

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The mass media perform a number of functions in every society. In performing its functions they do not work in isolation of their own but work hand in hand with other social institutions like family, religions institutions, educational institutions, economic institutions and cultural institutions. This work is on the role that Imo Broadcasting Corporation (Television) play in the educational development of Emekuku in Imo State.

The Mass Media beyond being a socializing agency, Umechukwu, (200,p.21) made us to understand that the mass media with their incalculable potentials, derived fundamentally from their transitional roles of education, entertainment, cultural transmission and surveillance of the society.

Okunna (1999, p.108) in her reflections on the social functions of the mass media maintains that mass media as a socializing, agency work closely with other socializing agencies like family, church, school and the peer groups through the process of socialization, the individual is made aware of the value, norms, and acceptable behavioural patterns of the society, they provide a common body of knowledge, the internization of which enables people to operate as effective members of the society.

The invention of television had a very good influence as a medium towards information, dissemination, education and entertainment; that is why scholars like Gebner (2000, p.21) went into intense study to find out its effect on the viewers, Murrow, (1998, p. 90) states that this instrument can teach, it can illuminate, it can even inspire, but to the extent that human beings are determined to use it to those ends otherwise it is merely wires and lights in a box, this tells us that though television is powerful, we can only harness its powers through effective use.

Another role which the television play especially in rural development is on influencing and shaping our behavioural patterns. Virtually no aspect of our habits, desires and relationships both as individuals and as groups escape examinations in our public media, getting along with neighbours, personal problems and our taste in popular music, social and religious tensions, athletics and trends in fashion among others are constantly reported and discussed in the press, book, television and radio programmes.

It is known that rural communication in Nigeria have always been a beacon of hope throughout history in Nigeria and has always sustained the urban communities but yet the hope of the rural communities is yet increasing everyday as regard to Emekuku, in Owerri, Imo state, 80% of people in Emekuku uses television and this constitutes more to rural educational development.

In spite of this, the contribution of rural communities have not received the adequate attention which they deserve although the government is doing everything within its power to see that this situation is uplifted, government has also realized that it has not been making effective use of the television as a means of reaching out to the rural community education development even with regards to Emekuku, in Owerri, Imo State.

This has invariably constituted a serious impediment to systematic development in the nation because rural education development remains the spring board for state and national development in the education sector.

Again, Nwosu (1990, p.2) maintain that communication is central to rural and national development and that is a catalytic effect to the development of other sectors of the economy and it should never be neglected, this means that Imo Broadcasting Corporation Television (IBC TV) should be concerned with the education development of the people of Emekuku rural community and should realize the ubiquities nature of communication media of the television and employ

them all in their Television educational programmes both during conception, planning and execution and they should involve the community concerned.

It is important therefore to investigate the affairs of the Imo Broadcasting Corporation Television (IBC TV) and the role it plays in enhancing the educational development of the people in Emekuku, Owerri, Imo State.

1.2 Statement of the problem

In this information age that sees communication as a vital instrument, the relevance which Television has been playing has not been encouraging in the context of rural development in Nigeria. Even in a rural community like Emekuku area of Imo State where Television is partially unavailable, information cannot be shared among the people who cannot understand English but through only viewing the Television and yet they maintain a stable system of living.

Most rural areas are devoid of social infrastructure which could have made life more comfortable to the rural dwellers. This situation can be traced to the failure of the government to help the masses in the rural areas.

Majidian (1977, p.22) opines that although the technology of communication provides unparalleled opportunities for economic, political, educational and cultural development. Its potential national development will remain unrealized unless it performs its roles effectively. The problem of this study can be deduced from the fore said of national Population reside in rural areas. The rural areas are characterized by depressing annual income, poverty and penury manifested by widespread hunger, malnutrition, lack of access to formal and informal education. The mass media are mostly urban based then rightly accused to its rural areas as rightly observed, the kind of mass communication system in some developing countries which is urban concentrated have invalidated that so much quest for New World Information and

Communication Order (NWICO) which is the call by third world country of the rejuvenation of this nature to ascertain the relevance of mass communication in rural education development.

Therefore, the problem of this research is, how can Imo Broadcasting corporation (Television) promote the rural education development in Emekuku?

1.3 Objective of the Study

The main objective of this study is to find out the role Imo Broadcasting Corporation Television (IBC TV) play in the rural education development of Emekuku community in Imo State, it also has the following objectives;

1. To investigate the role of Television Broadcasting in Rural Education of Emekuku people.
2. To evaluate the role of IBC media in Education.
3. To identify problems involved in the use of Television Broadcast for rural education.
4. To suggest solutions for the problems of broadcasting in Emekuku.

1.4 Research Questions

1. To what extent has the Rural Television Broadcasting helped Emekuku people?
2. Does IBC play any role in educational development of Emekuku in Owerri?
3. What are the problems involved in the use of Television Broadcast for rural education?
4. What are the solutions for the problems of broadcasting in Emekuku?

1.5 Scope of the study

The scope of my study revolves around the Role of Imo Broadcasting Corporation (TV) in the rural education development of Emekuku people in Owerri, Imo State.

1.6 Significance of the study

The ultimate goal of this study is to discuss extensively the specific role of Imo Broadcasting Corporation Television play in the rural education development of Emekuku area of Imo State, in this case, the study promises to be of immense value not only to the government and its functionaries but also to the business men and investors who will be coming up with tapping abundant natural resources in Emekuku area of Imo state. This study being a relatively exploratory and pioneering work on the area will equally help prompt further researchers on exploring other roles and functions that Imo Broadcasting Corporation Television (IBC TV) and the several tiers of government can play in the rural education development of Emekuku in Owerri, Imo State.

1.7 Operational definition of significant terms

- 1.7.1 Role:** This means the part or functions, somebody or something can play in the growth of something.
- 1.7.2 Mass Media:** E.g. Radio, Television, Newspaper, they are used to reach many people at the same time.
- 1.7.3 Rural Area:** An area like Emekuku, it is not developed.
- 1.7.4 Development:** It means growth and progress in an area e.g Emekuku area of Imo State.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter is concerned with a review of literature on the role of Television Broadcasting in the Rural Education Development of Emekuku, Imo State. The chapter consists of the following subheading: Review of concepts, review of related studies, theoretical framework and summary of the literature review.

2.2 Review of concepts

There is no single literature material that is directly related to the topic of this research. However, there are quite a number of literature on communication and development generally which can be well reviewed for the purpose of this study.

It is also worth mentioning here that with increasing call and demand for rural communication programmes and projects, a number of studies have been produced on the role of Television in rural education development, this study will focus on the following;

- i. Functions of the mass media (TV)
- ii. The role of television in rural development
- iii. The History of Broadcasting and Broadcast Corporation
- iv. Rural Education Development

2.2.1 Functions of the mass media (television)

The media of communication notably print and electronic traditionally perform the function of educating, entertaining, enlightening and persuading their audience with the

increasing complexity of the modern world coupled with the invention of more sophisticated communication technologies, the functions of the media have audened.

The functions of the media now range from education, surveillance, interpretation of events, socialization, dissemination of information, entertainment, stimulating change, political mobilization, cultural promotions among several others.

a. Educational function

The mass media is concerned with formal and informal education programmes for all segments of its audience, children, youths and adults. These programmes which are either in English or vernacular are not only meant for the intellectual development of the audience, they are also relevant for the socio-political development of the individuals.

Stressing further the multi-dimensional impact of education, Moemeka (1981, p.9) similarly stressed the persuasive impact of education when he said that “educational entails all activities, social, economic, educational, political and cultural which touch on the lives of rural community knowledge of which is essential to living”.

b. Surveillance

The Mass Media monitor and report events as they happen with a view to draw attention to the significant and relevance of such events as they affect people, nations and organizations. This surveillance or information sharing of the media became relevant in view of the fact that an event or issue in one part of the world is most likely to generate a ripple to people all over the world. Therefore, require a continuous basic dose of information and other data in order to fit into an even changing and complex society.

Akpan (1987, p.30) equally wrote on the surveillance function of the media thus “the surveillance function of the media is that of the watchdog. This involves gathering and reporting news of happening in the community.

c. Interpretation

The modern society with its growing complexity also imposes on the media the role of interpreting events, actions and developments as they concerns the ruralites. Thus, the media not only survey events of the day and make them the focus of public and private attention, they also interpret their meaning, put them into context and make specifications about their outcomes.

Similarly, Nwosu (1990, p.190) noted that in addition to performing the traditional functions, the media are more useful in providing better interpreted in depth development stories that place developmental issues and facts in greater perspective.

d. Socialization

The heterogeneous nature of the world made it imperative for people to understand themselves for mutual respect and peaceful co-existence. The media therefore has the function of providing the necessary platform using the television for the ruralites to provide and ensure better understanding by demonstrations and directions.

Emenyeonu (1999, p.35) was emphasizing this vital role of the media when he said “Communication provides knowledge and a sense of pride or self confidence which enable people from all parts of the world to co-operate with one another in an atmosphere of mutual respect and co-operation.

e. Information dissemination

The use of Television by the media to give out information is essentially aimed at creating mass awareness and participation of the ruralites to advance rural development and education of the people in rural areas.

f. Entertainment

The entertainment role of the media is as relevant and important as other functions of the media. Entertainment programmes create a good impact on people by arousing people's consciousness, changing their perspectives and attitudes and even helping them to know current trends in fashion and creativity.

Again, Akpan (1987, p.30) saw the entertainment role of the media in this perspective. This function of entertainment has to do with providing opportunities for people to laugh, dance and sometimes cry. It offers opportunity for emotional expression through laughing and crying.

g. Agent of change

The extensive structural outlay of the media and its diverse coverage have made it a powerful agent of change in any socio-political setup. As quoted from Shehu (1990, p.17) "Economic and Societal development in a country involve fundamental changes of outwork, change of habit, change of domestic living. In economic terms, this means better hygiene and nutrition, improvement in housing and home management. In broad terms, it means education in social, political and economic matters of life. Judging by this list of desirable changes in any society, the media is better placed through its numerous formal and informal instructional programmes.

h. Political awareness

Politics is another area where the mass media of communication play a vital role. The pre-independence press for instance was noted for their demand for Nigeria's sovereignty. Politicians make use of the media to reach out to their audiences for mandates. The media make up the challenges of educating the masses on electoral processes and procedures as well as running profiles of political aspirants. The political role of the press portrays crusade, according to Dr. Nnamdi Azikiwe, is a spokesman of the inarticulate, a friend of the forgotten men and women of society, a champion of the oppressed, and a maker of history.

i. Cultural promotion

The media also play a significant role in cultural promotion through its coverage of cultural festivals by the use of the television media to show off cultural heritage of a particular rural area, thereby promoting cultural heritage and similarity make it known to the indigenes in diaspora.

Through its coverage, it helps to promote the heterogeneous cultural groups thereby correcting any misconceptions about such offerings and building a sense of pride in the citizens. In the same way, people could understand and appreciate the different forms and genres of their art, dances, dress sense, festivals and carnivals. The media also help and promote cultural exchange, thus, it is not surprising seeing people adopt western styles in feeding, dressing and education.

2.2.2 The role of television in rural development

The role television play in rural development. The role of political development can be seen in the society today, the ruralites have come to know more about democracy, their right to

coast votes to their choice of candidate, their right to speak out and reach out to the government on matters affecting them. Studies in political development have shown that television play a prominent role in politics, more especially in democratic countries. Television also provides agenda for political discussion and understanding which ultimately contribute to political development of the ruralites.

Similarly Ahyiche (1991, p.73) has indicated that the Nigerian Media and indeed the African entire media have continuously proved relevant in the political development of the continent.

According to him, "Since 1960" to the present day journalist in Nigeria in particular and African in general, has continued to be very relevant in their political development. The leadership of most African countries have relied on the press as an instrument of information and enlightenment to the people. He further contended it was the nations journalists like in other African territories under colonial rule that mobilized the people to struggle against imperialism and colonialism.

Television in promoting rural development also engage in cultural development of the ruralites.

In a study titled: Mass Media: Custodians of culture, Opubor (1985, p.145) stated that cultural transmission as a function of the media involves the communication of information about the values, preference and orientation of the society, in other words education.

The role television play in rural development have been adequately utilized in most rural areas particularly in Owerri, Imo State. The programmes the Imo Broadcasting Corporation Television offer has helped to promote agriculture and related aspects of agriculture in the

Emekuku area of Owerri in Imo State, giving the ruralites a share of the broadcast media programmes and development.

2.2.3 The history of broadcasting and broadcast corporation

Broadcasting is a form of mass communication that involves the dissemination of information, news and entertainment to a large audience through electronic transmitters. When the signals transmitted are audio (sound and speech) it is referred to as *Radio Broadcasting*, but when both visuals (motion pictures) and audio signals are transmitted, it is called *Television Broadcasting*.

Broadcasting (Television and Radio) is best seen as a system. The system shows how every production element is necessary for the proper functioning of all others and how the various production equipment, people and process interrelate. When broadcasting is seen as a system, it gives an understanding of how the various broadcast production details interact as essential parts of a larger process.

History of television

Viewers who watched the webcast of “The Drew Carey show” mentioned above saw a tiny image, a little blurry around the edges that looked a little primitive.

During the late 1920s, the earliest experiments with television were also straining to see tiny, blurry images.

The two men who developed television in the states could not have been more different. At the age of 16, Philo Farnsworth diagrammed his idea for a television system on the chalkboard in front of his somewhat amazed high school teacher.

Picture quality of the early television systems was poor but technical developments during the 1930s improved performance. RCA with Zworin's helped and with a patent arrangement that permitted it to use Farnsworth's invention set out to develop TV's commercial potential. NBC owned by RCA gave the first public demonstration of television at the 1939 world's fair.

History of radio

In 1887, Heinrich Hertz, a German physicist successfully sent and detected radio waves. Guglielmo Marconi used Hertz's efforts to build a wireless communication device that could send more code, dots and dashes from a transmitter to a receiver. Marconi started a wireless telegraphy company that would play an important part in early radio's development.

Frank Conrad, an engineer for Westing house in Pittsburgh, tinkered with radio as a hobby, he built a radio transmitter in his garage and started broadcasting recorded music, reporting sports scores and showcasing musical abilities of his sons.

The early broadcast corporation

The Commercial Television system consist of all those local stations whose income is derived form selling time on their facilities to advertisers.

A local TV station is licensed by the Federal Communications Commission to provide TV Service to a particular community in the industry, these communities are customarily referred to as markets. There are 210 markets in the united, ranging from the number one market. Much like the film industry, the television industry is divided into 3 segments;

- The production segment
- The distribution segment

- The exhibition segment.

The production segment is responsible for providing the programming that is ultimately viewed by the Television audience; the distribution function is handled by the TV networks, cable and companies. The exhibition of television programmes is the responsibility of local television station.

2.2.4 Rural education development

Mass media in relation to rural education development has created a great impact on the ruralites, the urban dwellers, semi-urban dwellers and rural dwellers are the three social economic group that make up a society, of all these groups the rural dwellers is the most populated and form the heart beat of a nation, but the same rural communities are sometimes neglected in the course of things through developmental programmes although nowadays the television as a media has improved development on the side of the ruralites through their inspiring television programmes.

Although there is high rate of illiteracy in the rural areas but through visual demonstration shown by the television, it has helped to promote development generally.

Edeani (1993, p.3) makes this point when he says that “Rural Development holds the key to national development. He gives the following reasons why this is so: Because of the enormous size of the population as compared to the small percentage living in the cities, because of the disproportionate role which the rural populations play in the economic social and political life of the nation, it was this opinion that he considered that concluded that changes was imperative. There are features of mass media and interpersonal communication which need to be proposed

before looking in the ways of using the media to promote and achieve rural education development.

At the turn of the twentieth century, when studies on the role of mass media in the society especially the ruralites, began, as the result of industrialization and urbanization, most of these studies employed cultural and critical analyzed.

The studies conclude that the media play a central role in shaping the ruralite's habits, attitudes, perceptions and opinions of reality. However, the studies found that many of the influences the mass media produces are positive in the areas of helping the ruralites to socialize, to retain democracy, in the area of entertainment, cultural promotion, agent of change, and political awareness.

Generally, the media has a great effect on individuals, three decades after scholars conducting scientific studies on the effects of media on educational development, most of these studies took the micro approach, they examined the effects of mass media on individuals, and the studies were based on the perception that psychological factors influenced the pace of social development because individuals act as the domain of change. The media were capable of influencing individuals although it experienced a little difficulty but through the use of television programmes to demonstrate, it was almost very easy to get the attention of the ruralites to make changes.

In the area of education, agriculture, food culture and health, there came the introduction of local health centers, agricultural programmes with demonstrators and teachers, local workshops to teach the ruralites, all these helped to promote the education development of the ruralites.

Another role of the media in rural education development is the influencing and shaping of their behavioural patterns, virtually, no aspect of our habits, desires and relationships, both as individual and as groups escape examinations in our public media, getting along with neighbours, personal problems and our taste in popular music, racial and religious tensions, sports and trends in fashion among others are reported and discussed by the media.

Without the media, the development of the ruralites will be very difficult to handle, the television in particular has helped in the processes of development, disseminating information to the ruralites through visual and audio, helping them to understand better, it has given rise to the hope of the ruralites in the developmental aspect of their general life.

2.3 Review of related studies

2.3.1 Isaac, C. (2011) The Relevance Of Mass Media In Rural Development (A Study of Ovungwu in Isiala Ngwa South L.G.A. of Abia State) A Research Project Submitted To Department Of Mass Communication Caritas University Enugu State

In the statement of the problem, the researcher only based on the relevance of mass media on its own, the roles it plays in the rural development of her study area without specifically using either television, radio or newspaper.

This present study however only picked Television as its role applies to the rural education development of my study area and not just the rural development.

I dealt specifically with television because I believe and found out through my research period that the Emekuku community is a rural area and cannot have educated people in it to read newspaper or depend on it rather though the use of television and its audio and visual aspect with demonstration, they can be well informed, educated and above all well developed.

Therefore my study reviewed four concepts while the past study lacked this aspect, this made my study more unique and specifically different and more understanding.

2.4 Theoretical framework

Among the dominant theoretical perspectives or models that have been useful in analyzing the role of mass communication, the researcher will like to make use of social Responsibility Theory as Propounded by. Peterson, Siebert and Schramm. Employing the social responsibility media theory in this work becomes relevant due to its stand that the press in any society should be responsible in the performance of its functions which are as follows;

1. To serve the rural system by making information discussion and consideration of the rural dwellers accessible.
2. To inform the rural areas to enable it to take self determined action.
3. To promote the rights of the rural dwellers by acting as watch dog over the area.

By implication the mass media though free to express themselves and publish news information, must be social responsible to the society especially the rural dwellers.

2.5 Summary of literature review

The researcher has been able to select, define and renew related literature of her study, including an appropriate and back up theory. The aim at preparing and paving way for arriving at an acceptable result in the literature. Materials bordering on the subtopics of this chapter were received to ascertain how they relate to this study.

In summary, it must be stated that while the reviewed studies and findings in this literature gave considerable confident results, the role that Imo Broadcasting Corporation

(Television) play in the rural education development of Emekuku in Owerri will depend on the outcome of the test in the sample population using the questionnaire.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

This chapter is all about the research methodology that I used in my research work under this chapter are following subtopics.

1. Research Design or Research Techniques
2. Population of Study
3. Sampling Techniques/Sample Size
4. Description of Research Instrument
5. Validity Reliability of data gathering Instrument
6. Method of Data Collection
7. Method of Data Analysis

3.2 Research design

Mass Communication researchers have resolved before now that communication research falls within the realm of social sciences just as other disciplines like political science, anthropology, history and sociology.

The role of Imo Broadcasting Corporation Television in the rural education development of Emekuku in Owerri is the fundamental objective of this research work and for this work, survey as a research method is found to be the most suitable option because survey research focuses on people, the vital facts of people and their belief, opinions and attitudes.

Survey research, according to Anene (1999, p.23) “Is a critical condition of such phenomena”.

Survey as a method will not only be useful in uncovering communication problem as they will equally be relevant in seeking solutions to the existing problems of communication.

3.3 Population of study

According to 2006 Census figures, Emekuku Community is made up of over 3,000 people, this number is spread across the 10 villages which made up the community.

The 10 villages includes;

1.	Umuocham	-	250
2.	Umuakuru	-	250
3.	Azarawala	-	300
4.	Azaraegbelu	-	350
5.	Ubowala	-	250
6.	Uboegbelu	-	350
7.	Ezedibia	-	300
8.	Ezeogba	-	320
9.	Akalaovo	-	330
10.	Okwu Emeke	-	300

As stated by Emenyeonu to enhance the reliability of the data or information, a population with characteristics relevant to this study has to be obtained. Population refers to the sampling unit items of communication which are regarded as independent of each other.

Okonkwo (1992, p.214) also described population as “all the members of the target of the society”. In this connection therefore, this study which sets out to underscore the role of IBC (TV) in the rural education development of Emekuku is directed at the people living in the area.

3.4 Sampling technique/sample size

Sample is defined as a small group of elements or subjects drawn through a definite production from a specified population.

In other words, it is the actual number or part of a study population that is objectively selected for the study, we sample because the entire population cannot be studied.

The researcher used purposive sampling technique to get her sample size which is 100. The choice of purposive sampling technique by the researcher was due to certain constraints that would inhibit alternative sampling technique from being used, factors like time and money could not allow the researcher to meet up so she simply used purposive which is employed for the purpose of selecting a handy sampling size which is 100.

3.5 Description of research instrument

The instrument used in gathering the data for this study is the questionnaire which consisted mostly of structured form. Section A dealt with the demography of the respondents while section B dealt with data from respondents on the role Television play in rural education development with regards to the IBC (TV) and the particular programme in question its problems and then possible solutions.

3.6 Validity/reliability of data gathering instrument

The instrument used in this research to gather data is valid because of its direct applicability to the course of study. It enabled the researcher arrive at a quick result with accurate information without much difficulty.

The research instrument also direct effort to reach groups selected and the sample units were able to supply the researcher with relevant information needed for a reasonable condusion.

The instrument is very reliable because it has been used in several studies in the past, studies related to mine and the instrument yielded a good result, therefore the reliability of the questionnaire in this study is assured.

3.7 Method of data collection

The data in this study was collected by the researcher herself using questionnaire, this was to enhance efficiency in retrieving completed questionnaire and to enable the researcher have physical contact with respondents. The researcher distributed one hundred (100) copies of her questionnaire to the respondents and retrieved 100 copies with concrete answers.

3.8 Method of data analysis

In the analysis of the data, frequency tables and percentage distribution of responses were used the results are grouped according to responses and it is practically shown in tables in the order of responses by the respondents.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study is to find out the role of Imo Broadcasting Corporation (IBC) Owerri in rural educational development of Emekuku area of Owerri in Imo State. This chapter is concerned with the presentation and analysis of data gathered through the use of the questionnaire distributed. One hundred questionnaires were distributed and 100 were successfully retrieved with concrete answers, this presented a response rate of 100%.

Data presentation and analysis

Analysis of Demographic Data

ITEMS 1 – 5 In the questionnaire answered questions on the demography of the respondents.

Question 1: What is your Sex?

Table 1: Response to question I

Response	Frequency	Percentage
Male	63	63%
Female	37	37%
Total	100	100%

On the table, 63 respondents (63%) are male while 37 respondents (37%) are female.

Question 2: What age bracket do you belong?

Table 2: Response of Question 2

Response	Frequency	Percentage
25 – 30	7	7%
31 – 35	10	10%
36 – 40	37	37%
41 – 45	35	35%
46 and above	11	11%
Total	100	100%

On the table above, 37 respondents (37%) fall under the age bracket of 36 – 40, 7 respondents (7%) fall under the age bracket of 25 – 30, 10 respondents (10%) fall under the age bracket of 31 – 35, 35 respondents (35%) fall under the age bracket of 41 – 45 while 11 respondents (11%) fall under 46 and above.

Question 3: What is your Educational Qualification?

Table 3: Response of questions

Response	Frequency	Percentage
WAEC/NECO	14	14%
OND/HND	56	56%
OND/MSB	25	25%
PHD	6	6%
Total	100	100%

On the table above on educational qualification, 56 respondents (56%) are OND/HND holders, 14 respondents (14%) are WAEC/NECO holders, 25 respondents (25%) are BSC/MSB holders while 6 respondents (6%) are PHD holders.

Question 4: What is your marital Status?

Table 4: Response to question 4

Response	Frequency	Percentage
Marital	80	80%
Single	20	20%
Total	100	100%

Question 5: What is your occupation?

Table 5: Response to question 5

RESPONSE	FREQUENCY	PERCENTAGE
Student	22	22%
Civil Servant	47	47%
Teacher	15	15%
Self employed	16	16%
TOTAL	100	100%

On the table above, 22 respondents 22% are students, 47 respondents 47% are civil servants, 15 respondents 15% are teachers while 16 respondents (16%) are self employed.

Analysis of Data from Respondents on the roles IBC plays in Educational Research
Question 2

Does IBC play any role in Educational Dennnnnn of Emekuku Owerri.

Item 6 – 10 answered this question

Question 6: Do you own a TV set?

Table 6: Response to Question 6

RESPONSE	FREQUENCY	PERCENTAGE
Yes	85	85%
No	15	15%
TOTAL	100	100%

In response to the question above, 85 respondents (85%) agrees that they own a TV set while (15%) don't own.

Table 7: Response to Question 7

Question 7: Do you watch TV often?

Response	Frequency	Percentage
Very Often	85	85%
Rarely	15	15%
Total	100	100%

On the table, 85 respondents (85%) watch TV very often while 15 respondents 15% watch TV rarely.

Question 8: Are you aware of the programme “Igbo Ezu” which is geared at educational development?

Table 8: Response to Question 8

Response	Frequency	Percentage
Yes	95	95%
No	5	5%
Total	100	100%

On the table above, 95 respondents (95%) is aware of the programme while (5%) is not aware.

Question 9: Do you have any Educational Benefit form the programme?

Table 9: Response to Question 9

Response	Frequency	Percentage
Yes	85	85%
No	15	15%
Total	100	100%

On the table, 85 respondents (85%) agrees that they have educational benefit from the programme “Igbo Ezu” while is represents (15%) don’t have.

Question 10: If you answered yes to the question on item 9, then is it positive or negative?

Table 10: Response to Question 10

Response	Frequency	Percentage
Positive	75	75%
Negative	25	25%
Total	100	100%

On the table above, 75 respondents 75% gets positive benefit from the programme while 25 respondents don't get, therefore the programme has negative benefits by just 25%.

Question 11: How often do you tune to IBC TV.

Table 11: Response to Question 11

Response	Frequency	Percentage
Often	70	70%
Not Often	15	15%
Not Very Often	15	15%
Total	100	100%

On the table above, 70 respondents (70%) often tune to IBC TV, 15 respondents (15%) tune to IBC TV but not often while the remaining 15 respondents 15% tunes to IBC TV but not very often.

Question 12: Do you accept the use of IBC TV as a broadcast medium for Rural Education?

Table 12: Response to Question 12

Response	Frequency	Percentage
Yes	95	95%
No	5	5%
Total	100	100%

On the table, 95 respondents (95%) accepts the use of IBC TV as a broadcast media for rural education while 5 respondents (5%) did not accepts.

Question 13: Do you accept the time for the broadcast of the programme (Igbo Ezuo” on IBC TV?

Table 13: Response of Question 13

Response	Frequency	Percentage
Yes	85	85%
No	15	15%
TOTAL	100	100%

On the table above, 85 respondents 85% accepts the time for the broadcast of “Igbo Ezuo” on IBC TV while 15 respondent 15% did not accept that the time is suitable.

Question 14: How well do you accept the programme “Igbo Ezu” on IBC TV.

Table 14: Response to Question 14

Response	Frequency	Percentage
Very Well	85	85%
Not Very Well	15	15%
Total	100	100%

On the table 14, 85 respondents (85%) accepts the programs very well while 15 respondents (15%) did not.

Question 15: If not well accepted, what is your reason for poor acceptance?

Table 15: Response to Question 15

Response	Frequency	Percentage
Poor Quality	40	40%
Poor Technical Facility	40	40%
Poor Programme Presentation	20	20%
Total	100	100%

On the table above, 40 respondents (40%) complained that their poor acceptance was due to poor quality of the programme, another set of 40 respondents (40%) complained of poor technical quality while the remaining 20 respondents (20%) said there is poor programme presentation that makes them not to accept the programme “Igbo Ezu” on IBC TV.

Question 16 – 19 answered research question 4 which the possible solutions to the problems of Broadcasting in Emekuku.

Question 16: What time is suitable for the broadcast:

Table 16: Response to question 16

Response	Frequency	Percentage
6am – 12pm	20	20%
12pm – 4pm	40	40%
4pm – 8pm	40	40%
Total	100	100%

On the table 16, 20 respondents agree that 6am – 12pm is suitable, 40 respondents out of the remaining agrees that 12pm – 4pm is suitable while the remaining 40 respondents agrees that 4pm – 8pm is the best time for the broadcast of “Igbo Ezu” on IBC TV.

Question 17: How well do you accept the content of the programme “Igbo Ezu”

Table 17: Response to question 17

Response	Frequency	Percentage
Very Well	50	50%
Well	30	30%
Not so well	20	20%
Total	100	100%

On the table 17, 50 respondents (50%) accepts the content of the programme very well, 30 respondents (30%) accepts well while the remaining 20 respondents 20% did not accept so well.

Question 18: Is the time for the programme suitable for both the adults and the younger ones.

Table 18: Response to Question 18

Response	Frequency	Percentage
Yes	95	95%
No	5	5%
Total	100	100%

One the table above, 95 respondents (95%) agrees that the normal time for the programme which 4pm – 8pm is suitable for both the young and old. While 5 respondents disagrees, this means that majority carries the vote.

Question 19: Is the programme on IBC TV presented according to its normal time which is 4pm – 8pm

Table 19: Response to Question 19

Response	Frequency	Percentage
Yes	95	95%
No	5	5%
Total	100	100%

On the table, 95 respondents agrees that IBC keeps to time of Broadcast whole 5% disagrees, this means that IBC in playing its numerous roles through the programme “Igbo Ezuo” also keeps to time of Broadcast.

4.2 DISCUSSIONS OF THE FINDINGS

This section of the study discusses the findings in relation to the research questions below

RESEARCH QUESTION 1

To what extent has the rural television broadcasting helped Emekuku people? The answer to the question is provided in table 9, the data in table 9 showed that 85% of respondents have educational benefit from the programme. On IBC to which is “Igbo Ezuo” with 85%.

RESEARCH QUESTION 2

Does IBC play any role in educational development of emekuku in owerri? the answer to this question is provided in table 9 and 10 with the respondent saying yes and 85% positive and 75%

This shows that the IBC play major role in é educational development of Emekuku people in owerri

RESEARCH QUESTION 3

What are the problems involved in use of television Broadcast for rural education? The answer to that question is provided in tables 18 and 19, the respondents confirmed that the time is suitable for both adults and time is suitable response ratio of 95% and 95% respectively.

RESEARCH QUESTION 4

What are the solutions for the problems of broadcasting in Emekuku? The question is answered in tables and 14; in table 12 the respondent accepts the use of TV as a broadcast medium with a ratio of 95% and table 14 85%

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is the last of all, it is going to be about the summary of my findings, the conclusion, recommendation and suggestions for further studies.

5.2 Summary of findings

The study was to find out the role or roles that Imo Broadcasting Corporation play in the rural education development of Emekuku people in Owerri Imo State, this study was focused on a rural community, it attempted to find out if actually the media helps to promote development, using the television as a point of contact, I also found out in my study that the media can mobilize the rural areas with the help of Television which is combined with visuals and sounds because in a rural area like Emekuku, with over 3,000 people only 65% of the dwellers can understand English Language well but with the help of the visual in Television, it is easy to disseminate information well to the whole community.

In this regard, the study was able to successfully established the fact that the broadcast media can really perform some well defined roles in the educational development of the rural areas and also make desired impact on them thereby affirming the saying that “Impression without expression leads to depression” which is the positions in the rural areas dwellers today.

5.3 Conclusion

Based on the findings of this work, the following conclusions were drawn that the media with its effective growth especially the broadcast media has recorded a good growth in the mobilization of the ruralites.

One may conclude by saying that notwithstanding the difficulties of power problems, the broadcast media has paved a way for itself in educating, socializing entertaining and mobilization of the ruralites.

In a nutshell therefore, with this study, there is a sustained believe that further studies will no doubt spring from it since the exercise in development of the ruralites is a continuous one.

5.4 Recommendation

In the process of carrying out my study, the following observations were made and in view of this wishers to make the following recommendations.

1. Prominent among the recommendations in this study is that the government of Imo State should make sure that its own media is maintained in order to serve the people better and everyone will be well mobilized especially the ruralites.
2. Good power system should be provided for the media so as to enhance power in the media house and avoid poor programme presentation.
3. Again, the authorities in the state should strive to put across more relevant information through the media to the citizens concerned especially the ruralites, this is because People Oriented Programmes will draw them closer to their needs and will make more impact in their uses.
4. Since the ruralites are having interest in information dissemination, the media should not just sit and relax but should work harder to educate the ruralites in areas like primary health, politics, business management and farming.
5. Finally, the media men should embrace the clarion call for digitization and development journalism by penetrating into the rural areas to make out development news and stores rather than concentrating on the cities and developed areas.

5.5 Suggestions for further studies

Further studies should be well conducted in the area of proper rural educational and social development in order to go deep in the social aspect of development and not just on education. The government and media should work hand in hand to achieve this.

Furthermore, the media should not just concentrate on the urban areas, this will help to achieve proper and even development in the society.

References

- Agu, C. (1990). *Economics Effects of Advertising in Okigbo* C. (ed) Advertising Public Relation. Enugu: Snap Press Ltd.
- Akpan, E. (1987). *Communication and Media Arts. A news Approach to the Basics*. Uyo: Modern Business Press Ltd.
- Babashola, C. (1995). *United Nations Report on Media and Development in Africa*. Lagos: Fed Publishers Ltd.
- Curran, J.G (1977). *Mass Communication and Society*. London: Edward Arnold Publishers Ltd.
- Macbride, S. (1981). *Many Voices, One World*. Ibadan: University Press Ltd.
- Moemeka, A.A. (1981). *Local Radio Community Education for Development*. Zaria: Ahmadu Bellow University Press Ltd, 22.
- Nwosu, I.E. (1990). *Mass Communication and National Development*. Aba: Frontier Publishers Ltd.
- Osuala, E.C. (1992). *Introduction to Research Methodology*. Onitsha: African Feb. Publishers.
- Obasi, F. (2008). *A Handbook on Research Proposal Writing*. Enugu: Ruwil Nuda Graphics.
- Okunna, C.S. (1990). *Introduction to Mass Communication*. Enugu: New Generation Books.
- Shehu, D.J. (1982). *Introduction to Research Methodology*. Enugu: African Feb. Publishers. 12

APPENDIX 1

Department of Mass Communication,
Caritas University,
Emene,
Enugu State.
June 17th, 2013.

Dear Respondents,

I am a final year student of the above named institution in the Department of Mass Communication. I am conducting a research on the topic: The role of Imo Broadcasting Corporation in the Rural Education Development of Emekuku, Owerri, Imo State.

I therefore plead you to co-operate in providing sincere and accurate answers to the questions below. All information will be handled confidentially.

Thanks for your co-operation.

Yours faithfully,

Ilobi Chiamaka

Mc/2009/368

Researcher.

APPENDIX II

QUESTIONNAIRE

INSTRUCTION

PLEASE TICK APPROPRIATELY IN THE BOXES

1. What is your sex?

a. Male

b. Female

2. What age bracket do you belong?

a. 25 – 30

b. 35 – 35

c. 36 – 40

d. 41 – 45

e. 46 & above

3. What is your Educational Qualification?

a. WAEC/NECO

b. OND/HND

c. BSC/MSC

d. PHD

4. What is your Marital Status?

a. Married

b. Single

5. What is your Occupation?

a. Student

b. Civil Servant

c. Teacher

d. Self Employment

6. Do you own a Television Set?

a. Yes

b. No

7. Do you watch Television often?

a. Very Often

b. Rarely

8. Are you aware of the programme "Igbo Ezuo" which is geared at Educational Development?

a. Yes

b. No

9. Do you have any Educational Benefit from the Programme?

a. Yes

b. No

10. If you answered “Yes” to the question on item 9, then is it positive or negative?
- a. Positive
 - b. Negative
11. How often do you tune to IBC TV?
- a. Often
 - b. Not Often
 - c. Not Very Often
12. Do you accept the use of IBC TV as a Broadcast medium for Rural Education?
- a. Yes
 - b. No
13. Do you accept the time for the broadcast of the programme “Igbo Ezuo” on IBC TV?
- a. Yes
 - b. No
14. How well do you accept the programme “Igbo Ezuo” on IBC TV?
- a. Very Well
 - b. Not Very Well
15. If not well accepted, what is your reason for poor acceptance?
- a. Poor quality
 - b. Poor Technical Faculty
 - c. Poor Programme Presentation
16. What time is suitable for the Broadcast?
- a. 6am – 12pm
 - b. 12pm – 4pm
 - c. 4pm – 8pm

17. How well do you accept the content of the programme “Igbo Ezuo”?
- a. Very Well
 - b. Well
 - c. No Sowed
18. Is the time for the programme suitable for both the adults and the younger ones?
- a. Yes
 - b. No
19. Is the programme on IBC TV presented according to its normal which is 4pm – 8pm
- a. Yes
 - b. No