

Assessment of Central Luzon State University Students' Content Preferences and Feedback on Radyo Clsu Live

Nina Ricci Dela Cruz, Zorille D.C. Villaflores and Justine Trey R. Cubos*

Department of Social Sciences, College of Arts
and Social Sciences, Philippines

*Corresponding Author

Justine Trey R. Cubos, Department of Social Sciences, College of Arts and Social Sciences, Philippines.

Submitted: 2025, Feb 20; Accepted: 2025, Mar 20; Published: 2025, Mar 25

Citation: Cruz, N. R. D., Villaflores, Z. D. C., Cubos, J. T. R. (2025). Assessment of Central Luzon State University Students' Content Preferences and Feedback on Radyo Clsu Live. *Int J Med Net*, 3(2), 01-09.

Abstract

This study was conducted to determine and assess the content preferences and feedback of the students towards the Radyo CLSU Live so that improvements and developments could be made for the enhancement of the radio station's operations as well as the programs involved. The study used descriptive research using quantitative techniques wherein survey questionnaires are used to answer the research questions formulated. A stratified random sampling method was used and the respondents were chosen depending on the total population of college students in Central Luzon State University during the second semester of academic year 20222023. One of the stakeholders who the Radyo CLSU Live impacts are the students who have high influence over the community-educational radio. Based on the results of this study, the respondents were moderately aware of all of the radio station's operations in terms of its presence, types of programs and its schedules. Many of the respondents wanted to listen and watch the above contents through entertainment. As assessed by the respondents, they suggest to promote more entertainment programs in which the radio broadcasters shall serve as disk jockeys. Findings also revealed that the majority of the respondents have positive feedback toward its programs. This means that the respondents were greatly involved in terms of viewership/listenership and aware about the purpose of each radio program. Based on the results, the enhancement part of radio programming will provide ways for all listeners to develop and implement action plan to reach more listeners. The assessment suggests to utilize other communication media channels in promoting the Radyo CLSU Live.

1. Introduction

The radio still proves its effectiveness as a means of communication. It has shown to be the most successful type of media anywhere in the world in encouraging rural development, education, and agriculture, especially as a conduit for the information received faster.

Radio has been used extensively as an educational medium in developing countries. For instance, here in the Philippines, the educational broadcast programs were used as a tool for enhancing learning in educational broadcasting [1]. Radio was also served as an educational media on agricultural development in Malaysia [2]. Asemah et.al (2013) also concludes that radio is an important tool for entertaining, informing and educating the society in Nigeria, but that there are certain factors that hinder the effective use of radio for rural development [3].

In Central Luzon State University (CLSU), DWFA 107.3 FM Radyo CLSU Live, an affiliate network of the Philippines Broadcasting System – Bureau of Broadcast Services (PBS),

serves as the official educational and communication radio station in the campus since 2012 and currently broadcasting under an increased power from 300W to 800Watts (approximately 20-40 kilometer-radius coverage) supervised by a duly licensed Broadcast Engineer of DWFA 107.3 FM.

Radyo CLSU Live covers news and current affairs, developmental programs, human interest program, and musical programs. Aside from analog, it uses social media such as Facebook named "Radyo CLSU Live" serving more listeners to their livestream programs. Furthermore, Radyo CLSU Live is one of the resorts for stakeholders to express themselves, share knowledge, and inform the listeners. The live broadcast is available on Facebook during any specific time and date of each program. Considering the number of timely and relevant livestream programs in Radyo CLSU Live, it has been seen and observed that there are many online listeners during the airing of the programs and this research study intends to determine the impact of broadcast programs on listeners.

Stakeholders that the Radyo CLSU Live impacts are the CLSU students. Along with this, students have high influence over the community-educational radio. This campus radio is important to students in order for them to learn, be updated with the latest news within the university, and to express themselves through their talents, skill sets, public opinion and advocacies. Moreover, students contribute to the programs of Radyo CLSU Live by means of engaging, creating contents, and providing additional information.

Therefore, their content preferences and feedback towards Radyo CLSU Live are needed to be determined and assessed so that improvements and developments can be made for the enhancement of the radio station operation as well as the programs involved. It is also important to propose and create program contents that will align with their respective preferences and for them to engage more in programs.

2. Literature Review

Radio has been a medium for information, and has a position regarding giving knowledge, teaching, and is viewed as the best educational and cultural media [4]. Educational broadcasting serves as a way to enrich learning. It features programs which aim to reinforce learning and are usually entertaining as well as educational. Radyo CLSU Live provides an educational discourse, discussion, and talk regarding various topics that might revolve around the CLSU campus and even outside the campus.

2.1 Radio in Contemporary World

Radio also has proved to be the most effective media in promoting agriculture and development in rural areas, particularly as a tool for the delivery of quick information [2].

Therefore, it is crucial to any institution to assess the content preferences and feedback from its stakeholders towards its services offered. The institution should initiate steps in evaluating these programs, either effective or not, for the benefit of its stakeholders.

The world's population is getting bigger and things around are becoming smarter. As people get to discover and get involved in those technological advancements, live radio programs are also being recognized. Nowadays, people are being influenced with social media. Hence, social media drove a social change [5]. These changes are relevant for which it results in people discovering something interesting in the realm of social media, and this includes listening to radio programs available in some of the social media platforms at present such as Spotify, Facebook, YouTube, Podcasts, and other platforms where the radio programs are accessible.

Radio industry as media has made a significant importance to the whole social media industry because online radio programs nowadays are made of radiophonic content with visual features like photos, videos, and even texts [6]. Way back then, there's just a standard community radio. It is the standard radio where owners are obliged to look for a spot at home where channel or signal is

available to listen to radio. Ever since the peak of the standard community radio, there are already a number of listeners due to the fact that this is where people access news and information around their community. However, the 21st century modernizing world keeps on making advancement regarding technologies and keeps on funding it for the future of the technology itself. Radio programs are indeed the future of the radio industry.

2.2 Educational Media and Multimedia Technology

All means of communication such as audio, audiovisuals, animations, graphics, prints, and the like are all defined as educational media and technology [7]. Technology is the answer as to how intangible and tangible tools are made just like the media, multimedia, and internet that provide educational information in the current 21st-century modernizing world. In terms of teachers and learners using symbols and other graphics to represent and share knowledge, technology like media, and multimedia are being utilized.

The effectiveness of using media as an educational information provider is quite evident among other people. Podcasts may be regarded as one of the effective ways of teaching and learning. The main advantages of educational podcasts are its portability and convenience. Considering the fact that podcasts are accessible nowadays with the use of internet connection and can also be downloaded where anyone can access them anytime and anywhere without having to experience any minor or major inconveniences. By this, we can easily have an access to education and information broadcasted in any social media platforms which may enhance the student's or listeners' learning experience [8].

2.3 Content Preferences and Feedback

Edison (2018) states that listeners in today's generation request more content regarding personalized experiences, interactions, and contents that are high quality. Listeners wait for radio programs to create engaging, at the same time relevant programs that are coordinated with their preferences and interests.

Seeking sentiments from people, including selection of music and submissions of different stories can improve the interaction between broadcasters and listeners. This procedure will not only boost the participation of watchers and listeners, they can also experience and feel their involvement in the community-educational radio program. Listeners and broadcasters may build a bond and relationship by means of considering the listener's content preferences and interactions [9].

Hirschmeier et.al (2019) states that radio stations, as well as broadcasters should have adjustments and innovations when it comes to engagement and program strategies. Adaptation may be achieved by means of gathered data, in order to determine the preferences of listeners, and content suggestions [10].

On the other hand, feedback as a portion of the assessment approach is the most important tool. As feedback allows people to gain knowledge by means of providing insights that can apply for

enhancement and improvement of better and future actions [11].

According to Baker (2010), the action or performance of the recipient regarding the accomplishment in terms of tasks that are aligned with their work [12]. Most of the people conceive feedback as a provider of knowledge and information in response to behaviors. The implication is also to enlighten people for the enhancement of projects and outcomes.

2.4 Intergenerational Communication Preferences

In the society, people encounter diverse populace and with people of all ages. Intergenerational communication may bring opportunities and some challenges, and these generations can be categorized accordingly: The Lost Generation, Traditionalist, Baby Boomers, Generation X, Millennials (Generation Y), Generation Z, and Generation Alpha [13]. These generations are being characterized differently when it comes to their communication preferences.

The traditionalist grew with an obvious traditional way of communication in which they communicated face-to-face, used manual typewriters and rotary dial telephones, and utilized snail-mail; this is a generation that somehow without the presence of the internet [14]. Despite the digital world being present in a Baby Boomer generation, there are still reservations for this. Additionally, many people of this generation had transitioned to social media using Facebook and LinkedIn to communicate with their family, friends, and colleagues. This is the beginning of digital media domination. The Generation X experienced technological changes, splitting time between mass media and social media which made them reachable almost anywhere. This generation is open in adapting new technologies with reservations. The Millennials made them adapt to digital gadgets and social media platforms because of the relevant transition from analog to digital technologies which makes them digital and socially active. The best way to communicate with the Millennials is through social media because they are more likely focused on their mobile devices now after transitioning to the digital world. Lastly, the Generation Z. This generation were born with the presence of advanced technology and made the internet and social media a part of their daily lives. The people in Generation Z spend more time in front of their digital devices and do have access to all that articles written, books uploaded and published, and pictures and videos in any forms just like some educational community radio. However, being social media inclined can cause some negative effects to the users such as in terms of lacking their interpersonal communication skills as well as their communication experience [13].

2.5 Statement of the Problem

This study aimed to assess the CLSU students' content preferences and feedback on Radyo CLSU Live. Specifically, it answered the following questions:

1. What is the profile of the respondents in terms of the following parameters: a. Age
- b. Sex
- c. College

2. What is the level of awareness of the respondents on the Radyo CLSU Live?
3. What are the content preferences of respondents for the Radyo CLSU Live?
4. What is the feedback of the respondents towards Radyo CLSU Live?
5. Based on the results, what are the overall feedback of the respondents on Radyo CLSU Live?

3. Method

3.1 Research Design

The study used descriptive research using quantitative techniques wherein survey questionnaires are used to answer the research questions formulated. Descriptive method is used in analyzing and interpreting an existing phenomenon and attaining the purpose of the study.

Descriptive research maybe also defined as a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical methods (Concepcio, 2017). Descriptive studies are valuable in providing facts on which systematic findings may be used.

3.2 Respondents and Sampling

On the set of respondents which were the college students, stratified random sampling method was used to determine the samples. The number of respondents chosen depends on the total population of college students in Central Luzon State University during the second semester of Academic Year 2022-2023. A number of three hundred eighty-eight (388) respondents are qualified in a random sample based on Slovin's formula.

This sampling focused more on specific areas of interest and may gather data needed in the study. The criteria for respondent selection in this study are the following: (1) participants must be a bonafide student enrolled in the CLSU, and (2) both male and female are eligible to participate to this study.

3.3 Instruments

This study used a survey questionnaire which served as the preliminary source of data gathering designed by the researchers. The purpose was to gather information about the respondents such as their profile. The questionnaire was formulated thru Google Form. All answers provided was in the strict confidentiality in compliance with the Data Privacy Act and other existing rules. This study utilized a quantitative method to determine and assess the content preferences and feedback of respondents towards Radyo CLSU Live.

3.4 Data Gathering Procedures

In pursuing this research study, procedures were needed to gather data. For the CLSU students, data are gathered through an online survey. A consent form was also attached before proceeding to the

survey. The researchers were able to distribute the online survey through social media and ensured that all the interview and survey questions are well addressed and the responses maintained its confidentiality. All gathered data were had been analyzed and interpreted by the researcher. The interview questions were all addressed to determine and assess the content preferences and feedback of respondents towards Radyo CLSU Live.

3.5 Data Analysis

The researcher used different statistical tools in providing a systematic way of organizing the analyzing data gathered in order to answer the questions depicted in the study. Microsoft Excel is used to analyze the data. Excel is a tool that can be used to perform data entry and analysis to create tables and graphs. It can perform highly complex data manipulation and analysis with simple instructions.

The statistical tools that were used in the study are the following:

- **Frequency and Percentage Distribution:** This is used to decide how a section identifies with its whole, statistical

percentage measure was utilized widely in depicting the profile of the respondents. This is also utilized to decide and display quantitatively the profile of the participants of the study.

- **Weighted Mean:** The details of the questionnaires were allocated with points; hence, the study used the weighted mean as the proportion of focal propensity. This is used to determine the level of perceptions of the respondents and the following 5Pt. Likert Scale is used. Each category has its own descriptive equivalent and corresponding arbitrary weight as indicated.

- **Standard Deviation:** The study used the standard deviation because it is the most generally utilized degree of the level of scattering and the most reliable measure to value the inconstancy in total population from which the sample came.

4. Results and Discussions

This chapter includes the gathered interpretation and analysis of the data on the assessment of CLSU college students' preferences and feedback on Radyo CLSU Live. A total of 388 respondents participated in this study.

1. Profile of the CLSU College Students 1.a. Profile of the Respondents as to Age

Age	Frequency	Percentage
18 years old	18	4.60
19 years old	67	17.30
20 years old	91	23.50
21 years old	109	28.00
22 years old	79	20.40
23 years old	13	3.40
24 years old	9	2.30
25 years old	2	0.50
Total	388	100.00

Table 1.1: Profile of the CLSU Respondents as to Age

As shown in Table 1.1, most of the respondents are 21 years old which is 109 (28%), followed by the age 20 years old (23.50%) and 22 years old (20.40%).

In the modern era, people embrace the digital age and by means

of internet, they engage in radio programs, Cordeiro (2012) stated that the transition to listening practices of listeners and consumers from schedules that are fixed and wired signals to using mobile devices and smartphones have given access to watchers and listeners to play the programs anywhere, and anytime.

1.b. Profile of the Respondents as to Sex

Sex	Frequency	Percentage
Female	218	56.20
Male	170	43.80
Total	388	100.00

Table 1.2: Profile of the Respondents as to Sex

The majority of the respondents were females (56.20%), and data suggest that they were more frequently engaged in Radyo CLSU Live than males (43.80%). The results were not surprising as there are more females enrolled during the second semester of A.Y. 2022-2023 than males.

1.c. Profile of the Respondents as to College

College	Frequency	Percentage
College of Agriculture	51	13.10
College of Arts and Social Sciences	48	12.40
College of Business and Accountancy	54	13.90
College of Education	65	16.80
College of Engineering	76	19.60
College of Fisheries	10	2.60
College of Home Science and Industry	32	8.20
College of Science	31	8.00
College of Veterinary Science and Medicine	21	5.40
Total	388	100.00

Table 1.3: Profile of the Respondents as to College

Table 1.3 indicates that the most of the respondents were from the College of Engineering (19.60%), followed by the College of Education (16.80%) College of Business and Accountancy (13.90%), College of Agriculture (13.10%), College of Arts and Social Sciences (12.40%), College of Home Science and Industry (8.20%), College of Science (8.00%), College of Veterinary Science and Medicine (5.40%), and the College of Fisheries (2.60%).

Mumbua (2015) suggests that there is a positive correlation between education level, methods of awareness, accessibility to opportunities and government policies as far as participation in development activities are concerned [15].

2. Level of Awareness of the CLSU College Students on Radyo CLSU Live

ITEM	MEAN	INTERPRETATION
1. They were aware of the Radyo CLSU Live.	3.57	Very Aware
2. They were aware of where they could watch Radyo CLSU Live.	3.13	Moderately Aware
3. They were aware of the types of programs on Radyo CLSU Live.	2.32	Slightly Aware
4. They were aware of the program schedules of Radyo CLSU Live.	1.92	Slightly Aware
5. They were aware that CLSU disseminates university-related information in Radyo CLSU Live.	3.31	Moderately Aware
OVERALL	2.85	Moderately Aware

Legend: Extremely Aware (5)= 4.20-5.00; Very Aware (4)=3.40-4.19; Moderately Aware (3)=2.60-3.39; Slightly Aware (2)= 1.80-2.59; Not at all Aware (1)= 1.00-1.79.

Overall Median: 3.00 Overall Mode: 4.00

Table 2: Level of Awareness of the Respondents on Radyo CLSU Live

As indicated in Table 2, the respondents were very aware of Radyo CLSU Live, marking an average of 3.57. Radyo CLSU Live serves as the official educational and communication radio station in the campus since 2012 and currently broadcasting under an increased power from 300W to 800Watts supervised by a duly licensed Broadcast Engineer of DWFA 107.3 FM. It is located at the Department of Communication and Development Studies (DCDS), College of Arts and Social Sciences, CLSU.

Moreover, the respondents are moderately aware of where the respondents can watch the Radyo CLSU Live, marking an average of 3.13. Radyo CLSU Live covers news and current affairs, developmental programs, human interest program, and musical programs. Aside from analog, it used social media such as Facebook named “Radyo CLSU Live” serving more listeners to their livestream programs.

The respondents were slightly aware on the types of programs being livestreamed by the Radyo CLSU Live with an average of 2.32. Radyo CLSU Live provides an educational discourse, discussion, and talk regarding various topics that might revolve

around the CLSU campus and even outside the campus.

Furthermore, the respondents were slightly aware of the program schedules of Radyo CLSU Live, marking an average of 1.92. The live broadcast is available on Facebook during any specific time and date of each program. Considering the number of timely and relevant livestream programs in Radyo CLSU Live, it has been seen and observed that there are many online listeners during the airing of the programs.

In addition, the respondents are moderately aware that the CLSU disseminates university-related information in Radyo CLSU Live, with an average of 3.31. This campus radio is important to students in order for them to learn, be updated with the latest news within the university, and to express themselves through their talents, skill sets, public opinion and advocacies.

Overall, the respondents are moderately aware on all of the Radyo CLSU Live operations in terms of its presence, types of programs and its schedules, marking an overall mean of 2.85.

3. Top content preferences of the CLSU college students

Content Preferences	Frequency	Percentage
Entertainment	92	23.71
News	79	20.40
Educational/Livelihood	79	20.40
Feature	22	5.70
Confessions	12	3.00
none	22	5.70

Table 3: Top Content Preferences of the Respondents

As shown in Table 3 which identifies the top content preferences of the respondents, many of the respondents wanted to listen and watch the above contents through entertainment (23.71%) followed by news (20.40%) and educational/livelihood programs (20.40%).

Edison (2018) states that listeners in today's generation request more content regarding personalized experiences, interactions, and contents that are high quality.

Listeners wait for radio programs to create engaging, at the same time relevant programs that are coordinated with their preferences and interests.

4. Feedback of the Respondents on Radyo CLSU Live

Areas of Improvement	Frequency	Percentage
No action needed	97	25.00
Promotion	77	19.84
Programming	35	9.02
Engagement	24	6.19
Expansion	23	5.93

Table 4: Feedback of the Respondents on Radyo CLSU Live in Terms of Areas for Improvement

As shown in table 4, many of the respondents (25.00%) were have no comments to the overall operation of the Radyo CLSU Live in terms of its presence, types of programs and its schedules. Other respondents (19.84%) said that the Radyo CLSU Live shall promote its programs through various channels.

in Local Government Process, researchers show that involvement in governance can help develop young people's leadership skills and confidence [16]. Through participation in the process, they are empowered as they gain experience and learn new skills, become responsible and accountable, develop confidence, and forge meaningful connections with other youth and adults.

Balanon et al. (2007) in his study *The Impact of Youth Participation*

5. Overall Feedback of the Central Luzon State University College Students on Radyo CLSU Live.

Overall Feedback	Frequency	Percentage
Positive Feedback	260	67.01
Neutral Feedback	11	2.83
Improvement Needed	38	9.80
No Feedback	79	20.36
Total	388	100

Table 5: Overall Feedback of the Respondents on Radyo CLSU Live

Findings revealed that the majority of the respondents have positive feedback (67.01%), followed by respondents who have no feedback (20.36%).

Feedback as a portion of the assessment approach is the most important tool. As feedback allows people to gain knowledge by means of providing insights that can apply for enhancement and improvement of better and future actions [11].

5. Summary of Findings, Conclusions and Recommendations

This chapter focuses on the results of the surveys conducted for data analysis. It discusses further the summary findings, conclusions, and recommendations. This answered the following objectives:

1. To determine the profile of the respondents.
2. To determine the level of awareness of the respondents on the Radyo CLSU Live.
3. To assess the content preferences of CLSU students for the Radyo CLSU.
4. To assess the feedback of the respondents towards Radyo CLSU Live.
5. To identify the overall feedback of the respondents on Radyo CLSU Live.

The study used descriptive research using quantitative techniques wherein survey questionnaires are used to answer the research questions formulated.

A number of three hundred eighty-eight (388) student-respondents are qualified in a random sample based on Slovin's formula. Stratified random sampling method was used to determine the samples.

This study used a survey questionnaire which served as the preliminary source of data gathering designed by the researchers. The questionnaire was formulated thru Google Form.

The researchers were able to distribute the online survey through social media and ensured that all the interview and survey questions are well addressed and the responses maintained its confidentiality. All gathered data were had been analyzed and interpreted by the researchers.

The statistical tool used in this study were frequency and percentage, weighted mean using Likert scale, and T-test.

5.1 Summary of Findings

1. Most of the respondents are 21 years old dominated by female CLSU students. Most of the respondents were from the College of Engineering, followed by the College of Education, College of Business and Accountancy, College of Agriculture, and College of Arts and Social Sciences.
2. Overall, the respondents are moderately aware on all of the Radyo CLSU Live operations in terms of its presence, types of programs and its schedules. Radyo CLSU Live serves as the official educational and communication radio station in the campus since 2012 and currently broadcasting under an increased power from 300W to 800Watts supervised by a duly licensed Broadcast

Engineer of DWFA 107.3 FM.

3. Many of the respondents wanted to listen and watch the above contents through entertainment followed by news and educational/livelihood programs.

4. Many of the respondents were have no comments to the overall operation of the

Radyo CLSU Live in terms of its presence, types of programs and its schedules. Other respondents said that the Radyo CLSU Live shall promote its programs through various channels.

5. Findings revealed that the majority of the respondents have positive feedback such as "Excellent service!", "Great programs!" and "Keep up the good work!" followed by respondents who have no feedback at all.

6. Conclusion

This study aimed to assess the content preferences and feedback of CLSU students towards Radyo CLSU Live. Based on the findings of the study, the following were drawn from the summary:

1. Most of the respondents were belong to the generation of Gen Z. This means that the programs of the Radyo CLSU Live to educate students to engage themselves in various sectors is effective. Such radio programs are TeknoTalk, AGRISIKAT, Bida Ka Juana, among others.
2. The respondents are moderately aware on all of the Radyo CLSU Live operations in terms of its presence, types of programs and its schedules. This means that the communication strategies pertaining to the promotion of the radio programs were effectively executed. The use of social media particularly Facebook was one of the major strategies to encourage them to watch and listen to its radio programs.
3. There are various existing communication strategies of the Radyo CLSU Live implemented by its staff. Said strategies are being carried out to maximize program outreach among the listeners; and to promote and generate greater awareness, understanding, acceptance, and support for radio programs. As assessed by the respondents, they suggest to promote more entertainment programs in which the radio broadcasters shall serve as Disk Jockey (DJ).
4. Findings revealed that the majority of the respondents have positive feedback toward the Radyo CLSU Live operations. This means that the respondents were greatly involved in terms of viewership/listenership and aware about the purpose of each radio program.
5. Based on the results, the enhancement part of radio programming will provide ways for all listeners to develop and implement action plan to reach more listeners. The assessment suggests to utilize various communication media channels in promoting the Radyo CLSU Live.

Recommendations

Prompted by the findings of the study and the conclusions drawn, the following recommendations are hereby presented for consideration:

1. Conduct assessment of content preferences and feedback of faculty members as well on the Radyo CLSU Live to determine the difference of perception between the faculty members and

students. This serves as basis for gathering and validating all the data needed including the profile of the respondents.

2. It is also highly recommended to implement timely communication strategies beside Facebook. The Radyo CLSU Live might launch massive information campaign on radio programs by using various social media platforms where youth are the main audiences (e.g. Tiktok, YouTube, etc.)

3. Focus on utilizing the preferred sources of information of the respondents in promoting radio programs. Therefore, there is a need to strengthen the existing communication strategies in the areas of various media.

4. Broaden the scope and delimitations of the study by involving the key administrators in order to validate the data to be gathered. The general public particularly its Official Facebook Page followers must also be considered as respondents to revalidate the quality of radio programs.

5. Continuation of assessment of content preferences and feedback of stakeholders towards the Radyo CLSU Live that will provide ways for all stakeholders to develop and implement action plan to reach more listeners.

References

1. Ugsad, R. M., Entoma, S., & Laureno, H. M. (2017). Educational Broadcast Programs Tuned In: Tool for Enhancing Learning in Educational Broadcasting to Residents of Canipaan, Leyte, Philippines. *JPAIR Multidisciplinary Research*, 29(1), 125-145.
2. Nazari, M. R., & Hasbullah, A. H. (2010). Radio as an educational media: Impact on agricultural development. *The journal of the South East Asia research centre for communication and humanities*, 2(3), 13-20.
3. Asemah, E. S., Anum, V., & Edegoh, L. O. (2013). Radio as a tool for rural development in Nigeria: Prospects and challenges. *AFRREV IJAH: An International Journal of Arts and Humanities*, 2(1), 17-35.
4. Severin, W. J., & Tankard, J. W. (2001). *Communication theories: Origins, methods, and uses in the mass media* (pp. 115-117). New York: Longman.
5. Taprial, V., & Kanwar, P. (2012). *Understanding social media*. Bookboon.
6. Laor, T. (2022). Radio on demand: New habits of consuming radio content. *Global media and communication*, 18(1), 25-48.
7. OD, O., & EI, A. (2014). Relevance of educational media and multimedia technology for effective service delivery in teaching and learning processes. *IOSR Journal of Research & Method in Education (IOSRJRME)*, 4(2), 48-51.
8. Gray, T., (2024). Podcasting in Education: What Are the Benefits?
9. Babin, J., & Hulland, J. (2019). Exploring online consumer curation as user-generated content: A framework and agenda for future research, with implications for brand management. *Spanish Journal of Marketing-ESIC*, 23(3), 325-338.
10. Hirschmeier, S., & Beule, V. (2021). Characteristics of the classic radio experience perceived by young listeners and design implications for their digital transformation. *Journal of Radio & Audio Media*, 28(2), 231-253.
11. Price, M., Handley, K., Millar, J., & O'donovan, B. (2010). Feedback: all that effort, but what is the effect?. *Assessment & Evaluation in Higher Education*, 35(3), 277-289.
12. Baker, A., Perreault, D., Reid, A., & Blanchard, C. M. (2013). Feedback and organizations: Feedback is good, feedback-friendly culture is better. *Canadian Psychology/Psychologie Canadienne*, 54(4), 260.
13. Gao, M. H. (2023). From the Traditionalists to GenZ: conceptualizing intergenerational communication and media preferences in the USA. *Online Media and Global Communication*, 2(3), 422-445.
14. Galowich, D. (2018). *The business leader's guide to communication across generations*. Forbes.
15. Mumbua, S. (2015). *Factors influencing youth participation in development projects: a case of Maili Saba slum, Njiru sub county-Nairobi, Kenya* (Doctoral dissertation, University of Nairobi).
16. Balanon, F., Ong, M., Torre, B., Puzon, M., Granada, J., & Trinidad, A. (2007). The impact of youth participation in the local government process. *The United Nations Children's Fund (UNICEF)*.
17. Ziegler, N. (2016). Synchronous computer-mediated communication and interaction: A meta-analysis. *Studies in Second Language Acquisition*, 38(3), 553-586.

Copyright: ©2025 Justine Trey R. Cubos, et al. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.