



Lead City University, Ibadan

Maiden Inaugural Lecture

**Deploying the Potentials of Broadcasting for Mass Education:
Challenges and Prospects**

By

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University Anthem

Lead City University

The cradle of great leaders

Where hopes and dreams are given life

And drive for great attainment

With motivation and inspiration

We're dedicated, educated

Extending peace, and joy

From different cultures, beautiful picture

Lead City University

We are the leaders

The light of our great nation

Diversified yet one great vision

With knowledge for self-reliance

And wisdom to serve our fatherland

We're dedicated, educated

Extending peace and love

Our voices together, beautiful harmony

Lead City University X3

Maiden Inaugural *Lecture*



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Programme of Event

1. Academic Procession Enters the venue
2. National Anthem
3. University Anthem
4. Setting the Atmosphere
5. Chairman's Opening Remarks
6. (a) Profile of the Lecturer
(b) Lecture
7. Presentation of Plaque
8. Anthems
 - LCU
 - National
9. Academic Procession Leaves the venue
10. Cocktail & Departure.

**Deploying the Potentials of Broadcasting for Mass Education:
Challenges and Prospects.**

Emeritus Professor Johnson B. Aladekomo
(pioneer former Vice-Chancellor, Lead City University, Ibadan.)
The Registrar
Other Principal Officers here present
Deans of Faculties
Directors of Departments and Units
Distinguished Professors and Scholars
Staff and Students of Lead City University, Ibadan
Gentlemen of the Press
Distinguished Guests, Ladies and Gentlemen

Today is a great day in my life, a day the Lord has ordained and I am rejoicing in it. I feel highly honoured and delighted to anchor the inaugural lecture series instituted by this great citadel of learning as part of its contribution to intellectual discuss aimed at providing solutions to knotty national and international issues.

The field of communication encompasses so many areas of study. It started from the three traditional aspects of Print Journalism, Broadcast Journalism and Public Relations and Advertising. Later, Applied Communication was added and now it includes Human Communication, Communication Arts and all types of communication.

Broadcasting is a highly technical branch of mass communication that many mass communication scholars are not comfortable with, except those who have gone through broadcast studios in radio and television stations.

Broadcasting as with other aspects of the mass media has majorly, the information, entertainment and education functions. Information is a subset of education (internalised information) and the concept of edutainment is entertainment garnished with educational messages.

With academic backgrounds in the field of education, mass communication and Broadcasting and education and with 20 years professional experience in Broadcasting, Public Relations and Advertising, a common educational theme has pervaded my research horizon. This is what has given birth to the topic of today's inaugural lecture titled: Deploying the Potentials of Broadcasting for Mass Education: Challenges and Prospects.

Introduction

Broadcasting has to do with the transmission of information through radio waves from a radio or television station to the audience in far and near places, through their receivers which help in decoding such information.

It ensures that the information being sent across is not only of public interest, but of public good. Government policies on broadcasting as interpreted by broadcast operatives are the sole determinants of what constitute Broadcast Journalism Programming (Onabajo, 2000a).

The challenge of governance presupposes the fact that information must flow from the rulers to the governed. Early mass communicators in 1936 had conceptualized communication as having the hypodermic needle effect. This in essence means that the 'poor' citizen has no choice but swallow hook, line and sinker any public information from the broadcast media. However, Schramm (1969) contends that there are intervening variables between the sender and the receiver of a message.

The paraphernalia offered by the broadcast media has been a major attraction to politicians who have capitalised on this phenomenon, to disseminate their manifestoes to their teeming supporters.

Broadcast Journalism aims at providing information, which is meant to educate the recipients and in the process demonstrate attributes, which are in consonance with the broad objective of governance.

Broadcasting has the power to work within a political system or against it. It can also oil and ease the economic wheels of a country, or bring it to a grinding halt. Public broadcasting involves the use of the broadcast journalist in collecting and disseminating information concerning events within and outside a particular society.

It also helps in gathering and supplying information that will aid the community to operate on day to day basis. These include supplying information or advice on stock market quotations, market prices of commodities or on any other issue that will make for a more rewarding life for members of the community. The media do report and interpret information about the society unit, highlighting its successes and failures, as well as its norms and values. The media can also provide cultural guidelines that help to teach the citizens how to live, how to behave and what are expected of them through various programmes that are put before the public. Transmission of culture is centered on communicating information, values and social norms, from one generation to another.

Questions have often been asked whether broadcasting facilities should be owned and operated directly by the state, as a department of government or not. Broadcasting always takes to the form and coloration of the social and political structures within which it operates.

Under the Authoritarian Press, radio and television are made to inform the people of what they should know and the policies the rulers want them to support. Although ownership could be public or private, governments still control the media, through regulatory bodies that are responsible for licensing them. This system encourages censorship and forbids the criticism of political machinery and officials in power.

Many despotic governments of the third world still indulge in this system to a large extent.

The Libertarian theory was adopted in the past by England, United States and other Western countries to help discover the truth and to act as a check on government, and anyone who had the economic means could have access to the media.

The Social Responsibility theory of the press was developed in the United States in the 20th century. In this system, control is virtually through community opinion, consumer action and professional ethics. It is also forbidden to invade the individual's right and privileges, as well as vital social interests. The Broadcast media under this system seek to service the political machinery by providing information, discussion and debate on public affairs and safeguarding the rights of the individual by

servicing the economic system through maintaining financial self-sufficiency in order to be free from external self-servicing pressures.

The Communist-Totalitarian media are like the Authoritarian, except that they are state owned and strictly controlled by government as an extension of state machinery. This media system thrived in the defunct USSR (Onabajo et al , 2008c)

At this stage, we may be tempted to ask why all the furore about Broadcast Journalism.

The answers are not far-fetched:

1. It helps to warn society in advance about events occurring in its domain that may have the potential of harming it.
2. The society is able to save itself before a calamity happens through broadcast journalists who hold up models for society to emulate through their monitoring function.
3. Broadcast journalism helps to decipher trends, interpret and put together unfolding events in the society. This helps our adjustment capabilities through understanding the links among different scenarios which help predict future occurrences.
4. It is a forum for exchange of viewpoint and this serves to reduce the level of conflict in society.
5. Programming in broadcast journalism put into consideration the public interest or public good, which is a cardinal and fundamental tool for society to get together.

Broadcasting has developed in practically every country throughout the world. The structure of each nation's broadcasting system depends on the educational level of the populace, the wealth of the nation, its form of governance, and the availability of radio and television frequencies. Other factors are customs and traditions of the country and the cultural and linguistic difference within its borders.

In many third world countries, television and radio receivers are beyond the financial reach of most people. Some European countries use cable broadcasting and radio relay exchanges to make radio reception available to people who cannot afford to buy their own receivers.

Radio and Television broadcasting have reached many different levels of development and show numerous variations in organizational structure and programme content. In some countries, radio broadcasting relatively has just started and hardly reaches the outlying rural areas, while in others, not only radio, but also television is firmly established.

In programming, the primary purpose of broadcasting stations everywhere seems to be that of attracting the largest possible audience through the dissemination of information and entertainment.

Such programmes contribute to broadening the horizon of the audience, acquainting it with national and international events and familiarizing it with cultural life and technological progress.

In some countries, broadcast channels are focused on education and many of the educational programmes are disseminated over networks serving the public at large. Also programmes on agricultural information are disseminated to rural audiences.

Broadcast Journalism may be used in achieving a number of objectives. It may be exclusive tool of government or the party in power, serving primarily political and propaganda purposes. It may serve exclusively as an agency for information and education with power for centralization, or it may entirely be local in scope and organization. It could act as a channel of transmitting programmes produced in other countries, or it may have a purely national or regional character.

Broadcasting takes place in the public mainly, and has a profound impact upon individuals and society as a whole. No public activity of this kind can escape public concern, for the essence of a stable society is the proper adjustment of its forces, such that none will encroach exclusively upon the public and private interests of the citizens.

Plato, one of the greatest philosopher of all ages, defined education as a process through which we foster in the individual, desirable and relevant changes in behaviour and attitude. Jarvis (1986) says education is planned series of incidents having humanistic basis, directed towards the participants learning and understanding.

Education is learning and learning can be achieved through formal, non-formal

and informal education. One of the goals of broadcasting is to educate its audience and programming on radio and television should be geared towards achieving this purpose.

The concept of educational broadcasting is as old as the emergence of the broadcast industry and the objective of broadcasting is to improve the lots of society, through the dissemination of developmental information that will bring about the desired attitudinal changes in the lives of the broadcast audience (Onabajo, 2000d).

The use to which broadcasting is put depends to a large extent on each nation's broadcast policy, its operators and programming.

The philosophy of programming of any broadcast station should be directly relevant to the needs of the broadcast audience, which is also directly proportional to the rate of development of such societies.

Broadcasting has been used to educate in a formal way when formal school subjects are taught through radio and television with the sole intention of covering certain prescribed syllabus for examination purposes.

Informal education is incidental learning and this can take place through constant exposure to broadcast developmental programmes on health, agriculture and civic education.

Non-formal education is as old as man and it is equally important as formal education, because it transforms, moulds and modifies learners' physical and psychological development (Oladapo 1999).

Ehiamentalor (1991) quoted in Oladapo (1999), sees non-formal education as covering all out of school educational system. They include agricultural extension and cooperative education, political, community as well as environmental education through the broadcast media to a selected audience.

The exponential growth of information and communication technologies in the second half of the twentieth century has given educators new opportunities to reconsider the way in which education can be delivered at the doorstep of the learner. As a result, these opportunities have given a new impetus to the discipline of educational communications (Romiszewski, 1981).

On a continuum of educational technologies, educational broadcasting through radio and television is a natural precedent to today's information and communication

technologies. Despite the worldwide enchantment with the Internet and Web-based learning, radio and television media still retain the comparative advantage of being able to serve dispersed, isolated and disadvantaged communities aspiring to overcome the barriers of illiteracy and physical distance in many countries.

According to Ngu (2012), the number of broadcasting stations in the country has at the last count risen to 394 from less than 30 at the end of 1991, including terrestrial and cable televisions. At present Nigeria has about 137 radio stations, made up of 44 federal government owned, 41 state government owned, 25 private owned and 27 campus radio stations.

The Nature of Radio and Television

Radio broadcasting is one of several means of getting a message to a large number of people at the same time, because it transcends the boundary of space and time, and also leaps across illiteracy barriers.

In terms of general availability, radio is the leading mass communication medium. In today's world, especially in the developing world of parts of Asia and Africa, there are more radio sets than television sets, newspapers and cinema seats. Radio stations are comparatively inexpensive to run, after initial capital outlay of transmitters and receivers. It has immediacy in a higher degree than other media of communication. Radio can talk back to its listeners by telephone where the technical facilities exist, thus putting members of an audience in touch with one another. Radio is flexible, because a scheduled programme can be dropped at short notice and replaced with something more topical or more urgent.

Within limits, radio can persuade and effectively influence large audience, thereby contributing substantially to the building of a national consensus. It is a powerful instrument in the area of public enlightenment on health issues, family planning, cultural re-awakening, business improvement and other social development issues. All these are brought about for the following reasons:

1. Radio signals can reach almost all corners of the world with instant message.
2. The message can be understood easily.
3. Radio appeals to the ear and other human faculties, particularly the imagination.

4. Radio programmes can be very stimulating to human emotions, depending on the way they are presented.
5. Radio is very profitable for group listening, because of the discussion which naturally follows.

Radio can reach the farthest areas of a country with educational programmes that stimulate the normal process of learning. More schools and more people can be reached with radio broadcast through careful planning and imaginative programming.

According to Aspinall (1971), experimental radio clubs (the rural forums) in India and Ghana have produced ample evidence that radio can be used to promote and support the causes of nation building in developing countries.

Effective programming should take into account the traditional techniques of communication in the developing world and apply them to modern radio.

Although radio is dependent only on sound, it follows therefore that the listeners must be able to hear distinctly and accurately for it to benefit them. The language used should be simple and clearly understood. The quality of sound in the studio and at the receiver must be of the highest, so that listeners will not lose interest in the message being sent across. Producers of radio programmes should ensure high quality programming, bearing in mind the idiosyncrasies of their audiences.

Radio is a vehicle for projecting personality through which it attracts and holds an audience. Voice, mannerisms, identification with the listener, the things he says and the ways he says them, are some of the factors that go into making a radio personality. Good personalities heard throughout the day, in every phase of programme activity, give a station a personality of its own and help win and hold audiences for the more serious business of broadcasting.

Situations have arisen in the developing world, in which radio is playing an active role in speeding the process of change and making it understandable and acceptable, because it has embarked upon extensive education schemes and projects for rural improvement and national integration and development.

"Television is an electronic device that brings to us informational,

educational and entertainment programmes. It is the greatest communications mechanism ever designed and operated by man. It pumps into our brains an unending stream of information, opinion, moral values and aesthetic taste. Television influences our perception of politics, religion, governance, fashion and culture". (Akpan, 1988)

Television is not just a mere transmission device, but it is a medium, which brings its massive audience into a direct relationship, with particular sets and values and attitudes. Its compact structure makes it an intimate medium, which brings the world into our homes. Television is team work, in the sense that it requires so many hands to perform a wide variety of duties in order to produce a single programme. Each area of responsibility requires expertise and every production passes through many hands and stages. The content is scrutinised, so that something worthwhile is produced and beamed to its viewing public.

Good television programming is not a one-man show, but the creative work of a quantum of clearly knit crafts and arts, which include acting, cinematography, architecture, scene design, interior decoration etc. Television viewing is an experience which is unique for both the television communication's advantage.

Because of the medium's intimate qualities and the viewing environment, audiences tend to be involved with television stars and personalities in a unique relationship (Wurtzel 1985).

For actors who portray a role, the intensity of the identification can result in viewers confusing fantasy with reality. The predominance of the close-up shots and the ability of the camera and microphone to detect, capture and magnify the slightest gesture, expression or vocal inflection, means that a performer or presenter must always behave maturely on screen.

Television is often a high-pressured operation with close deadlines, limited budgets, rushed rehearsals and short production periods. An unexpected technical problem can force sudden changes in the script, revision in the blocking and a reshuffling of rehearsals and shooting schedules.

Experienced television personnel and artistes are able to cope with these inevitable pressures and be able to deliver an effective and seemingly effortless performance.

Objective of Radio Broadcasting

Like many countries in Africa, Radio broadcasting has come a long way. It has evolved from transmitting programme from home countries of the colonial masters to the poor natives in Africa. Radio in this sense had been effective in brain washing the Africans on what their colonial masters were doing to cater for their interests. At independence, the African leaders were to know the effect of broadcasting on the people and so used it as government megaphones. Broadcasting is a medium that could be used for a lot of purpose. It could also help inform people about government orchestrated programmes. It could also help to report the activities of the people for government attention and because of the high illiteracy level; broadcasting is preferred to other media of communication because of its flexibility in programming.

Government policies could be translated into local languages and broadcast to the people. It is not surprising therefore that broadcasting has been adapted to propagating the ideals of a government in power to the detriment of the people they are supposed to serve. Over the decades, broadcasting in Africa has served as the channel for government propaganda. Radio for example has been found to be very useful, because it is popular with the rural population and also enjoys the intimacy which other media of communication lack. In the developed world, radio has been used for developmental purposes. Programmes that are meant to achieve these developmental purposes have been conceived and executed at the various levels of the society. However, in Africa, radio has been seen as a one-way communication channel in which the government communicates to the governed without an appropriate feed-back system. This is contrary to the submission of Hall (1981), who opined that communication should be a four way process.

1. That the urban people could communicate to the rural people (Urban-Rural Communication).
2. That communication can also emanate from the urban to the urban people (Urban-Urban Communication).
3. That the rural people are also at liberty to communicate with the urban population (Rural-Urban Communication).
4. That the rural people could also communicate amongst themselves (Rural-

Rural Communication).

Optimum Utilization of Radio Broadcasting

This can be achieved through understanding the following:

1. Radio is the singular medium that is most effective for mass mobilisation.

This pre-supposes the fact that any serious government must identify the various segments of the society and be able to develop mobilization messages through the help of the leadership in these segments in order to ensure the appropriateness and relevance of such messages to their audience, so that the mobilization efforts would be accepted and adopted by these communities (Onabajo, 2001).

A number of scholars have discovered that the reason responsible for the failure of past mobilization effort is that urban broadcasters have designed messages which have no relevance to their audiences, since these designs were not backed-up by research.

Moemeka (1976, 1980, 1985) and Onabajo (1995) in their various researches did discover the importance of involving local and community leaders in programme conceptualization, implementation and execution and that rural people distance themselves from programmes that did not involve their leaders.

2. Radio is also useful in mass education.

The citizenry could be educated about government policies that really have a bearing on their lives. Radio could be used to introduce illiterate to some formal education through the teaching of some basic hygiene principles, environmental cleanliness and lessons in preventive health. This could be augmented with simplified literature as follow up. Tanzania, Uganda, Sudan and to some extent Ghana have been involved in using radio as a medium for mass education

3. Radio could be used as an instrument for formal education. Radio Nigeria tried this approach in the 60's and early 1970's before the idea was terminated prematurely either because of lack of funds or ideas.

While it lasted, schools were informed of time of broadcasts of the various subjects which were meant to prepare students still in school and drop-outs for

examination in the General Certificate of Education (Ordinary Level).

4. Radio could be used in cultural innovation or diffusion. Since culture is not static, radio could help remove the negative aspects of some of our cultures and help the citizens to absorb that which will improve their welfare.

5. Information dissemination is fastest through radio. Radio does not succumb to rigid programming because more urgent issues could be discussed at a moment's notice.

6. While entertainment is a feature of radio, the entertainment value of radio is very great. Music that softens the nerves could be played to lift the audience from their stressful moods. While the entertainment value of drama is high, it has been discovered that it is a potential tool for development. Onabajo (1995) in a study of the Badagry Local Government area's utilization of the broadcast media, did find out that drama was the most preferred programme type by the people of the area.

What this portends is that drama should not just be packaged to give entertainment, but developmental message could be packaged into drama programmes.

The Role of Television

Television is usually a novelty, because it combines sight and sound. In the developed world, television has been used to a large extent in the areas of formal, non-formal and informal education. Studies have shown that ideas imbibed from television are more permanent in the human mind than other media.

Political indoctrination, cultural innovation, character building and formation are part of what television could be used to achieve. All these are achievable through appropriate programming. The tube should not be used for musicals, but for more serious programmes that could bring about development. The sooner this is understood by the developing world, the better for the citizenry.

For the developing world, there is no way in which government will not have an input into programming, because every government in power has goals and aspirations and television is one of the most effective means of creating awareness to

the governed with the purpose of leading them towards certain desired actions.

In Canada, Japan and even in Tanzania, University education has been brought closer to the citizens through television.

A situation where television is simply used as the government mouthpiece to fool the citizens is likely to create a negative effect. In Nigeria, the coming on stream of the private television stations has not helped programming significantly because what these stations do is simply to transmit programmes on video tapes that have no developmental content, but are high on sex and crime to their viewers. This is not the best; it is a misuse of television service and that is why immorality and crime are on the increase in the Nigerian Society.

Objectives of Mass Education

Mass education is often conceived in terms of relevant programmes executed for the benefit of a large number of people.

A review of existing case studies reveals that mass education programmes have been used to accomplish one or more of the following four objectives:

1. Extend the formal school system by providing instruction in traditional academic subjects. Such programmes allow formerly isolated students with little hope of continuing their education in formal school setting to pursue education via radio or television. This format allows students to periodically send samples of their work to teachers at the broadcasting centres. These teachers review students' progress and make suggestions either directly to the students on air, or by returning tests and other written work through the mail. This pattern has proved so successful that many countries are inaugurating such 'open schools', instead of making new investments in costly campus facilities.
2. Upgrade the competence of rural people through providing basic skills training. This category incorporates the literacy projects that have been undertaken in virtually all countries in recent years. The broadcast media have been customarily directed at the rural areas. The most highly publicized project of this kind is Radio Sutatanza, a church financed network of radio stations that is based in Bogota,

Colombia. The village leaders play an essential role in this system, for they are responsible for organizing the reception of the programmes at the community level and for channelling progress reports back to the teacher in the studio.

3. Provide practical information and advice on a continuing basis within mass education projects that stress this goal. Although the media cannot adequately fulfil all the roles of the traditional agent, since they cannot interact with the rural farmer to clarify the latter's doubts but they can reach thousands of farmers simultaneously, while a large team of extension agents might spend their entire careers carrying the same message to an equivalent number of people.

4. Stimulate community development through the encouragement of self-reliance and self-help projects. Development has often been defined to include the concepts of self-reliance and self-help but they have generally not been effectively promoted in most rural education programmes. At the planning level, an undue emphasis has been placed on the mobilization of external resources and the building of increasingly complex media delivery systems, which may be self-defeating in terms of their relevance to rural life, or the ability of rural people to utilize them (Onabajo, 2000b).

The Construct Educational Broadcasting

Educational technology, used interchangeably with instructional technology is both a product and a process. Educational broadcasting is part of the process (Romisziwski 1981).

Definitions of educational broadcasting are hazy. All broadcasting can meet some educational need; however, not all educational broadcasting can meet the information and entertainment functions of the media. Therefore, educational broadcasting meets specific objectives and needs, whether these are in the area of development related issues, basic education, or in support of specific educational content. The scope of educational broadcasting is general, targeted at broad audiences, meant to create awareness on issues of public interest, and provide enriching content. The nature of learning from media is thus broad-based, even incidental. Educational broadcasting comes in different, but predominantly, in

documentary formats.

Within educational broadcasting is the realm of instructional broadcasting programming that has precisely defined target audiences, narrowly defined objectives, stated learning outcomes, target related format and treatment, and evaluation. Educational and instructional programming can exist side by side, or as part of each other.

The definition of educational broadcasting includes programmes, activities and events that support the educational processes, whether they are of a formal or non-formal kind. Educational broadcasting is closely related to the task of educational provision. Once the decision is made as how the curriculum or course is designed and delivered, then, educational broadcasting programmes can be designed and delivered to support the curriculum.

Educational broadcasting has been used by many Commonwealth nations as an instrument of state policy in an effort to educate citizens. To some extent, public broadcasters in the Commonwealth have traditionally "been given the mandate to produce programmes with informative, educative, and also entertaining content" (Wessberg: 1999:87), a view echoed by Page and Crawley (2001:304).

Throughout the Commonwealth, educational television has grown by leaps and bounds in the last quarter of the twentieth century, to an extent that every Commonwealth country now has both radio and television operating. However, in most of the countries, public broadcasting remains under government operation and control.

National broadcasters across the Commonwealth are seen to play an important role in educational broadcasting. In India, Doordarshan, the Indian national television broadcaster is a major partner in educational television both in the satellite and the cable based Gyan Dashan (an exclusive educational television channel) and also broadcasting educational content on its terrestrial channels. Also Nigerian Television Authority (NTA) has a satellite channel exclusively devoted to education of all kinds on Network.

In other Commonwealth countries, autonomous public broadcasters such as Canada's TV Ontario, Access Alberta, and the Open Learning Agency of British Columbia undertake this function. In Australia, it is the Special Broadcasting Service

Corporation, reaching over 18.8million Australians and over 90 per cent of the population that engages in educational broadcasting. ABC's Schools Television Service also makes an important contribution in supporting both teachers and students' learning experiences.

In sub-Sahara Africa, education, information and entertainment have continued to be main functions of radio and television broadcasting in Africa. There have been efforts to utilize broadcasting to espouse values and ideas on equality, rights, democracy, economy, development and cultural integration, but success has not been significant because of government restrictions on what is transmitted. In Botswana, Radio-TV programming focuses on getting people to discuss social issues; and in collaboration with Brazil, Botswana is developing interactive television programmes that help teachers facilitate classroom discussions on potentially sensitive HIV and AIDS issues.

In South Africa, there have been major initiatives by the South African Broadcasting System in the use of public broadcasting for educational reconstruction and development. There is much variation in other parts of Africa. Another contrasting example is in Asia, most national television broadcasters claim to include educational programming in their telecasts. The extent of such coverage ranges from 61 per cent in Singapore (information/educational content); 9.5 per cent in Bangladesh; 9.6 per cent in Pakistan; to 17 per cent in Sri Lanka. (Goonasekhara et al, 1998).

In India, the national television broadcaster, Doordarshan, is actively involved in both directly telecasting educational content (about 9.6 per cent of the total telecast) and as an active partnership in the national educational channel.

Data and figures are not as readily available for countries in the Caribbean or the South Pacific or the rest of Africa. However, what emerges from an intensive web search is that there are some examples worth noting, such as in Samoa, which is attempting to improve the educational experience of students with Australian aid.

Media Reach and Penetration

If one compares the figures relating to computer based information-communications technology (ICTs) access with statistics relating to media penetration, it is clear that radio and television enjoy an access and reach far in excess

of today's ICTs. This is probably because the purchase of a transistor radio or a television set does not require support services, as in the case of telephone access for a dial up internet access. A one-time investment for a radio or television yields a longer-term benefit with very little maintenance cost for the user.

Media penetration, in terms of radio and television is varied. Data from the developed Commonwealth countries of Australia, Canada, New Zealand and United Kingdom show high levels of media penetration at least one in every two persons has access to television.

Within Africa, except in South Africa and Zimbabwe, the lack of political support and related resources for communication are manifest in the lack of robust telecommunications infrastructure. It is one of the many paradoxes of the continent, that while it possesses around 12 per cent of the global population, Africa owns a mere two per cent of the global telephone network. The number of television sets per hundred inhabitants ranges from .02 in Malawi to 12.5 in South Africa. The figures are somewhat better in the case of access to radio. (Darkwa and Mazibuko, n.d).

Such disparities are also part of the Asian panorama. Data show a range of television penetration, from seven sets per hundred in Bangladesh to 35 per hundred in Singapore. In India, there are about six television sets per hundred inhabitants, but unlike in some other countries, there is a pattern of community viewing in India, implying that media penetration may be higher than merely the reach in terms of ownership or per head ratio.

Island nations in the Caribbean and in the South Pacific show patterns similar to the other developing countries of the Commonwealth. In countries such as the Bahamas, Jamaica and Trinidad and Tobago, figures show that one in every three persons has access to television; while other such island nations as Kiribati or the Maldives, less than one in every fifty persons has access to a television set.

Four important aspects of media reach merit a mention here. First, the growth of television, especially in the 1990's has been spurred by the exponential growth of satellite communications and the impact of globalization. Viewers in countries hitherto exposed to one or two television channels have suddenly had access to a plethora of channels delivered by satellite and cable right into their homes. Much of the content of the channels is international in nature; produced in one

country; broadcast via satellite uplinks from a second to audiences in a third country. Thus, countries like Singapore, Malaysia and Sri Lanka that limit exposures to international channels for their own audiences nevertheless provide the uplink earth stations for channels from other countries.

Second, with the phenomenal growth of the Internet and the World Wide Web, television is no longer the cynosure of all eyes. It has taken second place in the priorities of governments and international donor agencies, as they see new ICTs as the new solutions. Evidence of this is clear in that much of the literature on television, with special reference to its educational potential predates the 1990s. It has proved difficult for this author to find analytical studies on educational television after the 1990s. Much of today's literature deals with issues of convergence of radio and television with the Internet and other web-based technologies, rather than look at radio and television as stand alone media.

Third, at the turn of the century, evidence of the growing "digital divide" and reports of inadequate infrastructure and other facilities on the ground are prompting educators to take a fresh look at the time-tested media of radio and television to provide outreach and access to isolated and dispersed populations. Radio, in the form of local community radio, has once again been recognized as a successful, low cost medium. Educational television is yet to follow suit.

Fourth, convergence of ICTs and broadcasting, coupled with increasing technological options at lower costs are compelling factors causing a rethinking of ways and means of producing and delivering content. New options are emerging (e.g. satellite based radio and digital television) providing opportunities for examining issues relating to policy, structures, and collaborations afresh.

Educational Broadcasting in Nigeria

When Western Nigeria Television (WNTV) was established in October 31, 1959, education was seen as one of the main reasons for introducing television in Nigeria. Time and facilities were made available to the then Regional Ministry of Education which in turn directed its school broadcasting Unit to produce series of educational broadcasts. Soon, the northern, eastern and southern regions followed

suit, as television was introduced in their areas.

However, with the creation of states, it became the responsibility of state governments to purchase and install television sets in schools, as well as supply sets to community viewing centres (CVC's) which were established within each state. In this arrangement, the role of the television station was merely to provide the technical facilities and those to run them.

The subjects targeted were Elementary Science, Arts, Crafts, English and History. During that time, educational broadcasts were daily from Monday to Friday, between the hours of 10:00am and 1:00pm.

During that period, educational broadcasting was divided into three:

1. **Extensive Educational broadcasting:** The major emphasis of Nigerian television has been in the area of extensive educational broadcasting, that is, programming geared towards providing general information and informal education largely addressed to adults. Nigerian television has used this in assisting the government in its campaign to mobilize the people towards higher agricultural output and increasing industrial development.

2. **Intensive Educational broadcasting:** This is a process of harnessing television to the formal education system. The results have been less than satisfactory, because the programme has not been properly articulated

Critics point to the high illiteracy rate especially amongst the people in the rural areas.

It has been opined that for television to be more effective in combating the problem of educational broadcasting, there has to be an expansion of the coverage area of television by installing more powerful transmitters and relay transmitting stations as well as creating infrastructure, such as electricity or solar energy and by providing more community viewing centres.

Irukwu (1980) noted that the former Broadcasting Corporation of Northern Nigeria (BCNN) used the community viewing centres to transmit to its rural audience, health and educational programmes.

3. **Education key to a better future:** Nigerians have always realized the

importance of formal education as a means of advancement and increased social status. The early post-independence federal and regional governments realized that education was the key to a better future for the Nigerian people and that radio and television were crucial towards achieving this goal. The first major breakthrough in educational broadcasting came in 1984 with the establishment of National Educational technology Centre (NETC) now National Educational Research and Development Centre (NERDC), under the auspices of the Federal Ministry of Education.

The body which was set up to regularize educational broadcasting in the country was set up specifically for the following underlying objectives:

- To train educational broadcasters and visual aid specialists.
- To develop and produce instructional aids.
- To produce and transmit educational programmes on Radio and Television.
- To conduct workshops and seminars on the application of audio-visual technology to classroom teachings.

The ensuing activities of various individual stations in the area of educational broadcasting were to follow this laudable initiative by the Ministry of Education. The various educational programmes were run either in consonance with the curriculum and recommendation of Ministry of Education or independent of the Ministry, but in line with the peculiarities and philosophy of each individual station.

The various transformation and development that Nigerian broadcasting industry had witnessed so far, reflects in the educational broadcasting aspect of its activities, with a lot of programmes targeted at the various segments of its audience. The advent of privately owned broadcasting stations has a lot of impact on educational broadcasting in the country.

Participants in Nigeria's Educational Broadcasting

The history and activities of some of the major participants in educational broadcasting in the country are as follows:

i. National Educational Research and Development Centre (NERDC)

The initiative for setting up this institution in 1954 by the Ministry of Education came from UNESCO, an organ of the United Nations Organization in charge of educationally related matters.

The following are some of the activities of the centre:

- I. Educational radio within the formal educational system.
- ii. Educational radio within the non-formal educational system.
- iii. Educational Television within formal education system.
- iv. Educational Television within non-formal education system.
- v. Educational cinema with cinema vans.
- vi. Teaching kits available for teachers.
- vii. Teachers and students' workbook.

The target group of the centre include:-

- I. The formal education system which is made up of
 - a) Pre-School
 - b) Primary Education
 - c) Secondary Education
 - d) Teacher Education
- II. The non-formal education system has 2 age groups. These are:
 - a) 13-19 years
 - b) 20-29 years

The formal education system of the centre was channelled through radio and television thus:

- a) **Radio:** The subjects taught include English Language primary 1-6, Beginning Science, Poetry from Africa, Hausa, French, Methodology for teachers e.t.c.
- b) **Television:** Subjects taught include: Chemistry, Physics, Biology, Integrated Science, Physical Education, Geography, Oral English, English Literature, Social Studies, Audio Visual Aids for Teachers, French e.tc.

Number of Programmes	Radio	TV
Average number of programmes per day	6	5
Average number of programmes per week	29	28
Average number of programmes per year	812	952
Average duration of programme	14mins	20mins

Hausa, French and English are the languages of expression for all programmes.

2. Federal Radio Corporation of Nigeria (FRCN)

Educational broadcasting is a common phenomenon of the FRCN as it broadcasts educationally oriented programmes to its listeners nationwide. This was initiated as a contribution toward national educational development and integration. About 11% of its weekly hours used to be devoted to the broadcasting of school subjects to supplement classroom teaching of syllabus oriented subjects.

There is also a limited programme on adult education aimed at promoting the Mass literacy campaign. Adult educational broadcasting was created in 1981 by the Northern Zonal headquarters of FRCN in Kaduna. "Karatun Duniyan" was the adult education programme that aired between 5 p.m and 6p.m everyday.

The programme was more local in nature than being national, as Hausa was adopted as language of broadcast. It was not until 1986 that it was converted to a nationwide programme which was always aired to the audience through Radio Nigeria Network, with English as the medium of broadcast.

In 1983 another channel which was entirely devoted to educational broadcasting was inaugurated. It functioned effectively at the early time of its creation, when the National Open University utilized it for a series of its inaugural lectures. The channel was then on air from 5.30 a.m to 12.00 mid-night.

Since the educational programmes are targeted mainly at students in primary, secondary and technical schools the subjects of focus are English, Mathematics, Chemistry, Physics, Biology, Integrated Science and Agricultural Science. The science subjects are mainly broadcast to the students preparing for Senior School Certificate Examination (SSCE). Integrated Science is aired to the Junior Secondary School pupils, while those of the Primary School receive broadcast lectures on English Language, in

order to prepare them for speaking modern English.

The method of production is based on the syllabus prepared by Nigerian Educational Research and Development Council (NERDEC) for primary and post primary institutions. The presenter of the programme is expected to have written, edited and typed the scripts on the subjects to be broadcast. He is also expected to have held a lot of rehearsals before coming to the studio for recording. The lecture scripts are normally written in form of radio script short lay-out to meet the allotted time. Since the presenter is distinct from the producer in Educational broadcasting, the script must have got the approval of the producer, who gives it the professional touch before the teacher-presenter disseminates the message nationwide.

If the programme is a school debate, topics of quiz are sent in form of questionnaire to the competing schools for effective preparation. This is done to ensure that the debaters are equipped with adequate knowledge about the issues being examined.

These educational programmes may be pre-recorded or transmitted live. Educational broadcasting in FRCN has not developed to its full potential because of poor funding and obsolete equipment. However, these problems are gradually being addressed.

3. Radio Lagos

The station started its educational broadcasting in September, 1978. The first educational programme of the station was the "Schools Challenge". The programme which was designed mainly for Secondary School Students, focused on English Language and Mathematics and it was structured in such a way that it will augment what the teachers are teaching in Secondary Schools.

Another important educational programme of the station is the popular school debate which debuted in the early eighties. The programme which was designed in form of inter-school debate was based on the curriculum and syllabus of NERDEC.

Also the station blazed the trail in the used of local languages for educational broadcasting when they introduced a quiz competition in Yoruba Language. The programme "Takoko" made its debut from 1982 to 1990.

The production of the station's educational programmes has always been the primary responsibility of its technical and administrative staff with financial support

coming from the management.

However, the inability of the station to continue bank-rolling its educational programmes single-handedly has led to the suspension of the airing of many of its educational programmes for now, although efforts are on to get corporate sponsorship for their resuscitation.

Lagos Television (LTV 8)

Educational broadcasting began in LTV 8 in November, 1981. It went off the air after four months and resurfaced in March, 1982 with the teaching of Yoruba Language and French Languages for the beginners, the teaching of Yoruba Language became an important focus of educational broadcasting as a result of the decision reached by the Federal Ministry of Education, that all school certificate holders must pass a Nigerian Language at Senior Secondary Certificate of Education level. This, however, led to the creation of 'Aditu' which was aimed at broadcasting the teaching of Yoruba language, grammar and literature. Educational broadcasting of 'Aditu' was based on school curriculum syllabus of Nigeria Educational Research and Development Council (NERDC).

Towards the end of 1982, 'Arewayo', another Yoruba educational programme for primary school started to be relayed from 5.00 p.m to 5.45 p.m. every Tuesday.

French language broadcasting was on-air for a short time. It was eventually abandoned due to the complain by the audience that French is not the lingua Franca of Nigeria.

The teaching of English language and Mathematics based on NERDC curriculum was on air for two consecutive years 1984 to 1986.

Africa Independent Television (AIT)/ Ray Power

Teleclass an educational programme fashioned out from the curriculum of NERDC commenced on AIT on July, 1997.

The subjects treated presently on teleclass are Physics, Chemistry, Biology and Geography. However, it was gathered that Mathematics, English and French will soon join the fold.

Scrap Palace Scrap Palace is 30 minutes educational programme on AIT. The programme started early in 1998. Scrap palace educates the children on Arts and Craft.

Kiddies Radio Sunday This is a Ray Power educational programme designed for children between the ages of five to twelve. The programme started in 1995 with quiz, debate and discussion. It is aired every Sunday from 2.30 p.m. to 3.00 p.m.

Nigerian Television Authority (NTA)

The NTA network service educational programmes were conceived right from inception to include the School Debate, Telecast, Junior debate, Kiddi Vision 101, Inter Schools Quiz and JETS Quiz Competition among others. Apart from these network programmes, each of the NTA stations also has its peculiar educational programmes. Some of these include "Bourvita Brain Match" a form of Quiz competition on NTA Channel 10, "Just a Minute" a form of debate on NTA 2 Channel 5, "Mind your Grammar" an English Language Talk Show programme also on NTA 2 Channel 5 every Thursday between 5.30 and 6.30 p.m. Also there are programmes in Yoruba Languages like "Ere Mode" a children magazine programme, as well as "Ariyan Jiyar" a debate programme among secondary school students both on defunct NTA IKEJA.

The production of all the aforementioned programmes followed two main lines; we have the ones that are on the network belt which are produced and co-ordinated from the Network Service of NTA, with the assistance and co-operation of Federal Ministry of Education, particularly in the area of personnel exchange. The other local ones are produced fully by the staff of individual stations.

Things fall apart "Things Fall Apart" is an educational dramatized programme of the classic novel by Chinua Achebe. The programme sponsored by the African Continental Bank (ACB), was written and produced in 1985 by Adiela Onyediba. In 1987, things fall apart won the best black programming award in the USA. It was the NTA's first venture into the adaptation of a published novel into a screen play.

Tales By Moonlight It is one of NTA's longest running children's educational programmes. Tales by Moonlight won the 1991 International Video/Film Competition, organized by the National Black Programme Consortium in Columbus, Ohio, USA.

The National Black Programming Consortium, which adjudged Tales by Moonlight the best Youth Educational Programme in Ohio, is a clearing house for the best in African-American oriented film and television programming worldwide.

'Tales By Moonlight' is a typical Nigerian educational programme in traditional folklore and the episodes are usually recorded in an environment that reflects the actual scenery in specific stories. Tales by Moonlight started in 1981 and continues till date. It is a 30 minutes programme.

Kiddies Vision 101 It is one of the educational programmes produced in the early 80s. It educates the public via the young ones on some of the events in the media houses, (especially the negative ones). This ranges from bad equipment, non-chalant attitude of the workers and inadequate co-ordination.

.The programme started in 1985 and runs till date.

Mind Bending Another educational programme in the early nineties is "Mind Bending". This programme was used to educate both the young and old on the evils of hard drugs. The programme which was produced by Lola Fani-Kayode has since stopped running on NTA due to lack of sponsor.

Storyland Storyland is folklore that teaches the children not to tell lies. It is a story of wisdom which is illustrated graphically. Storyland made its debute in 1990, and feature Jimi Solanke and Dede Mabiaku as story tellers.

The Super Express Show This quiz programme is a Saturday educational show for secondary schools in Nigeria. The programme started in 1992 and was sponsored by 7-Up Bottling Company. It went off air in 1995 when 7-Up withdrew its sponsorship.

Kit and Kin This is one of the recent educational programmes on NTA. It made its debut in 1996 and runs till date. It is a 30 minutes programme aired every Monday from 8.30 p.m 9.00pm.

Kit and Kin is a family programme which covers every area of the family from the father to the child. Kit and Kin makes use of discussants who are experts and professionals in a particular topic to be discussed. Kit and Kin educates the public on the problems confronting the society, the effects and the solution to such problems.

Young Ones This programme is targeted at the youths. It educates them on their rights in the society and gives them the opportunity to express themselves in matters affecting them. The programme involves excursion and the counselling of young ones.

The Concept of Rural Broadcasting

Rural broadcasting is a recent concept in Nigerian broadcasting history and it is a phenomenon that is prevalent in the developing or emerging world. The concept takes cognisance of the larger percentage of the rural population when compared with urban residents.

Mabogunje (1981) contends that about 70% of Nigerians reside in the rural areas, indirectly hinting that the concept of development can only be looked at from the perspective of rural development. Sometimes development is often misconstrued to mean physical development manifested in express roads, electricity supply, industrialization aesthetics, architectural structures and landscape. According to Onabajo(2002d), development that does not include attitudinal change that will respect the dignity of labour and the propensity towards social change and a self-reliant economy is at best incomplete. Rural education is a subset of rural development and Rural broadcasting can only but have one major focus that of transmitting developmental information to educate the rural citizenry with the overall intention of developing their well-being, through introducing innovative ideas that will stimulate them to action.

Rural broadcasting thrives on properly articulated, designed and well-packaged messages that are rural oriented, with rural inputs transmitted through an

effective medium. Rural development projects employing rural broadcasting should be made relevant to the needs of these societies. The use of local leaders has been discovered to be very effective (Wright 1986, Onabajo 1995). The local leaders have access to the broadcast media (radio and television) and they devour information to justify their continuing claims to local leadership. They can aid or block the communication process; hence they should not be jettisoned in any rural developmental effort. Rural broadcasting is meaningless without access to radio or television, which could be made possible through mass production of radio or subsidizing the cost of purchase or making available viewing and listening centers, with the necessary back-up facilities for the rural communities.

Successive governments in Nigeria have recognised that mobilising the masses who constitute about 70% of the Nigerian population for development is synonymous with tackling the national self-reliance question. The nation's rural communities have been identified as not only the sources of the country's food basket, but also the source of raw materials supply for the industrial sector.

The 'Green Revolution' and 'Operation Feed the Nation' programmes were articulated on the assumption that self-sufficiency in food production was a 'sine qua non' for the total development of a people, because availability of food could make Nigerians to be better disposed towards development oriented projects. According to Mogeke (1990), the War Against Indiscipline (WAI) originated by the Buhari/Idiagbon military regime (1983-1985), opined that if Nigerians were disciplined, they would have the moral courage and strength to participate in and bear the burden of the rigorous process of development. However, this programme had failed because the initiators failed to recognise that development communication is receiver-oriented. Nwosu (1987) contends that knowing the rural people and allowing them to participate in the generation of information about them is very crucial to rural development. However Onabajo (1995), in a study of the Impact of Radio and television Rural Development Programmes on the people of Badagry local government of Lagos State did discover that broadcast personnel did not involve their local communities in the planning and execution of development oriented programmes meant for their consumption.

The Mass Mobilisation for Social and Economic Recovery (MAMSER) had

aimed at sensitizing the Nigerian populace against corruption, so that the country's resources will not be in the custody of a few privileged Nigerians. The programme also emphasized equitable distribution of the nation's wealth as well as salvaging the economy. It also emphasized self-discipline and respect for the rule of law as an integral part of the plan of action for the country's recovery from its social and economic doldrums. However the mere recognition of the need for mobilisation is not in itself a guarantee for the effectiveness of executional strategies.

Failure of Past Media Education Efforts

There is no doubt that on paper the federal government seemed to have articulated what broadcasting should do to its citizens. In the Nigerian Television Authority decree of 1977, programmes were to be produced in accordance with the multi-cultural and diverse nature of Nigeria and information on government programmes were to be brought to the doorsteps of various communities through a combined effort of Network transmission and NTA state television stations (production centres). As much as possible and practicable the decree also encouraged the transmission of such programmes in local languages, especially Hausa, Yoruba and Igbo the three main Nigerian languages which are mostly spoken and understood by a very significant percentage of Nigerians residing in the Northern, Western and Eastern parts of the country. So also was the Federal Radio Corporation of Nigeria (FRCN) decree of 1978 which decentralized radio broadcasting along regional blocks. Main languages of the different regions were to be used in transmitting informational, educational and entertainment messages.

The emergence of state broadcast stations has brought radio and television signals nearer to the various communities with little or no change in their psyche. This is due largely to deficient programming, which seeks to urbanize the rural population rather than develop the ruralites in their own environmental context.

The NTA in the year 2000 embarked on the establishment of 67 community broadcast stations to compliment the 27 television stations on ground to bring the government programmes near to the people. The communities have responded positively donating land, money, buses etc to herald the transformation. Personnel are being transferred from the urban NTA stations to manage these community stations.

There is no gainsaying that the people will benefit economically but their degree of involvement in programming and management of these stations will be assessed as events unfold.

It may be pertinent at this stage to look at why previous attempts at mass mobilization through the broadcast media had not been effective, so that NTA, state broadcast stations, and FRCN managements will not just get involved in the purchase of transmitters, but examine the past pitfalls with the intention of going back to the drawing board, if need be, in order to evolve a rural development approach to community or rural broadcasting. The reasons for the past lack-lustre performance includes the following:

- 1) Information officers, news producers and other government and private personnel responsible for information and message design and packaging make themselves the sole determinants of the needs of their audience without recourse to them.
- 2) These information disseminators usually belong to a class that does not share the same frame of reference with the majority of the masses who constitute the target audience.
- 3) Little or no inquiry is made into the nature of the audience before messages are conceptualized, and they assume that if the message makes sense to them, then it should achieve its purpose.
- 4) The message designers are under the illusion that the rural people are ignorant of their needs and so other people should help in articulating them. As a result, such designed messages look patronizing, thereby alienating the audience and rendering the whole message ineffective.
- 5) The non-participation of the message receiver in the information content is also a barrier to message inbibement. This is because the urban population is guided by generally different criteria from the rural people in their selection of developmental messages.

- 6) Most of the news and information passed to the rural population are generated by the urban crowd; hence there is no attraction between the messages and the receiver.
- 7) A greater percentage of the country's population live in rural areas and it is unfair to them to only receive urbanized messages. This can make mobilization very difficult.
- 8) Government efforts in making information available in local languages and dialects is a mere fallacy and of no meaningful consequence (Onabajo, 2000d).

Broadcasting for Rural Education

Advocates of rural education strategies, often point out that the crucial need of rural people is for more practical information; information that will help them upgrade the productivity of their land, improve the quality of their diet, and allow them to reduce the incidents of diseases by adopting better health practices in the home. Such information has customarily been provided in the course of formal schooling and through extension programmes of one sort or another. Yet, extension agencies like the school system reach only a small fraction of the rural population of most developing countries. There has simply not been enough trained manpower, nor enough money, nor enough commitment to extend basic social services to the entire countryside. Barring a radical reorganization of our priorities, or a financial commitment to our rural areas, which would have so far surpassed current spending levels; it is clear that existing extension efforts can have only a slight impact on the conditions of rural life. Critics of the existing situation insist that ways must be found to diffuse the information that is vitally needed in rural communities, more so that there is growing belief that the broadcast media can provide many of the same kinds of information and services as the traditional agencies and do so just as effectively and at far less cost.

Audience of rural education programmes vary in age, occupation, motivation

and educational experiences and can be categorized according to their common informational needs.

They are:

- a) Farmers seeking advice on how to improve the yields of their crops and the general quality of village life (example: the rural radio forums in India, Ghana, Togo, Republic of Benin, Jordan and Upper Volta).
- b) Mothers seeking information on how to safeguard the health of their children and advice on how to plan the size of their families (examples: Taiwan's mother's clubs, Zaire's Radio Star health and government sponsored birth control campaigns throughout the developing world (Schramm 1997).
- c) Students continuing their studies by correspondence with radio or television, in the absence of alternative opportunity to continue their education in school (examples: the 'open' schools of Japan, Germany, Australia, Kenya etc.).
- d) People of all ages, learning to read and write (example: Radio Sutatanza, Colombia's literacy and rural development programme).
- e) Teachers, extension agents and other professionals working in the field and in need of continuing guidance and support.

Change in some attitudes, behaviour, or community condition, is usually behind the drive to organize any rural education project, but judging from the existing evidence on such projects, the absence of any more specific change objectivities, has hampered the definitions of coherent working strategies for the media.

Nevertheless, a review of existing case studies reveals that rural education programmes, usually have helped the media to accomplish one or more of the following four objectives:

- 1) Extend the formal school system, by providing instruction in traditional academic subjects.
- 2) Upgrade the competence of rural people by providing basic skills training.
- 3) Provide practical information and advice on a continuing basis on projects that could bring about rural development.
- 4) Stimulate community development through the encouragement of self-reliance and self-help projects.

Issues in Information Dissemination

The following issues which significantly affect public information dissemination are worth discussing. They include:

(i) Access (ii) Exposure (iii) Content (iv) Education

1) **Access:** This refers to the physical existence of newspaper, radio, television or other mass media within a reasonable range of the potential audience. In the rural areas, this might be an individual access to a private radio, or television; a situation may also be created where individuals have access through the establishment of community listening and viewing centres.

2) **Exposure:** Exposure is more complicated than access, because it deals not only with whether a person is within physical range of the particular mass medium, but also whether the person is actually exposed to the message. Exposure is hearing, seeing, reading or more generally experiencing with at least as minimal amount of interest to the mass media message. This exposure might occur at an individual or group level.

3) **Content:** The content of a radio or television programme is usually designed with a particular audience in mind. Content can be broken down in various ways: information, entertainment programmes, music, news, sports etc. These categories can obviously be broken down further into sub-types and production sources. An important distinction should also be made between commercial programming and purposive social change programming. The audience and kinds of programmes might be very different in these two types of programming structure. Information outcomes are cognitive, affective and attitudinal consequences of the audience access and exposure to and comprehension of the media content. The previous review of research has indicated that even when lower socio economic groups have sufficient levels of access and exposure, the irrelevance of content will reduce levels of exposure in a kind of self regulating fashion. Research has shown that a major reason why some people learn more than others from the broadcast media is the self-

selective nature of the audience. Although all groups may have access, those that are better off are more likely to take advantage of the information available.

4) **Education:** It is sometimes thought of as training in how to process a wider spectrum of information. One problem with simply making more information available in rural areas is that rural people are generally illiterates or without much formal education, and their ability to take advantage of new information may be limited. However, with the spread of the non-print mass media, such as radio and television, information can be made more accessible in verbal and audio-visual-based messages, instead of those coded in printed languages (Onabajo, 2005).

Also there is the possibility of substituting education for expensive agricultural extension services in rural areas. Although agricultural productivity could be significantly improved by the regular visits of an extension agent to farmers, but when the agent can visit only a small fraction of the potential clientele, as it often happens, radio might provide the information more widely. In health or nutrition education, information vital for preventive medicine may be substituted for health educators, who are in chronic short supply.

As a support to field agents, information in the form of non-formal didactic messages appropriately organized and presented can supplement a poorly trained group leader or field agent. This is especially true in educational programmes where a teacher's skills guide the students in a form of self-education that can be quite effective.

Communication Training Models

McAnany (1973) lists five strategies which can be adapted to our own training models.

i. Open broadcasting: In this model there is lack of interaction between producers and consumers of programmes before programmes are planned, produced and broadcast. This is mainly because of the cultural, social and knowledge gaps between the usually urban educated producers and the illiterate rural consumers. Production is therefore usually based on the vague notion that people want the studio-decided materials that are broadcast. Also, programmes are devised with little or no consultation with specialist agencies that are close to the

people and to the government, and with virtually no coordination between them and communication specialists, who may have professional experience and theoretical frame-work on which to base meaningful practice. The result is that programmes are generally produced on perceived or assumed knowledge both of the subject-matter and of the environmental conditions of the audience. And thirdly, and perhaps more importantly, there is by the nature of the strategy no guidance at the reception level. With no consultation and co-ordination between broadcasters and educational and development agencies, and with no interactions between producers and consumers of programmes, the best one can expect from the Open broadcast strategy is limited success. The strategy is unfortunately the one being used by Nigeria's broadcasting organizations in their limited efforts of broadcasting to the rural population. According to Oso (2002), weekly magazine programmes, farming hints, daily news, health talks and cultural programmes are planned and produced by producers as they see fit, sometimes with the help of urban-oriented members of the public whose experience and understanding of the rural situation are quite different from those of the population for whom these programmes are meant.

ii. Radio Study Groups: This is the strategy used in Tanzania to teach practical skills, cooperative and civic responsibility to rural communities. Using the strategy requires much more than mere broadcasting. It requires a structure for organizing, listening and learning practices, support materials, monitors or teachers, and some kind of assessment. One very important aspect of the strategy is that reception infrastructure is an integral part of the process.

Tanzania uses this strategy as part of a total national plan to develop the people's awareness, their spirit of nationalism and co-operation and to strengthen their sense of integrity and bring about defined changes in the people's behaviour and attitudes and in their physical environment. Radio is used in conjunction with the printed word, and they complement each other. Before broadcast, texts on the subject-matter for study are distributed to the audience. Paraphrased versions of the text materials form the content of broadcast materials.

In utilizing this strategy, Tanzania employs the mass campaign approach to education. Thus, attention is paid to the whole nation, but with particular reference to

the rural population. All activities directed towards making a success of the campaign are centralized. Texts materials as well as radio materials paraphrased from them are of course of a general nature, so that they can have general application to the entire population. But study groups of between 15 and 30 members are formed in many areas to enable people learn together, as well as to bring a local touch to the general topics discussed. These groups which are usually under the guidance of trained advisers meet on agreed dates and times that coincide with the radio broadcasts. The task of the adviser or chairman, who is supposed to be first-among equals and not a teacher or a dictator, is to see that no one dominates the discussion at meetings while the rest kept silent and passive. The emphasis is on complete and equal participation of all group members in exploring the relevance and importance of information distributed by air and print to each group's situation. The combination of these two media-radio and printed material cannot but have an enhancing effect on learning. Radio enables the study group members to identify themselves with the speakers as well as refresh their memory, while the written materials are always there for reference. The use of radio also enables the illiterate members of the study groups to get facts and figures about subject-matter for discussion issues.

iii. Radio Rural Forum: Radio Rural Forum is the strategy which makes use of radio with discussion and decision for rural groups. The strategy involves the presentation of a regular weekly 15-to-30 minutes magazine programme to rural audiences formed into listening groups. The programmes usually, comprise rural news, answers to listeners' questions, family advice, a talk and discussion. The groups usually between ten and thirty listeners each, listen to the programmes and discuss their contents under the guidance of a group leader and then take decisions on the points raised. The leader sends monthly reports to the source of the programme for review and possible inclusion in subsequent programmes. The strategy makes an extensive use of audience reaction where possible for subsequent programmes. Because of this there is usually the temptation for broadcasters to work on their own without co-operation with other change agents around in the rural area.

This strategy has a number of advantages:

- a) It evokes a sense of involvement in the rural man as a result of its

demand for some action-decision by the group after discussion. This is a great asset in development. The follow-up of a radio message with localized discussion and decision ensures commitment to agreed actions and consequently to social change. Membership of groups exposes the participants to information important to the rural communities, and thus turns such individuals into opinion leaders whose views would tend to be respected in the community. The other is that those who are non-participants could still listen to the radio messages, and probably be affected by them. The interplay of these two advantages cannot but have a salutary effect on the quantity and quality of developmental information available within the community.

- b) Forums send back reports and messages in which group members express their views and opinions, thus providing the vital feedback which is often missing in mass media activities.
- c) The forum strategy is based on the conviction that rural development must essentially come from the rural people themselves, and not be dropped from above. The in-built localized discussion and decisions ensure that the rural community is put in a position whereby it can be both the subject and object of development.

iv. Radio Schools: This is the most widespread strategy for using radio for rural community education in Latin America. It was originally tried at Sutatenza, Colombia, where it has now permeated the life of the rural population. The 'schools' are small organized listening/learning groups meeting in houses or churches under a guide. The audience of these radio 'schools' is primarily illiterate rural adults. The basic aim of this strategy is to offer fundamental, integral education which goes beyond mere reading, writing and cognitive skills and tries to change the passive and dependent attitude of the rural man, creating a deepening of his sense of dignity and self-worth and turning him into a new man (Hall, 1981).

The approach is basically multi-media, employing at least radio and printed

booklets almost everywhere, but also frequently adding newspapers, charts, booklets, film strips and traditional teaching/learning methods.

V. Radio and animation: This is also known as the radio Participating Group; it aims at promoting among local communities a trained cadre of decision leaders. The strategy is used to train leaders whose role is to promote in a non-directive way, a dialogue in which community members participate in defining their development problems, putting them in a wider social context and devising ways to mobilize their people to common action. The strategy places emphasis on radio defining and not suggesting solutions to the people's problems. Radio programmes are made from recorded responses to a definite problem given by some members of the listening public. The participating groups then listen to these responses and views; discuss the problem further, thus creating avenues for further response from the public, and subsequently eliciting decisions.

The assumptions of this strategy are:

- a. That no solutions to problems can be imposed on local communities from the outside. The local communities must first arrive at the problem definition and then its solution on their own;
- b. That the social animator is to be as closely identified with the local community as possible.
- c. That the purpose of information in this approach is to help define the problem and not give the solutions; and
- d. That community participation and social action is the goal, and therefore feedback from the community is essential.

Why Media in Education?

There is a general acceptance among social scientists, economists and planners, that education makes a significant contribution to national development through the development of a nation's human resources. There is also a growing discontent with the quality, quantity and cost of educational approaches to adults (Hall, 1981). The selective use of the mass media, when combined with face to face teaching holds a lot of promise for educational broadcasting.

The obvious strength of the media is the fact that they reach such a large portion of the population in any nation. Radio is the single most extensive communication device existing. When thinking in terms of mass education and how the media can be best utilized, it is important for educationists and change agents, to take the advantage of the widespread availability of the various media. If mobilization for development is to reach every corner of Nigeria with its widely scattered low density rural population comprising mainly of illiterates, the broadcast media become inevitable.

The mass media can create new perspectives which clear the ground for improved new skills and better education. They can educate the people and so accelerate the social transformation required for socio-economic development.

The information necessary to stimulate action towards change is disseminated quickest and widest through radio and television. Thus these media can become agents of development and change, if properly directed.

The media approach to education enables literacy barriers to be crossed and distances to be eliminated. It has made the services of the few experts around available to everyone. In addition, the media approach can help to reduce the need for adults to attend formal classes.

Wusu (1976) believes that communication is central to directed change and that all analysis of development, be it environmental, health or agriculture, must ultimately wait on the communication process.

In order for the mass media to aid mass education, the target audience must be aware of the message and should find it comprehensible. The message should experience a change in attitude towards the potential innovative ideas, service or behaviour being communicated to it and the audience should take a decision to act favourably towards the communicated messages.

Communication planning in adult education, should take into consideration individual differences in the reception and understanding of message content. It should never be assumed that information is treated unequivocally by everyone, without taking into account past experiences, the social status and the degree of personal involvement.

Nketia (1972) advocates a combination of traditional means of communication, with the modern methods for the dissemination of information and

the planning and execution of adult education programmes. This is because the Nigerian culture is largely non-literate and people are more easily reached through oral forms of communication.

By their influence and scope, radio and television networks provide useful channels for the dissemination of knowledge.

However, Oyedeji, et al (1982) cautions that these broadcast media, should encourage the laudable habit of establishing communication links with their listeners and urging them to send in questions to which answers are provided at special hours. Post literacy efforts must provide a two-way traffic between the teacher and the learner and vice versa.

Though radio is very potent as an agent of promoting mass education, because radio sets are relatively cheaper and can be operated through batteries, however the organized private sector should compliment government's effort by establishing community viewing centers in the rural areas to compliment radio services.

The Teaching Qualities of Radio

Radio has the following teaching qualities, which are absent in other media, whether its programmes are pre-recorded or transmitted live.

1. **Immediacy:** One can listen-in on the event itself. While textbooks used for teaching may be 5 or 10 years out of date, radio messages can be as current as the latest broadcast.
2. **Realism:** Reports of events on radio as they unfold may be more impressive than a newspaper reporter dealing with identical events. The broadcaster is on the scene and the tones of his voice communicate shades of meaning that the newspaper cannot convey. World history becomes real and personal during live broadcasts of United Nations proceedings or some world events, as students are transplanted to scenes of momentous decisions.
3. **The conquest of Space and Time:** Radio can overcome the barriers of space and time through on-the-spot broadcasts or simulated history.
4. **Emotional Impact:** Radio brings dramatic feeling into the classroom and can carry to the listener all the emotional overtones of the broadcast material. The

human voice is the most significant way of reaching people and can convey feelings and attitudes even when the eyes of the listener are closed.

5. **Authenticity:** Since it is rare for a teacher to be expert in every phase of the subject he teaches, experts have often been brought on radio to bring into classrooms expertise and authority in subject matters. Radio can also provide expertise in methods.
6. **Inexpensiveness:** Radio is relatively cheap to run because its per capital cost is small, because it can reach millions of people at the same time. It can be used inexpensively when there is need to emphasize local problems or conditions and the solutions to such problems.

Using radio in classroom

Research has proved that the best teachers are those who make the best use of radio experience.

There are three basic principles that apply to radio and other teaching aids:

- i. Pupils benefit more from a learning experience when they are prepared for it;
- ii. The teacher can reinforce its values while the pupils are sharing the experience;
- iii. The experience must be related to present needs and must stimulate further interest.

Preparing for the experience of listening

This includes ensuring that the classroom is well arranged for learning. Overcrowding should be avoided and regular classroom setting should be used as against auditoriums. Since a good broadcast deserves good listening conditions, the radio should be properly tuned-in and located for the best reception, prior to the time of the desired programme.

Another point to ponder on is whether the programme objectives are clearly and properly set out. Listing some guiding questions will help the teacher keep the objectivities in mind. The materials that relate to the purpose of the programme such

as maps, charts, demonstration materials, preliminary questions on the chalkboard should be on hand. Also the special interests and needs of the students should be kept in mind for special follow-up procedures.

Preliminary techniques that will lead to effective student's motivation have to be planned. Curiosity can be stimulated by discussing and listing aspects of the topic that the class will like to discuss.

Reinforcing its values

In a true learning atmosphere, the teacher must be enthusiastic. He should react to an educational programme on radio as he would like the students to react. When difficult words are mentioned in the course of the programme, they should be listed on the board. The teacher needs to be in front of the room, so that his interest in the programme is unmistakable.

Relating the meaning

This will depend so much on the objective of the broadcast. If the programme is to impart information, the testing of factual knowledge at the end of each broadcast may be justifiable. The choice of post-broadcast activity depends on the aim and the intended effect of the programme.

Instructional Television (ITV)

In the developed world, television has become widely available as a resource to supplement and enrich the curricula of elementary and secondary schools.

In higher education, the use of television for instruction appears to be widespread but quite conservative. Also, distance education, which is a television based approach to off-campus education has been gaining grounds since the eighties and are expanding the opportunities for adults to receive continuing education conveniently and economically.

The shortage of high quality instructional video programmes worthy of mass distribution has traditionally hindered the success of large scale adult continuing education efforts (Heinich et al. 1985). Researchers have described the role of instructional television as including:

1. To assist the classroom teachers in those subjects in which they often have the most difficulty.
2. To supplement the classroom instructions in subjects areas in which limited classroom resources may prevent full examination of historical or international events.
3. To bring outside simulation in subject areas, such as literature, where teachers have difficulty exciting and motivating the students.

Close circuit television

This is a TV distribution system in which the sender and receiver are physically linked by wire. At its simplest, it is a connection between a single camera and a receiver within the same room. Several classrooms could be linked to a studio to form a building wide close circuit television (CCTV). Campus-wide and school-district wide interconnections are also possible.

An application of CCTV in business is the video conference, a teleconference business meeting in which participants can see each other as they converse. This special close circuit application requires elaborate technical arrangement to work well. A manned control centre is needed to co-ordinate the cameras and microphones. The cost notwithstanding the freedom, privacy and multichannel capability of the CCTV makes it an attractive option for some educational purposes. In the developed world, it has become the leading delivery system for instructional television on college and university campuses.

Cable television (CATV)

Most cable television systems in operation resemble the original master antenna model in which broadcast television signals are captured by a favourably situated high mast antenna. The signals are amplified and delivered to the head-end of the system where they are processed, fed into a trunk line and further amplified. The signals then proceed along feeder lines and eventually to smaller drop lines that enter individual homes and other buildings.

The cable subscriber apart from getting a strong clear video image on the

screen, also has access to more channels than are readily available on air. Some of these channels may be used for sporting events, special movie showing, programmes imported from distant independent stations etc.

The availability of multiple channels facilitates a number of special services which include:

- i. Transmission of several programmes simultaneously and repetition of programmes at different hours for more flexible matching with classroom schedules.
- ii. The aiming of specialized programmes at small sub-groups
- iii. Retrieval of remotely stored libraries of video materials, allowing teachers or individual student access to materials on demand without logistic struggle often associated with instructional media use.

What distinguishes cable television from other television delivery systems is its ability to transmit signals from sender to receiver and vice versa. This possibility evokes exciting prospects for converting instructional television into a two-way interactive medium of instructional communication.

Portable video: This refers to the several methods of playing back ITV programmes right in the classroom by means of video recorders. The record/play back machine is portable and can be set up wherever needed.

The video cassette and video disc now give instructors greater flexibility in choosing what programmes they want to use and when and where they want to use them. They even make feasible the use of video materials by learners on an individualized basis.

Broadcasting and Mass Education

The early proponents of television in Africa used educational reason as one of the reasons to justify the establishment of television. The notion of having educational television was well-received by local populace, UNESCO and other bilateral organizations because it was an initiative that has immense benefits with proper implementation. It was an ambitious project that took over on a good ground in 1960s with funding within and outside the continent (Onabajo, 2009).

At the inception, it did add credibility to Wilbur Schramm's argument that television could be an efficient tool for learning. For instance in Cote d'Ivoire, which started educational television in 1968, the "percentage of children in school increased from 54 percent in 1970 to 65 percent in 1976-77. By the early 1980s, televised education was reaching 75 to 85 percent of the school pupils. And much of the feedback showed better results in national examination on such subjects as reading and writing" (Lenglet, 1985:157; Bourgault, 1995:117).

Given the earlier success in Cote d'Ivoire, Zambia, Nigeria and handful of other countries, one would expect that the educational broadcasting programmes, majority of which were locally produced, would sustain the test of time on the continent. But the reverse is the case. By the late 1980s and 1990s, the golden hope of educational television in Africa has been dashed due to high-cost production, absence of technical-know-how, dysfunctional technological state of TV production in the continent, and a significant shift in the audience's programming preference to a less intellectual-stimulating TV programmes and more entertainment programmes. As in numerous developing countries, in many African countries today, "educational television is not the instant university" that Chu, Schramm and the early advocates of instructional television thought it would be.

Okigbo (1998), submits that in spite of its shortcomings, there is still a place for educational television in the African context if there are necessary resources to support the project. With a well structured objective plan, educational television could be an avenue to bridge the widening gap between the urban and rural viewers in Africa. Designing educative programmes for the rural dwellers, who are predominately farmers and illiterates, on modern techniques of farming, cattle rearing, weaving and other rural-centric professional life in the local languages might draw more audience to the television. These programmes, which might be aimed at the improvement of their life and professional development, could give the rural settlers and dwellers a sense of belonging and participation in the world of television.

Providing a meaningful education from literacy to tertiary levels will require resources and human capacities that seem to be far beyond the reach of many of our countries if we continue to believe that the only way to achieve these objectives are the traditional practices going back to the times of our forefathers. While traditional ways of delivering education have a high value and may have worked earlier for the

few who were either highly talented or privileged, fundamental shifts may have to be made as our aspirations go beyond providing education only to the intellectually elite or resources rich.

For the first time in the history of the human race, we have an opportunity to reach almost every single community on the planet. The technologies that are available today have made it possible for us to reach millions in a single moment. Consider, for instance, some amazing feats that programming has done in the world of non-formal education through a combination of human talent, skills and broadcasting technology in the last decade or so:

- The remarkable experience in Honduras, where within a year, a mostly illiterate population was able to learn from a public health radio programme, the skills necessary to reduce the risk of diarrhoea dehydration by almost 40% through the use of a specific oral re-hydration solution.

- The case in India where family planning advocates were able to increase the use of condoms by 600% over a 12-year period by an imaginative television driven consumer education.
- A rock video in Mexico that motivated young people there to delay sexual activity and thereby reduce health and psychological risks.
- A mass campaign in Turkey that enabled the country's health officials to increase their catchment for child immunisation programmes.

Similarly, in the case of formal education, the capacity to reach millions through interactive media may not be there as yet. However, the achievements of the Open Schools of India, the Correspondence School of New Zealand, the Open Universities of Pakistan and the UK, demonstrate that which is possible. It seems to me that the capacity to use the old and the new technologies to educate almost every human being on earth is already there. We also have discovered over the last 30 years, the many ways to reach learners at a distance only if there is political willingness on the part of many leaders to make education a central pillar of the global agenda.

Organizing Broadcasting for Mass Education

It is possible to imagine an ideal instructional broadcast system for mass education with a combination of optimum element: a dynamic TV or radio teacher, skilful and imaginative programme producers, a carefully developed and pre-tested

curriculum, and highly motivated rural and urban audiences, ready to participate actively at the local level. In order to actualize this imagination, structural weaknesses must be anticipated and whenever possible, overlapping and reinforcing channels carrying the same message must be built into the system. The elements of a broadcast system that planners need to take into consideration to ensure the achievement of their objectives include:

1. **The Message:** There had been in the past the tendency of educational media projects to emphasize technological aspects of their systems at the expense of programme content and quality. Saving operating costs by cutting corners on programme development and experimentation has proven to be a false economy. Production and transmission equipment are of course a necessary condition to the broadcast of a message via the broadcast media, but a quality of programming is a prime necessity, if a system hopes to hold the interest of its audience.

This raises the important question of what to teach and whether or not to have the same curriculum for both rural and urban audiences. There are certain restrictions that the media impose on the content of any given message. To be cost-effective, radio and television must centralize teaching activities and reach large audiences. This means that individual differences within the audience cannot be directly served by the media. The problem of where to set the level of the message is also difficult for media systems attempting to serve different population groups, cultural settings and even within rural areas. Furthermore, educational programmes for rural audiences have experienced high dropout rates. For these reasons, programmes aimed at rural communities should be as simple and as straightforward as possible.

2. **Channels:** Once the problems of the message are resolved, the channels over which they will be transmitted must be defined. Wherever possible, educators should use a multi-channel approach to accomplish their objectives, with each channel presenting the message with a different teaching or communication strategy in mind. For example, one channel may provide information; another may stimulate discussion, while another channel may guide individual or group activities among

members of the audience. Acting in different ways, each channel calls for audience involvement and works towards a common objective.

3. The Audience: If rural people are to be target audience of a media delivery system, planners must be aware of the great disparities in levels of ability, achievement, and interest that are likely to be found within any rural population. This makes the adjustment of a single centralized message from the media a matter for constant concern and review. A second problem involves keeping rural people interested in the message and indeed in the educational process itself. High desertion rates within most rural education projects frequently occur, especially, where the motivation is low. Third, it is a commonly heard criticism that media instruction implies audience passivity, yet the experience of numerous projects indicates that the media can stimulate motive learning, provided co-ordinators and teachers are given proper orientation and traditional authoritarian methods are not allowed to dominate. On the informal side, experimental community radio projects using dialogue pedagogy, developed by Paulo Freire have encouraged rural audiences in Brazil and Bolivia to respond in an active way to the media stimulus (Mayo 1971).

4. Feedback: The broadcast media are unidirectional communication mechanisms. For this reason, educators who are accustomed to the interaction of teachers and students in the classroom are often sceptical of media instructional systems especially those that purport to teach vast audiences with a single message. To allay this scepticism and to enhance communication between programme producers and their audiences, feedback devices should be built into most media projects.

Many kinds of feedback have been developed for the mass media. According to Schramm, there are methods for pre-testing to determine how well programmes will work and methods for post-testing can help ensure programme quality, provided that the results of such investigations are interpreted and applied correctly and that the pre-test itself is based on representative audiences and learning situations.

The post-test method is more common, and it helps to solicit opinions from local personnel-classroom teachers, community organizers, etc useful feedback should be the assessment of the programmes impact. For formal school projects,

impact is usually defined in terms of student learning, while in informal education, impact includes learning and the behavioural changes advocated by particular programme series.

Rediscovering Rural Nigerians through Broadcasting

For those who have been politically or economically disenfranchised from the formal systems of power and those who have traditionally been socially and culturally silenced, the opportunity to be heard is an awesome challenge. It requires a restructuring of media systems within the Nigerian states and a necessary rethinking of power relationships between people. The planning of new media systems especially within social and political systems undergoing major transformations is a daunting task. It requires the construction of the technological infrastructure necessary to allow such media to be created; it also involves the desire and abilities of many people to speak and act where none had been legitimated in the past. In order to rediscover the Nigerian rural societies, there is the need to democratize the media. According to Jakubowicz (1993), democratic communication in practice implies that there is a broadly based support and participation from the communities served by the media, as planners and producers, as well as the receivers of programming.

Since there is about 70% illiteracy level in Nigeria and since about 80% of these illiterates reside in her rural societies (Onabajo 2004), the print media cannot have any appreciable impact on our rural societies. What then readily comes to mind are community based radio stations and community viewing centers.

Creating Community based Radio

The efforts to create community-based radio stations can be seen as attempts to demassify the mass media and to make it possible to provide alternatives to professionally produced programmes. According to Rosario Braid (1989:69), community media have distinct advantages over more traditional mass media for community groups:

- They are traditional in the true sense of the world and therefore have strong indigenous linkages.
- The content is not commercial and the messages have local flavour.
- The content has little, if any, colonial influence.

- They utilize appropriate indigenous materials and resources.
- They depict the people's actual reality their ideas, wisdom, tradition, arts and culture.

The parameters of this process can be found amidst that growing research area called Participatory Development Communication (PDC). Hochheimer (1994) defines the PDC process as one involving several steps, each of which are necessary components for bringing the community into the process of developing democratically-based journalism. Some of these steps include:

- i. Identifying the participants.
- ii. Defining the issue or problem.
- iii. Problem-solving process/resource identification.
- iv. Goals and objectives/roles and responsibilities.
- v. Design of action plan and community feedbacks.

Establishing a community radio station is not the starting point for organizing people. It is the extension of efforts to draw upon the rural societies felt and articulate needs to communicate among themselves and with others to establish their own sense of personal and community power. Communication implies dialogue and the development of a truly democratic medium of communication means that all participants from the outset of the project must respect the practice of meaningful dialogue (Onabajo, 2006b).

The Community Viewing Centre

This is a controlled theatre for imparting knowledge as well as a rallying point for the people in the rural societies to be adequately informed about government's programmes and aspirations. The community viewing centre provides an opportunity for an effective feedback on such programmes, thereby assisting the relevant agencies to monitor constantly the effectiveness of government policies among the rural population. Furthermore, the community viewing centre is probably the most effective forum for explaining to the rural populace the functions, organization and motive for creating special government agencies for rural development.

The local farmer will have in-depth knowledge of what the Directorate of Food Roads and Rural Infrastructure (DFRRI), Mass Mobilization for Social and

Economic Recovery (MAMSER), women empowerment and other such programmes are set to achieve and the role of the rural dwellers in contributing to the success of such programmes.

However, the first hurdle to scale toward a viable viewing centre is that of creating a culture of television viewing as a pastime after a hard day's job. The centre may lose the battle for viewership vis-à-vis other rural recreation practices, unless the entertainment/cultural factors are effectively injected into the programming format. In order to sustain the community viewing concept, there is the need to:

- 1) Construct and site the viewing centres in all local government councils in the country for geographical spread.
- 2) Also there should be creation of special production units for community broadcasts in the Nigerian Television Authority stations, state owned television stations, ministries of information at the federal and state levels, relevant extra ministerial agencies like DFFRI, MAMSER etc.
- 3) There should be a mobile team of engineers to visit the centres and establish a solid maintenance culture.
- 4) A resident official should be appointed to man each viewing centre to generate dialogue and provide direction in analyzing the contents of programmes shown.

Challenges

The first challenge is the re-orientation of our teachers and the pedagogy they apply to their vocation. The fraternity has still to come to terms with a new type of learner and a learning environment that encourages the student to be independent. Whether it is a radio or television programme, print or web-based instruction there is, on the one hand, a recognition that individuals are capable of self learning if provided with cleverly and sensitively designed instruction but, on the other hand poorly equipped to utilise the technology imaginatively and non-mechanically.

The second challenge is to change the nature and structure of our 'teaching' organisations. Their traditions of teaching and their views on learning have resulted in organisational structures that are almost and completely centred around faculty from the design of the curriculum to its transformation into learning experience; from decisions relating to assessment of prior learning to elements of exit standards; from

administrative arrangements to academic governance; and from delivery systems to learning schedules.

The third challenge is to remove the 'time' driven element from today's schools, colleges and universities. These are ruled by time, prescribing when, in his/her life, a student can or is ready to learn and the length of the time required to learn. As a task force report to the International Council for Distance Education recorded. "The instructional paradigm, therefore, holds learning prisoner to time constraints applied by an arbitrary force or by the preferred work schedule of a faculty member. In the desired (new) learning paradigm, learning becomes the primary driving force and, since learning can occur at anytime and at 24hours everyday, the constraints of time are removed. The technologies allow those who provide education to break the rule of time.

The fourth challenge is overcoming the perceptions and the fear of faculty as to the changing nature of their roles and values as well as the rewards in the new learning environment. There is a real, though unfounded, fear on the part of faculty of losing total control of the teaching and learning environment. This fear manifests itself in many forms. Some teachers express anger at the perceived loss of academic freedom and others express disdain at the 'commoditisation' of knowledge; there are those who express dismay at the loss of employment and yet others worry about loss of quality. Learner centrality in the educational environment does pose enormous challenges to the teacher. It requires pedagogical skills, especially in a technology-mediated environment which many of today's teachers are either inadequate in or totally lacking. Serious steps have to be taken to reduce the anxiety of teachers and alienating them from a development that is so crucial to the academia and its survival.

The fifth challenge is the appropriateness of the curriculum. Those who provide educational services, whether of the formal or informal kind, cannot continue to behave as though their services and the knowledge products that they develop have little relevance to the world of work and living. The real world has been going through a dramatic change learning and training are needed by people who will function in a globalised economy and the information age. These learners need to understand themselves through an understanding of the world. UNESCO's Delors

Commission elegantly describes the framework of a new curriculum, which they call the four pillars of education. These are:

- **Learning to know:** By having a broad overview of things and the skills to work in depth on selected fields; learning to learn and thereby benefit from the opportunities to learn throughout life.
- **Learning to do:** By acquiring vocational skills and competencies to work in different situations and to work in teams.
- **Learning to live together:** And be appreciative of other cultures and people, respecting pluralism, peace and managing conflict.
- **Learning to be:** So as to better develop one's own personality, acting with autonomy, judgement and personal responsibility.

Concern over the gap between the theory and practice in the use of media for education is not only related to Africa or the Third World countries for that matter. It is a worldwide phenomenon. State regulations, vulnerability of media; under develop society, unstable institutions, primitive technology, lack of competency among the personnel are all important factors.

Television is generally recognized as an entertainment media. A large proportion of the television stuff is entertainment oriented. Media is not seriously considered as an educational tool.

Surveys are needed to assess the educational requirements of the masses. Television needs more planning (Onabajo, 2011)

Media problems are not problems of media alone but are related to the problems of the community and economy. Hence the solutions are related to the entire social system. People working for the spread of education through media need deeper orientation.

However novel the use of broadcasting for rural education may be, there are obstacles that may constitute challenges to its effective utilization. It is a known fact that many rural dwellers live in isolated settlements, on rivers, in creeks and forest belts where the clearing of sufficient land poses a major problem. According to Salawu (2003), many rural dwellers live in harsh environment: in arid lands, mountain areas,

areas of low quality soil where shifting cultivation is practised and in areas where drought and soil erosion pose farming difficulties. These rural communities are plagued with unemployment, diseases, illiteracy, malnutrition and inequalities. The challenge for government and rural development agencies include the following:

1. There is the urgent need to address the problem of infrastructure in our rural areas, if any meaningful development is to take place.
2. There is the problem of access for non indigenes of these areas and this will make it difficult for investors in rural development.
3. Rural people have a general apathy to government programmes because of the insincerity associated with such programmes (Onabajo, 2012).
4. There is the need to identify genuine and sincere local leaders who will dialogue with all interested parties before embarking on using broadcasting for rural education.
5. Rural communities have their peculiarities and problems and these have to be identified through research. The implication here is that communities will be grouped according to their peculiarities and appropriate rural education programmes will then be commissioned to cater for their needs.
6. Government and rural education agencies must carry along the local leaders in the conceptualization, planning, producing and exposing such programmes for community viewing and listening.
7. There is the need for private sector participation because of the huge capital outlay involved.

These challenges look intimidating but they can be surmounted, if all hands are on deck.

Prospects

The broadcast audience can be subdivided into many groups of people having some common needs and interests. These groups once identified can become target audiences for special programmes designed for organized groups.

The following constitute three most readily identified groups:

1. Children and youths at school;
2. Adults in search of further education;

3. Men and women in urban and rural communities.

I. Children at school

There is a consensus amongst educationists and broadcasters that educational broadcasting is no substitute for the classroom teacher, but it can assist him in many ways:

- a. Educational broadcasting can appeal to the minds of youths and children and their imaginations, thereby expanding their worldview;
- b. It is particularly helpful in providing support for the teacher in science and social science subjects;
- c. It can provide language teaching with models which the teacher may not be able to provide himself.

Schools broadcasts are generally planned in association with ministries of education and they are scheduled to parallel the teaching curriculum throughout each term and school year.

Sometimes the ministries engage the services of programmers either to advise the broadcasters or to produce programmes for the broadcasters' use. For successful schools broadcasting, it is essential that there should be a close collaboration between educational authorities and broadcasters, from the planning stage to the point of reception of the broadcasts. Meetings between programme producers and the educational authorities at every level from the ministry to the classroom teacher should be held frequently. The teacher can also be of special help to the programme producer by reporting back on the success or failure of the broadcast programme.

According to Aspinall (1976), the more a teacher knows about a coming school broadcast, the more he is likely to use the broadcast. Therefore full notes for teachers concerning every school broadcast are set out to schools well in advance of the commencement of the series of broadcasts. The notes may draw attention to the specific teaching points to be made in each broadcast or they can provide teachers with references to additional background material that may aid broadcast lessons.

In order to observe how teachers use school broadcasts, broadcasting organizations employ special liaison officers who help to keep producers informed

about reception conditions, the effectiveness of the programmes and the manner in which teachers use the programmes through visit to schools.

2. Adults in search of further education

Education is a continuous process and every adult should seek to enlarge his educational horizon. To a large extent, radio and television programmes can help achieve this. While the urban adults can benefit from properly articulated television programmes, their rural counterparts have easier access to radio and many of their educational needs can be met through specially designed radio programmes. Broadcast educational messages are usually addressed to special groups, which include market women, artisans, farmers, public officials, students, housewives etc. and they constitute potential audiences for special educational programmes.

Radio is particularly more useful in developing countries where other mass media are less well developed.

Many kinds of teaching programmes can be developed for these special groups side by side with school broadcasts, where government literacy programmes may be operating or where there are special public health and similar campaigns.

When a radio or television station serves a large city, it can give group identity and provide special services for men and women at work in particular callings.

3. Programme for rural communities

Although radio programming is intended for a general audience, increasing use is being made of the medium to offer special groups of listeners, especially the rural communities with educational programmes.

The use of radio is particularly well suited to developing nations which are plagued by poor means of communication and transportation. Also there are not enough teachers, public health and welfare officers, adult education and agricultural extension workers to go round.

It is in the light of this, that the rural radio forum which is a significant achievement in community broadcasting is well appreciated. It is a type of magazine programme for farmers and villagers which allows for a two-way traffic between the broadcaster and the listener.

The rural radio forum began in Canada and has subsequently spread to many countries. It is a style of programming which provides for organized village listening by groups of 15 to 20 villagers who assemble weekly round a community receiver under the direction of a supervisor. A programme that is broadcast in a regular series for between 30 to 40 minutes may deal with a subject or a number of subjects. The subjects which include agriculture, health, nutrition, social issues etc. are always of particular interest to rural communities. Various techniques such as the talk, discussion and drama are used to convey the messages to the groups. At the end of each broadcast, the supervisor or the group co-ordinator leads discussion emanating from the subject aired. The conclusions of each group are sent to the radio station for further processing, with the intention of improving the quality of future broadcast.

Experiments in rural radio forums in India and Ghana were organized in association with government agencies concerned with social education, village welfare and agriculture. Officers of the various agencies assisted in the organization of the groups at the village level and frequently acted as secretaries for the listening groups. The broadcasters planned the topics in conjunction with the various ministries of government and the results were jointly evaluated.

The Community Viewing Centre (CVC), is a device for educating the rural population of a nation, through organized television viewing. It is made of a hall with television and video sets and sometimes a video projector where educational programmes specifically aimed at soliciting changes in the recipients are projected on a large screen. It is organized viewing in the sense that the audiences are informed about the subject and day and time of transmission of such development-oriented programmes.

Opportunities should be given for a properly co-ordinated discussion after the transmission of such programmes. Onabajo (1995) discovered that the more localized such media messages are the more receptive they are to the rural people. According to him, the presenters of such programmes should be identifiable community leaders.

It is also worthy of note that while urbanized information could be disseminated to the rural population, encouraging and laudable activities or projects successfully executed by some rural communities should be recorded on tape and played back to other rural communities so as to stimulate healthy competitions amongst the rural population. This is in line with Hall's (1981) proposition of rural to rural

communication. Between 1979 and 1983, Lagos state of Nigeria established about 46 community viewing centres, with Kano, Kaduna and the former Bendel state following suit.

Generating sets were needed to run the television sets because of the slow pace of rural electrification in Nigeria that has left most of its rural areas without electricity power supply. Sobowale and Abiodun (1989) while acknowledging the fact that community viewing did encourage the mobilization towards social development of the rural people of Lagos state, lack of appropriate back-up maintenance of the community viewing centres was gradually eclipsing the progress hitherto made.

Conclusion

The audiovisual sector is one of the fastest growing service sectors in the world today. Backed up by technological progress, especially the convergence of the information and communication technologies and digitization, consumers worldwide have access to a multiplicity of entertainment and information channels. Technological progress has also reduced governments' ability to restrict and control the entry of foreign content into domestic markets. This is as much of significance for the entertainment as it is for the education sector. Policies such as restricting access through regulatory mechanisms and controlling the extent of indigenous content through legislation are being reviewed in both developed and developing countries, specially under pressure from legal and illegal forms of content distribution as technologies such as CAS (Conditional Access System), piracy, and video on demand allow trans-border flows of media content (Onabajo, 2010b).

Despite its fast growth, the production of television content is an expensive affair, requiring heavy capital investments and time. Access to international markets and to joint productions is becoming increasingly as much necessary as to share and recoup costs of production. In situations of heavy financial and time investment, small players such as educational media systems in developing countries will invariably suffer just as public funded educational institutions are facing the competition from private sector multinational software developers. Economies of scale facing will make it increasingly difficult for institutions in the developing countries to use these technologies successfully.

Equally important are issues of cultural and contextual relevance, copyright and protection of intellectual property. With a surfeit of content from the developed countries flooding the market, the only way for a small institution in a developing country to survive will be to creatively produce and share content of high quality that directly focuses on the location, time, and the specific needs of target beneficiaries.

Sharing and exchange of programming content, joint teams for production of integrated learning materials so as to reduce cost, as also to increase relevance, and develop niche markets through brand building and positioning are critical aspects of educational broadcasting to be addressed. Also necessary will be an appropriate copyright and income generation mechanism for the development of this sector, besides the development and exchange of training materials and programmes through different modes of delivery.

The task of applying the technologies in a creative, flexible and rugged manner must be carried out, so that the challenge of multinational broadcasting can be met. This can be done through the promotion of community level broadcasting services, which produce some content of their own, source content from similar agencies throughout the world, and adopt and adapt materials, both in the form of pre-produced programmes as also in the form of raw content that can be reshaped and repackaged for local use.

All these signify that it is time for a paradigm shift in the way educational broadcasting is developed and shaped. The opportunities for Africa, a group of nations with shared history, culture and values are clearly visible and should be tapped to the fullest.

Education is a life-long pursuit which cannot be pursued only in formal settings but also in non-formal settings. While communication modes exist to aid the spread of development, the cost implication in their nationwide implementation will be enormous. For Nigeria with over 70% illiterates, mass education has to be immediately embarked upon and broadcasting has been found to be a very useful tool in the dissemination of educational messages to both the rural and urban sectors of nations. Research has shown that Japan, Tanzania and Ghana have used broadcasting to achieve developmental goals.

The broadcast media in this country is growing in leaps and bounds in terms of

number and spread, but the unfortunate scenario is that most of them are concentrated in the cities. Programming is disjointed and uncoordinated and there seems to be no broadcast philosophy that has been fashioned to address the country's multifarious developmental problems. In the past, we had often witnessed the production of half-hearted jingles that tried to communicate developmental messages of some pet projects of the government. There has not been consistent and persistent use of planned broadcast media messages that will address specific community needs. This raises the issue of the need to decentralise the broadcast media and to bring together all stakeholders and change agents to identify mass education issues, with the aim of fashioning out broadcast programmes that will best address them, taking into consideration the country's divergent cultural settings. It is only then that broadcasting will be made to function as a veritable tool for mass education.

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Mr Chancellor Sir, Pro-Chancellor and distinguished guests please permit me to sing this song before I take a bow.

Awesome God Mighty God.....

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