

**Evaluation of Use of Radio for Rural Education and Rural Development in Ebonyi State, Nigeria**

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**ABSTRACT:** *This study investigated the use of radio in rural education for community development. The study was limited radio listeners, radio producers and social workers/opinion leaders. The masters list of listeners was obtained from radio stations in Abakaliki. The second sample was radio producers, whereas the third sample was social workers/opinion leaders. The tool used in this study was questionnaires, the theoretical framework is the Hovland's Message learning theory. It was found that the majority of the listeners possessed radio sets and was getting benefit from the educational programmes of radio in rural areas. The programmes were informative and motivating. The strategies of radio for rural education and rural development were appreciable because these infused mobility, widened horizon of rural people and focused attention on the goals and problems of rural people. It could be used to enhance literacy (through distance and non-formal education).the producers/comperes were found keenly interested in their job. It was revealed that priority was given to education and rural development programmes of radio. Programmes needed detail and summary at the end. Furthermore language was not easy. Radio schools like Interactive Radio instruction (IRI) may be used for effective teaching learning process in rural areas. Time of educational programmes should be enhanced. Programmes like radio rural forum may be started as well as open broadcasting should be adopted for rural development programme.*

**KEYWORDS:** radio, rural education, development, educational broadcasting, development communication

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## INTRODUCTION

Development' is perhaps one of the most fiercely debated concepts in the contemporary social sciences. The concept is often equated with 'modernization', 'industrialization', 'social change', 'progress' and 'growth', and like these other terms is invariably seen as something desirable and positive for society in general, and for the community in particular. Development is seen as absolute, inevitable, and universal; it is promoted as a laudable goal no matter what the society, the culture, the people and their resources and traditions. Development has been one of the ideals and aspirations of all human societies. It has an inherent functional value in raising the socio-economic standard and the life style of the citizens as it aims to provide basic needs to all, particularly the deprived sections of society.

The supreme aim of development should be to improve the quality of life for its citizens and to guarantee social justice. What is national development? Does it mean the presence of high-rising buildings in some of the cities? Or does development mean the scores of Mercedes-Benz cars on the roads? Does the mere existence of Western infrastructure constitute development? According to Dr. Adebayo Oyeade, (2001), development means simply the ability of a nation to create a viable political and economic system capable of bringing growth and advancement to a nation. This means sustainable democracy, effective bureaucracy, accountability in public service, social justice and human rights, and a sound economy capable of providing better life for the great majority of the masses. In short, national development means the ability of a state to provide for its people the basic necessities of good living like good health care, good roads, good education, and so on. For the people, the poor economy is manifested in widespread poverty, deteriorating living standard, poor health condition leading to high mortality rate and rapidly declining life expectancy. The poor economy has also translated into crumbled infrastructure. Power supplies by the epileptic National Electric Power Authority continue to be erratic. The same is true of water supply. Fuel shortage is a never-ending thing in Nigeria, a major oil-producing nation. Many roads are bad causing ghastly auto accidents. The list of crumbling infrastructure is long. Corruption, leadership failure, military rule, ethnic and religious politics, are all symptoms of a fundamental problem a lack of a sense of belonging to a nation among the various ethnic groups all these underdevelopments.

Most people in the developing countries live in villages and are typically isolated because of illiteracy and lack of adequate transport facilities. However, migration to cities is increasing sharply and has resulted in overcrowded living conditions and serious unemployment. Besides creating serious problems in cities, the migration often leads to a scarcity of desired labor in the agriculture sector accompanied by a decline in productivity. A major task of government in the developing world is to stem the flow of people from the rural to the urban sector. This can be accomplished, in part, by encouraging small rural and urban enterprises such as small cottage industries and other activities related to rural Education. An increase in the standard of living

and a favorable change in attitude by rural people towards rural life are important stimuli to a healthy national economy. To achieve these objectives efficient and effective rural development is one of the most pressing needs of the developing countries with Nigeria in focus.

A favorable attitude by rural people towards rural life will only be developed if at least some of the pleasantries of urban living such as better education, health, and recreation are made available in rural areas. The majority of people in the rural areas live a marginal existence as peasant farmers with low productivity. These people suffer from poor nutrition and health, lack of education, and a passivity that seems to make their lives unbearable. Most governments want to improve the living condition of their large masses of rural people through modernization, adoption of innovations, increased productivity in agriculture and improved diets. Some governments also want their people to become involved in their own development, have some control over their own lives, maintain a sense of their own cultural identity, and still share in the other benefits of modern life. This desired change in the rural areas can be brought about by establishing effective communication with rural people and soliciting their active participation in the life of the whole nation. Communication is needed because man has always been in need of something to monitor his environment and report to him of dangers and opportunities; something to circulate opinions and facts, help groups make decisions and then circulate decisions; something to pass on the "lore and wisdom and expectations of the society to all its members; something to entertain members on a large scale, and something to broaden trade and commerce. Primitive societies assigned individuals to these tasks but in today's contemporary society these jobs have grown too big to perform by individuals alone. Today these jobs are assumed by mass media capable of reaching millions at once. There are many mass media in the modern society of today- newspapers, magazines, television, and radio, to name a few. The last two decades have been marked by a tremendous development of the mass media. The most striking and perhaps the most far-reaching promise for the future is the use of the first man-made satellites to relay words and images between continents. The most important trend has been the growing use of mass media for education.

One major problem that has continued to affect development of the Developing World is citizens' low literacy level. This problem can be attributed to relative poverty and national development policies that have failed to meet international best practices. The United Nations Development Programme (UNDP, 2020) posits that members of the United Nations developed eight international development goals known as Millennium Development Goals (MDGs) to achieve worldwide human development. The MDGs aimed to promote development by improving social and economic conditions in the world's poorest countries. The second goal of the MDGs targeted children, with the hope of ensuring that they complete a full course of primary schooling. Despite the MDG's lofty plans to ensure total literacy for all in developing countries, statistics provided by the United Nations Scientific and Cultural Organization (UNESCO, 2006) on the literacy level in Nigeria indicates that there were over 62 million illiterate Nigerians as of November 2015, a situation the organization describes as "dangerous

to the development of the country” (Oluwole, 2015, para. 1). To emphasize the problem, UNESCO also stated that “it would take Nigeria another 58 years to completely eradicate illiteracy, even with innovations like Information and Communications Technology and other learning mechanisms” (Oluwole, 2015, para. 2). With the future of total literacy in Nigeria looking gloomy, world leaders gathered in 2015 at the United Nations in New York to adopt the 2030 Agenda for Sustainable Development. The fourth goal on the 2030 agenda is “quality education for all.” With this agenda, Lagos State (and, by extension, Nigeria) has the opportunity to redirect its focus on education and human development. It is believed that “a sound educational system is a prerequisite to achieving progress, from the individual to the society to the economy” and that “the quality of human resource of a nation is judged by the number of its literate population” (Crossroads, 2003, p. 3). This is to say that education is pertinent to a nation’s growth and sustainability. Achieving total literacy requires using all channels, including the mass media, for teaching and learning. Using the mass media for educational purposes is based on the perceived influence that the mass media exert on the public. Schramm (1964) avers that the mass media can help in all forms of teaching, adult education, and skills training, where teachers, trainers, and monitors are scarce. Of the various mass media, scholars like Onabajo (2000) and Moemeka (1981) advocated for the use of radio to reach out to the less privileged who reside in remote places. Radio can be a veritable channel to teach the non-literate adult who may not have the opportunity of formal schooling. The study thus examined how radio can be used effectively in the advancement of adult literacy in Nigeria.

In rural development, information and knowledge are two significant factors. Local knowledge provides different ideas for agricultural as well as other changes. The information brought to the area contains fresh ideas, and introduces new opportunities. Knowledge obtained from a specific research can motivate thinking and practices. All the five external and one internal catalyst of social change, which were identified by Figueroa et al. (2002) have the stimulus of new information or knowledge at their core. Neither knowledge is being “transferred” to potential users, nor are the outputs of specific research being “taken up” by farmers and other land managers (Garforth and Usher, 1997; Garforth et al., 2003). Among the mass media, informal education, radio and television have a specific value. Due to their vast use, the media are among the best educational and cultural instruments. Based on their educational requirements different countries can take advantage of radio and television in terms of informal education. On the other hand, the lack of specific research in this field as well as the obligation and commitment of Iran to the World Session of Information Society (WSIS, 2005), which aims at applying information and communication technology in all parts and areas including villages and agricultural affairs, makes conducting this study inevitable. Nowadays, access to education, information, knowledge, and communication plays a vital role in the individual and social life as well as human development and inclination towards growth. As a pre-requisite of knowledge, information, recognition and awareness are among the most efficient factors in reaching human development (WSIS, 2005). Ekoja (2003) has mentioned that the information sources in different aspects of agriculture for the farmers are radio and television, propaganda publication,

daily farm newspapers, agriculture exhibitions, practical education, and consultation services, respectively. Jenkins and his colleagues (2003) have conducted a study about the information technology used by the farmers of North California. Based on this research, newsletters were found to be the most important way of collecting information about major issues in agriculture. In Nigeria, the studies conducted by Arokoyo (2003) showed that although video, radio, and television are the major sources of information for the farmers of this country, in the case of establishing the foundations, it is also possible to use other developed equipment. Canada as an advanced country, considers radio as a noticeable medium in parallel with its technological improvements in the field of agriculture. The production of radio programmes on agriculture has been the prime concern of Canadian radio and television organization (CBS) for about half a century (Khatoonabadi, 1995).

Radio programmes include a wide diversity of miscellaneous programmes. One of the most popular programmes is “At the Service of the Fatherland” embodying music, news and debates on rural issues (Khatoonabadi, 1995). Radio is a powerful communication tool (Chapman et al., 2003) that has also proved to be the most effective media in promoting agriculture and development in rural areas (Nakabugu, 2001). Radio and television are the most effective tools in communication for the support of development (Hussain, 1997). Radio is acknowledged as the most important medium for communicating with the rural populations of developing countries (FAO, 2001). The purpose of the current study is to determine the role of radio on the enhancement of farmers’ agricultural knowledge.

### **Objective of the Study**

The objectives of the study were to:

1. Investigate the role of radio in rural education
2. Asses strategies of educational broadcasting
3. Evaluate the role of media in education
4. Identify problems involved in the use of radio for rural education
5. Suggest possible solutions for the identified problems

### **LITERATURE REVIEW**

The role of information media with specific reference to rural development can only be defined from the scope of rural development activities. The primary purposes of information transfer in the context of rural development are to bring about a change in the quality of the life of rural people. The utility of radio as a media of information transfer for assisting development in particular rural development has been established worldwide. Radio can be used to assist the activities of development workers. There are several ways in which the technology of communication media can be used to further the education. In a number of countries, educational radio and television programmes are being used to supplement formal classroom education. Education programmes regulate broadcasting for those who have a certain amount of education

or are, at least, literate. Such programmes broadcast of regular and convenient times enable those who are not in a position to continue education to supplement their knowledge. Radio may be used to provide basic education to disadvantaged adults in a community. Mohanty, J. (186, p.1) mentions that educational broadcasting is required to be a potential instrument of educational advancement and an integral component of educational inputs in traditional as well as distance education or other alternative learning systems for different categories of learners. Radio communication is one of the fastest, powerful, inexpensive and in many countries the only way of communication with rural people. It reaches people of all cultural, social, educational and economic levels very quickly.

Hasan and Khurshid (1994, p. 225) has depicted Pakistani scene saying that, the bulk of population of the country lives in rural areas where facilities in the field of education are very scanty and limited. Unlike the printed words and other media of communication, radio enjoys the unique advantages of reaching the far flung areas and message can be easily understood by everyone as it requires no prior standard of education and knowledge. Radio has enabled millions of villages to receive information of all kinds. Radio and television are extensively used in distance and non formal education, in both advanced and developing countries. The advent of modern technologies could not alter the role of radio especially for rural areas. Its importance is as it was forty years ago. In late seventies Schramm, W. highlighted the scope of radio, If mass media or equally potent and rapid means of information were not available, it would be utterly impossible to think of national, economic and social uplift attached to such development today. There are several strategies from which any suitable strategy is to be chosen for desirable change. Before choosing any strategy there is a need of knowledge about the interests, needs and desires of the target population. Radio programmes are required to carry out the strategy having order and purpose.

Rural development activities are usually organized by government through their information services, ministries and other statutory bodies.. They normally take the form of literacy programme, agricultural extension project, health services. Radio uses different strategies for broadcasting. Rajasundaram (1981,p.49) has given following strategies:

Educational radio has been employed within a wide variety of instructional design contexts. In some cases it is supported by the use of printed materials, by local discussion groups, and by regional study centres. It is sometimes designed to permit and encourage listener reaction and comment. Indeed, in some cases, there is provision for the audience to raise questions and to receive feedback. The purpose of the present paper is to explore some of the various instructional design formats in which educational radio has been employed. In addition, the paper reviews some of the evaluative studies and the recommended practices regarding educational radio in developing countries which emerge from this literature.

## CONCEPTUAL REVIEW

### **Historical Development of Educational Broadcasting in Nigeria**

Ensuring learning and adult literacy were parts of the missions of the colonial masters at the inception of broadcasting in Nigeria, British Broadcasting Corporation's (BBC) program dominated the airwaves at the inception of radio broadcasting in Nigeria, but as noted by Onabajo (2002), "efforts were made to produce programmes that the local population could relate with" (p. 4). The idea to use the potential of broadcasting for education was first raised in 1959 when the then Western Region established the Western Nigerian Television (WNTV). The Region argued that such a medium could serve as an "additional means of improving the regional school systems that were handicapped by a shortage of qualified teachers in certain subject areas" (Sambe, 2008, p. 36). The Eastern Nigerian Television (ENTV) and Kaduna Television (KTV) also joined the Western Region in this lofty pursuit when they were established. These stations' coverage areas were "subjects in elementary science, arts and crafts, English and History" (Onabajo, 2000, p. 4). In 1965, UNESCO examined the aims of the educational programs of the three regions and found out that the Western Region WNTV was established to reduce teaching deficiencies, enrich the content in selected secondary (second-level) syllabus subjects, and provide examples of good teaching; the Northern Region station which began in 1962 targeted learners in primary, secondary, and teacher-training colleges and the Lagos station was established to alleviate problems that emanated from the shortage of adequately trained teachers (Umeh, 1989).

### **Focus Attention on Goals and Problems of Development**

The farther a traditional society moves toward modernity, the more it depends on the broadcast media for information about distant as well as immediate environments. As a result, a significant portion of the ideas as to what is important, what is interesting, what is detrimental, and so forth, come through the media. Radio and television, in their capacity as watchmen on the hill, are responsible for deciding what to report back. In choosing on whom to focus the camera, which event to record, which people to quote, and which issue to probe, they determine to a large extent people's knowledge, concerns, and discussions. If the intent is to concentrate the attention of the people on the government's plans for development, the degree of future participation of the people will depend on the quality and quantity of information they have received from the media. The more relevant the information the better the chances for a rational and broad-based participation. In the absence of effective communication channels and their use, the fate of a developmental goal will be decided in isolation by a few interested people at the top. Communication not only helps a public know of government development programs, but also helps the government to learn of the needs of the people, and plan its programs accordingly. A responsible government uses broadcast media to:

### **Farm Radio Forum**

One of the most dominant and widespread examples of the use of educational radio is known as "Farm Radio Forum." It was started in Canada in 1941 as a radio discussion program and served as a model which was adopted subsequently in a number of developing countries. After ten years, its sponsors, the Canadian Broadcasting Corporation (CBC), the Canadian Federation of Agriculture (CFA), and the Canadian Association for Adult Education (CAAE), invited UNESCO to cooperate in carrying out an evaluation of the program and its effectiveness as an instrument of adult education (Abell, 1968; Coleman & Opoku, 1968; Mathur & Neurath, 1959; Nicol, Shea, Simmens, & Sim, 1954). The lessons learned from Canada such as the use of forums, multi-media, printed materials, two-way communication and various production techniques (drama, interview, panel discussion) were then introduced in India early in 1956, and in Ghana in 1964, with the initiative and sponsorship of UNESCO. The radio programs for rural forums have been concerned with the problems of agriculture, rural development, rural education, innovations, self-government, and literacy. Such forums have now been introduced in many developing countries. By 1968, a total of about 15,000 was reported (Nyirenda, 1981; Waniewicz, 1972).

In a study sponsored by UNESCO, Paul Neurath (1959, 1960) studied the effects of a Farm Radio Forum project at Poona, India. He compared 145 forum villages with non-forum villages. The forum lasted for ten weeks with a total of twenty programs. Each forum had twenty members who came together twice a week to listen to a thirty-minute program on subjects such as agriculture, health, and literacy. Forum members were interviewed before and after the project as were samples of twenty adults from each of the control villages. Each forum was visited and observed four times during the project. It was found that forum members learned much more about the topics under discussion than did adults in villages without forums. According to Neurath (1959) Radio farm forum as an agent for transmission of knowledge has proved to be a success beyond expectation. Increase in knowledge in the forum villages between pre- and post-broadcasts was spectacular, whereas in the non-forum villages it was negligible. What little gain there was occurred mostly in the non-forum villages with radio. (p. 105)



Table: 1  
Strategies for radio broadcasting

Strategy	For whom
Open broadcasting	the unorganized and general audience
Instructional radio	the organized listening group, specific audience, supported by other media channels. Related to a formal curriculum.
Radio rural forums	the listening group, organized and specific audience. Objective of broadcast is to stimulate group discussion.
Radio schools	the non-formal learning group. Related to formal curriculum.
Radio and animation	the participating group; open broadcasting but production is more or less in the hands of non broadcasters (a section of the audience). Use of the medium as feedback channel is important component.

The system of education suffers from many problems. These include illiteracy; drop out, short of female teachers in rural areas. Pakistan Broadcasting Corporation covers 98% geographical area of the country. Majeed (1985) mentions that radio has the unique distinction of being the first major electronic technology to be introduced to the largely illiterate rural population in early sixties. Radio was seen as a source of information through mass bulletins and radio talks especially geared towards the rural masses. To effect change in the attitudes, beliefs and traditional ways of the thinking of the villagers and to remove illiteracy, superstitions and misconceptions in rural areas about things radio programmes played an important role. Radio is very commonly used both in urban as well as rural areas. Hence the programmes of PBC cover most of the aspects of rural development. It has very good track record in this regards. Siddiqui (1987) pointed out that radio is fulfilling needs of the students of rural areas.

### **Entertainment-Education in Nigeria**

Radio can provide messages that contribute to audience relaxation and, at the same time, educate them. This format is what scholars call entertainment-education (Anele et al., 2019; Arroyave, 2008; Brown & Singhal, 1999; Khalid & Ahmed, 2014) or edutainment (Yaylaci & Yaylaci, 2016). Entertainment-Education is a program format whereby a station intentionally places educational content in entertainment messages. Brown and Singhal (1999) observed that Education-Entertainment (E-E) communication strategy “provides a means to overcome the limitations of entertainment-degradation and boredom-education types of programs” (p. 265). In Nigeria, for instance, most of the stations adopted entertainment format; however, the program offered by these stations can be adapted for instructional or educational purposes. For instance, Wale Adenuga’s Super Story and This Life are categorized as entertainment program yet contain content that can teach morals, value systems, and acceptable behavior in society. Khalid and Ahmed (2014) noted that the purpose of E-E interventions is to spark intrapersonal,

interpersonal, and group conversations, contributing to the process of directed social change, which occurs at the level of an individual, community, or society. Brown and Singhal (1999) averred that E-E provides an opportunity to be socially responsible and commercially profitable and make education engaging and rewarding for audience members. As Brown and Singhal (1999) observed, E-E strategy is likely to go beyond its uses in mass communication to include classroom instruction, distance learning, and so on. Today, the strategy is adopted for non-literate adult audiences in Nigeria who lost the opportunity to attend school as young children. An example of such a program is Radio Lagos Mooko Mooka, designed explicitly for non-literate adults in Lagos State.

In addition to Mooko Mooka, Fugate (2019) noted that in 2017, the Northern Education Initiative Plus program (NEI Plus) used radio programs to promote learning and reading among educators and parents (who may be illiterate) in the Hausa Language. According to her, the radio skits that were developed used culturally relevant scenarios to help promote education. Khalid and Ahmed (2014) noted that E-E could be effective in social change in two ways: first, it could influence audience awareness, attitudes, and behaviors toward a socially desirable end and, second, it could influence the audience's external environment to help create the necessary conditions for social change at the group or system level. The merit of using entertainment and educational (E-E) radio program is that while people are being entertained, they have also been educated in a relaxing manner. It is believed that when educational content is laced with entertainment, the message is easily comprehended, and when E-E strategy is adopted in behavioral communication intervention, the new attitude being conveyed in the message has a better chance of being accepted.

## **THEORETICAL FRAMEWORK**

### **Hovland's Message Learning Theory**

The study is anchored in Hovland's (1953) learning theory, which is based on the assumption that the success of learning a new thing will depend entirely on the persuasive language used (Pam, 2013). It is also based on the assumption that the repetition of a message increases learning. The repetition of the message is what Carroll referred to in his model of school learning as "opportunity to learn," which he said refers to the amount of time available to the learner to learn (Carroll, 1989, p. 26). According to Carroll (1989), good instructional design is vital to how a learner acquires new skills. Hovland's assumption on the repetition of a message presupposes that people are exposed to a message, the more they remember and learn from it. For instance, in an instructional situation, the instructor is expected to repeat a word he or she wants the learner to learn more than once before asking the learner to say it. It is believed that how often an instructor repeats the word will make the message apparent to the learner and as such achieve the objective. According to Hovland (1953), understanding and internalizing a new thing depends entirely on the persuasive language used, therefore, for learning to occur, the learners must go through the four stages of learning: attention, comprehension, yielding, and

retention. An individual must attend to a message and comprehend the same before acceptance, leading to action. Hence, Hovland theory provides theoretical basis for this study.

## **METHODOLOGY OF THE STUDY**

The major focus of the study centered on the effectiveness of radio broadcasting. Various aspects of rural education were analyzed and major indicators were identified in order to investigate the effectiveness of rural broadcasting in Pakistan. This study used a survey approach to look at coherent aspects of effectiveness broadcasting in rural education, objectives, practices and approaches for radio programmes, radiobroadcasting in Pakistan. Keeping in view the nature of the problem, descriptive i.e. survey type of the study was considered appropriate.

According to Best (1992, p.76) A descriptive study describes and interprets what is. It is concerned with conditions or relations that exist opinions that are held, processes that are going on, effects that are evident and trends that are developing. Three questionnaires were utilized as research instrument.

### **Instruments and their development**

The survey method gathers data from a relatively large number of cases of a particular time. Hence, in order to collect the data from the field. Questionnaires were used which generally consisted of a number of statements for the measurement of the variable of the subject under consideration. For the study, three questionnaires were developed and used.

- Questionnaire for radio listeners
- Questionnaire for radio producers/comparers
- Questionnaire for social workers/opinion leaders

Likert method of summated rating was used because the respondent can easily express definite formalness or favorableness to a particular point of view and that the number of favorable statements is approximately equal. Each closed ended statement provided description of five levels, namely: -Strongly agree (SA), Agree (A), Uncertain (UNC), Disagree (DA), Strongly disagree (SDA). Regarding likert scale, Sindhu (1987, p.186) defines that: The likert scale uses items worded for or against the proposition, with five point rating response indicating the strength of the respondent's approval or disapproval of the statement. This method removes the necessity of submitting items to the judges for working out scale values each item.

### **Questionnaire for Radio Listeners**

This questionnaire was concerned with gathering factual information about the radio listeners with respect to:

1. Profile to listener
2. View on the programmes of radio
3. Timing of the radio programmes

4. Purpose of radio
5. Benefits of radio
6. Problems regarding radio programmes and suggestion on radio programme

#### **Questionnaire for Radio Producers /Compere**

This instrument was concerned with gathering information about the radio and producers/compares themselves and their professions with respect to:

1. Profile of producer/compare
2. Role of radio
3. Purposes of radio
4. Categories of radio progress and their timings
5. Rural broadcasting
6. Problems involved in radio progress and the suggestion

#### **Questionnaire for Opinion Leaders/ Social Workers**

This instrument was concerned with gathering information and opinion of leaders about the products of various programmes of radio in Abakaliki on the basis of their actual performance in rural development. The instrument was divided into sections encompassing:

1. Profile of opinion leaders/ social workers
  2. Purpose of radio
  3. Radios utilization in rural development
  4. View on existing programmes of radio
  5. Problems involved in rural broadcasting and their solutions
- The research was carried out as under:

#### **Population**

The population of the study consisted of (i) 1200 radio listeners, (ii) 80 radio producers/compares and (iii) 330 social workers/ opinion leaders.

Sample Group	Sample size
Radio listeners	800
Radio producers/compares	50
Social workers/opinion leaders (these were affluent Persons earning social, political, educational and Economical status in the community)	300

The study intended to focus on the role of radio in rural education. Hence, the population was scattered in rural settings, male and female cohorts covering wide strata radio listeners, radio producers/compere and opinion leaders/social workers. Manageable sample was therefore selected through necessary stratification and randomization to make it truly representative.

Table: 2 Details of sample

S.No.	Category	Total populatio	Target	Total covered	% age
1.	Radio listeners	1200	980	800	66
2.	Radio producers/comperes	80	65	50	62.5
3.	Opinion leaders/social workers	330	330	300	75

## PROCEDURE FOR SELECTIN OF SAMPLES

### Sample of radio listeners

The sample of radio listener was comprised of those listeners of radio who write lettersto radio. A master list comprising of twelve hundred radio listeners was prepared. Among from that list random sampling was applied. Eight hundred listeners weresample of the study.

### Sample of radio producers/comperes

The sample of radio producers/comperes was comprised of radio producers/compeers working at radio station in Abakaliki. The total population was 80 and the sample size was 50.

### Sample of social workers/opinion leaders

The sample of social worker/opinion leaders in Abakaliki was selected toseek their opinion. The total population was 330 and the sample size was 300.

Before launching the study the instruments were tried out and tested through pilot study. Profile of the radio listeners was obtained from radio station, radio magazineand radio listeners club.

## DATA COLLECTION

Data collection procedure was handled with care and paid attention to every set of the study within appropriate limits. The try-out was undertaken. Target groups were briefed about the objectives of the study and their role mainly focusing on the validity of indicators. They were further asked to indicate any ambiguity in the statements or indicators, any repetition which required deletion or resetting, unnecessary questions, aspect which had been ignored in the instrument and suggestions for further improvements. After improvement of the instrument the questionnaire was administered among the sample.

## DATA ANALYSIS

The responses received from the above mentioned sample were analyzed for improvement of the designed instruments. Following were the major aspects of attention which were highlighted for the responses in all the instruments.

- Questionnaire for radio listeners and opinion leaders/social worker in Abakaliki
- Identification of ambiguous/unclear words/sentences by encircling them on the instruments.
- Indicating questions which were unnecessarily repeated in the questionnaires.
- Pointing out questions which could be easily merged with other, without the loss of intended focus of the instrument.
- Suggesting new questions which could be included in the instrument within the framework and scope of the study.
- Identifying irrelevant questions which could be eliminated from the instrument.
- Proposing general guidelines and suggestions for improvement of the

The responses and feedback on various instruments were analyzed. The majority the questions and identified responses were found appropriate to the instruments and study. However, some suggestions were made to restate some items for clarity, merger of the duplicate or related items. Only a few suggested the need for additions of some re aspect. It was felt essential to translate questionnaires for radio listeners and opinion leaders/social workers in Abakaliki .The filled up questionnaires as received were serially numbered, items were coded.

Since the questionnaires were consisted of rating scale, the following scale value was assigned to each of the five responses.

<u>Level of Agreement</u>	<u>Scale Value</u>
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

From the score of rating scale, percentage and mean score was determined. For mean score following formula was used.

$$\text{Mean Score} = \frac{\sum F \times 5 + F \times 4 + F \times 3 + F \times 2 + F \times 1}{N}$$

SA A UNC DA SDA

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**DATA PRESENTATION****Table 3: Responses of Radio listeners**

Sr No.	Statement	SA	A	UNC	DA	SDA	Mean
1	Radio programmes are relevant to your needs	148	357	14	80	74	3.53
2	Broadcasting is a means of guidance to learn social sciences.	163	328	148	88	73	3.53
3	Educational programmes of radio increase knowledge.	398	202	91	69	34	4.11
4	Radio programmes are in accordance with rural development.	273	240	156	35	96	4.11
5	Radio can establish a climate for change particularly for rural people.	391	221	58	62	68	3.70

**Table 4: Responses of Producers**

Sr No.	Statement	SA	A	UNC	DA	SDA	Mean
1.	The radio programmes motivate common people for practical work.	12	29	3	3	3	3.88
2.	The radio programmes help listeners to understand everyday problems.	29	7	4	6	4	4.0
3.	Radio provides guidance, discussion on curriculum of schools and subject matter for the rural community.	16	18	11	3	2	3.86
4.	The strategies applied by radio for rural education are appropriate.	9	20	8	5	3.4	3.88
5.	Radio establish a climate for change particularly for the rural people.	29	9	2	7	3	4.08
6.	Radio raises the general level of aspiration.	22	13	4	6	5	3.82

**Table 5: Responses of Opinion leaders/social workers**

Sr No.	Statement	SA	A	UNC	DA	SDA	Mean
1.	Radio has importance in rural development.	197	73	11	8	11	4.46
2.	Radio provides guidance to the rural people in solving the problems of rural development.	64	174	14	31	17	3.79
3.	Radio broadcasting is relevant with rural development.	48	172	42	14	24	4.10
4.	Radio provides guidance, discussion on curriculum of schools and subject matter for rural community.	127	77	26	28	42	3.73
5.	The strategies for rural education applied by radio are radio.	38	136	65	43	18	3.44

## DISCUSSION

The role of media in a nation's development process has been widely accepted. Broadcast media, especially radio, has been found to be a very effective in the development process in Nigeria. Research has found a very high correlation between the development of media and the economic and social development of rural areas in the developing world. Broadcast media have been able to help in the development process by establishing a climate for change. The media can do this by infusing mobility, widening horizons, focusing attention on the problems of development, and communities has been broadly recognized. The role of media in enhancing rural education has been widely accepted. The media can enrich the interpersonal channel of communication and help in the enforcement of social norms. It can also be used for involving people in national policies and goals for development. The broadcast media were also found helpful in the development process by their power to affect and change attitudes, thus helping in the adoption of new methods and techniques for development. The important use of broadcast media is their contribution to the educational system; in both formal and non-formal education. In formal education, media can provide instructions, can supplement the classroom lessons, and can be used for upgrading the knowledge of teachers. They are also being used for vocational and higher education. In a non-formal context, the media can provide fresh information and knowledge to the rural communities where, in most cases, no other sources of information are available. They can help in literacy campaign by motivating the general public, by encouraging the individual learner, and by providing the actual literacy instructions the most important in



community development efforts.

## **FINDINGS AND CONCLUSION**

1. 72% listeners were enthusiastic in listening to radio. For mostly students the appropriate time was of evening and night whereas 63% found that the programmes were relevant with their needs. 64% listeners very well knew the objectives of the programmes
2. There were 75% such listeners who were of the view that the subject matter in their favorite programmes was sufficient. 78% pointed out that these programmes helped them in their daily life. There is understanding about everyday problems whereas at least the same majority admitted that most of the educational subjects presented real life situation.
3. 89% listeners admitted that the programmes which were recorded in villages include participation of students, teachers and other related persons to education.
4. 61% listeners said that broadcasting is a mean for guidance to learn social science. 64% viewed that the programmes were in accordance with rural development.
5. There were 71% such listeners who were of the view that radio can establish a climate for change for rural people. 76% of radio listeners agreed that radio infuses mobility and widens horizon of rural people and focuses attention of goals and problems of rural development. 82% listeners admitted that radio can provide awareness in general public.
6. 71% radio listeners were of the view that radio is a suitable mean for educating people. The same percentage said that literacy can be enhanced through distance and non-formal education with the help of radio.
7. 64% producers said that radio provides guidance, discussion on school curriculum related for rural population. 86% producers pointed out that radio infuses mobility and widens the horizons of rural peoples. 70% producers said that radio raises the general level of aspiration.
8. 88% producers pointed out that radio is being used to teach a variety of aspects of the development process beside enhancing and enforcing social norms. 72% producers said that radio station prioritized education in the programmes of rural development.
9. 73% Opinion leaders said that the strategies for rural education applied by radio were suitable admitted that radio programmes were relevant to rural development.
10. 76% viewed that radio makes the rural people realize the educational needs, problems and responsibilities.
11. 84% opinion leaders pointed out that radio provides advices to rural people to improve their projects of rural development. 69% opinion leaders/ social workers agreed that radio accelerates the pace of rural education in villages.
12. 79% opinion leaders said that radio motivates the rural educated peoples to train their common people and create interest for education.

## **RECOMMENDATIONS**

1. Such programmes may be produced which have their strong links/roots in the

surroundings of rural people beside their books. In other words, most of the educational subjects be presented in rural life situation.

2. Radio programmes be improved in terms of content and methods and should be relevant to the emerging needs of rural peoples.
3. Programmes like radio rural forums be started.
4. Radio schools like Interactive Radio Instruction (IRI) may be launched for effective teaching learning process in rural areas.
5. Open broadcasting be adopted for rural development programmes.

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