

## Effectiveness of Broadcast Media in Promoting Skill Acquisition Awareness Among Mass Communication Students at Auchi Polytechnic

<sup>1</sup> Patrick Afam ANIKWE

<sup>2</sup> Otono MOMODU

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<sup>3</sup> Kelly ODARO-EKHAGUEBOR

### Abstract

Skill acquisition among students has become very necessary given the high rate of unemployment in Nigeria and other African countries. This is because it helps to provide job opportunities for the teeming youths including Mass Communication students after their graduation. Meanwhile, some Mass Communication students are ignorant of the various opportunities that exist for them to acquire skills hence this study examined the effectiveness of broadcast media as potent channel for promoting awareness campaign for skills acquisition among Mass Communication students in Auchi Polytechnic. In the course of carrying out this study, the researchers adopted survey as the research method while questionnaire was used as the instrument of the study. The theoretical thrust of this study is Uses and Gratification theory. The main objective of this study is to determine the level of awareness promoted by broadcast media among Mass Communication Students in Auchi Polytechnic. Findings of the study revealed that the broadcast media is a viable and effective channel for promoting awareness campaign for the acquisition of skills by Mass Communication students in Auchi Polytechnic, Auchi. However, the study showed that there are certain challenges associated with using the broadcast media to promote skills acquisition in Auchi Polytechnic such as inadequate funding, low students' engagement, limited broadcast airtime etc. As a result of the identified challenges, it was recommended among other things that sufficient funds should be earmarked for promoting skills acquisition and that broadcast media should develop and present engaging skills acquisition programmes capable of motivating Mass Communication students.

**Keywords:** Broadcast Media, Effectiveness, Evaluation, Promotion, Skill Acquisition

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<sup>1</sup> **Corresponding author:** Patrick Afam ANIKWE, Department of Mass Communication, Auchi Polytechnic, Auchi, Edo State

Email: [anikwe4patrick@gmail.com](mailto:anikwe4patrick@gmail.com)

<sup>2</sup> Otono MOMODU, Department of Mass Communication, Auchi Polytechnic, Auchi, Edo State

<sup>3</sup> Kelly ODARO-EKHAGUEBOR, Department of Mass Communication, Auchi Polytechnic, Auchi, Edo State

## **Introduction**

In today's competitive and dynamic economy, the ability to acquire practical and entrepreneurial skills is increasingly recognized as a key driver of youths/students' empowerment and national development. Skill acquisition promotion refers to the process by which individuals are enlightened or exposed on how to gain practical knowledge and competencies necessary to perform specific tasks or develop a vocation (Edewor & Atiku, 2020). It encompasses using the various channels of communication such as the broadcast media and others to create awareness on different skillsets that are available for the interns to learn, including craftsmanship, vocational trades, digital proficiency, and entrepreneurial capabilities. These skills are essential for improving employability, promoting self-reliance, and reducing youths' unemployment.

In Nigeria, unemployment and underemployment remain pressing socio-economic issues, especially among youths and graduates (Nwankwo & Okonkwo, 2021). As a result, skill acquisition has become a core strategy in addressing these challenges. Students are always advised to key into skill acquisition programme at their disposal in order to be employers of labour in future instead of being job seekers. One of the challenges of achieving this feat is to know the various centres of skill acquisition and their operational modalities. The broadcast media such as Nigeria Television Authority (NTA), Federal Radio Corporation of Nigeria (FRCN) and others have played different roles to create awareness of where and how skill acquisition can be achieved. In the other hand, educational institutions, particularly polytechnics like Auchi Polytechnic, Auchi usually play a central role in this endeavor. Auchi Polytechnic, located in Edo State, Nigeria, is widely recognized for its emphasis on technological education and vocational training. It aims to equip students with the technical and entrepreneurial skills necessary to meet the demands of the labor market.

One significant factor that influences students' engagement in skill development is effective communication and promotion of a gap that broadcast media can bridge. Broadcast media, comprising radio and television, serve as powerful tools for mass communication. They can disseminate information quickly, shape perceptions, influence behavior, and stimulate public interest in skills development programs (Adeniran & Egwuonwu, 2018). When strategically used, these media can amplify government and institutional messages encouraging students to embrace skill acquisition as a pathway to self-reliance and economic freedom (Onoja, 2019).

Despite these potentials, there appears to be a disconnect between media efforts and actual students' engagement in skills training. Previous studies conducted by Okoye & Oboh (2021), have shown that while broadcast media campaigns are often conducted to promote skill acquisition, they may not be effectively tailored to the information needs, preferences, or media consumption patterns of students. Moreover, students may be more inclined to digital or social media platforms, thereby limiting the influence of traditional broadcast media unless such efforts are customized and relatable.

This study therefore seeks to evaluate the effectiveness of broadcast media in promoting awareness of skill acquisition among students of Mass Communication in Auchu Polytechnic, identifying the strengths, limitations, and strategies for improvement. By addressing the identified communication gap, the study aims to provide evidence-based recommendations for leveraging radio and television contents to engender a skilled, independent, and economically active youth population.

### **Statement of the Problem**

In today's competitive and rapidly changing socio-economic environment, skills acquisition has become a critical pathway for empowering youths and addressing the growing problem of unemployment in Nigeria. Despite the increasing need for practical skills beyond academic qualifications, many students in tertiary institutions, including Auchu Polytechnic, still lack adequate exposure to the importance and opportunities associated with skills acquisition. The broadcast media, as a powerful tool for information dissemination and behavioral change, has the potential to play a significant role in promoting skills development among students by creating awareness, shaping attitudes, and motivating action.

However, there appears to be a gap in the effectiveness and reach of broadcast media messages aimed at encouraging skills acquisition among students. Many students remain unaware of available skills acquisition programs, or they perceive such initiatives as unimportant in their career development. This raises concerns about whether the media is fulfilling its educational and developmental role in this context. Additionally, challenges such as limited airtime, poor program design, and lack of youth-centered content may be hindering the media's impact.

This study calls for a deliberate evaluation of how broadcast media is utilized to promote awareness of skill acquisition among students. Do students of Mass Communication in Auchu Polytechnic tune to skill acquisition programs aired on radio and television? Are the messages

motivating enough to influence their attitudes or participation? What content formats or broadcast schedules are most effective? These questions need to be answered to improve the efficiency of media-based advocacy for skill acquisition.

Therefore, it becomes necessary to evaluate how effectively the broadcast media promotes skills acquisition among Mass Communication students in Auchi Polytechnic, identify the extent of students' exposure to such media content, assess their perceptions of the relevance of these messages, and explore the factors that influence their participation in skills acquisition programs. Without such an evaluation, efforts to harness the media for youth empowerment through skills acquisition may remain insufficient and ineffective.

### **Objectives of the Study**

This study is meant to assess the level of awareness among Mass Communication Students in Auchi Polytechnic of broadcast media promotion of skill acquisition, as well as to determine the influence of broadcast media in promoting skill acquisition among students of the Mass Communication Department in Auchi Polytechnic. This study is also aimed at evaluating the perception of students of Mass Communication in Auchi Polytechnic on the broadcast media's role in promoting skill acquisition. The study is equally geared towards examining the challenges faced by broadcast media in promoting students' skill acquisition. Moreover, it will provide insight into the role and effectiveness of broadcast media in driving Mass Communication students' interest in skills acquisition, which is crucial for reducing unemployment and fostering self-reliance among youths.

### **Review of Relevant Literature**

#### **Skill Acquisition**

Skill acquisition nowadays has been prioritized and become more lucrative in line with education. Nwankwo & Okonkwo (2021) posited that individuals acquired a skill that is duly sought for either technical or soft skills. With various platforms which are willing to share free knowledge on some technical skills and soft skills, the art of skill acquisition has been in high pursuit. According to Nwaoboli (2023), acquiring skills has become a top priority for youths in education, with a focus on both technical and soft skills. There are many available platforms that offer free resources for skill development, making it a popular pursuit. Having a skill gives one a competitive advantage in the job market and requires dedication, hard work, and learning from others, as well as taking courses (Adeniran, 2018).

Skill acquisition, according to Ayeni (2021), is the process of acquiring technical know-how, either to make a living or for survival. He went further to say that these skills can be obtained from various sources, depending on the skill and environment. For example, someone interested in learning to repair cars or motorcycles might seek guidance from experts in that field. Skill and skill acquisition are related but distinct. A skill can be defined as the technique or ability to do something well. Skills are reiterated and usually learned and acquired as opposed to talent which are often. The only difference between skill and skill acquisition is the process of getting or gaining the skill (Nwaoboli, 2023).

### **Broadcast Media**

Broadcast media encompasses a variety of channels and platforms, including television, the internet, audio podcasts, and video content, among others (Gumbari, 2022). The main objective of broadcast media is to communicate with the public by disseminating information and entertainment (Ayeni & Nwaoboli, 2023). This medium serves as a means of informing the masses about global events, as well as entertaining them. In essence, it can be referred to as a comprehensive bundle of news, entertainment, and information dissemination. Broadcast media refers to various media used to communicate, transmit, and distribute information, entertainment, news, and advertisements to the public. This can include a diverse range of audio-visual materials and electronic or electromagnetic media. Examples of broadcast media include television news, audio and video productions, print media, radio and television programs, and more. It involves providing recorded, digital, or live content through radio, television, or other means utilizing satellite signals.

Despite the prevalence of digital media, broadcast media remain an important tool for disseminating ideas, products, services, news, and information to a wide audience (Egbulefu & Nwaoboli, 2023). Although it may seem outdated, the transmission of information through a communication network - spanning from local to international - continues to be relevant in today's world. The broadcast media as it may performs several functions such dissemination of news, opinions, and education, propaganda, commercial and entertainment functions. The two major types of broadcast media are video and audio. Video uses images, and it is a common means of communicating on television and the internet. Audio is a verbal form of communication used on radio, television, and the internet.

Egbulefu et al. (2023) said that the broadcast media possess certain features such as: It has the potential to reach a large and diverse audience, it communicates messages of public interest or

concern, there is a separation between the source of information and its recipients, it can be transmitted via various mediums, such as television, the Internet, newspapers, and radio, its audience is heterogeneous in nature and Feedback on news or information disseminated through traditional mass media channels like television, radio, and print media is not immediate or direct.

For this research, the broadcast media involves the radio and the television and its perception to skill acquisition, also how Mass Communication students in Auchi Polytechnic perceive the broadcast media message on skill acquisition.

### **Awareness of Skills Acquisition among Mass Communication students at Auchi Polytechnic**

Broadcast media particularly radio and television play a significant role in shaping public perception and promoting government and institutional programs aimed at youth empowerment, including skills acquisition (Nwankwo and Okonkwo, 2021). In Auchi Polytechnic, a federal tertiary institution known for its emphasis on both theoretical and practical education, broadcast media can serve as a key vehicle for influencing students' attitudes and participation in vocational training initiatives.

Skill acquisition among Mass Communication students at Auchi Polytechnic has become increasingly relevant amid the growing need for self-employment and entrepreneurial development in Nigeria. With limited white-collar job opportunities, many students of the Mass Communication Department in Auchi Polytechnic are seeking alternative pathways to economic sustainability. Broadcast media can help bridge the gap between institutional training and public awareness by promoting relevant programs, opportunities, and success stories (Edewor & Atiku, 2020).

For example, local radio stations such as Vibes FM Benin, ITV Radio, and RayPower FM often air government-sponsored youths' empowerment programs, including "Youths and Skills Today", which discusses practical ways young people including Mass Communication students can learn trades like tailoring, carpentry, catering, digital marketing, and graphics design. When Mass Communication students at Auchi Polytechnic are exposed to such content, it can trigger curiosity, motivation, and even participation in skill-related workshops, both within and outside the school environment.

Similarly, television programmes like “NTA’s Empowerment Hour” or “Channels TV’s Youth Talk” have featured segments on youth-led startups, vocational training centres, and entrepreneurship clinics that can inspire Mass Communication students in Auchi Polytechnic to engage in self-development. These platforms also promote real-life stories of young Nigerians who, after acquiring vocational skills, successfully launched businesses or became self-employed. When Mass Communication students in Auchi Polytechnic see relatable individuals featured on these shows, it helps normalize and valorize skill acquisition as a respectable and viable life path.

The Federal Government’s National Educational Loan Fund (NELFUND), which is frequently advertised via television and radio, is also a relevant example. These initiatives are often accompanied by broadcast jingles and talk shows that explain application processes and the types of vocational skills covered. Through such exposure, students become more aware of these opportunities and are likely to apply, especially when institutions like Auchi Polytechnic create awareness through their internal communication units or departmental circulars that encourage tuning in to such content.

### **The Role of Broadcast Media in Promoting Skill Acquisition**

Broadcast media serve multiple purposes in skill acquisition efforts. These include:

1. **Information Dissemination:** Radio and television are used to broadcast information about available skill acquisition programs, registration procedures, and eligibility criteria.
2. **Inspiration and Motivation:** Featuring stories of individuals who have succeeded through skill acquisition helps to inspire others to take similar steps.
3. **Social Mobilization:** By airing discussions and programs on the importance of vocational training, the media help to change perceptions and encourage more people, especially the youth, to embrace skills rather than wait for white-collar jobs.
4. **Bridge between Government and Citizen:** Media serve as a communication bridge, relaying information from policy-makers to the people and feedback from the people to the government.

According to Nwodu (2017), the strategic use of local languages and relatable content makes radio particularly effective in promoting developmental messages in rural communities.

### **Advantages and Impact of Skill Acquisition**

Skill is like key used in opening door of fortune (Adeniran & Egwuonwu, 2018). As water is very essential to human life; so is skill needed in the life of every serious-minded human being. Skills can do a lot of great work in the life of every living soul. Lack of skills is a major cause of corruption. The importance of skill acquisition includes self-employment, diverse job opportunities, employment generation, effective function, and crime reduction. Skills acquisition is important for self-employment (enabling individuals to work independently, avoid job hunting, and become their own boss), diverse job opportunities (attracting multiple employers and offering career choices), employment generation (allowing skilled individuals to train others and create jobs), and crime reduction (providing lawful income that deters criminal activity and helps reform offenders).

Skill acquisition is still playing a part in various individuals' lives, as people learn different skills every day for the improvement and betterment of their lives. Skill acquisition has a positive impact on an individual's life.

Skills acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenues for employment, thereby creating an avenue for jobs and wealth creation while instilling self-sufficiency and reliance (Isaac, 2021). Skill acquisition is seen as a platform for individual empowerment in the area of employment in Nigeria. With the high level of unemployed Youths and First school leavers (secondary School graduates), the learning of a skill contributes immensely to the improvement of their lives, as they have an opportunity to contribute to the society and themselves socially and financially. Gumbari (2022) opined that "Skills acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagement of youths. The acquisition of skill is a major boost for individual empowerment, especially the youths, as it gives them an edge in entering the labour market, as experience is considered important before a job is given. This helps broaden their horizon as they have already acquired knowledge on different areas of life. Many graduates find it difficult to land a job, as many organizations see them as inexperienced and unexposed, because so many Nigerian Institutions do not engage fully in the practical involvement of their courses.

Skill acquisition also helps individual development to a positive approach to work and labour. Usoro (2020) recommended that skill acquisition programmes should be organized for new youths in the field of business to train and empower them as that will enable them to develop

a positive attitude towards work and labour. As there is an opportunity they can engage in to work and gain from, it increases the interest of such youths or individuals to work and add to the labour market of the country.

### **Theoretical Framework**

#### **Uses and Gratification Theory**

This study was anchored on the Uses and Gratification Theory (UGT). Elihu Katz and Jay Blumler, who were the proponents of the Uses and Gratification theory, noted that audiences are active users who choose specific media (broadcast, print, social media) to satisfy particular needs such as information, entertainment, social connection, and personal identity. Oftentimes, the theory focuses on why people use media and what they intend to derive from its use (gratification). UGT is usually classified as an audience-centered approach theory that views users as goal-oriented, selecting platforms and content that best fulfils needs like information, relaxation, learning or escaping harsh realities of life (Okunna, 2002). While laying emphasis on the point made, Okunna (2002) enumerated four core principles of UGT as follows:

1. Goal-Oriented – She posited that media use is usually driven by needs such as information, pleasure, companionship etc.
2. Individual differences- This explains that people’s motivations and how the media affects them vary.
3. Media as a tool - Under this point, Okunna advocated that the audience uses media to achieve goals, not just because media influences them.
4. Active Audience – There is always a strong advocacy that the media audiences are not passive people but they consciously select media for specific purposes.

All the above stated principles as enunciated by Okunna (2002) can be used to explain clearly that the broadcast media such as Auchu Polytechnic Hillside 94.1 radio FM serves as a very veritable source through which students of Mass Communication in Auchu Polytechnic, Auchu are being made aware of National Skill Acquisition Programme of Auchu Polytechnic. Similarly, the Nigeria Television Authority, Uzairue was also pivotal to creating awareness among Mass Communication Students in Auchu Polytechnic hence this study intends to ascertain how effective the broadcast media has been in promoting skill acquisition among Mass Communication Students in Auchu Polytechnic, Auchu. Summarily, the fact according to Isaac (2022) is that it is only when individuals are aware of an issue that they can be concerned about it. When the media creates awareness about issues, then the public will form opinion concerning that issue.

## Methodology

This study adopted the survey as its research design. The rationale for adopting survey design was informed by the researchers' intention to elicit responses from the sampled respondents. The study population is 6,926 comprising both regular and School of Evening Studies Mass Communication students (Statistics from Management Information System (MIS) Unit, Auchi Polytechnic, Auchi). The sample size is 400 which were derived from Taro Yamane's formula for determining the sample size when the population is known. One hundred students were selected from each class viz: ND 1, ND 2, HND 1 and HND 2, totaling four hundred students from the Department of Mass Communication, Auchi Polytechnic, Auchi using the purposive sampling technique. The instrument used in this study was questionnaire, designed by the researchers. The instrument comprised mainly of closed ended questions. Data collected were analyzed using the simple percentages analysis and presented in tables. The simple percentage analysis was used as it enables the researchers to fully explore and explain the data collected and collated from the questionnaire in a non-complex mathematical way. The data were measured in terms of the frequency and percentage distribution of the different categories of variables that were displayed in the tables. Out of the 400 copies of the questionnaire designed and administered to 400 students of Mass Communication Department in Auchi Polytechnic, Auchi, Edo State, 395 were successfully retrieved while the remaining 5 copies were misplaced by the respondents

## Data Presentation and Analysis

**Table 1: Are you aware that broadcast media promote awareness of skill acquisition?**

Response	Frequency	Percentage (%)
Yes	284	71.9%
No	111	28.1%
Total	395	100%

Out of the 395 respondents, 284 students, representing 71.9%, indicated knowledge of broadcast media promoting awareness of skill acquisition. This shows that a significant majority of the students have been exposed to such media messages. The remaining 111 respondents, making up 28.1%, reported no awareness. The high awareness rate suggests that broadcast media are playing an essential role in sensitizing students about skill acquisition opportunities, which is vital in fostering entrepreneurship, self-reliance, and employability among youths in the academic setting.

**Table 2: What is your main source of awareness about skill acquisition?**

Source	Frequency	Percentage (%)
Television	123	31.1%
Radio	89	22.5%
Campus Broadcast	72	18.2%
Others	111	28.1%
Total	395	100%

The most common source through which students learned about skill acquisition is television, cited by 123 respondents (31.1%). Radio follows with 89 respondents (22.5%), showing that traditional media still holds influence. Campus broadcast, mentioned by 72 respondents (18.2%), indicates that in-school communication channels are making an impact. Additionally, 111 respondents (28.1%) cited “Others” as their source, which likely includes social media, internet platforms, and word-of-mouth communication. This diversity of sources highlights the need for integrated media strategies combining traditional and digital platforms to reach a wider students’ audience effectively.

**Table 3: How often do you encounter broadcast content relating to skill acquisition?**

Exposure Level	Frequency	Percentage (%)
Daily	91	23.0%
Weekly	138	35.0%
Monthly	99	25.1%
Rarely/Never	67	16.9%
Total	395	100%

The frequency of exposure to skill acquisition messages shows that 91 respondents (23.0%) engage with such content daily, while 138 respondents (35.0%) do so weekly. Combined, 229 respondents (58.0%) are exposed to skill-related content regularly (daily or weekly), reflecting a strong reach and engagement of broadcast media with the student body. Meanwhile, 99 respondents (25.1%) report monthly exposure and 67 respondents (16.9%) rarely or never encounter such content. These findings indicate that while the majority maintains regular contact with skill-focused content, a notable segment still lacks consistent exposure, suggesting the need for more frequent and accessible programming.

**Table 4: To what extent has broadcast media influenced your interest in skill acquisition?**

Influence Level	Frequency	Percentage (%)
High	132	33.4%
Moderate	169	42.8%
Low/None	94	23.8%
Total	395	100%

The findings reveal that 132 respondents (33.4%) reported that broadcast media has a high influence on their decision or interest in skill acquisition, while 169 respondents (42.8%) perceived the influence as moderate. Collectively, this amount to 76.2% of the students recognizing that broadcast media has some positive level of influence on their skill development choices. Only 94 respondents (23.8%) indicated that the media has low or no influence on their decision-making. These results suggest that the majority of Mass Communication students in Auchi Polytechnic are positively influenced by broadcast media in the area of skill acquisition, highlighting the media's potential as a persuasive tool for youth empowerment, capacity building, and entrepreneurial orientation.

**Table 5: What type of skill have you pursued or considered due to broadcast media exposure?**

Skill Area	Frequency	Percentage (%)
Fashion/Tailoring	97	24.6%
ICT/Digital Skills	105	26.6%
Catering/Baking	89	22.5%
Hair Styling	104	26.3%
<b>Total</b>	<b>395</b>	<b>100%</b>

The analysis shows that ICT/Digital Skills is the most commonly pursued skill area, with 105 respondents (26.6%). This reflects the growing relevance of technology in the current economy and suggests that students are responding to media messages about digital literacy and online opportunities. Hair Styling is next, chosen by 104 respondents (26.3%), followed closely by Fashion/Tailoring with 97 respondents (24.6%). Catering/Baking is pursued by 89 respondents (22.5%). These findings demonstrate that broadcast media messages on skill acquisition resonate across various sectors both technical and creative. This diversity is essential in addressing different interests, talents, and market needs within the student population.

**Table 6: Have you ever participated in any skill acquisition program after exposure to broadcast media?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	213	53.9%
No	182	46.1%
Total	395	100%

Out of the total respondents, 213 students (53.9%) confirmed that they have participated in skill acquisition programs after being exposed to relevant broadcast media content. This demonstrates that more than half of the surveyed population has not only absorbed media messages but has taken concrete action towards skill development. On the other hand, 182 respondents (46.1%) reported no participation, indicating that while awareness and influence exist, not all students translate this into action. The findings highlight that although the media has the capacity to influence perceptions, additional support structures, motivation, or opportunities may be required to drive higher levels of actual participation in skill-building activities.

**Research Question Three: What is the perception of Mass Communication students in Auchi Polytechnic on broadcast media’s effectiveness in promoting awareness of skill acquisition?**

**Table 7: Perceived Effectiveness of Broadcast Media (n = 395)**

<b>Perception</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very Effective	124	31.4%
Effective	175	44.3%
Not Effective	96	24.3%
Total	395	100%

The analysis reveals that 124 respondents (31.4%) perceive broadcast media as very effective in promoting skill acquisition, while 175 respondents (44.3%) consider it effective. Combined, this gives a total of 75.7% who view the role of broadcast media positively in this context. On the other hand, 96 respondents (24.3%) believe that broadcast media is not effective in promoting skills. These findings suggest that a substantial majority of students recognize the educational value and influence of broadcast media in inspiring or informing them about skill

acquisition. The perception of effectiveness is essential because it reflects audience receptivity, which in turn can drive greater action towards acquiring practical skills.

**Table 8: How relevant are the broadcast media in promoting Awareness of skill acquisition?**

Response	Frequency	Percentage (%)
Highly Relevant	137	34.7%
Somewhat Relevant	162	41.0%
Not Relevant	96	24.3%
Total	395	100%

A total of 137 respondents (34.7%) find media content on skill acquisition awareness promotion to be highly relevant to their needs and circumstances, while 162 respondents (41.0%) find it somewhat relevant. Combined, 75.7% believe that the media content speaks to their personal development and realities as youths. However, 96 respondents (24.3%) perceive the content as not relevant to them. The perception of relevance is crucial because it influences how messages are received and acted upon. If students find the content meaningful and connected to their aspirations or challenges, they are more likely to engage with the ideas presented. These findings suggest that broadcast media has been relatively successful in addressing youth-centered topics related to skill development, but there is still room for improvement in content targeting and customization.

**Table 9: Do you agree that the information provided by broadcast media on skill acquisition is trustworthy?**

Opinion	Frequency	Percentage (%)
Strongly Agree	105	26.6%
Agree	173	43.8%
Disagree	117	29.6%
Total	395	100%

The data shows that 105 respondents (26.6%) strongly agree and 173 respondents (43.8%) agree that broadcast media are credible in promoting skill acquisition. Together, 70.4% of the participants express trust in the information and campaigns presented by the media regarding vocational and entrepreneurial skills. Conversely, 117 respondents (29.6%) disagree,

indicating skepticism or doubt about the authenticity or reliability of broadcast content. Credibility is a key factor in shaping perception and influencing behavior. These results imply that a significant portion of Mass Communication students in Auchi Polytechnic trusts broadcast media as a reliable source of information on skill acquisition, which is encouraging for media practitioners and policy-makers aiming to use the media for youth empowerment. However, addressing the concerns of the 29.6% who expressed distrust remains essential for broadening impact.

**Table 10: What do you consider the main challenge faced by broadcast media in promoting skill acquisition?**

<b>Challenge</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Inadequate funding	118	29.9%
Poor programming quality	104	26.3%
Low youth engagement	96	24.3%
Limited airtime	77	19.5%
Total	395	100%

The findings show that inadequate funding is the most cited challenge, identified by 118 respondents (29.9%). This suggests that financial constraints limit the ability of broadcast stations to develop, produce, and sustain high-quality skill acquisition programs. The second most common challenge is poor programming quality, highlighted by 104 respondents (26.3%). This reflects dissatisfaction with the content design, relevance, or presentation of skill acquisition programs, which may fail to capture or sustain audience interest. Low youth engagement, identified by 96 respondents (24.3%), indicates that despite the availability of content, some students may not be actively participating or interested in skill-focused broadcasts. Limited airtime, mentioned by 77 respondents (19.5%), shows that insufficient time allocated to such programs reduces their reach and effectiveness. These results collectively highlight that both resource constraints and content delivery issues hinder the full potential of broadcast media in effectively promoting skill acquisition to students.

**Discussion of Findings**

This section discusses the key findings of the study in relation to the research questions and relevant literature.

**Research Question One: What is the level of awareness of skill acquisition by Mass Communication Students in Auchi Polytechnic owing to broadcast media exposure?**

The findings in tables 1 revealed that a significant proportion (71.9%) of Mass Communication in Auchi Polytechnic are aware of the role broadcast media plays in promoting skill acquisition. This suggests that mass media campaigns on skills training and vocational empowerment have penetrated the consciousness of young audiences, aligning with the assertions of Ojebode (2018) who stated that broadcast media particularly television and radio serve as strategic platforms for disseminating developmental information to youth populations.

The data in table 2 also showed that television was the most cited source of exposure (31.1%), followed by radio (22.5%) and campus broadcast systems (18.2%). This affirms the position of Baran and Davis (2017), who emphasized that television, remains the most impactful medium for transmitting educational and motivational content due to its audio-visual appeal. Additionally, in table 8, it showed the relatively high percentage of students who engage with skill-related content weekly (35%) or daily (23%) reinforces the idea that consistent exposure increases awareness and retention, which is supported by the media exposure theory proposed by Asemah, Nwammuo, and Nkwam-Uwaoma (2017). Thus, awareness levels among students are relatively high, largely due to consistent exposure to informative content and the accessibility of broadcast media.

**Research Question Two: What is the influence of broadcast media in promoting Awareness of skill acquisition among Mass Communication students in Auchi Polytechnic?**

The data in table 4 revealed that 76.2% of students acknowledged either moderate or high influence of broadcast media on their interest in or pursuit of skill acquisition. This corroborates the uses and gratifications theory which posits that media users actively seek content that satisfies specific needs, including learning and empowerment (McQuail, 2010). Further analysis showed in table 5 that a considerable number of students pursued specific skills such as ICT/digital skills (26.6%), hair styling (26.3%), and fashion (24.6%) after being exposed to broadcast content. This supports findings by Nwabueze and Nwabueze (2020), who argued that informative media campaigns often stimulate action among youths particularly students, especially when the content is relatable and actionable.

Also, table 6 showed that 53.9% of the respondents indicated they had enrolled in a skill-based program due to broadcast media exposure. This validates Omoera's (2018) study, which found that broadcast media programs such as Youths in Enterprise and Workforce Nigeria influenced

positive behavioral changes among young people especially students. The findings, therefore, demonstrate the media's powerful role in shaping aspirations and promoting skill-oriented behaviors among students.

**Research Question Three: What is the perception of Mass Communication Students in Auchi Polytechnic on broadcast media role in promoting Awareness of skill acquisition?**

The results in table 7 show that 75.7% of respondents perceive broadcast media as either "effective" or "very effective" in promoting awareness of skill acquisition. This aligns with the position of Alawode and Fatonji (2023), who stated that when broadcast media content is youth-focused and solution-driven, it does not only informs but motivates action. Moreover, in table 8, students rated the relevance of media content highly, with 75.7% considering it "highly" or "somewhat" relevant. This underscores the argument by Jenkins, Ford, and Green (2023), who emphasized that audience-centric content, has the capacity to drive participatory behaviors, especially when delivered through culturally familiar formats.

On credibility, table 9 showed that 70.4% of the respondents agreed that broadcast media is a trustworthy source of information about skills acquisition. This supports the findings of Nwaoboli, Arijeniwa, Oviasuyi, and Tiekuro (2021), who observed that students often rely on media outlets they perceive as authentic and objective when making decisions regarding personal development. Hence, the perception among students is largely positive, reflecting trust in the media's educational and transformative functions.

**Research Question Four: What are the challenges faced by broadcast media in promoting Awareness of skill acquisition among Mass Communication Students in Auchi Polytechnic?**

The data in table 10 highlight key challenges such as inadequate funding (29.9%), poor programming quality (26.3%), and low youth engagement (24.3%). These findings echo those of Osei-Hwere and Osei-Hwere (2018), who observed that broadcast media in Nigeria often struggle with structural limitations, including erratic funding and outdated programming, which reduce the appeal of their educational content.

**Conclusion**

In conclusion, the study confirmed that broadcast media play an important role in creating awareness, stimulating interest, and influencing engagement in skill acquisition among Mass Communication students in Auchi Polytechnic. The use of television, radio, and campus broadcasts has proven effective in disseminating skill-oriented information to young audiences.

Nonetheless, systemic challenges such as poor funding and inconsistent programming continue to limit the media's full potential in promoting awareness of skill acquisition. The study reinforces the view that broadcast media, when strategically utilized within an enabling environment, can serve as a powerful tool for youth empowerment and development. Overall, broadcast media were found to be effective in creating awareness (71.9%) and influencing participation (53.9%), though not yet optimal due to funding and programming challenges

### **Recommendations**

Based on the study, the following recommendations are made:

1. There is a need for broadcast media to develop more engaging and relevant content that reflects the interests and needs of Mass Communication students. Consistent exposure to such content should be ensured to sustain engagement.
2. Additionally, broadcasters should be equipped with the necessary skills and resources to design and present skill acquisition content effectively.
3. Collaboration between the media, government, and private sector is essential to support and sustain these initiatives. Involving popular influencers and using local languages where appropriate can also increase the appeal and accessibility of the content.

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