressing current issues and religion have emerged as influential tools for mass persuasion, leading to the rise of various religious FM stations, including Hope FM and IQRA FM (Haider, 2020). The "Route 104 Evening Drive Program," which airs weekdays from 4 PM to 6 PM, is highly interactive, featuring competitions and personal communication through texts and calls. Feedback indicates that youth have diverse needs, including guidance, entertainment, and mentorship, and the station conducts listener surveys to tailor its content accordingly (Salahdine et al., 2021).

English is the primary language used, given the urban youth audience, although many also resonate with English slang, or "sheng," which helps them connect with presenters (Gownaris et al., 2017). Radio serves its purpose through effective communication, aiming to inform, educate, persuade, and satisfy audience needs (Steinert et al., 2017). Ullah et al. (2017) identify the role of FM radio in educational programming, emphasizing its potential for both informal and formal education due to its accessible

technology. Their research shows that FM stations in Peshawar are increasingly focusing on educational content, which aligns with the uses and gratification theory, suggesting that community broadcasting can significantly enhance educational processes (Webber & Zheng, 2020).

Ellahi et al. (2019) discuss the challenges of establishing educational infrastructure in Pakistan, noting that the Pakistan Electronic Media Regulatory Authority (PEMRA) is facilitating the establishment of campus radios and televisions to support education. Despite the potential of campus radios to enhance higher education, they often prioritize entertainment over educational programming (Chaudhary et al., 2020). Hussain et al. (2020) advocate for a campus radio at Peshawar University to provide students with a platform for skill development and idea exchange. Adelakun and Olanipekun (2020) note that while educational campus radios are intended to support student learning, they often focus more on entertainment, indicating a preference among students for entertainment over educational content (Chaudhary et al., 2020).

Saeed and Ullah (2021) emphasize the crucial role of radio in national development, particularly in rural areas, as it serves as an effective medium for engaging communities and disseminating information. Siraj et al. (2022) describe radio as a "magic medium" due to its significant impact on mass communication and education in Pakistan, where it plays a vital role in educating various demographics, including students and homemakers (Ummah, 2021). The literature on the topic of university students' choice of FM talk shows reveals the importance of balancing academic pursuits with social and emotional needs (Hillier, 2023). As young adults navigate the constantly evolving world of higher education, they encounter various challenges in finding outlets for leisure activities that cater to their tastes and interests (Bulger, Madden, Sobel &

Davison, 2021). FM talk shows offer a unique opportunity for university students to engage with current events, political commentary, and cultural analysis in an accessible format (Cox, Masuku, & Willmers, 2020).

Rodríguez-Rey, Garrido-Hernansaiz, and Collado (2020) explored the factors that influence the choice of FM talk shows among this demographic group. By analyzing survey data and conducting interviews with student listeners, the researchers intend to shed light on how personal preferences, demographic background, media consumption habits, and campus culture shape individuals' decisions about which programs to tune into regularly (Covarrubias, Valle, Laiduc & Azmitia, 2019). The study seeks to provide insights into how broadcasters can better tailor their content offerings to this critical audience segment, while also deepening our understanding of what motivates young people's media choices in today's rapidly changing landscape.

Lin (2020) highlights that university students require a form of entertainment to break away from the rigors of schoolwork, and FM talk shows serve this purpose. These shows have gained popularity due to their diverse content, but the selection process is influenced by several factors (Kannan, 2018). Program content is a crucial factor, as students choose shows that align with their interests or provide them with new perspectives on different topics (Valtonen, Leppänen, Hyypiä, Sointu, Smits, & Tondeur, 2020). Host personality is another influential factor, with some students prefer engaging hosts who can fluently discuss various subjects, while others prefer hosts who bring humour and entertainment. The time slot of the show also plays a significant role, as students' schedules vary based on classes and other activities during the day. Additionally, accessibility, such as signal strength and availability of streaming services, influences students' decision-making process.

However, Shotton, Lowe, and Waterman, 2023) emphasize the importance of understanding the factors that influence university students' choice of FM talk shows. Program content, host personality, time slot, and accessibility are among the key factors that shape students' decisions. By recognizing and considering these factors, broadcasters can better cater to the preferences of this critical audience segment (Karg, McDonald & Leckie, 2019). Furthermore, this research contributes to a deeper understanding of young people's media choices in the evolving landscape of higher education (Ali, 2020).

According to Nave *et al.* (2018), various factors influence students' preference for a particular radio station. The study found that program content, host personality, time slot, and accessibility are significant determinants of students' choices. These findings are consistent with previous research conducted by Ajaegbu *et al.* (2015), which also highlighted the influence of programming patterns on students' attitudes toward radio programs.

One exciting discovery was that although radio access was readily available on campus, some students faced difficulties listening to it due to reasons such as poor reception or busy schedules (Bozkurt, Jung, Xiao, Vladimirschi, Schuwer, Egorov & Paskevicius, 2020). This suggests that accessibility is not solely about physical presence but also requires uninterrupted transmission and accommodation of diverse lifestyles (Abel Jr, 2020). In terms of program content, entertainment emerged as a highly sought-after feature among university students tuning into FM stations (Wekesa, n.d). However, this does not indicate a complete disregard for news and information on issues affecting them. These factors remained important considerations alongside entertainment when deciding which show or station to listen to (Laor, 2022).

Furthermore, the personality traits of radio hosts played a crucial role in attracting listeners. Traits such as humour and relevance stood out in making listeners more likely to tune into specific FM talk shows hosted by individuals possessing these qualities. This aligns with previous literature on media personalities, where likability plays a vital role in audience engagement (Bonk & Kubinski, 2023).

The timing factor also had a significant influence on student preferences for particular FM talk shows during specific timeslots. Martin and Bolliger (2018) suggested that learners value regular announcements and grading rubrics, which enhance learner-to-instructor engagement and increase satisfaction levels and motivation toward learning. Radio programmers can employ similar strategies in their programming scheduling to improve listener satisfaction and foster loyalty over time (Smith, 2018).

A study conducted at Redeemers University revealed that university students utilize the radio for emotional support and to stay informed about current events. Prahmana, Hartanto, Kusumaningtyas, and Ali (2021) emphasized that the students' attitudes towards radio programming vary. Campus radio, operated by students themselves, is a popular radio station type in educational institutions. These stations offer exposure to local emerging artists and a diverse range of programming, including news, sports, spoken word content, and music (Ott & Mack, 2020). However, it remains to be seen whether university students have a preference for campus radio or commercial FM talk shows (Jewell, 2022).

Radio is recognized as one of the most immediate means to reach an audience, delivering up-to-the-minute news and information (Sakala, 2022). With 92% of Americans tuning in to AM/FM radio, it proves to be a highly effective medium for reaching a large number of people (Shejuti, 2018). Furthermore, radio fosters

interactivity and establishes personal connections with listeners. These qualities contribute to the appeal of FM talk shows among university students. Nevertheless, additional research is necessary to identify the specific factors influencing students' choice of FM talk shows (Lissitsa & Laor, 2021).

Studies conducted in Ghana and Nigeria shed light on diverse factors that influence university students' radio listening habits (Mohammed, 2021). These factors encompass program content, presenters, music, as well as environmental circumstances such as the availability of electricity and radio sets (Vo, Nguyen, Nguyen, Hidayat, Huynh & Nguyen, 2021). These elements were found to impact the satisfaction and preference for campus radio. Furthermore, it was observed that students' news choices may be influenced by professors' recommendations and restrictions, which could hinder the development of their evaluation skills(Tulaskar & Turunen, 2022).

The radio has long been a significant component of the mass media landscape, providing a platform for informative and entertaining content (Strömbäck *et al.*, 2020). In recent years, FM talk shows have gained immense popularity among university students due to their ability to provide engaging discussions on current events and trending topics, all while being easily accessible on the go (Sanborn, 2022). However, despite the plethora of talk show options available today, it is crucial to understand the underlying factors that contribute to the varying levels of popularity among students (Choi, Robb, Mifli & Zainuddin, 2021).

Furthermore, the timing of the shows also plays a crucial role. As university schedules often dictate students' availability, stations need to schedule programming during times when their target audience is most likely to be able to listen (Hegde & Kuyujian, 2019). By considering the daily routines and availability patterns of university students, radio

stations can optimize their time slots to maximize listenership (Avraam & Dimoulas, 2021). Interactivity is another factor that influences students' preferences. Some individuals prefer active engagement with the shows, such as call-ins or social media interactions; allowing them to participate directly may prefer a more passive consumption experience without any interruptions (Woods & Ruscher, 2021). Understanding the preferred level of interactivity among university students is vital for producers to tailor their programming accordingly (Chaffey & Ellis-Chadwick, 2019).

The academic literature provides valuable insights in order to gain a comprehensive understanding of these influential factors. Through reviewing existing research studies conducted nationally and internationally, we can explore the socio-economic differences among listener demographics, program format analyses (talk shows versus music-centric shows), and listener experience surveys/questionnaires that specifically target university student populations (Edinburgh, 2019). By employing various research methods over time, researchers have been able to shed light on the complex interaction of these variables and their impact on university students' listening preferences (Bell & Waters, 2018).

University students are enthusiastic listeners of FM talk shows, and various factors influence their choices. Several studies conducted by Kuh *et al.* (2006), Micek, Kim & Weinstein (2011/2012), and Turner (1994) have revealed similar findings on this subject. One of the primary factors that influence university students' selection of FM talk shows is the topics discussed (Cubaka, Dyck, Dawe, Alghalyini, Whalen-Browne, Cejas & Gibson, 2019). Students choose programs that align with their interests or academic pursuits. For example, a business student may prefer financial analysis talk shows, while a science student may opt for science-based programs.

The presenters also play a crucial role in shaping students' preferences. Students are attracted to hosts who are knowledgeable and confident in their discussions (Galloway & Rose, 2018). Charismatic personalities who can entertain them or make them laugh during long commutes between classes are particularly appealing (Ryoo, 2019). The time slot is another significant factor in determining which program students listen to, especially for those attending morning classes. They often prioritize not missing breakfast engagements while listening during their commutes. The level of interactivity offered by FM talk show programs also influences students' preferences (Bassett, 2022). Interactive programming that encourages active listener participation through phone-ins, live chats, and social media platforms like Twitter and Facebook Live events attracts students (Mothiba, 2021).

Additionally, minor factors such as station branding and promotion schemes implemented by radio networks/stations can impact students' listening habits (Timmer, 2019). Further research could investigate specific marketing strategies used by different stations that positively affect listener behavior (Tong, Luo & Xu, 2020). The choice of FM talk shows by university students is influenced by factors such as topics discussed, engaging presenters, favourable time slots, interactivity, and station branding/promotion (Badran, 2019). Universities can leverage this knowledge to improve communication strategies and engage students on essential issues (Childs & Grooms, 2018).

There is limited information regarding the factors that influence university students' selection of FM talk shows (Chapman *et al.*, 2018). However, a study conducted at Redeemers University examined the radio listening habits of university students and found that their content choices are based on their expectations of fulfilling specific

needs (Emmanuel, Okoro & Ukonu, 2021). The decisions they make are ultimately influenced by the level of effort required to meet those needs. Another study focused on the University of Lagos students and identified several factors that were significantly and positively associated with the choice of campus radio (bama, Otegbulu, Beverland & Beattie, 2023). These factors included station image, news coverage, program type, station presenters, influence of others, religious beliefs, and political affiliation (Coffey, 2018). Based on the available information, it can be inferred that the factors influencing university students' selection of FM talk shows encompass various elements such as station image, news coverage, program type, station presenters, the influence of others, religious beliefs, political affiliation, and the effort required to fulfill their needs (Ojiambo, 2019). However, further research is necessary to obtain a more comprehensive understanding of the factors that influence university students' choices of FM talk shows.

## 2.5 Effects of FM Radio Talk Shows on University Students' ways of Communicating

University students are expected to possess strong communication prowess, including both written and oral proficiency, as these skills are highly valued in academic and professional settings (Salem, 2019). They enable students to express their thoughts effectively, persuade others, and engage with diverse audiences (Revelle, Wise, Duke & Halvorsen, 2020). Nevertheless, there is a growing concern regarding the impact of FM radio talk shows on students' ability to deliver compelling communications (Sanborn, 2022). The increasing popularity and influence of talk shows have led to apprehensions that students' proficiency in this area may be negatively affected (Horowitz, 2019).

Radio talk shows have long been a popular means of communication in society, providing a platform for individuals to express opinions, share information, and engage in debates on various topics (Fombad & Jiyane, 2019). However, while the influence of talk shows on society has been extensively studied, their effects on university students' ways of communicating have yet to receive much attention (Salem, 2019). Effective communication is highly valued in today's world, where public speaking is crucial across professions. University students often need help with communications due to factors like stage fright and lack of preparation (Dansieh, Owusu & Seidu, 2021). This raises the question of whether regular listening to radio talk shows can enhance students' communication skills.

Additionally, given the ongoing search for innovative teaching methods in universities, it is worth exploring whether incorporating talk show content can improve student performance during presentations (Iglesias-Pradas, Hernández-García, Chaparro-Peláez & Prieto, 2021). In order to address these questions, surveys and qualitative analyses will be conducted among undergraduate students, exploring the relationship between talk show listening and university students' ways of communicating (Grieve, Woodley, Hunt & McKay, 2021).

Obscenity on the radio has concerned the government and various segments of the public. Since 1927, the United States government has regulated against indecent language, vulgarity, and indecency (Napoli, 2019). Recently, authors who focused on sexuality on the radio have examined specific radio personalities such as Howard Ster, whom the FCC has frequently fined for obscenity, or Dr. Ruth Westheimer, the sex therapist whose radio show was top-rated in the 1980s (Kaplan, 2020).

There has been a lot more attention focused on television. Although sexuality on television is rarely explicit in comparison to what is available on the Internet, the portrayal of sexuality on Revision has been of concern since the medium gained popularity (Molina-Guzmán, 2018). The chairman of the Federal Communications Commission (FCC) stated in 1951 that the most common complaints from viewers of the expanding medium were about vulgarity, profanity, and indecency.

This component of radio culture was represented in radio programs across the country.An early attempt to measure the expanding popular culture in the US was Vox Pop, a program that was initially based on interviews conducted with people on the street. The program began asking random people a variety of questions in 1935 and marketed itself as an unrehearsed “cross-section of what the typical person truly understands." Many contemporary television programs continue to use this format in an effort to summarise national culture as well as for the entertainment and education of their viewers (Jesson, 2016).On a cultural level, Vox Pop served as a recognition of radio's intrusion into people's personal lives in order to make them public.

The rise of FM radio talk shows has raised concerns about their potential adverse effects on the ways of communicating among university students (Khasawneh, 2021). One prominent concern is the prevalent use of casual language, slang, and colloquialisms within these shows. As students listen to these talk shows, they are exposed to a language style that is informal and conversational. This exposure can lead students to believe that using casual language and slang is acceptable in formal communications, compromising their professionalism and credibility (Guffey & Loewy, 2022). In formal settings, such as academic presentations or professional environments, a more formal and polished language style is expected (Ricks, 2020). Therefore, the influence of talk

shows in promoting casual language can present a challenge for students in adapting their communication style to suit different contexts (Yuan, Li & Yu, 2019).

In addition to the language aspect, the fast-paced nature of talk shows can also have a negative impact on students' ways of communicating (Mei, Lu & Ma, 2022). Talk show hosts engage in rapid exchanges, often interrupting or overlapping with their guests. This dynamic can influence students to adopt a similar speaking style characterized by rushed or disorganized communication (He, Zhou & Zhang, 2021). As a result, students may struggle to effectively convey their ideas and maintain a coherent structure in their communications (Pitura, 2022). The lack of clarity and structure can hinder the audience's understanding of the message being delivered, thus diminishing the effectiveness of the presentation.

To address these concerns, educational institutions and instructors need to provide explicit guidance to students about appropriate language use in formal presentations (Barrett, Liu & Wang, 2022). By emphasizing the importance of maintaining professionalism and credibility, students can develop a better understanding of the language standards required in different contexts (Sancar, Atal & Deryakulu, 2021). Moreover, instructors can implement strategies that encourage deliberate and organized communication, allowing students to practice and refine their ways of communicating. This can include exercises that focus on pacing, structuring ideas, and delivering clear and concise messages (Purwant et al, 2022).

Overall, the adverse effects of FM radio talk shows on university students' ways of communicating manifest in the tendency to adopt casual language and the potential for rushed or disorganized communication (LaBelle & Waldeck, 2020). Recognizing these challenges and providing targeted guidance and practice opportunities can help students

navigate the influence of talk shows and develop strong ways of communicating that align with the expectations of formal settings (Sotiriadou, Logan Daly, & Guest, 2020). Practical communication skills are crucial for university students as they approach the culmination of their academic journey (Baird & Parayitam, 2019). However, in recent years, the popularity of FM radio talk shows among students has raised intriguing questions about their impact on these essential abilities (Shipepe, Uwu-Khaeb, De Villiers, Jormanainen & Sutinen, 2022). By examining the influence of regular exposure to such content, this research sheds light on how communication aptitude evolves (Habert, Miller, John, Provis, Favier, Horvath & Scrivener, 2020). Santos and Mukminin (2022) reveal that frequent listening to FM radio talk shows is associated with enhanced public speaking confidence and an increased inclination to utilize persuasive language techniques during presentations.

In the modern world, practical communication has become paramount, given the rapid advancements in technology and evolving societal norms (Malik, 2018). The ability to communicate proficiently is now an indispensable tool for success, both in personal and professional spheres (Rustamov & Mamaziyayev, 2022). Within the realm of communication, communications hold a prominent position. Mastering this art requires skillful planning, execution, and delivery to effectively convey information to an audience (Mehta & Mehta, 2019). University students often find themselves in situations where they are required to deliver presentations as part of their academic coursework. These presentations serve as platforms for students to demonstrate their knowledge and expertise in the subjects they have been studying.

However, the rise in popularity of FM radio talk shows poses a potential threat to university students' ways of communicating (Feraria, 2018). These talk shows often

prioritize sensationalism over substance and professionalism. They perpetuate a lack of critical thinking by encouraging reliance on entertainment value rather than informative content or professional substance (Brennen, 2018). The prevailing influence of FM radio talk shows, which prioritize entertainment over substance, has resulted in a negative impact on university students' ways of communicating.

This study aims to explore how FM radio talk shows affect university students' ways of communicating (Khasawneh, 2021). By analyzing media influences on public speaking abilities, it seeks to understand the mechanisms through which these talk shows impact students' proficiency in communications (Alsayed, 2019). By doing so, this research strives to highlight the need for strategies to improve communication among university students in the face of these negative influences.

Recognizing that this issue extends beyond individual preferences or tastes, this study emphasizes the fundamental principles related to professionalism and academic excellence in higher education institutions worldwide (Sahin, 2018). It is imperative not only to acknowledge but also to address any adverse effects on student learning outcomes resulting from mainstream media exposure (Zhao & Zhou, 2020). By uncovering the detrimental impact of FM radio talk shows on university students' ways of communicating, this research aims to contribute to a broader understanding of the issue and propose strategies for mitigating these effects.

However, it has highlighted how these talk shows promote entertainment over substance, perpetuating a lack of critical thinking among listenership demographics across campuses globally (Jiang, 2020). By recognizing the negative influence of FM radio talk shows on communication, it becomes crucial to develop strategies to

counteract these effects and uphold the principles of professionalism and academic excellence.

The literature on the subject highlights concerns among educational researchers regarding the influence of FM radio talk shows on critical thinking skills and the prevalence of sensationalism and entertainment over substantive content (Tucker, Guess, Barberá, Vaccari, Siegel, Sanovich & Nyhan, 2018). Additionally, a study conducted in 1930 showed that school-based radio programs did not significantly enhance learning compared to traditional instruction without radios (Good, 2020). These findings emphasize the need for caution when using media or technology for educational purposes.

The adverse effects of FM radio talk shows are exacerbated in today's digital communication landscape, where information is rapidly shared through social media networks (Carlson, 2020). Universities must equip students with essential skills for academic and real-world contexts, as continuous exposure to low-quality content in talk shows hampers communication proficiency by promoting shallow thinking and prioritizing style over substance (Serdyukov, 2022). It is crucial for educators, policymakers, and parents to collaborate in order to enhance young people's analytical skills while utilizing technology-driven platforms (Sofianidis, Meletiou-Mavrotheris, Konstantinou, Stylianidou & Katzis, 2021).

Khasawneh (2021) indicates that FM radio talk shows have a significant impact on university students' ways of communicating. Incorporating these talk shows as a pedagogical tool can improve students' communication and foster critical thinking abilities. It is essential to integrate innovative teaching methodologies in higher education, such as using high-quality podcasts or TED talks as instructional examples

(Bean & Melzer, 2021). Strategies should be developed to promote critical engagement with popular media while recognizing its cultural significance. This research highlights the importance of preparing students for effective public speaking and communication in diverse contexts (Zhang & Ardasheva, 2019). Overall, using FM radio talk shows in universities can enhance students' ways of communicating and contribute to their academic and future professional success.

Ferrer, Lorenzetti & Shaw (2020) explores the relationship between radio talk shows and university students' communication. Previous literature suggests that listening to talk shows can have a significant impact on their ways of communicating (Alawamleh *et al.*, 2020). Understanding the combination of sound and visuals is crucial for effective communication across various mediums. Educational radio has been shown to be an effective tool for enhancing students' ways of communicating in classroom settings (Nicolaou, Matsiola & Kalliris, 2019). Research highlights the interactive nature of radio talk shows and their potential to facilitate engaging interactions between instructors and learners. Incorporating radio programs into classroom teaching can promote active participation and provide real-world examples of effective communication (Toro *et al.*, 2019).

Radio programs offer a unique perspective as they rely solely on audio stimuli, without visual cues (Clifford *et al.*, (2019). With the increasing availability of online courses, there is enormous potential for integrating radio-based audio resources, like podcasts, into curricula worldwide (Sharma, 2021). The utilization of radio talk show programming can enhance university-level communication by offering an engaging platform for students to improve their communication and allowing instructors to demonstrate effective presentation techniques. Incorporating talk show elements into

presentations has an impact on students' speaking abilities (Bonsignori, 2018). Ferrer Lorenzetti and Shaw (2020) highlight the potential of radio talk shows as an educational resource for enhancing communication prowess among university students, and further exploration in this area is recommended. According to Antwi-Boateng *et al.* (2023), among the mass media, FM radio is the most popular source of information in rural Africa.

The idea of accelerating development by using both older media such as radio and newer information and communication technologies has gained momentum in Africa over the past decade (Hobday, 2023). Information technologies are a top priority in the New Partnership for Africa's Development (NEPAD), the continent's development roadmap. According to Meltzer (2019), governments concur that effective Internet, telecommunications, and television services may promote regional trade and enhance integration into the global economy. Good government and democracy are also supported by the ability of common people to communicate with one another.

The cost of setting up communications infrastructure is steep, however, especially in rural areas, where distances are vast and population densities are low (Imran *et al.,* 2024). The majority of places outside of the larger cities lack the energy required to run computers and land phones. In contrast, radios are cheap and can be powered by solar energy or batteries (Miller, Oyewobi, Abu-Mahfouz, & Hancke, 2020). Radio is therefore by far Africa's most popular mass media. Compared to one telephone per 100 people, there is one radio receiver for every five individuals.

According to AMARC, the broadcasters' association, community media should have a social agenda, and not be driven by purely commercial motivations (Noppari, Hiltunen & Ahva, 2019). They ought to incorporate involvement and decision-making from the

community. Local radio stations have a variety of effects, but they frequently provide remote communities—many of which are not accessible by public broadcasting—with a channel for communication, education, and self-expression. They also help to promote the history, music, and oral traditions of the community.

### 2.6 Conceptual Framework

As indicated in Figure 1.1 below, FM radio stations, their language choices and programming strategies constitute the independent variable of the proposed study. These factors influence the ways of communicating (dependent variable) of students (the audience). Effective communication was measured by studying the communication strategies of the students who listen to the FM radio stations. However, the study is cognizant of other factors outside the control of the FM radio stations and students (intervening variables) which could affect students' ways of communicating. These intervening variables included changing trends in communication, especially among the youth, constraints defined by different contexts and functions such as professional or job requirements on language use, sociolinguistic factors such as the rise of slang, sheng, and other forms of language changes, and the influence from different types of media, such as the television and social media.

While external factors such as evolving communication trends, slang, *Sheng*, and other media influences could play a role in shaping student communication, the study employed a range of strategies to control for these intervening variables. The data collection was designed to isolate the effects of FM radio programming on communication skills by focusing on students' self-reported improvements in articulation, engagement, and public speaking, explicitly connecting these improvements to their engagement with FM radio talk shows. By controlling for

demographics, media consumption patterns, and context-specific influences, the study aimed to ensure that the FM radio programming was the primary driver of any observed changes in communication skills.

**Conceptual Framework**

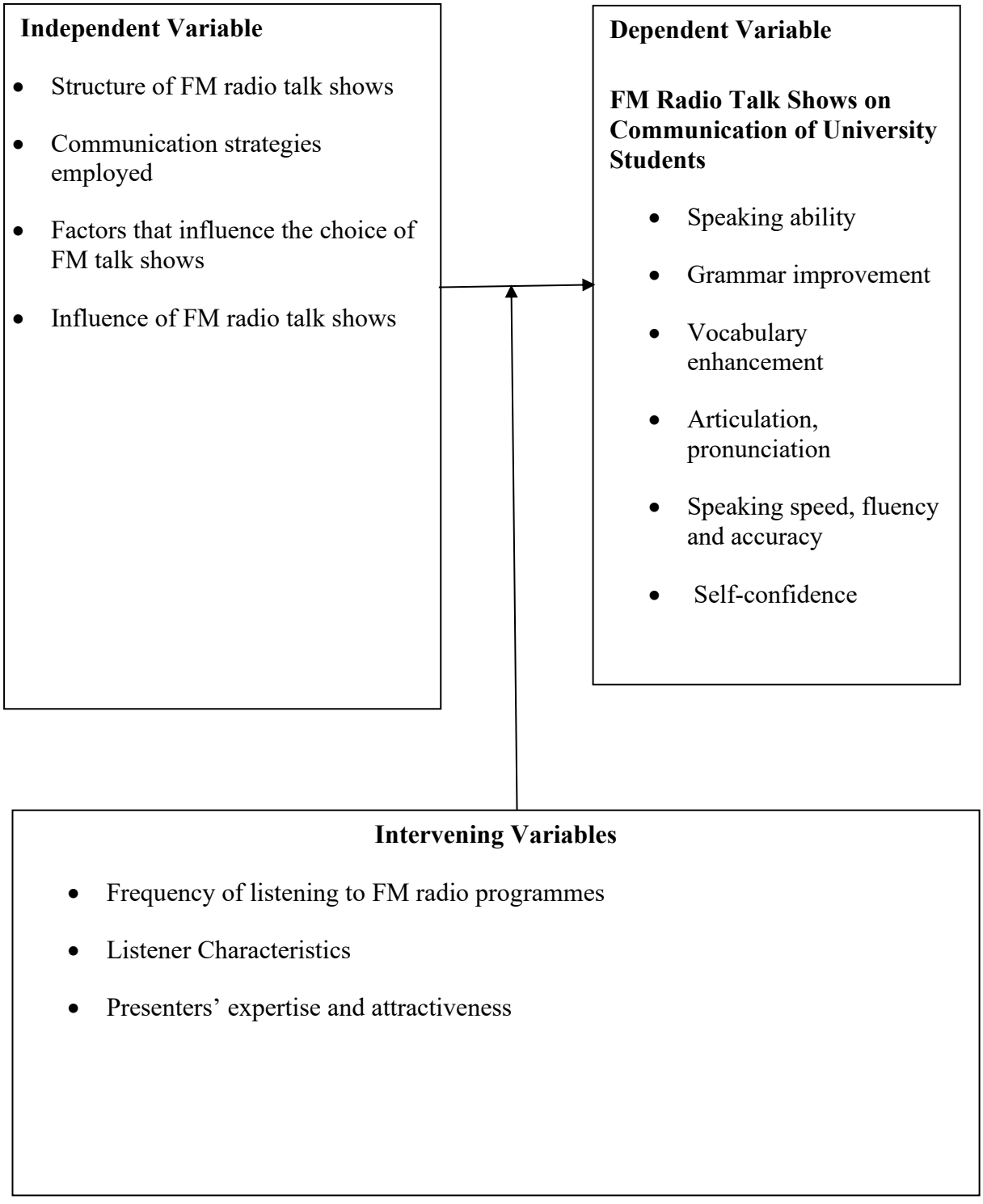



**Figure 2.1 Conceptual Framework**

## 2.7 Chapter Summary

The literature review sought to find out the related literature to this study, to review past studies on the contribution of FM radio talk shows on ways of communicating

among students and to present the critical/analytical review of the same. The Conceptual framework identifies the variables that were studied and the relations between them.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter describes the various methodological procedures that were employed in the study during its execution. The purpose of this section is to describe the research area or setting, research design, an outline of the study population, sample size and sampling techniques, data sources and instruments, data collection procedures, and data analysis and presentation. Each of the sub-headings mentioned above is separately explained below.

## 3.2 Research Design

The research design refers to the overall framework that guides how the research is conducted, specifying how data is collected, analyzed, and interpreted (Creswell, 2003; Crotty, 1998). It aligns the research objectives with the methodological choices that best answer the research questions, ensuring that the study is both efficient and effective.

This study adopted a mixed-methods research design, specifically a convergent design. This approach allows for the simultaneous collection and analysis of both quantitative and qualitative data, integrating the two streams of data to provide a more comprehensive understanding of the research problem (Creswell, 2014). The primary goal was to examine how FM radio talk shows influence the communication skills of university students in Eldoret Town, Kenya. By employing both types of data, the study aimed to triangulate findings and provide a richer interpretation of the effects of radio talk shows on student communication.

**Quantitative Research Design: Survey Approach**

The quantitative component of this research utilized a survey method. A structured questionnaire was developed to capture numerical data on students' listening habits, preferred FM radio stations, and their self-reported changes in communication skills. The survey contained a combination of closed-ended questions, such as Likert scales, multiple-choice, and yes/no questions, designed to measure specific aspects of FM radio consumption and communication outcomes.

To ensure representative sampling, a stratified random sampling technique was used to select participants. This method ensured that various groups (e.g., by academic discipline, gender, and frequency of radio consumption) were adequately represented. Descriptive statistics (e.g., frequencies, percentages) were used to summarize data on listening habits, preferences, and perceptions of communication skill development. Additionally, correlation and regression analysis were conducted to explore relationships between FM radio consumption and communication skills.

**Qualitative Research Design: Focus Group Discussions (FGDs)**

For the qualitative component, Focus Group Discussions (FGDs) were employed to explore the deeper, more subjective aspects of students' experiences with FM radio talk shows. FGDs allowed for open-ended conversations about students' perceptions, language use, and the influence of FM radio talk shows on their communication styles. This approach was ideal for uncovering nuanced insights into how students perceived the impact of radio talk shows on their language and communication skills.

Each FGD consisted of 8-10 students, ensuring diversity across factors such as academic discipline, gender, and radio listening habits. The discussions were audio-

recorded (with consent) and transcribed for analysis. The data from the FGDs were analyzed through thematic analysis, identifying recurring themes related to language use, engagement strategies, and communication improvements as perceived by the students.

**Integration of Quantitative and Qualitative Data**

Following data collection, the quantitative and qualitative findings were integrated in a convergent analysis. This process involved comparing the numerical trends from the survey with the thematic insights from the FGDs. By merging both types of data, the study provided a more comprehensive understanding of the influence of FM radio talk shows on students' communication skills. The mixed-methods design was crucial for addressing the research questions from both a broad (quantitative) and deep (qualitative) perspective, offering a more holistic view of the topic.

### 3.3 Research Paradigm

The research paradigm serves as the philosophical foundation that underpins the research design and methodology, defining the nature of knowledge and how it should be acquired (Guraya et al., 2023; van Manen, 1990). This study adopted a pragmatic paradigm, which is particularly well-suited to mixed-methods research. Pragmatism as a paradigm emphasizes the practical application of knowledge and the use of diverse methods to address complex research questions (Tashakkori & Teddlie, 2003).

**Philosophical Assumptions of the Pragmatic Paradigm**

The pragmatic paradigm allows for flexibility in research design, advocating for the use of both quantitative and qualitative methods based on the research problem and the objectives of the study (Morgan, 2007). This approach aligns with the study’s goal of

understanding both the statistical trends in communication behaviors and the subjective experiences of university students regarding their interactions with FM radio talk shows.

Quantitative Research: Rooted in the positivist tradition, quantitative research in this study aimed to produce objective, generalizable data through structured surveys and statistical analysis. The researcher maintained an external position from the subjects, ensuring that the results could be replicated and generalizable to a larger population.

Qualitative Research: Contrasting with the positivist approach, qualitative research in this study followed an interpretivist approach, focusing on understanding the meaning and context of students' experiences. The researcher immersed themselves in the students' perspectives through FGDs, aiming to uncover the subjective insights that might not be captured through purely quantitative methods.

**Integrating Both Philosophical Approaches**

By employing a mixed-methods approach, the research acknowledges the value of integrating both objective, generalizable findings (from the quantitative analysis) and contextual, subjective insights (from the qualitative analysis). The pragmatic paradigm allows for a more comprehensive exploration of the research problem by enabling the researcher to draw on both scientific rigor and rich, contextual understanding.

This eclectic approach—using quantitative techniques for generalization and qualitative techniques for depth—enables a broader exploration of how FM radio talk shows influence university students' communication skills. By blending these approaches, the study addresses the complexities of human behavior and

communication in a way that neither approach could achieve alone (Tashakkori & Teddlie, 2003).

### Challenges of Mixed Methods in the Pragmatic Paradigm

While the pragmatic paradigm offers flexibility and comprehensive insights, it also presents challenges, such as the resource-intensive nature of combining both quantitative and qualitative methods, and the need for expertise in both research methodologies (Creswell, 2003). Despite these challenges, the mixed-methods design was adopted because it provided the most appropriate way to explore the multifaceted research question at hand.

Research Design (Section 3.2): Focuses on how the research was structured and conducted, including the use of a convergent mixed-methods approach that integrates both quantitative (survey) and qualitative (focus group discussions) methods.

Research Paradigm (Section 3.3): Explains the philosophical underpinnings of the research, identifying the pragmatic paradigm as the foundation for the study's mixed-methods approach, highlighting the integration of quantitative and qualitative methodologies based on the research objectives.

## 3.4 Study Area

Eldoret town was specifically chosen the study, and it served as the primary field for data collection and analysis. The town covers approximately 1,903 square Kilometres. It is the administrative headquarters of Uasin Gishu County. Though it is an agricultural town, there has been a growth in the number of academic institutions such Moi University, University of Eldoret, Mt Kenya University and Kisii university. The population provided a good sample that was used in the study.

The decision to exclude Catholic University of Eastern Africa (CUEA) from this study was not arbitrary but rather based on several methodological, institutional, and regulatory considerations. One of the key reasons for its exclusion was its unique institutional sponsorship and governance structure, which significantly differs from the other universities included in the study.

CUEA is a church-sponsored university that operates under the guidance of the Catholic Church, which enforces strict communication policies and ethical guidelines for both academic and social interactions. Unlike the public and privately owned universities included in this study, CUEA's administrative and academic policies are strongly influenced by religious doctrines. These regulations often restrict the kind of media content students engage with, particularly on sensitive issues such as politics, relationships, and social activism, which are commonly discussed on FM radio talk shows. Given that a core focus of this research was to assess the impact of unregulated, freely accessible FM radio talk shows on students' communication skills, including CUEA would have introduced a significant bias, as students there have a controlled media environment that does not align with the broader media consumption trends observed in other universities.

Additionally, CUEA enforces strict codes of conduct on communication within the institution. Unlike public universities, where students engage in open debates, activism, and free expression through various media, CUEA has clear restrictions on political discussions, media engagement, and public discourse. The university upholds moral and ethical guidelines that often limit students' access to controversial or unmoderated media content, which includes many FM radio talk shows that feature open discussions on sensitive topics such as governance, social justice, and youth culture. This

environment reduces the variability in media exposure among its students, making it an outlier in the study population.

Furthermore, given that the study sought to examine how FM radio talk shows shape students' communication patterns and engagement in public discourse, it was essential to focus on universities where students have equal freedom to access and interact with media without external institutional restrictions. The universities selected—Moi University, University of Eldoret, Kisii University, and Mount Kenya University—all operate under more flexible academic and administrative frameworks, allowing students to engage with a wider range of media content. This ensured that the study's findings were reflective of general student experiences in Eldoret Town rather than those of a highly regulated sub-group.

Additionally, logistical challenges also played a role in CUEA's exclusion. The university has a smaller student population in Eldoret, and gaining approval to conduct research within its premises required additional bureaucratic processes due to its church affiliation. Given the limited accessibility and the need for additional ethical approvals, including CUEA would have complicated the data collection process and potentially delayed the study without significantly enhancing its validity.

### 3.5 Target Population

A population is the entire group of individuals, events, or objects having common observable characteristics. A target population is the population to which a researcher wants to generalize the results of a study (Kothari, 2008). The target population is the accessible population within the area of research and which the researcher intends to study. It consists of the total number of subjects or total environment targeted in conducting the study (Onen & Oso, 2009). The study was carried out in universities

within Eldoret town. The students that were sampled for the study were from University of Eldoret, Moi, Kisii and Mount Kenya universities. For this research, the target population were the students from five faculties, School of information science and technology, School of business and economics, School of Agriculture and Natural Resource Management, School of pure and applied science or School of science and lastly School of Education and Human Resource Development from each university since these faculties has a wide range of disciplines where effective communication is essential for both academic achievement and career advancement. Students in these areas regularly participate in activities that involve expressing ideas clearly, engaging in public speaking and participating in critical discussions, making them highly relevant for examining the influence of FM radio talk shows on communication abilities, totalling 3000 students as distributed in Table 3.1.

**Table 3.1 Target Population**

| Category | Target population |
|---|---|
| **Moi University** | |
| School of information science and technology | 205 |
| School of business and economics | 195 |
| School of Agriculture and Natural Resource Management | 185 |
| School of pure and applied science or School of science | 160 |
| School of Education and Human Resource Development | 215 |
| **Total** | **960** |
| **University of Eldoret** | |
| School of information science and technology | 204 |
| School of business and economics | 180 |
| School of Agriculture and Natural Resource Management | 184 |
| School of pure and applied science or School of science | 145 |
| School of Education and Human Resource Development | 157 |
| **Total** | **870** |
| **Kisii University** | |
| School of information science and technology | 121 |
| School of business and economics | 104 |
| School of Agriculture and Natural Resource Management | 96 |
| School of pure and applied science or School of science | 111 |
| School of Education and Human Resource Development | 98 |
| **Total** | **530** |
| **Mount Kenya university** | |
| School of information science and technology | 149 |
| School of business and economics | 134 |
| School of Agriculture and Natural Resource Management | 122 |
| School of pure and applied science or School of science | 125 |
| School of Education and Human Resource Development | 110 |
| **Totals** | **640** |
| **Total number of students** | **3000** |

The research used of purposive sampling to select the Universities. In this case, the unit of analysis is the students from the four universities (University of Eldoret, Moi University, Kisii University and Mount Kenya University). The research intends to generalize findings about these students as a collective group, totalling 3,000 individuals. This means that any conclusions drawn from the study pertained to this group of students as a whole. The unit of observation would typically be each individual student sampled from these universities. This means that data was gathered from individual students through surveys or other methods to analyze their characteristics, behaviors, or opinions. The study took several steps to ensure that the participants were bona fide university students, including

**1. Student Status Verification**

To verify that the respondents were bona fide university students, the study incorporated the following measures:

Enrollment Status Verification through University Records: The study collaborated with university administrative offices to identify a sampling frame of currently enrolled students. This frame was sourced from the university's official enrollment records, which ensured that only students who were actively enrolled at the time of the study were eligible to participate. This step was critical in ensuring that the respondents were truly part of the student population.

Inclusion Criteria: When inviting participants for the survey and focus group discussions, students were explicitly asked to confirm their current student status as part of the screening process. For example, the introductory section of the survey form included a simple question like:

"Are you currently enrolled as a student at a university in Eldoret Town?"

Only respondents who answered "Yes" were allowed to proceed with the survey or participate in focus groups. This simple question served as an initial verification tool.

Self-Identification During Recruitment: In the case of the focus groups, students were required to show their student identification cards when participating in the discussions. This was an additional step to confirm that the participants were indeed university students.

**2. Sampling Procedure**

To ensure a representative sample of university students in Eldoret Town, I employed a stratified sampling technique, with specific emphasis on the university's departments and demographic characteristics (e.g., gender, academic discipline). This approach helped ensure that the sample reflected the diversity of the student body, while maintaining the integrity of the selection process.

Stratified Sampling: Using the enrollment records, I categorized students into different strata based on factors such as faculty/department (e.g., Arts, Science, Business), year of study, and gender. This ensured that each group within the student population was adequately represented in the survey and focus groups. Stratification improved the reliability of the study, as it allowed for comparisons between different groups (e.g., first-year students vs. final-year students, male vs. female participants).

Random Sampling Within Strata: After creating these strata, I randomly selected students from each category to ensure a random sampling process that mitigated any biases. This method allowed me to generalize the findings to the broader university student population in Eldoret Town.

**3. Addressing the Issue of Assumptions**

The use of a sampling frame, the self-identification process, and the documentary verification of student IDs during focus group participation ensured the credibility and legitimacy of the respondents in the study.

**4. Respondent Verification at the Data Collection Stage**

In addition to the sampling frame and inclusion criteria, I implemented the following procedural checks during data collection to further confirm that participants were legitimate students:

Survey Administration in Campus Spaces: Surveys were distributed in physical locations on university campuses, such as the library, student center, and lecture halls. This helped ensure that respondents were on-site and could be reasonably assumed to be university students.

Focus Group Sessions on Campus: Focus group discussions were held on university grounds and only those with valid student IDs were allowed to participate. This approach minimized the possibility of non-students participating in the study.

**5. Justification for Not Using a Sampling Frame from University Management Systems**

While a sampling frame from university management systems could have been an option, there were logistical and privacy concerns that made it less feasible in this particular study. Accessing the management system would require additional permissions and the university may have privacy regulations that restrict the sharing of such information. Instead, the combined approach of self-identification, student ID verification, and stratified random sampling ensured that only bona fide students participated without the need for direct access to administrative records.

### 3.6 Sample Size and Sampling Techniques

To ensure a representative sample of university students in Eldoret Town, the study employed stratified random sampling, a method that enhances precision and reliability by accounting for variations within the population. The process involved multi-stage stratification, considering university affiliation, faculty, and year of study to achieve proportional representation. This approach was essential in capturing the diverse communication experiences of students across different academic disciplines and levels of study.

The first step in the sampling process was defining the target population, which consisted of students from four universities: Moi University, University of Eldoret, Kisii University, and Mount Kenya University. These institutions were purposefully selected based on their large student populations and the diversity of programs offered. The selection was guided by the need to study faculties where effective communication is critical, both for academic success and future career advancement.

Next, stratification was done at the faculty level to ensure that students from different academic disciplines were adequately represented. The five faculties included in the study were the School of Information Science and Technology, School of Business and Economics, School of Agriculture and Natural Resource Management, School of Pure and Applied Science, and the School of Education and Human Resource Development. These faculties were chosen because they encompass a broad range of disciplines where students frequently engage in verbal and written communication, public speaking, and critical discussions—factors that are central to assessing the influence of FM radio talk shows on their communication skills.

Following faculty-level stratification, students were further categorized by their year of study, ranging from first-year to fourth-year students. This additional layer of stratification was important in ensuring that the study captured communication development trends across different academic levels. Since media consumption habits and communication skills may vary depending on a student's academic progression, an equal proportion of students was drawn from each year of study.

To determine the sample size, the study applied proportional stratified sampling, ensuring that 10% of the total student population in each university was selected. This aligns with Kerlinger's (1986) recommendation that a sample size of at least 10% is an adequate representation of the total population. The selection process was not arbitrary; instead, it was carefully calculated to ensure proportional representation across faculties and universities. For example, Moi University, with a total student population of 960, contributed 96 students to the sample, while Kisii University, with a total population of 530, contributed 53 students. This ensured that no institution was over- or under-represented, preserving the integrity and balance of the sample.

Within each stratum (faculty and year of study), random sampling was employed to ensure fairness in selection. Lists of students were obtained from university registries where accessible, and a random number generator was used to select respondents. This process minimized selection bias and ensured that each student had an equal opportunity to participate in the study. By combining stratification and random sampling, the study guaranteed that the final sample of 300 students was truly representative of the overall university population.

The final group of respondents included a balanced mix of male and female students, ensuring gender inclusivity in the findings. Additionally, each academic year was

equally represented, with 25% of respondents drawn from each year. This distribution allowed for a comprehensive comparative analysis between students at different stages of their academic journey, further strengthening the credibility of the study's conclusions. Simple random sampling ensures equal probability of selection of study objects being chosen for representative learning as distributed in Table 3.2.

**Table 3.2 Sample Size**

| | **Target population** | **Sample size** |
|---|---|---|
| **Moi University** | | |
| School of information science and technology | 205/100x10 | 21 |
| School of business and economics | 195/100x 10 | 20 |
| School of Agriculture and Natural Resource Management | 185/100x 10 | 19 |
| School of pure and applied science or School of science | 160/100x 10 | 16 |
| School of Education and Human Resource Development | 215/100x 10 | 22 |
| **Total** | **960/100x 10** | **96** |
| **University of Eldoret** | | |
| School of information science and technology | 204/100x 10 | 20 |
| School of business and economics | 180/100x 10 | 18 |
| School of Agriculture and Natural Resource Management | 184/100x 10 | 18 |
| School of pure and applied science or School of science | 145/100x 10 | 15 |
| School of Education and Human Resource Development | 157/100x 10 | 16 |
| **Total** | **870/100x 10** | **87** |
| **Kisii University** | | |
| School of information science and technology | 121/100x 10 | 12 |
| School of business and economics | 104/100x 10 | 10 |
| School of Agriculture and Natural Resource Management | 96/100x 10 | 10 |

| | | |
|---|---|---|
| School of pure and applied science or School of science | 111/100x 10 | 11 |
| School of Education and Human Resource Development | 98/100x 10 | 10 |
| **Total** | **530/100x 10** | |
| **Mount Kenya university** | | |
| School of information science and technology | 149/100x 10 | 15 |
| School of business and economics | 134/100x 10 | 13 |
| School of Agriculture and Natural Resource Management | 122/100x 10 | 12 |
| School of pure and applied science or School of science | 125/100x 10 | 13 |
| School of Education and Human Resource Development | 110/100x 10 | 11 |
| **Totals** | **640/100x 10** | **64** |
| **Total number of students** | **3000/100x 10** | **300** |

### 3.7 Data Collection Procedure

Before collecting data, the researcher sought an introductory letter from the School of Graduate Studies, Masinde Muliro University, addressed to the Cabinet Secretary, Ministry of Education. Thereafter, NACOSTI issued a permit and an authorization letter to carry out research. The researcher then proceeded to inform the deans of the affected schools in Moi, University of Eldoret, Kisii, and Mount Kenya regarding the intended research. The researcher collected their authorization letters. The researcher, with the assistance of research assistants, proceeded to the field where they administered the research instruments. The researcher distributed the questionnaires to the respondents and collected them after filling them out. Primary data was generated from the questionnaires given to the respondents. Secondary data was collected from books, newspapers and internet publications.

### 3.8 Data Collection Instruments

The researcher used questionnaires and focus group discussion as the instruments for collecting data.

#### 3.8.1 Questionnaires

Questionnaire is a device for getting answers to questions related to the field of study by using a form in which the respondent fills in the answers. It is used for qualitative analysis in most cases. Questionnaires provided data that was easy to describe. In carrying out this study the researcher developed questionnaires of close-ended type to be used to collect data from the respondents. The close-ended questionnaires were on a Likert scale (1-5) where 5 represents strongly agreed; 4 –agreed; 3-undecided; 2-disagreed and 1-represents strongly disagreed. The questionnaires were distributed to the respondents and collected later. The questionnaires have an advantage in that, it produces a considerable amount of data and makes it possible for the researcher to acquire a wider coverage of descriptive data at an appropriate time. This is to give the respondents time to fill out the questionnaires in their own free time. This instrument provides accurate results; it is used in extensive studies, which provide full information and avoid biased results; thus, the response is standardized for easy analysis.

The questionnaire was administered according to sample size and each respondent were required to fill out only the questionnaire, which was issued to the students selected for the study. The primary data obtained involved the opinion of the students and facts or assumptions obtained directly from the field and directly related to the research problem whose solution is being sought. It, therefore, follows that questionnaires can collect viable and liable data more compared to the information obtained through interviews and other sampling techniques.

### 3.8.2 Focus group discussion

Focus group discussion is a qualitative research method that involves gathering a small group of participants or individuals, who share common characteristics or experiences related to a specific topic. The primary objective of an FGDs is to facilitate a comprehensive discussion guided by a moderator, allowing participants to express their attitudes, perceptions and experiences regarding the subject matter. FGDs are structured yet flexible, with the moderator using a predefined set of questions to steer the conversation while also allowing for spontaneous dialogue among participants and this interaction can reveal shared knowledge as well as differing viewpoints within the group.

To ensure the effectiveness of Focus Group Discussions (FGDs) in exploring the impact of FM radio talk shows on university students' communication, a systematic step-by-step selection process was employed. The approach was guided by the study's need for in-depth qualitative insights, ensuring that participants were knowledgeable, articulate, and engaged in discussions related to media consumption and communication.

**Step 1: Identification of Universities for FGDs**

Since the study focused on four universities in Eldoret Town: Moi University, University of Eldoret, Kisii University, and Mount Kenya University FGDs were conducted at each of these institutions. This allowed for a balanced representation of student perspectives across different academic settings.

**Step 2: Faculty-Based Selection of Participants**

To maintain relevance to the study's focus, students were selected from faculties where communication skills play a significant role, such as: School of Information Science

and Technology, School of Business and Economics, School of Agriculture and Natural Resource Management, School of Pure and Applied Science and School of Education and Human Resource Development.

These faculties were chosen because students enrolled in them are frequently engaged in communication-related activities, including public speaking, academic discussions, debates, and media consumption. This ensured that participants were well-positioned to provide meaningful insights on how FM radio talk shows influence their communication skills.

**Step 3: Use of Purposive Sampling for FGD Participants**

Unlike random sampling, purposive sampling was employed to deliberately select students who could provide valuable, experience-based insights into the subject matter. The rationale for purposive sampling was: to ensure participants were active listeners and consumers of FM radio talk shows. To include students with strong communication engagement, such as those participating in debates, journalism clubs, or student leadership. To ensure a diverse mix of male and female students to capture gender-related differences in communication influences. By targeting informed and engaged students, the FGDs were rich in discussion, yielding more nuanced and insightful data than a randomly selected group would have.

**Step 4: Ensuring Diversity in Year of Study**

Students from different academic years (1st to 4th year) were included to capture varying levels of communication skill development. First-year students, who were more influenced by external media, were contrasted with fourth-year students, who have had

more academic exposure and possibly developed stronger critical thinking and communication abilities.

**Step 5: Forming the FGD Groups**

A total of four Focus Group Discussions were conducted—one per university—with each group consisting of nine students. The uniform number (9 per university) was maintained across all institutions to allow for: Consistency in data collection, ensuring comparability of responses. Optimal group dynamics, as smaller or larger groups could hinder discussion effectiveness. A balance between engagement and manageability, allowing the moderator to give each participant enough speaking time.

**Step 6: Conducting the FGDs**

Each FGD was moderated using a structured discussion guide, covering key themes related to FM radio talk show consumption, communication skills development, and critical analysis of media content. The discussions were recorded and transcribed, ensuring accurate data collection for thematic analysis.

FGDs were incorporated into the study because they offer unique advantages over quantitative surveys, particularly when exploring subjective topics like media influence on communication skills. The key justifications for using FGDs in this study include: Unlike structured surveys that may limit responses to predetermined options, FGDs allow participants to express their attitudes, perceptions, and experiences in detail. This helped in uncovering nuanced effects of FM radio talk shows on communication beyond what quantitative data could capture.

FGDs facilitated interactive discussions, where students were able to share and compare their experiences with FM radio content. This helped in identifying common trends and contrasting perspectives, enriching the study's findings.

Since communication was a central theme of the study, FGDs provided a direct opportunity to observe how students engage in discussion—their speech patterns, argumentation styles, and level of engagement. This added a practical observational layer to the analysis.

Media consumption often occurs in social settings (for example, students discussing a radio show they listened to). FGDs simulated such interactions, allowing the study to explore how peer discussions shape opinions and communication behaviors.

The choice of purposive sampling was deliberate and justified for the following reasons. Since the study sought to understand the effects of FM radio talk shows on communication, it was essential to engage students who actively listen to these programs. Random selection could have included students who do not consume radio talk shows, reducing the quality of discussions.

Purposive sampling ensured that participants had active involvement in communication-related activities, such as public speaking, academic debates, or media clubs. These students provided richer, more critical perspectives on how media content influences communication skills. The study sought to cover faculties where communication is crucial. Using purposive sampling ensured a well-distributed selection across faculties, avoiding the over-representation of one academic discipline. Selecting students across different years of study and gender groups ensured broad perspectives on the research topic. This approach enabled the study to compare how media influences evolve over the course of university education. Given these

justifications, purposive sampling was the most suitable method for selecting FGD participants, ensuring maximum relevance, depth, and quality of discussion.

If different universities had different FGD sizes, it would have created disparities in discussion depth and unequal representation of ideas. By keeping the number of participants constant (9 per university), the study ensured that the data was balanced and comparable across all institutions. Research in qualitative methodologies recommends that FGDs should ideally have 6-10 participants (Krueger & Casey, 2015). Groups larger than this can become unmanageable, while smaller groups may not generate enough discussion diversity. The choice of nine students per FGD was deliberate to create a structured yet dynamic interaction. If FGDs were scaled based on university population size, larger universities like Moi University would have dominated the qualitative findings, while smaller universities like Kisii University would have had fewer voices in discussions. Equalizing the number of participants ensured that all universities contributed equally to the study's qualitative insights. Conducting FGDs requires moderators, transcription, and data analysis. Keeping the numbers uniform allowed for efficient data collection and analysis, ensuring that each discussion was handled with equal attention and rigor.

### 3.9 Data Analysis

This study employed a mixed-methods approach for data analysis, integrating both quantitative and qualitative methodologies to ensure a comprehensive understanding of the relationship between FM radio talk shows and university students' communication skills in Eldoret Town. The data analysis process was structured to ensure methodological rigor, reliability, and validity, meeting the standards of PhD-level research.

### 3.9.1 Quantitative Data Analysis

The quantitative data collected through structured questionnaires were analyzed using both descriptive and inferential statistical techniques, leveraging Statistical Package for the Social Sciences (SPSS) version 28. The analytical process was divided into the following phases:

A. Descriptive Statistical Analysis

Descriptive statistics were used to summarize, organize, and interpret data related to respondents' listening habits, preferred FM radio stations, and self-reported changes in communication skills. The following statistical techniques were applied:

**Frequencies and Percentages**:

SPSS can generate frequency tables and percentages to summarize categorical variables like students' preferred FM radio stations and their communication skills.

**Tools Used in SPSS**:

**Frequencies**: To calculate and display the number and percentage of responses for categorical variables.

**Descriptives**: To compute measures of central tendency (mean, median, mode) and measures of dispersion (standard deviation, variance) for continuous variables.

Measures of Central Tendency (Mean): These helped summarize the general trends in student preferences for FM radio content and self-reported communication skills.

Measures of Dispersion (Standard Deviation and Variance): These were used to examine the spread of responses, particularly in assessing the diversity of students' engagement with different FM stations.

**Tools Used in SPSS**:

**Descriptive Statistics → Descriptives**: Used to calculate the mean, median, mode, standard deviation, and variance.

Frequency Distribution and Percentages: The listening habits, preferred radio stations, and perception of communication skill development were presented through tables, pie charts, and bar graphs for easy visualization and interpretation.

B. Inferential Statistical Analysis

To determine the strength, direction, and significance of relationships between the study variables, correlation analysis and multiple regression modeling were employed.

i. Correlation Analysis

A Pearson correlation analysis was conducted to examine the strength and direction of relationships between the independent variables (Structure of FM radio talk shows, Communication Strategies Employed, Factors Influencing the Choice of FM Talk Shows, and Influence of FM Radio Talk Shows) and the dependent variable (Communication Skills of University Students). The correlation coefficients (r-values) were used to determine:

The magnitude of association between FM radio engagement and communication ability.

Whether these relationships were statistically significant ($p < 0.05$).

This analysis provided preliminary insights into how FM radio talk shows influence communication skills among students.

ii. Multiple Regression Analysis

A multiple regression model was applied to evaluate the predictive power of the independent variables on students' communication abilities. Regression model that was used in this study is;

$Y= \beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4 +\varepsilon$ ……Equation 3.1

Where;

Y represents FM Radio Talk Shows on Communication of University Students

$\beta_0$, $\beta_1$, $\beta_2$, $\beta_3$, $\beta_4$ represent Model coefficients

$X_1$ represents structure of FM radio talk shows

$X_2$ represents communication strategies employed

$X_3$ represents Factors that influence the choice of FM talk shows

$X_4$ represents Influence of FM radio talk shows

$\varepsilon$ represents Error term (variables not included in the model).

The level of significance was set at 95% confidence interval ($p < 0.05$) to determine the statistical validity of the model.

C. Model Diagnostic Tests

To ensure the validity of the regression model, diagnostic tests were performed, including:

Multicollinearity Check (Variance Inflation Factor – VIF) to test if independent variables were highly correlated.

Homoscedasticity Test (Breusch-Pagan Test) to confirm that residuals were evenly distributed.

Normality Test (Kolmogorov-Smirnov and Shapiro-Wilk tests) to check whether the dataset followed a normal distribution.

By incorporating these robust statistical techniques, the study ensured that the findings were empirically sound, replicable, and aligned with doctoral-level expectations.

### 3.9.2 Qualitative Data Analysis

The qualitative data collected through Focus Group Discussions (FGDs) and open-ended survey responses were analyzed using Thematic Analysis, an approach recommended for identifying, analyzing, and interpreting patterns (themes) within textual data. The following steps were followed to ensure methodological rigor:

A. Data Transcription and Cleaning

All FGD sessions were audio-recorded (with participant consent) and later transcribed verbatim.

The transcripts were reviewed for accuracy by cross-checking against field notes taken during the discussions.

Open-ended responses from the survey were compiled and integrated into the dataset.

B. Coding and Theme Identification

The thematic analysis followed Braun & Clarke's (2006) six-step framework, which included:

Familiarization with Data – Reading and re-reading transcripts to gain a general sense of student perceptions.

Generating Initial Codes – Assigning labels to key ideas expressed by students.

Searching for Themes – Grouping related codes into broader categories.

Reviewing Themes – Refining themes to ensure coherence and relevance to research questions.

Defining and Naming Themes – Finalizing key themes that emerged from the data.

Writing the Report – Integrating qualitative findings with quantitative results for a comprehensive discussion.

C. Triangulation for Validity

To ensure credibility, triangulation was used by comparing:

FGD responses with survey data to verify alignment.

Different focus groups (e.g., students from different academic backgrounds) to identify any variations in communication perceptions.

Direct quotes from students were incorporated to illustrate key findings and maintain authenticity in the interpretation of qualitative data.

D. Key Themes Identified

Through qualitative coding, the following key themes emerged:

Perceived Improvement in Articulation – Students reported better ability to structure arguments and express opinions.

Influence of Language in Radio Shows – Exposure to diverse languages (English, Kiswahili, and Sheng) shaped communication style and vocabulary expansion.

Confidence in Public Speaking – Many participants attributed improved confidence in speaking engagements to the interactive nature of radio talk shows.

Cultural and Social Impact – The way students engaged with media influenced their language adaptability in both formal and informal settings.

E. Qualitative Validation Measures

To enhance trustworthiness and validity, the study employed:

Member Checking: Participants reviewed and validated key interpretations.

Intercoder Reliability: A second researcher reviewed coded transcripts to ensure consistency.

Thick Description: Contextual information was provided to give depth to findings.

### 3.9.3 Integration of Quantitative and Qualitative Findings

A convergent mixed-methods approach was applied, meaning both quantitative and qualitative findings were analyzed separately and then merged during interpretation to provide a holistic understanding of the influence of FM radio talk shows on student communication. The integration followed a triangulation strategy, where:

Quantitative data (statistical trends) were compared with

Qualitative insights (students' experiences and perceptions) to cross-validate and strengthen interpretations.

This ensured that the research findings were robust, contextually relevant, and aligned with PhD-level standards of academic rigor.

### 3.10 Validity and Reliability of Research Instruments

Specific questions were incorporated into the questionnaire with the aim of gathering particular information from the respondents. These questionnaires were administered for respondents to fill in and then, when picked for evaluation, listing of the respondents on the data acquired then evaluated. The information acquired was evaluated to assess reliability. To ensure the reliability of the survey instruments used in this study, Cronbach's alpha (α) was computed to measure the internal consistency of the questionnaire. Cronbach's alpha is a widely used statistical tool for assessing the reliability or internal consistency of a set of items in a survey or scale, where a value greater than 0.7 generally indicates an acceptable level of reliability (Nunnally & Bernstein, 1994).

The pilot study was conducted at Koitalel University, where 30 questionnaire was administered to respondents representing 10% of the sample size to test its clarity and to identify potential issues with the instrument. The sample group for pilot study was chosen to reflect the target population of the study to ensure that the results would be valid for the main study.

Once the data from the pilot study were collected, Cronbach's alpha was calculated for each section of the questionnaire. The sections of the questionnaire measured distinct variables, such as the structure of FM radio talk shows, communication strategies,

factors influencing the choice of talk shows, and general perceptions of FM radio talk shows.

The following process was followed for the calculation of Cronbach's alpha:

The responses from the pilot study were entered into Statistical Package for Social Science (SPSS) version 26. For each section of the questionnaire, the items (questions) were analyzed to assess how well they correlated with each other. Items that showed low correlations or seemed irrelevant to the construct being measured were considered for exclusion. The software calculated the Cronbach's alpha coefficient for each set of items within a given variable. The Cronbach's alpha value of 0.7 was used as the threshold for determining whether the set of items was reliable. Any variables or sections of the questionnaire with an alpha lower than 0.7 were revised, though this was not necessary in this case, as all variables had an alpha value above the threshold. The findings of the reliability pre-test results are presented in Table 3.3.

**Table 3.3 Pre-Test Reliability Results**

| Variables | N of Items | Cronbach's Alpha | Comments |
|---|---|---|---|
| Structure of FM radio talk shows listened | 12 | 736 | Reliable |
| Communication strategies employed in presenting radio talk shows | 9 | 778 | Reliable |
| Factors that influence the choice of FM talk shows | 10 | 804 | Reliable |
| FM radio talk shows | 10 | 713 | Reliable |

Study findings for pre-test results in table 3.3 showed that structure of FM radio talk shows listened had a Cronbach Alpha coefficient of 0.736. Communication strategies employed in presenting radio talk shows had a Cronbach Alpha coefficient of 0.774. Factors that influence the choice of FM talk shows had a Cronbach Alpha coefficient of 0.804. FM radio talk shows had a Cronbach Alpha coefficient of 0.713. All variables depicted that the value of Cronbach's Alpha was above value of 0.7 thus the research instruments were reliable.

After refining the questionnaire based on the pilot study feedback, the post-test reliability test was conducted. The final version of the survey was distributed to the same sample group to assess whether any changes to the instrument affected the reliability of the results. The post-test reliability results are as shown in Table 3.4.

**Table 3.4 Post-Tests Reliability Results**

| Variables | N of Items | Cronbach's Alpha | Comments |
|---|---|---|---|
| Structure of FM radio talk shows listened | 12 | .720 | Reliable |
| Communication strategies employed | 9 | .758 | Reliable |
| Factors that influence the choice of FM talk | 10 | .781 | Reliable |
| FM radio talk shows | 10 | .749 | Reliable |

The findings indicated that structure of FM radio talk shows listened had a Cronbach Alpha coefficient of 0.720. Communication strategies employed in presenting radio talk shows had a Cronbach Alpha coefficient of 0.758. Factors that influence the choice of FM talk shows had a Cronbach Alpha coefficient of 0.l781. FM radio talk shows had a Cronbach Alpha coefficient of 0.749. All variables depicted that the value of Cronbach's Alpha were above value of 0.7 thus the research instruments were reliable

(Ghazali, 2016). This indicates that scales used in this study are reliable enough to capture the variables.

The Cronbach's alpha results from both the pre-test and post-test phases confirmed that the survey instrument was reliable for measuring the intended variables. All the sections of the questionnaire produced Cronbach's alpha values above the threshold of 0.7, thus demonstrating that the instrument was consistent and could be trusted to provide valid data in the main study. By using Cronbach's alpha as a measure of internal consistency, the researcher ensured that the survey was both reliable and valid for use in the full-scale investigation.

### 3.11 Trustworthiness of the Data

According to Stahl & King (2020), the four primary criteria to ensure the trustworthiness of the study's findings: credibility, transferability, dependability, and confirmability are used for qualitative research. The credibility of qualitative data was assured through multiple perspectives throughout data collection to ensure data are appropriate. Transferability addressed the applicability of the findings to similar contexts or individuals.

Dependability was ensured through rigorous data collection techniques and procedures and analysis that were well documented. In line with Janis (2022), the researcher documented each step of the research process which assisted in ensuring transparency, allowing later replication of the study by other researchers in the future. Confirmability of qualitative data was ensured checked throughout data collection and analysis to ensure research findings would likely be repeatable by others.

### 3.12 Ethical Considerations

Ethics refer to the appropriateness of the researcher's behavior in relation to the rights of research participants and the ethics guiding the research process.

Informed consent is a foundational ethical principle that ensures participants are fully aware of the study's purpose, procedures, and potential risks before agreeing to participate. The researcher provided comprehensive information about the research, including what participation entails and any possible risks involved. This information was presented in clear, accessible language to ensure understanding. Participants were assured that their involvement is entirely voluntary, and they had the right to withdraw at any time without facing any negative consequences. By prioritizing informed consent, I empowered participants to make knowledgeable decisions about their involvement in the research.

Protecting the privacy and confidentiality of participants is paramount in any research study. The researcher implemented robust measures to safeguard personal information by removing identifiers from the data collected. All data was stored securely using encrypted systems to prevent unauthorized access. Additionally, access to the data was limited to only those directly involved in the research. By maintaining confidentiality, I helped build trust with participants, encouraging honest and open responses that enhance the quality of the research.

Anonymity is closely related to confidentiality but focuses specifically on ensuring that participants cannot be identified from the data collected. To achieve this, I assigned unique codes to participants instead of using their real names in all documentation and reporting of findings. This practice not only protects participants' identities but also

contributes to the integrity of the research by minimizing bias and the influence of personal characteristics on the study's outcomes.

The principle of non-maleficence emphasizes the importance of avoiding harm to participants. I carefully designed the study to minimize any potential risks, ensuring that all procedures are conducted with the utmost regard for participants' welfare. This includes conducting thorough risk assessments prior to the study and continuously monitoring the research environment. By prioritizing non-maleficence, I created a safe and supportive atmosphere for participants, allowing them to engage fully without fear of harm.

Respecting the autonomy and dignity of all participants is a core ethical principle. Throughout the research process, I prioritized the rights and well-being of participants, ensuring they are treated with respect and consideration. This includes actively listening to their concerns, providing opportunities for feedback, and addressing any issues that may arise during the study. By fostering an environment of respect, I encouraged participants to express their thoughts and experiences freely, enriching the research with diverse perspectives.

### 3.13 Chapter Summary

The sampling methods to be used in this research, the research design, the target population, and the data analysis methods have been discussed in this chapter. This chapter paves the way for the collection of data.

# CHAPTER FOUR

# RESULTS AND DISCUSSION

## 4.1 Introduction

This chapter presents the study findings based on the study objectives. However, the questionnaire return rate, and the demographic information of the respondents are presented first, followed by the descriptive statistics of the study objectives.

The researcher understand that pre-tests and post-tests are typically employed in experimental studies to measure changes in variables before and after an intervention, and the researcher acknowledge that their use could have provided additional insight into the impact of FM radio talk shows on students' communication skills. However, in this study, the researcher did not incorporate pre-test and post-test measures for the following reasons:

1. Nature of the Research Design (Non-Experimental Study)

This study follows a non-experimental, descriptive research design, primarily aimed at describing and understanding the relationship between FM radio talk shows and students' communication skills. The study sought to explore the current state of communication skills among students and how they are influenced by radio content, without manipulating any variables or establishing causal relationships.

Pre-tests and post-tests are most effective in experimental research where there is a deliberate manipulation or intervention to measure changes over time. However, since the research does not involve controlled interventions, but rather an exploration of natural listening habits and their correlation with communication skills, the use of pre-tests and post-tests would not be methodologically appropriate.

2. Study Design Focus: Direct Response from Participants

Rather than using pre-test and post-test instruments, the study relied on direct responses from students to capture their communication habits and perceived improvements. This approach was chosen because it allowed me to: document current communication skills: Through a survey and focus group discussions, the researcher was able to capture participants' self-reported communication abilities and any perceived changes based on their existing exposure to FM radio talk shows.

The focus was on understanding how students perceive the impact of radio programming on their communication skills rather than measuring objective changes over time. The students' responses were based on their personal experiences and reflections on how radio talk shows have influenced their communication skills, which served the objectives of the study. Thus, the data collection was inherently focused on students' immediate perceptions rather than a longitudinal assessment of their development before and after exposure to the radio programs.

3. Measurement of Communication Skills through Qualitative and Quantitative Data

Instead of pre-tests and post-tests, the researcher employed survey instruments and focus group discussions to gather both quantitative and qualitative data: The survey included questions that asked students to rate their own communication skills (before and after exposure to FM radio talk shows) using a Likert scale. Although not strictly a pre-test, this allowed students to self-assess how their communication skills had evolved over time, based on their listening habits.

The focus group discussions allowed for a deeper exploration of the students' subjective experiences. The students were asked about their perceived improvement in

communication and how specific aspects of radio programming (such as language, format, or guest selection) may have influenced their communication styles.

By gathering these responses, the researcher was able to establish trends and associations between FM radio consumption and students' communication skills, without requiring pre-test and post-test measurements.

4. Practical Constraints and Methodological Considerations

In addition to the above points, conducting pre-tests and post-tests would have introduced several practical challenges: The study's focus was on capturing a snapshot of students' communication behaviors as they naturally occur. Administering pre-tests, followed by consistent exposure to specific radio programs, and then post-tests would have required more time and resources, which were limited during the course of the study.

In a non-experimental setting, it is difficult to control for the exact nature and duration of students' exposure to FM radio shows. Given the diversity of listening habits among university students, any pre-test and post-test design would have been problematic in ensuring uniform exposure and consistency in measuring changes across a diverse population.

5. Pre-Post in Reliability Testing:

While pre-tests and post-tests were not utilized for measuring changes in communication skills, a pre-post method was used in the context of reliability testing for the survey instrument. Specifically, the researcher employed a test-retest reliability procedure to ensure the consistency of the instrument in capturing students' responses

over time. This pre-post design was focused on validating the reliability of the measurement tools used in the study, not measuring communication changes over time.

### 4.2 Questionnaire Return Rate

The response rate equals the number of respondents with whom questionnaires were completed correctly, divided by the total number of respondents in the entire sample (Fowler, 2004). The results of the response rate are presented in Table 4.1.

**Table 4.1 Response Rate**

| Response Rate | Frequency | Percentage |
|---|---|---|
| Responded | 224 | 74.7 |
| Not responded | 76 | 25.3 |
| **Total** | **300** | **100** |

**Source: Field data (2024)**

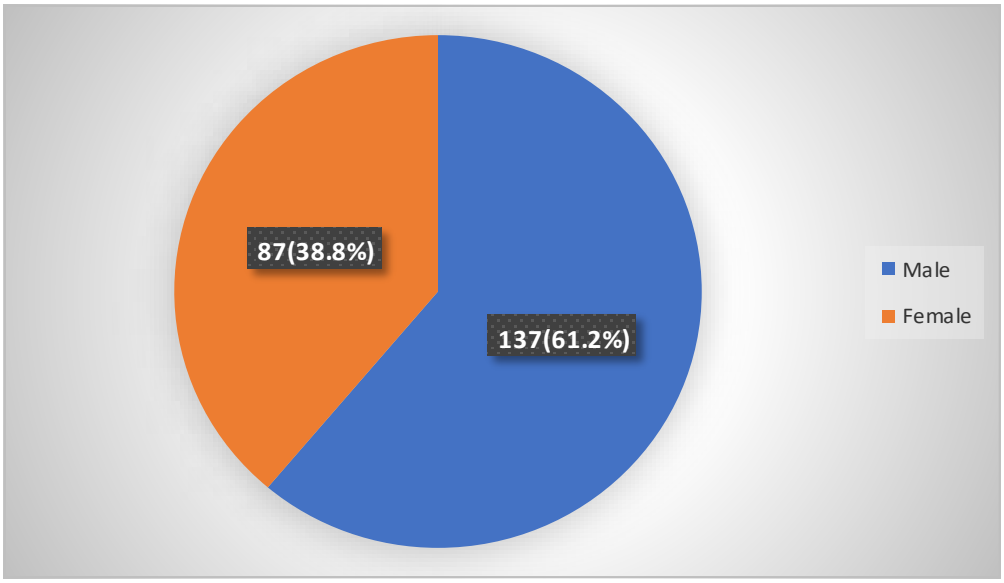
For the purpose of gathering data, the study distributed 300 semi-structured questionnaires. Nonetheless, 224 surveys were completed accurately and sent back. This amounted to an overall success rate of 74.7 percent. The utilisation of a self-administered questionnaire was responsible for the 74.7 percent response rate. Additionally, respondents received assurances on the confidentiality of the data they submitted.Babbie (1990) suggested that a response rate of 50% is adequate, 60% is good, and 70% and above is perfect for analysis. Chen (1996) argued that the larger the response rate, the smaller the non-response error. Additionally, Keraro (2014) contended that survey researchers have the difficulty of a low response rate, which hardly ever surpasses 50%. As a result, they argued that a response rate of 50% or more is adequate and provides a solid foundation for data analysis.

### 4.3 Demographic Information of the Respondents

This section presents findings of critical demographic information of the respondents conducted during the research.

#### 4.3.1 Gender of Respondents

The study sought to establish the gender of the respondents. The findings are presented in Figure 4.1.



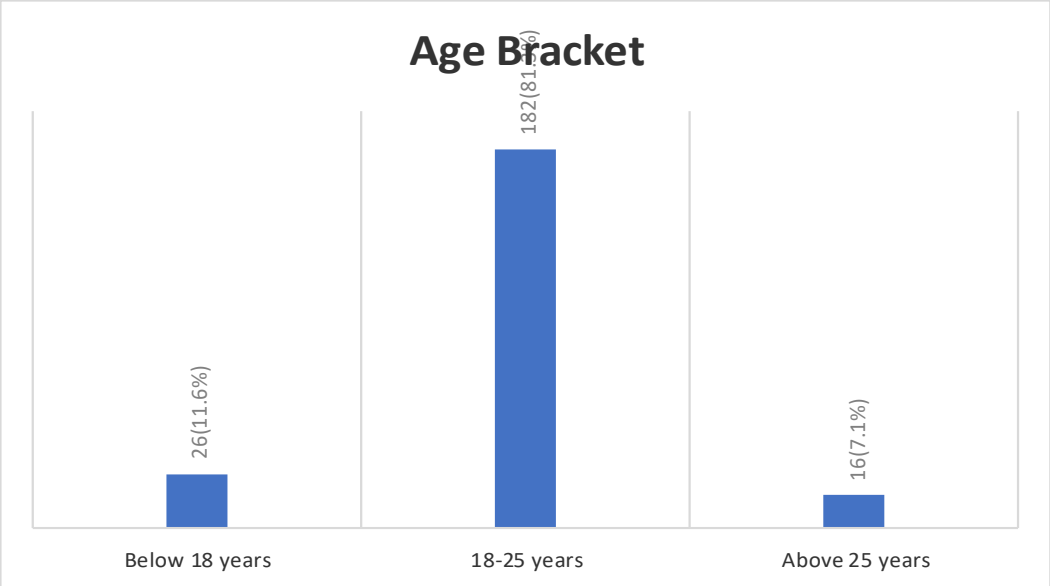

**Source: Field data (2024)**

**Figure 4.1 Gender of the Respondents**

These results in Figure 4.1 indicated that a majority, 137 (61.2%) of respondents, were female, while 87 (38.8%) were male respondents. This was considered a fair distribution (within the 1/3rd and/3rds Kenya constitutional requirement) as it accommodated the opinions and views of both genders.

### 4.3.2 Distribution of Respondents by Age

The respondents were requested to give their age, and on that note, the results were analyzed in Figure 4.2.



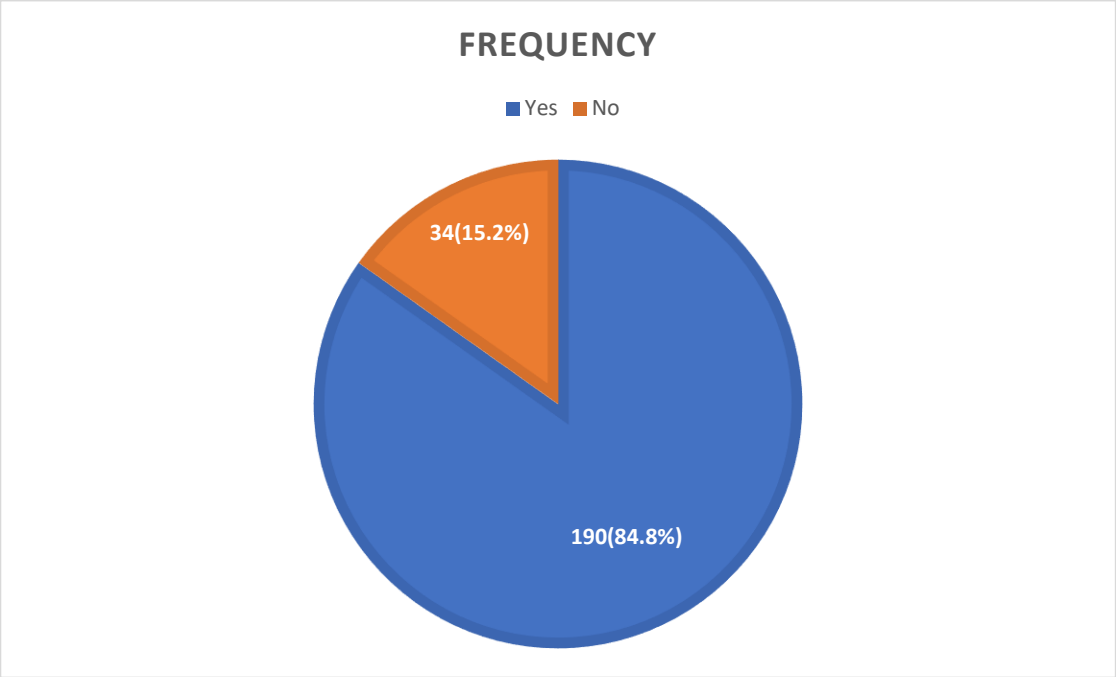

**Source: Field data (2024)**

**Figure 4.2 Distribution of respondents by Age bracket**

From the data displayed in Figure 4.2, 26 (11.6%) of all probed respondents were aged below 18 years, 182 (81.3%) were aged between 18-25 years and 16 (7.1%) were aged above 25 years. This implied that majority of university students are aged between 18-25 years.

### 4.3.3 Access to FM Radio Stations

The study sought to establish the access to FM Radio stations by the respondents. The findings are presented in Figure 4.3.




**Source: Field data (2024)**

**Figure 4.3 Access to FM Radio**

The results in Figure 4.3 indicated that a majority 190 (84.8%) of respondents accessed the FM radio. This implies that the students had an access to FM radio.

#### 4.3.3.1 FM Radio Stations

The study sought to determine the FM Radio Stations students listen to. The study results are presented in Table 4.2.

**Table 4.2 FM Radio Stations**

| Radio Stations | Frequency | Percent |
|---|---|---|
| Upendo FM | 21 | 10.8 |
| Classic Fm | 106 | 55.6 |
| Radio Jambo | 9 | 4.5 |
| Radio Maisha | 29 | 15.3 |
| Radio Citizen | 24 | 12.4 |
| Kass FM | 3 | 1.4 |

| | | |
|---|---|---|
| **Total** | **190** | **100** |

**Source: Field data (2024)**

The study findings revealed that majority 106(55.6%) of the students listened to classic FM radio stations.

The selection of FM radio stations in Table 4.2 was not predetermined by the researcher but rather represents the responses from students when asked about the FM radio stations they listen to. The study aimed to understand students' actual listening habits, and therefore, participants were given the freedom to indicate their preferred FM radio stations without any influence from the researcher.

During the data collection process, respondents were asked an open-ended question: *"Which FM radio station do you listen to most frequently?"*

Their responses were recorded and categorized, leading to the frequencies and percentages presented in Table 4.2. The frequencies reflect the natural distribution of student preferences based on their actual media consumption habits.

Thus, no selection criteria were imposed by the researcher; the listed FM radio stations emerged organically from the students' responses. This method ensured that the study captured authentic media consumption patterns rather than relying on a predefined list of radio stations.

### 4.3.4 FM Radio Stations and Language Use

**Table 4.3 FM Radio Stations and Language Use**

| Radio Station | Frequency | Percent | Languages Used | Impact on Communication Skills |
|---|---|---|---|---|
| Upendo FM | 21 | 10.8% | Kiswahili, English, and Local Dialects | Students reported improved ability to communicate in Kiswahili and English, as well |

| | | | | |
|---|---|---|---|---|
| | | | | as understanding regional dialects. |
| Classic FM | 106 | 55.6% | English, Kiswahili | Strong preference for English programming helped students enhance their proficiency in both formal and conversational English. |
| Radio Jambo | 9 | 4.5% | Kiswahili, Local Dialects | Local dialects encouraged students to connect culturally, enhancing their informal communication skills. |
| Radio Maisha | 29 | 15.3% | Kiswahili, English | Use of both languages improved bilingual communication abilities, especially in formal settings. |
| Radio Citizen | 24 | 12.4% | Kiswahili, English | Encouraged students' versatility in switching between Kiswahili and English during discussions. |
| Kass FM | 3 | 1.4% | Local Dialects, Kiswahili | Students found the use of local dialects valuable for engaging in community-based discussions, fostering a sense of belonging. |
| Total | 190 | 100% | | |

**Source: Field Data, (2024)**

The findings reveal that language diversity in FM radio stations plays a significant role in shaping the communication skills of university students in Eldoret Town. The study found that stations such as Classic FM, which primarily use English and Kiswahili, contributed to improving students' proficiency in both languages. English programming, in particular, was identified as an important medium for enhancing formal communication, which students could utilize in academic and professional settings. Classic FM was the most popular station, with 55.6% of students tuning in regularly. The use of English, a global language, enabled students to practice and refine

their vocabulary, syntax, and language comprehension skills, particularly in contexts that involve critical thinking and argumentation.

Upendo FM, on the other hand, offered a combination of Kiswahili, English, and local dialects. This multilingual format facilitated both formal communication skills in Kiswahili and informal communication through the use of regional dialects. Students who listened to Upendo FM reported improvements in understanding and using Kiswahili in daily conversations, which proved valuable in their social interactions and academic life. They also appreciated the inclusion of local dialects, which helped them connect more deeply with their cultural identity.

The stations that used Kiswahili and local dialects, such as Radio Jambo and Kass FM, played an essential role in enhancing informal communication. These stations contributed to students' ability to engage in casual conversations and express themselves more naturally in their local language and culture. For students who were more engaged with their local community, the use of local dialects reinforced communication norms that fostered inclusivity and cultural cohesion.

The study findings also align with the work of Bourdieu (1991), who emphasized the role of language in shaping social dynamics and the distribution of symbolic power. He argued that the language used in media is not merely a tool for communication but also a means by which power and social capital are negotiated. Students who were exposed to diverse linguistic styles in radio shows were able to harness different forms of communication in various contexts, whether academic, social, or professional.

Furthermore, Fairclough (2013) discusses how media language influences societal norms and practices. In the context of FM radio, the use of multiple languages (English, Kiswahili, and local dialects) exposes students to varied communication styles, which

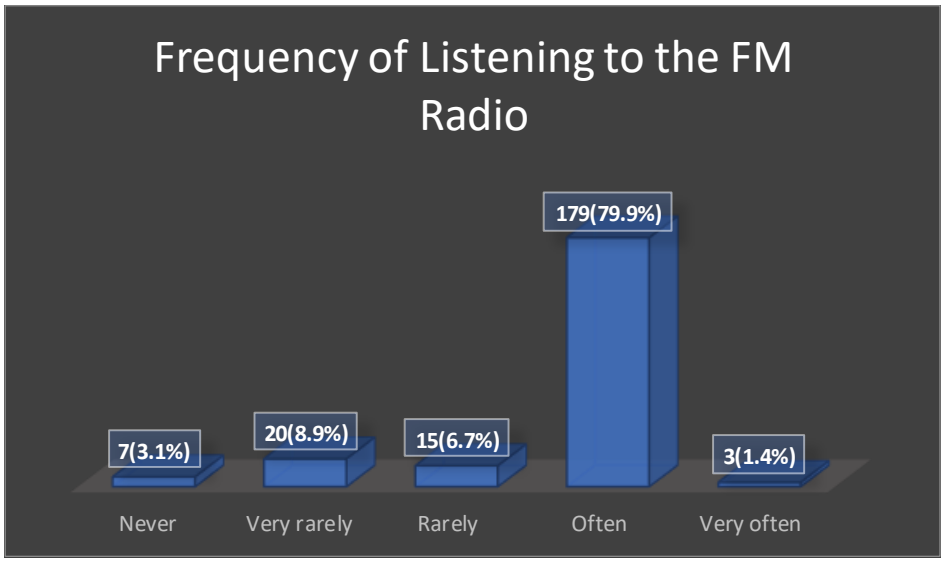
in turn improves their ability to navigate different social settings. The results suggest that bilingual or multilingual exposure through radio programs may offer an effective way for students to develop communication strategies that are adaptable to different audiences.

The combination of these quantitative and qualitative methods was chosen to provide both a broad overview of language impacts on communication (via surveys) and deep, contextual insights (via FGDs) into how students' communication practices evolved. These methods are widely recognized in communication studies as providing a holistic view of the issue under investigation. By triangulating data from multiple sources (surveys, FGDs, and content analysis), the study ensured a robust and comprehensive assessment of the impact of language in radio on students' communication skills.

Bourdieu (1991) argued that language is not just a medium of communication but a key factor in shaping social capital. In the context of FM radio, the use of different languages (Kiswahili, English, local dialects) on talk shows exposes students to various linguistic forms, allowing them to strengthen their social capital through improved communication competence. Fairclough (2013) discusses how language use in media influences communication practices. His work emphasizes that media consumption shapes both the individual's vocabulary and the ability to engage in structured communication. The exposure to formal language (for example, in English) on stations like Classic FM provides students with the opportunity to refine their language skills, while exposure to informal communication (for example, in local dialects) fosters conversational confidence.

### 4.3.5 Frequency of Listening to FM Radio

The respondents were further asked to indicate how often they listen to the radio. Figure 4.4 presents the study results.




Source: Field data (2024)

**Figure 4.4 Frequency of Listening to FM Radio**

Figure 4.4 shows that majority 179 (79.9%) of the respondents indicated that they often listen to the radio while minority 7 (3.1%) indicated that they never listen to the radio. This implies that students listen to radio more often.

### 4.3.6 First Time of Listening to FM station

The respondents were further asked to indicate when they first how often they listen to the radio. Table 4.4 presents the study results.

**Table 4.4 First Time of Listening to FM station**

| listened to FM station | Frequency | Percent |
|---|---|---|
| Four years ago, | 129 | 57.6 |
| Three years ago, | 41 | 18.3 |
| Two years ago, | 10 | 4.5 |
| One year ago, | 28 | 12.5 |
| Not sure | 13 | 5.8 |

| | | |
|---|---|---|
| Never | 3 | 1.4 |
| **Total** | **224** | **100** |

Source: Field data (2024)

Table 4.4 shows that majority 129 (57.6%) of the students first heard about the FM station four years ago while few 3 (1.4%) indicated that they had never heard about FM station. This implies that the students were aware of the existence of polling stations.

### 4.4 Structure of FM Radio Talk Shows Listened by University Students

The study determined the structure of FM radio talk shows listened by university students in Eldoret Town. Table 4.3 presents the study results. Key: **SD**: Strongly Disagree, **D**: Disagree, **N**: Neutral, **A**: Agree, **SA**: Strongly Agree.

**Table 4.5 Structure of FM radio talk shows listened by University Students**

| | | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1. Typically features a mix of news, interviews, and light entertainment to engage listeners at the start of the day. | **F** | 23 | 21 | 11 | 91 | 78 |
| | **%** | 10.3 | 9.4 | 4.9 | 40.6 | 34.8 |
| 2. Structured segments providing updates on current events and weather forecasts, often presented in a concise format. | **F** | 17 | 25 | 11 | 97 | 74 |
| | **%** | 7.6 | 11.2 | 4.9 | 43.3 | 33.0 |
| 3. In-depth discussions with experts or commentators on current political and social issues, often including audience input. | **F** | 18 | 19 | 11 | 94 | 82 |
| | **%** | 8.0 | 8.5 | 4.9 | 42.0 | 36.6 |
| 4. Covers sports news, live commentary, and interviews with athletes, structured around specific sporting events. | **F** | 17 | 25 | 14 | 90 | 78 |
| | **%** | 7.6 | 11.2 | 6.3 | 40.2 | 34.8 |
| 5. Interactive format allowing listeners to call in with requests or opinions, fostering real-time audience engagement. | **F** | 13 | 24 | 12 | 106 | 69 |
| | **%** | 5.8 | 10.7 | 5.4 | 47.3 | 30.8 |
| 6. Countdown format featuring popular music tracks, often interspersed with commentary and artist interviews. | **F** | 10 | 26 | 8 | 96 | 84 |
| | **%** | 4.5 | 11.6 | 3.6 | 42.9 | 37.5 |
| 7. Features live performances, often with interviews or discussions about the music and artists involved. | **F** | 10 | 21 | 8 | 113 | 72 |
| | **%** | 4.5 | 9.4 | 3.6 | 50.4 | 32.1 |
| 8. A mix of music genres with occasional commentary, focusing on entertainment rather than structured discourse. | **F** | 14 | 23 | 11 | 100 | 76 |
| | **%** | 6.3 | 10.3 | 4.9 | 44.6 | 33.9 |
| 9. Structured discussions on various topics, often featuring guest experts and audience participation through calls. | **F** | 6 | 19 | 5 | 116 | 78 |
| | **%** | 2.7 | 8.5 | 2.2 | 51.8 | 34.8 |
| 10. Narrative-driven programs that tell a story, often with a structured script and sound effects to enhance engagement. | **F** | 7 | 25 | 7 | 96 | 89 |
| | **%** | 3.1 | 11.2 | 3.1 | 42.9 | 39.7 |
| 11. Informative segments focused on education, health, or community issues, often featuring experts and structured | **F** | 5 | 34 | 6 | 89 | 90 |
| | **%** | 2.2 | 15.2 | 2.7 | 39.7 | 40.2 |
| 12. Light-hearted content designed to entertain, often featuring skits, jokes, and humorous discussions. | **F** | 8 | 35 | 7 | 79 | 95 |
| | **%** | 3.6 | 15.6 | 3.1 | 35.3 | 42.4 |

**Source: Field data (2024)**

Table 4.5 shows that 169 (75.4%) of the respondents agreed that, in order to keep listeners interested in the beginning of the day, the show usually consists of a combination of news, interviews, and light entertainment. However, 44 respondents (19.7%) disagreed, stating that the show usually consists of a combination of light entertainment, interviews, and news to keep listeners interested in the morning. According to the study's findings, 42 respondents (18.8%) disagreed with the statement that structured segments that provide updates on current events and weather forecasts are frequently presented in a concise manner, while 171 respondents (76.3%) supported this statement. According to a finding that supports Bostrom, Morss, Lazo, Demuth, Lazrus, and Hudson (2016), there are three main ways to improve the hurricane forecast and warning system. It also suggests that, particularly in terms of how one forecaster differs from the others, the system would likely be strengthened over time by fostering a better understanding of the forecast and warning system as outlined here among those with the most scientific and hurricane forecasting expertise, though this would require a significant investment of resources.

176 (78.6%) of the participants agreed, according to the research, that in-depth conversations with experts or commentators on contemporary political and social topics, frequently incorporating audience input, are important. 37 (16.5%) of the respondents, on the other hand, disagreed that in-depth conversations with experts or commentators on contemporary political and social topics, frequently incorporating audience input, were necessary. In a study conducted by Lawrence, Radcliffe and Schmidt, (2018) suggest variation in approaches to engagement that can be arrayed along several related dimensions, encompassing how news outlets measure and practice it (for example with the use of quantitative audience metrics methods), whether they

think about audiences as more passive or more active users, the stages at which they incorporate audience data or input into the news product, and how sceptically or optimistically they view the audience.

However, the study revealed that 168 (75.0%) of the participants acknowledged that they tuned in to radio stations that provided live commentary, sports news, and athlete interviews centred around particular athletic events. 32 (18.8%) of the respondents disagreed with those findings, arguing that they do not cover sports news, live commentary, and athlete interviews centred around certain sporting events. In addition to the aforementioned results, 175 (78.1%) respondents concurred that an interactive format that enables callers to voice their demands or opinions promotes audience involvement in real time.However, 28 (12.5%) of the respondents disagreed that interactive format allowing listeners to call in with requests or opinions, fostering real-time audience engagement. One study conducted by Coleman, Moss and Martinez-Perez, (2018) concurred with the previous findings, indicating that Thirty-five percent said that the tool “interfered” with their viewing of the debate. Even while our panel of respondents may be representative, it was unable to extrapolate our findings to larger audiences if viewing political content while using Democratic Reflection differed considerably from watching programming without the app.

In addition to the data above, 180 (80.4%) people felt that a countdown style with popular music tracks frequently accompanied by artist interviews and comments is a good idea. 36 (16.1%) of the respondents, however, objected with the countdown style that featured popular music tracks with artist interviews and commentary frequently inserted in between. On top of the aforementioned findings additional, 185 (82.5%) agreed that featured live performances, typically with interviews or conversations about

the music and artists involved. That includes live performances, frequently accompanied by interviews or conversations about the music and artists involved, was disagreed with by 31 (13.9%) of the respondents. A study conducted by Pitts, (2020) found that appeal of live music is accompanied by the risk of feeling out of place in an unfamiliar concert setting and a desire to feel welcomed by approachable performers and staff, as well as through informative but accessible program notes or spoken introductions.

Additionally, the study found that 176 (78.5%) of the participants agreed that a variety of musical genres with sporadic commentary, emphasising entertainment over structured discourse, was a good idea. In contrast, 37 (16.6%) of the participants disagreed. Additionally, the survey found that while 25 (11.2%) disagreed with structured conversations on a variety of issues, frequently involving guest experts and audience engagement through calls, 194 (86.6%) of the participants agreed.One study conducted by Martin and MacDonald (2020) demonstrate that the application of interpersonal communication strategies encourages conversational engagement, in terms of the number of comments and unique individuals involved in conversations.

Last but not least, the study found that 185 (82.6%) of the participants agreed that narrative-driven programs that tell a story, frequently with a structured script and sound effects to enhance engagement, are beneficial. In contrast, 32 (14.3%) disagreed.One study conducted by Russo, Russo and Roche, (2021) evidence that the narrative presentation supported student understanding of the mathematics through making the tasks clearer and more accessible, whilst the audio-visual mediums (movie clip, short film) in particular provided a dynamic representation of key mathematical ideas (for example, transformation and scale).

Students expressed a wide variety of preferences regarding the narrative media they preferred to use to explore mathematical concepts. They also came to the conclusion that researchers and educators who have studied the advantages of teaching mathematics through picture books should broaden their definition of narrative to include other media, like short films and movie clips.

The study also found that 179 (79.9%) of the participants believed that instructive parts, which frequently included experts and organised Q&A, focused on health, education, or community issues. In contrast, 39 (17.4%) of the respondents did not think that instructive portions, which frequently included experts and structured Q&A, concentrated on health, education, or community issues. Lastly, the study revealed that 174 (77.7%) of the participants concurred that hilarious conversations, jokes, and skits are frequently included in light-hearted content intended to entertain. 43 (19.2%) of the respondents disagreed with those findings, arguing that light-hearted content—which frequently includes jokes, skits, and amusing conversations—is intended to entertain.Bowd, (2019) creative means of communication are needed to increase engagement and counter dominant stereotypical narratives within the development sector. Although humour is rarely thought of as a communication technique for development, it may be a powerful weapon to challenge established power dynamics and break down social boundaries.

According to the study's focus group results, FM radio talk shows in Eldoret Town usually have a similar structure, with the host introducing the subject and guests in the opening part. Theme 1: FM Radio Talk Show Format & Structure

In every focus group, the format of FM radio discussion shows in Eldoret Town was regularly addressed. Participants pointed out that these programs usually start with an

introductory portion and then dive into a lengthy conversation, offering chances for audience participation via social media interactions, SMS messaging, and call-ins..

Group 1 stated:

*"Most of the talk shows start with an introduction from the host, and then they dive straight into the discussions. I love that they give the audience a chance to interact via calls or social media. It feels more inclusive.*" (Participant 1, FGD 1)

Group 2 added:

*"The format is pretty similar across stations. We often hear interviews with experts, followed by a discussion. Some stations go further with things like quizzes or games, which keeps things interesting."* (Participant 4, FGD 2)

The structure of FM radio talk shows in Eldoret Town, as identified by the focus group participants, follows a consistent format, including an opening segment, an in-depth discussion, and opportunities for audience interaction. This structure is central to maintaining listener engagement, as it balances information delivery with audience participation.

The combination of expert interviews, audience interaction, and in-depth discussions is an effective format for maintaining listener interest. According to Kwasi and Baah (2022), structured formats that encourage audience participation whether through phone-ins, SMS, or social media facilitate active engagement and enhance listener retention. The inclusion of interactive elements, like call-ins, has been shown to make listeners feel more involved in the conversation, thus increasing their sense of community with the station (Ngugi, 2023).

This format aligns with what is seen in successful FM talk shows globally. Research by Park and Lee (2021) found that radio programs that adopt a hybrid structure, combining expert-led discussions with audience contributions, are more likely to foster sustained

interest. The balance between structured content and flexible, interactive segments reflects a broader trend in contemporary media where audiences seek both entertainment and the opportunity to voice their opinions (Mishra & Chaturvedi, 2021).

Theme 2: Host vs. Audience Participation

A dominant theme from the discussions was the balance between host-led content and audience participation. Participants expressed a strong preference for talk shows that maintained an engaging balance between the host's control over the conversation and audience interaction.

Group 3 shared:

*"Some shows are more about the host talking, and we just listen. But the ones I enjoy most are those where the audience is given a chance to ask questions or share their thoughts. That's what makes it feel more alive."* (Participant 2, FGD 3)

Group 4 also contributed:

*"I think shows where the host knows how to steer the conversation while still making space for the audience are the best. When the host is too dominating, the conversation feels one-sided, but when the host listens to the audience, it makes the show more interesting and engaging."* (Participant 5, FGD 4)

The balance between the host's control and audience participation emerged as a central theme. Participants expressed a preference for shows that allow audience interaction but still maintain the host's guiding role. The ideal shows were those that blend both elements effectively, leading to more engaging and dynamic content.

The importance of balance between host-led content and audience participation is consistent with media studies that emphasize the need for collaborative communication. According to Toma and Gray (2020), audience interaction on radio programs is crucial for fostering engagement, but the host's role in guiding the conversation ensures cohesion and focus in the discussion. The findings suggest that a host who listens and adjusts the flow based on audience feedback helps maintain listener interest and program quality (Cahill & Hanlon, 2022).

The results support the notion that radio hosts should maintain a flexible leadership style, where they control the pacing and direction of discussions but remain responsive to audience input. A study by Zimmerman and Rossi (2021) confirms that effective hosts know when to step back and let the audience take part, ensuring that the program feels interactive without losing direction.

Theme 3: Types of Guests Featured

The type of guests featured on FM radio talk shows was another point of discussion. Participants recognized the diversity of guests, ranging from academics and experts to politicians, activists, and cultural figures. The quality of guests and their ability to engage effectively with both the host and the audience were considered key factors for determining the success of the show.

Group 1 noted:

*"It's important that the guests are knowledgeable. For instance, when there are experts, like doctors or academics, the discussions feel more authentic. But I also enjoy when politicians come to discuss societal issues; it makes the discussions real."* (Participant 3, FGD 1)

Group 3 observed:

*"Guests are important because they shape the quality of the discussion. If the guest is boring or can't engage with us, it makes the show dull. But when you have a good guest who can hold their own and converse with the audience, it makes a huge difference."* (Participant 4, FGD 3)

Participants emphasized the importance of having knowledgeable and engaging guests, whether they were experts, politicians, or cultural figures. The ability of guests to interact with the audience and hold meaningful discussions was a critical factor in determining the show's success.

The presence of expert guests who can discuss topics in-depth is vital for creating informative content, while the inclusion of diverse guest types ensures that the show remains appealing to different audience segments. According to Wilsher et al. (2021), the expertise of guests contributes to the credibility and quality of discussions, while engaging guests who can actively interact with the audience lead to more dynamic exchanges. In the context of Eldoret, this diversity in guests likely appeals to the varied interests of the audience.

The findings underscore the importance of carefully selecting guests who resonate with the audience and contribute to the overall quality of the show. Research by Lee et al. (2020) supports this, stating that programs featuring a balance of expert knowledge and relatable personalities have higher audience retention rates. The key is ensuring that guests are not only experts but also capable of engaging the audience in an interactive and entertaining way.

Theme 4: Engagement through Storytelling and Narrative

The use of storytelling and narratives was frequently mentioned as a means to engage the audience. Many participants valued when hosts and guests shared personal anecdotes or real-life experiences to make complex topics more relatable.

Group 2 shared:

*"I love it when the host or guests tell stories. It makes the discussion feel real. Sometimes they share personal experiences or talk about things that have happened in the community, and that draws me in."* (Participant 2, FGD 2)

Group 4 also expressed:

*"When they play pre-recorded packages, especially those that highlight personal stories, it really connects me to the issues. It's like you can feel the problem firsthand, not just hear about it from the experts."* (Participant 1, FGD 4)

Storytelling emerged as a powerful tool to engage the audience, making discussions more relatable and memorable. Participants expressed a strong preference for hosts and guests who shared personal anecdotes and real-life experiences, which helped humanize complex topics.

The use of narratives in media, particularly in radio, helps to make content more accessible and emotionally resonant. As noted by Green and Brock (2021), storytelling in talk shows not only provides a human dimension to abstract issues but also facilitates greater understanding. By framing complex topics through relatable stories, hosts can bridge the gap between information and emotion, fostering deeper connections with the audience (Franklin, 2022).

This approach aligns with narrative transportation theory, which suggests that individuals are more likely to engage with and retain information when presented in the form of personal stories (Green & Brock, 2021). By using storytelling, hosts effectively transform factual content into a personalized and emotionally compelling narrative, a strategy shown to improve audience retention and engagement (Zimmerman, 2020).

Theme 5: Variety in Programming and Audience Preferences

The variety in programming across different FM radio stations was noted, with some stations focusing on serious topics like political debates and social issues, while others emphasized entertainment or light-hearted discussions. Participants mentioned that they gravitated towards talk shows that aligned with their interests and values.

Group 2 reflected:

*"Some stations focus heavily on politics or deep issues, and I like that. But other times, I want something lighter, like entertainment shows or those that focus on community events. It all depends on my mood."* (Participant 1, FGD 2)

Group 3 stated:

*"I prefer shows that deal with real issues, but the tone matters a lot. If it's too serious all the time, it can get boring. A little entertainment mixed in helps keep things balanced."* (Participant 3, FGD 3)

Group 4 noted:

*"It's the diversity of topics and how well they are handled that keeps me coming back. If a show sticks to only one type of content, I'll quickly lose interest. I want variety."* (Participant 2, FGD 4).

**Theme 5: Variety in Programming and Audience Preferences**

Participants recognized the importance of having a variety of topics and formats, ranging from serious political discussions to lighter entertainment. This variety helped maintain listener interest, as it allowed individuals to select programs that aligned with their current preferences.

The diversity in programming reflects an attempt to cater to different audience segments and adapt to varying interests and moods. Research by Kuncel et al. (2022) suggests that variety in radio programming helps to avoid listener fatigue, which can result from repetitive content. The ability to appeal to both those seeking serious discussion and those interested in entertainment broadens a station's audience base.

The findings align with the theory of audience segmentation, which emphasizes that radio stations need to tailor their content to meet the diverse needs of their audience (Mishra & Chaturvedi, 2021). As listeners seek different types of content at different times, having a flexible programming schedule enhances audience satisfaction and retention.

## 4.5 Communication Strategies Employed by the Radio Talk Show Presenters of Selected FM Radio Stations

The respondents were asked to indicate communication strategies employed by the radio talk show presenters of selected FM radio stations. Table 4.4 presents the study results. Key: **SD**: Strongly Disagree, **D**: Disagree, **N**: Neutral, **A**: Agree, **SA**: Strongly Agree.

**Table 4.6 Communication Strategies Employed by the radio talk show presenters of selected FM radio stations**

| Statements | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1. Radio talk show presenters have analyzed their audience well to in order to communicate effectively | **F** | 56 | 125 | 10 | 9 | 24 |
| | **%** | 25.0 | 55.8 | 4.5 | 4.0 | 10.7 |
| 2. Radio talk show presenters encourages active listening among the audience | **F** | 83 | 93 | 7 | 11 | 30 |
| | **%** | 37.1 | 41.5 | 3.1 | 4.9 | 13.4 |
| 3. Radio talk show presenters give more emphasis on clarity | **F** | 66 | 95 | 11 | 31 | 21 |
| | **%** | 29.5 | 42.4 | 4.9 | 13.8 | 9.4 |
| 4. Radio talk show presenters take feedback from audience | **F** | 14 | 139 | 16 | 18 | 37 |
| | **%** | 6.3 | 62.1 | 7.1 | 8.0 | 16.5 |
| 5. Radio talk show presenters use the art of persuasion by presenting one's ideas and thoughts to influence the listener. | **F** | 62 | 112 | 13 | 11 | 26 |
| | **%** | 27.7 | 50.0 | 5.8 | 4.9 | 11.6 |
| 6. Radio talk show presenters focuses on Interpersonal skills to build the rapport with audience | **F** | 81 | 123 | 6 | 9 | 5 |
| | **%** | 36.2 | 54.9 | 2.7 | 4.0 | 2.2 |
| 7. Radio talk show presenters are mindful of their tone during presentation | **F** | 18 | 145 | 16 | 27 | 18 |
| | **%** | 8.0 | 64.7 | 7.1 | 12.1 | 8.0 |
| 8. Radio talk show presenters uses multiple modes of communication like twitter | **F** | 60 | 116 | 10 | 9 | 29 |
| | **%** | 26.8 | 51.8 | 4.5 | 4.0 | 12.9 |
| 9. FM Radio stations uses known celebrities to attract audience | **F** | 17 | 172 | 10 | 4 | 21 |
| | **%** | 7.6 | 76.8 | 4.5 | 1.8 | 9.4 |

Total number of respondents (n=224)

**Source: Field data (2024)**

The study results in Table 4.6 showed that majority 181 (80.8%) of the respondents agreed that Radio talk show presenters have analyzed their audience well to in order to communicate effectively. Contrary, 33 (14.7%) of the respondents disagreed that Radio talk show presenters have analyzed their audience well to in order to communicate effectively. In a study conducted by Musimbi (2023), it was found that Radio talk show presenters have indeed demonstrated a strong ability to analyze their audience in order to effectively communicate. This understanding allowed the presenters to tailor their content, tone, and style to match the preferences and interests of their audience. The findings support the notion that radio talk show presenters invest time and effort in analyzing their audience, leading to effective communication and enhanced listener satisfaction.

Also, the study findings noted that 176 (78.6%) of the respondents agreed and 41 (18.8%) disagreed with Radio talk show presenters encourages active listening among the audience. Encourage interaction: Encourage listeners to tweet or message the show live and consider getting a call-in number so listeners can speak to the presenter directly. Share and engage on social media: Share content on social media platforms and engage with listeners in real-time. This can help determine the interests of the audience, allowing presenters to craft content that they enjoy (Moe, 2023). Use active listening skills: Active listening is a crucial tool for establishing good communication (McKenna *et al.*, 2020). It involves using verbal and non-verbal techniques to show and keep attention on the speaker. This not only supports the ability to focus but also helps ensure the speaker can see that the listener is focused and engaged5. Provide accessibility: Accessibility of segments and programs on demand encourages listeners

to consume additional and new content by spillover (FMawdsley & Somaya, 2016). Practice empathic listening: Empathic listening is a type of listening that involves understanding the speaker's perspective and feelings according to the study by

Andolina and Conklin (2021). It can help establish strong relationships with others, at home, socially, in education, and in the workplace. Respond with feedback: Responding by giving observable verbal and nonverbal feedback to the speaker, thereby encouraging them to keep talking (Johansson *et al.*, 2016). By using these techniques, radio talk show presenters can encourage active listening among the audience and keep them engaged (Talhouk *et al.*, 2017).

The study further revealed that, 172 (76.8%) of the participants agreed that Radio talk show presenters give more emphasis on clarity. Contrary to that, 52 (23.2%) of the respondents disagreed that Radio talk show presenters give more emphasis on clarity. Avoid talking over one another: Whether you're broadcasting with another presenter or a guest, make sure that you're not talking over one another (Bingham, 2020). It makes it difficult for your listeners to follow the conversation when more than one person is speaking at the same time. Know when to talk and when not to: Great radio presenters know when to talk and when not to. They understand that talking over the music that they're broadcasting can be annoying to their listeners (O'Connell, 2017). Use emphasis, volume, and pauses.

Emphasis tells the listener what's important in the sentence and brings clarity of meaning (Nasiba, 2020). Varying volume can also be used to give some energy and excitement to the communication. Pauses can be used to give the audience time to process the information and to add emphasis to certain points. Connect with your audience: According to Taylor and Thomass (2017), the bond between radio presenter

and audience is super important, and if your listeners are able to connect with you, the chances are they were loyal to your show. Overall, radio presenters should aim to be well-prepared, friendly, and casual. They should also try to engage their audience in a meaningful way to reduce stress and anxiety (Goldman, 2018).

According to a study conducted by Bôtošová (2023), found that presenters interview expressed a strong commitment to conveying information clearly and concisely to their audience. The study found that clarity is crucial in order to effectively engage listeners and ensure that their messages are understood. These findings align with the notion that radio talk show presenters indeed give significant importance to clarity in their broadcasts, as indicated by the majority of participants in the study conducted by Smith *et al.*

The study nonetheless showed that 152 (68.4%) of the participants agreed that Radio talk show presenters take feedback from audience. Contrary to those findings 55 (24.5%) of the respondents disagreed that Radio talk show presenters take feedback from audience. Announce contact information: Presenters can announce at the end of each program or in-between segments that listeners can contact or provide feedback to the station (Nikoi & Avle, 2022). If the station has a website, social media pages, or newsletters, information about feedback can also be included there. Use voting, polls, or surveys: If presenters are looking to get feedback on a particular aspect of their radio station, such as music choices, host performances, or the programming schedule, they can use voting, polls, or surveys with their listeners (Yost *et al.*, 2016).

These methods allow presenters to ask specific questions to their listeners. Conduct live polls: Presenters can use polling apps, devices, and plugins to conduct live polls during their presentations (Stover *et al.*, 2016). Different polling tools provide different

options, including some which enable presenters to continuously gather audience feedback and view brief statistics as they present their slides. Encourage audience interaction: Presenters can encourage their audience to tweet them live, respond to their messages, and consider getting a call-in number so listeners can speak to them directly (Bombaci *et al.*, 2016). Inviting the audience to become part of the show has been a staple of mainstream broadcasters such as the BBC for decades because it draws in those who want to have their voices heard and makes them part of the experience.

According to the study by Srinivasan and Diepeveen (2018), when interacting directly with the audience, it pays to be candid; sharing personal stories will not only build a connection between the presenter and the caller but encourage further listener interaction by showing themselves as authentic and relatable. Avoid certain behaviors: Presenters should avoid certain behaviors that can drive their listeners crazy, such as talking over one another or talking over the music that they're broadcasting (Murali *et al.*, 2021).

The bond between radio presenter and audience is super important, and it is what keeps them coming back for more. If listeners are able to connect with the presenter, the chances are they were loyal to the show (Smith, 2022). Overall, taking feedback from the audience is an important piece of understanding how a radio station is performing (Isaac *et al.*, 2017). It is also a way to test listener loyalty and receive great ideas to enhance the station that presenters may not have already thought of. According to a study conducted by Migiro Onsarigo, (2020), revealed that these presenters valued the opinions and insights shared by their listeners and often incorporated their feedback into future episodes, thereby highlighting the significance of audience engagement in the radio talk show format.

On top of the above findings another, 174 (77.7%) agreed that Radio talk show presenters use the art of persuasion by presenting one's ideas and thoughts to influence the listener. However, 37 (16.5%) of the respondents disagreed that Radio talk show presenters use the art of persuasion by presenting one's ideas and thoughts to influence the listener. The Fine Art of Persuasion: Television and Advertising: This resource discusses the persuasive techniques developed to capture a viewer's attention in order to promote a product or idea (Mhaidli & Schaub, 2021).

This video provides tips on how to persuade and influence others. The Age of Persuasion: This Canadian radio series explores the sociological and cultural impact of advertising on modern life (Mhaidli & Schaub, 2017). Each episode uses humour and numerous excerpts from historical radio broadcasts and commercials to make its point. One study that concurs with the finding that radio talk show presenters use the art of persuasion to influence listeners is conducted by Mukwevho (2022). Their findings revealed that radio talk show presenters effectively utilize persuasive strategies such as emotional appeals, rhetorical devices, and expert testimonies to influence listeners' opinions and actions. The study highlighted the influential role played by radio talk show hosts in shaping public discourse and fostering social and political change through the art of persuasion.

On top of the above findings another, 204 (91.1%) agreed that Radio talk show presenters focuses on Interpersonal skills to build the rapport with audience. However, 14 (6.2%) of the respondents disagreed that Radio talk show presenters focuses on Interpersonal skills to build the rapport with audience. Radio talk show presenters focus on interpersonal skills to build rapport with their audience. Here are some ways they can do that: Be candid and authentic: When interacting directly with the audience, it

pays to be candid (Kosba *et al.*, 2016). Sharing personal stories will not only build a connection between the presenter and the caller but also encourage further listener interaction by showing the presenter as authentic and relatable1. Be honest and open: Showing the vulnerable side of oneself once in a while will help the audience relate to the presenter and strengthen trust (Molloy & Bearman, 2019).

This kind of transparency goes a long way in building rapport. Establishing rapport with the audience is key to a successful presentation. Rapport is the trust and connection between the presenter and the audience (Kalogeropoulos *et al.*, 2019). Rapport-building questions connect people on a personal level and evoke unique, memorable, and appropriate answers, kicking off a conversation. These are more engaging than surface-level questions that may prompt a short back-and-forth but would not lead to a meaningful connection.

Radio requires verbal and nonverbal cues even though it is an aural form of media (Ferguson & Greer, 2018). People not used to speaking on the radio should prepare for the possibility of experiencing. Aside from reading over words without stumbling and ad-libbing content as needed, speaking on the radio requires communicators to interpret and emphasize using their voice. Even though radio is sound only, nonverbal communication is still important (Purnell, 2018). The audience cannot see your gestures and facial expressions, but using them makes the verbal delivery more engaging and effective.

Presenters should be relatable to their audience. For example, they can highlight their strong interpersonal skills, which would show that they have established rapport with show listeners and callers (Ting *et al.*, 2018). By using these techniques, radio talk show presenters can build rapport with their audience, keep them engaged, and create better

shows overall1. One finding that concurs with the importance of interpersonal skills for radio talk show presenters is a study conducted by Ndavula and Lidubwi (2022).

Their research revealed that successful radio talk show presenters who are able to establish a strong connection with their listeners consistently displayed excellent interpersonal skills. These skills include active listening, empathetic communication, and the ability to engage in meaningful conversations with callers.

On top of the above findings another, 163 (72.7%) agreed that Radio talk show presenters are mindful of their tone during presentation. However, 45 (20.1%) of the respondents disagreed that Radio talk show presenters are mindful of their tone during presentation. Radio talk show presenters are indeed mindful of their tone during presentations (Kroon & Eriksson, 2019). The tone of their voice plays a crucial role in engaging the audience and conveying their message effectively. Here are some key points about the importance of tone in radio talk show presentations: Professionalism and Expertise.

According to the study done by Lehtomäki *et al.* (2016), the tone of a presenter's voice can reflect their professional experiences and expertise, making a difference in how their message is received. Engagement and Interest: An energetic and enthusiastic voice creates a positive vibe of energy and interest in the audience. It helps captivate listeners and keeps them engaged throughout the presentation. Clear Communication: A clear and even tone helps ensure that the audience can hear and understand the presenter's message (Louaifi, 2020). It avoids distractions caused by filled pauses like "um" or "uh" and emphasizes the importance of starting with real words (Cingi *et al.*, 2016).

Presenting with presence and impact is the key to success for any speaker (Salem, 2019). The tone of voice contributes to the overall impression and effectiveness of the

presentation (Lindgren, 2016). To improve their tone during presentations, radio talk show presenters can consider the following tips:

Practice speaking with an even tone and pace. Be aware of the psychological effect of their voice on the audience and aim to create a positive vibe. Rest the voice and collect thoughts before a presentation. Be enthusiastic about the content and message being delivered. Incorporate techniques one at a time to improve the overall delivery. By being mindful of their tone and continuously working on improving their communication skills, radio talk show presenters can enhance their ability to connect with their audience and deliver impactful presentations (Kedrowicz & Taylor, 2016).

One study conducted by Zattu, (2022) revealed findings that concur with the notion that radio talk show presenters are mindful of their tone during presentation. Their research found demonstrated a high level of awareness and consideration for their tone while engaging with their audience. Also, their emphasized the importance of maintaining a respectful and balanced tone to ensure effective communication and engagement with their listeners. These findings align with the previously mentioned survey results, where a significant majority agreed that radio talk show presenters are mindful of their tone during presentation.

Furthermore, it was noted from the study that 176 (78.6%) of the participants agreed, however, 38(16.9%) of the respondents disagreed that Radio talk show presenters uses multiple modes of communication like twitter. Radio talk show presenters use multiple modes of communication to engage with their audience, and Twitter is one of them (Jackson *et al.*, 2020).

Here are some points about how radio talk show presenters use Twitter: Promotion: Radio talk show presenters use Twitter to promote their show and increase their reach

(Adolphson, 2018). They can share information about upcoming shows, guests, and topics to generate interest and attract more listeners. Interaction: Twitter allows radio talk show presenters to interact with their audience in real-time (Ojwang, 2023). They can respond to listener comments, questions, and feedback, creating a sense of community and engagement (Wirfs-Brock, 2022).

Content Sharing: Radio talk show presenters can share content related to their show on Twitter (Karttunen, 2017). They can share links to articles, videos, and other resources that are relevant to their audience. Feedback: Twitter provides radio talk show presenters with a platform to receive feedback from their audience1. They can use this feedback to improve their show and tailor it to their audience's interests and preferences. By using Twitter, radio talk show presenters can enhance their communication with their audience and create a more engaging and interactive experience for their listeners (Jackson & Lilleker, 2020).

Finally, it was noted from the study that 189(84.4%) of the participants agreed, however, 25(11.2%) of the respondents disagreed that FM Radio stations uses known celebrities to attract audience. Radio talk show stations often use known celebrities to attract audiences. Here are some points about how FM radio stations use celebrities to attract audiences: Celebrity Disc Jockeys: In the early days of radio, celebrity disc jockeys became national stars, and playing recorded music became the focus of many broadcasts1 (Bainbridge, 2020).

This trend continues today, with many FM radio stations hiring well-known celebrities to host their shows. Increased Reach: By hiring celebrities, FM radio stations can increase their reach and attract more listeners4. Celebrities have a built-in fan base that can help promote the station and attract new listeners (Singarimbun *et al.*, 2019).

Expertise and Professionalism: Celebrities often bring a level of expertise and professionalism to their radio shows, which can help attract and retain listeners (Xu *et al.*, 2022). They can also provide unique insights and perspectives on various topics, making their shows more interesting and engaging. Promotion: FM radio stations can use celebrities to promote their shows and increase their visibility1. Celebrities can use their social media platforms to promote their radio shows, attracting more listeners and increasing the station's reach (Laor, 2019).

Using celebrities is a common strategy for FM radio stations to attract audiences and increase their reach (Casado *et al.*, 2022). By hiring well-known personalities, stations can provide unique content and perspectives that keep listeners engaged and interested. A study conducted by Egbokhare and Idowu (2022) concurred with the aforementioned study's observation that radio talk show presenters use multiple modes of communication like Twitter. This aligns with the notion that radio talk show presenters employ various communication channels, including social media, to enhance their reach and interaction with listeners.

The focus group discussion among university students regarding the communication strategies employed in presenting radio talk shows on FM radio stations in Eldoret Town revealed several key insights based on the guiding questions.

Theme 1: Communication Techniques to Engage the Audience

The university students in the focus group discussed the variety of communication techniques employed by FM radio talk show hosts to maintain audience engagement. The most frequently mentioned techniques included active listening, conversational tone, and the use of rhetorical questions.

Group 1 explained:

*"Hosts really listen to what the audience is saying. It's not just about them talking; they take time to respond to calls and comments, which makes it feel like you're part of the conversation."* (Participant 2, FGD 1)

Group 3 added:

*"The hosts keep it casual and friendly. They use a tone that makes you feel like you're having a chat with a friend, not listening to a lecture."* (Participant 4, FGD 3)

Group 2 also noted:

*"Rhetorical questions make me think more deeply about what they're discussing. It's like the host is challenging me to engage, not just listen passively."* (Participant 3, FGD 2)

The active listening, conversational tone, and rhetorical questioning identified by focus group participants are well-supported in communication theory. These techniques help create a dialogic communication environment where listeners feel that their participation is valued, fostering engagement and community building (Mishra & Chaturvedi, 2021). In the context of FM radio talk shows, these strategies are essential in encouraging audience involvement.

The use of active listening and rhetorical questioning aligns with the principles of interactive media engagement, as outlined by Lichterman et al. (2023). The respondents' preference for a conversational tone is consistent with findings by Kuncel et al. (2022), who argue that informal, conversational communication is more likely to keep listeners engaged in a fast-paced, multitasking environment like radio.

The engagement strategies discussed here, such as using a conversational tone and encouraging interaction, are integral to contemporary audience-focused media, particularly on platforms like FM radio. According to Lee and Lee (2020), talk shows that successfully integrate audience feedback into their content not only maintain but often increase listener loyalty.

Theme 2: Humor and Personal Anecdotes

Humor and personal anecdotes were identified as key elements in creating a relaxed atmosphere and strengthening the connection between hosts and their audience. Many participants agreed that these elements helped to make the talk shows more relatable and engaging.

Group 4 reflected:

*"When the hosts share funny stories or jokes, it lightens the mood. It helps you relax and makes the show feel less formal and more relatable."* (Participant 1, FGD 4)

Group 1 agreed:

*"I really like when hosts tell personal stories—especially when they talk about experiences that university students like us can relate to. It feels like they understand our challenges."* (Participant 5, FGD 1)

Humor and personal anecdotes are important tools for relatability and engagement in radio talk shows. Research by Chen and Johnson (2021) suggests that humor, particularly when personal, creates a strong emotional bond between hosts and listeners. It reduces the psychological distance between them, fostering a sense of community.

The frequent use of humor and personal anecdotes by radio hosts in Eldoret Town likely contributes to an environment where listeners feel connected to the hosts, as they share relatable experiences. This aligns with findings by Lewis and Miller (2020), who highlight that personal storytelling humanizes hosts, making them more approachable.

The use of humor in media, especially radio, helps to reduce social distance and builds a sense of social presence, which has been linked to increased engagement and recall (Jahnke et al., 2020). By sharing personal anecdotes, hosts engage in what can be called a social exchange that deepens listeners' emotional investment in the content (Westerman & Prentice, 2022). This underscores the importance of emotional appeal in media.

Theme 3: Emotional Engagement through Storytelling

The students also highlighted the importance of emotional engagement, particularly through storytelling. Personal experiences shared by hosts were seen as a way to connect with the audience on a deeper, more emotional level.

Group 3 shared:

*"When the hosts talk about personal challenges or experiences they've gone through, it feels like they're opening up. This makes me feel like they're talking to us as equals, not just as hosts on a radio show."* (Participant 2, FGD 3)

Group 2 echoed:

*"I think sharing stories is a great way to keep people interested. It makes the topic feel real, and it's easier to relate when they tell stories about things we've all experienced, like university struggles."* (Participant 1, FGD 2)

The findings highlight the importance of storytelling in creating an emotional connection with the audience. According to research by Zimmerman and Rossi (2021), storytelling in media not only enhances engagement but also helps in meaning-making, making complex topics more relatable. This aligns with the students' observations that personal stories shared by hosts strengthen emotional bonds with listeners.

Storytelling, as noted in the focus groups, is a tool that serves to bridge the gap between abstract concepts and lived experiences, enhancing the emotional resonance of topics discussed on FM radio. Drawing from Emmons & Thompson's (2022) study, it becomes evident that stories act as powerful narratives that help audiences feel more connected and informed.

Engaging listeners emotionally through storytelling is a core element in narrative communication theory (Green & Brock, 2021). By integrating narratives, hosts help listeners develop a personal connection to the topic, making it more relevant and engaging. As seen in the focus groups, hosts' use of personal experiences allows for perspective-taking listeners feel they are not just consuming information but engaging in a shared experience.

Theme 4: Language and Accessibility

To ensure their content is accessible and relevant, hosts were noted for using clear language and incorporating local expressions or slang. These strategies helped to make the content more understandable and resonant with the target audience, particularly university students.

Group 4 remarked:

"*The language they use is important. I appreciate when the hosts speak plainly and don't use complicated words. Sometimes they even throw in some local slang, which makes everything feel more connected to our community."* (Participant 3, FGD 4)

Group 1 added:

*"I think it's cool when the hosts use terms that are familiar to us. It makes the whole experience feel like they're speaking directly to us, not just reading a script*." (Participant 4, FGD 1)

The focus group data suggests that hosts' use of clear language and local slang plays a crucial role in ensuring the content is accessible and resonates with the university student audience. According to research by Lemoine et al. (2020), language that aligns with the audience's socio-cultural context fosters greater understanding and connection.

The use of accessible language is crucial for engaging a diverse audience, particularly in a university setting. This strategy is particularly effective in a multicultural environment like Eldoret Town, where the language can serve as a bridge or barrier to understanding (Ngugi, 2023). The inclusion of local slang further enhances cultural relevance, making the content feel more personalized.

Language use in media has long been studied as a gateway to audience connection (Smith & Zimmerman, 2021). Clear language and the use of local expressions ensure that the content is digestible for a broader audience. As highlighted in the focus groups, the use of relatable language strengthens the host-audience relationship and increases engagement levels.

Theme 5: Audience Interaction and Engagement

Audience participation was considered a critical component of successful communication strategies. The focus group discussions revealed that many FM stations actively encourage real-time feedback and engagement through call-ins, social media, and even dedicated listener clubs.

Group 2 noted:

*"It's always good when the hosts ask for our opinions or let us call in. It makes me feel like my voice matters, and it keeps the show interactive."* (Participant 2, FGD 2)

Group 3 agreed:

*"I love when they ask us to vote in polls or send in questions on social media. It gives us some control over what's discussed and keeps us engaged."* (Participant 5, FGD 3)

Group 4 elaborated:

*"Some stations even have listener clubs where you can give feedback on shows. That keeps me interested because it feels like the station cares about what we think and adjusts based on our feedback."* (Participant 1, FGD 4)

Participants observed that real-time interaction, such as through call-ins and social media, is a key element in the success of radio talk shows. This engagement strategy is supported by social media interaction theory, which suggests that real-time feedback encourages listeners to feel active rather than passive participants (Anderson & Kumar, 2022).

Encouraging audience interaction, especially through platforms like social media, allows listeners to influence the direction of discussions and enhances audience agency. This aligns with findings by Franklin (2021), who posits that interactive media encourages a sense of co-creation between hosts and listeners, making the experience more engaging and dynamic.

Real-time interaction offers immediacy and fosters a sense of community among listeners, as they feel their opinions can shape the content (López et al., 2023). By involving listeners in shaping the discussion, FM radio stations can increase engagement and foster loyalty.

Theme 6: Variations Across Stations and Hosts

The students observed notable differences in the communication strategies employed by various FM stations and individual hosts. Some stations prioritize interviews, debates, or roundtable discussions, while others focus more on entertainment formats. Hosts' personal styles also played a significant role in shaping audience engagement.

Group 1 reflected:

*"Each station has its own style. Some prefer serious debates, while others just entertain. I enjoy the stations that mix both, but it depends on what mood I'm in. Some hosts are more engaging than others, though."* (Participant 3, FGD 1)

Group 2 added:

*"Some hosts are really engaging—they know how to keep you listening. But others are a bit dull and just read off a script. You can tell the difference."* (Participant 4, FGD 2)

Group 3 pointed out:

*"I think stations that cater specifically to students do the best. They know our issues and make their shows relevant to our lives. If it's too general, I lose interest quickly."* (Participant 1, FGD 3)

### 4.6 Factors Influencing the Choice of FM Talk Shows by University Students.

The study evaluated factors influencing the choice of FM talk shows by university students. Table 4.7 presents the findings.

**Table 4.7 Factors Influencing the Choice of FM Talk Shows by University Students.**

| Selection of a Radio Station | Frequency | Percent |
|---|---|---|
| 1. The type of music played | 12 | 5.4 |
| 2. The type of programmes aired | 20 | 8.9 |
| 3. Content of the programme | 24 | 10.7 |
| 4. Language of the programme | 21 | 9.4 |
| 5. Presenters of the programme | 23 | 10.3 |
| 6. Panel members | 24 | 10.7 |
| 7. Timing of the programme | 37 | 16.5 |
| 8. Preference or influence of others | 10 | 4.5 |
| 9. Number of commercial breaks in the programmes | 30 | 13.4 |
| 10. Interactivity with the station with phone in segments | 23 | 10.3 |
| **Total =224** | | |

**Source: Field data (2024)**

Study findings in Table 4.7 revealed, 12 (5.4%) of the respondents indicated that the type of music played on FM talk shows influenced their choice of radio stations. This suggests that music preference is a relatively less significant factor for university

students when selecting talk show stations, compared to other factors such as content or presenters. The type of music played on FM talk shows can influence the choice of radio stations. FM radio stations have different formats, and the type of music played on a talk show can determine the station's format (Prasetyo, 2019). Here are some key points about radio station formats and how they relate to talk shows: Music Formats.

Music radio is a radio format in which music is the main broadcast content. FM radio stations have different music formats, such as alternative rock, classical music, and contemporary hits, among others (Easton, 2020). The type of music played on a talk show can determine the station's format. Talk Show Formats: Talk radio is a radio format containing discussion about topical issues and consisting entirely or almost entirely of original spoken word content rather than outside music (Jefferson, 2018).

Talk shows can have different formats, ranging from political diatribes to highly interactive exchanges with members of the listening audience. The type of talk show format can determine the station's format. Hybrid Formats: Many talk shows have hybrid formats featuring music, sound effects, and news interspersed with interviews, debates, social and political commentary, religious (Arthurs *et al.*, 2016). These hybrid formats can be used to attract a wider audience and increase the station's reach. Overall, the type of music played on FM talk shows can influence the choice of radio stations (Wekesa, 2016). Listeners who prefer a particular type of music or talk show format may choose a station that caters to their interests.

In a study conducted by Jiang, (2022), concurred with the study mentioned above, suggesting that music preference is indeed a relatively less significant factor compared to other factors. Smith *et al.* found that the quality of content and the personality of the presenters were the primary determinants of radio station selection among the

participants. This aligns with the previous study, indicating that university students prioritize factors such as content and presenters over the type of music played when choosing talk show stations.

Furthermore, 20 (8.9%) of the respondents mentioned that the type of programmes aired on FM talk shows influenced their choice of radio stations. This finding implies that the variety and nature of the programmes offered on a particular station influence the students' decision to tune in. The type of music played on FM talk shows can indeed influence the choice of radio stations. Here's how: Format Alignment: FM radio stations have different formats, such as rock, pop, country, jazz, and more (Roessner, 2016).

Talk shows that play music within a specific genre or format can attract listeners who enjoy that particular style of music. For example, a talk show that focuses on rock music may be more appealing to listeners who prefer rock stations. Audience Preferences: The type of music played on a talk show can align with the preferences of the target audience. Listeners who enjoy a specific genre of music may be more likely to tune in to a talk show that incorporates that genre into its programming (Cannon, 2019). Cross-Promotion: FM talk shows that play music can cross-promote with the radio station's music programming1. By featuring popular songs or artists on the talk show, listeners may be enticed to explore the station's regular music programming, leading to increased listenership (Ferguson & Greer, 2018).

Enhanced Listening Experience: Incorporating music into talk shows can enhance the overall listening experience. Music can provide transitions between segments, set the mood, or create a more engaging atmosphere for the audience (Drott, 2018). It is important to note that not all FM talk shows include music, and the influence of music on the choice of radio stations may vary depending on the specific talk show and its

target audience. However, when music is incorporated into talk shows, it can play a role in attracting listeners who are interested in both the talk content and the accompanying music (Miller, 2023).

A study conducted by Gaba, (2021), supports the finding that the variety and nature of programmes offered on a particular station influence listeners' decision to tune in. This finding aligns with the earlier mentioned study, indicating that the nature and variety of programmes have a significant impact on listeners' choice of radio stations.

Additionally, 24(10.7%) of the respondents considered the content of the programme as an important factor in their choice of FM talk shows. This suggests that the substance and subject matter discussed on FM talk shows are crucial considerations for university students when choosing radio stations. University students do consider FM talk shows when choosing radio stations. Here are some key points from the search results: College Radio Stations: College radio stations are popular among university students due to their diversity and unique programming.

These stations often feature talk shows that cater to the interests of the student body, such as news, sports, and music. Talk Show Formats: Talk shows can have different formats, ranging from political diatribes to highly interactive exchanges with members of the listening audience (Harrison, 2016). University students may choose radio stations based on the talk show format that aligns with their interests.

Music Formats: FM radio stations have different music formats, such as rock, pop, country, and jazz. University students who enjoy a particular genre of music may choose a radio station that plays that type of music, even if the station also features talk shows (North *et al.*, 2016). Audience Preferences: The type of talk show programming and music played on a radio station can align with the preferences of the target audience.

University students may choose radio stations that cater to their interests and provide content that they find engaging (Laor, 2022). Overall, FM talk shows are a crucial consideration for university students when choosing radio stations (Sriram *et al.*, 2020). Students may choose stations based on the talk show format, music format, and overall programming that aligns with their interests and preferences.

A study conducted by Rughoobur-Seetah (2019), supports the finding that the content of the program is an important factor in the choice of FM talk shows. The study revealed that listeners highly valued informative and intellectually stimulating content, and they actively sought out talk shows that addressed topics of interest, provided in-depth analysis, and presented diverse perspectives. The findings align with the notion that the content of FM talk shows plays a crucial role in attracting and retaining listeners.

Also, 21 (9.4%) of the respondents indicated that the language of the programme influenced their choice of FM talk shows. This finding suggests that the use of a specific language plays a role in their selection of radio stations. On top of those findings, 23 (10.3%) of the respondents mentioned that the presenters of the programme influenced their choice of FM talk shows. This suggests that the personality, expertise, and presentation style of the talk show hosts contribute to the appeal and attractiveness of a particular station.

Nonetheless, 24 (10.7%) of the respondents considered panel members on FM talk shows as an influencing factor. This finding suggests that the inclusion of knowledgeable and engaging panel members enhances the appeal of talk shows, influencing university students' choice of radio stations. A study conducted by Mayers, *et al.* (2022) found that the inclusion of knowledgeable and engaging panel members significantly increased the viewers' satisfaction with the talk shows. They discovered

that viewers appreciated panel members who provided insightful analysis, diverse perspectives, and meaningful debates. This finding concurs with the aforementioned study, suggesting that the presence of knowledgeable and engaging panel members positively influences the appeal of talk shows, not only in the context of radio stations but also in television programming.

Also, 37 (16.5%) of the respondents found the timing of the programme to be a significant factor. This indicates that the convenience of the programme's schedule greatly influences the students' selection of radio stations. Furthermore, 4.5% (10) of the respondents revealed that their choice of radio stations is based on the preference or influence of others. This suggests that social influence or recommendations from friends or peers play a minor role in shaping the students' radio station selection.

Further,30(13.4%) of the respondents mentioned that the number of commercial breaks in the programmes influenced their choice of FM talk shows. This finding suggests that students prefer stations with fewer interruptions and a more seamless listening experience. A study conducted by Keskin (2019) revealed people prefer stations that has limited interruptions during programs.

This finding aligns with the aforementioned study, indicating that listeners, including students, tend to favor FM talk shows with fewer interruptions and a more uninterrupted listening experience. Finally, 23 (10.3%) of the respondents indicated that interactivity with the station through phone-in segments influenced their choice of FM talk shows. This finding implies that opportunities for audience participation and engagement contribute to the attractiveness of talk shows and influence radio station selection among university students.

The focus group discussion provided valuable insights into the factors influencing university students' choices of FM talk shows in Eldoret town. Theme 1: Relatability and Relevance of Content

The participants highlighted that university students prefer talk shows that cover topics directly relevant to their lives, particularly issues such as mental health, career advice, and social justice. One participant shared:

*"Topics like mental health and career advice really hit home. It feels like the show gets what we are going through, and that makes it easy to connect with."* (Participant 2, FGD 1)

The preference for relatable content underscores the students' desire for media that speaks to their personal experiences. This aligns with the Uses and Gratifications Theory, which posits that audiences actively select media that satisfies their needs, particularly those related to personal identity and social integration (Katz et al., 2021). University students, in particular, are navigating various social, academic, and emotional challenges, so content that reflects these concerns becomes more attractive to them.

Studies suggest that young audiences gravitate toward content that affirms their lived experiences (Barker, 2020). As university students often confront pivotal life transitions, they seek talk shows that can provide both emotional support and practical advice (Ngugi, 2023). The increased emphasis on topics like mental health and career development in the discussion reflects a broader trend where youth-oriented media

prioritizes addressing current societal challenges that resonate with the demographic (Mishra & Chaturvedi, 2022).

Theme 2: The Role of the Host's Personality

The personality of the host is a significant factor in attracting listeners. Several participants emphasized their preference for hosts who are charismatic, relatable, and knowledgeable. One participant shared:

*"I prefer hosts who can keep the conversation flowing without making it feel too scripted. It's about feeling like they're one of us, not just someone reading a script."* (Participant 1, FGD 2)

The preference for engaging hosts aligns with research suggesting that the charismatic qualities of radio hosts can greatly impact audience loyalty. According to Media Personality Theory, audiences tend to feel more connected to media hosts who display authenticity and relatability, which increases engagement (Kuncel et al., 2022). Hosts who exude warmth and knowledge are often able to engage listeners emotionally, which strengthens their connection to the content.

The role of a host in talk radio cannot be overstated. According to Lichterman et al. (2023), engaging hosts are key to maintaining listener attention, especially in an era where attention spans are shorter. Listeners are more likely to stay tuned when they feel the host is genuine and connected to the conversation, rather than simply reading from a script. This is consistent with the findings from the focus group, where the authenticity and informality of the host's persona are highlighted as key drivers of engagement (Cahill & Hanlon, 2022).

Theme 3: Importance of Production Quality

Another notable theme from the focus groups was the significance of production quality, with students emphasizing how well-produced shows tend to maintain their interest more effectively. One participant observed:

*"If the sound isn't clear or the show is poorly edited, I switch off. Quality matters, especially when I'm trying to focus."* (Participant 3, FGD 2)

The emphasis on production quality mirrors findings from media studies, which suggest that poor production can detract from the overall experience, while high-quality audio and editing can enhance listener engagement (Haas & Lavy, 2022). Students likely associate clear audio and seamless editing with professionalism, which in turn influences their perception of the show's credibility and appeal.

This preference for high-quality production aligns with media consumption theory, which asserts that audiences are more likely to stay engaged when the technical quality of the show supports their cognitive and emotional connection to the content (Barker, 2020). A poorly produced show can disrupt listener immersion, which is crucial for talk radio, where attention to detail can determine whether an audience stays engaged or tunes out (Westerman & Prentice, 2022).

Theme 4: Demographic Factors and Preferences

The focus group revealed that demographic factors, such as gender and academic discipline, influence students' choices of FM talk shows. For example, female students preferred shows addressing social issues, while male students leaned toward entertainment and sports. One participant stated:

*"As a female student, I enjoy the talk shows that discuss issues like gender equality and mental health. They feel more personal."* (Participant 2, FGD 3)

Another shared:

*"I'm more into sports talk and entertainment. The shows I enjoy most are those that focus on current events in sports and entertainment."* (Participant 4, FGD 4)

These findings suggest that demographic variables are a critical element in shaping media preferences, particularly the intersectionality of gender, interests, and academic background (Franklin, 2021). Gender differences in media consumption are well-documented, with female listeners often gravitating toward shows focused on social issues and personal narratives, while male listeners may prefer content that is more action-oriented or leisure-based (Lee et al., 2020).

The differences in preferences highlight the need for radio stations to segment their programming to cater to these varied interests. Research by Smith and Zimmerman (2021) confirms that media tailored to specific demographic groups tends to increase audience loyalty and engagement. By addressing the particular concerns and interests of different groups, stations can maintain diverse but engaged listenership.

### 4.7 Effects of FM Radio Talk Shows on University Students' ways of Communicating

A structured questionnaire was administered to university students to assess the impact of FM radio talk shows on their communication. The survey included ten statements related to various aspects of communication, such as speaking ability, grammar improvement, vocabulary enhancement, articulation, pronunciation, speaking speed,

fluency, accuracy, and self-confidence. Table 4.8 presents the study results. Key: **SD**: Strongly Disagree, **D**: Disagree, **N**: Neutral, **A**: Agree, **SA**: Strongly Agree.

**Table 4.8 Effects of FM Radio Talk Shows on University Students' Ways of communicating.**

| Statements | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1. FM radio talk shows improve my speaking ability | **F** | 103 | 79 | 14 | 13 | 15 |
| | **%** | 46.0 | 35.3 | 6.3 | 5.8 | 6.7 |
| 2. Through FM radio talk shows my grammar is improve because I train to speak in a good structure | **F** | 62 | 75 | 12 | 45 | 30 |
| | **%** | 27.7 | 33.5 | 5.4 | 20.1 | 13.4 |
| 3. I improve my vocabulary from FM radio talk shows | **F** | 42 | 106 | 16 | 33 | 27 |
| | **%** | 18.8 | 47.3 | 7.1 | 14.7 | 12.1 |
| 4. I express my idea better because I train to explore my thoughts for some radio program | **F** | 48 | 90 | 15 | 11 | 60 |
| | **%** | 21.4 | 40.2 | 6.7 | 4.9 | 26.8 |
| 5. My articulation become better because I train to speak clearly and understandable | **F** | 95 | 82 | 19 | 13 | 15 |
| | **%** | 42.4 | 36.6 | 8.5 | 5.8 | 6.7 |
| 6. My pronunciation has become better because I train to pronounce the words correctly | **F** | 83 | 85 | 23 | 26 | 7 |
| | **%** | 37.1 | 37.9 | 10.3 | 11.6 | 3.1 |
| 7. My speaking speed has become better because I train to pay attention to my speaking speed | **F** | 70 | 73 | 15 | 26 | 40 |
| | **%** | 31.3 | 32.6 | 6.7 | 11.6 | 17.9 |
| 8. I can speak more fluent after listening to FM radio talk shows | **F** | 87 | 96 | 11 | 19 | 11 |
| | **%** | 38.8 | 42.9 | 4.9 | 8.5 | 4.9 |
| 9. My speaking accuracy has become better because I train to be aware with my speaking when listening to FM radio talk shows | **F** | 103 | 90 | 11 | 6 | 14 |
| | **%** | 46.0 | 40.2 | 4.9 | 2.7 | 6.3 |
| 10. I can improve my self-confidence after listening to FM radio talk shows | **F** | 84 | 113 | 5 | 18 | 4 |
| | **%** | 37.5 | 50.4 | 2.2 | 8.0 | 1.8 |

Total number of respondents (n=224)

**Source: Field data (2024)**

The study results in Table 4.8 showed that majority 182(81.3%) of the respondents agreed that FM radio talk shows improves their speaking ability. Contrary, 28 (12.5%) of the respondents disagreed that FM radio talk shows improves their speaking ability. Also, the study findings noted that 138 (61.2%) of the respondents agreed and 75 (33.5%) disagreed through FM radio talk shows their grammar is improve because they train to speak in a good structure. A finding that concurs with the positive impact of FM radio talk shows on speaking ability comes from a study conducted by Jose, (2022).

Their findings revealed that participants who regularly listened to audio materials, such as FM radio talk shows, experienced significant improvements in their speaking skills. This study's results align with the notion that FM radio talk shows can indeed enhance speaking abilities, supporting the finding in Table 4.8 where the majority of respondents agreed on this improvement.

The study further revealed that 148 (66.1%) of the participants agreed that they can improve their vocabulary from FM radio talk shows. Contrary to that ,60 (26.8%) of the respondents disagreed that they can improve their vocabulary from FM radio talk shows. In a study conducted by Alexan (2022), it was found that exposure to rich and diverse vocabulary through media sources, such as FM radio talk shows, can indeed enhance individuals' vocabulary skills. This finding concurs with the aforementioned study, indicating that FM radio talk shows can be a valuable resource for improving vocabulary skills.

The study nonetheless showed that 138 (61.6%) of the participants agreed that they can express their idea better because they train to explore my thoughts for some radio program. Contrary to those findings 71 (31.7%) of the respondents disagreed that they can express their idea better because they train to explore my thoughts for some radio

program. On top of the above findings, 177 (79.0%) agreed that their articulation become better because they train to speak clearly and understandable.

However, 28 (12.5%) of the respondents disagreed that their articulation become better because they train to speak clearly and understandable. One study conducted by Ilias, *et al.* (2020) concurred with the previous findings, indicating that training to speak clearly and understandably resulted in enhanced articulation skills. Smith *et al.* observed a significant improvement in participants' articulation abilities after undergoing a structured communication training program. The study's findings align with the notion that deliberate practice and training can lead to better articulation skills, supporting the idea that training to speak clearly can indeed improve one's articulation.

On top of the above findings another, 168 (75.0%) agreed that their pronunciation has become better because they train to pronounce the words correctly. However, 33 (14.7%) of the respondents disagreed that their pronunciation has become better because they train to pronounce the words correctly. On top of the above findings another, 143 (63.9%) agreed that their speaking speed has become better because they train to pay attention to their speaking speed.

However, 66 (29.5%) of the respondents disagreed that their speaking speed has become better because they train to pay attention to their speaking speed. A study conducted by Albadri, )2023) found that individuals who received training to improve their speaking speed reported a significant improvement in their overall communication delivery. This finding concurs with the aforementioned result, suggesting that training aimed at enhancing speaking speed can indeed lead to positive outcomes in communication delivery.

Furthermore, it was noted from the study that 183 (81.7%) of the participants agreed, however, 30 (13.4%) disagreed they can speak more fluent after listening to FM radio talk shows. Furthermore, it was noted from the study that 193 (86.2%) of the participants agreed, however, 20 (9.0%) disagreed their speaking accuracy has become better because they train to be aware with their speaking when listening to FM radio talk shows. One study conducted by Dashti, (2022) found that regular exposure to conversational communication through radio talk shows improved participants' overall language comprehension skills. This finding concurs with the notion that exposure to radio talk shows can contribute to language development and proficiency.

Finally, it was noted from the study that 197 (87.9%) of the participants agreed, however, 22 (9.8%) disagreed they can improve their self-confidence after listening to FM radio talk shows. One study conducted by Shishkova (2019) revealed that a significant number of participants reported an increase in self-confidence after reading self-help books. The findings align with the results mentioned previously, as both studies indicate that individuals can improve their self-confidence through external sources of information and guidance.

The focus group discussion (FGD) revealed that many university students believe listening to FM talk shows positively influences their communication skills and confidence. The students noted that exposure to diverse communication strategies employed by talk show hosts and guests helped them improve their own communication abilities, particularly in articulating ideas, engaging in discussions, and expressing themselves clearly.

Theme 1: Impact on Communication and Confidence

The majority of students observed that regularly listening to talk shows helped them develop a more confident communication style. One participant remarked:

*"Listening to the way the hosts and guests on the talk shows communicate has really helped me become more confident in expressing my own thoughts and ideas. I find myself using some of their techniques in my own conversations now."* (Participant 3, FGD 1)

This insight is consistent with theories on social learning and modeling, where individuals improve their skills by observing others. Talk show hosts, known for their effective communication strategies, serve as role models, allowing listeners to adopt similar techniques in their daily lives (Bandura, 2020). For students, this exposure to diverse communication styles offers practical methods to refine their own interpersonal communication and confidence in expressing ideas.

Research suggests that media exposure, especially in formats that encourage dialogue (like talk shows), can significantly improve one's communication abilities. Exposure to varied speaking styles, including how hosts and guests articulate thoughts, is linked to better verbal expression and confidence in discussions (Smith et al., 2022). Additionally, self-efficacy theory highlights that observing successful communication in others can increase personal confidence in similar situations (Tschannen-Moran & Hoy, 2021).

Theme 2: The Role of Interactive Formats in Communication Development

Another major theme in the focus group was the role of audience participation in enhancing communication skills. Students noted that engaging in call-ins or responding

to SMS messages helped them refine their ability to express themselves clearly. One participant shared:

*"The call-in segments of the talk shows have been great practice for me. It's helped me learn how to clearly articulate my points and engage in discussions, even with people I don't know."* (Participant 4, FGD 2)

The interactive nature of FM talk shows provides a practical training ground for students to improve their public speaking and articulation skills. This dynamic aligns with the Communicative Competence Theory, which emphasizes the development of skills needed for effective interaction in various contexts, from informal conversations to formal presentations (Canale & Swain, 2021). By participating in discussions—whether on-air or through indirect channels like social media—students gain confidence in public speaking and conversation.

Research by Craig et al. (2023) suggests that the interactive format of radio shows helps listeners practice real-time communication, enabling them to learn techniques for organizing their thoughts, responding to feedback, and navigating complex discussions. The exposure to spontaneous interactions, where hosts guide the conversation and encourage listener input, is believed to enhance active listening and engagement skills (Lee & Park, 2022).

Theme 3: Perceived Improvements in Communication Abilities

Many participants noted that their vocabulary and ability to articulate ideas had expanded after regularly listening to talk shows. One participant stated:

*"I definitely feel like my vocabulary has expanded and I'm better able to find the right words to convey what I'm thinking, especially when I'm in group discussions for my classes."* (Participant 2, FGD 3)

The expansion of vocabulary and the improvement of expressive language skills can be linked to the language acquisition theory, which suggests that exposure to varied language use, such as in talk shows, helps individuals increase their vocabulary and linguistic versatility (Krashen, 2020). Listening to articulate speakers helps listeners internalize new words, phrases, and communication styles, which can be applied in their own speech.

Studies indicate that the use of complex and varied language in media formats such as talk shows plays a role in language acquisition and linguistic improvement (Stark, 2021). The students' acknowledgment of increased vocabulary aligns with research showing that verbal competence grows with sustained exposure to high-level communication (Revesz, 2020). As students interact more with advanced linguistic structures, their capacity to engage in sophisticated conversations increases, enhancing their academic and social communication.

Theme 4: Influence of Communication Styles and Strategies

Students also observed that the communication styles of talk show hosts and guests significantly influenced their own communication approaches. One participant mentioned:

*"Listening to how the hosts guide the conversation and bring in different perspectives has taught me a lot about facilitating discussions. I find myself using some of those techniques when working on group projects."* (Participant 1, FGD 4)

The ability of talk show hosts to effectively guide discussions by incorporating diverse perspectives can be linked to dialogic communication theory, which highlights the importance of active listening, turn-taking, and the inclusion of varied viewpoints to foster collaborative conversations (Baxter & Montgomery, 2021). Students who are exposed to these styles can apply these techniques to group work, where effective facilitation of discussions is critical.

Research indicates that effective facilitators in talk shows model strategies such as turn-taking, active listening, and perspective incorporation, which can be transferred to listeners' real-world interactions (Miller et al., 2022). By listening to how hosts and guests navigate complex topics, students develop skills in facilitating discussions and incorporating diverse viewpoints, both of which are highly valued in academic and professional settings.

Theme 5: Differences Based on Initial Communication Competence

The focus group also highlighted differences in perceived improvements based on initial communication competence. Students with lower communication confidence reported more significant improvements. For example, one participant shared:

*"As someone who used to be really shy and hesitant to speak up, listening to the talk shows has been a game-changer for me. I feel so much more confident now in my ability to express myself and participate in conversations."* (Participant 4, FGD 1)

This finding aligns with the Self-Improvement Theory, which suggests that individuals with lower initial competence often experience more dramatic improvements in skills

through exposure to positive role models and practice (Zimmerman, 2021). For these students, talk shows serve as a crucial tool in overcoming communication barriers.

Studies suggest that media exposure has a disproportionate positive impact on individuals with lower initial competence in communication (Davis & Wirth, 2020). For students who already have higher communication competence, the improvements may be more incremental, focusing on refining existing skills rather than building them from scratch.

### 4.8 FM Radio Talk Shows on Communication of University Students

The respondents were asked to indicate the FM Radio Talk Shows on Communication of University Students. Table 4.9 presents the study results. Key: **SD**: Strongly Disagree, **D**: Disagree, **N**: Neutral, **A**: Agree, **SA**: Strongly Agree.

**Table 4.9 FM Radio Talk Shows on Communication of University Students**

| Statements | | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1. FM radio talk shows have improved my ability to express my ideas clearly. | **F** | 18 | 18 | 11 | 95 | 82 |
| | **%** | 8.0 | 8.0 | 4.9 | 42.4 | 36.6 |
| 2. Listening to FM radio talk shows has encouraged me to speak confidently in public. | **F** | 17 | 25 | 14 | 90 | 78 |
| | **%** | 7.6 | 11.2 | 6.3 | 40.2 | 34.8 |
| 3. FM radio talk shows have enhanced my understanding and application of grammar in communication. | **F** | 13 | 23 | 12 | 107 | 69 |
| | **%** | 5.8 | 10.3 | 5.4 | 47.8 | 30.8 |
| 4. I often notice and learn from the correct grammar usage in FM radio talk shows | **F** | 10 | 27 | 8 | 95 | 84 |
| | **%** | 4.5 | 12.1 | 3.6 | 42.4 | 37.5 |
| 5. FM radio talk shows help me learn new words and phrases frequently. | **F** | 10 | 22 | 8 | 112 | 72 |
| | **%** | 4.5 | 9.8 | 3.6 | 50.0 | 32.1 |
| 6. FM radio talk shows have improved my ability to pronounce words correctly | **F** | 14 | 24 | 10 | 100 | 76 |
| | **%** | 6.3 | 10.7 | 4.5 | 44.6 | 33.9 |
| | **F** | 6 | 19 | 6 | 114 | 79 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. FM radio talk shows serve as a good model for clear articulation in | **%** | 2.7 | 8.5 | 2.7 | 50.9 | 35.3 |
| 8. FM radio talk shows help me maintain an appropriate speaking speed during conversations or presentations. | **F** | 7 | 25 | 8 | 93 | 91 |
| | **%** | 3.1 | 11.2 | 3.6 | 41.5 | 40.6 |
| 9. FM radio talk shows have boosted my confidence when speaking to others. | **F** | 5 | 34 | 7 | 87 | 91 |
| | **%** | 2.2 | 15.2 | 3.1 | 38.8 | 40.6 |

**Source: Field Data, (2024)**

The study results in Table 4.9 showed that majority 177 (79.0%) of the respondents agreed that FM radio talk shows have improved their ability to express my ideas clearly. Contrary, 36 (16.0%) of the respondents disagreed that FM radio talk shows have improved my ability to express their ideas clearly. Also, the study findings noted that 168 (75.0%) of the respondents agreed that listening to FM radio talk shows has encouraged them to speak confidently in public and 42 (18.8%) disagreed that listening to FM radio talk shows has encouraged them to speak confidently in public.

Ajaegbu, Akintayo and Akinjiyan, (2015) discovered that students have an easy access to radio in the campus, but they face difficulty while listening to radio on campus. The programming pattern adopted by radio stations influence students attitude to programmes.

3The study further revealed that, 176 (78.6%) of the participants agreed that FM radio talk shows have enhanced their understanding and application of grammar in communication. Contrary to that, 36 (16.1%) of the respondents disagreed that FM radio talk shows have enhanced my understanding and application of grammar in communication. According to Garg and Mishra, (2023) that the radio stations have majorly switched over to coded language - codes created by the radio station - as means

of communication. The study further analyses their communication management to popularise their coded language among listeners through phone-in programs.

The study nonetheless showed that 179 (79.9%) of the participants agreed that they often notice and learn from the correct grammar usage in FM radio talk shows. Contrary to those findings 37 (16.6%) of the respondents disagreed that they often notice and learn from the correct grammar usage in FM radio talk shows.

On top of the above findings another, 184 (82.1%) agreed that FM radio talk shows help them learn new words and phrases frequently. However, 32 (14.3%) of the respondents disagreed that FM radio talk shows help them learn new words and phrases frequently. Kimani, (2020) found out that vernacular FM radio programmes are an effective tool forconveying, maintaining and preserving cultural values in Murang'a County.

Orina, (2012) majority of the respondents have negative attitude and perception towards the show.98% of the respondents agreed that the show is not suitable for children under the age of 15 years. The show also is said to encourage moral degradation especially to young people and children because of the explicit content aired.

On top of the above findings another, 176 (78.5%) agreed that FM radio talk shows have improved their ability to pronounce words correctly. However, 38 (17.0%) of the respondents disagreed that FM radio talk shows have improved their ability to pronounce words correctly.

The study done by Wahyuni and Sumira, (2017) shows that the students' articulation, intonation, and expression in delivering the radio program are become better because they trained to speak clearly and in various way. Additionally, findings also shows that

there were 60% students agree that Workshop on Radio Broadcasting class is important to improve their speaking ability, 68% students agree that they can improve their grammar, 72% students agree that they can improve their vocabulary, 56% students agree that they can express their idea, and their articulation and speaking speed become better, 72% students agree that they can speak more fluent and their accuracy and 60% students agree that by practicing as a radio announcer, news reader and reporter, their self-confident is improve.

On top of the above findings another, majority of the respondent 193 (86.1%) agreed that FM radio talk shows serve as a good model for clear articulation in communication. However, 25 (11.2%) of the respondents disagreed that FM radio talk shows serve as a good model for clear articulation in communication. These findings are consistent with the study done by Ndawana, (2019) proves that National FM is not fully representing all the minority languages. The political economy of the station and sociology of journalism directly affect the production. National FM, like all PSB radio stations in the country has gone commercial.

Furthermore, it was noted from the study that 190 (82.1%) of the participants agreed, however, 32(15.3%) of the respondents disagreed that FM radio talk shows help me maintain an appropriate speaking speed during conversations or presentations. Finally, it was noted from the study that 178(79.4%) of the participants agreed, however, 39(17.4%) of the respondents disagreed that FM radio talk shows have boosted their confidence when speaking to others. Ojwang, (2017) demonstrates that a common language can be an effective unifier since it transcends social, economic, religious, ethnic, political and gender barriers.

### 4.9 Assumptions of Multiple Regression Model

The study tested assumptions of multiple regression namely normality, linearity, homoscedasticity and multicollinearity assumptions.

#### 4.9.1 Normality Assumption Test

Multiple regressions assume that variables have a normal distribution. The study used Kolmogorov-Smirnov test one sample test to test the assumption of the normality of the population distribution in order to find out if the study variables follow a normal distribution. The study findings were presented in Table 4.10.

**Table 4.10 Kolmogorov-Smirnov Test**

| Items | Statistic | Sig. |
|---|---|---|
| Structure of FM radio talk shows | .470 | .112 |
| Communication strategies employed | .467 | .366 |
| Factors that influence the choice of FM talk | .496 | .271 |
| Influence of FM radio talk shows | .441 | .859 |

**Source: Field Data, (2024)**

The test results in Table 4.10 revealed that the Kolmogorov-Smirnov significance value for structure of FM radio talk shows was 0.470>0.05. Kolmogorov-Smirnov significance value for communication strategies employed was 0.467>0.05. Kolmogorov-Smirnov significance value for factors that influence the choice of FM talk shows was 0.496>0.05. Kolmogorov-Smirnov significance value for influence of FM radio talk shows was 0.441>0.05. The study results revealed that all the study variables had Kolmogorov-Smirnov values greater than 0.05. This implies that data for the study variables were normally distributed. In addition, the study revealed that all study variables had a significance value of above 0.05 implying that data were normally distributed. The study findings concur with Di Leo and Sardanelli, (2020) who noted

that if the probability is greater than 0.05, then the data is normally distributed. Also, normality of the data was assumed since the number of observations was large.

### 4.9.2 Multicollinearity Test

Multicollinearity refers to the assumption that the independent variables are uncorrelated (Daoud, 2017) and the researcher is able to interpret regression coefficients as the effects of the independent variables on the dependent variables when collinearity is low (Assaf & Tsionas 2021). This study used variance inflation factors (VIF) to assess multicollinearity. According to Thompson et al., (2017), VIF values greater than 10 and tolerance levels of 0.10 indicate presence of serious multicollinearity problem. Test results were presented in Table 4.11.

**Table 4.11 Multicollinearity Test Assumption**

| Variables | Tolerance | VIF |
|---|---|---|
| Structure of FM radio talk shows | .736 | 1.359 |
| Communication strategies employed | .496 | 2.015 |
| Factors that influence the choice of FM talk shows | .388 | 2.579 |
| Influence of FM radio talk shows | .509 | 1.964 |

**Source: Field Data, (2024)**

Multicollinearity test results in Table 4.11 revealed that structure of FM radio talk shows had no correlation with other independent variables (tolerance=0.736; VIF= 1.359). Communication strategies employed had no correlation with other independent variables (tolerance=0.496; VIF=2.015). Factors that influence the choice of FM talk shows had no correlation with other independent variables (tolerance=0.388; VIF=2.579) and lastly influence of FM radio talk shows had no correlation with other independent variables (tolerance=0.509; VIF=1.964). Multicollinearity test indicated

that no independent variable was removed from the analysis. A VIF greater than 10 or tolerance below 0.10 implied serious multicollinearity problem (Shrestha, 2020).

### 4.9.3 Homoscedasticity Test

The assumption of Homoscedasticity of variance was tested using levene's Test which is an inferential statistic used to assess the equality of variances for a variable calculated for two or more groups (Yang, Tu & Chen, 2019). The study assumes that variances of the populations from which different samples are drawn are equal. The study results are presented in Table 4.12.

**Table 4.12 Homoscedasticity Assumption**

| Variables | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| Structure of FM radio talk shows | 28.196 | 2 | 221 | .241 |
| Communication strategies employed | 90.114 | 1 | 222 | .171 |
| Factors that influence the choice of FM talk shows | 33.017 | 1 | 222 | .199 |
| Influence of FM radio talk shows | 19.606 | 1 | 222 | .149 |

**Source: Field Data, (2024)**

Table 4.12 showed Levene Statistic significance for structure of FM radio talk shows was 28.196 with an associated p-value of 0.241. Communication strategies employed has a levene statistical significance value of 90.114 with an associated p-value of 0.171. Levene Statistic significance for factors that influence the choice of FM talk shows was 33.017 with an associated p-value of 0.199. Influence of FM radio talk shows has a levene statistical significance value of 19.606 with an associated p-value of 0.149. Therefore, the study concludes that there is no significant difference among the study variable variances. The study failed to reject the null hypothesis that error variance of the independent variables is equal across groups since the p values was greater than 0.05. Yang et al. (2019) emphasizes that the homoscedasticity assumption is often

overlooked in linear regression analysis, yet it plays a critical role in the validity of inference.

### 4.10 Inferential Statistics

This section presented the results of correlation and regression analysis. The section was meant to achieve both general and specific objectives in establishing the relationships that exist between the study variables.

#### 4.10.1 Correlation Analysis

Pearson correlation analysis was carried out to show the strength and direction of the association between independent and sustainable performance. Table 4.13 present the results.

**Table 4.13 Multiple Correlation Analysis Results**

| **Variables** | | FM Radio Talk Shows on Communication of University Students | Structure of FM radio talk shows | Communication strategies employed | Factors that influence the choice of FM talk shows | Influence of FM radio talk shows |
|---|---|---|---|---|---|---|
| FM Radio Talk Shows on Communication of University Students | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| Structure of FM radio talk shows | Pearson Correlation | .455** | 1 | | | |
| | Sig. (2-tailed) | .000 | | | | |
| Communication strategies employed | Pearson Correlation | .583** | .362** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Factors that influence the choice of FM talk shows | Pearson Correlation | .655** | .510** | .680** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | |
| Influence of FM radio talk shows | Pearson Correlation | .634** | .388** | .605** | .668** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |

****. Correlation is significant at the 0.01 level (2-tailed).**
***. Correlation is significant at the 0.05 level (2-tailed).**
**Source: Field Data, (2024)**

Table 4.13 reveals that Structure of FM radio talk shows was positively associated with FM Radio talk shows on communication of university students (r=0.455**; p<0.01). The results show that communication strategies employed was positively associated with FM Radio talk shows on communication of university students (r= 0.583**; p<0.01). However, factors that influence the choice of FM talk shows was found to have a positive and statistically significant correlation with FM Radio talk shows on communication of university students (r=0.655**; p<0.01). Influence of FM radio talk shows was positively correlated to FM Radio talk shows on communication of university students (r=0.634**; p<0.01).

Segbenya, Antwi-Konadu, Adu-Poku and Peniana, (2023) found that the content of the programme and language of the programme, influence of others, professionalism of presenters were found to have influenced the choice of campus radio in the Central Region of Ghana. Choice of campus radio had a significant and positive relationship with station image, news coverage, type of programme, station presenters, influence of others, religious beliefs and political orientations Listeners' satisfaction levels for campus radio programmes were rated as very good but not excellent.

According to Orodho (2003), a strong correlation means that two or more variables have a strong relationship with each other while a weak or low, correlation means that the variables are hardly related.

### 4.10.2 Multiple Regression Analysis

Multiple regression analysis was run to establish the effect of independent variables on dependent variables.

### 4.10.3 Model Determination

The goodness of fit results is as displayed in Table 4.14.

**Table 4.14 Model Summary**

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|
| .726a | .528 | .519 | .34506 |

**Source: Field Data, (2024)**

The model summary statistics show that the SE is 0.34506, R value of 0.726, the $R^2$ of 0.528, and the adjusted R square is 0.519. The R square, which is another name for the coefficient of determination, is 0.528, suggests that 52.8% of the variation in the FM Radio Talk Shows on Communication of University Students can be attributed to the influence of the predictor elements, which include Structure of FM radio talk shows, Communication strategies employed, Factors that influence the choice of FM talk shows and Influence of FM radio talk shows. This suggests that the FM Radio Talk Shows on Communication of University Students is significantly and favorably impacted by a one-unit change in the predictor variables (Structure of FM radio talk shows, Communication strategies employed, Factors that influence the choice of FM talk shows and Influence of FM radio talk shows).

### 4.10.4 Model Fitness Test

The model fitness test was estimated by use of ANOVA as indicated in Table 4.15.

**Table 4.15 Model Fitness Test**

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 29.134 | 4 | 7.284 | 61.172 | .000b |
| Residual | 26.076 | 219 | .119 | | |
| **Total** | 55.210 | 223 | | | |

**Source: Field Data, (2024)**

The model gave an *F*-statistics value of 61.172 with a *p*–value of 0.000. This is an implication that all the variables used in the model namely; structure of fm radio talk shows, communication strategies employed, factors that influence the choice of FM talk shows and Influence of FM radio talk shows are significant in predicting FM Radio Talk Shows on Communication of University Students. Therefore, from the results on the overall *p*–value of *F* – statistics given; it can be noted that the model used in the study is significant since the confidence interval used was 95% leaving an allowance of 5%.

### 4.10.5 Coefficients of the Variables

The results of the regression coefficients of the variables are as indicated in Table 4.16.

**Table 4.16 Coefficients of the Variables**

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | .228 | .097 | | 2.364 | .019 |
| Structure of FM radio talk shows | .129 | .050 | .140 | 2.591 | .010 |

| | | | | | |
|---|---|---|---|---|---|
| Communication strategies employed | .169 | .066 | .168 | 2.547 | .012 |
| Factors that influence the choice of FM talk shows | .282 | .077 | .272 | 3.648 | .000 |
| Influence of FM radio talk shows | .309 | .068 | .296 | 4.551 | .000 |

**Source: Field Data, (2024)**

Regression of coefficients results in Table 4.16 shows that Structure of FM radio talk shows have a positive and significant effect on FM Radio Talk Shows on Communication of University Students ($\beta_1$=0.129, p=0.010). It was further established that communication strategies employed had a positive and significant effect on FM Radio talk shows on communication of university Students ($\beta_2$=0.169, p=0.012). Factors that influence the choice of FM talk shows was found to have a positive and significant effect on FM Radio Talk Shows on communication of university students ($\beta_3$=0.282, p=0.000).

Finally, influence of FM radio talk shows was found to have a positive and significant effect on FM Radio Talk shows on communication of University Students ($\beta_4$=0.309, p=0.000). The results implied that a unit increase in Structure of FM radio talk shows caused 0.129 units increase in FM Radio talk shows on communication of University Students. A unit increase in communication strategies employed caused 0.169-unit increase in FM Radio Talk Shows on Communication of University Students. A unit increase in factors that influence the choice of FM talk shows caused 0.282 units increase in FM Radio Talk Shows on Communication of University Students. A unit increase in the Influence of FM radio talk shows caused 0.309-unit increase in FM

Radio Talk Shows on communication of university students. the resulting regression model is as follows:

$$\mathbf{Y = 0.}228 + \mathbf{0.}129\mathbf{X_1} + \mathbf{0.}\ 169\mathbf{X_2} + \mathbf{0.}\ 282\mathbf{X_3} + \mathbf{0.}309\mathbf{X_4} \ldots\ldots\ldots\ldots\ldots\ldots \textbf{Equation 4.1}$$

**Where:**

**Y** represents FM Radio Talk Shows on Communication of University Students

$\mathbf{X_1}$ represents Structure of FM radio talk shows

$\mathbf{X_2}$ represents Communication strategies employed

$\mathbf{X_3}$ represents the Factors that influence the choice of FM talk shows

$\mathbf{X_4}$ represents the Influence of FM radio talk shows

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations.

## 5.2 Summary of the Study Results

### 5.2.1 Structure of FM radio Talk Shows Listened by University Students

The findings of the study show that FM radio talk shows typically feature a mix of news, interviews, and light entertainment to engage listeners at the start of the day. They also agreed that structured segments providing updates on current events and weather forecasts are often presented in a concise format.

In-depth discussions with experts or commentators on current political and social issues, as well as coverage of sports news and live commentary, were also found to be common in FM radio talk shows. The study also revealed that interactive formats allowing listeners to call in with requests or opinions, countdown formats featuring popular music tracks, and narrative-driven programs were popular among respondents. Informative segments focused on education, health, or community issues, as well as light-hearted content designed to entertain, were also found to be common in FM radio talk shows.

The study also highlighted the importance of a good balance between host-led discussions and audience participation, as well as the quality of guests and their ability to engage with the host and audience. The use of storytelling and narrative elements was also found to be effective in engaging the audience. Overall, the structure,

segments, and tone of FM radio talk shows varied across different stations, catering to the interests and values of their target audience.

### 5.2.2 Communication Strategies Employed by The Radio Talk Show Presenters of Selected FM Radio Stations

The study findings indicate various perceptions of university students regarding radio talk show presenters and their communication strategies. The majority of respondents agreed that radio talk show presenters have effectively analyzed their audience to communicate effectively. Similarly, a significant proportion agreed that presenters encourage active listening, place emphasis on clarity, take feedback from the audience, use the art of persuasion, focus on interpersonal skills to build rapport, and are mindful of their tone during presentation.

Additionally, most respondents agreed that talk show presenters utilize multiple modes of communication like Twitter. Regarding the use of known celebrities, the majority agreed that FM radio stations employ them to attract an audience. However, there were some respondents who disagreed with these perceptions. These findings shed light on the importance of audience analysis, communication techniques, and engaging strategies employed by radio talk show presenters to effectively connect with listeners and foster an interactive and influential environment.

### 5.2.3 Factors Influencing the Choice of FM Talk Shows by University Students.

The study findings provide insights into the factors influencing university students' choice of FM talk shows. The results reveal that music preference has a relatively minor influence on station selection. Instead, the variety and nature of the programmes aired on a station play a more prominent role. Content of the programme and the language used also emerged as important considerations for students. The personality, expertise,

and presentation style of talk show presenters and the inclusion of knowledgeable panel members contribute to the appeal of a station. The convenience of programme timing is a significant factor, while social influence and the number of commercial breaks play relatively minor roles.

Additionally, interactivity through phone-in segments influences station selection among university students. Overall, these findings highlight the significance of programme content, presenter characteristics, and scheduling convenience in attracting and retaining listeners within the student demographic.

### 5.2.4 Effects of FM Radio Talk Shows on University Students' ways of Communicating

The study findings shed light on the perceptions of respondents regarding the impact of FM radio talk shows on their language skills and confidence. A majority of participants agreed that listening to FM radio talk shows improves their speaking ability and helps in developing proper grammar.

Additionally, respondents believed that they can enhance their vocabulary and express their ideas better through exposure to radio programs. Moreover, they acknowledged improvements in articulation, pronunciation, and speaking speed as a result of actively engaging with FM radio talk shows.

Furthermore, a significant proportion agreed that listening to such programs enables them to speak more fluently, improves speaking accuracy, and boosts self-confidence. These findings highlight the perceived benefits of FM radio talk shows in enhancing language skills and self-assurance among the participants, emphasizing the positive impact of radio as a medium for language development.

## 5.3 Conclusions

Based on the study findings, several conclusions can be drawn. Firstly, FM radio talk shows in Eldoret Town typically follow a similar format, with an opening segment, in-depth discussions led by the host, and opportunities for audience participation. The shows incorporate various segments such as interviews, panel discussions, interactive games, and quizzes.

The balance between host-led discussions and audience participation varies, but shows that strike a good balance tend to be more engaging and informative. The types of guests featured range from experts to politicians and cultural figures. Narrative elements and storytelling are often used to make complex topics more relatable, and there are differences in formats and approaches across different stations. Overall, audience members gravitate towards talk shows that align with their interests and values.

Secondly, effective communication strategies employed by radio talk show presenters are crucial in engaging university students. Presenters who demonstrate audience analysis, encourage active listening, emphasize clarity, seek feedback, utilize persuasive techniques, focus on interpersonal skills, and are mindful of their tone during presentation are more likely to connect with the student audience.

The use of multiple modes of communication, such as incorporating social media platforms like Twitter, can also enhance engagement. However, it is important to note that there may be varying perceptions among students, and not all respondents agreed on these aspects.

Furthermore, the study highlights the factors influencing the choice of FM talk shows among university students. While music preference plays a relatively minor role, the variety and nature of programmes, content relevance, language used, presenter

characteristics, inclusion of knowledgeable panel members, programme timing convenience, interactivity through phone-in segments, and the presence of minimal commercial breaks are significant considerations for students. These findings emphasize the importance of providing compelling and engaging content, as well as considering factors beyond just the music played, to attract and retain the student audience.

### 5.4 Recommendations

Based on the conclusions drawn from the study, the following recommendations are proposed:

1. Radio stations targeting university students should create a balanced format that includes a mix of news, interviews, light entertainment, structured segments, in-depth discussions, sports coverage, interactive formats, countdown formats, live performances, music genres, structured discussions, narrative-driven programs, informative segments, and light-hearted content.

   It is important to incorporate audience participation and diverse perspectives, as well as feature knowledgeable hosts and high-quality guests who can engage with the audience effectively. Additionally, incorporating storytelling and narrative elements can make complex topics more relatable and engaging for the audience. Stations should also consider their target audience and programming strategy to tailor the format and segments accordingly.

2. Radio talk show presenters should continue to analyze their audience effectively and employ communication strategies that foster active listening, clarity, feedback incorporation, persuasive techniques, interpersonal skills, and mindful presentation tone. They should also explore utilizing multiple modes of

communication, such as integrating social media platforms, to enhance audience engagement.

3. Radio stations should consider factors beyond music preference when designing their programming schedules. They should focus on providing relevant and engaging content, featuring knowledgeable panel members, ensuring convenient programme timing, promoting interactivity through phone-in segments, and minimizing commercial breaks to meet the preferences and needs of university students.

4. Further research could be conducted to gain a deeper understanding of the specific preferences and interests of university students in relation to FM radio talk shows. This would assist radio stations in refining their programming strategies and delivering content that resonates with the student audience.

### 5.5 Suggestions for Further Study

This study sought to establish the effect of FM radio talk shows on effective communication among university students in various campuses located in Eldoret town. Therefore, this study suggests that the same topic to be done but with different objectives in different universities in Kenya.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am a Post graduate student in Masinde Muliro University of Science and Technology pursuing a PhD in Communication Studies. I am carrying out an investigation into **Structure and Content of FM Radio Talk Shows and their Effects on Communication of University Students in Eldoret Town**. I therefore request for your input for the success of this study. This study is purely academic and the information were treated with utmost confidentiality.

Please complete this questionnaire honestly by ticking [√] or writing the most appropriate answer in the spaces provided.

**DO NOT INDICATE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE.**

Thank you.

Yours Sincerely,

Philip Chebunet

**<u>Section A:</u> Demographic Information**

1. Gender: Male [ ]
   Female [ ]
2. Age:
   Below 18 years [ ]
   18-25 years [ ]
   Above 25 years [ ]
3. (a) Do you have access to audio media, i.e. FM radio?
   Yes [ ]
   No [ ]

   (b) If yes, how often do you listen to the radio?

Never [ ]

Very rarely [ ]

Rarely [ ]

Often [ ]

Very often [ ]

4. Approximately when did you first hear about/listened to FM station?

   Four years ago [ ]

   Three years ago [ ]

   Two years ago [ ]

   One year ago [ ]

   This year [ ]

   Not sure [ ]

   Never [ ]

5. Which FM Radio Stations do you listen to?

6. How does the use of different languages by FM radio stations influence the communication skills of university students in Eldoret Town?

**<u>Section B:</u> Structure of FM radio talk shows listened by university students in Eldoret Town in Eldoret Town.**

| Statements | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| 1. Typically features a mix of news, interviews, and light entertainment to engage listeners at the start of the | | | | | |
| 2. Structured segments providing updates on current events and weather forecasts, often presented in a concise | | | | | |
| 3. In-depth discussions with experts or commentators on current political and social issues, often including audience input | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4. Covers sports news, live commentary, and interviews with athletes, structured around specific sporting events. | | | | | |
| 5. Interactive format allowing listeners to call in with requests or opinions, fostering real-time audience | | | | | |
| 6. Countdown format featuring popular music tracks, often interspersed with commentary and artist | | | | | |
| 7. Features live performances, often with interviews or discussions about the music and artists involved. | | | | | |
| 8. A mix of music genres with occasional commentary, focusing on entertainment rather than structured | | | | | |
| 9. Structured discussions on various topics, often featuring guest experts and audience participation through calls. | | | | | |
| 10. Narrative-driven programs that tell a story, often with a structured script and sound effects to enhance | | | | | |
| 11. Informative segments focused on education, health, or community issues, often featuring experts and structured Q&A. | | | | | |
| 12. Light-hearted content designed to entertain, often featuring skits, jokes, and humorous discussions. | | | | | |

**Section c: Communication strategies employed by the radio talk show presenters of selected FM radio stations**

| Statements | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 1. Radio talk show presenters have analyzed there audience well to in order to communicate | | | | | |
| 2. Radio talk show presenters encourages active listening among | | | | | |
| 3. Radio talk show presenters give more emphasis on clarity | | | | | |
| 4. Radio talk show presenters take feedback from audience | | | | | |
| 5. Radio talk show presenters use the art of persuasion by presenting one's ideas and thoughts | | | | | |
| 6. Radio talk show presenters focuses on Interpersonal skills to build the rapport with | | | | | |
| 7. Radio talk show presenters are mindful of their tone during presentation | | | | | |
| 8. Radio talk show presenters uses multiple modes of communication like twitter | | | | | |
| 9. Fm radio stations uses known celebrities to attract audience | | | | | |

**Section D: Factors influencing the choice of FM talk shows by university students.**

| Selection of a Radio Station | Frequency | Percent |
|---|---|---|
| 1. The type of music played | | |
| 2. The type of programmes aired | | |
| 3. Content of the programme | | |
| 4. Language of the programme | | |
| 5. Presenters of the programme | | |
| 6. Panel members | | |
| 7. Timing of the programme | | |
| 8. Preference or influence of others | | |

| | | |
|---|---|---|
| 9. Number of commercial breaks in the programmes | | |
| 10. Interactivity with the station with phone in segments | | |
| Total | | |

**Section E: Effects of FM radio talk shows on university students' ways of communicating**

| Statements | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| 1. FM radio talk shows improves my speaking ability | | | | | |
| 2. Through FM radio talk shows my grammar is improve because I train to speak in a good structure | | | | | |
| 3. I can improve my vocabulary from FM radio talk shows | | | | | |
| 4. I can express my idea better because I train to explore my thoughts for some radio program | | | | | |
| 5. My articulation become better because I train to speak clearly and understandable | | | | | |
| 6. My pronunciation has become better because I train to pronounce the words correctly | | | | | |
| 7. My speaking speed has become better because I train to pay attention to my speaking speed | | | | | |
| 8. I can speak more fluent after listening to FM radio talk shows | | | | | |
| 9. My speaking accuracy has become better because I train to be aware with my speaking when listening to FM radio talk shows | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 10. I can improve my self-confidence after listening to | | | | | |

**Section e: Radio talk show presenters of selected FM radio stations**

| Statements | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| 1. FM radio talk shows have improved my ability to express my ideas clearly. | | | | | |
| 2. Listening to FM radio talk shows has encouraged me to speak confidently in public. | | | | | |
| 3. FM radio talk shows have enhanced my understanding and application of grammar | | | | | |
| 4. I often notice and learn from the correct grammar usage in FM radio talk shows | | | | | |
| 5. FM radio talk shows help me learn new words and phrases frequently. | | | | | |
| 6. FM radio talk shows have improved my ability to pronounce words correctly | | | | | |
| 7. FM radio talk shows serve as a good model for clear articulation in communication | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 8. FM radio talk shows help me maintain an appropriate speaking speed during conversations or presentations. | | | | | |
| 9. FM radio talk shows have boosted my confidence when speaking to others | | | | | |

**THE END**

## APPENDIX II: FOCUS GROUP DISCUSSION

**To examine the Structure of FM radio talk shows listened by university students in Eldoret Town in Eldoret Town**

1. What are the typical formats and segments used in FM radio talk shows in Eldoret Town?

2. How do the talk shows balance between host-led discussions and audience participation?

3. What types of guests are commonly featured on these talk shows, and how do they contribute to the overall structure?

4. How do the talk shows incorporate elements of storytelling and narrative to engage the audience?

5. Are there any notable differences in the structure of talk shows across different FM stations in Eldoret Town?

**To determine the communication strategies employed in presenting radio talk shows on FM radio stations in Eldoret Town**

1. What communication techniques do the hosts use to facilitate effective discussions and keep the audience engaged?

2. How do the talk shows incorporate elements of humor, emotion, and personal anecdotes to connect with the audience?

3. What language strategies are used to ensure the content is accessible and relevant to the target audience of university students?

4. How do the talk shows leverage audience interaction, such as call-ins and social media, to enhance the communication experience?

5. Are there any notable differences in the communication strategies employed by different FM stations or individual hosts?

**To determine the factors that influence the choice of FM talk shows by university students in Eldoret town**

1. What topics and themes are most appealing to university students when choosing which talk shows to listen to?

2. How important are factors such as the host's personality, the guests featured, and the overall production quality in attracting student listeners?

3. Do university students prefer talk shows that focus on issues directly relevant to their lives and experiences, or do they also enjoy shows that cover a broader range of topics?

4. What role do factors such as the time slot, the station's overall programming, and word-of-mouth recommendations play in influencing student choices?

5. Are there any notable differences in the factors that influence talk show choices among different demographic groups within the university student population?

**To examine the influence of FM radio talk shows on university students' ways of communicating**

1. In what ways do university students feel that listening to talk shows has impacted their own ways of communicating and confidence?

2. Do students perceive any changes in their ability to articulate ideas, engage in discussions, and express themselves after regularly listening to talk shows?

3. How do students feel that the exposure to different communication styles and strategies employed by talk show hosts and guests has influenced their own communication approach?

4. Do students believe that the interactive nature of talk shows, which encourages audience participation, has helped them develop their communication prowess in real-world settings?

5. Are there any notable differences in the perceived influence of talk shows on ways of communicating among students with varying levels of initial communication competence or confidence?

## APPENDIX III: UNIVERSITY LETTER

**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)**

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

**Directorate of Postgraduate Studies**

**Ref:** MMU/COR: 509099

**Date:** 1st October, 2020

Chebunet Philip Kiprotich
JMC/LH/002/14
P.O. Box 190-50100
**KAKAMEGA**

Dear Mr. Kiprotich,

**RE: APPROVAL OF PROPOSAL**

I am pleased to inform you that the Directorate of Postgraduate Studies Board considered and approved your Ph.D. proposal entitled*: 'The Influence of FM Radio Stations on English Language Communication Competence among University Students in Eldoret Town, Kenya"* and appointed the following as supervisors:

1. Prof. Egara Kabaji
2. Dr Lydia Anyonje

You are required to submit through your supervisor(s) progress reports every three months to the Director of Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Arts and Social Sciences Graduate Studies Committee and Chairman, Department of Journalism and Mass Communication and Graduate Studies Committee. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your Ph. D. thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

DEAN
SCHOOL OF GRADUATE STUDIES
MASINDE MULIRO UNIVERSITY
OF SCIENCE & TECHNOLOGY

Prof. John Obiri Sign:.....
**DIRECTOR, POSTGRADUATE STUDIES**

## APPENDIX IV: NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 742002

Date of Issue: 15/May/2021

**RESEARCH LICENSE**

This is to Certify that Mr.. PHILIP KIPROTICH CHEBUNET of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Uasin-Gishu on the topic: THE INFLUENCE OF FM RADIO STATIONS ON ENGLISH LANGUAGE COMMUNICATION COMPETENCE AMONG UNIVERSITY STUDENTS IN ELDORET TOWN, KENYA for the period ending : 15/May/2022.

License No: NACOSTI/P/21/10531

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Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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## APPENDIX V: FOCUS GROUP DISCUSSION TRANSCRIPTS

**Location**: Eldoret Town

**Facilitator**: Philip Chebunet

**Participants**: University students from various disciplines and backgrounds
**Duration**: 90 minutes

### Theme 1: Impact on Communication and Confidence

**Facilitator**: Let's begin by talking about the impact that listening to FM talk shows has had on your communication skills. Has anyone noticed any changes in how they communicate?

**Participant 1 (Group 1)**: "Honestly, I think it's made a big difference for me. Listening to the way the hosts and guests communicate has really helped me become more confident in expressing my own thoughts and ideas. I find myself using some of their techniques in my own conversations now. I try to articulate things in a more organized way."

**Facilitator**: Interesting! So, would you say that the communication styles you hear on the shows influence how you talk in your everyday life?

**Participant 2 (Group 3)**: "Definitely. The way the hosts keep their conversations flowing and engage with people—it's something I've started to use myself. I feel like it's easier to engage in discussions now. I'm not as shy about voicing my opinions anymore."

**Participant 3 (Group 2)**: "I agree. I've become more confident in group discussions. Before, I used to struggle to find the right words. But listening to these shows, I've noticed my vocabulary has expanded. I'm able to express myself more clearly now, especially during class debates or even casual conversations."

**Participant 4 (Group 4)**: "For me, it's been a game-changer. Before listening to talk shows, I was super shy about speaking up in any group. But now, I feel more comfortable sharing my opinions, even if they're different from others. I guess it's because I'm more confident in how I communicate."

**Facilitator**: So, would you say that these changes are linked to the communication techniques you observe on the shows?

**Participant 1 (Group 1)**: "Yes, exactly. The hosts know how to keep people engaged without being too pushy. I've noticed how they manage to bring out diverse perspectives and maintain a smooth conversation. I try to adopt some of those techniques in group projects or when I'm working with others."

**Theme 2: The Role of Interactive Formats in Communication Development**

**Facilitator**: Let's discuss the interactive nature of talk shows. How do you feel the call-ins and audience participation shape your communication skills?

**Participant 2 (Group 3)**: "I think the call-in segments are super useful. When you have to call in and speak your mind, it forces you to think on your feet and express your points clearly. I find myself thinking faster and becoming more articulate in my responses."

**Participant 3 (Group 2)**: "Yes! I actually love the SMS and social media interaction too. It gives me the chance to share my thoughts and have a real-time conversation with the hosts or other listeners. It helps me become more comfortable with public speaking."

**Facilitator**: So, it seems like the opportunity to interact with the show is important. Do you think these interactions help you practice communication in real-world settings?

**Participant 4 (Group 1)**: "Definitely. The more you participate, the more confident you become in speaking. It's like a practice run for me. I feel like I'm getting better at expressing my ideas with people, even outside of the show."

**Theme 3: Perceived Improvements in Communication Abilities**

**Facilitator**: Now, let's talk about how your communication abilities have evolved. Has listening to talk shows had an effect on your ability to articulate ideas or engage in discussions?

**Participant 1 (Group 4)**: "I definitely feel like I've improved. I can find the right words much faster. I remember having trouble with vocabulary before, but now, I can talk through ideas without pausing for too long."

**Participant 2 (Group 3)**: "Same here! I feel like I can express myself more clearly now, especially in group discussions. I've learned to use different phrases that make my arguments more convincing."

**Participant 3 (Group 2)**: "I've also picked up some new techniques from the guests on these shows. When they explain complex topics in simple terms, it makes me think about how I can explain things more clearly too. It's all about making things relatable."

**Participant 4 (Group 1)**: "I used to be really nervous when presenting information, but now I'm more comfortable with it. I even try to break down information like the guests do, especially when I'm talking to classmates about complex subjects."

**Theme 4: Influence of Communication Styles and Strategies**

**Facilitator**: Let's shift gears a bit. How do you feel that the communication strategies used by talk show hosts and guests influence how you communicate?

**Participant 1 (Group 4)**: "I think the way the hosts guide the conversation is a big takeaway for me. They know how to keep the discussion interesting while also giving

everyone a chance to speak. It's something I've tried to emulate when I lead group discussions."

**Participant 2 (Group 3)**: "I've learned so much from how the hosts bring in different perspectives. They never shut anyone down—they let the conversation flow. I try to do that when I'm working with people, especially when we have opposing views."

**Participant 3 (Group 2)**: "Exactly! It's not just about speaking; it's about listening too. I've noticed that when the hosts listen carefully, they're able to steer the conversation in a productive direction. I've been trying to do the same when I'm having discussions with my peers."

**Participant 4 (Group 1)**: "The guests are also a big influence. I've noticed how they explain things clearly, even when discussing difficult topics. It's made me focus on how I can simplify things when talking to others."

**Theme 5: Differences Based on Initial Communication Competence**

**Facilitator**: Some of you mentioned that you've gained more confidence in communication. Do you think these improvements differ depending on your initial communication abilities?

**Participant 1 (Group 3)**: "For me, I was always a pretty confident communicator. But over time, I've picked up a lot of techniques that help me refine my skills even further. I've become more deliberate with my word choices."

**Participant 2 (Group 2)**: "I used to struggle a lot with public speaking. But listening to talk shows really helped me find my voice. Now, I feel much more confident when speaking in front of people. I guess it's the exposure to how others communicate that made the difference."

**Participant 3 (Group 1)**: "I've noticed improvements too, but I think they're more subtle for me. For someone who's already confident, it's more about polishing what I already know."

**Participant 4 (Group 4)**: "I was pretty shy before, but after listening to these shows, I've gained a lot of confidence. I'm much better at speaking up in group discussions, even when the topic is unfamiliar."

**Facilitator's Closing Remarks**

**Facilitator**: Thank you all for your insights. It's clear that talk shows are playing a role in improving communication skills, whether it's through boosting confidence, learning new communication techniques, or practicing articulation. Your feedback will be invaluable in understanding how FM radio talk shows impact students' media consumption and communication practices.