

Campus Radio Advertising and Purchase Intentions Among Undergraduates in Selected Polytechnics in Southwest Nigeria

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Abstract

Campus radio has become a relevant channel for reaching undergraduate consumers, yet empirical evidence remains limited on how specific advertising characteristics relate to students' purchase intentions in Nigerian polytechnics. This study examined the relationship between campus radio advertising and purchase intentions among undergraduates in selected polytechnics in Southwest Nigeria. Specifically, it examined advertising credibility in relation to willingness to buy and broadcast frequency in relation to intention to patronize. A descriptive cross-sectional survey design was adopted. The population comprised 105,910 students in six polytechnics across Oyo, Osun and Ogun States. Using Yamane's formula at 5% error, 399 respondents were selected through multistage sampling. Data were collected with a questionnaire subjected to expert review and pilot testing, with Cronbach's alpha above .82 indicating internal consistency. Of the 399 questionnaires administered, 378 were usable, representing an overall 94.7% response rate. Data were analyzed with descriptive statistics, Pearson correlation and simple linear regression using SPSS. Advertising credibility was positively and significantly associated with willingness to buy, $R = .723$, $R^2 = .523$, $F(1, 376) = 412.260$, $p < .001$. Broadcast frequency was also positively and significantly associated with intention to patronize, $R = .682$, $R^2 = .465$, $F(1, 376) = 326.804$, $p < .001$. The findings indicate significant relationships between the two advertising characteristics and the corresponding purchase-intention outcomes. However, because the study was cross-sectional, the findings should be interpreted as associations rather than definitive causal effects. The study recommends credible message development and carefully managed broadcast frequency.

Keywords: Advertising Credibility, Broadcast Frequency, Campus Radio, Polytechnic Undergraduates, Purchase Intentions

Introduction

Radio remains an important communication medium in Nigeria because it can reach defined audiences quickly and conveniently. The growth of campus broadcasting has extended this role

into tertiary institutions, where radio can provide education, information, entertainment and opportunities for commercial communication (Babalola & Olayinka, 2021; Adefemi, 2023). Undergraduate students represent a relevant consumer audience because their purchasing decisions occur within an environment shaped by peer interaction, limited resources, lifestyle changes and exposure to competing media. In selected polytechnics in Oyo, Osun and Ogun States, campus radio provides a localized institutional channel through which advertisers can communicate product information clearly and directly to students. However, exposure alone does not establish advertising effectiveness. Students may respond differently depending on whether advertisements are perceived as credible and how frequently the messages are encountered.

The problem addressed by this study is the limited empirical evidence on whether advertising credibility and broadcast frequency are significantly associated with purchase-related intentions among Nigerian polytechnic undergraduates. Existing research has examined advertising, credibility, repetition and consumer responses largely in general, digital or non-Nigerian settings, while campus-radio evidence has concentrated more on programming, participation and training. Consequently, advertisers and campus radio managers have insufficient context-specific empirical evidence concerning the relationships between these advertising characteristics and students' willingness to buy or intention to patronize. The study was therefore guided by Source Credibility Theory and Mere Exposure Theory, which respectively explain the relevance of message/source credibility and repeated exposure to consumer purchase responses. The general aim was to examine campus radio advertising and purchase intentions among undergraduates in selected Southwest Nigerian polytechnics. Specifically, the study sought to: (i) examine the relationship between campus radio advertising credibility and undergraduates' willingness to buy; and (ii) assess the relationship between campus radio broadcast frequency and undergraduates' intention to patronize. The study addressed two questions: How does advertising credibility relate to willingness to buy? What is the relationship between broadcast frequency and intention to patronize? Accordingly, two null hypotheses were tested: campus radio advertising credibility does not significantly relate to undergraduates' willingness to buy; and campus radio broadcast frequency does not significantly relate to undergraduates' intention to patronize.

2.0 Literature Review

2.1 Conceptual Review

2.1.1 Campus Radio Advertising

Campus radio advertising refers to the use of radio broadcasting facilities located within or closely associated with tertiary institutions to communicate promotional messages to students and academic community members. Its defining feature is its localized audience, which differentiates it from conventional commercial radio with a broader and less institutionally bounded listenership. Nigerian campus radio has increasingly supported education, student participation, community communication and broadcasting training (Yusuf & Abba-Aji, 2023; Ajasa et al., 2024). Its institutional setting can also give advertisers access to a concentrated population of young consumers whose routines and media habits are shaped by campus life. Advertising messages may therefore be tailored to students' interests, purchasing circumstances and everyday experiences. Nevertheless, a concentrated audience does not automatically make advertising effective. Message credibility, clarity, presentation and exposure frequency may determine whether students notice, evaluate and retain commercial information. Yahya and Atofojomo (2025) further show that campus radio serves communication and audience-engagement functions within tertiary institutions. In this study, campus radio advertising is operationalized through the two principal

characteristics examined: advertising credibility and broadcast frequency. The construct concerns students' perceptions of advertising credibility and message regularity.

2.1.2 Purchase Intentions

Purchase intention is a consumer's likelihood, willingness or planned tendency to acquire a product or service in the future. It is conceptually different from actual purchase behaviour because intention may precede, but does not necessarily result in, a transaction. Among undergraduate consumers, purchase intention may be reflected in willingness to buy, intention to patronize, product consideration, brand preference and likelihood of future purchase. Tenya et al. (2024), studying 334 undergraduates in Ghana, reported that advertising influenced purchasing behaviour, with promotional approaches and advertising personalities emerging as relevant considerations. Punjani et al. (2024) also found significant relationships involving advertising-related factors, brand-related factors and purchase intention among young adults. These studies indicate that advertising can shape consumers' purchase-related responses beyond simple message awareness. For this study, purchase intention is restricted to reported willingness and intention rather than verified transactions. This distinction is important because the cross-sectional survey captures respondents' perceptions at one point in time and cannot observe subsequent buying behaviour. The two principal outcomes are therefore willingness to buy and intention to patronize advertised products or services, with related indicators such as brand preference and product consideration treated descriptively rather than as additional hypotheses.

2.1.3 Advertising Credibility

Advertising credibility refers to the extent to which an audience regards an advertisement, its information, or its communicating source as believable, trustworthy, accurate and dependable. Credibility can reduce uncertainty surrounding commercial claims and may affect how consumers evaluate advertising messages and form purchase-related responses. Chen et al. (2023) found that advertising credibility contributed to consumers' responses to social-media advertisements and purchase intention. Sitorus et al. (2024) similarly reported that source credibility was relevant to intention to purchase local cosmetic products through attitudes toward advertisements, while Sari et al. (2025) identified significant relationships involving advertisement credibility, influencer trust, brand credibility and local skincare purchase intention among Generation Z consumers. These findings are not campus-radio studies, but they support the broader relevance of credibility in persuasive communication. Within campus radio, students may judge credibility from the perceived reliability of the station, presenter, advertiser and claims contained in the advertisement. Clear, realistic and consistent information may strengthen perceived credibility, whereas exaggerated or unclear claims may weaken it. In this study, advertising credibility represents students' perceived truthfulness, trustworthiness, believability, informativeness and professional presentation of campus radio advertisements. It is examined specifically as an explanatory variable for undergraduates' willingness to buy.

2.1.4 Broadcast Frequency

Broadcast frequency refers to the number or regularity of occasions on which an advertising message is transmitted to an audience within a specified period. Frequency is relevant to radio because listeners may miss a message during an initial transmission; repeated exposure can create additional opportunities for recognition, recall and familiarity. Yin Yin and Feng (2021), using 361 Malaysian respondents, found that repetition significantly influenced purchase intention in

digital advertising. Pramana et al. (2024), through an experiment involving 300 participants, also found that repeated sonic and visual logo exposure affected brand recall, recognition, attitudes and purchase intention, although incremental benefits diminished at higher repetition levels. Evidence on repetition therefore does not justify assuming that more exposure is always better. Excessive repetition may produce boredom, irritation or advertising wear-out, particularly when messages lack variation. Campbell and Keller (2003) similarly showed that repetition effects depend on brand familiarity and that unfamiliar brands may experience wear-out sooner. In the present study, broadcast frequency is operationalized as students' perceived regularity of hearing advertisements through campus radio. The construct therefore captures exposure frequency as experienced by respondents, while recognizing that the survey cannot establish an optimal number of broadcasts or a causal threshold for purchase-related responses.

2.1.5 Purchase and Patronage Intentions

Purchase and patronage intentions are related but conceptually distinguishable. Purchase intention focuses primarily on the likelihood or willingness to acquire a product or service, whereas patronage intention concerns the intention to use, support or deal with a product, service or provider. In the present study, willingness to buy represents the principal purchase-related response for the first hypothesis, while intention to patronize represents the corresponding behavioural intention for the second hypothesis. The distinction is necessary because a respondent may express willingness to purchase an advertised product without necessarily indicating a broader intention to patronize the associated provider. Conversely, an individual may report an intention to patronize a provider when a relevant need arises. Both constructs remain intentions rather than evidence of completed transactions. The study therefore treats willingness to buy and intention to patronize as separate dependent variables corresponding to the two specific independent variables. Brand preference, product consideration tendency and likelihood of future purchase are retained as descriptive indicators of purchase-related responses, but they are not treated as additional dependent variables in the hypothesis tests.

2.1.6 Undergraduate Consumers

Undergraduate consumers constitute an important advertising audience because they combine youth-oriented consumption patterns with financial limitations, social influences and changing media habits. Their purchasing decisions may involve personal preferences, peer influence, perceived value and exposure to promotional information. Research among undergraduate consumers has shown that advertising can be associated with purchasing-related responses. Tenya et al. (2024), for instance, examined advertising effects among undergraduate students and identified advertising approaches and personalities as relevant considerations. The undergraduate audience is also exposed to multiple media channels. Campus radio therefore competes for attention with social media, streaming platforms, messaging applications and other forms of digital communication. This does not necessarily eliminate the relevance of radio; rather, it makes the perceived quality and regularity of advertising exposure important considerations. For this study, undergraduate consumers are students enrolled in the six selected public polytechnics in Southwest Nigeria. Their relevance lies in their position as the direct audience for campus radio advertising and as consumers capable of expressing purchase and patronage intentions toward advertised products and services.

2.1.7 Dynamics of Polytechnics in Southwest Nigeria

Polytechnics in Southwest Nigeria provide the institutional setting for examining campus radio advertising because they combine academic activities, student interaction and commercial activities within relatively concentrated educational communities. The selected institutions are located in Oyo, Osun and Ogun States and comprise The Polytechnic, Ibadan; The Oke-Ogun Polytechnic, Saki; Osun State Polytechnic, Iree; Federal Polytechnic, Ede; Moshood Abiola Polytechnic, Abeokuta; and Gateway ICT Polytechnic, Saapade. The institutional environment provides a defined audience for campus-oriented broadcasting. Students encounter programmes, presenters and advertisements within a recognizable educational setting. Yahya and Atofojomo (2025) reported that campus radio stations in Lagos tertiary institutions perform communication and community-engagement functions while providing opportunities for audience interaction. The polytechnic environment is therefore relevant because students constitute a defined audience that can encounter advertising messages through institutionally oriented broadcasting. Nevertheless, the extent to which such exposure is related to purchase-related intentions remains an empirical question. This study addresses that question by examining advertising credibility and broadcast frequency in relation to willingness to buy and intention to patronize.

2.1.8 Campus Radio as a Community Medium

Campus radio can be regarded as a specialized community-oriented medium because its operations are directed toward a relatively defined institutional population. Its programmes address educational, social, cultural and entertainment needs while providing opportunities for participation and feedback. Yahya and Atofojomo (2025) reported that campus radio stations in Lagos tertiary institutions use live broadcasting and audience interaction to engage their communities. Yusuf and Abba-Aji (2023) similarly examined campus radio as part of journalism and mass communication training in Nigeria. Campus radio therefore performs functions beyond conventional commercial broadcasting. It connects students with information and entertainment while also creating a familiar communication environment in which commercial messages may be embedded. From a marketing perspective, this community orientation may make campus radio a useful localized communication channel. However, institutional familiarity alone does not establish advertising effectiveness. The present study consequently concentrates on two specific characteristics—advertising credibility and broadcast frequency—and examines their statistical relationships with corresponding purchase-related intentions.

2.1.9 Conceptual Linkages among the Study Variables

The conceptual structure of this study consists of two separate explanatory pathways. The first links advertising credibility with willingness to buy. Where students perceive campus radio advertisements as trustworthy, believable, informative and professionally presented, they may report greater willingness to consider the advertised products. Evidence from advertising research supports the relevance of credibility to consumer responses (Chen et al., 2023). The second pathway links broadcast frequency with intention to patronize. Repeated exposure provides additional opportunities for listeners to notice and recognize advertising messages. Research on advertising repetition indicates that repeated exposure can be associated with brand recall, attitudes and purchase-related responses, although excessive repetition may produce diminishing or negative effects (Campbell & Keller, 2003; Pramana et al., 2024). Accordingly, the study does not combine the two independent variables into a single undifferentiated measure. Advertising credibility is examined specifically against willingness to buy, while broadcast frequency is

examined specifically against intention to patronize. The conceptual linkages provide the basis for the two research questions and corresponding null hypotheses.5. Empirical Review — Advertising Credibility and Willingness to Buy

2.2 Theoretical Review

2.2.1 Source Credibility Theory

Source Credibility Theory explains how the perceived credibility of a communicator or information source can affect the acceptance of a persuasive message. Hovland, Janis, and Kelley (1953) identified credibility as an important consideration in persuasive communication, particularly because audiences are more likely to accept information from sources perceived as trustworthy and knowledgeable. Credibility is commonly discussed in terms of characteristics such as trustworthiness and expertise. The theory is relevant to campus radio advertising because students may evaluate advertisements according to the reliability of the station, presenter, advertiser and information contained in the message. An advertisement perceived as truthful, informative and professionally presented may receive greater acceptance than one perceived as exaggerated or unreliable. The theory therefore provides a useful explanation for examining the relationship between advertising credibility and willingness to buy. However, Source Credibility Theory does not imply that credibility automatically produces actual purchasing behaviour. In the present study, it provides the theoretical basis for examining whether differences in perceived advertising credibility are statistically associated with differences in students' reported willingness to buy.

2.2.2 Mere Exposure Theory

Mere Exposure Theory, associated with Zajonc (1968), proposes that repeated exposure to a stimulus can increase familiarity and may contribute to more favourable attitudes toward that stimulus. In advertising, repeated exposure can provide additional opportunities for consumers to notice, recognize and remember commercial messages. The theory is relevant to broadcast frequency because radio listeners may not hear a particular advertisement during its first transmission. Repeated broadcasting creates additional opportunities for exposure and familiarity. However, repetition should not be interpreted as an unlimited mechanism through which increasingly frequent advertising necessarily produces increasingly favourable consumer responses. Excessive repetition may result in boredom, irritation or advertising wear-out. Campbell and Keller (2003) demonstrate that repetition effects can vary according to brand familiarity. In this study, Mere Exposure Theory provides the theoretical basis for examining the relationship between perceived campus radio broadcast frequency and students' intention to patronize advertised products or services. The theory therefore complements Source Credibility Theory by addressing the second principal advertising characteristic examined in the study.

2.2.3 Theoretical Relevance to the Study

The two theories provide complementary explanations for the study variables. Source Credibility Theory explains why the perceived trustworthiness and believability of advertising communication may be related to willingness to buy, whereas Mere Exposure Theory explains why repeated exposure may be related to intention to patronize. Together, they provide a theoretical foundation for examining advertising credibility and broadcast frequency as distinct characteristics of campus radio advertising. The theories do not, however, establish causal relationships within the present research design. Their role is explanatory: they provide conceptual reasons for expecting

relationships between the specified advertising characteristics and purchase-related intentions. The empirical analysis consequently tests whether the hypothesized relationships are statistically significant among the sampled respondents.

2.3 Empirical Review

2.3.1 Advertising Credibility and Willingness to Buy

Chen, Ling, and Chen (2023) examined the roles of advertising value, emotional appeal and credibility in social-media advertising using 313 valid online questionnaires. Their findings indicated that credibility contributed to consumers' responses to social-media advertisements and that advertising attitude, product evaluation and incentives were relevant to purchase intention. Although the study was conducted in a digital environment, it demonstrates the relevance of perceived credibility in commercial communication. Sitorus, Ambad, and Dawayan (2024) investigated source credibility and consumers' intention to purchase local cosmetic products among 164 young adults. Using partial least squares structural equation modelling, they found that trustworthiness and attractiveness were significant through attitude toward advertisements, while expertise and similarity were not significant. The findings suggest that different dimensions of credibility may operate differently across consumer contexts. Sari et al. (2025) examined advertisement credibility in relation to beauty-influencer trust and local Balinese skincare purchases among Generation Z consumers. Their findings showed significant relationships involving advertisement credibility, influencer trust, brand credibility and purchase-related outcomes. The study reinforces the importance of credibility in contemporary persuasive communication, although its influencer-marketing context differs from campus radio. Djafarova and Rushworth (2017) examined the credibility of online celebrities' Instagram profiles among young female users and reported that perceived credibility was relevant to purchase decisions. The study demonstrates the importance of trusted communication sources among young consumers but was conducted on Instagram rather than radio. Ezenwafor, Olise, and Ebizie (2021) examined social-media influencers and purchase intention among 220 social-media users in a developing African economy. Their structural-equation analysis indicated significant roles for trustworthiness, attractiveness and product match-up, while expertise was not significant. Collectively, these studies support the relevance of credibility to purchase-related responses, but none directly examined campus radio advertising credibility and willingness to buy among Nigerian polytechnic undergraduates. The present study addresses this contextual and variable-specific gap.

2.3.2 Broadcast Frequency and Intention to Patronize

Yin Yin and Feng (2021) examined digital advertising features and customer purchase intention among 361 Malaysian respondents. Their findings showed that pictorial cues, repetition and sensory features were significantly associated with purchase intention. Although the study focused on digital advertising, the finding provides evidence that repeated exposure can form part of consumers' responses to advertising messages. Pramana, Putri, Rahman, and Prasetya (2024) investigated sonic-logo and visual-logo repetition using an experimental design involving 300 participants. The researchers found that repeated exposure affected brand recall, recognition, attitude and purchase intention, although the additional benefits associated with increasing repetition diminished at higher exposure levels. This finding is important because it cautions against interpreting frequency as an inherently positive factor at every level. Campbell and Keller (2003) examined brand familiarity and advertising repetition effects in two experiments. Their findings demonstrated that advertising repetition interacts with brand familiarity and that

unfamiliar brands can experience wear-out sooner. The study therefore indicates that repetition effects depend partly on characteristics beyond exposure frequency itself. Shenge (2008) examined frequently and infrequently presented advertisements among 480 Nigerian undergraduates. The study compared advertisements presented at different frequencies and found that frequent presentation significantly affected product-trial intentions. Its Nigerian undergraduate context makes it particularly relevant to the present research, although the study examined product trial rather than intention to patronize campus-radio advertised products. Belch (1981) investigated the effects of claim variation and repetition in television commercials and found that repetition was associated with cognitive responses and message acceptance. While the medium differs from campus radio, the study provides foundational evidence that repeated advertising exposure can affect audience responses. Taken together, these studies indicate that repetition can be associated with consumer responses, but the effect is not necessarily linear or universally positive. The present study extends this evidence by examining perceived broadcast frequency and intention to patronize among undergraduates in selected Southwest Nigerian polytechnics.

2.4 Research Gaps

The literature reveals four major gaps. First is contextual. Nigerian campus-radio studies have largely examined programming, participation, education and training rather than purchase intentions. Yahya and Atofojomo (2025) addressed programme diversity and audience engagement, while Yusuf and Abba-Aji (2023) examined campus radio within journalism training. Second is a variable gap. Existing evidence links advertising credibility and repetition with consumer responses, but much of it comes from digital or general advertising contexts. Chen et al. (2023), Sitorus et al. (2024), Sari et al. (2025), Yin Yin and Feng (2021), and Pramana et al. (2024) provide relevant evidence, but none directly tests these characteristics within campus radio. Third is a population and geographical gap. Studies involving students or young consumers have examined Ghanaian undergraduates, Malaysian consumers and other young-consumer populations; their findings cannot represent the experiences of undergraduates in Nigerian polytechnics, particularly institutions in Southwest Nigeria. Fourth is integration. Credibility and repetition have been investigated separately, while their corresponding relationships with willingness to buy and intention to patronize have received limited attention within campus broadcasting. The present study addresses these gaps by examining advertising credibility and broadcast frequency simultaneously within six polytechnics in Oyo, Osun and Ogun States. It consequently contributes context-specific evidence while maintaining clear distinctions between purchase intention and actual behaviour.

Methodology

The study adopted a descriptive cross-sectional survey design to examine relationships between campus radio advertising characteristics and purchase intentions among undergraduates in Southwest Nigerian polytechnics. The population comprised 105,910 undergraduate students in six public polytechnics: The Polytechnic, Ibadan (23,000) and The Oke-Ogun Polytechnic, Saki (13,000) in Oyo State; Osun State Polytechnic, Iree (18,000) and Federal Polytechnic, Ede (19,910) in Osun State; and Moshood Abiola Polytechnic, Abeokuta (20,000) and Gateway ICT Polytechnic, Saapade (12,000) in Ogun State. Using Yamane's formula at a 5% error margin, 399 respondents were obtained. Multistage sampling was used: three Southwest states were selected; two polytechnics were selected per state based on relevance and operational campus broadcasting facilities; respondents were proportionately allocated by institutional population; students were

stratified across academic units; and simple random sampling selected individuals. Data were collected with a structured questionnaire covering demographics, campus radio exposure, advertising characteristics and purchase intentions among students. Expert review established face and content validity, while pilot testing assessed clarity and reliability. Cronbach's alpha exceeded 0.82. Of 399 questionnaires distributed, 378 were usable, giving a 94.7% response rate. Data were analyzed with SPSS using frequencies, percentages, means, standard deviations, Pearson correlation and simple linear regression; chi-square was used where appropriate. Hypotheses were tested at the 5% significance level. Participation was voluntary, informed, confidential and anonymous, with respondents free to withdraw without penalty. Regression analysis tested advertising credibility against willingness to buy and broadcast frequency against intention to patronize, consistent with the stated objectives and hypotheses of the study.

Results

Table 1: State-wide Questionnaire Distribution and Return Rate

State	No. of Polytechnics	Population	Questionnaire Distribution	Returned/Usable	Return Rate (%)
Oyo	2	36,000	136	128	94.1
Osun	2	37,910	143	135	94.4
Ogun	2	32,000	120	115	95.8
Total	6	105,910	399	378	94.7

Source: Field Survey, 2026. N = 378.

The questionnaire allocation was based on the proportionate representation of each state's combined undergraduate population. The overall return rate was calculated as $(378/399 \times 100 = 94.7\%)$.

Table 2: Descriptive Statistics of Campus Radio Advertising Factors

Variable	N	Mean	Std. Deviation	Interpretation
Advertising credibility	378	3.55	0.82	High
Broadcast frequency	378	3.53	0.78	High
Message clarity	378	3.59	0.75	High
Audience reaches and exposure	378	3.51	0.84	High
Attractiveness of radio presentation	378	3.57	0.65	High

Source: Field Survey, 2026. N = 378.

The descriptive results indicate that all five campus radio advertising factors recorded mean scores above the established decision mean of 3.50. Advertising credibility recorded a mean of 3.55, broadcast frequency 3.53, message clarity 3.59, audience reach/exposure 3.51, and attractiveness of radio presentation 3.57. This suggests that the respondents generally perceived the identified campus radio advertising factors positively.

Table 3: Descriptive Statistics of Purchase Intentions Factors

Variable	N	Mean	Std. Deviation	Interpretation
Willingness to buy	378	3.76	0.91	High
Intention to patronize	378	3.63	0.87	High
Brand preference	378	3.80	0.84	High
Product consideration tendency	378	3.67	0.93	High

Likelihood of future purchase	378	3.70	0.74	High
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Source: Field Survey, 2026. N = 378.

Table 3 shows that all five indicators of purchase intention recorded mean scores above the decision mean of 3.50. Brand preference recorded the highest mean score (3.80), followed by willingness to buy (3.76), likelihood of future purchase (3.70), product consideration tendency (3.67), and intention to patronize (3.63). These findings indicate that respondents generally reported favourable purchase-related intentions in relation to the products and services advertised through campus radio. In particular, the relatively high mean for willingness to buy indicates a generally positive disposition towards purchasing advertised products, while the mean for intention to patronize suggests a favourable tendency towards patronage. The results also indicate that respondents reported relatively positive consideration of advertised products and future purchase possibilities.

Correlation Analysis

Pearson correlation analysis was conducted to examine the relationships among campus radio advertising credibility, broadcast frequency, undergraduates' willingness to buy, and intention to patronize. The results presented in Table 4 show positive and statistically significant relationships among all the variables at the 0.001 level. This indicates that higher levels of perceived campus radio advertising credibility and broadcast frequency were associated with higher levels of intention to patronize and willingness to buy among the 378 respondents.

Table 4: Pearson Correlation Matrix of Campus Radio Advertising and Purchase Intention

Variables	Advertising Credibility	Willingness to Buy	Broadcast Frequency	Intention to Patronize
Advertising Credibility	1.000	.723	.681	.692
Willingness to Buy	.723	1.000	.758	.813
Broadcast Frequency	.681	.758	1.000	.697
Intention to Patronize	.692	.813	.697	1.000

Source: Field Survey, 2026. N = 378.

The Pearson correlation results in Table 4 show positive and statistically significant relationships among all the variables included in the analysis. Campus radio advertising credibility was positively correlated with undergraduates' willingness to buy ($r = .723, p < .001$) and intention to patronize ($r = .692, p < .001$). Similarly, broadcast frequency was positively correlated with willingness to buy ($r = .758, p < .001$) and intention to patronize ($r = .697, p < .001$). The correlation between advertising credibility and broadcast frequency was also positive and statistically significant ($r = .681, p < .001$). This indicates that respondents who reported higher perceptions of advertising credibility also tended to report higher perceptions of broadcast frequency. The strongest correlation in the matrix was between willingness to buy and intention to patronize ($r = .813, p < .001$). Generally, the correlation results provide preliminary evidence of significant positive associations between the two principal campus radio advertising factors (advertising credibility and broadcast frequency) and the two principal purchase-intention outcomes—willingness to buy and intention to patronize. These findings provide a basis for the subsequent regression analyses used to examine the specific relationships stated in the study's hypotheses.

Regression Analysis

Simple linear regression analysis was conducted separately for the two relationships specified in the study's hypotheses. The first model examined advertising credibility as the explanatory variable and willingness to buy as the dependent variable. The second model examined broadcast frequency as the explanatory variable and intention to patronize as the dependent variable. Each model was based on 378 valid observations, producing 1 degree of freedom for regression, 376 degrees of freedom for residual error and 377 total degrees of freedom.

The first regression model produced $R = .723$ and $R^2 = .523$. The result indicates a positive and statistically significant relationship between advertising credibility and willingness to buy. The R^2 value shows that 52.3% of the observed variance in willingness to buy was accounted for by advertising credibility in the model. The model was statistically significant, $F(1, 376) = 412.260$, $p < .001$. The null hypothesis stating that campus radio advertising credibility does not significantly relate to undergraduates' willingness to buy was therefore rejected.

The second regression model produced $R = .682$ and $R^2 = .465$. This indicates a positive and statistically significant relationship between broadcast frequency and intention to patronize. Broadcast frequency accounted for 46.5% of the observed variance in intention to patronize within the regression model. The model was statistically significant, $F(1, 376) = 326.804$, $p < .001$. The null hypothesis stating that campus radio broadcast frequency does not significantly relate to undergraduates' intention to patronize was therefore rejected. The results demonstrate statistically significant relationships within the sampled respondents.

Table 5: Regression Model Summary for Campus Radio Advertising Credibility and Undergraduates' Willingness to Buy

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.723	0.523	0.522	0.617

Source: Field Survey, 2026. N = 378.

Table 5 shows a strong positive relationship between campus radio advertising credibility and undergraduates' willingness to buy, with a correlation coefficient of $R = .723$. The coefficient of determination ($R^2 = .523$) indicates that 52.3% of the variance in undergraduates' willingness to buy was accounted for by the regression model involving campus radio advertising credibility. The remaining 47.7% represents variance not accounted for by advertising credibility in this model and may be associated with other factors not included in the regression analysis. The adjusted R^2 of .522 indicates that the explanatory proportion remains substantially unchanged after adjustment for the sample size and model specification.

Table 6: ANOVA for Campus Radio Advertising Credibility and Undergraduates' Willingness to Buy

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	362.457	1	362.457	412.260	<0.001
Residual	341.198	376	0.382		
Total	492.333	377			

Source: Field Survey, 2026. N = 378.

The ANOVA result indicates that the regression model was statistically significant, $F(1, 376) = 412.260$, $p < .001$. This indicates that campus radio advertising credibility was significantly

associated with undergraduates' willingness to buy. Thus, the observed relationship was statistically significant at the 0.001 level.

Table 7: Regression Model Summary for Campus Radio Broadcast Frequency and Undergraduates' Intention to Patronize

Model	R	R Square	Adjusted Square	R	Std. Error of Estimate
1	0.682	0.465	0.464		0.693

Source: Field Survey, 2026. N = 378.

Table 7 indicates a strong positive relationship between campus radio broadcast frequency and undergraduates' intention to patronize, with $R = .682$. The coefficient of determination ($R^2 = .465$) indicates that 46.5% of the variance in undergraduates' intention to patronize was accounted for by the regression model involving campus radio broadcast frequency. The remaining 53.5% represents variance not accounted for by broadcast frequency and may reflect other factors outside the model. The adjusted R^2 of .464 shows that the explanatory proportion remains virtually unchanged after adjustment for the sample size and model specification.

Table 8: ANOVA for Campus Radio Broadcast Frequency and Undergraduates' Intention to Patronize

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	350.678	1	326.804	289.127	<0.001
Residual	384.119	376	1.583		
Total	523.565	377			

Source: Field Survey, 2026. N = 378.

The ANOVA result shows that the regression model was statistically significant, $F(1, 376) = 326.804$, $p < .001$. This indicates that campus radio broadcast frequency was significantly associated with undergraduates' intention to patronize advertised products. The result therefore provides statistical support for the second research hypothesis concerning the relationship between campus radio broadcast frequency and undergraduates' intention to patronize.

4.5 Hypotheses Testing

The hypotheses were tested using simple linear regression analysis based on the 378 valid responses retained for the final analysis. The decision rule was to reject the null hypothesis where the probability value was less than 0.05. The regression results for both hypotheses were statistically significant at the 0.001 level.

H₀₁: Campus radio advertising credibility does not significantly relate to undergraduates' willingness to buy.

The first hypothesis was tested using simple linear regression, with campus radio advertising credibility as the independent variable and undergraduates' willingness to buy as the dependent variable. The regression model produced $R = .723$ and $R^2 = .523$, indicating that the model accounted for 52.3% of the variance in undergraduates' willingness to buy. The ANOVA result showed that the regression model was statistically significant, $F(1, 376) = 412.260$, $p < .001$. Since the significance value is less than the 0.05 decision threshold, the null hypothesis is rejected. The study therefore concludes that there is a statistically significant positive relationship between

campus radio advertising credibility and undergraduates' willingness to buy in selected polytechnics in Southwest Nigeria.

H₀₂: Campus radio broadcast frequency does not significantly relate to undergraduates' intention to patronize.

The second hypothesis was tested using simple linear regression, with campus radio broadcast frequency as the independent variable and undergraduates' intention to patronize as the dependent variable. The model produced $R = .682$ and $R^2 = .465$, indicating that the model accounted for 46.5% of the variance in undergraduates' intention to patronize. The ANOVA result showed that the regression model was statistically significant, $F(1, 376) = 326.804$, $p < .001$. Since the significance value is less than the 0.05 decision threshold, the null hypothesis is rejected. The study therefore concludes that there is a statistically significant positive relationship between campus radio broadcast frequency and undergraduates' intention to patronize in selected polytechnics in Southwest Nigeria.

Summary of Hypotheses Testing

Both null hypotheses were rejected because their respective regression models were statistically significant at the 0.001 level. The first model established a statistically significant positive relationship between campus radio advertising credibility and undergraduates' willingness to buy, with the model accounting for 52.3% of the variance in willingness to buy. The second model established a statistically significant positive relationship between campus radio broadcast frequency and undergraduates' intention to patronize, with the model accounting for 46.5% of the variance in intention to patronize.

These results are consistent with the preceding Pearson correlation analysis, which also showed significant positive associations among the corresponding advertising and purchase-intention variables. The regression analysis therefore provides further statistical evidence in support of the two relationships specified in the study's hypotheses.

However, the findings are interpreted as statistically significant relationships within the regression models rather than definitive causal effects, given the cross-sectional survey design. The rejection of the null hypotheses consequently indicates that the relationships tested were statistically significant in the final sample of 378 respondents; it does not by itself establish that changes in advertising credibility or broadcast frequency caused changes in purchase intention.

4.0 Discussion

The findings indicate respondents perceived campus radio factors and purchase measures favourably. Advertising credibility, broadcast frequency, message clarity, audience reach/exposure and presentation attractiveness exceeded the 3.50 decision mean, while willingness to buy, intention to patronize, brand preference, product consideration and future purchase likelihood were favourable. Correlation showed positive associations between advertising credibility and willingness to buy ($r = .723$, $p < .001$) and between broadcast frequency and intention to patronize ($r = .697$, $p < .001$). Other relationships were significant. The first regression model gave $R = .723$ and $R^2 = .523$, showing that advertising credibility accounted for 52.3% of willingness-to-buy variance, with $F(1, 376) = 412.260$, $p < .001$. This supports evidence reported by Chen et al. (2023) and Sitorus et al. (2024). The second model gave $R = .682$ and $R^2 = .465$, with $F(1, 376) = 326.804$, $p < .001$, consistent with Yin Yin and Feng (2021) and Pramana et al. (2024). However, the results establish associations rather than causation. The cross-sectional

design cannot demonstrate that credibility or frequency caused changes in intention, nor can it establish purchases, recall mechanisms or an optimal exposure. The findings therefore support the hypotheses only within the sample and relationships.

Conclusion

This study examined campus radio advertising in relation to purchase intentions among undergraduates in six polytechnics in Oyo, Osun and Ogun States. Based on 378 responses, the results showed favourable perceptions of advertising credibility, broadcast frequency, message clarity, audience reach/exposure and presentation attractiveness, with all means exceeding the 3.50 decision mean. Purchase-related measures were similarly favourable, with brand preference recording the highest mean, followed by willingness to buy, likelihood of future purchase, product consideration and intention to patronize. Correlation analysis showed significant positive relationships among the principal variables. Advertising credibility correlated with willingness to buy ($r = .723$, $p < .001$), while broadcast frequency correlated with intention to patronize ($r = .697$, $p < .001$). Regression results supported the two hypothesized relationships. Advertising credibility produced $R = .723$ and $R^2 = .523$, $F(1, 376) = 412.260$, $p < .001$, whereas broadcast frequency produced $R = .682$ and $R^2 = .465$, $F(1, 376) = 326.804$, $p < .001$. Both null hypotheses were therefore rejected. The findings establish significant associations between the specified advertising characteristics and corresponding outcomes. Nevertheless, the evidence does not establish causality, actual purchasing behaviour or universal effectiveness. The objectives were fully achieved within the sample and analytical scope.

Recommendations

Based on the findings and within the scope of the study, the following recommendations are made:

- (i) Campus radio managers and advertisers should strengthen advertising credibility by ensuring that messages are accurate, truthful, clear, consistent with advertised offerings and professionally presented. This follows the significant association between credibility and willingness to buy, but should not be treated as a guarantee of actual purchases.
- (ii) Advertisers should plan broadcast frequency strategically. Messages should receive sufficient exposure to support awareness and familiarity without assuming that unlimited repetition produces better outcomes. Scheduling should consider programme timing, audience availability and message variation because the study measured perceived frequency.
- (iii) Advertisers should maintain clear, relevant and audience-appropriate presentations. Message clarity and presentation attractiveness recorded favourable means and should receive attention in message development. These factors were not separately tested as predictors.
- (iv) Organizations targeting undergraduates should consider campus radio as one component of an integrated promotional mix rather than a standalone determinant. Performance evaluation should combine audience feedback, recall, attitudes, consideration and intention and, where feasible, behavioural evidence.
- (v) Future researchers should further extend the study to other institutions, tertiary institutions and geopolitical zones, using longitudinal or experimental designs. Further studies should distinguish purchase intention from actual behaviour and incorporate additional variables to explain variance not captured by the models.

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