

**ROLE OF TELEVISION IN ACHIEVING EDUCATION GOAL IN KAWEMPE  
DIVISION**

**A CASE STUDY OF UBC TELEVISION**

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## DECLARATION

“This research report is my original work and has not been presented for a degree or any other academic award in any University Or Institution Of Learning”.

SASHENJA EXLOK DEVI

Name and signature of candidate

05 / 10 / 2016

Date

### APPROVAL

This is to certify that the research report of **Bashaija Enoch** has been under my supervision and is now ready for submission to the college of college of humanities and social science in partial fulfillment of the requirements for the award of bachelor degree in bachelor degree in mass communication of Kampala International University.

Signature .....



Date.....

07-10-2016

MR. OKOH SAMUEL

### **DEDICATION**

I dedicate my report to my parents Mr. Turyamutunga Caleb and Mrs. Twikirize Betty for their utmost effort towards my academic life and my Lecturers, students who have made me the most important person in future.

## ACKNOWLEDGEMENT

I extend my special thanks to the almighty God for his wonderful blessing and guidance. Without God's intervention I would not have reached this far.

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## ABSTRACT

This study was on impact of television on education case study of Ubc Tv in Kampala . The overall aim was to examine effect of television on education, identify the challenges faced by television s as a source of education information and establish solution to challenges which affects televisions and the overarching research question was what is the role of television on education? what is the effect of television on education? What are the challenges faced by televisions as a source of education information? and What are the solutions to challenges which affects television and education ? The findings of this study shows that 41.6% of the respondents who strongly agreed that television Provide a mechanism for enabling individuals, groups, and communities to tell their own stories 33.3% agreed and 25% of the respondents, strongly disagreed television acts as a vehicle for the community and voluntary sector had 50% of the respondents who strongly agreed, 16.6% agreed. 33.3% strongly disagreed . television give a voice to people who do not have access to mainstream media had 33.3% of respondents who strongly agreed ,41.6% of the respondents agreed, 25% of respondents strongly disagreed. Media shapes and reflects the national character in all its diversity, had 25% of the respondents strongly agreed, 43.3% agreed, 31.6% of the respondents strongly disagreed ,on the impact58.3%) responded that the television have affected positively on education development while only [16.7%] said no and 25% were not sure. Expansion of television had 50% of the respondents strongly agreed, 33.3% agreed 16.6% of the respondents strongly disagreed. Favorable Strategies for television Broadcasting had 53.3% of the respondents who strongly agreed, 33.3% of the respondents, agreed, 13.3% strongly disagreed. Journalism Education had 58.3% of the respondents strongly agreed, 33.3% of the respondent agreed, 8.3% of the respondents strongly disagreed. In Oder to enable television to develop education and challenges faced by television, 33 .3% of the respondents who strongly agreed that Skilled Manpower was lacking, 25% agreed, 41.6% of the respondents, strongly disagreed. Power shortage had 50% of the respondents who strongly agreed, 33.3% agreed. 16.6% strongly disagreed. Competition had 41.6 % of respondents, who strongly agreed, 33.3% of the respondents agreed, 25% of respondents strongly disagreed. Leadership difficulties had 25% of the respondents strongly agreed, 43.3% agreed, 31.6% of the respondents strongly disagreed Conclusions it is clear that both the television editors and the listeners have the same perceptions about the developmental role of television in education .In some cases, they disagree on the degree and form of participation or interaction between the rural areas and the television and in recommendation Good power system

## TABLE OF CONTENT

DECLARATION .....	i
APPROVAL.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT .....	v
 <b>CHAPTER ONE</b> .....	 1
1.0 INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY .....	1
1.2 STATEMENT OF THE PROBLEM.....	2
1.3 Objective of the Study.....	3
1.4 Research Questions .....	3
1.5 Scope of the study .....	4
1.5.1 Geographical scope .....	4
1.5.2 Time scope .....	4
1.6 Significance of the study .....	4
1.7 CONCEPTUAL FRAMEWORK.....	5
 <b>CHAPTER TWO</b> .....	 6
REVIEW OF LITERATURE.....	6
2.0 INTRODUCTION .....	6
2.1 THEORETICAL FRAMEWORK AND PREVIOUS RESEARCH .....	6
2.1.1 DIFFUSION OF INNOVATIONS.....	6
2.1.2 BOTTOM-UP DISPLACES TOP-DOWN MODEL .....	7
2.1.3 TWO-STEP FLOW HYPOTHESIS.....	8
2.1 ROLE OF TELEVISION.....	9
1.2 EFFECT OF TELEVISION ON EDUCATION.....	12
2.3 CHALLENGES FACING COMMUNITY TELEVISION ON EDUCATION DEVELOPMENT .....	14
2.4 SOLUTIONS FOR THE PROBLEMS OF TELEVISION BROADCASTING.....	16
 <b>CHAPTER THREE</b> .....	 18
RESEARCH METHODOLOGY .....	18
3.0 Introduction .....	18
3.1 Research design.....	18
3.2 Sample size.....	18
3.3 Sampling technique/sample size.....	19
3.4 Description of research instrument.....	19
3.5 Validity/reliability of data gathering instrument .....	19
3.2.0 Research Instruments.....	19

3.2.1 Questionnaire.....	19
3.2.2 Validity and Reliability .....	20
3.3.0 Data collection methods .....	20
3.3.1 Before data gathering.....	20
3.3.2 During the data gathering .....	21
3.3.3 After data gathering.....	21
3.3.4 Data Analysis .....	21
3.4.0 Ethical Considerations.....	21
3.4.1 Informed consent.....	21
3.4.2 Confidentiality.....	22
<b>CHAPTER FOUR.....</b>	<b>23</b>
<b>PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS.....</b>	<b>23</b>
4.0 INTRODUCTION.....	23
4.1 Demographic characteristics.....	23
<b>CHAPTER FIVE: .....</b>	<b>29</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATION.....</b>	<b>29</b>
5.1 Introduction .....	29
5.2 Summary of findings.....	29
5.3 Conclusion.....	30
5.4 Recommendation.....	31
5.5 Suggestions for further studies .....	31
References .....	32
APPENDIX I .....	33
APPENDIX II .....	34
QUESTIONNAIRE.....	34



## LIST OF TABLE

TABLE 1 SHOWING RESPONDENT'S CATEGORIZATION .....	23
TABLE 2 SHOWS RESPONDENTS' AGE BRACKET .....	24
TABLE 3 SHOWS LEVEL OF EDUCATION OF RESPONDENTS.....	24
TABLE 4 SHOWING ROLE OF TELEVISION ON EDUCATION DEVELOPMENT.....	25
TABLE 5 SHOWS RESPONSES ON WHETHER TELEVISION HAVE EFFECT ON EDUCATION .....	26
TABLE 6 SHOWING CHALLENGES FACED BY TELEVISION AS A SOURCE OF AGRICULTURAL INFORMATION.....	27
TABLE 7 SHOWING THE SOLUTIONS TO CHALLENGES FACED BY TELEVISION.....	28

## CHAPTER ONE

### 1.0 Introduction

The chapter will present the background of the study, statement of the problem. Objectives of the study, research questions and the significance of the study.

### 1.1 Background of the study

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

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

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

Information, dissemination, education and entertainment into intense study to find out its effect on the viewers, states that this instrument can teach, it can illuminate, it can even inspire, but to the extent that human beings are determined to use it to those ends otherwise it is merely wires and lights in a box, this tells us that though television is powerful, we can only harness its powers through effective use. (Gebner 2000, p.21) (Murrow, 1998, p. 90)

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

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

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

communication is central to rural and national development and that is a catalytic effect to the development of other sectors of the economy and it should never be neglected, this means that Uganda Broadcasting Corporation Television (UBC TV) should be concerned with the education development of the people of Kawempe community and should realize the ubiquities nature of communication media of the television and employ

them all in their Television educational programmes both during conception, planning and execution and they should involve the community concerned ( Nwosu 1990, p.2) .

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

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

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

Picture quality of the early television systems was poor but technical developments during the 1930s improved performance. RCA with Zwarkin's helped and with a patent arrangement that permitted it to use Farnsworth's invention set out to develop TV's commercial potential. NBC owned by RCA gave the first public demonstration of television at the 1989 world's fair.

## **1.2 Statement of the problem**

In this information age that sees communication as a vital instrument, the relevance which Television has been playing has not been encouraging in the context of rural development in

Uganda. Even in a community like Kawempe where Television is partially unavailable, information cannot be shared among the people who cannot understand English but through only viewing the Television and yet they maintain a stable system of living.

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

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

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

### **1.3 Objective of the Study**

1. To investigate the role of Television Broadcasting in Education.
2. To find out effect of Television Broadcasting Education
3. To identify problems involved in Television Broadcasting.
4. To suggest solutions for the problems of television broadcasting in Kawempe .

### **1.4 Research Questions**

1. Does Television play any role in educational development of Kawempe ?
2. How effective is television in education
3. What are the problems involved in the use of Television Broadcast for rural education?

4. What are the solutions for the problems of broadcasting in Kawempe ?

### **1.5 Scope of the study**

The scope of study revolves around the role of television in the education of Kawempe Division people

#### **1.5.1 Geographical scope**

The study will cover Kawempe parishes in Kawempe Division located in the northwestern corner of the city, bordering Wakiso District to the west, north and east, Nakawa Division to the southeast, Kampala Central to the south, and Lubaga Division to the southwest.

#### **1.5.2 Time scope**

The research will conduct for a period of three month that is to say from March to June 2016. The study data sets tackled 2010- 2014. The time chosen was deemed appropriate to collect data required for the study.

### **1.6 Significance of the study**

In relation to fulfill existing gaps and lacking in literatures, this research is most effective and appropriate from point of academic perspective.

The study findings will help policy makers in the areas of education to design appropriate policies that ensured awareness ,adherence and across functionality for improved management

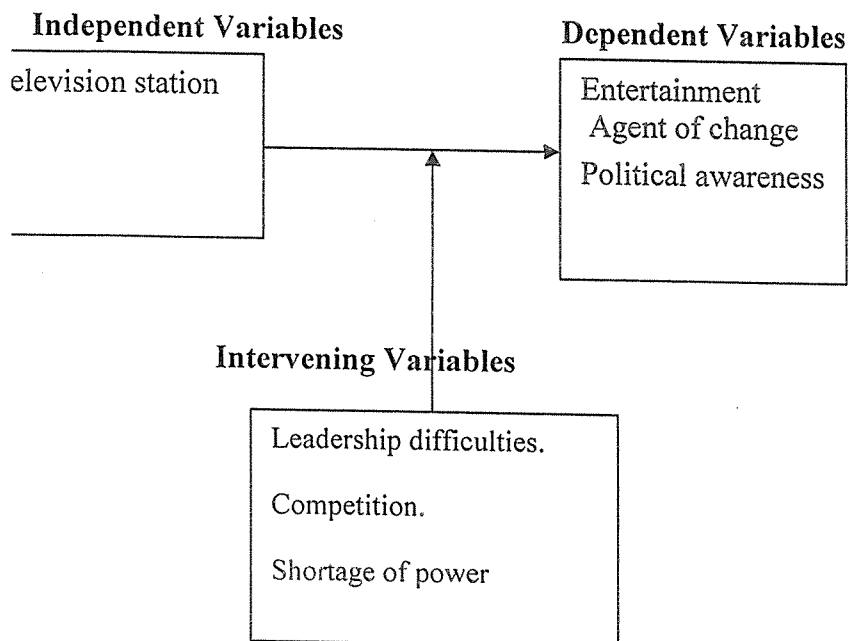
The study will as well help future academicians who will be interested in investigating on either similar or related topic. The information generated in this research will be used in reviewing the related literature.

The study will also help the student to fulfill the requirements for the ward on a bachelor's degree in mass communication upon completing the dissertation.

## 1.7 CONCEPTUAL FRAMEWORK

Figure 1 conceptual framework

Conceptual frame work role of television in achieving education goal: case study of Ubc television.



Source: Researcher 2016

This conceptual framework explains the relationship between television as the independent variable and education as the dependent variable. When there are proper sensitization in place such as dissemination of information, entertainment, political; awareness over a given period. All this eventually leads to education development. Due to shortage of power, competition and Leadership difficulties. Are the challenges hindering programs whose solution are on the way.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.0 Introduction**

This chapter view facts and various opinion from literature of different authors in attempt to answer the research question .

#### **2.1 Theoretical framework and previous research**

This chapter looks at the multi-faceted relationship between development and the mass media in general and television in particular.

##### **2.1.1 Diffusion of innovations**

The theory of diffusion of innovations was first developed in the United States of America in the early 20<sup>th</sup> Century and improved in the 1960s and 1970s by communication scholars, Everett Rogers and Shoemaker. It posits that the mass media play an outstanding role during transfer of technology or ideas conceived from other places that might be very useful in improving their lives of the people in other areas. It could be about energy-saving stoves, new family planning or sanitation techniques, mobile phones, Ventilation Improved Pit latrines (VIP), or just about anything. McQuail and Windahl (1993) sum it up: In practice, the targets of most efforts at innovations diffusion have been members of rural populations. These efforts were first made and evaluated in the United States in the 1920s and 1930s, and are now a feature of most programmes for development in Third World countries. They relate not only to education but also to health and social and political life. (McQuail & Windahl,1993: 73)

In his 1962 publication, *The Diffusion of Innovation*, Rogers' hypothesis was that "development- as-modernization" was a type of social change in which new ideas are introduced into a social system in order to produce higher per-capita incomes and levels of living through more modern production methods and improved social organization (Mattelart & Mattelart, 1998: 36).

The media is crucial here. Other studies, however, tend to agree that the media is more effective in "spreading awareness of new possibilities and practices" (Servaes, 1999: 23),

than causing direct social change. The media's impact is better felt when augmented by other channels of communication, including interpersonal interaction (McQuail, 2005). Other scholars such as Willbur Schramm view the mass media as a "bridge to a wider world", and as the vehicles for transferring new ideas and models from the North to the South, and within the South from urban to rural areas (Thussu, 2000: 41-42). Modernization is, under this theory, conceived as a process of diffusion whereby "individuals move from a traditional way of life to a more complex, more technically developed, and more rapidly changing way of life" (Servaes 1999: 27).

Rogers and Shoemaker have laid down five stages in the diffusion of innovations model: awareness, interest, evaluation, trial, and adoption or rejection. Although the mass media play a crucial role in the first stage, to raise awareness, the decisions of the people whether or not to adopt "innovative ideas" are influenced primarily by interpersonal factors (e.g. friends, family, opinion leaders, government bureaucrats, etc.) rather than directly by the media. This is where the weakness of the diffusion of innovation hypothesis lies (Mattelart & Mattelart, 1998: 37) it believes the media is whole-powerful to directly cause change in a society.

Despite the criticism, however, this theory is very important in studying progress (or lack of it) in rural areas where diffusion and adoption of cultural and technological innovations are more necessary (Waisbord, 2001).

### **2.1.2 Bottom-up displaces top-down model**

As noted at the beginning of this chapter, the earlier development paradigm, that emerged immediately after the Second World War, supported a top-down development approach. There was little or no consultation at all with the would-be beneficiaries of development programmes. This one-way implementation of developmental programmes proved unsustainable (Kobayashi et al, 2005; Melkote & Kandath, 2001: 190). What followed was a reversal of the approach, hence the now famous bottom-up model, which stresses the need to gather the views of the local people and working closely with them in all stages of developmental programmes (Sparks, 2001: 374)

The bottom-up model, (sometimes referred to as Development Support Communication),



became the dominant paradigm from the 1980s. It stresses consultation and participation of the intended beneficiaries of any development campaigns. This participatory community appraisal became known as bottom-up because the views, needs, and interests of the community determine the course of any development. It also helps to contextualize development projects (Melkote & Kandath, 2001:191). The 'beneficiaries' (local community) are no longer considered mere passive, illiterate, irrational and unsuspecting spectators (Kivikuru, 2006).

I recommend Diffusion of innovations as a best theory because it posits that the mass media play an outstanding role during transfer of technology or ideas conceived from other places that might be very useful in improving their lives of the people in other areas

### **2.1.3 Two-step flow hypothesis**

This is one of the most popular media effects theories, and is somehow related to the diffusion of innovation hypothesis. The two-step model emerged in 1940 when Paul Lazarsfeld, Bernard Berelson and Hazel Gaudet conducted the first full-scale investigation of the effects of political mass communication in America. Their aim was to find out whether the mass media had immediate, direct and powerful effects (magic bullet) on the audience and their reaction (Franklin et al., 2005: 266-267; McQuail & Windahl, 1993; Servaes, 1999: 23). As it turned out, the study, which covered 600 voters in Erie County, Ohio (Mattellart & Mattellart, 1998: 34), discovered that unlike in the (previous acclaimed) magic bullet theory, the mass media effects were minimal (Sparks, 2001: 365). Consequently, Lazarsfeld and his colleagues developed the notion of a 'two- step' flow of media messages, and that the audience has the ability to "select and interpret media messages" (Franklin et al., 2005: 266).

Their conclusion was that messages filter through from the mass media to opinion leaders, peers or family, who then play vital roles in decisions that people make after being exposed to media messages. Opinion leaders are members of social groups who are better informed and knowledgeable on certain issues. Mattellart & Mattellart (1998: 34) explain what the two steps mean: "The first step involves people who are relatively well informed because they are directly exposed to the media; the second step involves those who have less contact with the media, and depend on others for information."

This hypothesis was later developed by Katz and Lazarsfeld in the 1950s, but with the main conclusion emphasizing the earlier findings that media images do not have a direct impact on

the audience. This view of media effects was corroborated by a number of other latter investigations, and came to be dubbed the 'limited effects paradigm' of media influence. Just as in the diffusion of innovation model, the two-step flow theory helps to explain the role interpersonal communication plays in enhancing media effects.

But here, as Fisher (2001) stresses, media messages and interpersonal influences complement each other in any mass communication campaign. Fisher quotes Professor Kenneth Eapen, renowned scholar of "mass communication and national development", who reinforced the discourse that effective communication is essential to meaningful development:

Mass media may create general awareness and facilitate development of appropriate attitudes...however, their input must be meaningful. Mass media messages cannot be disseminated without human interaction: There is little doubt that people do learn from mass media, but to be translated into action, these learnings require support from various forms of interpersonal communication and on-the-spot support... If development is to be effective, local goals must tie the mass media in projects to traditional communication channels. (Fisher, 2001: 54)

Although it offered a "salutary caution against the contemporary assumption of media as an all powerful Leviathan" (Franklin et al., 2005: 267), the two-step flow model of media effects is criticized by some scholars for greatly underrating the power of the media. Lazarsfeld et al. did not distinguish between media effects on political opinions and other social spheres; their study focusing solely on politics during the four weeks of US presidential elections in 1940. The study did not look at the long-term influence of television on attitudes, for instance.

It is also possible that other than coming up with a two-step model, Prof. Lazarsfeld and colleagues could have named it a 'multi-step flow' because in many cases, at any time, the same individual might depend on others or be depended upon by others, for media messages. Nonetheless, it is still a pertinent theory for studying the relationship between television and rural development.

## **2.1 Role of Television**

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

complexity of the modern world coupled with the invention of more sophisticated communication technologies.

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

### **Educational function**

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

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

### **Surveillance**

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

Surveillance function of the media thus “the surveillance function of the media is that of the watchdog. This involves gathering and reporting news of happening in the community. (Akpan1987, p.30)

### **Interpretation**

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

Traditional functions, the media are more useful in providing better interpreted in depth development stories that place developmental issues and facts in greater perspective. (Nwosu1990, p.190)

### **Socialization**

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

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

### **Information dissemination**

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

### **Entertainment**

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

Entertainment has to do with providing opportunities for people to laugh, dance and sometimes cry. It offers opportunity for emotional expression through laughing and crying. (Again, Akpan 1987, p.30)

### **Agent of change**

The extensive structural outlay of the media and its diverse coverage have made it a powerful agent of change in any socio-political setup. "Economic and Societal development in a country

involve fundamental changes of outwork, change of habit, change of domestic living. In economic terms, this means better hygiene and nutrition, improvement in housing and home management. In broad terms, it means education in social, political and economic matters of life. Judging by this list of desirable changes in any society, the media is better placed through its numerous formal and informal instructional programmes. (Shehu1990, p.17)

### **Political awareness**

Politics is another area where the mass media of communication play a vital role. The pre-independence press for instance was noted for their demand for sovereignty. Politicians make use of the media to reach out to their audiences for mandates. The media make up the challenges of educating the masses on electoral processes and procedures as well as running profiles of political aspirants.

### **1.2 Effect of television on education**

Regular transmission of television programs related to education gives valuable information about new farming methods. television transmission is quick and reaches to a wider population. As the people receive useful information from the television, gradually they bring change in farming method applying new techniques (Ekoja, 2003, p.21).

Information and knowledge are two significant factors for development. The knowledge of locality further assists . Dissemination of information along with new concepts and farming techniques can bring novel opportunities to the farmers (Mohammad Retz Nazn and Hasan Harbullah, 2010, pp. 13-20).

The study done by Jenkins and his contemporary in northern California has shown that the mass communication has provided much useful knowledge related to education and the experience was quite meaningful. television has been proved as the important tool for the enhancement of education in the rural area. In the developing countries, television is the powerful and effective medium project the information and knowledge related to education. (Nakabugu, 2001, FAO, 2001)

According to Sharma (2008), television is the reliable medium that can cover wider area and can reach to the large number of people. The strength of television as the medium of communication is that it is cost effective in terms of transmission, presentation and portability. television can be

useful medium to educate farmers if it appeals them with new programs having modern agricultural technologies. However, the literacy of farmers is important to understand such programs and apply them appropriately (Mohammad Reza Nazari and Abu Hassan Hasbullah, 2010 *ibid*)

As the rural farmers themselves participate in the television programs, they become more interesting and effective because of the feeling of the ownership. The message and information easily gets through.

Important information related to education can be provided using television . Nakabugu (2010) further writes:

Information on better farming methods, improved seeds, timely planting, agro-forestry, better harvesting methods, soil conservation, marketing, post-harvest handling and diversification. He states that rural television gives farmers an opportunity to interact with each other and other relevant authorities e.g. extension workers, crop and animal experts through format like live talk shows, phone in programs and on location broadcasts. He further adds, "Since Rural television is community based, it can be used to mobilize people towards community development work as construction of valley dams, protected wells and immunization of animals "The international organizations like United Nations Children's Fund (UNICEF), United Nations Educational Scientific Cultural Organization (UNESCO) and Food and Agricultural Organization (FAO) have been using television for the development in respective fields since 1960. (Chapman, R. et. al, 2003)

Chapman (2003) further writes about rural television: The strength of television as an extension tool is widely regarded to lie in its ability to reach illiterate farmers and provide them with information relating to all aspects of agricultural production in a language they understand. This emphasizes that television, as a tool of agricultural development and rural development should aim to bring transformation in the livelihood of the farmers by providing useful information. Chapman, R. et al (2003) remark about television: television fill the gap left by national and commercial media, and reach local audiences the national media ignore. They fulfill the role of public broadcaster, informing the public at a local level, and representing their views. In this way, they

give a voice to the voiceless, enabling people to speak and make their opinions, grievances and ideas known to those who have the power to make decisions. [Arpita Sharma 2000]

Materials for programmes are collected through field visits and observations, field recordings and invitations to studios. The materials are presented as discussions, talk shows, features, interviews and magazines. A minimum of 15 minutes per language is produced and aired every week. The major setbacks the station experiences are that of inadequate facilitation for field recordings, distance from audiences and inappropriate programme timing (some programmes are missed as farmers are out in their fields)

Since government liberalised the airwaves over 200 commercial television have come up in Uganda. They serve urban and semi urban areas and some of them are regional based. However their programming is dominated by musical programmes and a few talk shows mainly on political issues. Agricultural issues are rarely brought in and when they do feature, it is mainly addressing a controversy. The few agricultural programmes that exist on these stations are sponsored by development agencies.

## **2.3 Challenges facing community television on education development**

### **Leadership difficulties.**

It has remained a big challenge to get a Station Managers. The absence of such a figure has negatively affected service delivery and management of the station. Also, there is a high tendency of disappearance of television programmes after individual presenters leave the organization. This is a result of the error of Building programmes around single [kung 2008]

### **Competition.**

Happenings in the external environment have influenced television tremendously. The station could not meet its target of the social programmes because of Competition. In 2008 the station was closed down due to political reasons. The mast was also brought down by storm leading to the closure of the station. The bad nature of the road network also affect accessibility of television services in terms of sending announcements to the station. This is worsened by the absence of the CBPs in most parts of the area [sjavaaj 2014]

### **Shortage of power**

It seems that a few of the strategies are employed in Uganda. State television are run without a

clearly designed Strategy that can be used as guidelines to use broadcasting for development in the most effective and efficient ways. Since both television UBC and regional television s have broadcasted for viewers who are unorganized, however, it is possible to imagine that they have followed the Open Broadcasting Strategy where the importance and quality of television news and program items are taken as guarantee to secure millions as listeners. The basic assumption under this strategy is that relevant messages, such as health, education, family life, childcare, are in a position to be accepted by audience (Moemeka, 1994: 127).

But the problem is that the programs in the country's television stations and television Ubc's programs in particular are very popular for having low quality (Desta Tesfaw, 2007: 80). Though it has an enormous capability to stimulate listener's imagination, television "is a blind medium" (McLeish, 2005: 1). television employs only sounds and uses them with their Maximum effect so as to provide the whole pictures of the story. As long as sound is the only tool that television has to impart its messages, lack of appeal is quite perilous for television stations.

### **Skilled Manpower**

Desta Tesfaw (2007: 80), the incumbent General Manager of the Uganda communication commission lists around eight points as the basic impediments of the broadcast media in the country. One of these problems is "shortage of skilled and knowledgeable journalists

within the broadcast sector." To the contrary, based on the data gathered from broadcasters that are licensed and registered with EBA, Ward (2011: 13) contends: "The workforce is well educated and a high percentage of broadcast journalists have successfully completed tertiary education a similar high percentage of these have attended journalism or mass Communication courses or courses in the arts or humanities".

At least in the last decade, journalism and mass communication has been given as a field of study in various universities of the country. This effort unquestionably alters the availability of mass media professionals in the market. Owing to this, "shortage of skilled and Knowledgeable journalists within the broadcast sector" may not be that such a problem. But it is evident that most of the broadcast journalists lack practical knowledge as long as much of the journalistic education they have earned focuses on theoretical knowledge.



## **2.4 solutions for the problems of television broadcasting**

In order to reduce challenges that are hindering television to boost education the following are the solution

### **The Expansion of television**

What makes community television more interesting compare to state/public or commercial television is that it operates “in the community, for the community, about the community and by the community” (Tabing, 2002: 9). In the arena of television, it is the society that moves to the television, not the other way round as it is very common in the context of other type of television ownership. It provides a means for local communities, who are often voiceless, to voice their own issues, concerns, cultures, traditions and languages. In short, television gives access to voices in the community and encourages diversity, creativity and participation. Currently

### **Good power system**

Having transmissions in different languages seems to be favorable for television , which is expected to play a prominent role in the processes of national development while Uganda is an ethnically diversified country with more than 80 languages The expansion of television is an ideal solution for such problems related to the availability of many languages within a country as long as the stations have to be established and run by the local people and serve the local people. The expansion of television is, therefore, one of the best opportunities to use television for development purposes at the grassroots level. This will certainly pave the way to design strategies that will help to support development endeavors by using the mass medium in the most effective way given that listener’s real participation and two-way communication are ensured. (Jemal, 2012: 80).

### **Journalism education**

In the last decade (from 2004-2007/8), seven universities (Bahir Dar University, Mekerere University, Addis Ababa University, Wollega University, Gigigia University, Dilla University and Unity University) have already launched undergraduate programs in journalism, media and communication studies. Addis Ababa University has been also running postgraduate program in the same field of studies for several years, and now Bahir Dar University commenced the program this year. These situations has created a golden opportunity to have more and more professionals in

the field of journalism which will contribute for quality production of television programs that will attract audiences and fulfill their interests that in turn play a key role to bring about the needed behavior change which is the base for social development.

### **Conclusion**

Having examined the different theories and previous studies presented above, it is worth concluding that almost every theory has its own strengths and shortfalls. But it does not denigrate their usefulness in such a scientific investigation as this one focusing on the television and education development. Instead it calls for applying as many theories as possible, to be able to interpret and understand a phenomenon and this study has tried as much as possible to integrate many theories about development and the role and effect of television especially regarding education

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This Chapter presents the research designs, techniques, method of data collection, study population, sampling and procedures of data collection, data presentation and analysis and the limitations.

#### 3.1 Research design

Survey as a research method is found to be the most suitable option because survey research focuses on people, the vital facts of people and their belief, opinions and attitudes. Survey as a method will not only be useful in uncovering communication problem as they will equally be relevant in seeking solutions to the existing problems of communication.

#### 3.2 Sample size

To determine sample size is an important concern for the researcher to collect relevant data from the right people or respondents within the case studied organization. In case study, research approach, there may require small sample of the respondents because of particular research area. In relation to semi-structured interviews, there were 3 interviewees to collect the real data and information about the case studied organization. There were 30 employees questionnaire survey out of 60 full-time and part-time employees within the Kawempe division to collect primary data from them about the education. Simple random sampling technique has been used both in semi-structured interviews and questionnaire survey for the purpose of collecting primary data in relation to role of television to education case studied kawempe.

**Table 1: Sample Size And Composition**

Respondent	Population Sample size
Top level management	15
low management	15
General Manager	30
Total	60

**Source: Researcher**

### **3.3 Sampling technique/sample size**

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

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

The researcher used purposive sampling technique to get her sample size which is 60. The choice of purposive sampling technique by the researcher was due to certain constraints that would inhibit alternative sampling technique from being used, factors like time and money could not allow the researcher to meet up so she simply used purposive which is employed for the purpose of selecting a handy sampling size which is 60.

### **3.4 Description of research instrument**

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

### **3.5 Validity/reliability of data gathering instrument**

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

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

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

## **3.2.0 Research Instruments**

### **3.2.1 Questionnaire**

This is the discussion in written form where by the responses of the participants were put on paper provided by the researcher; the questionnaires were in two forms, namely:

The open ended questionnaire in which the responses by the participants are free according to their understanding.

The close ended questionnaire in which the response are provided by the researcher and the participants choose one of them accordingly, for example strongly agree, agree or strongly disagree.

The researcher left out questionnaires to mainly the literate group. These mainly included the staff members. The researcher also allowed/gave four days to respondents to study and fill the questionnaire.

### **3.2.2 Validity and Reliability**

In order to ensure and maintain a high level of validity and reliability in this study, the researcher did the following:

Questionnaires were pre-tested. Ambiguous questions were made clear and irrelevant questions deleted.

The researcher used accurate questions which were open ended in nature by use of questionnaires from, viewer, and presenter switch in the kawempe . The questions which were set were having enough space to give appropriate responses. Close ended questions will also be used.

### **3.3.0 Data collection methods**

Data was collected from both primary and secondary sources. Secondary data was got by extracting Researcher made the use of one main primary data collection method which made the use of questionnaire in collecting data from the case study institution. The researcher also made the text book and academic journal for literature review

#### **3.3.1 Before data gathering**

Upon accomplishment of defending and acceptance of the research report, the researcher obtained an introductory letter from the school/college of Kampala international university, seeking for permission to conduct the study from the selected district in Kampala-Uganda and allow the researcher to get access to both staff and viewers of the selected case study.

### **3.3.2 During the data gathering**

Due to the nature of the work and busy schedule of some prospected respondents, the researcher through research assistants scheduled appointments for respondents. The researcher availed himself to give necessary explanation on some questions where need be.

### **3.3.3 After data gathering**

After few weeks, primary data was collected through questionnaires which respondents returned back to the researcher to allow him to go ahead to analyze the data. Completed questionnaires were coded, edited, categorized and entered in to the computer for data processing and analysis.

### **3.3.4 Data Analysis**

Data analysis was done in accordance with the principles of data management. Data analysis framework was created by the researcher and data manipulations were done in excel. The analysis was by descriptive tables, graphs and pie charts. That involved editing, coding and tabulation.

### **3.4.0 Ethical Considerations**

The researcher chose a topic and supervisor at the University, upon approval of a research topic by the supervisor; the researcher also attained a letter of Introduction from Kampala International University College of Humanities and social science. The researcher then begun on data collection process. The researcher made the questionnaires commensurate to the number of respondents, and then personally delivered the questionnaires and distribute to the respondents. The researcher ensured honesty and confidentiality in data collection including respecting the rights of the respondents, thus free will and not compulsion. After all questionnaires were back, the researcher then organized the work by summarizing all responses. Data was fed into the computer using Microsoft excel. After computation, the researcher then prepared the final reports for submission to the department of hotel and hospitality at Kampala International University.

#### **3.4.1 Informed consent**

Whereby prospective research participants were fully informed about the procedures and risks involved in research.

### **3.4.2 Confidentiality**

Where the researcher made sure that information obtained from the respondents is kept secret and were even guaranteed by not even allowing them to show their identity for instance on the filled questionnaires.

### **Limitations of the study**

In the process of carrying out this investigation, a number of limitations are likely to be met. These limitations were obstructed by the speed at which the study was carried out. These included;

### **Financial Constraints**

The researcher had to coordinate between Kampala International University and in area This required huge amount of money that the researcher was not able to obtain. The available funds were utilized sparingly.

### **Instrumentation**

Some aspects of the study might be sensitive and respondents were not willing to disclose all the information as may be required by the researcher. The researcher showed them an introduction letter from Kampala International University to evidence that the information is for academic purposes and any information accessed were kept confidential.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

The purpose of this study is to find out the role of television in educational development of Kawempe .This chapter is concerned with the presentation and analysis of data gathered through the use of the questionnaire distributed

#### 4.1 Demographic characteristics

The first aspect of the study deals with the personal information of the respondents and it is presented in the following sub section: sex. age bracket level of education of the respondents and others

**Table :1 showing respondent's categorization**

<b>Respondent</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	35	58.3
Female	25	41.6
<b>Total</b>	60	100

Source: primary data

From the table above, it can be seen that the majority of respondents were male that is 35 respondents representing 58.3% of the total respondents and 25 respondents were female representing 41.6 % of the respondents.

Above information implied that television employs majority male than female. This was reason to why male dominated in this research.



**Table 2 Shows respondents' Age bracket**

Respondents Age bracket	Frequency	Percentage (%)
26-35	25	41.6
36-45	20	33.3
46-50	10	16.6
50 above	5	8.3
<b>Total</b>	60	100

**Source:** Primary data

From the figure above, it can be seen that the majority of the respondents were aged between 26-35 that is 25 respondents representing 41% of the total respondents, followed by respondents in the age bracket of 36-45 that is 33.3% of the total respondents, followed by respondents in the age bracket of 46-50 totaling to 16.6%, followed by respondents and finally followed by respondents who were 60 and above. Table [3]Shows the Marital status of the respondents

Marital status	No of respondents	Percentage(%)
Single	35	58.3
Married	25	41.6
<b>Total</b>	60	100

**Source:** Primary data

The findings indicated that 33% of the respondents are married and only 67% are single which implies that the data was obtained mainly from responsible and credible respondents hence its reliability.

**Table 3 Shows level of education of respondents**

Level Education	No of respondents	Percentage (%)
Certificate	10	16.7
Diploma	30	50
Degree	15	25
Masters	5	8.3
<b>Total</b>	60	100

**Source:** Primary data

The findings in the table above show that 25% of the respondents are degree holders, 50% are diploma holders, 8.3% have master's qualification and only 16.7% have certificate qualification. This implies that data for the study was obtained from learned respondents who have felt impact of television on education development.

**Table 4 showing Role of television on education development**

Role of television on education development	strongly agreed		agree		Strongly Disagree		Total Frequency	Total Percentage
	f	P[%]	f	P[%]	f	P[%]		
Provide a mechanism for enabling individuals, groups, and communities to tell their own stories	25	41.6	20	33.3	15	25	60	100
Community television acts as a vehicle for the community and voluntary sector	30	50	10	16.6	20	33.3	60	100
community television is giving a voice to people who do not have access to mainstream media	20	33.3	25	41.6	15	25	60	100
Media shapes and reflects the national character in all its diversity..	15	25	26	43.3	19	31.6	60	100

**Source:** Primary data

According to table from above 41.6% of the respondents who strongly agreed that television Provide a mechanism for enabling individuals, groups, and communities to tell their own stories, 33.3% agreed and 25% of the respondents, strongly disagreed, television acts as a vehicle for the community and voluntary sector had 50% of the respondents who strongly agreed, 16.6% agreed.

33.3% strongly disagreed television give a voice to people who do not have access to mainstream media had 33.3% of respondents who strongly agreed ,41.6% of the respondents agreed, 25% of respondents strongly disagreed ,Media shapes and reflects the national character in all its diversity, had 25% of the respondents strongly agreed, 43.3% agreed, 31.6% of the respondents strongly disagreed.

Basing on the above information it implies that the television play a great role in providing information concerning development of education in Kampala . Most of the respondents agreed to the fact that television play a vital role in disseminating education information to the people though there are a few who disagreed.

**Table 5: Shows responses on whether television have effect on education**

Response	Frequency	Percentage[%]
No	10	16.7
Yes	35	58.3
Not sure	15	25
Total	60	100

**Source: Primary data**

From the table above, majority of the respondents [58.3%) responded that the television have affected positively on education while only [16.7%] said no and 25% were not sure. From the above information most of the respondents agreed that television have effect on education development .

**Table 6 showing Challenges faced by television as a source of agricultural information**

Solutions to challenges faced by community television	strongly agreed		agree		Strongly Disagree		Total Frequency	Total Percentage
	f	P[%]	f	P[%]	f	P[%]		
Skilled Manpower and Practical Knowledge	20	33.3	15	25	25	41.6	60	100
Lack of Strategy for television Broadcasting	30	50	20	33.3	10	16.6	60	100
Competition	25	41.6	20	33.3	15	25	60	100
Leadership difficulties.	15	25	26	43.3	19	31.6	60	100

**Source:** Primary data

According to table from above 33.3% of the respondents who strongly agreed that Skilled Manpower and Practical Knowledge was lacking, 25% agreed, 41.6% of the respondents, strongly disagreed, Lack of Strategy for television Broadcasting had 50% of the respondents who strongly agreed, 33.3% agreed, 16.6% strongly disagreed, Competition had 41.6% of respondents, who strongly agreed, 33.3% of the respondents agreed, 25% of respondents strongly disagreed Leadership difficulties had 25% of the respondents strongly agreed, 43.3% agreed, 31.6% of the respondents strongly disagreed

The information above implies that television faced number of challenges in a bid to give accurate information on education development. A big number of respondents agreed to the fact that the above challenges hinder television from disseminating important information to the people in order to enhance education development.

**Table 7 showing the Solutions to challenges faced by television**

Solutions to challenges faced by television	strongly agree		Agree		Strongly Disagree		Total Frequency	Total Percentage
	f	P[%]	f	P[%]	f	P[%]	60	100
Expansion of television	30	50	20	33.3	10	16.6	60	100
Favorable Strategies for television Broadcasting	32	53.3	20	33.3	8	13.3	60	100
Journalism Education	35	58.3	20	33.3	5	8.3	60	100

**Source:** Primary data

In reference to the table above, Expansion of television had 50% of the respondents strongly agreed, 33.3% agreed 16.6% of the respondents strongly disagreed, Favorable Strategies for television Broadcasting had 53.3% of the respondents who strongly agreed, 33.3% of the respondents, agreed, 13.3% strongly disagreed, Journalism Education had 58.3% of the respondents strongly agreed, 33.3% of the respondent agreed, 8.3% of the respondents strongly disagreed.

Based on the above information, television in M bale need to use different strategies as articulated above to overcome the challenges which face them in the bid to provide Information which help in the development of education. majority of the respondents strongly agreed that the above solutions will best work for television to overcome the challenges though a few respondents disagreed with the strategies .

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

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

#### 5.2 Summary

The study was to find out the role or roles television in education development of Kawempe people, this study was focused on a rural community, it attempted to find out role of Television Broadcasting in Education, To find out effect of Television Broadcasting Education, identify problems involved in Television Broadcasting and .To suggest solutions for the problems of television broadcasting in Kawempe .

In relation to the researcher's first objective which examined the role of find out role of Television Broadcasting in Education, 41.6% of the respondents who strongly agreed that television Provide a mechanism for enabling individuals, groups, and communities to tell their own stories , 33.3% agreed and 25% of the respondents, strongly disagreed. television acts as a vehicle for the community and voluntary sector had 50% of the respondents who strongly agreed, 16.6% agreed. 33.3% strongly disagreed. The implication was that television play a great role in providing information concerning education . Most of the respondents agreed to the fact that television play a vital role in disseminating education to the community though there are a few who disagreed.

The researcher's second objective was To find out effect of Television Broadcasting on Education majority of the respondents (58.3%) responded that the To find out effect of Television Broadcasting Education have impacted positively on education while only [16.7%] said no and 25% were not sure. From the above information most of the respondents agreed that community To find out effect of Television Broadcasting Education have impact on education

The researcher's third objective was intended to find out the problems involved in Television Broadcasting, while disseminating education information

The respondents strongly agreed that there were challenges encountered by identify problems involved in Television Broadcasting while tackling development of education ,33 .3% of the respondents who strongly agreed that Skilled Manpower was lacking, 25% agreed, 41.6% of the respondents, strongly disagreed. Lack of Strategy for television Broadcasting had 50% of the respondents who strongly agreed, 33.3% agreed, 16.6% strongly disagreed. Competition had 41.6 % of respondents, who strongly agreed, 33.3% of the respondents agreed, 25% of respondents strongly disagreed. Leadership difficulties had 25% of the respondents strongly agreed, 43.3% agreed, 31.6% of the respondents strongly disagreed

The researcher's fourth objective that was intended to establish the solutions devised to the challenges faced in shaping education Expansion of television station had 50% of the respondents strongly agreed, 33.3% agreed 16.6% of the respondents strongly disagreed Favorable Strategies for television Broadcasting had 53.3% of the respondents who strongly agreed, 33.3% of the respondents, agreed, 13.3% strongly disagreed. Journalism Education had 58.3% of the respondents strongly agreed, 33.3% of the respondent agreed, 8.3% of the respondents strongly disagreed.

### 5.3 Conclusion

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

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

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

#### **5.4 Recommendation**

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

#### **5.5 Suggestions for further studies**

Further studies should be well conducted in the area of proper rural educational and social development in order to go deep in the social aspect of development and not just on education.

The government and media should work hand in hand to achieve this.

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



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**APPENDIX**  
**QUESTIONNAIRE TO RESPONDENT**

Dear, Respondent

I am final year student of the above named institution in the department of mass communication I am conducting a Research on the topic. *The role of television on education development of kawempe*

I therefore plead you to co-operate in providing since and accurate answer to the question below all information will be handled confidently

Thanks for your c-operation

Yours faith fully

Basheija Enock

BMC /40996/133/Du

**APPENDIX II**  
**QUESTIONNAIRE**

**INSTRUCTION**

**PLEASE TICK APPROPRIATELY IN THE BOXES**

1. What is your sex?
  - a. Male ☐
  - b. Female ☐
2. What age bracket do you belong?
  - a. 25 – 30 ☐
  - b. 35 – 35 ☐
  - c. 36 – 40 ☐
  - d. 41 – 45 ☐
  - e. 46 & above ☐
3. What is your Educational Qualification?
  - a. Certificate ☐
  - b. PHD ☐
  - c. Masters ☐
  - d. Degree ☐
  - e. Diploma ☐
4. What is your Marital Status?
  - a. Married ☐
  - b. Single ☐

5. What is your Occupation?
- a. Student ☐
  - b. Civil Servant ☐
  - c. Teacher ☐
  - d. Self Employment ☐
6. Do you own a Television Set?
- a. Yes ☐
  - b. No ☐
7. Do you watch Television often?
- a. Very Often ☐
  - b. Rarely ☐
8. Are you aware of any tv programme which is geared at Educational Development?
- a. Yes ☐
  - b. No ☐
9. Do you have any Educational Benefit from the Programme?
- a. Yes ☐
  - b. No ☐