

**SATELLITE TV AND GLOBALIZATION: AN IMPACT ASSESSMENT OF MAJOR  
FOREIGN TV CHANNELS ON IGBINEDION UNIVERSITY ACADEMIC  
COMMUNITY**

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**JUNE 2017**

**DECLARATION**

I AHIMA AYIMISHI HABILA, hereby declare that the research project titled: SATELLITE TELEVISION AND GLOBALIZATION: AN ASSESMENT IMPACT OF MAJOR FOREIGN TV CHANNELS ON IGBINEDION UNIVERSITY ACADEMIC COMMUNITY was an original research carried out by me. That this project has not previously been submitted for the award of any degree, diploma or certification of any kind.

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**CERTIFICATION**

We the undersigned, certify that this research work: SATELLITE TELEVISION AND GLOBALIZATION: AN ASSESSMENT IMPACT OF MAJOR FOREIGN TV CHANNELS ON IGBINEDION UNIVERSITY ACADEMIC COMMUNITY is an original one carried out by AHIMA AYIMISHI HABILA, with matriculation number 13/015351/ASS, a student of the department of International Relations and Strategic Studies . We consider the research to be adequate in scope and content in partial fulfillment of the requirements for the award of Bachelor of Science (B.Sc) Degree in International Relations and Strategic Studies, College of Arts and Social Sciences, Igbinedion University, Okada, Edo State.

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## **DEDICATION**

This research work is dedicated to God Almighty, who makes everything possible in his time and season. Dedicated also to my parents Mr. and Mrs. HABILA AHIMA SABO.

## ACKNOWLEDGMENT

With joy, I acknowledge God Almighty who has been faithful, in all his ways. He alone has made this work a success. I bless his name. I also want to express my heartfelt gratitude to my family, my parents Mr. and Mrs. HABILAH AHIMA for their unending support financially, spiritually, morally and advice's. I also want to acknowledge my one and only brother precious Habila and extended family for their prayers.

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## ABSTRACT

*The study was carried out on the “Satellite Television And Globalization: An Impact Assessment Of Major Foreign TV Channels On Igbinedion University Academic Community”. The specific objectives were to identify which genres of satellite TV Nigerians are most attracted to using IUO as case study, to identify how much satellite foreign television channels have benefitted Nigerian in terms of entertainment, education, and global information, to identify how Nigerians can benefit more from foreign television channels viewed in Nigeria in the study area. The research design used in carrying out this study is Ex-post facto research design which is a systematic empirical inquiry in which the scientist/researcher does not have direct control of independent variable because they are inherently not manipulated. The data for this study were collected through the multiple variants of the primary and secondary sources. The researcher used informant’s filled questionnaires. The questionnaires were used in collecting data on such variables as the T.V. station and how much they are watched in the Academic session. The questionnaires are divided into two parts, the; Frequency of Viewing and the Benefits Derived. After the data was collected it was organized and analyzed. For analysis of closed-ended questions, a computer programmed called Statistical Package for Social Sciences (SPSS) was used. Data was analyzed by using descriptive statistics. Frequency tables were drawn and from these the data was presented in pie diagrams. Data were collected and analyzed from 120 respondents selected through purposive and multi-stage random sampling techniques. Frequencies, simple percentages, multiple and logistic regressions were employed for data analysis. Finding shows that Out of 120 questionnaires we circulated or distributed to students in 6 colleges at the rate of 20 per college 46 numbers were returned. The research work also identified and showed the frequency of viewing station base on Regular, Intermittently, once in a while and never. Summary of benefit derived from TV station was also shown in the cause of this research work. Mean, Median, Mode and Range are also calculated correctly. Individual Pie chart is shown in respect to the frequency distribution of each entry in the table.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

This process of “globalization” is often portrayed as a positive force which is unifying widely different societies, integrating them into a “global village”, and enriching all in the process. It is -variously described as an inevitable by-product of human evolution and progress, as if it were an organic process, governed by the laws of nature. However, globalization is not necessarily a natural progression emerging out of the ordinary communication and interaction of people and cultures around the world. Rather, it results from deliberate human choice by a powerful group of nations, transnational corporations (TNCs) and international organizations which have stakes in the process. The new communications and information technologies have provided methods for large corporations to maximize profits by entering foreign markets (Spooks, 2000).

Globalization" emerged as a buzzword in the 1990s, just as "interdependence" did in the 1970s, but the phenomena it refers to are not entirely new. Our characterization of interdependence more than 20 years ago now applies to globalization at the turn of the millennium (Agba E and Ozor P, 2018). This vague phrase expresses a poorly understood but widespread feeling that the very nature of world politics is changing. Like all popular concepts meant to cover a variety of phenomena, both "interdependence" and "globalization" have many meanings. To understand what people are talking about when the use the terms occur and to make them useful for analysis, asking whether interdependence and globalization are simply two words for the same thing, or whether there is something new going on, is imperative.

Globalization of media is probably most pervasive at the level of media industry models and their ways of organizing and creating media. The world is becoming a much more integrated

market based in capitalist or open market economics. This exerts pressure on nations to make media more commercial, supported by advertising, aimed on consumers and to privatize telecommunications companies that formerly were government owned. Now, most countries produce increasing amounts of their own televisions, music and magazines. But if they produce them by drawing on U.S., British or Japanese models and genre ideas, then those “national” media products are still at least somewhat globalized. And even if a national soap opera reflects largely local culture in its plot and characters, it still helps firms sell soap in yet another part of the global market. Roland Robertson (1995) calls such combination global-local productions which are done with global forms and ideas.

Global institutions and companies also have major impact. Global standard bodies such as the International Telecommunications Union (ITU) allocate satellite orbits, determine broadcast frequencies, and define the standards for telephones, mobile phones, faxes, and Internet connections. Global telecom companies, like Cable and Wireless, run much of the world’s communications infrastructure of optical fiber cables, satellite, and high-speed lines. Global media also force competitors to react to them. For instance, when Murdoch’s ‘Star TV’ started broadcasting in India, the state television broadcast had to respond with more competitive entertainment or lose its audience (Straubhaar&LaRose, 2004).

The other major aspect of globalization is the increasingly worldwide penetration of media technology. Almost all nations now have at least a few people using the Internet and satellite television. While the world’s richest and best educated now use such new media, some of the people in the world are just seeing television for the first time, a new medium with high impact for many of them.

This work assesses the globalization of media and trends unifying widely different societies, integrating them into one World. Developments have been increasingly characterized

not by their growth dynamics but by their links to the process of globalization. Geographical closeness or cultural proximity helps media cross borders. This work highlights that although American media play a prominent role in the global scene, media industries from a number of other countries are also heavily across the world. A handful of firms dominate the globalize part of the media system. Cable and satellite TV, which has been familiar to most Americans, Canadians, and some Europeans for years, is now expanding in most other countries of the world. Among the main issues in globalization of communications media are trans-border data flow, cultural imperialism, media and, the flow of information. It discusses the key issues of the power of media ability to intervene in the course of events and to affect their outcome like: Media Markets, Audiences, Advertisers, Finance and Creative Content.

## **1.2 STATEMENT OF PROBLEM**

Due to globalization, the world has become more integrated and nations have become more familiar with each other. This development has made information acquisition, entertainment, international facts and affairs, advertisement of local products, etc. more accessible.

The globalization of media has compelled media industries of many countries to produce increasing amounts of their own televisions, entertainment, facts and current affairs through news, and other productions. These industries have been able to connect to the other parts of the world through global telecom companies who run much of the world's communication infrastructure of capital fiber cables, satellite and high-speed line.

Countries have reasonable knowledge about the outside world and have enjoyed entertainment from cultures other than theirs. Using Nigeria as a country case of study, this work is set to assess how much its citizens are attracted to satellite TV, especially the famous Digital

Satellite Television (DSTV), which has a strong presence in every continent of the world. It is also set to assess the level of soft power which satellite TV has over the Nigerian citizens.

### **1.3 RESEARCH QUESTIONS**

1. What genres of satellite TV are Nigerians mostly attracted to, using IUO as case study?
2. How much have foreign satellite television channels benefitted Nigerians in terms of entertainment, education, and global information?
3. How can Nigerians benefit more from foreign satellite television channels viewed in Nigeria?

### **1.4 OBJECTIVES OF THE STUDY**

The study, however, pursued the following specific objective

1. To identify which genres of satellite TV Nigerians are most attracted to using IUO as case study.
2. To identify how much satellite foreign television channels have benefitted Nigerian in terms of entertainment, education, and global information.
3. To identify how Nigerians can benefit more from foreign television channels viewed in Nigeria.

## **1.5 SCOPE OF THE STUDY**

As globalization is but a large concept that is found in all aspects of the present international and interdependent world, this study is narrowed to the assessment of satellite TV as a modern means of globalization under media globalization. The technological advancement of the present year and ten years before are far too distinct. Therefore, the total population of the study to be used to represent the Igbinedion university academic community will be 100 persons in the 2016/2017 academic year

## **1.6 LIMITATION OF STUDY**

The research, however, does not intend to provide an overly comprehensive and historical study of the concept of globalization. This work will be limited due to inadequate financial resources to cover a larger population.

## **1.7 SIGNIFICANCE OF THE STUDY**

The findings of this study will be useful to scholars by giving a detailed, more specific knowledge, adding to the existing body of knowledge in the study area, for example, the importance of media in this present globalizing world and how to make the best use of it. If this study gets to the hands of the existing channels in the satellite TV assessment, it will give them more ground to examine their competition and aim for better works, in order not to lose its audience. This work will make use of the quantitative methodology, therefore, primary source especially the use of questionnaires will be used for data collection for this research.

## **1.8 METHODOLOGY**

The methodology of this study entails the collection of primary data in the form of deployment of 120 questionnaires (see appendix) to be distributed at the rate of 20 per each of six colleges of Igbinedion University Okada. The colleges are as follows:

1. Art and social sciences
2. Law
3. Engineering
4. Business and Management Sciences
5. Natural and Applied Sciences
6. Health Sciences

The sampling procedure that will be used for this research will be Random Selection Procedure, where the study area will be igbinedion university okada, and the method for data analysis we will use simple percentage analysis.

The study will further make use of secondary data in the form of books, journal articles, internet materials etc.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **CONCEPTUAL CLARIFICATION**

##### **2.1 SATELLITE TELEVISION**

Satellite television (satellite TV) is a particular kind of broadcast delivery based on using space satellites to deliver signals. The basic setup for a satellite TV involves a satellite dish, also called a "parabolic reflector antenna," along with a "low-noise block down converter" and a receiver. Satellite TV helps deliver signals in areas where customers may not be served by cable television or "terrestrial" broadcasting. Satellite TV generally uses two different frequency sets to deliver signals. One is the Ku band, a dedicated channel for satellite TV communications. A type of satellite TV known as Direct-Broadcast Satellite Television (DBSTV) often uses the Ku band. Other analog "big dish" systems use the lower C band, which is also used for certain other kinds of technologies.

Although the Ku band is the dedicated channel for satellite TV, the C band can help signals withstand some interruptions, such as signal disruption from inclement weather.([www.techopedia.com](http://www.techopedia.com))

##### **2.2 GLOBALIZATION**

This is the integration of economies, industries, markets, cultures and policy-making around the world. Globalization describes a process by which national and regional economies, societies, and cultures have become integrated through the global network of trade, communication, immigration and transportation. In the more recent past, globalization was often primarily focused on the economic side of the world, such as trade, foreign direct investment and international capital flows, more recently the term has been expanded to include a broader range

of areas and activities such as culture, media, technology, socio-cultural, political, and even biological factors, e.g. climate change. After the fall of the Berlin Wall, some talked about the rise of a “one world way” of doing business and living, but more recent events have suggested that those thoughts were misplaced as we see the success of a number of varying economic and national systems. In the last twenty years the breadth and depth of links between nations and between regions has grown enormously. Communications costs have declined dramatically allowing easy daily contact via the web and telephone, enabling the outsourcing of IT and other services, to India for example, and the rise in global work teams.

Other critical links are immigration and transportation, particularly airlines. The International Organization for Migration estimates that there are two hundred million migrants around the world today; they have largely immigrated from the emerging to the developed countries, particularly to the U.S., Canada, Australia, the U.K. and Continental Europe. Though there are tensions at times in Europe and elsewhere this immigration has changed the face of these regions and increased the personal links across borders very considerably.

Finally the transportation of people and goods has increased very substantially in the last few decades with great growth on the number of flights across borders. During the 80s and 90s growth rates in the number of airlines seats offered of 5% a year were not uncommon; in 2010 there are over 2.3 million flights per month. With this great growth in flights, this has allowed stronger business and personal links. Today we see a world much more interlinked than in the past. ([www.lexicon.ft.com](http://www.lexicon.ft.com))

### **2.3 MEDIA GLOBALIZATION**

Cultural globalization refers to the transmission of ideas, meanings, and values around the world in such a way as to extend and intensify social relations. This process is marked by the

common consumption of cultures that have been diffused by the Internet, popular culture media, and international travel. This has added to processes of commodity exchange and colonization which have a longer history of carrying cultural meaning around the globe. The circulation of cultures enables individuals to partake in extended social relations that cross national and regional borders. The creation and expansion of such social relations is not merely observed on a material level. Cultural globalization involves the formation of shared norms and knowledge with which people associate their individual and collective cultural identities. It brings increasing interconnectedness among different populations and cultures. (www.wikipedia.org)

## **2.4 THEORETICAL FRAMEWORK**

With the shrinking of the world into a global village through the increasing sophistication of communication technologies, the local media in a nation is brought under fierce competition for local audience by the global media. What broadcasting does today is to facilitate the process of globalization – “a process that makes the world one massive whole that is naturally heterogeneous but with homogenous pretences brought about by the media, information and communication technologies, and mutually understanding people” (Nwabueze, 2005).

When globalization narrows the space between people across the world, audiences in a nation are faced with the choice of exposing themselves to contents of local or international media. The local audiences especially in developing nations are transformed into a global audience who find it difficult to leave the production quality and variety of programme content presented by satellite television channels and watch local channels (Mboho, 2008).

Nwabueze (2008) wrote that despite the perceived dependence on international broadcasting by the local audience, the local stations remain important and indispensable in meeting some of the information needs in any given society (Okoye, 2004). Research findings

show that people who watch satellite television stations depend on local stations for knowledge of what is happening in their local environment ( Nwabueze, 2010). This further buttresses the undying relevance of local media in the face of numerous satellite television channels battling for audience attention.

However, the dominance of international media landscape by the western-owned global media portends grave danger for the development of broadcasting in developing nations if media owners do not step up the process of improving programme content, quality and variety in order to provide for the local audience what can keep them away from the global media.

Kotler and Armstrong (2004) wrote that satellite television broadcasting is poaching into the culture of receiving nations and pouring in uncontrolled cultural materials from transmitting nations. Similarly, McQuail (2005) observed that global media flows give rise to a state of cultural homogenization or synchronization, leading to a dominant form of culture that has no specific connection with real experience for most people.

Inherent in this observation is the fact that nations that dominate the satellite broadcast world and have the capability to beam unrestricted and uncensored materials into the homes of people in nations that could be described as “receiver nations” tend to have their culture dominating the culture of other nations of the world. Satellite broadcasting, no doubt, powers cultural marketing.

Satellite television programme subscribers tend to be swelling in Nigeria. Prior to 1991, the satellite dish was the only means of receiving Direct Broadcast Service (DBS) channels in Nigeria. This came at a high cost and with stringent sale and acquisition procedures strictly implemented by the Federal Government (Okoye, 2004)

By 1991, the “wireless cable” had come into existence in the United States and that same year, the facility was made available in Lagos and some other African nations, making DBS channels

more accessible and available to more people (Okoye, 2004). Hero communications, through ABG, installed the first Multichannel Multipoint Distribution Service (MMDS) in Lagos and other major cities in Africa. With the introduction of the “cable antenna”, DBS became revolutionized as the receiver which is much cheaper than satellite dish came within the reach of more people. Today, satellite TV antennas vie with local TV antennas for space in many areas of Lagos metropolis and other major Nigerian cities.

The MMDS facility is made up of transmitters which send television signals to transmitter antenna for subscribers to receive at home. The service could be scrambled by a service provider if subscribers do not pay for it. Subscribers receive satellite TV signals via an antenna which steps down the signal and a decoder connected to the television set. Among the leading Direct-to-Home television service providers in Nigeria are Multichoice, Nigeria Limited and Trend TV Limited.

The DBS stations in Nigeria are Africa Independent Television (AIT), Minaj Broadcast International, Channels, Nigeria Television Authority (NTA) International, among others. Numerous cable stations exist in Nigeria. They use the MMDS channels to provide services to subscribers. (Nigeria Radio-TV-Cable Handbook of the National Broadcasting Commission (NBC) 2004, in Ndolo, 2005).

The dominance of international television broadcasting by satellite channels largely owned by Western nations (and recently, some Middle Eastern nations), has some implications to the creative capacity of local television channels in developing nations. With divided local audience attention which to a large extent, favours foreign satellite television channels, the local media are faced with the challenge of understanding what motivates audience exposure to foreign channels and reflecting such factors in local media programming. Since studies have shown that media content creativity and quality programming are among the basic factors that

motivate audience in developing nations to watch satellite television channels (Zureikat, 1999; Okoye, 2004; Rahman, 1998; Nwabueze, 2010), broadcast media operators in these developing nations need to come up with more creative programmes to effectively complete the foreign satellite television channels for local audience.

Apart from the news contents, existence of wide range of 24 hour programming like movies, soap opera, music television, sports, drama, documentary programmes etc., also motivates audience exposure.

## **2.5 THEORETICAL FRAMEWORK**

Many voices can be heard in the dispute about the consequences of cosmopolitan communications. The available empirical evidence on this issue remains mixed, with inconclusive results, and plausible counter-claims to each argument. The popular debate consists largely of theoretical speculation about the possible consequences of the widely-observed structural and economic changes in the production and distribution of mass communications, rather than from careful empirical examination of how public opinion actually is changing, in the light of survey evidence. As in Bhutan, the people in developing societies exposed to imported American/Western television, movies, and news often encounter values, practices, and ways of life that conflict with those traditionally found at home. But it remains unclear from the existing research whether, and under what conditions, this process erodes traditional aspects of distinctive national cultures. Do cosmopolitan communications accelerate the assimilation of modern values in traditional societies, as argued by the convergence thesis? Or does it trigger a backlash among those who feel most threatened by this process, as the polarization thesis proposes? Does it produce a fusion culture, with strands borrowed from different places and societies? Or, as the

firewall model suggest, are deep-rooted attitudes and values relatively robust in the face mass communications flows? At this point, the answer to these questions is not clear. For all these reasons, the evidence deserves rigorous and careful scrutiny.

This chapter explains the theory at the heart of this research, the testable empirical hypotheses derived from this argument, and the research strategy used for analyzing the core propositions. Our research design is simple to explain. To examine the Impact Assessment of Major Foreign TV Channels on Igbinedion University Academic Community, comparing those who do and do not regularly use the mass media, controlling for many other characteristics of the audience. The individual-level comparisons focus upon the potential impact and benefits of media exposure on national identities, the economic values of consumer capitalism, traditional moral values concerning sexuality and gender equality, and support for democracy and human rights. But our theory suggests that the effect of media use will differ for those living in cosmopolitan and provincial societies. We develop a Cosmopolitanism Index based on the extent of internal and external barriers to cross-border information flows. We then apply this to classify the 90 countries contained in the World Values Survey. Hierarchical Linear Models, in particular multilevel regression analysis, are used to disentangle the impact of societal-level media environments, individual level social characteristics, and cross-level interaction effects. In addition, we examine longitudinal evidence of the degree of cultural change over time, comparing the impact of global media on cosmopolitan and parochial societies. Finally, selected qualitative case studies, contrasting countries with relatively similar cultural traditions and levels of development but with differing media environments, illustrates the core findings in greater depth.

## **2.5.1 THEORETICAL FRAMEWORK: THE COMMUNICATION MODEL**

The scenarios we have outlined in the previous chapter differ sharply in how they depict the future; but they all focus on developments in the structure and ownership of the media industry, changes in international trade in cultural TV Stations, and the accelerated pace and volume of cross-border information flows. They researchers all assume that the expanded volume of cultural imports from major producer countries will have a strong and direct impact on the domestic audience, for good or ill, by altering indigenous national values and beliefs. In this regard, although the alternative perspectives appear to differ, in fact they actually share remarkably similar premises. All are rooted in an implicit belief in powerful media effects and they only diverge in the predicted direction of change. We challenge these popular views and argue that more nuanced claims about the way that the public responds to cosmopolitan communications would be more realistic. Our theory suggests that national cultures remain diverse and relatively enduring.

In particular, the communication model presented in this project research implies that the Impact Assessment of Major Foreign TV Channels on Igbinedion University Academic Community is moderated by a series of intervening conditions. At societal level, the degree of trade integration determines whether countries are incorporated into global TV Stations. The level of media freedom influences the availability of news and information within any country. And levels of economic development shape investment in modern communication infrastructures and thus access to the mass media (Agba E and Ozor P, 2017). These factors are closely inter-related so they are used to develop a Cosmopolitanism Index, which is defined, operationalized, and then applied to classify countries around the world. Moreover within each

society, further important firewalls operate primarily at the individual level, namely poverty, where lack of socioeconomic resources and skills hinder access to mass communications among poorer sectors of the population, and also social psychological learning processes, reflecting the socialization filters involved in the acquisition and transmission of core attitudes and enduring values. This framework, understood as a sequential process, is illustrated schematically. These Communications walls, individually and in combination, help to improve Major Foreign TV Channels on Igbinedion University Academic Community. The mass media do have important effects as we shall demonstrate but the consequences of cosmopolitan communications seem to be more limited than usually assumed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter presents the methodology used in the execution of this study. It is organized under the following sub-heads: research designs, area of study, population of study, sampling procedure, sample of study, method of data collection.

#### **3.1 RESEARCH DESIGN**

This research design used in carrying out this study is Ex-post facto research design which is a systematic empirical inquiry in which the scientist/researcher does not have direct control of independent variable because they are inherently not manipulated. Inferences about relations among variables are made, without direct intervention, from co-commitment variation of independent and dependent variables (Sharma 2012). (Salkind 2010) further explained by adding that Ex-post facto study or after-the-fact research is a category of research design in which the investigation starts after the fact has occurred without interference from the researcher. (Rints 1986) adds that in the content of social sciences research an ex-post facto investigation seeks to reveal possible relationships by observing an existing condition or state of affairs and searching back in time for plausible contributing factors.

#### **3.2 STUDY POPULATION**

Igbinedion University, Okada marks the realization of the dream of chief (Sir) Dr. Gabriel Osawaru Igbinedion, the Esama of Benin Kingdom, to bequeath to future generation of

Nigeria University education of international standard where academic calendar is faithfully run without interruption.

The planning committee was inaugurated on 13TH March 1995, comprising distinguished scholars and seasoned University administrators whose responsibilities amongst others included the formulation of the Academic Brief for the actualization of the Igbinedion University project.

The members of the committee were: Chief (Dr) Sir G. O. Igbinedion JP (Proprietor/Chairman), Late Pa S. I. Omorogbe , JP(Vice Chairman), Prof. T. M. Yesufu, Amb. (Dr.) A. I. Guobadia, Mr. Frank I. Imouokhome, Late Prof. P. N. Egharevba, Mr. Bright Igbinedion , A.O. EghobamienEsq (SAN) (Member/Legal Adviser), Late Prince R. A. Williams JP (Member/Secretary).

The committee's dedication to duty and resolute determination to provide a unique platform for higher education in Nigeria resulted in the presentation of certificate No. 01 dated 20th April 1999, to Chief Igbinedion on the 10th of May 1999. An implementation committee was immediately constituted on 12th May 1999 with the enlargement of the planning committee to include Prof. E. U. Emovon, FAS as the interim Vice Chancellor, Hon. Justice I.O. Aluyi, (Rtd), Mr. I. E. Edokpolor and Dr. T. B. E. Ogiamien, with Prince R. A. Williams as the Registrar. The Committee was dissolved with the inauguration of the Governing Council of the University on 14th October 1999 by the Proprietor and Chancellor. The Implementation Committee worked assiduously for six months as the Provisional Governing Council and Senate, guiding the physical and academic developments of the University. Prof. Bashir Ahmad Ikara was the Pro-Chancellor and Chairman of the Governing Council whose composition spanned the length and breadth of Nigeria and covered a variety of professions and interests. The members

included: Prof. Bashir Ahmad Ikara- Pro-Chancellor & Chairman, Prof. E.U. Emovon, FAS- Vice Chancellor ad interim, Mr. Bright Igbinedion, Dr. B. J. E. Itsuele, Prof. A. U. Osagie, Dr. S. A. Ingawa, Prof. P.O. Erhabor, Prof. Olu Aina, Prof. G. C. Onyemelukwe, Prof. Mike Kwanashie, Engr. Festus OmoEvbuomwan, Hon. Justice (Rtd) I. O. Aluyi, Amb. (Dr.) Abel I. Guobadia (JP), Chief EduwuEkhatorObasogie (JP), Chief M. Okoya Thomas, Prof. Ikejjiani-Clark, Prof. A. Akindoyemi, Prof. U. Joy Ogwu, Mr. R. A. Williams (JP) – Registrar & Secretary.

Professor Anthony U. Osagie who was appointed Vice- Chancellor, served from 29th October 1999 to 30th November 2003, while Prince R. A. Williams remained the Registrar and Secretary to Council till 31st May, 2000. Thereafter, Mrs. O.T. Oni (Deputy Registrar) acted as the Registrar from 1st June 2000 to 28th November, 2001. Dr. (Mrs.) S. A. Asagwara assumed duty as the second substantive Registrar and Secretary Council on 29th November 2001. Dr. (Mrs.) Asagwara withdrew her service on 31st 2007. Mr. P. S. Nwaokolo served as the Acting Registrar from 1st August, 2007 to 5th May, 2009, on 6th May 2009, Mr. Edwin O. Okoro assumed duty as the third substantive Registrar. Dr. D. O. Olopade assumed duty as Bursar on 12th November 2001, while Mr. R. Olorunsola became the Ag. University Librarian on 22nd November 2002. Dr. (Mrs.) G.D. Ekpenyong served as University Librarian from 13th March, 2007 to 29th January 2009. Mr. Osas T. Evbayakha JP was appointed Bursar on 11th November 2007, while the University Librarian, Mr. Yakubu A. Izevbekhia assumed duty on 1st June, 2009. Mr. NosaEdogiawerie was appointed Acting Bursar on 3rd September, 2010.

With the exit of Prof. Ikara in 2001, Response to a call for national service, Prof. Olu Aina, OFR, former Registrar and chief Executive of National Business and Technical Examinations Board (NABTEB), was appointed the Pro-Chancellor and Chairman of the

Governing Council. Prof. NdukaUraih served as Deputy Vice Chancellor from 2000-2003 and as Ag. Vice Chancellor from December 2003 to 11th September, 2004 following the expiration of the tenure of Prof. A. U. Osagie. In July 2004, the Council was reconstituted and Prof. Olu Aina OFR was re-appointed the Pro-Chancellor and Chairman of the current Governing Council to which Prof. Femi Odekunle was appointed a member on 13th September 2008.

On 13th September 2004, Professor Eghosa E. Osaghae of the University of Ibadan, assumed duty as the second substantive Vice Chancellor. He was re-appointed for a second term of five years on 13th September 2008 and re-appointed again on 8th July 2013 with effect from 13th September 2013. Professor Dennis E. Agbonlahor, Former Vice Chancellor of Ambrose Alli University, Ekpoma, was appointed administrative consultant to the University in September 2004, to help ease off the task of the Hon. Chancellor, a position he held until February 2006. On 12th September, 2005, Prof. L. C. Chiedozi was appointed the first Deputy Vice Chancellor. On expiration of his tenure Prof. (Mrs.) Tonye G. Okorie was appointed Deputy Vice Chancellor on 13th September 2008. On 1st October, 2013, Prof. Alexander B. Odiabo was appointed Deputy Vice Chancellor following the expiration of the tenure of Prof. (Mrs.) Tonye G. Okorie.

The population of the study is estimated at 120 persons to represent the Igbinedion University Community in the year 2016/2017 academic year. 20 persons each are to represent each of the colleges of Arts and Social Sciences, College of Law, College of Engineering, College of Natural and Applied Sciences, College of Health Sciences and College of Business and Management Sciences of the university.

### **3.2.1 ACADEMIC HISTORY**

The University commenced its academic programmes in the 1999/2000 session in five Colleges namely, Arts and Social Sciences, Business and Management Studies, Health Sciences, Law and Natural and Applied Sciences. The foundation students arrived Okada on Friday, 15th October 1999. Since then, the University has without interruption upheld its resolve to return tertiary education to the internationally accepted calendar of September to June. The College of Engineering commenced its programme in the 2002/2003 session. The College of Health Sciences continued to be an area of popular demand. The College of Pharmacy and B.Sc Nursing commenced in 2004/2005 session. The Igbinedion University Teaching Hospital administered by a Management Board inaugurated first on 12th January 2003, oversees the affairs of the Hospital. As part of its objectives to train and produce job providers, Igbinedion University has Packaged entrepreneurial and skills acquisitions modules to expose students sufficiently enough to be 'fit for the world of work'. In addition, a community service programme was introduced in the 2009/2010 session. Under the programmed, all second year students across the Colleges are required to undertake a practical development Programme in a chosen area and community in and round the university/town.

The student population has grown steadily from 111 in the 1999/2000 session to 5036 in 2012/2013, while the staff strength has increased from 55 in 1999/2000 to 565 made of 290 Teaching staff (50 of who are Professors) 153 Senior Non-Teaching staff and 213 Junior and Intermediate staff over the same period.

Academic programmes in Medicine, Law, Arts and Social Sciences, Business and Management Studies, Natural and Applied Sciences and Engineering which are mature are re-

accredited, from time to time by Nigerian Universities Commission and the relevant Professional bodies.

The Oba Erediauwa College of Law turned out its first crop of graduates in 2004. The eleventh batch graduating today is already at the Law School.

At this convocation, the University is graduating its eighth set of Medical Doctors, and has continued to maintain the distinction of being the first ever Private University in Africa , South of the Sahara to produce Medical Doctors. The University is also graduating her eighth crop of talented and well groomed Engineers from Gen. AbdulsalamiAbubakar College of Engineering.

### **3.3 METHOD OF DATA COLLECTION**

The data for this study were collected through the multiple variants of the primary and secondary sources. The researcher used informant's filled questionnaires. The questionnaires were used in collecting data on such variables as the T.V. station and how much they are watched in the Academic session.

The questionnaires are divided into two parts, the; Frequency of Viewing and the Benefits Derived. The Frequency Viewing has a four point rating used in the construction of the questionnaires indicated below:

- i. Regular (R)
- ii. Intermittently (I)
- iii. Once in a while (O)
- iv. Never (N)

The benefits derived also have a four point rating used in the construction of the questionnaires indicated below:

- i. Knowledge (K)
- ii. Fun (F)
- iii. Information (I)
- iv. None (N)

For the secondary sources, a content analysis of relevant Journals, article, internet, books, among others.

### **3.4 STUDY SAMPLE**

This project research, adopted Multi-stages of sampling where a total Number of 120 persons were given questionnaires.

### **3.5 SAMPLING PROCEDURE**

Combinations of stratified purposive and random selection procedures were used in carrying out this study. The nature of the variables further influenced the researcher to adopt a rather multi-stage variant of the random selection method in sampling both projects and questionnaires respectively. The purpose was to ensure that samples of projects and persons were adequately representative of the dual populations of study.

### **3.6 METHOD OF DATA ANALYSIS:**

After the data was collected it was organised and analysed. For analysis of closed-ended questions, a computer programme called Statistical Package for Social Sciences (SPSS) was

used. Data was analysed by using descriptive statistics. Frequency tables were drawn and from these the data was presented in pie diagrams and bar graphs. The open-ended questions were analysed through quantitative content analysis by the researcher with the aim of quantifying emerging characteristics and concepts. Concept analysis is the process of analysing verbal or written communications in a systematic way to measure variables quantitatively (Polit&Hungler 1995:209, 698). 3.8

## CHAPTER 4

### 4.0 DATA PRESENTATION AND ANALYSIS

Out of 120 questionnaires we circulated or distributed to students in 6 colleges at the rate of 20 per college 46 number were returned

**TABLE 1: THE BREAKDOWN OF RETURNED QUESTIONNAIRES**

Names of colleges	Number of Questionnaires Returned	Female Returned	Male Returned	AgeRange
Arts and Social Sciences	10	9	1	18-25
Law	20	9	11	18-25
Engineering	7	3	4	18-25
Business and Management Sciences	2	2	0	18-21
Natural and Applied Sciences	3	1	2	18-25
Health Sciences	4	2	2	18-25
TOTAL	46	26	20	

Table one (1) shows the total numbers of questionnaires returned. Out of 120 questionnaires that were shared out to 6 different colleges, 46 were returned, of this 46 questionnaires, 10 were returned from Arts and Social Sciences, 9 were female and 1 was male, the age range of this 10 students were 18-25. Also 20 questionnaires was given or shared to the college of Law, and 20 were still returned 9 were females and 11 were males, the age ranges

were between 18-25. Also 7 questionnaires were returned from Engineering, 2 were females and 4 were males, the age ranges were between 18-25. Also 2 questionnaires were returned from Business and Management Sciences, 2 were females while none from male, the age range was 18-25. Also 3 questionnaires were returned from Natural and Applied Sciences 1 from the female and 2 from the males, the age range were between 18-25. Finally 4 were returned from Health Sciences, 2 from the females and also 2 from males and while the age range were between 18-25.

The table is well designed to best explain the total percentage of the breakdown of the entire returned questionnaires base on gender. The Business and Management Science College has a lower percentage of male returned questionnaires. This is because, the males finds pleasure in providing possible answers to the asked questions. The frequency of males returned questionnaire was very high in the Law College.

**To calculate the Mean, Median, Mode and Range of the frequency of questionnaires returned of both males and females.**

**(Female returned)**

Mean = Total Frequency/Total Number

$$\text{Mean} = (9+9+3+2+2+1)/6$$

$$= 26/6$$

$$= 4.33$$

**To Find the Median, We Need To Rearrange the Numbers in Ascending Order**

(1, 2, 2, 3, 9, and 9)

$$\text{Median} = (6 + 1)/2 = 7 / 2$$

∴ The median lies between the 3<sup>rd</sup> and 4<sup>th</sup> Number

$$= (2+3)/2 = \mathbf{2.5}$$

Mode is the number that appears more often

Mode = **Undefined**

Range = Highest Number – Lowest Number

$$\text{Range} = 9-1=\mathbf{8}$$

**(Male Returned)**

$$\text{Mean} = (1+ 11+ 4+ 0+ 2+ 2+ 20) /7=40/7=\mathbf{5.71}$$

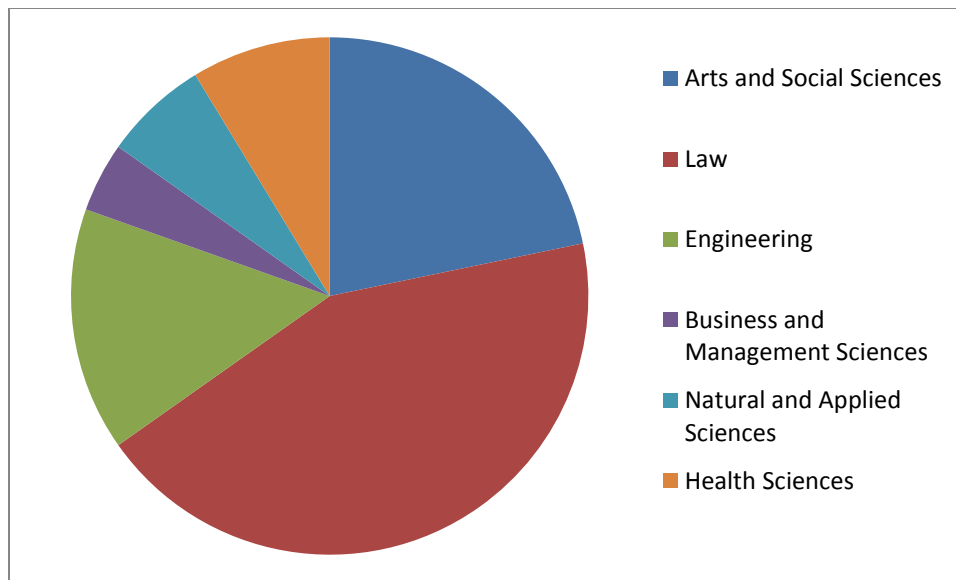
To Find Median, we need to rearrange

(0, 1, 2, 2, 4, 11, 20)

$$\text{Median} = (7+1)/2 =8/2=\mathbf{4}$$

Mode =**2**

$$\text{Range} = 20 - 0= \mathbf{20}$$



**PIE CHART, SHOWING PERCENTAGE OF FREQUENCY DISTRIBUTION**

**TABLE 2: SUMMARY OF FREQUENCY OF VIEWING TV STATION**

T.V Station	Owner Country	Genre	FREQUENCY OF VIEWING			
			Regularly	Intermittently	Once in a while	Never
CNN	USA	News	13	9	19	4
Aljazeera	UAE	News	10	7	18	9
African magic	South Africa	Entertainment	26	8	7	4
National Geographic	USA	Education	17	8	8	13
Press TV	Iran	News	2	9	12	22

MNET Movies	South Africa	Entertainment	23	7	9	8
Super Sport	South Africa	Entertainment	16	4	8	17
BBC	UK	News	8	10	19	6
Telemundo	Mexico	Entertainment	11	6	12	16
Sky News	UK	News7	6	8	12	21
Faith TV	USA	Religion	6	15	8	17
MTV Base	USA	Entertainment	17	9	9	10
E Channel	USA	Entertainment	14	7	10	13
Discovery Channel	USA	Education	7	12	17	9
Daystar Channel	USA	Religion	7	11	6	25
EWTN	UK/Canada	Religion	4	6	8	27
ISLAM Channel	UK	Religion	5	4	5	31
Joy TV	Ghana	News	5	6	11	24
CCTV	China	News	3	13	11	18
Zee World	India	Entertainment	11	8	13	14
France 24	France	News	4	2	16	23
Rhema TV	Ghana	Religion	4	1	6	18
Trace TV	France	Entertainment	18	10	9	8
TOTAL			237	180	253	357

Table two (2) above shows how data were collected using the frequency by which individuals views TV channels, as regard to Genre. We have eight (8) News channels but the predominant of them all in the regular viewing is the CNN News Channel, which has a regular frequency viewing of about thirteen (13) and the least is the IRAN press TV which has a frequency of regular viewing of two (2) respectively. The table also shows the frequency of viewers intermittently and also shows the frequency of viewers once in a while. It identifies other genre base on the location of the founders i.e. the owner's country and station name respectively. Each of this station has its owner country. USA has the world leading TV owners with a total number about (7), follow by UK, with a total number of 4, South Africa and France has the same total Number of TV station Owners.

The total number of Regular viewing is about 237, intermittently is 180, once in a while is 253, and never is 357. In this above aggregate, the frequency of TV Viewer is lesser than that of those who don't view it at all. This is because, the environment the fine their selves in is still not developed. Many rural areas have no facilities to that will connect them to any TV Station.

### **To Find Mean, Median, Mode and Range of Frequency of Regular Viewing**

$$\text{Mean} = (13 + 10 + 26 + 17 + 2 + 23 + 16 + 8 + 11 + 6 + 6 + 17 + 14 + 7 + 7 + 4 + 5 + 5 + 3 + 11 + 4 + 4 + 18) / 23$$

$$= 237 / 23$$

$$= \mathbf{10.77}$$

$$\text{Median} = (23+1)/2 = 24/2 = 12^{\text{th}} \text{ Number}$$

$$= (2, 3, 4, 4, 4, 5, 5, 6, 6, 7, 7, 8, 10, 11, 11, 13, 14, 16, 17, 17, 18, 23, \text{ and } 26.)$$

$$\text{Median} = \mathbf{8}$$

$$\text{Mode} = \mathbf{4}$$

$$\text{Range} = 26 - 2 = \mathbf{24}$$

**To calculate mean, median, mode and range of intermittently:**

$$\text{Mean} = (9+7+8+8+9+7+4+10+6+8+15+9+7+12+11+6+4+6+13+8+2+1+10)/23 = 180/23 = \mathbf{7.82}$$

$$\text{Median} = (1, 2, 4, 4, 6, 6, 6, 7, 7, 8, 8, 8, 8, 9, 9, 9, 10, 10, 11, 12, 13, 15) = \mathbf{8}$$

$$\text{Mode} = \mathbf{8}$$

$$\text{Range} = 15 - 1 = \mathbf{14}$$

**To calculate mean, median, mode and range of once in a while:**

$$\text{Mean} = (19+18+7+8+12+9+8+19+12+12+8+9+11+17+6+8+5+11+11+13+16+6+9)/23 = 253/23 = \mathbf{11}$$

$$\text{Median} = (23+1) / 2 = 24 / 2 = 12^{\text{th}} \text{ Number}$$

$$(5, 6, 6, 7, 8, 8, 8, 8, 9, 9, 9, 11, 11, 11, 12, 12, 12, 13, 16, 17, 18, 19, 19)$$

$$\text{Median} = \mathbf{11}$$

Mode = **8**

Range =  $19 - 5 = 14$

**To calculate mean, median, mode and range of never:**

Mean =  $(4+9+4+13+22+8+17+6+16+21+17+10+13+9+25+27+31+24+18+18+14+23+18+8)/23$   
 $= 357/23 = 15.52$

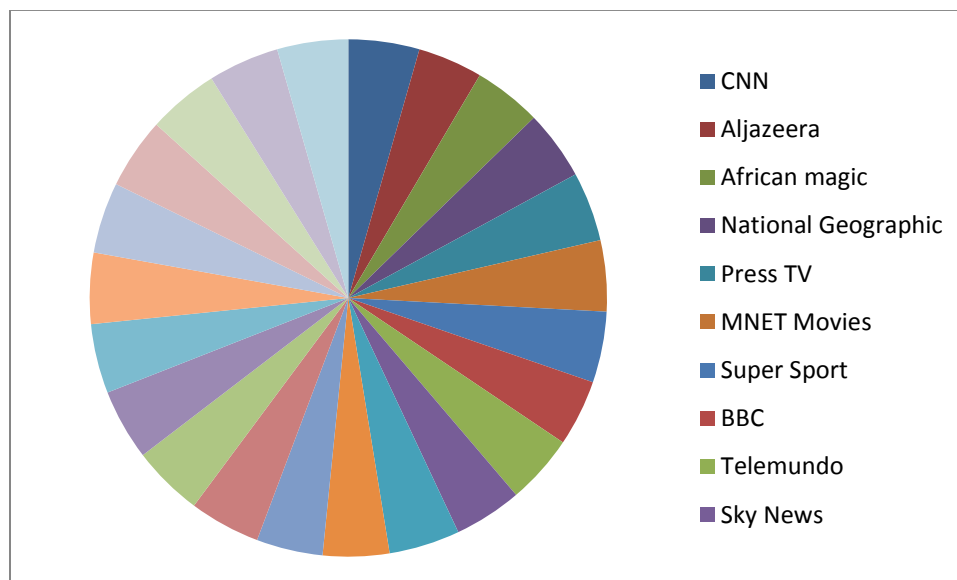
= 12<sup>th</sup> Number

( 4,4,6,8,8,9,9,10,13,13,14,16,17,17,18,18,21,22,23,24,25,27,31)

Median = **16**

Mode = 4,8,9,13,17 and 18

Range =  $31 - 4 = 27$



**PIE CHART, SHOWING PERCENTAGE OF FREQUENCY DISTRIBUTION**

**TABLE 3: SUMMARY OF BENEFIT DERIVED FROM TV STATION**

T.V Station	Owner Country	Genre	BENEFITS			
			Knowledge	Fun	Information	None
CNN	USA	News	13	1	30	2
Aljazeera	UAE	News	9	5	21	7
African magic	South Africa	Entertainment	4	31	4	5
National Geographic	USA	Education	26	4	7	8
Press TV	Iran	News	8	4	11	22
MNET Movies	South Africa	Entertainment	4	27	4	11
Super Sport	South Africa	Entertainment	6	20	3	17
BBC	UK	News	10	6	24	3
Telemundo	Mexico	Entertainment	3	26	1	15
Sky News	UK	News	10	4	19	11
Faith TV	USA	Religion	19	5	6	16
MTV Base	USA	Entertainment	5	26	3	9
E Channel	USA	Entertainment	5	21	4	13
Discovery Channel	USA	Education	28	4	5	9
Daystar	USA	Religion	14	4	24	4

Channel						
EWTN	UK/Canada	Religion	10	5	4	27
ISLAM Channel	UK	Religion	10	1	4	30
Joy TV	Ghana	News	7	10	8	21
CCTV	China	News	7	5	15	19
Zee World	India	Entertainment	1	29	4	12
France 24	France	News	4	4	17	21
Rhema TV	Ghana	Religion	16	1	4	25
Trace TV	France	Entertainment	1	37	1	7

Table three (3) shows the benefit derived from all the TV station in table two (2) above. Statistically, the benefits were categories base on Knowledge, Fun, Information and None. As it is shown in this research work, Discovery Channel in USA has the leading frequency on knowledge benefits with a frequency of about 28%, while Trace TV in France has the highest frequency of about 37% in Fun Benefits. In Information benefit, CNN in USA has the highest degree of frequency of about thirty percent (30%) and Islam channels in UK has a frequency of thirty (30) in none benefit to the viewer/users. Following the above statistics critically, you will deduce that TV viewers are more interested in Entertainment and News, the only country that has more Religious TV viewers is Ghana which has a relative frequency of about 16 percentage. CNN in USA is subjected to more of informative programmes that are more valuable to the

viewers. CNN has the highest informative frequency of (30) which has made them in this research work the top leading information TV Station.

### **To Find the Mean, Median, Mode and Range of Frequency of Benefits of Knowledge**

$$\text{Mean} = (13+9+4+26+8+4+6+10+3+10+19+5+5+28+14+10+10+7+7+1+4+16+1) / 23$$

$$= 220/23 = \mathbf{9.57}$$

$$\text{Median} = (23+1) / 2 = 24/2 = 12^{\text{th}} \text{ number.}$$

$$(1+1+3+4+4+4+5+5+6+7+7+8+9+10+10+10+10+13+14+16+19+26+28)$$

$$\text{Median is} = \mathbf{8}$$

$$\text{Mode is} = \mathbf{10}$$

$$\text{Range is} = 28-1 = \mathbf{27}$$

### **To Find the Mean, Median, Mode and Range Of Frequency of Benefits of Fun**

$$\text{Mean} = (1+5+31+4+4+27+20+6+26+4+5+26+21+4+4+5+1+10+5+29+4+1+37) / 23$$

$$= 280/23 = \mathbf{12.17.}$$

$$\text{Median} (23+1) / 2 = 24/2 = 12^{\text{th}} \text{ number.}$$

$$(1+1+1+4+4+4+4+4+4+5+5+5+5+6+10+20+21+26+26+27+29+31+37)$$

$$\text{Mean is} = \mathbf{5}$$

$$\text{Mode is} = \mathbf{4}$$

Range is  $37-1 = 36$ .

### To Find Mean, Median, Mode and Range of Frequency of Information

$$\text{Mean} = (30+ 21+ 4+7+11+4+3+24+1+19+6+3+4+5+24+4+4+8+15+4+17+4+1)/23 = 223/23 =$$

**9.70**

$$\text{Median} = (23+1)/2=24/12^{\text{th}} \text{ Number}$$

(1,1,3,3,4,4,4,4,4,4,5,6,7,8,11,15,17,19,21,24,24,30)

Median = **5**

Mode = **4**

Range =  $130-1=29$

### To Find the Mean, Median, Mode and Range of the Frequency of None

$$\text{Mean} = (2 + 7 + 5 + 8 + 22 + 11 + 17 + 3 + 15 + 16 + 9 + 13 + 9 + 4 + 2 + 27 + 30 + 21 + 19 + 12 + 21 + 25 + 8) / 23 = 314/23 = \mathbf{13.65}$$

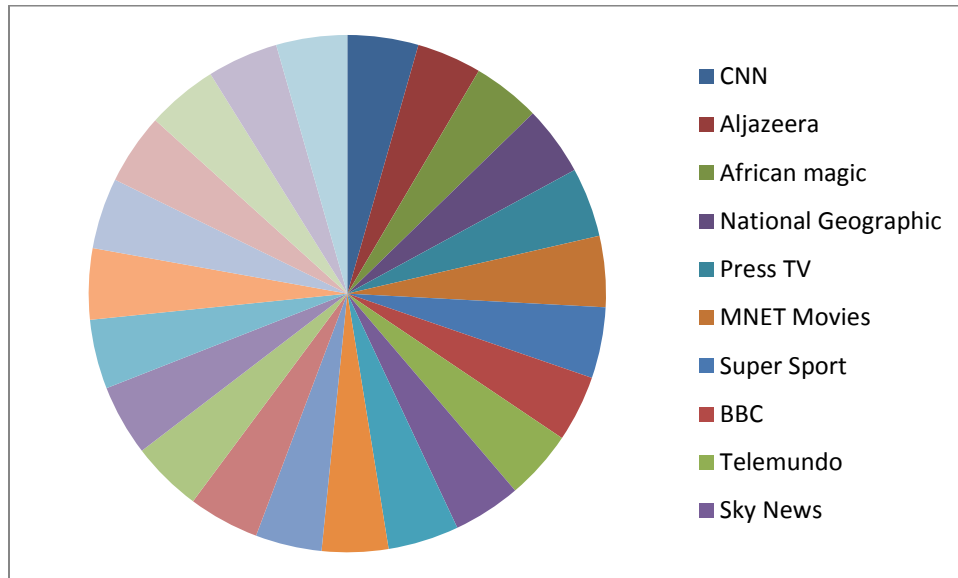
$$\text{Median} = (23+1)/2 = 24/2 = 12^{\text{th}} \text{ number.}$$

$$\text{Median} = (2+ 3+4+5+7+ 7+8+9+9+11+11+ 12+13+15+16+17+19+ 21+21+ 22 +25 +27+30)$$

Median is = **12**

Mode is = **Undefined.**

Range =  $30 - 2 = 28$ .



**PIE CHART, SHOWING PERCENTAGE OF FREQUENCY DISTRIBUTION**

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 SUMMARY**

The overriding purpose of this study was to determine the relative Frequency of Viewing TV Station. To accomplish that goal it became necessary to reach some prerequisite goals. Determining what general education means and how that ideal is connected with the field of technology education and entertainments assumed a high degree of importance during the literature review conducted for this dissertation. Related to that effort, it became necessary to reach an understanding about the nature of technological literacy among the students.

To provide for the possibility that questionnaires could be answered and measured as a viable component of this research work, it was important to develop a questionnaire with the potential for encompassing the totality of the TV Station Viewing by the respondents. Once these fundamental steps were achieved, this research was able to go forward. This chapter reports the conclusions and recommendations that resulted from this study.

## 5.2 CONCLUSIONS

The relative degree of importance of this research work, construction, as rated by determining the Frequency of Viewing TV Stations by TV Viewers. When considered by all respondents in the context of the ten potential organizers offered for consideration.

Although the sample populations were different, an interesting comparison of these findings with the work done by Greer (1991) can be made. Greer surveyed state supervisors of technology education and entertainments and industrial arts and asked them to “Report how the content of their TV Stations were viewed” (p. 85). Their responses indicated that construction was fourth out of six “main areas of instruction” (p. 126) which was identified as regular, Intermittently, Once in a while and Never.

Given that this dissertation asked university and college faculty to express their opinions about the importance of certain TV Stations, whereas Greer’s state supervisors reported the ranking based on actual conditions, a number of conclusions seem possible. One of course, is that no relationship exists between these two findings. However, another scenario worth considering is that the frequency of TV Station Viewing is increasing in importance as other organizers are introduced and gain some acceptance in the field of technology education and entertainments.

### **5.3 RECOMMENDATIONS FOR RESEARCH**

The following recommendations are offered for related research in the field of technology education and entertainments.

1. Given the changing nature of technology, a series of longitudinal studies, based on this model, would document trends and thereby increase the potential that decisions regarding the composition of the technology education and entertainments curriculum would be relatively current and less exposed to personal bias.
2. While the current spheres of human/technology interaction model consider the technology education and entertainments curriculum from a global viewpoint, it may be advantageous to conduct research which considers the distribution of the curriculum organizers across this model in the context of the age-related or developmentally-related needs of the learner.
3. Given that this study provides a basis for concluding that construction is a curriculum organizer which contributes to technological literacy and general education, defining the attributes that constitute technological literacy in the area of construction would prove to be of valuable to the discipline. Such an effort would enable technology educators to derive construction related course content from a research base.
4. Research related to other technology education and entertainments organizers that provides a means of defining their contribution to the discipline and to the goals of general education and technological literacy would be of value to the field of technology education and entertainments

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## **APPENDIX**

**IGBINEDION UNIVERSITY  
COLLEGE OF ART AND SOCIAL SCIENCES  
DEPARTMENT OF INTERNATIONAL RELATIONS AND STRATEGIC STUDIES**

June, 2017

Dear Respondent,

Good day! I am a graduating student of Igbinedion University major in International Relations and Strategic Studies. As a requirement for my course, I am currently conducting a survey about the Satellite TV and Globalization: An Impact Assessment of Major Foreign TV Channels on Igbinedion University Academic Community. The respondents for this study are students from the following faculties; Arts and Social Sciences, Law and Engineering.

In line with this, I have chosen you to be one of my respondents of this study and I hope that you will take time answering the questions honestly. Rest assured that all data gathered will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you for your support and cooperation. I shall appreciate receiving the accomplished forms by June, 2017.

Yours Sincerely,

Ahima Ayimishi Habila

## QUESTIONNAIRE

### RESPONDENT'S BIO-DATA ENTRY

1. Age in years.....
2. Gender Male( ) Female( )
3. Marital Status: (a) Single( ) (b) Married( ) (c) Others( )
4. Age Categories: (a) 16-17 ( ) (b)18-19( ) (c) 20-21( ) (d)22 and Above( )
5. Faculty/School: (a) Arts and Social Sciences ( ) (b) Law ( ) (c) Engineering ( )  
(d) Business and Management Sciences ( ) (e) Natural and Applied Sciences ( )  
(f) Health Sciences ( )

### SECTION A: SELECTION OF TV STATION BY VIEWERS

6. Kindly tick  on the appropriate check boxes corresponding to the answers of your choice.

T.V Station	Owner Country	Genre	FREQUENCY OF VIEWING			
			Regularly	Intermittently	Once in a while	Never
CNN	USA	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aljazeera	UAE	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African magic	South Africa	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Geographic	USA	Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Press TV	Iran	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MNET Movies	South Africa	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Super Sport	South Africa	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BBC	UK	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telemundo	Mexico	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sky News	UK	News7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith TV	USA	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MTV Base	USA	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Channel	USA	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discovery Channel	USA	Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daystar Channel	USA	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EWTN	UK/Canada	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISLAM Channel	UK	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joy TV	Ghana	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CCTV	China	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zee World	India	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France 24	France	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhema TV	Ghana	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Trace TV	France	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**SECTION B: SELECTION OF BENEFIT DERIVED FROM TV STATION**

7. Kindly tick  on the appropriate check boxes corresponding to the answers of your choice.

T.V Station	Owner Country	Genre	BENEFITS			
			Knowledge	Fun	Information	None
CNN	USA	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aljazeera	UAE	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African magic	South Africa	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Geographic	USA	Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Press TV	Iran	News				
MNET Movies	South Africa	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Super Sport	South Africa	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BBC	UK	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telemundo	Mexico	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sky News	UK	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faith TV	USA	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MTV Base	USA	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Channel	USA	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discovery Channel	USA	Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daystar Channel	USA	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EWTN	UK/Canada	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISLAM Channel	UK	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joy TV	Ghana	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CCTV	China	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zee World	India	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France 24	France	News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhema TV	Ghana	Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trace TV	France	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>