

**ROLE OF ITV AND EBS IN PROMOTING CIVIC EDUCATION AND  
COMMUNITY DEVELOPMENT IN BENIN CITY**

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**BENIN CITY**

**JULY, 2026**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS  
COMMUNICATION, FACULTY OF COMMUNICATION AND MEDIA  
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OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF ARTS (B.A)  
DEGREE IN MASS COMMUNICATION.**

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### **DECLARATION**

The project is based on a study undertaken by me, Etchie Naomi Oristseyimofe, ART2201204, in the Department of Mass Communication, Faculty of Communication and Media Studies, University of Benin, under the supervision of Mr. Osamagbe Lesley Egharevba. All findings and analysis in the study are products of my personal research, and where views of others have been used and expressed were duly acknowledged.

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**ETCHIE NAOMI ORITSEYIMOFE**  
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### **CERTIFICATION**

This is to certify that this research project titled “Role of ITV and EBS in promoting Civic Education and Community Development in Benin City” was carried out by **Etchie Naomi Oritseyimofe**, ART2201204, in the Department of Mass Communication, Faculty of Communication and Media Studies, University of Benin, Benin City, Edo State, in partial fulfillment of the requirements for the award of the Bachelor of Arts (B.A.) Degree in Mass Communication.

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**MR. OSAMAGBE LESLEY EGHAREVBA**  
Project Supervisor

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**DATE**

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**DR. DANIEL O. EKHARAEFO**  
Head of Department

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**DATE**

## **DEDICATION**

This project is dedicated to God Almighty, who made this possible. I also dedicate this work to my parents who continuously show me so much love and support.

## **ACKNOWLEDGEMENTS**

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## ABSTRACT

The study examined the role of Independent Television (ITV) and Edo Broadcasting Service (EBS) in promoting civic education and community development among residents of Benin City. The objectives of the study, were to examine the extent to which Independent Television and Edo Broadcasting Service provide content that promotes civic education among residents of Benin City, assess the perception of Benin City residents regarding the effectiveness of ITV and EBS in enhancing their knowledge of civic duties, governance, and community development initiatives, compare the contributions of a private broadcast station and a state-owned station in promoting civic awareness and community engagement, and identify challenges faced by ITV and EBS in fulfilling their social responsibility mandate. The study was anchored on the Social Responsibility Theory, Agenda-Setting Theory, and Development Media Theory. The researcher adopted a survey research design, with data collected from 400 sampled residents of Benin City, drawn through stratified sampling across seven local government areas, using a structured questionnaire as the research instrument. Findings from the study revealed that ITV provides more consistent civic education content than EBS, with residents frequently encountering civic-related programmes on the station. Secondly, the study discovered that residents perceive ITV as more effective in improving their understanding of civic duties such as voting and civic participation, while EBS is perceived as more effective in improving knowledge of governance and public policies. Thirdly, the findings showed that ITV contributes more strongly to civic awareness and audience engagement, while EBS provides more detailed coverage of community development programmes, indicating that both stations possess distinct but complementary strengths. The study also found that inadequate funding and political influence remain major challenges limiting both stations' ability to fulfil their social responsibility mandate, among others. Based on the findings, it is concluded that television broadcasting remains an important tool for civic education and community development in Benin City, and that sustained investment, editorial independence, and improved programming are needed for ITV and EBS to maximise their contributions. This study recommended that, both stations should increase the frequency and consistency of civic education programmes and combine them with interactive communication strategies such as phone-in sessions and public forums. ITV should improve its coverage of governance-related issues while EBS improves its programme appeal, and both

stations should strengthen credibility and public trust through balanced, independent reporting that keeps civic content focused on public interest rather than political interests.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The mass media play an important role in public education by providing citizens with information that supports social awareness and democratic participation. Communication scholars agree that the media contributes to public understanding by explaining social issues, political processes, and civic responsibilities in ways that are accessible to large audiences (McQuail, 2010). Television, in particular, remains a widely consumed medium because it combines sound and pictures, making it effective for public enlightenment and learning across different social groups (Dominick, 2013). Through news, public affairs programmes, and discussion shows, television supports the transmission of civic knowledge and shared values within society.

In developing countries, the educational function of the media is closely linked to national development. Studies in development communication show that mass media encourages public participation by increasing awareness of governance, elections, and community issues (Melkote & Steeves, 2015). Civic education involves informing citizens about their rights and duties and promoting values such as accountability and participation in public affairs (Adejumobi, 2000). Regular exposure to civic and political information through the media has been found to strengthen political awareness and citizens' sense of responsibility (Norris, 2000). For this reason, broadcast television remains an important channel for civic learning in societies where access to formal civic education is uneven (UNESCO, 2018).

The deregulation of broadcasting in Nigeria in the 1990s expanded the number of television stations involved in public education. This development increased the range of political and social information available to audiences and strengthened the role of television in civic communication (Oso, 2012). Research indicates that local television stations are particularly important because they address issues that directly affect their immediate audiences, including state governance, cultural identity, and community matters (Olu-Oladele, Iloh, & Ejekwu, 2025). Such stations often serve as major sources of information on public affairs at the grassroots level.

Within Nigeria's broadcast system, Independent Television and the Edo Broadcasting Service operate as television stations based in Benin City. Studies on ITV show that its political and public affairs programmes contribute to political awareness and civic discussions among residents, although audience responses differ (Ugwu, 2016; Edogiawerie & Dike, 2025). Research on programmes such as *Vbosunu* also suggests that ITV provides a platform for discussing social and political issues affecting Benin City residents (Omoera & Aikhionbare, 2024). As a state-owned station, EBS is tasked with disseminating information on government activities and public issues, supporting civic understanding at the state and community levels (Olu-Oladele et al., 2025). Examining the roles of these two stations provides a basis for understanding how television contributes to civic education and community development in Benin City.

## **1.2 Statement of the Problem**



Television continues to serve as a key instrument for civic education and community development, delivering information on governance, civic responsibilities, and societal issues. Media platforms are expected to function as the fourth estate, upholding social responsibility by educating citizens, promoting transparency, and encouraging active participation in community and public affairs. Research on Independent Television shows that its political and public affairs programmes contribute to political awareness and civic discussions among audiences (Ugwu, 2016; Omoera & Aikhionbare, 2024). Similarly, studies on educational broadcasting emphasize the role of television in enhancing public knowledge and civic competence (Olu-Oladele, Iloh, & Ejekwu, 2025).

Despite this, existing studies reveal gaps in understanding the sustained impact of broadcast stations on civic engagement (education and development). Research on ITV largely focuses on election periods, leaving broader civic education and community development largely unexplored. Even more striking is the limited research on Edo Broadcasting Service, a state-owned station with a public service mandate, raising critical questions about the extent to which it fulfils its social responsibility in informing and educating citizens (Edogiawerie & Dike, 2025). These gaps underscore the need for a focused investigation into how ITV and EBS function as tools for civic education and contribute to community development in Benin City, which forms the premise of this study.

### **1.3 Objectives of the Study**

#### **This study sought to:**

1. Examine the extent to which Independent Television and Edo Broadcasting Service provide content that promotes civic education among residents of Benin City.
2. Assess the perception of Benin City residents regarding the effectiveness of ITV and EBS in enhancing their knowledge of civic duties, governance, and community development initiatives.
3. Compare the contributions of a private broadcast station and a state-owned station in promoting civic awareness and community engagement.
4. Identify challenges faced by ITV and EBS in fulfilling their social responsibility mandate.

### **1.4 Research Questions**

#### **The following research questions were raised to guide the study:**

1. To what extent do Independent Television (ITV) and Edo Broadcasting Service (EBS) provide content that promotes civic education among residents of Benin City?
2. How do residents of Benin City perceive the effectiveness of ITV and EBS in enhancing their knowledge of civic duties, governance, and community development initiatives?

3. What are the differences in the contributions of ITV and EBS in promoting civic awareness and community engagement?
4. What challenges do ITV and EBS face in fulfilling their social responsibility mandate?

### **1.5 Significance of the Study**

The study would help media platforms, particularly Independent Television and Edo Broadcasting Service, assess the effectiveness of their civic education and community development programmes and improve the way they design and deliver content to engage audiences more meaningfully or to know if they should continue using the same design. Viewers will benefit by understanding how television programmes influence their knowledge of civic responsibilities, governance, and community issues, encouraging greater participation in civic and community activities. Government agencies and policymakers may use the findings to strengthen communication strategies and work more effectively with media institutions to reach citizens and promote public participation. Academically, the study adds to the existing research on mass communication, civic education, and community development, providing a basis for future studies on the roles of private and state-owned television stations in Nigeria. On a broader level, the research would contribute to society by showing how media can foster informed citizens, enhance social cohesion, and support sustainable community development in Benin City and similar urban areas.

### **1.6 Scope of the Study**

The study is geographically limited to Benin City, Edo State, which was selected not only because it is the administrative, cultural, and media hub of the state where Independent Television and Edo Broadcasting Service operate, but also due to its proximity to the researcher, which facilitates data collection and enhances the validity of the study. The research focuses on residents of Benin City aged 18 years and above, particularly those who regularly watch ITV and EBS, to capture a diverse range of perspectives on how television programming influences civic education and community development. The selected demographic includes adults from varying educational, occupational, and socio-economic backgrounds, ensuring that findings reflect the experiences and perceptions of the broader urban population engaged with local broadcast media.

### **1.7 Limitations of the Study**

**Reliance on Self-Reported Data:** Data were collected via the questionnaire, which relied on respondents' subjective perceptions and self-reported viewing habits rather than objective measures such as content analysis. This introduces the possibility of social desirability bias or inaccurate recall, particularly regarding how much respondents have actually learned from specific programmes.

**Financial Constraints:** As a self-funded undergraduate research project, the study was conducted within a limited budget, which restricted the scale of data collection. Financial limitations affected the extent of travel across all seven local government areas of Benin City and the ability to expand the sample size or adopt a mixed-methods approach incorporating interviews or focus group discussions to complement the survey data.

**Sampling Bias:** The study's large and diverse sample size raises concerns about its representativeness of Benin's population, as survey participants may hold different perspectives from non-participants, potentially introducing sampling bias.

**Generalizability:** Conclusions drawn from Benin City may not be easily extrapolated to other regions of Nigeria or globally due to significant regional variations in political climate, public.

## **1.8 Operational Definition of Terms**

**Benin City:** It refers to the capital of Edo State, Nigeria, and is defined as the geographic area where the study is conducted, including its residents who are the target audience of ITV and EBS programmes.

**Civic Education:** In this study, it is measured by programmes, news, or public affairs content that informs viewers about governance, democratic participation, and civic responsibilities.

**Community Development:** This is understood as broadcast content that encourages local participation, social cohesion, problem-solving, or awareness of development initiatives.

**Promoting:** It is defined as the process of actively presenting, highlighting, or disseminating information through television programmes with the intention of increasing awareness, understanding, or participation among viewers in civic or community-related activities.

**Role:** It refers to the specific functions, activities, and responsibilities of Independent Television and Edo Broadcasting Service in influencing, informing, or engaging residents of Benin City through their broadcast content.

## CHAPTER TWO

## **LITERATURE REVIEW**

This chapter reviews relevant literature related to the study. It examines key concepts, theoretical frameworks, and previous empirical findings to provide context for the research. The chapter also highlights gaps in existing studies and shows how the current study addresses them. This section helps to establish a clear foundation for understanding the research problem and guides the direction of the study.

### **2.1 Review of Concepts**

#### **2.1.1 Civic Education**

Civic education has long been considered the foundation of responsible citizenship in a democracy, as it is the process by which citizens are intentionally provided with the knowledge, skills, values, and attitudes necessary for meaningful participation in public life. According to Akinboye (2015) civic education promotes political awareness and provides citizens with a sense of being involved in governance as opposed to being passive spectators. Likewise, Falade and Adeyemi (2015) assert that civic education develops a culture of democracy by assisting individuals in making sense of political processes and the role of public institutions. Civic education received renewed attention in Nigeria after the return to democratic rule in 1999 as a result of the heightened visibility of issues related to voter apathy, corruption and the disenfranchisement of citizens from civic engagement. Civic education was thereby incorporated into the formal educational curriculum in an effort to increase national pride and to promote democratic values. Notwithstanding its formal incorporation into the education system, civic education continues to take place outside the classroom as the

ongoing social process that moulds the manner in which citizens understand elections, public policy and the performance of public officials. Consequently, when citizens understand how government actions affect jobs, safety, and the provision of fundamental services, they are more likely to become engaged in civic life. Civic education therefore connects political knowledge with everyday realities. It reminds citizens that democracy is sustained not only by leaders but also by informed and responsible members of the public.

As the concept unfolds, its core elements show that it is fundamental to democratic stability. Civic education teaches people about their rights and responsibilities, the importance of active political engagement, and how to live by the law. Through civic education, the Federal Republic of Nigeria (2014) identifies civic education as an avenue to give learners an understanding of their constitutional rights such as the right to free expression, the right to join a group, and the right to vote. At the same time, civic education identifies the responsibilities that must be fulfilled by learners such as obeying the law, paying taxes, and contributing to community development. According to Adeyemi (2018), a democracy will become unstable when citizens have expectations for their rights but ignore their civic responsibilities. The dichotomy of rights and responsibilities is important because it ultimately develops the nature of participatory governance. Political participation is another component. Political participation consists of, but is not limited to, voting, participation in community forums, soliciting information from elected officials, and engaging in non-violent advocacy. While civic education has raised citizens' awareness regarding their rights and



responsibilities, Ekanem & Ekpo (2016) indicated that young Nigerians are politically disengaged even when they have participated in civic education. This suggests that being educated does not guarantee political participation. Factors such as economic hardship, distrust in government, and fear of political violence often decrease citizens' desire to participate. Therefore, the evolution of civic education in Nigeria is a reflection of both progress and continued challenges with implementing civic education.

The need for civic education becomes clearer when compared with the current challenges of democratic governance in general. Specifically, in terms of those challenges, Nwabueze (2015) claims that constitutional democracy relies on an informed citizenry to know both that there are limits to political authority and also that political authorities are accountable for the fulfilment or violation of their authority. If people do not have sufficient civic knowledge, they may not be able to effectively confront abuses of power and demand transparency from public officials. Gyimah-Boadi (2015) has also noted that there are many times when democratic systems have regressed once people lose their interest in doing things that support the general public interest following an election. Essentially, these two authors are demonstrating that civic education leads to greater levels of continuing participation instead of just temporary electoral excitement. Furthermore, civic education strengthens and enhances the effectiveness of democratic political systems. Additionally, in multi-ethnic societies like Nigeria, civic education develops tolerance, promotes dialogue and supports the non-violent resolution of conflicts. Therefore, given the fact that there are times when the public has had little trust in government institutions in Nigeria, civic education has even greater significance. As

Oloruntoba and Falola (2018) have stated, civic education should occur simultaneous with the establishment of credible governing institutions for it to be most effective. If public officials do not demonstrate fairness or transparency in their conduct, then the public may become suspicious of the sincerity of civic education messages. This element of tension suggests that civic education cannot occur independently of political realities; rather, the strongest impact of civic education occurs when the values of civic education are also instilled in democratic institutions.

As part of constantly shaping people's civic identity, mass media is at the centre of this never-ending project. For example, according to Uche (2018), radio and television represent daily sources of political information for persons of all social and educational backgrounds. Mass media platforms offer news-related programs that create opportunities for citizens to learn about policies, electoral processes and development initiatives through programs such as news reports, interviews, and public affairs programs. Ojebode (2017) indicated that in the case of interactive programs, this provides an opportunity for citizens to share their opinions and communicate directly to elected officials, thus encouraging participation in society. In this way, mass media helps to extend and support civic education beyond the classroom into people's homes and communities. The success of this role within mass media is also subject to how professionally and independently the editorial staff operates within the context of particular social or economic systems. Chuma, Musa & Ugwuanyi (2020) disclosed that political ownership and commercial pressures are two potential determinants for the type of information disseminated to the public. Put differently, public broadcasters have the tendency to give preference to the

government's perspectives; whereas, privately owned broadcasters tend to balance civic-related programming with programming developed specifically for profit. These factors will ultimately affect how consistently civic issues are presented in mass media.

### **2.1.2 Community Development**

Community development is thought of as a practical way for people to improve their quality of life through collective action, shared planning and local ownership of solutions. Instead of regarding development as something that is “given” to them through either Government or donors, many academics point out that development works best when community members define their needs and determine how their lives are going to be affected by decisions made regarding those needs. The International Association for Community Development defines community development as a practice that promotes participation and equality and social justice by using the organization and empowering of people in their communities (IACD, 2020). This perspective is of particular importance as it draws attention away from the projects alone toward the process of developing community capacity, leadership, and trust. As demonstrated in Nigeria, this perspective relates directly to everyday situations in which individuals depend on self-help and the support of their communities through self-help groups or other community leaders to provide solutions to difficulties such as security, sanitation, and basic infrastructure. Adekola and Uzoagu (2022) also show that there are various methods used in community development. However, participatory forms of these methods will likely produce results that will be sustainable for the communities involved. Nonetheless, the term is sometimes used very broadly to describe any initiative carried out within a community, regardless of

whether or not there was input from the community members involved. This may be one of the main problems in practice, because development that ignores local voice may look successful on paper but fail in real life when support ends or conflicts emerge.

From this perspective, community development aims not only towards physical aspects of development, but also social aspects of development (i.e., social progress and economic progress) and improved quality of life, as well as establishing a local system for dealing with the problems within the community. To achieve these goals, community development will try to improve the living conditions of the members of the community by making it easier for them to access services, reducing their vulnerability to poverty and creating an inclusive environment, where all people, including women, youth and disadvantaged people, will have an opportunity to participate in the development process. According to Adebayo and Butcher (2021), community development has a close relationship with both empowerment and participation as they state that individuals who have true influence in planning and implementation are more likely to support and protect positive outcomes from development. This is also why many communities resist projects that they perceive to be imposed upon them or politically motivated or those that have been distributed in an unjust manner. A secondary goal of community development is to promote social cohesion within communities, since communities with the ability to work together, negotiate and settle disputes will have a greater capacity to maintain improvements made to their community. It is worthy to note that community development is sometimes treated as a substitute for government responsibility, especially where authorities rely on communities to fund or maintain services that should

be public. When this happens, “participation” may become a polite word for transferring burdens to residents without adequate support. Kyamru (2019) also highlights how participation in decision-making affects sustainability, implying that where people are excluded, projects are less likely to last. So, while the goals of community development sound straightforward, achieving them depends on fairness, transparency, and genuine shared control.

These goals become visible in the different forms community development initiatives take in everyday life. Communities and institutions often organize health campaigns such as immunization awareness, maternal health education, disease prevention messaging, and local outreach during outbreaks. Environmental sanitation initiatives are also common, including waste management drives, drainage clearing, market sanitation, and community clean-up exercises that respond to flooding and public health risks. Voter education is another important form, especially around elections, where communities need clear information on registration, voting procedures, and the consequences of electoral violence. Youth empowerment initiatives also feature strongly, ranging from skills training and apprenticeship support to sports programmes, entrepreneurship mentoring, and civic engagement activities that reduce idleness and social risk. Adekola and Uzoagu (2022) note that approaches to community development vary, but where efforts are participatory and locally grounded, communities tend to show stronger commitment. The challenge is that many initiatives remain short-term, event-based, or tied to political seasons, which weakens continuity. Some programmes also focus heavily on announcements and ceremonies while neglecting follow-up and

maintenance. This is why community development should be judged not only by how many activities happen, but by whether they solve real problems, strengthen local capacity, and continue after initial enthusiasm fades. This indicates that participation is a key part of community development.

Participation is a huge part of community development, which means communication isn't an additional piece of the development process but instead one of the critical factors in a successful development project. Communication determines how people perceive an issue or problem, trust their leaders, and how much time, money and effort they are willing to expend toward achieving common goals. According to Adelakun (2019), communication for development involves connecting with people in a manner that reflects their beliefs and their everyday experiences, rather than delivering messages from 'above.' Furthermore, Ajibade (2017) identifies the importance of community-based broadcast media in terms of connecting with the concerns of the local community; however, he also cites a range of structural and regulatory issues relative to the broadcasting sector. In practice, through the provision of timely information, promotion of public awareness related to health and sanitation issues, description of community development projects and providing citizens with opportunities to both ask questions about and provide feedback on development-related issues, community broadcast facilities have the ability to mobilise people and communities. Furthermore, broadcast facilities can focus attention on a single issue or problem for an extended period of time as development efforts emerge, not simply during the time of a single newly published story. However, given that development programming may be the result of political

agendas or significant commercial interests, it is not unreasonable to assume that civic and development-related programming may be set aside or framed in a manner that discourages critique or criticism. Emwinromwankhoe (2020) shows that changes in broadcasting practice and the media environment can influence how stations produce and distribute content, which can either support community engagement or weaken it. This is why the role of stations like ITV and EBS should be examined carefully, not only by counting programmes but by looking at how content invites participation, builds trust, and encourages residents to get involved in real community improvement efforts.

### **2.1.3 Overview of ITV and EBS**

Independent Television and Radio, commonly referred to as ITV and Radio, is a privately owned broadcasting station that is situated in Benin City within Edo State. The station was founded in 1997 by Sir Chief Dr. Gabriel Osawaru Igbinedion, who is also known as The Esama of Benin. When ITV was established, it became the first privately-owned television station to operate within Edo State after Nigeria's broadcast sector had been deregulated, (this was the first time private companies were able to establish their own television stations). ITV was established to provide additional alternatives to the existing media within the area and to increase access to information throughout the area. Within a year of the station being established, ITV launched Independent Radio 92.3 FM which served as a complement to the television station, to further expand ITV's reach into a much larger population (especially those people who live in rural areas). ITV is currently broadcast in both English and Indigenous Languages, and is rapidly building its brand presence within the South-South region of Nigeria. ITV programming touches on

diverse content which includes: news, entertainment, culture promotion and public awareness/dissemination campaigns. In 2007, ITV received approval from the National Broadcasting Commission to operate on Channel 42 UHF in Abuja, and in 2009 it obtained a digital satellite broadcasting license, expanding its reach nationally and internationally.

Edo Broadcasting Service (EBS) was formed in 1991 after the formation of the Edo State as the result of splitting off from the Bendel Broadcasting Service. EBS is owned and operated by the state government headquartered in Benin City, and it provides radio and television broadcasting as an official medium for all state government communications (e.g., public service announcements) and to provide the public with a means of enlightening the general public about the state government's programs, initiatives, and services. EBS is primarily funded by the state of Edo government and utilizes its channel to disseminate information concerning state government policy, developments, and community initiatives. In addition to that, EBS provides educational, cultural, and civic programming to the citizens of Benin (urban and rural). Because EBS has an institutional association with the state government, the editorial direction of the EBS content is influenced by that association.

Therefore, EBS, as well as ITV, represent the distinction between privately owned and operated television/radio broadcasting and state-owned and operated television/radio broadcasting. Both television and radio provide public and civic information and have influenced and shaped discussions regarding the community, which may have determined and guided the development of communities across Edo State.



## **2.2 Review of Related Literature**

### **2.2.1 Mass Media and Civic Responsibility**

The mass media is a term that refers to the channels that carry information from institutions to large, widely distributed audiences at one time. The most common examples of mass media in everyday life are television and radio. For many households, they continue to be the two main sources of news and information. When citizens receive updated information about the government (such as elections, public policies, and social issues) through the airing of news bulletins or the start of radio talk shows, they are using mass media. According to Ojebode (2017), the mass media provide a public forum for the discussion of issues and the formation of collective meanings. Uche (2018) also states that the mass media serve as a bridge between governments and citizens, and therefore act to make the political process more visible to and accessible to citizens. In many communities, the first time that people hear about new laws, public health initiatives, or development projects is through mass media. This type of regular contact with mass media creates familiarity with and trust in mass media, which leads to citizen expectations for mass media to be accurate, fair, and consistent. However, as discussed by Chuma, Musa, and Ugwuanyi (2020), the practice of mass media is complicated by ownership structures and commercial pressures that influence how stories are selected and framed. This makes it impossible for mass media to operate independently of restrictions, despite the responsibilities that they have to the public. The mass media narrative tells us that mass media can and will influence the public, but that this influence is shaped by both civic duty and institutional interest.

The first activity is to provide information. Oso (2017) argues that for democracy to be effective, people need access to timely and accurate information about government and social issues. If there is no access to this type of information, the ability of the public to participate will decline or become misdirected. Next, there is education, where programs such as how to vote, where to go for public health information, and community programs need to be explained. A radio show about waste management or a TV debate about electoral reform does not just report what has happened; it helps to define the issues and improve knowledge of them. Additionally, entertainment plays a role in this process. While drama, talk shows, and music programs may seem like entertainment and not be taken seriously, they also provide social value and ethical lessons that help to shape public attitudes. The function of surveillance is evident when investigative reports expose corruption or highlight safety issues. Mobilization takes place when stations urge their viewers to register to vote, participate in community meetings, or support health campaigns. These functions can all occur together in a single broadcast program, providing listeners and/or viewers with information, education, and motivation to act. However, Ojebode (2017) points out that commercial competition sometimes pushes entertainment programming ahead of civic discussion, resulting in less coverage of important issues in the news. Within media organizations, there is an ongoing negotiation between providing service for the public and making a profit.

Over time, these functions give the media the power to influence social change. When certain issues receive repeated attention, they become part of everyday conversation. Uche (2018) explains that sustained coverage can pressure leaders to

respond to public concerns. If a television station repeatedly reports on road accidents caused by poor infrastructure, citizens begin to demand action. Authorities may respond because silence becomes difficult. Yet this influence depends on independence and professional standards. Chuma et al. (2020) caution that political connections or economic interests can restrict critical reporting. In such cases, sensitive issues may be softened or ignored. The capacity of media to act as agents of change therefore rests on credibility. When audiences trust what they hear and see, they are more likely to act on it. At the same time, media narratives can also shape attitudes in less constructive ways. Repeated framing of certain groups or issues can deepen divisions or spread fear. Civic responsibility in media practice is therefore not abstract. It determines whether influence leads to accountability or misunderstanding.

This ongoing interaction between media and society is closely tied to democratic participation. Democracy depends on citizens who are informed and willing to engage in public life. Ojebode (2017) notes that interactive programmes, especially radio phone-in sessions, allow ordinary citizens to question leaders and express concerns. These conversations give people a sense of inclusion. Television adds another layer through visuals that shape perception. Images of peaceful voting lines may encourage confidence in elections, while footage of unrest may create caution or fear. Uche (2018) explains that repeated exposure to certain themes affects what people consider important. If civic duties are regularly discussed, they become part of public consciousness. If they are ignored, interest may fade. However, the shaping of public opinion is never neutral. Editorial decisions determine which voices are amplified and which are sidelined.

Commercial and political interests often influence this selection. For this reason, examining the civic responsibility of television and radio requires attention to content, framing, and accessibility. Broadcast media do not simply report society; they participate in shaping it. Their daily messages influence how citizens think, what they prioritise, and how they act within democratic life.

### **2.2.2 Private vs State-Owned Broadcast Media**

Private and government-run broadcasting stations differ fundamentally in ownership and function. Private broadcasters (individuals, families and corporations) need advertising revenue, sponsorships and audience loyalty to survive. Thus, they are highly responsive to audience preferences and concerns and focus heavily on ratings. According to Chuma, Musa, and Ugwuanyi (2020), private broadcasters operate under a political economy where the financial viability of their operations effects the type of programming they produce. Financial constraints typically result in innovations designed to engage listeners/viewers while allowing for flexible programming. In addition, private broadcasters use innovative programming such as talk shows and investigative reporting to attract advertisers while also maintaining a competitive edge. However, private broadcasters will be limited in sustaining unprofitable programming, such as in-depth civic engagement discussions. Oso (2017) observed that because of the need to generate revenue and maintain a certain level of professionalism, programming will be adapted to fit the demands of the marketplace. Generally, the financial requirements to maintain a financially successful station will shape both the content and tone of programming. All things considered, the private broadcasting sector continuously looks for a suitable

balance between financial viability and public duty. In reality, even though private broadcasters position themselves as independent, the implicit and explicit economic implications of running a station may significantly affect their programming choices.

Government-owned stations operate within a different institutional framework. They are established by the state and funded primarily through public allocations, sometimes supplemented by advertising revenue. Their mandate often includes disseminating official information, promoting national unity, and supporting development programmes. Uche (2018) observes that public broadcasting institutions were created to ensure that citizens receive information about government policies and national issues. This funding arrangement provides relative financial stability, but it also creates a close relationship between the station and political authority. Because management structures are linked to government institutions, newsroom decisions may reflect administrative expectations. Chuma et al. (2020) argue that during politically sensitive periods, state-owned stations may show caution in reporting stories that portray government negatively. This structural connection does not automatically eliminate professionalism, but it can narrow the range of perspectives presented. Oso (2017) explains that public broadcasters often face the challenge of distinguishing between serving the public and supporting the government in power. The tension lies in maintaining credibility while operating under state oversight.

These ownership and funding structures shape the degree of freedom available within newsrooms. In private stations, independence may be broader in relation to government control, yet it is not absolute. Owners' political interests or business

affiliations can influence editorial direction, especially during elections or major policy debates (Chuma et al., 2020). Journalists may exercise caution where content could affect business partnerships or advertising contracts. In public stations, dependence on state funding can encourage alignment with official narratives. Budgetary control and administrative supervision may affect how boldly journalists question government performance. The difference therefore lies not in the presence or absence of pressure, but in its source. Private stations often respond to market expectations, while state-owned stations respond to political structures. Both forms of dependence influence how issues are framed and which voices are amplified. The space available for critical debate, opposition views, and investigative reporting is shaped by these structural realities. Understanding this distinction is essential when examining how broadcast media contribute to democratic discourse.

More pronounced distinctions in structure are evident when one considers what takes priority in programming. Private broadcasters often create programming aimed to engage specific audiences, whose unique demographic characteristics can help them remain competitively relevant. In this regard, interactive talk show formats, youth-oriented programming, and investigative segments are all examples of how engaging multiple stakeholders in programming can contribute to sustained public interest. However, programming directed towards civic education competes with entertainment programming on limited broadcast schedules. Programs aired by public broadcasters often include airtime devoted to government enterprise, official ceremonies and policy announcements, as well as air public service announcements about health campaigns,

voter registration, and community initiatives. Although this type of content can help build awareness among audiences, in many cases, it is disseminated in a top-down fashion and, as such, leaves little room for audience members to actively engage in the form of critical discourse. Ojebode (2017) explains that citizens will have stronger democratic participation opportunities when they are provided an opportunity to ask questions of leaders and express a variety of perspectives. In cases where programming promotes dialogue and presents a balance of views on issues, civic education is participatory and empowering. However, in situations where the content is presented through only one lens or is framed at the discretion of the programmer, civic education can be perceived as passive learning. As a result of these differences between private commercial stations and publicly owned stations, civic education delivered via these mediums is very different in not only style but substance. Furthermore, how civic education is delivered via television, whether through an open dialogue format or as controlled information, can impact citizens' development of an understanding of, and subsequent participation in, democratic processes.

### **2.3 Review of Empirical Studies**

Makinde and Abati (2024) examined how community radio programmes affect political education in Ibadan Metropolis, Oyo State. The purpose of the study was to determine whether exposure to community radio content improves people's political learning, interest, and participation in civic discussions. The researchers adopted a cross-sectional survey strategy and reported using mixed methods, combining quantitative and qualitative data to capture both measurable patterns and explanatory views from

respondents. Their population included students, staff, visitors, and residents within a university community and its surrounding environment, which allowed them to capture diverse perspectives, though within a limited geographic and social space. The findings showed a positive relationship between community radio programmes and political education, suggesting that radio contributes to political learning by simplifying issues and making them accessible through familiar language and interactive formats. The study treated political education as a practical outcome, focusing on people's awareness and engagement rather than only testing knowledge of political facts. Even so, a key gap remains in the scope and setting of the study. The research was restricted to Ibadan metropolis and centered strongly on community radio, leaving out the role of mainstream commercial stations and state-owned broadcasters that may command wider attention and different trust levels. Another gap is that the study did not compare how ownership type shapes political education content, which matters in Nigeria where private and state-owned outlets often operate under different pressures. This present study fills that gap by focusing on Benin City and examining two distinct broadcast models: a private station (ITV) and a state-owned station (EBS). It also expands the conversation from political education alone to civic education and community development, allowing the study to assess not only awareness but also how civic duties and community initiatives are framed and understood by residents.

Iheanacho, Okoli, Jumbo, Akwari, Etumnu, and Ikpo (2022) investigated the effectiveness of a radio programme in bridging the illiteracy gap in rural areas of Bayelsa State, focusing on "News in the Languages" on Radio Bayelsa. The purpose of the study



was to find out whether broadcasting news in local languages improves understanding and inclusion among rural audiences, especially those with limited formal education. The authors adopted a survey method guided by Development Media Theory, using questionnaires to measure exposure, reactions, and perceived effectiveness of the programme. Their results showed strong audience acceptance of local-language broadcasting, and a large proportion of respondents reported that the programme helped them participate in discussions that affect them. A notable finding was the reported perception that local-language news reduced exclusion and strengthened understanding among people who might otherwise struggle with mainstream English news. This is important because civic education often fails when people cannot access the language of governance and public information. Yet the study also leaves some important issues open. It examined effectiveness mainly through self-reported perceptions, which can be shaped by social desirability or general liking for local-language content. It also focused on literacy gaps rather than civic outcomes such as knowledge of civic duties, governance processes, or community development participation. Another gap is that the study did not compare different station types, so it did not show whether similar language-based civic content performs differently on private versus state-owned outlets. This current study addresses these gaps by moving the focus to Benin City and examining how ITV and EBS provide civic-related content, including governance and community development issues, and how residents perceive their impact. It also makes room for comparison, which helps explain whether station ownership and institutional pressures affect the consistency, depth, and style of civic education delivery.

Amedu (2023) studied media educational contents and how they relate to Nigerian youths' knowledge of political activities. The main purpose was to determine the forms of political education content youths' access through media and whether exposure is associated with higher political knowledge. The author adopted a correlation survey research design, drawing respondents within the youth age bracket and reporting coverage across Nigeria's geopolitical zones. The study measured both exposure to different media formats and respondents' self-reported political knowledge. Findings showed that many respondents accessed political education content through social media, while a substantial proportion also accessed such content through electronic/broadcast media. The study also reported a strong positive correlation between media educational contents and knowledge of political activities. In practical terms, the study suggests that political learning among youths is connected to media exposure, including broadcast content, and that media platforms can function as civic classrooms when content is repeated, accessible, and engaging. However, the study carries gaps that matter for broadcast-focused research. First, the work combines multiple media types, and broadcast media becomes only one part of a larger mix, which makes it hard to isolate what television and radio specifically contribute. Second, the focus is youth political knowledge, not civic education in the broader sense that includes civic duties, community development involvement, and everyday governance accountability. Third, the study does not examine station-level differences, such as whether private and state-owned stations deliver civic messages differently, or how audiences judge credibility across stations. This present study fills those gaps by narrowing attention to broadcast stations in Benin

City and comparing ITV and EBS in terms of civic education and community development programming. It also shifts from a broad national youth frame to a city-based audience frame, which supports the understanding of how residents experience station content in daily life and how that exposure affects civic awareness and community engagement locally.

Adesina, Okunnu, and Olanlokun (2018) examined television as a vehicle for community development through a study of the *Lotunlotun* programme on the Broadcasting Corporation of Oyo State (BCOS) Television. The purpose was to assess how the programme was packaged to mobilize community members and to determine audience opinions and perceived influence of the programme. The authors anchored the study on Development Media Theory and participatory communication thinking, treating television not only as a channel for announcements but as a tool that can encourage people to act. The study examined programme content and audience reaction, paying attention to how messages were framed and whether they stimulated community-level response. Their findings indicated that the programme had influence in mobilizing people by focusing on local issues and presenting them in ways that audiences could relate to. This supports the idea that television can encourage collective action when it deals with problems close to people's everyday lives. At the same time, the study has gaps that limit how far it can be generalized. It focuses on a single programme in one state-owned setting, so it does not show how a private station might package similar community development messages or whether audiences respond differently based on ownership and trust. It also concentrates on community development mobilization, but civic education

includes other areas such as civic duties, governance knowledge, and citizen oversight, which were not central to the study. Another gap is that the work does not compare multiple stations within the same city, which is important because audiences often consume content from competing outlets. This present study responds by focusing on Benin City and examining both ITV and EBS side by side. It also broadens the lens to include civic education and community development together, which allows for stronger assessment of how civic learning and mobilization interact within station programming and audience perception.

## **2.4 Theoretical Framework**

**The following theories will guide this research:**

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### **2.4.1 Social Responsibility Theory**

Social Responsibility Theory developed from the report of the Hutchins Commission in the United States and was later articulated by Siebert, Peterson, and Schramm (1956). The theory argues that although the media enjoy freedom, such freedom must be guided by responsibility to society. McQuail (2010) explains that the media are expected to provide accurate, balanced, and meaningful information that enables citizens to participate effectively in democratic life. The theory further maintains that media institutions should reflect diverse viewpoints, promote public debate, and serve as watchdogs over government and other powerful actors. When media organizations fail to meet these expectations, public trust declines and democratic

accountability weakens. This theory is directly relevant to the present study because it provides a framework for assessing whether ITV and EBS serve the public interest in Benin City. As a private station, ITV is expected to balance commercial objectives with its obligation to inform and educate citizens. As a state-owned broadcaster, EBS has a mandate to provide public service information and promote societal welfare. Folarin (2017) notes that broadcast media in Nigeria are expected to uphold ethical standards and contribute to national development through responsible programming. Social Responsibility Theory therefore guides the evaluation of how both stations deliver civic education, whether they provide balanced coverage of governance issues, and whether their content strengthens community awareness and participation.

#### **2.4.2 Agenda-Setting Theory**

Agenda-Setting Theory was first developed by McCombs and Shaw (1972) in their study of media influence during a political campaign. The theory proposes that while the media may not determine what people think, they significantly influence what people think about. By giving certain issues frequent and prominent coverage, the media shape public priorities and determine which topics become central in public discourse. McCombs (2004) later expanded the theory by explaining that repeated exposure to issues increases their salience in the minds of audiences. In relation to civic education and governance in Benin City, Agenda-Setting Theory offers a useful lens. If ITV and EBS consistently report on voter education, anti-corruption efforts, environmental sanitation, or youth empowerment initiatives, residents are more likely to view these issues as important. Conversely, if civic matters receive minimal coverage, public

engagement may decline. Oso (2017) argues that Nigerian broadcast media influence political consciousness through the frequency and framing of issues presented to the public. This theory therefore helps explain how programming priorities at ITV and EBS may shape awareness of civic duties and governance matters. It also provides a basis for examining whether consistent media attention contributes to community participation and accountability in Benin City.

#### **2.4.3 Development Media Theory**

Development Media Theory was advanced by scholars such as McQuail (2010) as an extension of normative press theories, particularly in the context of developing societies. The theory holds that media systems in emerging democracies should support national development goals and contribute to social progress. It suggests that the media have a responsibility to promote economic growth, social stability, and national unity. Unlike libertarian models that emphasize complete media freedom, Development Media Theory accepts that media may operate within frameworks that encourage alignment with development priorities. Folarin (2017) explains that the media are often expected to play a developmental role by informing citizens about government programmes and mobilizing public support for community initiatives. This theory is highly relevant to the present study because both ITV and EBS operate within a socio-economic environment where development challenges require sustained communication. EBS, as a state-owned station, is structurally positioned to promote development policies and public service

campaigns. ITV, though privately owned, also participates in advocacy programmes and community-based initiatives. Development Media Theory therefore provides a framework for examining how both stations contribute to civic education and community development in Benin City by promoting awareness, encouraging participation, and supporting social transformation.

## **CHAPTER THREE**

### **METHODOLOGY**

This aim of this chapter is to provide explanation of the procedures that were used to collect and process the study's data. As a result, the research design, study population, sample size, sampling strategy, research instrument/administration, instrument validity and reliability, data collection method, and data analysis method were thus examined.

#### **3.1 Research Design**

Research design refers to the method and plan used to generate data for a study. It provides the structure that guides the investigation and ensures that relevant data are collected to answer the research questions and reach valid conclusions (Nwaoboli, Nwammuo & Asemah, 2023; Nwaoboli, Adalakun & Asemah, 2023; Nwaoboli, Ezeji & Osife-Kurex, 2022). This study adopted the survey research design. A survey is an empirical approach that uses instruments such as questionnaires to gather data about the opinions, attitudes, and behaviours of a selected population (Asemah, Gujbawu,

Ekharefo & Okpanachi, 2012). It allows researchers to make generalizations based on responses from a representative sample. This design fit because it will enable the collection of first-hand information from samples that help in stating the role of ITV and EBS in promoting civic education and community development in Benin City.

### **3.2 Population of the Study**

The term “population” describes the whole group that a study sample is taken from. A population is defined by Okwechime (2013) as any group of people, things, or variables that have traits in common that are pertinent to the subject of a study. The study’s population, according to these criteria, was every Benin City resident. The population of Benin City is currently estimated at 2,746,046 (Macrotrends, 2026).

### **3.3 Sample Size**

A sample size is a subset of individuals chosen from a larger population that is thought to be representative of the population being studied. It is essential to research because the size of the sample has a significant impact on the precision of the results and how broadly they may be applied. Okwechime (2011) defines a sample as any subset of a population chosen using a predetermined process. The sample size for this study was calculated using the Taro Yamene formula which is applied as follows:

$$n = N / (1 + N(e)^2)$$

Where:

n = sample size

N = population

e = margin of error



### Calculation

$$n = 2,746,046 / 1 + 2,746,046 \times (0.05)^2$$

$$n = 2,746,046 / 1 + 2,746,046 \times 0.0025$$

$$n = 2,746,046 / 1 + 6865$$

$$n = 2,746,046 / 6866$$

$$n = 399.9, \text{ which is approximately } 400$$

Therefore, the sample size for this study is 400 respondents.

### 3.4 Sampling Technique

The study adopted the stratified random sampling technique, which involves dividing the population into homogeneous subgroups and randomly selecting respondents from each group to ensure proper representation (Asemah, Gujbawu, Ekharefo, & Okpanachi, 2017). This method was suitable due to the large population of Benin City and the need to reflect views from all parts of the city. Benin City was divided into seven local government areas: Oredo, Egor, Ikpoba-Okha, Orhionmwon, Uhumwonde, Ovia North-East, and Ovia South-West. To get the exact number of samples that would receive the questionnaire in each local government, the following formula (which is an integral part of the one above) was used.

$$\frac{n}{N} = \frac{N_i}{N}$$

Where  $n$  = Population of each strata

$$\begin{aligned} N &= \text{Total population} \\ s &= \text{Sample size} \end{aligned}$$

Therefore, incorporating the figures into the Formula, the researcher arrived at the following:

#### **Oredo**

$$\frac{610,005}{2,746,046} \times \frac{400}{1} = 88 \text{ samples}$$

#### **Egor**

$$\frac{554,210}{2,746,046} \times \frac{400}{1} = 81 \text{ samples}$$

#### **Ikpoba Okha**

$$\frac{606,000}{2,746,046} \times \frac{400}{1} = 88 \text{ samples}$$

#### **Umunmwonde**

$$\frac{198,300}{2,746,046} \times \frac{400}{1} = 29 \text{ samples}$$

#### **Ovia North East**

$$\frac{253,020}{2,746,046} \times \frac{400}{1} = 37 \text{ samples}$$

#### **Ovia South West**

$$\frac{224,911}{2,746,046} \times \frac{400}{1} = 33 \text{ samples}$$

#### **Orhiomwon**

$$\frac{299,600}{2,746,046} \times \frac{400}{1} = 44 \text{ samples}$$

### **3.5 Description of Instrument**

A research instrument refers to the tool used for collecting data in a study. In this research, a structured questionnaire was designed in line with the research questions to obtain relevant information from respondents. The questionnaire was divided into two sections. Section A elicited demographic information such as age, gender, and other background characteristics of the respondents. Section B focused on psychographic data related to the study variables. A five-point Likert scale was used in Section B to measure respondents' levels of agreement or disagreement with the statements provided. The scale ranged from strongly agree to strongly disagree, allowing for a structured assessment of opinions and attitudes relevant to the research objectives.

### **3.6 Validity of the Instrument**

The validity of the research instrument was established through both face and content validity. Content validity was ensured by carefully aligning the questionnaire items with the study's research objectives to confirm that all relevant variables were adequately covered. In addition, the instrument was subjected to face validity by the research supervisor, who reviewed the questionnaire to assess its clarity, relevance, and suitability for measuring the intended variables. Based on this evaluation, necessary adjustments were made before the final administration of the instrument.

### **3.7 Reliability of the Instrument**

The reliability of the questionnaire was assessed using both the test-retest technique and internal consistency analysis. A pilot test was carried out with 40 respondents, representing about 10% of the total sample size. To determine the stability of the instrument over time, the same questionnaire was re-administered to the same

respondents after a two-week interval, and the relationship between the two sets of responses was computed. This test–retest procedure produced a reliability coefficient of 0.84, indicating strong temporal stability. In addition, the internal consistency of the instrument was evaluated using Cronbach’s alpha. The analysis yielded an overall coefficient of 0.88 for all sections of the questionnaire, demonstrating a high level of consistency among the items. In line with established standards by Nunnally (1978) and Tavakol and Dennick (2011), a Cronbach’s alpha value of 0.70 and above is considered acceptable, while values exceeding 0.80 reflect good internal consistency. Based on these results, the instrument was deemed reliable and suitable for the main study.

### **3.8 Method of Data Collection**

The 400 respondents were administered the questionnaire through both online and face-to-face methods. The data collection process was closely monitored to ensure accuracy and the reliability of responses. For the online distribution, 200 copies of the questionnaire were shared via Google Forms, and responses were tracked using Google Forms statistics. The remaining 200 copies were administered physically to respondents in person and retrieved immediately after completion to ensure a high response rate and reduce the risk of data loss.

### **3.9 Method of Data Analysis**

In this study, frequency tables were used as a statistical technique for data analysis. This method was chosen due to its ability to provide straightforward data presentation and analysis. It is simpler to arrange responses, compile findings, and clearly comprehend the results when frequency tables are used.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

This chapter presents, analyzes, and interprets the data collected from the field survey. The data are presented in tables showing the frequency and percentage distribution of responses, covering respondents' demographic characteristics, their viewing patterns, and their perceptions of ITV and EBS.

#### **4.1 Data Presentation**

**Table 1: Gender Representation of Respondents**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage %</b> |
|---------------|------------------|---------------------|
| Male          | 228              | 57%                 |
| Female        | 172              | 43%                 |
| <b>Total</b>  | <b>400</b>       | <b>100%</b>         |

#### **Field Survey, 2026**

Table 1 represents the sex distribution of the sampled respondents. It was observed that the respondents were more males than females. There were 228 males, representing 57%, and 172 females, representing 43% of the total respondents. This implies that there were more male individuals in the areas where the researcher distributed copies of the questionnaire.

**Table 2: Age Representation of Respondents**

| Age          | Frequency  | Percentage % |
|--------------|------------|--------------|
| 18–25        | 48         | 12%          |
| 26–35        | 108        | 27%          |
| 36–45        | 72         | 18%          |
| 46–55        | 152        | 38%          |
| 56 and above | 20         | 5%           |
| <b>Total</b> | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 2 represents the age distribution of the sampled respondents. It was observed that respondents aged 46–55 years were the majority. There were 152 respondents in this bracket, representing 38%, followed by 108 respondents aged 26–35 years, representing 27%, 72 respondents aged 36–45 years, representing 18%, 48 respondents aged 18–25 years, representing 12%, and 20 respondents aged 56 and above, representing 5%. This implies that the study was dominated by respondents within the middle-aged bracket.

**Table 3: How often do you watch ITV?**

| Variable     | Frequency  | Percentage % |
|--------------|------------|--------------|
| Very Often   | 136        | 34%          |
| Often        | 168        | 42%          |
| Occasionally | 72         | 18%          |
| Not often    | 24         | 6%           |
| <b>Total</b> | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 3 represents respondents' frequency of watching ITV. It was observed that most respondents often watch ITV. There were 168 respondents who often watch, representing 42%, 136 who watch very often, representing 34%, 72 who watch occasionally, representing 18%, and 24 who do not watch often, representing 6%. This implies that ITV enjoys a high level of regular viewership among the respondents.

**Table 4: How often do you watch EBS?**

| Variable     | Frequency  | Percentage % |
|--------------|------------|--------------|
| Very Often   | 84         | 21%          |
| Often        | 112        | 28%          |
| Occasionally | 140        | 35%          |
| Not often    | 64         | 16%          |
| <b>Total</b> | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 4 represents respondents' frequency of watching EBS. It was observed that most respondents watch EBS occasionally. There were 140 respondents who watch occasionally, representing 35%, 112 who watch often, representing 28%, 84 who watch very often, representing 21%, and 64 who do not watch often, representing 16%. This implies that EBS viewership among respondents is less consistent compared to ITV.



**Table 5: ITV regularly broadcasts programmes that educate citizens on civic responsibilities.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 116        | 29%          |
| Agree             | 192        | 48%          |
| Disagree          | 68         | 17%          |
| Strongly disagree | 24         | 6%           |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 5 represents respondents' opinion on whether ITV regularly broadcasts programmes that educate citizens on civic responsibilities. It was observed that most respondents agreed. There were 192 respondents who agreed, representing 48%, 116 who strongly agreed, representing 29%, 68 who disagreed, representing 17%, and 24 who strongly disagreed, representing 6%. This implies that ITV is widely recognized for broadcasting civic education programmes.

**Table 6: EBS regularly broadcasts programmes that promote civic education.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 76         | 19%          |
| Agree             | 156        | 39%          |
| Disagree          | 120        | 30%          |
| Strongly disagree | 48         | 12%          |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 6 represents respondents' opinion on whether EBS regularly broadcasts programmes that promote civic education. It was observed that most respondents agreed. There were 156 respondents who agreed, representing 39%, 120 who disagreed, representing 30%, 76 who strongly agreed, representing 19%, and 48 who strongly disagreed, representing 12%. This implies that EBS is fairly recognized for promoting civic education, though less strongly than ITV.

**Table 7: I have learned about voting, taxation, or civic participation through ITV programmes.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 88         | 22%          |
| Agree             | 184        | 46%          |
| Disagree          | 96         | 24%          |
| Strongly disagree | 32         | 8%           |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 7 represents respondents' opinion on whether they learned about voting, taxation, and civic participation through ITV programmes. It was observed that most respondents agreed. There were 184 respondents who agreed, representing 46%, 96 who disagreed, representing 24%, 88 who strongly agreed, representing 22%, and 32 who strongly disagreed, representing 8%. This implies that ITV programmes played a notable role in educating respondents on voting and taxation matters.

**Table 8: I have learned about governance and public policies through EBS programmes.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 124        | 31%          |
| Agree             | 188        | 47%          |
| Disagree          | 64         | 16%          |
| Strongly disagree | 24         | 6%           |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 8 represents respondents' opinion on whether they learned about governance and public policies through EBS programmes. It was observed that most respondents agreed. There were 188 respondents who agreed, representing 47%, 124 who strongly agreed, representing 31%, 64 who disagreed, representing 16%, and 24 who strongly disagreed, representing 6%. This implies that EBS significantly contributed to respondents' knowledge of governance and public policies.

**Table 9: ITV has improved my understanding of civic duties.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 100        | 25%          |
| Agree             | 176        | 44%          |
| Disagree          | 92         | 23%          |
| Strongly disagree | 32         | 8%           |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 9 represents respondents' opinion on whether ITV programmes improved their understanding of civic duties. It was observed that most respondents agreed. There were 176 respondents who agreed, representing 44%, 100 who strongly agreed, representing 25%, 92 who disagreed, representing 23%, and 32 who strongly disagreed, representing 8%. This implies that ITV programmes had a positive influence on respondents' understanding of civic duties.

**Table 10: EBS has improved my awareness of government activities.**

| Variable          | Frequency | Percentage % |
|-------------------|-----------|--------------|
| Strongly agree    | 112       | 28%          |
| Agree             | 180       | 45%          |
| Disagree          | 80        | 20%          |
| Strongly disagree | 28        | 7%           |
| Total             | 400       | 100%         |

**Field Survey, 2026**

Table 10 represents respondents’ opinion on whether EBS programmes improved their awareness of government activities. It was observed that most respondents agreed. There were 180 respondents who agreed, representing 45%, 112 who strongly agreed, representing 28%, 80 who disagreed, representing 20%, and 28 who strongly disagreed, representing 7%. This implies that EBS programmes strongly improved respondents’ awareness of government activities.

**Table 11: Programmes on ITV motivate me to participate in community development activities.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 80         | 20%          |
| Agree             | 148        | 37%          |
| Disagree          | 124        | 31%          |
| Strongly disagree | 48         | 12%          |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 11 represents respondents' opinion on whether ITV programmes motivated them to participate in community development activities. It was observed that most respondents agreed. There were 148 respondents who agreed, representing 37%, 124 who disagreed, representing 31%, 80 who strongly agreed, representing 20%, and 48 who strongly disagreed, representing 12%. This implies that ITV had a moderate motivating effect on respondents' participation in community development.

**Table 12: Programmes on EBS encourage active community engagement.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 72         | 18%          |
| Agree             | 132        | 33%          |
| Disagree          | 140        | 35%          |
| Strongly disagree | 56         | 14%          |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 12 represents respondents' opinion on whether EBS programmes encouraged active community engagement. It was observed that most respondents disagreed. There were 140 respondents who disagreed, representing 35%, 132 who agreed, representing 33%, 72 who strongly agreed, representing 18%, and 56 who strongly disagreed, representing 14%. This implies that EBS was less effective in encouraging active community engagement among respondents.



**Table 13: ITV provides more engaging civic education programmes than EBS.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 144        | 36%          |
| Agree             | 168        | 42%          |
| Disagree          | 64         | 16%          |
| Strongly disagree | 24         | 6%           |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 13 represents respondents' opinion on whether ITV provided more engaging civic education programmes than EBS. It was observed that most respondents agreed. There were 168 respondents who agreed, representing 42%, 144 who strongly agreed, representing 36%, 64 who disagreed, representing 16%, and 24 who strongly disagreed, representing 6%. This implies that respondents perceived ITV's civic education programmes as more engaging than those of EBS.

**Table 14: EBS provides more detailed information on community development than ITV.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 120        | 30%          |
| Agree             | 172        | 43%          |
| Disagree          | 84         | 21%          |
| Strongly disagree | 24         | 6%           |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 14 represents respondents' opinion on whether EBS provided more detailed information on community development than ITV. It was observed that most respondents agreed. There were 172 respondents who agreed, representing 43%, 120 who strongly agreed, representing 30%, 84 who disagreed, representing 21%, and 24 who strongly disagreed, representing 6%. This implies that respondents perceived EBS as providing more detailed community development information than ITV.

**Table 15: ITV effectively fulfills its social responsibility in promoting civic education.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 92         | 23%          |
| Agree             | 160        | 40%          |
| Disagree          | 108        | 27%          |
| Strongly disagree | 40         | 10%          |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 15 represents respondents' opinion on whether ITV effectively fulfilled its social responsibility in promoting civic education. It was observed that most respondents agreed. There were 160 respondents who agreed, representing 40%, 108 who disagreed, representing 27%, 92 who strongly agreed, representing 23%, and 40 who strongly disagreed, representing 10%. This implies that ITV was generally perceived as fulfilling its social responsibility in civic education.

**Table 16: EBS effectively fulfills its social responsibility in promoting civic education.**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| Strongly agree    | 68         | 17%          |
| Agree             | 140        | 35%          |
| Disagree          | 132        | 33%          |
| Strongly disagree | 60         | 15%          |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 16 represents respondents' opinion on whether EBS effectively fulfilled its social responsibility in promoting civic education. It was observed that most respondents agreed. There were 140 respondents who agreed, representing 35%, 132 who disagreed, representing 33%, 68 who strongly agreed, representing 17%, and 60 who strongly disagreed, representing 15%. This implies that opinions on EBS's fulfilment of its social responsibility were fairly divided, though slightly favourable.

**Table 17: Which station provides better civic education programmes?**

| Variable     | Frequency  | Percentage % |
|--------------|------------|--------------|
| ITV          | 172        | 43%          |
| EBS          | 128        | 32%          |
| Both equally | 68         | 17%          |
| None         | 32         | 8%           |
| <b>Total</b> | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 17 represents respondents’ opinion on which station provides better civic education programmes. It was observed that most respondents chose ITV. There were 172 respondents who chose ITV, representing 43%, 128 who chose EBS, representing 32%, 68 who said both equally, representing 17%, and 32 who said none, representing 8%. This implies that ITV was perceived as the leading station in civic education delivery.

**Table 18: Which station better promotes community participation?**

| Variable     | Frequency  | Percentage % |
|--------------|------------|--------------|
| ITV          | 156        | 39%          |
| EBS          | 140        | 35%          |
| Both equally | 64         | 16%          |
| None         | 40         | 10%          |
| <b>Total</b> | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 18 represents respondents' opinion on which station better promotes community participation. It was observed that most respondents chose ITV. There were 156 respondents who chose ITV, representing 39%, 140 who chose EBS, representing 35%, 64 who said both equally, representing 16%, and 40 who said none, representing 10%. This implies that ITV held a slight advantage over EBS in promoting community participation.

**Table 19: Which station contributes more to civic awareness?**

| Variable     | Frequency  | Percentage % |
|--------------|------------|--------------|
| ITV          | 164        | 41%          |
| EBS          | 148        | 37%          |
| Both equally | 52         | 13%          |
| None         | 36         | 9%           |
| <b>Total</b> | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 19 represents respondents’ opinion on which station contributes more to civic awareness. It was observed that most respondents chose ITV. There were 164 respondents who chose ITV, representing 41%, 148 who chose EBS, representing 37%, 52 who said both equally, representing 13%, and 36 who said none, representing 9%. This implies that ITV was perceived as contributing more to civic awareness than EBS.

**Table 20: Do ITV and EBS face challenges in promoting civic education?**

| Variable     | Frequency  | Percentage % |
|--------------|------------|--------------|
| Yes          | 344        | 86%          |
| No           | 56         | 14%          |
| <b>Total</b> | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 20 represents respondents' opinion on whether ITV and EBS face challenges in promoting civic education. It was observed that most respondents answered yes. There were 344 respondents who said yes, representing 86%, and 56 who said no, representing 14%. This implies that both stations are widely perceived to face challenges in promoting civic education.



**Table 21: What is the major challenge affecting their programmes?**

| <b>Variable</b>       | <b>Frequency</b> | <b>Percentage %</b> |
|-----------------------|------------------|---------------------|
| Lack of funding       | 148              | 37%                 |
| Political influence   | 116              | 29%                 |
| Limited airtime       | 60               | 15%                 |
| Low audience interest | 44               | 11%                 |
| Language barriers     | 32               | 8%                  |
| <b>Total</b>          | <b>400</b>       | <b>100%</b>         |

**Field Survey, 2026**

Table 21 represents respondents' opinion on the major challenge affecting the programmes of ITV and EBS. It was observed that most respondents identified lack of funding. There were 148 respondents who identified lack of funding, representing 37%, 116 who identified political influence, representing 29%, 60 who identified limited airtime, representing 15%, 44 who identified low audience interest, representing 11%, and 32 who identified language barriers, representing 8%. This implies that inadequate funding is the most pressing challenge affecting the programmes of both stations.

**Table 22: To what extent do these challenges affect their effectiveness?**

| Variable          | Frequency  | Percentage % |
|-------------------|------------|--------------|
| To a great extent | 187        | 46.7%        |
| To some extent    | 122        | 30.5%        |
| To a low extent   | 56         | 14%          |
| Not at all        | 35         | 8%           |
| <b>Total</b>      | <b>400</b> | <b>100%</b>  |

**Field Survey, 2026**

Table 22 represents respondents' opinion on the extent to which these challenges affect the effectiveness of ITV and EBS. It was observed that most respondents said to a great extent. There were 187 respondents who said to a great extent, representing 46.7%, 122 who said to some extent, representing 30.5%, 56 who said to a low extent, representing 14%, and 35 who said not at all, representing 8%. This implies that the identified challenges significantly hinder the effectiveness of both stations in promoting civic education.

#### **4.2 Discussion of Findings**

**Research Question One: To what extent do ITV and EBS provide content that promotes civic education among residents of Benin City?**

The findings indicate that ITV provides more consistent civic education content than EBS among residents of Benin City. Table 5 shows that 77% of respondents, made up of 48% who agreed and 29% who strongly agreed, affirmed that ITV regularly broadcasts programmes that educate citizens on civic responsibilities, while only 23% disagreed or strongly disagreed. This finding aligns with the observation of Uche (2018), who explained that radio and television represent daily sources of political information for persons of all social and educational backgrounds. Additionally, Table 6 shows that

58% of respondents agreed or strongly agreed that EBS regularly broadcasts programmes that promote civic education, while 42% disagreed or strongly disagreed. This suggests that although both stations are recognized for civic content delivery, EBS's affirmation rate is notably lower than ITV's, indicating a less consistent commitment to civic programming.

This finding also aligns with Ojebode (2017), who argued that interactive programmes provide citizens with the opportunity to share their opinions and communicate directly with elected officials, thereby extending civic education beyond formal classroom settings into everyday life. Furthermore, the finding is in tandem with Social Responsibility Theory, which holds that although media organisations enjoy editorial freedom, that freedom carries an obligation to inform and educate the public (Siebert, Peterson & Schramm, 1956). Therefore, ITV appears to more actively fulfil this obligation than EBS in the area of civic education content delivery.

However, the finding differs from Chuma, Musa and Ugwuanyi (2020), who explained that public broadcasters have a tendency to give preference to government perspectives, while privately owned broadcasters tend to balance civic-related programming with profit-driven content. Their argument would predict that EBS, as a state-owned station with a direct institutional mandate to disseminate government information, should outperform ITV in civic education delivery. This difference may be explained by the fact that ITV, though privately owned, has built a wider and more consistent viewership base in Benin City, as shown in Table 3, where 76% of respondents indicated they watch ITV often or very often, compared with EBS in Table 4, where the

majority, 35%, watch only occasionally. This suggests that audience habit and reach, rather than ownership type alone, may determine how effectively civic content is delivered and received.

**Research Question Two: How do residents of Benin City perceive the effectiveness of ITV and EBS in enhancing their knowledge of civic duties, governance, and community development initiatives?**

The findings indicate that ITV is perceived as more effective in enhancing residents' understanding of civic duties, while EBS is perceived as more effective in enhancing knowledge of governance and public policy. Table 9 shows that 69% of respondents agreed or strongly agreed that ITV programmes improved their understanding of civic duties, and Table 7 shows that 68% agreed or strongly agreed that they learned about voting, taxation, and civic participation through ITV. This finding aligns with Falade and Adeyemi (2015), who explained that civic education develops a culture of democracy by assisting individuals in making sense of political processes and the role of public institutions. On governance, however, Table 8 shows that 78% of respondents agreed or strongly agreed that they learned about governance and public policies through EBS, and Table 10 shows that 73% agreed or strongly agreed that EBS improved their awareness of government activities. This finding is in tandem with Oso (2017), who argued that Nigerian broadcast media influence political consciousness through the frequency and framing of issues presented to the public, which explains why EBS, with its closer institutional proximity to government, registered stronger outcomes on governance-related knowledge.

This pattern also aligns with Agenda-Setting Theory, which holds that repeated exposure to an issue increases its salience in the minds of audiences (McCombs & Shaw, 1972; McCombs, 2004). This implies that each station's content emphasis has shaped a distinct area of civic knowledge among residents, with ITV strengthening awareness of civic duties and EBS strengthening awareness of governance.

However, the finding on community development differs somewhat from this pattern of clear influence. Table 11 shows that only 57% of respondents agreed or strongly agreed that ITV motivated them to participate in community development activities, while Table 12 shows a near-even split for EBS, with 51% agreeing and 49% disagreeing. This finding aligns with Ekanem and Ekpo (2016), who observed that young Nigerians remain politically disengaged even after exposure to civic education, indicating that being informed does not guarantee active participation. This difference may be explained by the fact that economic hardship, distrust in government, and limited personal capacity often reduce citizens' willingness to act on civic knowledge, regardless of how effectively that knowledge is communicated. Therefore, while both stations appear effective at building civic and governance knowledge, this knowledge does not always translate into a strong motivation for community involvement.

**Research Question Three: What are the differences in the contributions of ITV and EBS in promoting civic awareness and community engagement?**

The findings indicate that ITV contributes more strongly to general civic awareness and engagement, while EBS contributes more strongly to detailed community development information. Table 13 shows that 78% of respondents agreed or strongly

agreed that ITV provided more engaging civic education programmes than EBS, and Table 17 shows that 43% of respondents identified ITV as the station providing better civic education, compared with 32% for EBS. This finding aligns with Oso (2017), who explained that private broadcasters, driven by the need to sustain revenue and audience loyalty, are highly responsive to audience preferences and often use innovative formats such as talk shows and investigative reporting to maintain engagement. Additionally, Table 19 shows that 41% of respondents identified ITV as contributing more to civic awareness, against 37% for EBS, reinforcing this pattern of ITV's comparative advantage in engagement-driven civic content.

This finding also aligns with Development Media Theory, which holds that media in developing societies are expected to support national development goals and mobilise public participation (McQuail, 2010; Folarin, 2017). However, the finding differs when the focus shifts to community development depth. Table 14 shows that 73% of respondents agreed or strongly agreed that EBS provided more detailed information on community development than ITV, and Table 18 shows a closer contest on community participation, with 39% favouring ITV against 35% for EBS. This finding is in tandem with Adesina, Okunnu and Olanlokun (2018), who found that state-owned television can effectively mobilise communities by focusing on local issues and presenting them in relatable ways. This difference may be explained by the fact that EBS, as a state-owned broadcaster with a direct institutional mandate to disseminate government development programmes, is structurally positioned to provide more sustained and detailed coverage of community development initiatives than a commercially driven station like ITV.

Therefore, the findings suggest a complementary rather than competitive relationship, with ITV leading in engagement and awareness, and EBS leading in developmental depth.

**Research Question Four: What challenges do ITV and EBS face in fulfilling their social responsibility mandate?**

The findings indicate that both ITV and EBS face significant challenges in fulfilling their social responsibility mandate, with funding and political influence identified as the most pressing constraints. Table 20 shows that 86% of respondents affirmed that ITV and EBS face challenges in promoting civic education, while Table 21 shows that 37% of respondents identified lack of funding as the major challenge, followed by 29% who identified political influence. This finding aligns with Chuma, Musa and Ugwuanyi (2020), who explained that political ownership and commercial pressures are potential determinants of the type of information disseminated to the public, with public broadcasters favouring government perspectives and private broadcasters facing profit-driven constraints. Additionally, Table 22 shows that 46.7% of respondents believe these challenges affect the stations' effectiveness to a great extent, while a further 30.5% believe they affect it to some extent, meaning most respondents see these constraints as substantial rather than minor.

This finding also aligns with Oso (2017), who observed that public broadcasters often face the challenge of distinguishing between serving the public and supporting the government in power, a tension reflected in Table 16, where only 52% of respondents agreed that EBS effectively fulfilled its social responsibility, compared with 63% for ITV

in Table 15. Furthermore, the finding is in tandem with Social Responsibility Theory, which holds that when media institutions fail to meet their obligation to society, public trust declines and democratic accountability weakens (McQuail, 2010).

However, this finding differs somewhat from Nwabueze (2015), who focused primarily on the informed citizenry's role in checking political authority rather than on the institutional constraints facing the media itself. This difference may be explained by the fact that Nwabueze's argument assumes media institutions are structurally free to perform their accountability function, whereas the findings of this study show that funding shortfalls and political interference actively limit ITV and EBS's capacity to do so. This is supported by Gyimah-Boadi (2015), who noted that democratic systems often regress once media and public interest engagement wane, reinforcing that the challenges identified are not merely operational inconveniences but factors with real implications for civic life in Benin City.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The study was directed at examining the role of Independent Television (ITV) and Edo Broadcasting Service (EBS) in promoting civic education and community development in Benin City. The objectives of the study were to:

1. Examine the extent to which Independent Television and Edo Broadcasting Service provide content that promotes civic education among residents of Benin City.
2. Assess the perception of Benin City residents regarding the effectiveness of ITV and EBS in enhancing their knowledge of civic duties, governance, and community development initiatives.
3. Compare the contributions of a private broadcast station and a state-owned station in promoting civic awareness and community engagement.
4. Identify challenges faced by ITV and EBS in fulfilling their social responsibility mandate.

Thus, related works of literature were reviewed with emphasis on key concepts, empirical studies, and relevant theoretical frameworks, while a questionnaire was administered to gather primary data.

Accruing from the findings of this research, it became obvious to state that:

1. Independent Television (ITV) provides more consistent civic education content than Edo Broadcasting Service (EBS) among residents of Benin City. The

findings revealed that respondents frequently encounter civic education programmes on ITV, indicating that the station maintains a strong commitment to informing citizens about civic responsibilities, democratic participation, and community involvement. Although EBS also contributes to civic education, ITV appears more consistent in delivering civic-related content. This finding aligns with Social Responsibility Theory, which emphasises the obligation of media organisations to provide information and education that serve the public interest.

2. Residents of Benin City perceive ITV as more effective in promoting understanding of civic duties, while EBS contributes significantly to awareness of governance and public policies. The findings showed that ITV plays an important role in improving citizens' knowledge of civic responsibilities, voting, and participation in public affairs. On the other hand, EBS is recognised for providing information about government activities, policies, and development initiatives. This suggests that both stations contribute to civic education through different areas of emphasis. The finding supports Agenda-Setting Theory, which explains that media focus and repeated coverage influence the issues audiences consider important.
3. ITV contributes more strongly to civic awareness and audience engagement, while EBS provides more detailed information on community development. The findings indicated that ITV is perceived as more engaging in civic education delivery, while EBS is valued for its detailed coverage of development programmes and government activities. This shows that both stations have

distinct strengths in promoting civic awareness and community participation. The finding aligns with Development Media Theory, which highlights the role of media in supporting social development and encouraging public involvement.

4. Both ITV and EBS face challenges that affect their ability to fulfil their social responsibility roles. The findings revealed that inadequate funding and political influence are major constraints affecting civic education delivery by both stations. These challenges may limit programme quality, consistency, and the ability of the stations to effectively serve the information needs of citizens.

## **5.2 Conclusion**

This study establishes that Independent Television and Edo Broadcasting Service play significant roles in promoting civic education and community development in Benin City, although their contributions differ in focus and effectiveness. The findings show that ITV provides more consistent civic education content and is perceived as more engaging, while EBS performs strongly in providing governance and community development information.

The study further shows that residents of Benin City perceive ITV as more effective in improving their understanding of civic duties, including voting, taxation, and civic participation. EBS, however, is perceived as more effective in improving knowledge of governance and public policies. This demonstrates that both stations contribute to civic awareness through different approaches and content priorities.

In addition, the research confirms that ITV contributes more strongly to general civic awareness and audience engagement, while EBS contributes more strongly to

detailed community development information. This suggests that private and state-owned broadcasting institutions possess unique strengths that can complement each other in promoting informed citizenship.

The findings also confirm that funding limitations and political influence remain major challenges affecting the ability of ITV and EBS to fully achieve their social responsibility mandate. These challenges may affect programme quality, consistency, and public trust if not properly addressed.

This study therefore submits that television broadcasting remains an important tool for civic education and community development in Benin City. For ITV and EBS to maximise their contribution to society, there is a need for sustained investment, improved programming strategies, editorial independence, and stronger audience engagement. When credible information is combined with effective communication strategies, television broadcasting can enhance civic participation and strengthen community development.

### **5.3 Recommendations**

This study is primarily an investigation designed to enhance existing knowledge and provide practical insights for addressing the identified issues. In view of this objective, and with the aim of strengthening the evidence base of the findings, the researcher presents the following recommendations:

1. ITV and EBS should increase the frequency and consistency of civic education programmes. Since both stations play important roles in informing citizens, they should dedicate more airtime to programmes that educate residents on civic

responsibilities, democratic participation, and community involvement. EBS should particularly adopt more engaging programme formats to increase audience interest and participation.

2. Both stations should improve content quality by combining civic education with interactive communication strategies. Programmes should include audience participation through phone-in sessions, discussions, public forums, and digital platforms. This will encourage citizens to move beyond receiving information to actively engaging with civic issues.
3. ITV should maintain its strength in audience engagement while improving coverage of governance-related issues, whereas EBS should improve its programme appeal while maintaining its strength in development reporting. By adopting these strategies, both stations can address their identified weaknesses and provide more balanced civic education content.
4. Both ITV and EBS should strengthen credibility and public trust through balanced and independent reporting. Considering that political influence was identified as a major challenge, both stations should ensure that civic education content remains focused on public interest rather than political interests. This will improve audience confidence and strengthen their social responsibility role.

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## **APPENDIX**

Department of Mass Communication,  
Faculty of Communication and Media  
Studies,  
University of Benin,  
Benin City,  
Nigeria.  
April 11, 2026



Dear Respondent,

**REQUEST FOR COMPLETION OF ITEMS IN QUESTIONNAIRE**

I am a final year student of the Department of Mass Communication of the above-mentioned institution, conducting research on the topic: Role of ITV and EBS in promoting civic education and community development in Benin city.

This is my project work, and it is in partial fulfillment of the requirement for the award of a Bachelor of Arts (B.A.) degree in Mass Communication.

You have been carefully selected to help respond to the items in the questionnaire. The responses you provide will be used for academic purposes and treated with utmost confidentiality in accordance with research ethics.

Thank you in anticipation for your time, understanding and cooperation.

Yours faithfully,

**NAOMI  
ORITSEYIMOFE  
Researcher**

**ETCHIE**

**QUESTIONNAIRE**

**Instructions:** Please tick the option that best reflects your opinion or experience. Your responses will be treated confidentially.

**Section A: Demographic Information**

1. Gender: (a) Male (b) Female
2. Age: (a) 18–25 (b) 26–35 (c) 36–45 (d) 46–55 (e) 56 and above

### **Section B: Psychographic Information**

**INSTRUCTIONS:** Please kindly respond by ticking in the appropriate box that corresponds to your opinion.

3. How often do you watch ITV? (a) Very Often (b) Often (c) Occasionally (d) Not often
4. How often do you watch EBS? (a) Very Often (b) Often (c) Occasionally (d) Not often
5. ITV regularly broadcasts programmes that educate citizens on civic responsibilities. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
6. EBS regularly broadcasts programmes that promote civic education. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
7. I have learned about voting, taxation, or civic participation through ITV programmes.  
(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
8. I have learned about governance and public policies through EBS programmes.  
(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
9. ITV has improved my understanding of civic duties. (a) Strongly Agree (b) Agree  
(c) Disagree (d) Strongly Disagree

10. EBS has improved my awareness of government activities. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
11. Programmes on ITV motivate me to participate in community development activities. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
12. Programmes on EBS encourage active community engagement. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
13. ITV provides more engaging civic education programmes than EBS. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
14. EBS provides more detailed information on community development than ITV. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
15. ITV effectively fulfills its social responsibility in promoting civic education. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
16. EBS effectively fulfills its social responsibility in promoting civic education. (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
17. Which station provides better civic education programmes? (a) ITV (b) EBS (c) Both equally (d) None
18. Which station better promotes community participation? (a) ITV (b) EBS (c) Both equally (d) None
19. Which station contributes more to civic awareness? (a) ITV (b) EBS (c) Both equally (d) None
20. Do ITV and EBS face challenges in promoting civic education? (a) Yes (b) No

21. What is the major challenge affecting their programmes? (a) Lack of funding (b) Political influence (c) Limited airtime (d) Low audience interest (e) Language barriers
22. To what extent do these challenges affect their effectiveness? (a) To a great extent (b) To some extent (c) To a low extent (d) Not at all