

Exploring Outdoor Media as a Tool for Institutional Communication at Rivers State University

Gogo, Merit

Faculty of Communication and Media Studies
Rivers State University
merit.gogo@rsu.edu.ng

Idamieba Itieke Harry Esq. PhD

Faculty of Communication and Media Studies
Rivers State University

N. N Nwankpa PhD

Faculty of Communication and Media Studies
Rivers State University

<https://doi.org/10.56201/rjmcit.vol.12.no7.2026.pg1.11>

Abstract

This study examines the effectiveness of outdoor media as tools for internal communication at Rivers State University, focusing on their visibility, accessibility, and perceived influence among staff and students. The research was guided by four objectives: to identify the outdoor media types used by management and students; to evaluate their role in informing, educating, and entertaining; to assess the visibility and accessibility of outdoor media messages. Anchored on System Theory, Media Richness Theory, and Uses and Gratification Theory, the study employed a survey research design, collecting quantitative data from 340 staff and students across diverse backgrounds. Findings revealed that bulletin boards, posters, and banners remain the most prominent outdoor media types, valued for their visibility and symbolic presence. Respondents agreed that outdoor media foster a sense of belonging, entertain the campus community, and serve as reminders for academic deadlines. Strategic placement was strongly acknowledged as enhancing effectiveness, and outdoor media were seen as bridging communication gaps between management and students. However, notable limitations emerged. Overall, the study concludes that outdoor media are visible, accessible, and moderately effective in meeting communication needs, but their impact is constrained by poor clarity and limited synergy with digital systems. Strengthening message design, ensuring regular updates, and integrating outdoor media with digital platforms are recommended to enhance institutional communication and cohesion.

Introduction

Communication is a fundamental element in the administration and functioning of every organization, particularly in tertiary institutions where there is a constant need to disseminate information to a diverse population of students and staff. Institutional communication involves the systematic transmission of information, policies, and directives within an organization to ensure coordination, awareness, and effective functioning. According to Ruben Brent (2006), communication serves as the foundation for organizational interaction and is essential for achieving institutional goals. Similarly, Cutlip Scott, Center Allen, and

Broom Glen (2006) argue that effective communication enhances organizational performance by ensuring that members are well-informed and aligned with institutional objectives.

In tertiary institutions, communication channels can be broadly categorized into digital and traditional media. While digital platforms such as emails, institutional websites, and social media are increasingly being adopted, traditional communication channels particularly outdoor media continue to play a significant role in information dissemination. Asemah Ezekiel (2011) notes that traditional media remain relevant in Nigerian institutions despite the growing influence of digital communication technologies.

In tertiary institutions, communication is particularly critical due to the complexity of the organizational structure and the diversity of stakeholders involved. Universities consist of multiple units, including faculties, departments, administrative offices, and student bodies, all of which require constant interaction and information exchange. According to Okunna Stella (2002), communication in educational institutions plays a vital role in maintaining order, promoting understanding, and facilitating the achievement of institutional goals. Without effective communication, there is a risk of misinformation, confusion, and inefficiency within the system. Over the years, communication channels in tertiary institutions have evolved significantly. Traditionally, institutions relied heavily on physical communication channels such as notice boards, posters, and circulars. However, with the advent of digital technologies, there has been a shift towards electronic communication platforms such as emails, websites, and social media. Despite this shift, traditional communication channels particularly outdoor media remain relevant. Asemah Ezekiel (2011) notes that traditional media continue to play a significant role in Nigerian institutions due to their accessibility and reliability. In Rivers State University, outdoor media is widely used as part of the institution's communication strategy. Notice boards are positioned across faculties and administrative units, while posters and banners are used to publicize events, academic schedules, and institutional announcements. These channels are expected to facilitate effective communication between the university management and its internal publics. However, despite the widespread use of outdoor media, concerns have been raised regarding its effectiveness in achieving communication objectives. Dominick Joseph (2013) observes that outdoor media is limited by its lack of interactivity and feedback mechanisms, which may hinder communication effectiveness. In the Nigerian context, Nwabueze Chinenye (2014) identifies challenges such as poor maintenance, overcrowded notice boards, and outdated information as major barriers to effective communication.

Furthermore, the increasing reliance on digital communication platforms has raised questions about the continued relevance of outdoor media in modern institutional settings. While digital media offers speed and interactivity, outdoor media remains a constant feature within the physical campus environment, making it necessary to examine its role and effectiveness in contemporary communication systems. It is against this backdrop that this study examines institutional communication practices through outdoor media in Rivers State University, with the aim of understanding how these media function, their effectiveness, and the challenges associated with their use.

Statement of the Problem

Effective communication is central to the smooth functioning of any tertiary institution, as it facilitates the dissemination of information between management, students, and staff. In many universities, outdoor media such as notice boards, banners, posters, billboards, and directional signage serve as visible and accessible channels through which institutional messages are conveyed. In Rivers State University, outdoor media is widely used to communicate important information including academic schedules, administrative directives, events, and public notices. Despite the prevalence of these media, there are growing concerns

about their effectiveness in ensuring that messages reach and are properly understood by the intended audience. Instances of missed information, overcrowded notice boards, poor placement of communication materials, and message overload suggest possible gaps in how communication is carried out through these channels. Furthermore, while digital platforms are increasingly gaining prominence in institutional communication, outdoor media remains a constant feature within the physical campus environment. However, there is limited empirical evidence on how effectively outdoor media functions as a communication channel within the university, the level of attention it receives from students and staff, and the specific challenges that hinder its optimal use.

Objectives of the Study

The objectives of the study are;

1. identify the types of outdoor media used for communication in the university.
2. examine how outdoor media facilitates communication between the institution and its students and staff.

Research Questions

1. What types of outdoor media are used for communication in Rivers State University?
2. How does outdoor media facilitate communication between the institution and its students and staff?

Review of Related Literature

Theoretical Framework

Uses and Gratifications Theory

The Uses and Gratifications Theory was developed by Elihu Katz, Jay Blumler, and Michael Gurevitch in the 1970s as a response to earlier media theories that viewed audiences as passive recipients of information. Instead, this theory presents audiences as active participants who deliberately select media channels based on their needs and expectations. According to Katz, Blumler, and Gurevitch (1974), individuals use media to satisfy specific needs, commonly categorized into information, personal identity, integration and social interaction, and entertainment. This means that people do not consume media randomly; rather, they make conscious or habitual choices based on what they find useful, convenient, or relevant. In the context of tertiary institutions, students are exposed to multiple communication channels, including outdoor media (notice boards, posters, banners), digital platforms (emails, social media), and interpersonal communication. From a real-life perspective, students navigate these channels based on what works best for them in a given situation. For instance, a student who wants official confirmation of an academic schedule may prefer checking a notice board, while another may rely on a WhatsApp group for quick updates. This behaviour reflects the core assumption of the theory: audiences are selective and goal-oriented. Students are more likely to engage with communication channels that consistently provide accurate, timely, and relevant information. When a particular channel meets their expectations, it becomes part of their routine. Conversely, when it fails to deliver value such as when information is outdated or unclear students may abandon it in favour of alternatives. Outdoor media, within this framework, competes with other communication channels for audience attention. Its effectiveness therefore depends on its ability to satisfy users' needs. For example, if notice boards in a university consistently display up-to-date examination schedules and important announcements, students are more likely to check them regularly. However, if these boards are cluttered, poorly maintained, or contain outdated information, students may perceive them as unreliable and stop engaging with them.

Agenda-Setting Theory

The Agenda-Setting Theory was developed by Maxwell McCombs and Donald Shaw (1972) through their study of media influence during the 1968 U.S. presidential election. The central argument of the theory is that the media may not necessarily tell people what to think, but it significantly influences what people think about by giving prominence to certain issues. According to McCombs and Shaw (1972), the media sets the “agenda” for public discussion by selecting, emphasizing, and repeatedly presenting particular topics. Issues that receive more visibility, frequency, and prominence are more likely to be perceived as important by the audience. In this sense, communication channels do not merely transmit information they shape attention and priority.

In the context of tertiary institutions, outdoor media such as notice boards, posters, and banners functions in a similar way. These communication materials highlight certain issues such as registration deadlines, examination schedules, or institutional events thereby signalling their importance to students and staff. From a practical perspective, what is displayed prominently within the campus environment often becomes what students pay attention to. From a human standpoint, students are constantly exposed to multiple sources of information, but they cannot engage with everything at once. As a result, they tend to focus on what is most visible and repeatedly encountered. For example, a large, clearly placed banner announcing a registration deadline is more likely to attract attention than a small notice hidden in a crowded board. Over time, repeated exposure reinforces the perceived importance of that message. This aligns with the concept of salience, which is central to the theory.

Conceptual Review

Institutional Communication

Institutional communication refers to the structured and continuous process through which organizations create, transmit, and manage information to achieve coordination, efficiency, and goal attainment. It encompasses all forms of communication that occur within an institution, including the dissemination of policies, instructions, feedback, and organizational values. According to Ruben Brent (2006), communication is the process of creating meaning through message exchange, which is essential for sustaining organizational relationships and activities. In the same vein, Cutlip Scott, Center Allen, and Broom Glen (2006) argue that institutional communication is fundamental to organizational effectiveness, as it ensures that members are adequately informed and aligned with institutional objectives.

In tertiary institutions, institutional communication plays a particularly critical role due to the complexity and diversity of stakeholders involved. Universities are multi-layered organizations comprising management, academic staff, non-academic staff, and students, all of whom require constant access to accurate and timely information. According to Okunna Stella (2002), effective communication in educational institutions facilitates administrative efficiency, enhances academic coordination, and promotes a sense of belonging among stakeholders.

Outdoor Media as a Communication Channel

Outdoor media refers to communication materials strategically placed in open or public spaces to convey messages to a broad and often heterogeneous audience. It is a form of mass communication that relies on visual presentation and physical visibility to deliver information. According to Arens William (2006), outdoor media encompasses billboards, posters, banners, transit displays, and signage designed to reach audiences within their everyday environment. Similarly, Belch George and Belch Michael (2012) define outdoor media as a pervasive communication medium that provides continuous exposure to messages,

thereby enhancing audience recall and awareness.

In the context of tertiary institutions, outdoor media represents a critical component of institutional communication systems. It is widely used to disseminate information such as lecture schedules, examination timetables, administrative notices, public announcements, and event publicity. These materials are typically displayed on notice boards, walls, strategic signposts, and other visible locations across the campus to ensure maximum reach among students and staff. One of the defining characteristics of outdoor media is its high visibility. Unlike other forms of media that require active engagement, outdoor media operates as a passive communication channel, meaning that individuals are exposed to messages simply by moving through their environment. According to Dunn Watson (1990), outdoor media is particularly effective because it captures attention quickly and delivers concise messages within a limited time frame. This makes it suitable for environments such as university campuses, where individuals are often in transit.

Another important feature of outdoor media is its accessibility. It does not require internet connectivity, electricity, or specialized devices, making it a reliable communication channel in contexts where technological infrastructure may be limited. This is especially relevant in developing countries like Nigeria, where digital divides and infrastructural challenges can affect access to electronic communication platforms. As noted by Asemah Ezekiel (2011), traditional communication channels, including outdoor media, continue to play a significant role in information dissemination in Nigerian institutions due to their simplicity and reliability. Outdoor media also benefits from repeated exposure, which enhances message retention and recall. When individuals encounter the same message multiple times in different locations, they are more likely to remember and internalize the information. Belch George and Belch Michael (2012) emphasize that repetition is a key strength of outdoor media, as it reinforces communication and increases the likelihood of message effectiveness.

Empirical Studies

A study by Ngonso, Egielewa, and Nyong (2018) examined the influence of interactive media on communication in Nigerian tertiary institutions. Using a survey research design, the study found that although digital communication tools were widely available, their effectiveness was limited by infrastructural challenges such as irregular power supply and inconsistent internet access. From a practical perspective, this suggests that reliance on digital platforms alone may exclude some segments of the student population, thereby reinforcing the continued relevance of alternative communication channels such as outdoor media.

Similarly, Olannye-Okonofua and Oji (2023) investigated the use of social media for lecturer–student communication in selected Nigerian universities. The findings revealed that while platforms such as WhatsApp enhanced speed and accessibility of communication, they also introduced challenges such as informality, message overload, and lack of structure. In real terms, students may receive numerous messages daily, making it difficult to identify important institutional information. This highlights a key issue: more communication does not always mean better communication, and structured channels like outdoor media may still play a stabilizing role. In another Nigerian study, Okobia and Mezieobi (2023) examined the relationship between communication channels and students' participation in academic activities. The study found that the effectiveness of communication significantly influenced students' level of engagement and participation. When students received timely and clear information, they were more likely to respond positively. This finding underscores the importance of communication effectiveness, regardless of the medium used.

Methodology

This study adopted a survey research design. The design was chosen to enable the researcher to systematically gather data on how outdoor media is used as a tool for organisational communication within Rivers State University. Population of the Study according to data obtained from the Information and Communication Technology Centre (ICTC) of Rivers State University, the population of the institution at the main campus located in Port Harcourt Local Government Area, Rivers State, comprises approximately 1,800 staff and 34,213 students, bringing the total population to 36,013 persons. The sample size for the quantitative component was determined using Taro Yamane formula for estimating a population proportion. Therefore, a sample size of 396 students and staff of the university was aimed for this study. In selecting the 396 sample size the study adopted convenience sampling technique, which refers to a non-probability sampling method where respondents will be selected based on their easy availability and accessibility. This research utilized both primary and secondary data sources to comprehensively explore organisational communication practices through outdoor media within Rivers State University. The study will utilize face and content validity to determine the correctness of the instruments. To ensure reliability, the test-retest method was employed, involving the administration of the same questionnaire to a group of similar respondents on two separate occasions. A reliability coefficient of 0.7 or higher was considered acceptable, indicating that the instrument is sufficiently reliable for assessing organisational communication practices through outdoor media in the university setting. Data gathered from the questionnaire was showcased in tabular format, while the data was analysed utilizing the weighted mean score (WMS). The criterion weighted mean score (WMS) was established at 2.5 i.e. $(4+3+2+1=10)$. Therefore, any mean response that is equal to or more than 2.5 was accepted while any mean responses less than 2.5 was rejected.

Data Presentation and Analysis

As highlighted in the previous chapter, a total of 396 copies of questionnaire were administered to Students and staffs of Rivers State University survey form, although 340 copies of the questionnaire were successfully retrieved.

Section A of the item on the questionnaire focus on the demographic data to respondents.

Table 1:1 Sex Respondents

Options	Response	Percentage %
Male	210	61.76%
Female	130	38.24%
Total	340	100%

The data shows that most of respondents were male, indicating men are more engaged in discussions of institutional communication practices in tertiary institutions using outdoor Media.

Table 1.2: Age Range of Respondents

Options	Response	Percentage %
18-25	162	47.65%
25-35	102	30%
35 and above	76	22.35%
Total	340	100%

The data shows that high percentage of respondents were aged 18–25, making young adults

the most active group Institutional Communication Practices in Tertiary Institutions Using Outdoor Media

Table 1.3: Educational Qualification of Respondents

Options	Response	Percentage %
Undergraduate	140	41.2%
Graduate	125	36.8%
Post Graduate	75	22%
Total	340	100%

The data shows a diverse respondent pool, with undergraduates as the majority but strong representation from graduates and postgraduates. This diversity strengthens the validity of the study, as it captures perspectives across different educational levels. For Rivers State University, it implies that outdoor communication practices must be inclusive, layered, and adaptable to effectively reach all segments of its academic community.

Research Question 1: What forms of outdoor media are utilized by the management and student body of Rivers State University for internal communication?

Table 1.4: Highlighting forms of outdoor media are utilized by the management and student body of Rivers State University for internal communication.

S/N	Items	SA (4)	A (3)	SD (2)	D (1)	Total	Mean ($\bar{X}$)	Decision
1	Outdoor media on campus are visible and easy to locate.	171	112	30	27	1107	3.25	Agreed
2	Bulletin boards provide reliable information for students and staff.	130	142	40	28	1054	3.1	Agreed
3	Outdoor media messages are updated regularly to reflect current issues.	65	95	110	70	835	2.45	Disagree
4	Outdoor media play a significant role in informing the campus community.	55	61	175	49	802	2.35	Disagree
5	Posters and banners are effective in communicating academic information.	60	102	140	38	864	2.54	Agreed

The responses indicate that outdoor media within Rivers State University are generally visible and bulletin boards are regarded as reliable sources of information. Posters and banners are also seen as moderately effective in communicating academic matters. However, the data reveal shortcomings: outdoor media are not updated regularly and are not perceived as playing a significant role in informing the campus community. This suggests that while outdoor media exist and are somewhat useful, their overall impact is weakened by issues of timeliness and relevance.

Research Question 2: What ways does outdoor media impact the informing, educating, and entertaining of staff and students at Rivers State University?

Table 1.5: Showing how outdoor media impact the informing, educating, and entertaining of staff and students at Rivers State University.

S/N	Items	SA (4)	A (3)	SD (2)	D (1)	Total	Mean ($\bar{X}$)	Decision
1	Outdoor media contribute to educating students on social and cultural issues.	172	130	22	16	1138	3.34	Agreed
2	Outdoor media on campus are accessible to both staff and students.	55	58	176	51	797	2.34	Disagree
3	The design and layout of outdoor media messages are attractive and engaging.	45	53	210	32	791	2.32	Disagree
4	Outdoor media effectively communicate health and safety messages.	95	102	75	68	904	2.65	Agreed
5	Outdoor media stimulate interest in campus events and activities.	101	112	90	37	957	2.81	Agreed

The data reveal that outdoor media at Rivers State University contribute positively to educating students on social and cultural issue. They also acknowledged that outdoor media are effective in communicating health and safety messages and in stimulating interest in campus events and activities. However, respondents disagreed that outdoor media are easily accessible to both staff and students, and likewise disagreed that the design and layout of outdoor media messages are attractive and engaging. This suggests that while outdoor media play a role in education, safety awareness, and event promotion, their overall impact is limited by poor accessibility and weak design appeal.

Discussion of Findings

Research Question 1: What forms of outdoor media are utilized by the management and student body of Rivers State University for internal communication?

The findings from Table 4.1.4 reveal that outdoor media within Rivers State University are generally visible and accessible, with bulletin boards regarded as reliable sources of information. Posters and banners were also acknowledged as moderately effective in communicating academic matters, showing that traditional forms of communication still hold relevance in the university environment. However, the data highlight notable shortcomings: respondents disagreed that outdoor media messages are updated regularly to reflect current issues, and they equally disagreed that outdoor media play a significant role in informing the campus community. This suggests that while outdoor media exist and are somewhat useful, their overall impact is weakened by issues of timeliness and relevance.

These findings resonate with Ogbulogo's (2017) study, which established a strong link between well-defined communication structures and the prompt execution of university responsibilities. In the case of Rivers State University, although outdoor media structures are visible and partially effective, their limited role in providing timely updates undermines their contribution to institutional efficiency. Without regular updates and strategic use, outdoor media cannot fully complement other communication channels or support the smooth

functioning of administrative processes.

The results can also be explained through the Uses and Gratifications Theory, which emphasizes that audiences actively seek out media to satisfy specific needs such as information, education, entertainment, and social integration. At Rivers State University, bulletin boards and posters appear to meet the informational and cognitive needs of students and staff, who rely on them for clarity and guidance on academic matters. Yet, the lack of regular updates means these media fail to consistently gratify these needs, prompting audiences to turn to alternative channels such as social media or instant messaging platforms that provide faster and more responsive communication. Posters and banners, though moderately effective, also serve the integrative and social utility needs by reminding students of academic activities and fostering a sense of connection to the institution.

In summary, the findings show that outdoor media at Rivers State University are visible and somewhat reliable, but their effectiveness is undermined by poor timeliness and limited perceived significance. When aligned with Ogbulogo's (2017) insights and the Uses and Gratifications framework, it becomes clear that communication systems in universities must be structured, current, and responsive to fully satisfy the diverse needs of their audiences and to enhance institutional efficiency.

Research Question 2: What ways does outdoor media impact the informing, educating, and entertaining of staff and students at Rivers State University?

The findings from Table 4.1.5 show that outdoor media at Rivers State University contribute positively to educating students on social and cultural issues, with respondents strongly agreeing at a mean score of 3.34. Outdoor media were also acknowledged as effective in communicating health and safety messages (mean 2.65) and in stimulating interest in campus events and activities (mean 2.81). These results suggest that outdoor media play a supportive role in informing and educating the campus community, while also providing some level of entertainment through event promotion. However, the data also reveal notable limitations. Respondents disagreed that outdoor media are easily accessible to both staff and students (mean 2.34), and they equally disagreed that the design and layout of outdoor media messages are attractive and engaging (mean 2.32). This indicates that while outdoor media exist and are used, their impact is weakened by poor accessibility and weak design appeal, which reduces their ability to fully capture attention and sustain engagement.

These findings can be situated within the broader insights of Bello and Olawale (2019), who demonstrated that both horizontal and vertical communication channels positively influence staff morale and job satisfaction, particularly when communication practices are participatory and transparent. In the context of Rivers State University, outdoor media can be seen as part of the vertical communication structure, where management communicates directly to students and staff. Yet, the weaknesses in accessibility and design undermine the participatory and transparent qualities that Bello and Olawale identified as essential for fostering institutional trust and loyalty. Without clear, engaging, and easily accessible messages, outdoor media fail to build the kind of trust and morale that effective communication channels should generate.

Furthermore, the findings align with Media Richness Theory, which posits that the effectiveness of a communication channel depends on its ability to convey rich information that is, information that is clear, engaging, and responsive to the needs of its audience. Outdoor media at Rivers State University succeed in delivering basic educational and safety information, but their lack of design appeal and accessibility means they fall short of being "rich" media. Instead, they operate as lean channels that provide information but do not fully engage or interact with the audience. This explains why respondents perceive them as useful but limited in impact. In summary, outdoor media at Rivers State University contribute to

education, safety awareness, and event promotion, but their effectiveness is constrained by poor accessibility and weak design. When viewed through Bello and Olawale's (2019) findings and Media Richness Theory, it becomes clear that for outdoor media to truly inform, educate, and entertain, they must evolve into richer communication channels ones that are participatory, transparent, visually engaging, and easily accessible to all members of the university community.

Conclusion

This study set out to identify the outdoor media types used by both management and students of Rivers State University for internal communication. The findings revealed that bulletin boards, posters, and banners remain the most prominent forms of outdoor media within the campus. These media are valued for their visibility and symbolic presence, serving as reliable sources of information and reminders of academic deadlines. Their continued relevance demonstrates that traditional communication channels still play an important role in university settings, even in the era of digital platforms.

In evaluating the influence of outdoor media in informing, educating, and entertaining staff and students, the study showed that outdoor media are moderately effective. Respondents agreed that these media contribute to entertainment and foster a sense of belonging, while also serving as tools for academic guidance. However, clarity of messages and behavioural influence were perceived as weak, suggesting that while outdoor media fulfill informational and integrative functions, they are less effective in shaping conduct or providing persuasive communication. This highlights the need for improved message design and content quality to maximize their educational and behavioural impact.

Recommendations

To enhance the impact of social media discourse on public opinion regarding Nigeria's fossil fuel crisis, the following recommendations are proposed:

1. Identifying the outdoor media types used by management and students: Rivers State University conduct a periodic audit of all outdoor media channels bulletin boards, posters, banners, and signage to ensure they are strategically deployed and remain relevant to current communication needs. Management should also diversify the types of outdoor media by incorporating digital boards or hybrid formats that combine traditional and electronic displays, thereby broadening the communication mix available to staff and students.

2. Evaluating the influence of outdoor media in informing, educating, and entertaining staff and students: To strengthen the educational and informational role of outdoor media, messages should be designed with clarity, simplicity, and cultural relevance. Entertainment value can be enhanced by integrating creative visuals, motivational quotes, and student-driven content that resonate with campus life. Management should also establish guidelines for message quality and frequency of updates, ensuring outdoor media consistently inform and engage audiences rather than becoming static or out-dated.

References

- Asemah Ezekiel. (2011). Selected mass media themes. Jos University Press.
- Argenti Paul, P. A. (2009). Corporate communication (5th ed.). McGraw-Hill.
- Arens William, W. F. (2006). Contemporary advertising (10th ed.). McGraw-Hill.
- Belch George, G. E., & Belch Michael, M. A. (2012). Advertising and promotion: An integrated marketing communications perspective (9th ed.). McGraw-Hill.
- Berlo David, D. K. (1960). The process of communication. Holt, Rinehart and Winston.
- Broom Glen, G. M., Cutlip Scott, S. M., & Center Allen, A. H. (2006). Effective public relations (9th ed.). Pearson Education.
- Creswell John, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.
- Dominick Joseph, J. R. (2013). The dynamics of mass communication: Media in transition (12th ed.). McGraw-Hill.
- Dunn Watson, S. W. (1990). Advertising: Its role in modern marketing. Dryden Press.
- Heath Robert, R. L. (2001). Handbook of public relations. Sage Publications.
- Hovland Carl, C. I., Janis, I. L., & Kelley, H. H. (1953). Communication and persuasion. Yale University Press.
- Kahn William, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724.
- Lester Paul Martin, P. M. (2013). Visual communication: Images with messages (6th ed.). Wadsworth Publishing.
- Maxwell McCombs, M. E., & Donald Shaw, D. L. (1972). The agenda-setting function of mass media. *Public Opinion Quarterly*, 36(2), 176–187.
- Norman Donald, D. A. (2013). The design of everyday things (Revised and expanded ed.). Basic Books.
- Nwabueze Chinenye, C. (2014). Introduction to mass communication: Media ecology in the global village. TopShelve Publishers.
- Nwosu Ikechukwu, I. E. (2005). Communication and integrated marketing. Dominican Publishers.
- Okunna Stella, C. S. (2002). Teaching mass communication: A multi-dimensional approach. New Generation Books.
- Everett Rogers, E. M. (2003). Diffusion of innovations (5th ed.). Free Press.
- Schramm Wilbur, W. (1954). The process and effects of mass communication. University of Illinois Press.