

Reviving the Traditional Campus Radio in the Digital Age: Challenges and Lessons from DYUP Sugbo

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DYUP Sugbo, the official campus radio of the University of the Philippines Cebu, has undergone operational fluctuations in recent years due to financial difficulties and organizational disputes. Despite the rise of new media technologies, a significant demand among students for the station's revival persists. As a laboratory facility, DYUP Sugbo is dedicated to equipping students with essential broadcasting skills, supporting the university's objective to be a regional leader in communication education.

Employing stakeholder theory as a framework, this autoethnographic study involved conducting semi-structured interviews with various stakeholders, including student volunteers who operate the radio station and the administrators overseeing its management. Through thematic analysis of the data, the research aimed to document the resurgence of campus radio in 2023, highlighting the pivotal role of student-broadcasters in the organization's revival.

The findings indicate that the resurgence of the campus radio was driven largely by the students' enthusiasm for campus broadcasting and the university administration's directive for its revival. This study could serve as an insightful resource for other campus radios across the country, providing strategies for achieving sustainability in the face of resource constraints and the expanding presence of online radio.

Keywords: campus journalism, campus radio, digital radio, stakeholder theory, autoethnography

Introduction

DYUP Sugbo has been at the forefront of mainstreaming campus journalism at the University of the Philippines (UP) Cebu and in Cebu City, one of the largest metropolitan areas outside Manila, the country's capital.

Its history reflects its resiliency in providing relevant, timely, and accurate news and information both in and out of campus despite its sustainability-related issues due to changes in faculty supervisors, lack of support from the campus administration, and waning interest among the UP Cebu community.

Background of DYUP Sugbo

The Beginning

According to I. V. Manticajon (personal communication, September 4, 2024), a former student and now lecturer in the Communication program at UP Cebu, campus radio's history dates back to its inauguration in the mid-1990s. The first radio laboratory operations used an FM transmitter to disseminate information to the student body during the university's annual collegiate intramural games.

The 2000s

The facility was then revived in the early 2000s to serve as the laboratory for the university's broadcasting courses. However, it was halted again when its amplifier could not withstand the demands of the university-wide wired radio closed-circuit setup.

The 2010s

According to A. Macalinao (personal communication, September 4, 2024), a former student and volunteer member of DYUP 98.9 Radio UPGraded, the former name of the campus radio, the station reopened with new equipment in the first semester of 2013. However, issues arose in the second semester when no courses required their students to use the campus radio. This reflects a recurring issue with the station's sustainability: inconsistent institutional support and limited student engagement.

Figure 1
Sample Programming Schedule of the DYUP 98.9 Radio UPGraded 2014 Broadcast



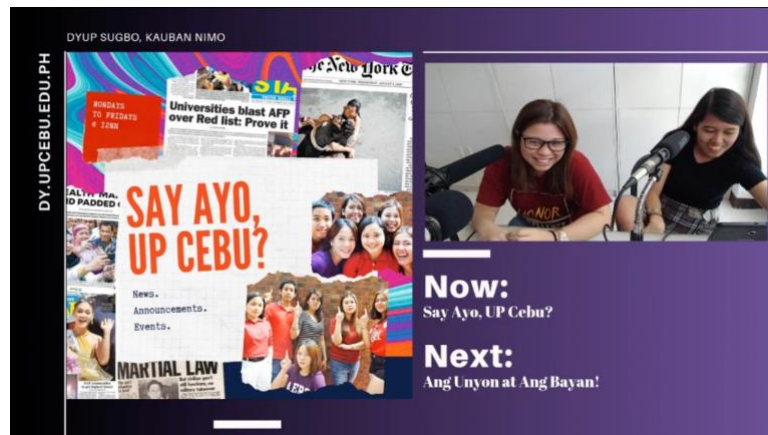
Subsequently, the Mass Communication curriculum evolved into what is now called the Communication program. Key changes included consolidating broadcasting courses into a single course. Now, students must take only one core broadcasting course: Comm 130, or Broadcast Principles and Practices. With this change, faculty teaching Comm 130 have played a crucial role, often prioritizing lessons on video broadcasting, leading to the underutilization of the radio laboratory.

This continued until 2019 when the facility was opened to all stakeholders at UP Cebu, not just Communication students. This was a significant moment as DYUP 98.9 Radio UPGraded was rebranded as DYUP Sugbo, aligning it with the regional identity and mirroring the UP System's flagship radio station, DZUP. Its tagline, *Kasama Mo*, was also translated into Cebuano as *Kauban Nimo*, which means "Your Companion" in English.

Their programs could be heard on DYUP Sugbo's official page, unlike before when broadcasts were limited to the campus via a wired closed-circuit setup. The station's revival was met with enthusiasm, but this momentum was halted in 2020 when the pandemic forced another suspension of operations to ensure everyone's safety.

Figure 2

Sample Live Streamed Broadcast of the DYUP Sugbo Kauban Nimo 2019 Broadcast



The 2020s

In 2023, after a years-long hiatus, efforts to revive the campus radio were successful. With support from various stakeholders, including students and campus administration, the station resumed broadcasting for four hours a day, five days a week, during class hours, beginning in 2023. The campus radio operated from October 2023 to December 2023 and February 2024 to May 2024.

The station, manned mainly by student-broadcasters who are also volunteers, produces varied daily and weekly programs. Currently, listeners can easily tune in to the station via in-campus broadcasts, live streaming on Facebook and YouTube, and pre-recorded podcast episodes on platforms such as Spotify and Apple Podcasts. This accessibility ensures that everyone in the UP Cebu community can stay connected with the station's activities. The station primarily airs programs produced by UP Cebu students.

Figure 3

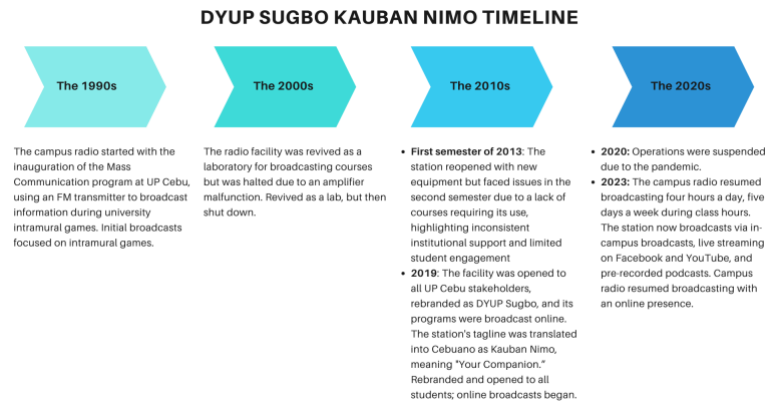
Some Students Behind the DYUP Sugbo Kauban Nimo 2023 Revival



While DYUP Sugbo can be considered a laboratory facility, it is also a vital educational media technology that equips students with practical skills. For instance, DYUP Sugbo helps students improve their broadcasting abilities while fostering soft skills such as management and interpersonal communication, preparing them for real-world challenges.

With its integration into the university and no longer being part of the Communication program curriculum, DYUP Sugbo is now open to a broader audience. This shift in accessibility means that more students and stakeholders can now benefit from the educational media technology that DYUP Sugbo offers.

Figure 4
The DYUP Sugbo Timeline



DYUP Sugbo and the Campus Radio Landscape

Before this study, chronicling the history of DYUP Sugbo had been a significant challenge, given its paramount importance to Cebu's local media scene. Future student-broadcasters at DYUP Sugbo must delve into its rich history to understand and appreciate its successes and learn from its pitfalls.

Also, the revival of DYUP Sugbo is a significant achievement in today's age, especially as many consider legacy media, like radio, obsolete. This success prompts a broader discussion on how campus radio stations, as a form of legacy media, can still thrive in a modern era dominated by new media technologies and, more specifically, how they can maintain their educational mission while adapting to these new trends.

After one academic year of broadcasting, it is imperative to undertake a comprehensive evaluation of the campus radio station's practices. This research aims to:

- Document the key strategies involved in the revival of DYUP Sugbo in 2023, focusing on the roles of various stakeholders, including student-broadcasters, faculty advisors, and external partners
- Analyze the factors contributing to the successes and challenges faced during the revival process

Literature Review

The Impact of Campus Radio on Society

Society, particularly in rural areas, has historically relied on community and campus radios to amplify local voices. These stations foster growth and development by providing a platform for information sharing and self-expression. However, for these stations to reach their full potential, they must receive sufficient resources to remain sustainable.

In Ghana, for example, Radio Univers, the country's first authorized campus-community broadcaster, has significantly contributed to the local media landscape as a source of information and an avenue for self-expression (Odartey-Wellington et al., 2020). This study emphasizes how campus radios can engage with local communities and influence the media ecosystem.

Another study highlighted the crucial role of effective radio management in ensuring community engagement. In Malaysia, religious stations attract new and engaged listeners due to their clearly defined target audience and well-structured programming schedule (Abdul Wahab et al., 2023). This underscores the importance of campus radio stations engaging with their audience before crafting content and management strategies to ensure alignment with listeners' needs.

These studies align with DYUP Sugbo's broader goal of engaging its campus and local community through well-structured programming and diverse content offerings.

Campus Radio as a Tool for Personal Development

In addition to its societal impact, campus radio stations play an integral role in the personal development of their members.

Many campus radio participants claim that their experience has provided them with skills and knowledge beyond the technical aspects of broadcasting, helping them grow personally and professionally (Laor, 2019). As a result, they have developed greater confidence, leadership, and teamwork skills, which are highly transferable and sought after in various industries, aligning with DYUP Sugbo's objective of offering students broadcasting experience and opportunities for holistic growth.

Research has consistently shown that student involvement in extracurricular activities, such as campus radio, significantly enhances soft skills like communication, project management, and time management, which are crucial for career development. The experiences of DYUP Sugbo student-broadcasters further validate these findings, as they often report improved career opportunities after graduation, a direct result of their involvement in the campus radio station.

How Campus Radios Can Become Sustainable

Sustainability has been a constant struggle for campus radios worldwide.

In Nigeria, Bernice et al. (2020) found that campus radio stations thrive when they overcome challenges such as funding and manpower shortages. Therefore, those managing these stations should focus on securing external funding and engaging student volunteers, crucial in sustaining operations and achieving long-term sustainability.

As Acheme and Adesemoye (2022) found, the success of campus radio stations like Laspotech 101.9FM at Lagos State Polytechnic hinges on the audience's positive perceptions. When students develop a strong connection with the station, it fosters brand loyalty and financial support, highlighting the crucial role of audience engagement in sustaining campus radios.

In Ghana, Segbenya et al. (2023) recognized that several factors influence how listeners engage with campus radio, including program content, language, peer influence, and student-broadcasters' professionalism. It is crucial that campus radios like DYUP Sugbo listen to their audience, understand their preferences, and adapt their programming accordingly to ensure long-term sustainability.

How Campus Radios Remain Relevant

To remain relevant, campus radios must also adapt to new technologies.

Francisco (2022) argued that campus radio stations must integrate new media into their daily operations to maintain relevance. This includes integrating advanced audio editing software, using artificial intelligence (AI) for content creation, exploring interactive streaming platforms, and, most importantly, utilizing analytics tools to measure audience engagement, a key metric in radio broadcasting.

For instance, Eswatini's UNESWA FM experienced significant changes in its institutional practices and culture after incorporating mobile phones and internet-based content production into its processes. This approach of integrating modern technology into traditional radio broadcasting could offer valuable insights for DYUP Sugbo as it seeks to broaden its reach through digital platforms like Facebook, YouTube, and podcasts.

Synthesis

This literature review demonstrates that while campus radios significantly contribute to both broadcasters and society, they still face challenges related to sustainability. To ensure long-term success, campus radios must focus on effective management, technological adaptation, and audience engagement.

These findings also provide a relevant backdrop for analyzing DYUP Sugbo's revival and its role in fostering individual and community development. This aligns with the challenges and strategies identified in the literature review, and by addressing these challenges, DYUP Sugbo can continue to thrive in a modern media landscape.

Theoretical Framework

The researcher used stakeholder theory as the theoretical lens for this study. This theory posits that organizations aim to generate multiple benefits for different stakeholders (Mahajan et al., 2023).

Formulated by R. Edward Freeman in the 1980s, this theory aims to guide managers in organizations, especially in business settings, on how to navigate the changes and environmental turbulence that various stakeholders bring (Freeman & McVea, 2001). Traditional strategy frameworks were not adaptable enough to help managers develop strategies that could create new opportunities for their firms.

Some key points discussed in the theory include the importance of creating a stakeholder approach that uses a single strategic framework and is flexible to various environmental changes.

Another critical aspect is that a stakeholder approach is not just a strategic planning process but a strategic management process. This approach emphasizes the importance of ensuring the firm's survival, with management as the driving force behind its success. The stakeholder approach also values the firm's relationships with its stakeholders. Cultivating these relationships is crucial for the firm's growth and development.

Stakeholder theory also stresses the importance of analyzing roles and identifying specific individuals and groups as stakeholders. This precision in stakeholder identification is a key aspect of the theory, ensuring that all relevant parties are considered in the management process.

Lastly, stakeholder theory advocates for an integrated approach to decision-making. Instead of setting strategy stakeholder by stakeholder, managers must find ways to satisfy multiple stakeholders simultaneously. Successful strategies integrate the perspectives of all stakeholders rather than prioritizing one over another.

Research Design and Methods

Research Design

To gain insights into how DYUP Sugbo operated last academic year, the researcher employed autoethnography as a method. Autoethnography is a research approach to describe and analyze personal experiences to understand cultural phenomena (Ellis et al., 2010).

As the current faculty supervisor of the campus radio, the researcher used their personal experiences and observations in managing the station as data for this research. The insider perspective provided by autoethnography enabled an in-depth exploration of the station's internal dynamics, relationships, and operational challenges that might not have been accessible through external observation.

Data Gathering Method

The researcher also conducted semi-structured interviews and focus group discussions with the student-broadcasters from July 2024 to August 2024, during the midyear term. Participants included incoming and outgoing station managers, assistant station managers, programming committee heads, publicity committee heads, technical heads, secretaries, and other student-broadcasters willing to participate.

All participants gave consent to participate in the study. A purposive sampling approach was used to ensure the representation of key roles within the station. This selection was made to gather diverse insights from individuals with various responsibilities and experiences at DYUP Sugbo.

Ethical Considerations

Ethical considerations were prioritized throughout the research process. All participants gave informed consent and were fully aware of the purpose of the study and their right to withdraw at any time. Confidentiality was ensured by using pseudonyms, and identifying information was removed during data analysis.

Data Analysis Method

The researcher employed thematic analysis to analyze the data from the focus group discussions and semi-structured interviews.

According to Clarke and Braun (2017), thematic analysis is a method for identifying, analyzing, and interpreting patterns of meaning ('themes') within qualitative data. The goal of this analysis is not merely to summarize the data but to identify and interpret key features relevant to the research question.

Thematic analysis was chosen because it allows the researcher to actively identify and interpret patterns of meaning, thereby helping to uncover key themes and insights within the qualitative data. This method is not about passively summarizing the content but actively extracting and interpreting underlying themes that reflect the student-broadcasters' experiences and the overall operations of DYUP Sugbo.

Results

Three committees were created to ensure smooth management of DYUP Sugbo: the Programming Committee, responsible for programming affairs; the Publicity Committee, overseeing publicity and marketing; and the Technical Committee, tasked with maintaining the radio equipment and managing the technical aspects of operations.

After conducting interviews and focus group discussions, the researcher uncovered the following:

Programming Management

The Programming Committee ensured that student-broadcasters were present to man the booth and develop programs for the station. They successfully reactivated existing student-broadcasters and recruited new members to join the broadcasting team. The committee also led the development of an admission process, incorporating writing and broadcasting tests alongside the usual interview process.

As this was a fresh start for DYUP Sugbo, the committee needed to produce various audio branding materials, such as the Sign-on and Sign-off sounds and the official station ID, which they could complete within a short timeframe. Despite these tasks not being initially within their scope, they successfully created a video station ID published on the station's Facebook, TikTok, and YouTube channels

Figure 5
Screen Capture of the DYUP Sugbo Kauban Nimo Station ID



Student-broadcasters underwent programming training, including creating program and episode plans and learning how to broadcast effectively. Some faculty members assisted with this training. It is also worth noting that AI tools like ChatGPT have been instrumental in this step. Some programming committee members have utilized this tool as a guide in creating these plans, and it helped them finish the task faster than those who did it manually.

However, despite the training, performance throughout the academic year remained rough around the edges. Many faced challenges with technical aspects, such as managing audio levels during live broadcasts and adhering to structured episode plans. This highlights the need for further training, although organizing additional training sessions has been difficult due to a lack of resources.

While only students were allowed on air during the first semester, the second semester saw a more inclusive approach. Slots were allocated to various offices and student organizations, including the Gender and Development Office, the University Library, and the Health Services Unit. The station also extended its reach to local high school students through a work immersion program, reflecting the university's commitment to fostering community partnerships.

Table 1
Successes Experienced by the Programming Committee

Successes	Description	Impact on Operations
Reactivated Broadcasters	Brought back former student-broadcasters	Ensured initial manpower for the station
Recruited New Members	Recruited new students to the team	Expanded the pool of broadcasters
Developed Admission	Created an admission process with tests and interviews	Helped ensure new members had basic skills
Audio Branding	Created station ID and sounds quickly	Established the station's identity and provided necessary audio elements
Video Station ID	Created a video ID and published it online	Enhanced social media presence, reached a broader audience
Conducted Training	Provided training on programming and broadcasting	Improved broadcasters' skills
Allocated Slots to Other	Allocated airtime to university	Expanded community outreach,

Stakeholders	groups and involved high school students	including diverse programming
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While some student-broadcasters believed they produced quality shows throughout the year, others reported issues in the second semester. One major challenge was the absence of a programming plan turnover, which led to disorganization and confusion. As this was a revival, many struggled to fully understand the scope of their responsibilities, causing some members to feel overwhelmed.

Manpower-related issues were another recurring problem. When no student-broadcasters were available to anchor programs, broadcasts were delayed, disrupting the entire schedule. Additionally, the lack of available personnel often resulted in the repeated streaming of pre-recorded shows, limiting the production of new content and affecting the overall quality of the programming.

The committee succeeded in recruiting broadcasters and producing essential branding materials. However, the impact of manpower shortages, insufficient training, and the absence of a structured handover process on the quality and consistency of programming throughout the year was significant. Addressing these issues will be essential for the station's long-term sustainability.

Table 2
Challenges Faced by the Programming Committee

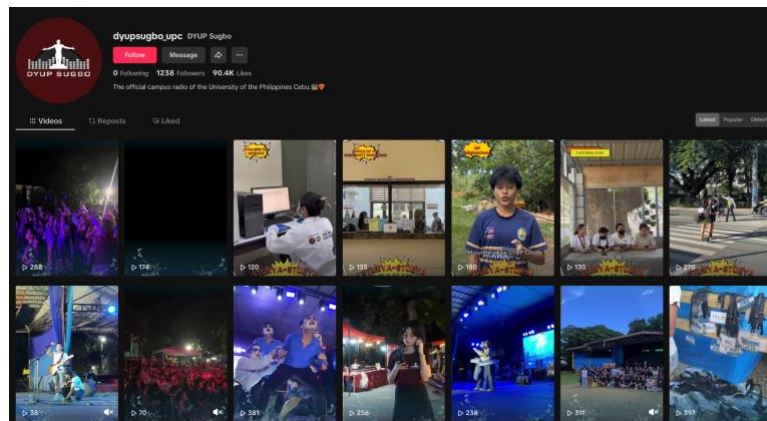
Challenges	Description	Impact on Operations
Manpower Shortages	Lack of student-broadcasters available to anchor programs	Delays in broadcasts, repeated streaming of pre-recorded shows
Insufficient Training	Student-broadcasters struggled with technical aspects	Rough broadcasts, failure to adhere to structured episode plans
Absence of a Programming Plan Turnover	Disorganization and confusion among student-broadcasters	Some members felt overwhelmed

Publicity Management

The Publicity Committee was crucial in managing the radio station's marketing and outreach efforts. One of their key successes was quickly creating a branding kit from scratch.

They also established a TikTok account for the station and launched online trends, such as the "Kauban Nimo" challenge, in which students danced to the station's ID song. This campaign helped the station reach a wider audience, and some of the posts went viral, showcasing the creativity and capability of the student-broadcasters. They also published social media posts about the station's history, introducing new listeners to its roots.

Figure 6
Screen Capture of the DYUP Sugbo Kauban Nimo TikTok Page

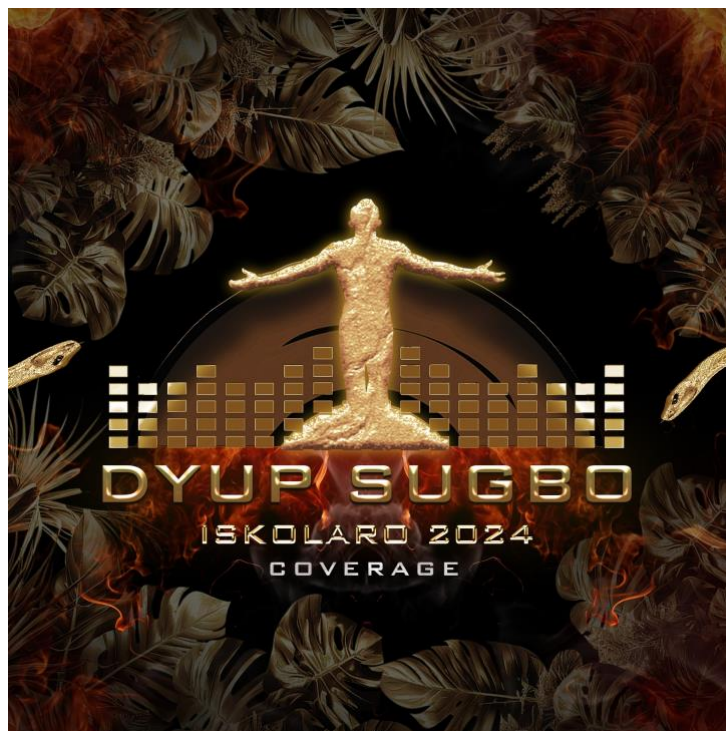


Although most committee members were from the Communication program and felt they did not need additional training, some were not Communication majors and lacked the necessary skills.

Running the publicity for a campus radio station also required unique expertise beyond what was taught in the classroom. Unfortunately, due to limited resources, the committee could not receive formal training, which may have impacted the consistency and effectiveness of their efforts. This highlights the need for additional support through resources and training.

One of the committee's main responsibilities was to ensure coverage of major campus events, such as the Martial Law Commemoration, special university council elections, and the annual university intramurals. Despite the station's focus on audio content, the committee proactively created multimedia content for social media, including standuppers for these events. This initiative extended the committee's reach beyond the radio broadcast, demonstrating its ability to engage the audience through multiple platforms.

Figure 7
DYUP Sugbo Kauban Nimo's Profile Photo During the University Intramurals 2024 Coverage



The committee also consistently produced content throughout the semester for online and offline platforms, including Facebook, X, and TikTok. Some of their posts went viral, significantly increasing the station's visibility. Some publicity committee members, like the programming committee, have also used tools like ChatGPT to create online content.

However, maintaining a consistent brand persona across different platforms was challenging, with some students feeling that the tone and voice varied too much. The second semester also lacked a content calendar, leading to posting delays. While students were generally quick to respond to marketing tasks, not all took responsibility for their assignments, which impacted the overall workflow.

The committee's offline marketing efforts were less developed. Their focus remained primarily on digital platforms, and some students expressed the need for more traditional marketing strategies, such as posting publicity materials on bulletin boards around the campus. This would help reach audience segments that may not engage with the station online.

The Publicity Committee demonstrated creativity and initiative, especially with viral online content and multimedia coverage of campus events. However, it's important to acknowledge their challenges, such as inconsistent branding, lack of a content calendar, and insufficient training for non-communication majors. This should help understand the need for more structured guidance and resource allocation.

Table 3
Successes Experienced by the Publicity Committee

Successes	Description	Impact on Operations
Branding Kit Creation	Created a branding kit from scratch in a short time	Established a visual identity for the station quickly
TikTok Account & Trends	Established a TikTok account and launched online trends like the "Kauban Nimo" challenge	Reached a wider audience, some posts went viral, increased the station's visibility and showcased student creativity
Social Media Posts	Published posts about the station's history	Introduced new listeners to the station's background
Multimedia Content	Created multimedia content, including standuppers, for significant campus events	Extended audience engagement beyond radio broadcasts
Consistent Content	Produced content consistently throughout the semester for various online platforms	Increased the station's visibility online
Viral Posts	Some posts on social media went viral	Significantly increased the station's visibility

Table 4
Challenges Faced by the Publicity Committee

Challenges	Description	Impact on Operations
Lack of Training for Non-Communication Majors	Some members lacked the necessary skills for publicity	Inconsistent and ineffective publicity efforts
Inconsistent Brand Persona	Tone and voice varied too much across platforms	Confusion among audience

Lack of Content Calendar	Delays in posting, inconsistent workflow	Missed opportunities for engagement
Underdeveloped Offline Marketing	Focus on digital platforms neglected traditional methods	Missed reaching some segments of the audience

Technical Management

The Technical Committee faced significant challenges due to a lack of suitable broadcast equipment. Equipment was procured before the revival, but some items—like USB microphones purchased for the 2019 revival—were incompatible with the station's technical needs. For instance, USB microphones could not be connected to the mixers used during the 2013 revival.

Although the university administration provided essential equipment like computers, many smaller tools, such as cables, sound cards, and compatible microphones, were not supplied, limiting the station's ability to run smoothly. Headsets were borrowed from other university facilities, and the faculty adviser used personal funds to procure additional small tools to keep operations running. This lack of up-to-date and compatible equipment hindered the station's use of the latest broadcasting techniques.

Although the technical committee received training in radio operations and audio editing, it was insufficient to cover the vast scope of technical broadcasting.

Figure
Volunteer-Members Attend the Technical Workshop

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While some student-broadcasters were trained on basic equipment operation, the training did not cover troubleshooting, managing live streams, or audio editing. This left only a few students knowledgeable enough to handle equipment during live broadcasts, and when equipment malfunctioned, only the faculty adviser could fix it.

The lack of training in audio editing also made it difficult for broadcasters to produce high-quality audio collateral. Insufficient training also failed to prepare student-broadcasters with the technological skills needed to use more modern equipment.

Despite these challenges, the student-broadcasters achieved some key milestones. They successfully streamed programs online via Facebook and YouTube, and some shows, like "TekToks," customized their scenes in OBS (Open Broadcaster Software) to create unique visual identities for their broadcasts. Though limited by a lack of monetary resources, the station procured enough equipment to support the initial broadcasts.

These instances show that some programs took advantage of digital solutions, but limited training and resources restricted the implementation across all broadcasting. However, these challenges also present opportunities for growth and improvement in the student-broadcasting program.

Table 5
Successes Experienced by the Publicity Committee

Successes	Description	Impact on Operations
Online Streaming	Successfully streamed programs online via Facebook and YouTube	Expanded the station's reach beyond the campus, allowing a broader audience to tune in
Program Customization	Some shows, like "TekToks," customized their scenes in OBS (Open Broadcaster Software)	Created unique visual identities for their broadcasts
Equipment Procurement	Managed to procure enough equipment to support the initial broadcasts despite limited monetary resources	Enabled the station to begin operations and broadcast programs, even with the lack of some equipment

However, there were still critical issues that needed to be addressed.

Several radio programs struggled with insufficient manpower to handle broadcast technical needs. Some broadcasters found it challenging to manage the mixer and computer simultaneously, which caused disruptions in operations.

On one occasion, failure to stop the streaming after a program led to copyrighted material being played, resulting in the station's YouTube account being flagged.

Another recurring issue was the unstable internet connection, which negatively impacted the audio quality of broadcasts. The booth's wire management was also inadequate, with tangled cables hindering the broadcasters' movements.

Storage and archiving also emerged as concerns. Episodes are currently saved on a Google account provided by the university. As the station grows, a robust cloud-based storage system and updated digital archiving strategies could better preserve its content and enhance its accessibility.

The Technical Committee achieved significant milestones, such as successful online streaming and program customization. However, challenges like inadequate equipment, insufficient technical training, unstable internet, and poor wire management have significantly impacted the station's overall operational efficiency. These issues must be addressed to improve the quality and sustainability of their broadcasts.

Table 6
Challenges Faced by the Technical Committee

Challenges	Description	Impact on Operations
Inadequate Equipment	Incompatible microphones, lack of tools	Limited ability to run smoothly
Insufficient Technical Training	Lack of skills in troubleshooting and managing live streams	Only the faculty advisor could fix malfunctions
Unstable Internet Connection	Frequent interruptions	Negative impact on audio quality
Poor Wire Management	Tangled cables in the booth	Hindered broadcasters movements

General Challenges and Successes Across Committees

A recurring issue across all committees was the lack of resources in terms of:

- equipment,
- training, and
- professional development.

Manpower shortages were common, leading to broadcast delays, programming confusion, and inconsistent online content.

While the revival of DYUP Sugbo was marked by significant achievements, including

- the successful recruitment of broadcasters,
- innovative branding, and
- online streaming.

Resource and manpower challenges across committees can hinder long-term sustainability. Addressing these issues through additional training, better equipment, and a structured handover process will be crucial to the station's continued success.

Discussion

The Success in Reviving DYUP Sugbo

The student-broadcasters believe that they were successful in reviving the campus radio station. Despite facing several challenges, they achieved their core goal of ensuring that the station broadcast content daily, produced publicity materials, and managed the technical aspects of operating a radio station.

Programs were aired regularly, and the student-broadcasters demonstrated their ability to adapt to the demands of running the station. This reflects the role of campus radios in fostering self-expression and providing information, as observed in other community and campus radio stations globally (Odartey-Wellington et al., 2020).

DYUP Sugbo can achieve this through both traditional and new media platforms.

The Challenges in Reviving DYUP Sugbo: Lack of Resources

However, several challenges emerged during the revival process.

The most common themes identified during data collection were a lack of manpower, resources, and training. The lack of resources, highlighted as a critical issue for campus radios worldwide (Bernice et al., 2020), directly impacted the station's operations.

From a stakeholder theory perspective, this resource limitation reflects a failure to engage key stakeholders, such as the university administration, who could provide funding and equipment. For example, insufficient funding limited the station's ability to develop a reward system for student-broadcasters, which could have encouraged more active participation and addressed manpower shortages.

The station also struggled to procure high-quality equipment without adequate resources, resulting in a less-than-ideal broadcast experience for listeners. However, this situation presents an opportunity for improvement. This mirrors findings from studies in Nigeria, where campus radio stations also faced sustainability challenges related to funding and manpower (Bernice et al., 2020). DYUP Sugbo could learn how to leverage technology to address these issues from other stations.

The Challenges in Reviving DYUP Sugbo: Lack of Manpower

One of the significant challenges faced by DYUP Sugbo was the lack of sufficient manpower to handle day-to-day operations. This shortage directly impacted the quality of their programming, with many tasks left unattended and broadcast delays becoming common.

As Laor (2019) identifies, campus radio can be essential for students' personal and professional development. However, for this potential to be fully realized, adequate support and participation from all stakeholders are required.

Developing a reward system for volunteers could increase engagement and help address the persistent issue of insufficient manpower. This shortage highlights a weakness in the station's approach to stakeholder relationships. A motivated volunteer base is not just a need but a necessity for the station's success, and it requires recognition and incentives.

The Challenges in Reviving DYUP Sugbo: Balancing Achieving Short-Term vs. Long-Term Goals

The campus radio station's revival did not fully implement a stakeholder approach. Instead, it focused on short-term goals rather than cultivating relationships with key stakeholders.

The revival team focused on short-term goals, such as ensuring daily operations, rather than fostering relationships with key stakeholders. While the station remained operational due to the dedication of the student-broadcasters, the lack of active engagement with stakeholders like the university administration and listeners limited its potential growth. This shows a need to move beyond a strategic planning process to a strategic management approach, which prioritizes these relationships.

The Challenges in Reviving DYUP Sugbo: Lack of University Administration's Involvement

This failure to fully integrate the university administration into the station's operations illustrates a lack of focus on stakeholder relationships, a core tenet of stakeholder theory, and leads to a potential loss of support, engagement, and resources.

Abdul Wahab et al. (2023) emphasize the importance of engaging the audience and university administration for long-term sustainability. With structured feedback mechanisms and active collaboration with key stakeholders, the station is well-equipped to avoid the risk of losing the support and engagement necessary for its long-term success. This includes using technological solutions to understand better and respond to stakeholder needs, further enhancing its potential for long-term success.

While the university administration did participate in broadcasting during the second semester, its full engagement in the station's management was lacking. Strengthening this relationship could have potentially resolved resource shortages, as administrative support is often crucial in securing funding and equipment, as seen in other campus radio stations that maintain strong ties with their institutions (Francisco, 2022).

The Challenges in Reviving DYUP Sugbo: Change of Listeners' Tastes and Preferences

The station also did not actively consider listeners' preferences and tastes in its programming. Feedback from the audience was often received from informal channels like the UP Cebu Freedom Wall rather than through structured feedback mechanisms. This aligns with research by Segbenya et al. (2023), which underscores the importance of audience engagement for sustaining campus radio stations.

To improve, DYUP Sugbo must establish formal feedback systems that align programming with its audience's needs and preferences. The staff must play an active role in this process, using their expertise to leverage new media for educational outreach and gather and evaluate listener opinions efficiently.

The Challenges in Reviving DYUP Sugbo: Lack of Connection with their Stakeholders

While the student-broadcasters have excelled in managing daily operations, there is a promising opportunity to strengthen their relationships with stakeholders. This involves expanding their online presence and presenting high-quality educational content, which can open up new avenues for engagement and growth.

Establishing formal communication channels with listeners and consistently involving university officials in planning and decision-making is crucial and underscores the value of their contributions. By doing so, DYUP Sugbo can better align with the strategic approaches adopted by successful campus radios that have cultivated strong relationships with their institutional and audience stakeholders (Abdul Wahab et al., 2023).

This underscores the importance of stakeholder engagement in the management process. Successful stakeholder strategies integrate the perspectives of all stakeholders, making them feel involved and integral rather than prioritizing one over another.

The Challenges in Reviving DYUP Sugbo: Lack of Stakeholder Integration

Lastly, the student-broadcasters did not fully recognize the importance of integrating all stakeholders into the station's management process. It was crucial to involve the university administration at every step, not just the listeners, including those who engage online, to ensure a more comprehensive and sustainable approach.

According to stakeholder theory, identifying and engaging all stakeholders is key to an organization's survival and success (Freeman & McVea, 2001). Had DYUP Sugbo integrated the university administration and other key stakeholders into its decision-making processes, it could have unlocked significant potential and addressed some of the resource and manpower challenges that hindered its success.

This underscores that a successful stakeholder approach requires identifying and actively involving stakeholders in strategic decision-making.

Conclusion

The revival of DYUP Sugbo has been a remarkable success. The student-broadcasters have reestablished daily operations, produced engaging content, and managed the station's technical aspects, which is a testament to their dedication and the station's potential. However, to ensure its long-term sustainability, key challenges such as limited resources, manpower shortages, and a lack of stakeholder engagement must be addressed.

Despite these challenges, DYUP Sugbo can play a vital role in shaping media literacy and community engagement within the university and the broader community, with its capacity to reach diverse audiences through various online platforms.

Now, more than ever, with the Internet spreading disinformation and users struggling to identify truthful and accurate information, alternative sources, such as campus radios like DYUP Sugbo, are paramount. They serve as beacons of truth in a sea of misinformation.

As an educational media technology platform, DYUP Sugbo is pivotal in developing students' broadcasting, technical, and communication skills. It is crucial to their education, especially in integrating new media technologies.

The station offers a hands-on learning environment where students can apply theoretical knowledge in real-world settings. Given the current situation, the world needs more journalists and broadcasters who can serve as vehicles of truthful information, and platforms like DYUP Sugbo can be great tools for producing more such people. However, these future journalists must receive adequate support and training to realize the station's full potential.

The next set of officers and committee heads must also focus on improving manpower management through a structured volunteer system and expanding external engagement by involving the campus administration and listening audience. According to stakeholder theory, fostering relationships with these key groups will ensure that DYUP Sugbo's development is holistic and aligned with the needs of its community.

Given the rapid advancement of AI technologies, DYUP Sugbo must prioritize learning how to maximize this tool for process efficiency. While its use is currently limited to the programming and publicity committees, there are opportunities to leverage this platform for a more sustainable future.

With continued improvements in management and stakeholder collaboration, DYUP Sugbo can be a model that, while traditional radio formats have slowly decreased in numbers these past few years, as long as they know how to adapt in emerging media environments, they can continue to thrive and be of service to the respective communities that they belong and serve.

DYUP Sugbo can also be a gentle reminder that legacy media like radio are not dead. They have adapted to modern times and transitioned to emerging media platforms where more people can find and access them.

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