

**PERCEPTION OF THE BROADCAST MEDIA PROMOTION OF
SKILL ACQUISITION IN EDO STATE**

BY

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DECLARATION

This Project work is based on a study undertaken by me, in the department of Mass Communication, Faculty of Arts, university of Benin, under the supervision of Prof. E. S Asemah. All findings and analysis in the study are product of my personal research and where the views of my personal research and where the views of others have been used and expressed, they have been duly acknowledged.

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CERTIFICATION

This is to certify that this research work was duly carried out by Nwabueze Excellent Ifeoma in the department of Mass Communication, Faculty of Art, University of Benin, in partial fulfilment of the requirements for the award of Bachelor of Art degree in Mass Communication.

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DEDICATION

This research work is dedicated to Almighty God for His grace and mercy upon my life, also my parents (Mr. and Mrs. Nwabueze) and my siblings. I also dedicate this to my sponsor Mr Andrew Odigie.

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ABSTRACT

This study anchored on the tenets of Uses and gratificational Theory and The Social Involvement Theory investigated the perception of the Broadcast media to Skill acquisition programmes in Edo State ,Benin City. The study became necessary as a result of the need to gain a stable and consistent financial standing in the present depreciating economy . Hence it became imperative to empirically ascertain the level of awareness and views of skill acquisition in the state. Using the survey design, questionnaire was employed to elicit data from 215 Native indigences of three local government area of Benin City consisting of Ovia North East. Egor LGA and Ovia LGA through two stages using the simple random sample and Cluster sampling procedure.it was discovered that the broadcast media perceive skill acquisition in a positive approach through their consistent and educational communication of skill acquisition programmes. Hence, this study conclude that the broadcast media perceive skill acquisition positivity and the audience as the selected State acknowledge this fact in prove of their knowledge and Involvement in skill

acquisition programmes , with the suggestion that the broadcast media
improve more on its programmes presentation and ideas.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Broadcasting is an ever growing important aspect of our daily life. The distribution of audio and video content to a dispersed audience via any electronic mass communications medium as seen to the rapid growth of our world today. Broadcast media involves electronically and simultaneously sending information containing signals, print messages and audio or video content to a vast group of recipients using television, radio, newspapers, magazines and digital media including the Internet, emails and texts. According to Owuamalam (2007) , these messages are transformed into electronic signals in the studio. This signals are sent to a large heterogeneous audience.

The Broadcasting media itself , in regards to this study involves just the Television and Radio. They are also called the electronic media platforms. Asemeh (2022) says that the Electronic media are mechanically or

technically operated devices of mass communication. It is the machine that serves as pathways or means of doubling, repeating or representing communication that would have otherwise been limited to two persons or a group of persons in a face to face setting. The broadcast media is a platform for communication , and communication as defined by Asemeh (2011) is the process of sharing information , ideas and attitudes. The broadcast media share the idea and attitudes to skill acquisition.

In Nigeria, the acquisition of various skills is seen as an important factor as individuals view the acquiring of a skill as a way of promoting ones development socially and financially. Skill acquisition is defined as the process of obtaining new ideas and knowledge over time to enhance one's understanding and application of concepts. It is the art of learning to do something in order to earn a living. Skill acquisition is although involves the learning of a skill for the betterment of lives financially , there are skills that are learnt all for the fun of it many youths take interest in various soft skills.

Skill acquisition covers not just learning the mechanics, tailoring or any hand skill jobs but also online skills such as Contest writing , Printing , Graphics design, Web designs , Video editing and production. From an early age , Children by their parents are introduced into learning skills and are not just confined to gaining knowledge from the the four walls of a school system. Even better, majority of the schools presently, add the "vocational studies" to their curriculum enabling students interested in skills such as Cooking, Baking, hairdressing to learn about these skill in school. The learning of a skill is not limited to any age group as any individual who is interested in acquiring a skill can go for it.

In Nigeria, it has been discovered that many parents encourage their kids and youth to exposing themselves to getting a particular skill and not depend of ones certificate from the University as getting a white collar job is difficult . As the employment level in Nigeria is not encouraging to so many people currently leaving school or are out of school with no jobs , the acquiring of a skill is seen as a wish decision on their part . Even in this same Nigerian Universities, students survive not just on the support of their

guardian but partake in various soft paying jobs or a skill they know to get by. With the Nigerian economy not improving but getting difficult and making living expenses very hard, the acquisition of a skill to support oneself is looked on favourably.

The learning of these skills don't actually come cheap or easy, they require commitment, time and more importantly money. There are individuals who are actually interested in learning a particular skill or skills but can't afford to pay for the lessons. The learning of such skill could take a couple of months and years before mastering. Thus is where the Media comes in, with the airing of skill acquisition programmes, people can learn about whatever skill they are interested in without having to pay but have to monitor the airing date and time of such programmes, as long as they pay keen attention to these programmes they will get and also learning through the media reduces the time span for most skill acquisition programmes, a skill meant to take a year could be learned in a matter of two months with even given additions such as platforms to begin a business on that skill immediate. Through this act the media is performing a valuable role in people's lives.

They also help inform interested individuals about skills programmes to be hosted by an Influencer in their community. For example , The Senator of a particular district hosting a free skill acquisition training programme for a week.

The Broadcast media is a platform where not just information is gotten from but also Knowledge to enhance growth and individual financial development in regards to this study . The Broadcast media involving the Television and Radio has in one way or another promoted the acquisition of various skills in Nigeria. A large audience use these mediums on a daily basis to learn new skills , The most popular at the moment would be the television which provides video lessons on interesting subjects such as Cooking, art , Makeup, Linguistics, Tailoring , Content creations and much more and this information and education promote the development of individuals socially , intellectually and more importantly Financially. The media also perceive the acquisition of skill as a relevant factor in the society thereby promoting skill acquisition programmes on their various media platforms.

Thus , the Broadcast media through its contents has the ability in educating and promoting Skill acquisition.

1.2 Statement of Problem

The Broadcast media has helped to enhance our knowledge through the information they provide us with everyday. News , documentaries , telefilms revolving around the development of one self through the acquisition of valuable skills and how to apply these skills to survive. To a considerable extent, they contribute to the development of our knowledge and development. Generally, the media performs the function of promoting our standard of living by educating their audience. These days people, especially in Nigeria are of the notion that the Broadcast media which involves the new media like facebook and YouTube might spell doom for academic lives of our students rather than enhancing it. It is believed that the constant exposure to this mediums will lead to younger generations frivolity rather than helping them to excel in their learning and development processes. Whether we like it or not the world has turned to a global village, making acquisition of skill and knowledge in business education and other disciplines dependent on the

Broadcasting media as new ideas are often found first through them. This study was however embarked upon to see the influence of broadcast media on skill acquisition in Benin, Edo State.

1.3. Objective of the Study

The objective of this study were to :

1. To find out the extent of exposure of the broadcast media on skill acquisition among Edo residents.
2. To find out the channels to which they access skill acquisition programmes.
3. To find out the perception of the skill acquisition programmes in Edo state
4. To find out the Influence of skill acquisition programmes on Edo State residents.

1.4. Research Questions

The research work covers and seeks to answer the following questions:

1. To what level are the residents of Edo state exposed to the broadcast media skill acquisition programmes.
2. Through what channels does Edo residents access skill acquisition programmes.
3. How do the residents of Edo State perceive skill acquisition programmes.
4. To what level of Influence does skill acquisition have on the residents of Edo State.

1.5. Significance of Study

This study is meant to show the perception of the broadcast media promotion on skill acquisition programmes in Edo State. The study is to show how Benin residents make use of the broadcast media such as the television and Radio in promoting various skills meant for the betterment of their lives

This research helps us to see and understand how these media platforms present and promote these shows or programmes to the people , encouraging them to involve themselves in learning these skills.

1.6 Scope of The Study

The research is meant to enlighten us on the perception of the broadcast media promotion of skill acquisition in Edo state. The study will be limited to Benin city, Edo state. The researcher choose this scoop as it is her current location during the research. Edo state is known as the "heartbeat of the Nation" , the state is known for its art and craft , so therefore it is filled with so many skill acquisition platform, therefore the scope of study is Benin city, Edo state.

1.7. Definition of Key Terms

- 1. Acquisition:** In this research, Acquisition is the learning or developing of a skill, habit, or quality.
- 2. Broadcast Media::** Broadcast media involves electronically and simultaneously sending information containing signals, print messages and audio or video content to a vast group of recipients using television, radio, newspapers, magazines and digital media including the Internet, emails and texts.

3. **Perception:** A way of regarding, understanding, or interpreting something; a mental impression

4. **Promotion:** Action that supports and actively promotes the progress of a cause, project, or goal.

5. **Skill:** Ability to perform a task effectively; proficiency, talent. Skills are usually obtained through learning, whereas abilities are often considered inborn.

6. **Skill Acquisition:** The act of gaining new understanding and knowledge to improve comprehension and application of concepts over time.

APTER TWO

REVIEW OF RELATED LITRATURE

This chapter presents a historical view of the Broadcast media , the conceptual review of relevant literature, previous works on the subject matter and the theory adopted in this research with the aim of educating and creating a eye opener to various audience about the impression of the Broadcast media in skill acquisition. It is contained and explained under the following subheadings:

Brief History of the Radio and Television in Nigeria.

Understanding skill acquisition

Understanding Perception.

Understanding The Broadcast media.

The Broadcast media and skill acquisition programmes.

The effects of skill acquisition on individual life.

Empirical review

Theoretical framework

Summary

2.1. Historical Reviews

2.1.1 Radio in Nigeria

Radio is the use of waves to carry information , such as sound , by systematically modulating some property of electromagnetic energy waves transmitted through space , such as their amplitude frequency , phase , or pulse width. Based on the human voice, radio is a uniquely personal medium, invoking a listener’s imagination to fill in mental images around the broadcast sounds.radio, sound communication by radio waves, usually through the transmission of music, news, and other types of programs from single broadcast stations to multitudes of individual listeners equipped with radio receiver. Asemah (2022) Radio is an audio device of passing messages to a large audience. Asemah citing Uyo et al (2022) observes that the term “radio” has its root in the Latin word, “radius” which means "a spoke, radius ray . It is essentially the emission of rays or waves that bear signals called programmes.

Nigeria was introduced to radio broadcasting in 1933 by the British colonial government with the presentation of the first Radio Distribution

System (the short term was RDS) in Nigeria , Which allowed the public to hear the British broadcasting corporation foreign radio service broadcasts in certain public location over loud speakers.

The first radio station in Nigeria was established in Ibadan in 1939. The next station was created in Kano in 1944. This means that Ibadan station was the only one in colonial Nigeria for 5 years. And five years later, in 1949, it was suggested to create Nigerian National Broadcasting Service (NBS) instead of RDS. This idea came to life in April 1950. The NBS operated in Lagos , Kaduna , Enugu , Ibadan and Kano. This service was re- organized into the Nigeria Broadcasting Corporation (NBC) on April 1, 1957 by the act of parliament. Other regions followed in the development of broadcasting stations.

In 1960, the Eastern Nigeria government established Eastern Nigeria Broadcasting Service (ENBS) which had radio and television. The federal parliament approved the creation of the voice of Nigeria (VON) external Short wave service in 1961. Broadcast began on January 1, 1961 from Lagos

State. Its initial operations were limited to two hours a day to West Africa. In April 1961, with financial assistance from the British Broadcasting Corporation, NBC began the National school Broadcasting service in April 1961.

The NBC and the Broadcasting Corporation of Northern Nigeria 1962 (BCNN) were merged to become the federal radio corporation of Nigeria (FRCN). Medium wave transmitters previously owned by the NBC were transferred to individual state government where the transmitters were located. At the same time, the state transferred shortwave transmitters to the FRCN.

2.1.2. Television in Nigeria

The Television is an electronic system of transmitting transient images of fixed or moving objects together with sound over a wire or through space by apparatus that converts light and sound into electrical waves and reconverts them into visible light rays and audible sound. The Television usually shortened as TV is a broadcasting system for transmitting visual images and sound that are reproduced on screens, chiefly used to broadcast

programs for entertainment, information, and education. Television is one of the most persuasive media of our time. According to Asemah(2022), It is an audio-visual device that is used for conveying messages from a source to a large and heterogeneous audience. In the lay man's definition, it means I can hear and I can see. It is the most important means of communication. Television brings pictures and sounds around the world into billions of homes.

The first TV station in the country was called WNTV. These four letters are an abbreviation that stands for Western Nigerian (WN) Government Broadcasting Corporation (TV). This broadcasting company was located in Ibadan. WNTV was not only the first TV station in Nigeria. It was also the 1st TV station in Tropical Africa!. Western Nigerian Television was created on 31 October , 1959 , then the Western Region sent out the first television signals In the whole of Nigeria and Africa (Sambe, 2008, p.101). The Western Nigeria Television was created with the goal to promote education and introduce citizens to the whole world, but the station became the voice of the opposition who needed to broadcast its ideas to Western

Nigerians. The Eastern Regional Government followed by establishing its own station to broadcasting on October 1, 1960, the day Nigeria gained political Independence from Britain. The aim was also for formal and non-formal education . But sooner , the aims were abandoned and the station got absorbed into political interest and commercialization.

The Northern Regional Government established its own station and it came on air April, 1962, as RKTU (Radio Kaduna Television) .All these regional broadcasting companies were mostly used by politicians also serve the government needs and they were heavily on foreign programmes. The establishment of the Nigerian Television Authority was the first attempt by the Federal Government to have a centrally financed and co-ordinated television industry. Born out of an experiment in joint broadcasting in Nigeria, the authority played a major role in further development of the industry. In order to provide effective and co-ordinated coverage of the second All-Africa Games hosted by Nigeria in 1973, all the Broadcasting agencies in the country were pooled together to form the Broadcasting Organization of Nigeria (BON).

Through this unity the Military government a few years later decided to unite all the various television stations in the Country under one body. All the regional stations were combined into one station. It got the name Nigerian Television or the simple abbreviation NTV, later NTV was turned into NTA or Nigerian Television Authority , a decree (No. 24 of 1977) was promulgated (effective from April , 1976). The NTA took over the ten television stations that existed in the country and embarked on a policy of equitable geographical spread of television stations throughout the country. The establishment and management of television stations remained in the hands of federal and state government until Decree No. 38 of 1992 that deregulated broadcasting media and established the National Broadcasting Commission.

Television broadcasting in Nigeria has developed rapidly with the creation of other Television broadcasting stations in Nigeria such as Sliverbird , TVC , Channels Television , Super screen , OnTV, ITV and so many more and with the surfacing of other broadcasting stations , the

broadcast media entertain an healthy competition to be the first broadcasting station in the country which also promotes growth and development.

2.2. Conceptual Review

2.2.1 Understanding Skill Acquisition

Skill Acquisition among the youth nowadays have been prioritized and become more lucrative in line with education. It is mostly advised that individuals acquired a skill that is duly sought for either; technical or soft skills. With various platforms which are willing to share free knowledge on some technical skills and soft skills, the art of skill Acquisition has been on high pursue. Acquiring skills has become a top priority for youth in education, with a focus on both technical and soft skills. There are many available platforms that offer free resources for skill development, making it a popular pursuit. Having a skill gives one a competitive advantage in the job market and requires dedication, hard work, and learning from others, as well as taking courses.

Skill acquisition refers to the process of acquiring skills, either to make a living or for survival. These skills can be obtained from various sources,

depending on the skill and environment. For example, someone interested in learning to repair cars or motorcycles might seek guidance from experts in that field. Skill and skill acquisition are simply related but quite different. A skill is can be defined as the technique or ability to do something well. Skills are reiterated are usually learned and acquired as opposed to talent which are often. The only difference between skill and skill acquisition is getting or gaining the skill. To understand the concept of skill acquisition further , the importance of skill acquisition should be mentioned. Skill acquisition in every factor is considered very essential. Some of these importance are; Better financial management, Improved strategic Planning , Crisis Management Capabilities , Better Decision Making Ability and Improved Communication. Skill acquisition overall is the understanding of a skill for the betterment of ones life.

2.2.2. Understanding Perception

The process of choosing, arranging, and comprehending information is known as perception. Communication is a day to day activity for humans and messages are being passed from one person to another through speech or

writing, and this message is meant to create an understanding to the receiver of the message. Perception comes in the form or way a person receive or translates a message. As a person you may have sent a message to another but the receiver, receives this message in a different perception from it's original purpose. Many times we have heard ourselves say " do you understand what I'm saying ", " no, what I meant to say was.." , " I actually thought you understood me " All these are as a result of perception, communication is not as easy as we make it and the way people receive , understand and translate a message can vary from person to person. According to Asemah(2011), Perception is the process of forming a mental image or impression of a stimuli or object. Perception refers to the mental process of choosing, arranging, and comprehending stimuli from our surroundings. It is a unique and personal experience that differs from one person to another. In addition to shaping our attitudes, perception also impacts our ability to convey messages effectively. While all stages of communication are crucial, the most critical is when the recipient receives

and interprets the message. This is because the recipient's perception can determine whether the message is correctly understood or misconstrued.

Perception's effect on the communication process is all about how the same message can be interpreted differently by different people .The Impact of Perception on Communication is that Perceptions vary among individuals and can be vastly different. Our perspective affects both our emotions and our effectiveness in communication. Essentially, it is our perception, as well as the perceptions of others, that shape the way we communicate. This underscores the importance of being open to feedback and practicing other-focused language in order to improve our communication skills. Perception and communication are tightly linked. While communicating with others, perception follows a three-step process which are; Selection , Organization and Interpretation. In communication people select the kind , type or form if message they want to listen or perceive , for example , from a single advert two different people can concentrate on two different part of that same advert , the next stage is organizing that message in which that gave received , people have different ways they categories their messages and the last stage

being Interpretation people give different meaning to the information they've selected and organized.

For this study, perception Perception is how people make sense of the messages they encounter or receive on skill acquisition from the broadcast media. Perception is key because the broadcast media perceive skill acquisition in one way while the residents of Benin , Edo State perceive such messages in different ways .

2.2.3 Understanding Broadcast Media

Broadcast media encompasses a variety of channels and platforms, including television, the Internet, audio podcasts, and video content, among others. The main objective of broadcast media is to communicate with the public by disseminating information and entertainment. This medium serves as a means of informing the masses about global events, as well as entertaining them. In essence, it can be referred to as a comprehensive bundle of news, entertainment, and information dissemination. Broadcast media refers to various mediums used to communicate, transmit, and distribute information, entertainment, news, and advertisements to the public. This can

include a diverse range of audio-visual materials and electronic or electromagnetic mediums. Examples of broadcast media include television news, audio and video productions, print media, radio and television programs, and more. It involves providing recorded, digital, or live content through radio, television, or other means utilizing satellite signals. Despite the prevalence of digital media, broadcast media remains an important tool for disseminating ideas, products, services, news, and information to a wide audience. Although it may seem outdated, the transmission of information through a communication network - spanning from local to international - continues to be relevant in today's world. The broadcast media as it may performs several functions such dissemination of news, opinions, education, propaganda, commercial and entertainment functions. The two major types of broadcast media are the video and audio. Video uses images and it is a common means of communicating on television and the Internet. Audio is a verbal means used on radio, television, and the Internet.

The broadcast media possesses certain features such as ;It has the potential to reach a large and diverse audience , It communicates messages of

public interest or concern ,There is a separation between the source of information and its recipients , It can be transmitted via various mediums, such as television, the Internet, newspapers, and radio ,Its audience is heterogeneous in nature and Feedback on news or information disseminated through traditional mass media channels like television, radio, and print media is not immediate or direct. For this research , the broadcast media involves the radio and the television and it's perception to skill acquisition , also how the residents of Benin , Edo state perceive the broadcast media message on skill acquisition.

2.3. Opinion Review

2.3.1. The Broadcast Media and Skill Acquisition Programmes

Programmes are the products of broadcast stations. Ugande(2006:15) agrees that a programme is a message which the broadcast media offers to the public to communicate ideas or feeling. According to Owuamalam (2007:196), a programme is a commodity that is enjoyed and reacted to , by the primary audience of a station, who are exposed to the product , through artistic presentation. Programmes are generally meant to provide the basic

functions of Mass communication - Information , entertainment and education. Programmes of media organization are done through proper management. Asemah ,S. Kente and O.Nkwam-Uwaoma (2021) defines Management as the coordination of all resources of an organization through the process of planning, organizing and controlling in order to attain organizational objectives.

The broadcast media has a positive perception to the gaining of skill acquisition as they broadcast various supported Skill acquisitions programmes on their various channels through the news or social talk shows. Various television stations are known for showing shows like a cooking show which entails showing the process on how to make different African and international dishes with different cooking methods. The popular cooking show of old "Sokoyokoto" involving various celebrities as been reported to be back on air ,bigger and better . The show was back on air 2022 April on Saturdays/ Sundays on ORISUN on StarTimes, TVC, LTV 8, OGTV Abeokuta, BCOS TV Ibadan, Osun TV, Ondo TV and Ekiti TV. Another interesting show is the "My naija plate" aired by HONEY TV and it's hair

dressing show " Hair knock out" . . The NTA skill acquisition show " medley show" broadcasted live from NTA Abuja . These programmes promote the idea and perception of skill acquisition to individuals who watch them by enticing their interest in such fields, making these shows more than just entertainment but also educational. In 2018, Channels television broadcasted the skill acquisition program tagged "Buhari-Osinbajo Solidarity Front (BOSF)" organized by the Federal government which has equipped thousands of youths in Osun State. The programme drew over 2,000 beneficiaries from 10 local government regions in Osun Central Senatorial districts and Ede South Local Government for the skill acquisition programme conducted freely. They were introduced and trained in vocational skills including woodworks, POP, Photography and Editing, Chemicals and insecticides manufacturing, Catering and Event Planning, Makeup Artistry, Event Decoration and Fashion Designing. ITV and radio also reported a similar conference held by Sen. Urhoghide who facilitated another skills acquisition programme. The Senator representing Edo South district engaged the youth to undergo a technological entrepreneurship program. TVC news

2022\06 also reported a skill acquisition program for women in Kaduna state hosted by the Kaduna State government in promoting more Women entrepreneurs. The broadcast media not only creating skill acquisition programmes on their channels but also reporting on gathering involving skill acquisition held or conducted by respected individuals in the society , shows their perception to the acquisition of various skills and also promoting such skill to their respective listeners and audiences. The Broadcast media in general , participate immensely in the awareness of skill acquisition by inputting the idea of gaining a skill through their news stories and special weekdays or weekend programmes. Through the communication of these programmes , the broadcast media mold and shape the lives of individuals for the better , as said by Asemah (2021)" The role of media in human life and existence , notes that communication is generally seen as an important part of the world".

2.3.2. The Impacts of Skill Acquisition on Individual Empowerment

Skill acquisition as and is still playing a part in various individual life , as people learn different skill everyday for the improvement and betterment of their lives. Skill acquisition has a positive impact on individual life. Skills acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenues for employment, thereby creating an avenue for jobs and wealth creation while instilling self- sufficiency and reliance (Isaac, 2011). Skill acquisition is seen as a platform for individual empowerment in the area of employment in Nigeria. With the high level of unemployed Youths and First school leavers (secondary School graduates) , the learning of a skill as contributed and still continue to contribute immensely in the improvement of their lives as they have an opportunity to contribute to the society and themselves socially and financially. Gumbari, a member of the House of Representatives opined that “Skills acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagement of youths.

The acquisition of skill is a major boost for individual empowerment especially the youths as it gives them an edge in entering the labour market as experience is considered important before a job is given. This helps broaden their horizon as they have already inquired knowledge on different areas of life, many University graduates find it difficult in landing a job as many organizations see them as inexperienced and unexposed, because so many Nigerian Universities do not engage fully in the practical involvement of their courses.

Skill acquisition also helps individual development to a positive approach to work and labour, Usoro (2010) recommended that skill acquisition programmes should be organized for new youths in the field of business to train and empower them as that will enable them develop a positive attitude towards work and labour. As there is an opportunity they can engage in to work and gain from, it increases the interests of such youths or individuals to work and add to the labour market of the country. Skill acquisition also impacts self-reliance and Independence there by reducing the high dependency on white collar jobs. As people say nowadays "white collar

jobs are not all that there is" this is because of the high impact of skill acquisition to individual development. The gaining of these skills make them entrepreneurs not job hunters and individuals living from hand to mouth. This is in tandem with the opinion of Nwanaka and Amaehule (2011) that possession of skills is important in preventing youths from becoming social misfits; because, these skilled persons become gainfully employed through vocational training and acquisition of skills. They also opined that vocational and technical training helps to arrest some social ills such as armed robbery, stealing and youth restiveness among others. With skill acquisition having no gender or age barrier, it welcomes both the male and female population leading to the general creation of individual development and empowerment.

2.4 Empirical Review

The Empirical review covers or views past research or articles that have been conducted on the subject of this study or relating to it. These are ; Obiajulu Joel Nwolu, Awka Chukwunonso C. Nnabuike, & Chika Onyinye Nnabuike from Nnamdi Azikiwe University, Awka(2022), conducted a

research on "The Role of Social Media in Enhancing Entrepreneurship Skills Among Nigerian Youths; Covid-19 Total Lockdown and Post era". In the research they Viewed social media as a bad influence on Youth of this generation, this study, therefore, seeks to ascertain the role of social media in enhancing entrepreneurship skills among Nigerian youths in covid-19 lockdown and post era. The study is driven by three main objectives: to determine the role of social media in the enhancement of entrepreneurship skills, identify the impact of the covid-19 total lockdown on entrepreneurship skill development in Nigerian youths and find out the dominant entrepreneurship skills youths acquired on social media during the covid 19 lockdown. The study employed the use of the "uses and gratification theory , social category theory and the Technology determinational theory." This study is set to determine the role of social media in enhancing entrepreneurship skills among Nigerian youths: COVID-19 total lockdown and post era. This research is descriptive and explanatory as it attempts to ascertain the role of social media not just during the COVID-19 total lockdown but also after the lockdown in building entrepreneurship skills

among youths. The research used the mixed method of research comprising Survey and In-depth Interview methods, concentrating on the population of Anambra state, Nigeria.

In this study, the social media were paid keen attention to as it is a platform on which Youth spend most of their time and social life. Entrepreneurship skill acquisition according to this study conducted is very much different from just Skill acquisition. Entrepreneurial skill acquisition may be defined as not just about acquiring skill but acquiring knowledge and driving towards enterprise in skills that enhance personal livelihood through enduring business start-ups, enhancing employment opportunities, and promoting economic development and growth (Efe-Imafidon, et al., 2017). As this study limited on just the social media differentiate it from mine , as my study does not focus on the social media (YouTube , Facebook , IG , Twitter) but the broadcast media which is the Television and Radio. My study focus not just the Nigerian youth but every individual from all age group in just Benin State as my population range . My study is concentrated

on a generalized skill acquisition program and does not pertain to a particular time of Pandemic.

Akintayo, Babafemi J., Ekeh, Charles M., & Osunfisan, Anjolaoluwa O. Of the Department of Mass Communication, Babcock University, Ilishan-Remo , conducted a research to see the influence of YouTube Videos on Skills acquisition among youths in Ogun State (2021) . The study adopted the uses and gratification theory as it involves how the people use the media , using the descriptive survey approach. YouTube was founded on Valentine's Day in 2005 (McFadden, 2020) . The YouTube is a new media used worldwide by various individuals to upload their videos about their interests or experiences. A large number of videos are uploaded per minute on YouTube. In Nigeria, YouTube is one of the most popular social media platforms. A wide range of skill acquisition videos are uploaded on YouTube as YouTube provides a platform to make money based on the number of your views. Videos on art , Fashion , Cooking , Baking , even how to start an online business are available for viewing by youths , as access to these videos are not too costly unlike learning these skills manually. YouTube also

provide live online classes on subjects of skill acquisition which are the interest of youths today. YouTube is the major source of video content , YouTube videos in particular have been used even by educators in the academia especially when they are teaching modeling and providing context for their teaching (Younger et al., 2013) as the videos can be used to build student learning communities for better engagement on part of students to enable systematic learning through problem-solving to enable them with analytical skills.

In this study, YouTube was the key concentration by the researchers , with the population scope of Ogun State , Nigeria. This study pointed out that YouTube can be used to learn skills but no how it could encourage youths to learn these skills. These study does not involve the broadcast media nor is the research population scope Benin City , Edo state , Nigeria. B A Iwata et al. J Appl Behav Anal wrote a research article on Skill acquisition in the implementation of functional analysis methodology. In this study, they examined the issue of skill acquisition in implementing functional analyses by evaluating an instructional program designed to establish a basic set of

competencies. , A multiple baseline design was used to assess the effects of training, which consisted of reading additional materials, watching a videotaped simulation demonstrating correct procedural implementation, passing a written quiz, and receiving feedback on performance during sessions. Results showed that participants scored a relatively high percentage of correct therapist responses during baseline, and that all achieved an accuracy level of 95% or higher following training that lasted about 2 hr. These results suggest that basic skills for conducting functional analyses can be acquired quickly by individuals who have relatively little clinical experience.

The above study after critical review has no relation to the broadcast media perception to skill acquisition but on skill acquisition through functional analysis. This research was conducted using eleven undergraduate students who enrolled in a laboratory course in applied behavior analysis served as participants.

Rahila P. Gowon , Department of English, of Jos, Nigeria. Conducted a research on the "Effects of Television and Radio on Speaking and Writing Skills of Senior Secondary School Students in Jos Metropolis (2009). As the broadcast media is one of the most influential aspect of Youth development presently , it has come to a notice that youth spend most of their time on media platforms and as such are seen as an educational disadvantage by parents. This study was conducted to see what teachers could do to use the TV and radio to promote the development of spoken and written English among their students.

The broadcast media, to which the television and radio belong, is identified as alternative to classroom teaching. Dooerken (1982), Hyde (1983), Barren (1999) and Lratim-uba (2001) note that by the time children arrive kindergarten, they would be able to name more fictional characters from television and radio than people in real life due to the fact that the television and radio give variety of information well beyond what children might be expected to obtain from primary groups such as the family, the school and the classroom. The broadcast media, including the television and

radio are not just mechanical devices for creating worlds of illusions, but are avenues of creating new language with new powers of expressions.

Purpose of the study was to investigate the effects of the television and radio on the English Language speaking and writing skills of students in secondary schools. To achieve this, the study: i. Surveyed the time spent in watching and listening to programmes of television and radio ii. Determined the effects of television and radio on secondary school students speaking abilities. iii. Determined the effects of television and radio on secondary schools students writing abilities using The social learning theory (recently changed to social cognitive theory) and adopting the combination of the survey and the experimental design to as a research method and design.

2.5 Theoretical Framework

McQuail cited in Asemah et Al (2017) says that theories are set of ideas of varied status and origin , which may explain or interpret some phenomena. Severin and Tankard cited in Asemah et al (2017) defines a theory as a set of systematic generalisation based on scientific observation and leading to further empirical observation. Contributing to the definitions ,

Asemeh (2017) defines a theory , as a set of assumptions , propositions or accepted facts that attempts to provide a plausible or rational explanation of cause and effect (causal) relationship among a group of observed phenomenon. Asemah (2009) , a theory is simply seen as a set of interrelated construct(concepts) , definitions and preposition that present a systemic view of s phenomenon or explanation and prediction of a phenomenon.

Based on the above definitions , we can infer that a theory is a statement that explains events in the society. And it will be imperative to say that this study adapt the " Uses and gravitation theory and Agenda setting theory"

2.5.1 Uses and Gratification Theory

This theory was first introduced by Elihu Katz when he came up with the idea that the people use the media for their benefits. This was expanded by him and his two colleagues Jay Blumler and Michael Gurevitch early 1970s.

Uses and Gratification Theory is an approach to understanding why and how people actively seek out specific media to satisfy certain needs. Thus

this theory is an audience - centered approach to understanding mass communication. The main or driving question of UGT is : " Why do people use media and what they use them for?". This theory assumes that audience members are not "passive" consumers of Media , rather they are seen as the "active audience", who have power over their media consumption and assumes an active role in interpreting media into their own lives .

The theory , which is also called "utility theory" seeks to explain what function a particular kind of media content serves in a particular circumstances. The theory seeks to investigate what people do with communication content , instead of what the communication content does to them (Asemeh 2017) . In contribution , Folarin cited in Asemah (2017) , notes that the theory perceives the recipient as actively influencing the effect process , since they selectively choose , attend to , perceive and retain the media message on the basis of their needs , belief , etc.

The uses and gratification theory claims that media and media contents are used by people. For this study the people use the media for a cognitive

need. People use the media to acquire knowledge get information and know issues and personalities around them(Asemah 2017). For this study the media is used in the getting information on different skill acquisitions programs. They make use of the media to learn about these skills for their own satisfaction and betterment.

This theory is based on a five framework by Katz Blumler and Gurevitch(1974) cited in Asemeh et al(2017).

**. The audience is conceived as active.*

**. In Mass communication process, much initiative in linking need gratification and media choice lies with the audience.*

** The media compete with other sources of need satisfaction.*

**. Many of the goals of mass media use can be derived from data supplied by individual audience-members.*

** Value judgement about the cultural significance of mass communication should be suspended, while audience orientations are explored on their own terms.*

2.5.2 Social Involvement Theory

The theory was developed by Muzafer Sheriff, Carolyn Sheriff and Carl Hovland In 1961. The theory seeks to explain how an audience processes messages. The new information is compared to existing beliefs and a decision to accept or reject the message or information is made. The theory focuses on the internal processes of an individual's judgement with relation to a communicated message. The key point of social judgement theory is that attitude change is mediated by Judgemental processes and effects. Asemah, Angela and Adeline (2017) pointed out that the Social judgement theory claims that there are two internal elements present within each person that shapes how messages of persuasion are perceived. The first is the *anchor points or attitudes* and the second is the *ego involvement*.

The Five basic principles of the theory are ;

** People have categories of judgement with which they evaluate persuasive communication.*

** When we receive persuasive information , we use our categories of judgement to judge the information; thus , as individuals evaluate incoming information , they decide which category of latitude it belongs.*

** Our level of ego involvement affects the size of our latitudes.*

** We tend to distort incoming information to fit our categories of judgement.*

** Small or moderate difference between our anchor positions and the one being proposed will cause is to change.*

In relation to this study, this theory is applicable because the audience who receive messages on skill acquisition can accept or reject the information.

They can choose to take a position after the processing of the message.

2.6. Summary of the Chapter

In summary, this chapter looks at the historical aspect of the television and Radio communication media. It discusses the factors responsible for the development of the broadcast media in Nigeria such as the political factor and Commercial factors . This chapter critically analysis skill acquisition in full detail stating it implied definitions, importance and types. It also links

the activities of the Broadcast media in skill acquisition programmes on communication stations as it also discusses the applied theory for the research.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discuss the techniques, method and process adopted in this research with the purpose of generating viable data that assisted in bringing about the actualization of the research objective. It is contained and explained under the following subheading;

Research design

Population of the study

Sample size

Sampling technique

Research Instrument

Validity of the Instrument.

Reliability of instrument.

Methods of Data collection

Method of data analysis

3.2 Research Design

. This research is exclusively adopting the survey research method. According to Asemah et al (2017) Survey is an empirical study that uses questionnaire or interview to discover descriptive characteristics of a phenomenon. Surveys are used across communication studies. Survey method has certain advantage such as they can be used to investigate problems in realistic setting and Survey research approach is inexpensive. Since this study is about finding the perception of the Broadcast media to skill acquisition, the survey research method is therefore suitable for the research.

3.3 Population of Study

The population of study was drawn from the residents of Benin Edo State, Oredo LGA with a population of 374,671, Egor district with a population of 339,899 and Ovia North East LGA with the population of

153,849. The population therefore comprises of a total number of 868,419 respondent drawn from concerned individuals in the selected local government area , Benin city. Edo State , Nigeria.

3.4 Sample Size

The Sample size for this study is 215. The figure was gotten by using the Cochran Sample size determination formula. Since the population is greater than 5%.

Formula: $N = \frac{\text{estimated sample}}{(1 + \frac{\text{estimated sample}}{\text{population}})}$

$$N = \frac{215}{(1 + \frac{215}{868,419})}$$

$$N = 214.94 = 215.$$

3.5 Sampling Technique

This research made use of the multi stage sampling technique. This technique is appropriate because the researcher made use of the cluster and simple Random sample technique. The research with a population scope of Benin City was divided into clusters by their LGA. The Local government area Oredo ,Egor and Ovia North East were selected , then a simple random

sampling was employed in these Local government areas , giving individuals in each of these local government a chance to be selected.

3.6 Research Instruments

The intended data collection instruments for this work is it well planned sets of questionnaires. A questionnaire is a list of questions designed to elicit information from respondents by filing in the answers in the space provided for the purpose Asemeh (2009).the questionnaire is containing both demographic content for acquiring the bio-data of the respondents and the psychographic content for the research based questions. The questionnaires shall be online administered to the respondents in order to obtain their opinions on the topic.

3.7 Validity of the Instrument

The instrument (questionnaire) for this research work is valid because after constructing and carefully analysing the questionnaire, it was passed to the researcher's supervisor for further critical examination and total scrutiny of every aspect of the questionnaire before it was distributed.

3.8 Reliability of the Instrument

Reliability is accuracy or precision of measuring instruments, the synonymous with repeatability or stability Asemeh (2017) . Reliability is synonymous with repeatability or stability. The questionnaire administered in this study was used to determine the perception of the broadcast media to skill acquisition In Benin state which was highly secure because it assisted in providing answers for the research questions. In order to test the reliability of the instruments (to be determined).

3.9 Method of Data Collection

For this research , the primary and secondary source of data collection were used for the study. For the primary source of data, copies of the questionnaire will administered personally to the respondents. The questionnaire contained applicable questions in demographic and psychographic sections of the questionnaire . While the secondary source of data was collected through research in available general textbooks, relevant works done by past research and articles and notes from different websites and library.

3.10 Method of Data Analysis

The analysis presentation and interpretation of data were based on the data collected using the questionnaire generated . The data collected were critically analysed in simple percentage and table presentation, while necessary explanations were given in underneath each table for simple understanding.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter presents and analyses the data collated through the questionnaire. The data collected were analysed using the simple percentage method. A total number of 215 copies of questionnaire were distributed through Google forms and all were properly filled making all questionnaires credible. 215 respondents therefore represent 100% of the sample size being studied. The details of the questionnaire are analysed below using frequencies, percentages and tables for the presentation of data.

4.1 Data Presentation and Analysis

Table 1: Presentation of Respondents by Gender

Gender	No of Respondents.	Percentage
Male.	63	28.8%
Female	153	71.2%
Total	215	100%

This table shows that the study comprises of both male and female respondent. By the Percentage and no. of respondents, female respondents

responded more than the male population , as there is a higher density in the female population in the State.

Table 2: Presentation of Respondents by Age

Age	No of Respondents.	Percentage
15 - 18	10	5%
18 - 20	50	23.3%
20 - 30	143	66.5%
30 - 40.	8.	3.7%
40 - 50	4.	1.5%
Total	215	100%

This table shows that the study was composed of respondents from different age group. It shows that a larger proportion of the respondents were within the age of 18 - 30 years.

Table 3: Presentation of Respondents by Marital Status

Marital Status	No of Respondents.	Percentage
Single	205	95.3%
Married.	10	5%
Total	215	100%

This table shows that the study involved respondents from the Single and Married life. By the percentage and no. of respondent the Singles were larger than the married that participated in this study.

Table 4: Presentation of Respondents by Educational Background

Edu. Background	No of Respondents.	Percentage
Pry sch certificate	3	1.16%
NECE/WASSCE	92	42.8%
B.sc.	118	54.9%
Phd	2	1.14%
Total	215	100%

This table shows that the study is drawn from respondents from various Educational background. It indicates that respondents from the NECO/WASSCE and B.sc were more available to participate in this study .

Table 5: Presentation of Respondents by Religion

Religion	No of Respondents.	Percentage
Christianity	204	94.8 %
Islam	11	5.2%
Traditional	0	0%
Total	215	100%

This table shows that the study was composed of respondents from all Religious belief. It indicates that a greater proportion of the respondents are Christians who participated in the study .

Table 6 : level of Understanding to what Skill Acquisition is about

Variable	No of Respondents	Percentage
High	132	61.4%
Very High	65	30.2%
Low	7	3.2%
Very Low	11	5.2%
Total	215	100%

This table reveals numerous variables used to determine the level to which the respondents understand what skill acquisition is about . A majority of the respondents by a 61.4 % shows the level to which they understand what skill acquisition entails.

Table 7 : level of Exposure to Skill Acquisition Programmes

Variable	No of Respondents	Percentage
High	136	63.3%
Very High	24	11.2%
Low	42	19.5%
Very Low	13	6%
Total	215	100%

This table reveals the extent to which the residents of Benin , Edo State are exposed to skill acquisition programmes, showing a majority of the respondent with a 63.3% high exposure rate.

Table 8: Extent of Exposure to the Broadcast Media Skill Acquisition Programmes

Variable	No of Respondents	Percentage
High	92	42.8%
Very High	18	8.4%
Low	71	33%
Very Low	34	15.8%
Total	215	100%

This table reveals the extent of the respondents exposure to the broadcast media skill acquisition programmes. Showing a majority of the respondents with a 42.8% level of exposure to the broadcast media skill acquisition programmes.

Table 9: level to which the Broadcast Media Influenced them as a Person on Gaining a Skill through its Programmes

Variable	No of Respondents	Percentage
High	99	46%
Very High	20	9.3%
Low	70	32.6%
Very Low	26	12.1%
Total	215	100%

This table reveals the level to which the broadcast media has influenced the respondents on the idea of gaining a particular skill through its programmes. Having a majority of respondents with a percentage of 46% under the high rate.

Table 10: Influence Rate of the Broadcast Media in Promoting Skill Acquisition in Edo State

Variable	No of Respondents	Percentage
High	87	40.5%
Very High	17	7.9%
Low	79	36.7%
Very Low	32	14.9%
Total	215	100%

This table reveals the influence rate of the broadcast media in its promotion of skill acquisition programmes in Benin, Edo State. The table shows a high influence rate with a 40.5% respondents rate.

Table 11: level of the Perception of the Broadcast Media on Skill Acquisition Programmes

Variable	No of Respondents	Percentage
High	87	41.4%
Very High	9	4.2%
Low	83	38.6%
Very Low	34	15.8%
Total	215	100%

This table reveals the perception level of the broadcast media to skill acquisition programmes, it shows the level at which they view skill acquisition, showing a high percentage rate of 41.4% Level of perception.

Table 12: What Extent as Skill a Acquisition Programmes Influenced them as a Person

Variable	No of Respondents	Percentage
High	121	56.3%
Very High	38	17.7%
Low	37	17.2%
Very Low	19	8.8%
Total	215	100%

This table reveals the extent to which the respondents have been influenced by the broadcast media skill acquisition programmes. Having the highest participation under the high rate with a 58.3% percentage rate.

Table 13: The level to which they Perceive Skill Acquisition Programmes as a Person

Variable	No of Respondents	Percentage
High	119	55.3%
Very High	57	26.5%
Low	24	11.2%
Very Low	15	7%
Total	215	100%

This table reveals the level to which the respondents perceive skill acquisition programmes. The table shows a higher participation of respondents with the high perception, showing a 55.3% percentage rate.

Table 14: Through what Channel of Exposure to Skill Acquisition Programmes

Variable	No of Respondents	Percentage
Television	167	77.2%
Radio	48	22.8
Total	215	100%

This table displays the channels through which the participants were exposed to skill acquisition more. The television having a higher percentage of a 77.2% rate than that of the radio with a 22.8 % percentage rate .

4.2 Discussion of Findings

4.2.1 Research Question one: To what level are the Residents of Edo State Exposed to the Broadcast Media Skill Acquisition Programmes

In answering this research question, the data presented in Table 8 and Table 9 will be used.

With the aim of gaining research data on the level the residents of Edo state are exposed to skill acquisition through the broadcast media , a few questions were asked of the residents through the questionnaire. Table 8 sought to find the extent of the residents exposure to the broadcast media skill acquisition programmes. The data presented in Table 8 reveals that 92 respondents (42.8%) affirmed that they have been exposed to a "High" level of the broadcast media skill acquisition programmes , 18 respondents (8.4%) were under the "very high" variable. The Table also displays 71 respondents

of (33%) who affirmed to have a "Low" exposure and 34 respondents of (15.8%) for a " very low" level of exposure to the broadcast media skill acquisition programmes.

Table 9 sought to find out the level to which the broadcast media influenced the participants as a person on gaining a skill through its programmes. The data presented in Table 9 reveals that 99 respondents of (46%) affirmed to have a "High" level of influence to gaining a skill through the broadcast media programmes , 20 respondents of (9.3%) were under the "very high " variable. The table also displays 70 respondents of (32.6%) were affirmed to have a "Low" level of influence and 26 respondents of (12.1%) for a "Very Low" level of influence by the broadcast media on gaining skill acquisition. This also in line confirms how well the respondents are exposed and influenced by the broadcast media skill acquisition programmes. This also goes in line with the social involvement theory by Muzafer Sheriff et al (1961) , in where people select how they involve themselves with the media affecting how much the influence and exposure the media is to them. The

theory focuses on the internal processes of an individual's judgement with relation to a communicated message.

4.2.2 Research Question Two: Through what Channels does Edo Residents Access Skill Acquisition Programmes

In answering this research question, The data presented in Table 14 will be used. With the aim of gaining research data on the channel through which the residents of Edo State access skill acquisition programmes , a question was asked relating to this in the questionnaire.

The data presented in Table 14 reveals that 167 respondents (77.2%) affirmed that they were exposed to skill acquisition programmes through the Television and 48 Respondents (22.8%) were exposed to skill acquisition through the Radio.

This data shows that the presentation of skill acquisition programmes are more frequent on the Television and lesser on the radio. The television as a media outlet has more views and audience than does who listen to the radio. This also goes in line with the uses and gratificational theory which implies that people use the media for their satisfaction. This is in line with Eze's research work which concluded that the audience have access more to

television medium and it helps to open their eyes and gives them an edge over all other mediums because of its peculiarity.

4.2.3 Research Question Three: How do the Residents of Edo State Perceive Skill Acquisition Programmes

To answer this research question, The data presented in Table 6 , Table 7 and Table 13.

With the aim of gaining data on how the residents of Edo State perceive skill acquisition programmes, few questions were asked of the respondents using the questionnaire. Table 6 sought to find the respondents level of understanding of skill acquisition programmes. The data presented in Table 6 reveals that 132 respondents (61.4%) affirmed that they have a "High" level of understanding about skill acquisition programmes , 65 respondents (30.2%) were under the "very high" variable of understanding. The Table also displays 7 respondents of (3.2%) who affirmed to have a "Low" understanding of skill acquisition and 11 respondents of (5.2%) for a "very low" level of understanding to skill acquisition.

Table 7 sought to find out the level of the residents exposure to skill acquisition programmes .The data presented in Table 7 reveals that 136

respondents of (63.3%) affirmed to have a "High" level of exposure to skill acquisition programmes , 24 respondents of (11.2%) were under the "very high " variable level of exposure . The table also displays 42 respondents of (19.5%) were affirmed to have a "Low" level of exposure and 13 respondents of (6%) for a "Very Low" level of exposure to skill acquisition. This presentation shows how the residents of Benin , Edo State see or view skill acquisition. It shows the level to which they uphold the idea of having a skill or learning a skill. And with this data discussed here is shows a positive view to skill acquisition in Edo State. This is in line with Asemeh(pp 32 , 2011) when he discussed the individual factors to the acceptance of media messages , he noted under attitudes and Opinions that " People notice messages which are in support of their own attitude , opinion even perception".

4.2.4 Research Question Four: To what level of Influence does Skill Acquisition have on the Residents of Edo State

To answer this research question, the data presented in table 10 , Table 11 and Table 12 will be used.

With the aim of gaining data on the level of influence does skill acquisition have on the residents of Benin , few questions were asked of the respondents using the questionnaire. Table 10 sought to find the influence rate of the broadcast media to skill acquisition. The data presented in Table 10 reveals that 87 respondents (40.5%) were under the "High" variable showing how high they were influenced, 17 respondents (7.9%) were influenced on a very high level . The table also shows that 79 respondents (36.7%) were influenced on a low level and 32 respondents (14.9%) were influenced on a lower level.

Table 11 sought to find the level of perception of the broadcast media to skill acquisition in Edo State. The data in table 11 reveals the 87 respondents (41.4%) shows the high level of perception of the broadcast media to skill acquisition programmes. 9 respondents (4.2%) shows a very high level of perception. The table also shows a 83 respondents (38.6%) low level of perception with 34 respondents (15.8%) with a very low level of perception to skill acquisition programmes.

Table 12 sought to find out to what extent has skill 1 acquisition influenced the respondents . The data in table 12 reveals the 121 respondents (56.3%) shows the high level of influence of the residents of Benin State to skill acquisition. 38 respondents (17.7%) shows a very high level of influence. The table also shows a 37 respondents (17.2%) on a low level of influence with 19 respondents (8.8%) with a very low level of influence to skill acquisition programmes. This data discussion shows the all round influence rate of the study. It shows how deep skill acquisition goes in their perspectives , and with this data it is a high and positive review. It is in accordance with the assertion of Ezeji and Okorie ((1999) that the benefits of skill acquisition is enormous because of drastically reduced unemployment if people are given apprenticeship training in skills, raw materials, machineries and equipment

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter summarizes the details of what the study is about, the method used in collecting data and the finding of the collected data. The study was aimed at discovering the perception of the broadcast media promotion to skill acquisition in Edo State. It was carried out using the survey method. The survey research method used for gathering data for the study was the questionnaire distributed online to various respondents which provided finding for the study.

From the data gathered from the respondents of the study through the questionnaire, the following finding were gathered.

1. Finding shows that the respondents in Benin State who participated in this research have been exposed to skill acquisition programmes from the broadcast media and the level of this exposure is High.
2. Finding shows that a good number of the respondents have been exposed to the skill acquisition programmes through the television medium ,

showing a larger number of people who use this medium more than the radio.

3. Finding shows that the residents and participates of this study perceive skill acquisition and what it entails on a high level. Showing how high they value the gaining of different skills.
4. Finding shows that skill acquisition has a high level of influence on the residents of Benin Edo State , as the gaining of such skills is seen as a betterment to their person.
5. Finding shows that the broadcast media has a high level of perception to the broadcasting of skill acquisition programmes through their media platforms especially through the television.
6. Finding shows that the influence rate of the broadcast media in promoting the acquisition of skill is also high which implies that they encourage a lot of individuals to indulge in the learning of various skills.

5.2. Conclusion

The outcome of this study reveals the level to which the Broadcast media in Edo State perceive the broadcasting of skill acquisition programmes to be on a high and positive level and the use of the television as a medium as reach more people than that if the radio , therefore revealing the creation of creative skill acquisition shows and the reporting of happening or latest skill has had a high impact to the residents of Benin , Edo State. This broadcasts has influenced this individuals to involves themselves in the learning of skills , has the learning of these skill have a high and positive influence on their day to day activities. This study had shown that the broadcast media and the residents of Benin Edo State perceive skill acquisition programmes and events on a high level.

5.3 Recommendations based on Findings

Arising from the finding, the study recommends that ;

1. The Radio broadcast media channels should develop more and imaginative audio broadcast on skill acquisition to the residents of Edo State , Benin city.
2. The Television perception to skill acquisition programmes should not reduce but be developed more so as to influence more individuals to partake in the gaining of skills , that should show them how these act will lead to the betterment and development of their lives in different aspects.
3. The idea of skill acquisition should be introduced into school curriculums and other social communities to increase the level of understanding of skill acquisition.
4. As the world keeps developing , new ideas will definitely surface so therefore , the broadcast media should not be found lagging behind on such details because new skill are being introduced everyday. They should endeavor to bring to the notice of individuals such development.

5. I highly recommend that the people of Edo State , Benin city to involve themselves in one skill or the other.

5.4. Suggestions for Further Research

This study focused on the broadcast media alone , the researcher suggestion to other research for further studies is to broaden the view of the media in relation to skill acquisition. As the media includes other forms such as the new media , research should be done using this media forms. As this study also focuses on a particular geographical area , the geographical area should be expanded or better yet changed , so as to generate data from other places to contribute more knowledge on how people view or scale skill acquisition in Nigeria. More Empirical studies should be used, a change in research method , as this is a survey , a Content analysis could be done focusing on different areas.

5.5 Contribution of Knowledge

This study was aimed at enlightening individuals about the broadcast media participation and perception towards skill acquisition programmes. In this study , the Broadcast media was shown that they only not disseminate news on current happenings but also play a role of an agent in improving the lives of individuals. From this study , the knowledge gotten is that the broadcast media aid in various ways to improve people lives and living experience. By the uses and gratificational theory and the social involvement theory in this study , people really do make use of the media for their own satisfaction and they take what is being released by the media , take what is of interest to them to help themselves. This study contributes the positive influence of the acquisitions of skills by individuals as this skills in which they involves themselves in led to the betterment of their lives.

The study also contributed a detailed explanation and discussion of what skill acquisition is all about , it importances , types e.t.c. and how it help individuals live better. This study in all , educates us on the perception of the broadcast media promotion to skill acquisition in Edo State, Benin city.

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