

Educational Broadcasting and Socio-Economic Development of Rural Communities in Mbarara District, Uganda

Sabiiti Mulema Posiano, Prof. Faustino L. Orach-Meza & Dr. Regis Zombeire

Abstract

The elimination of poverty, increased productivity and employment is only possible with improvements in socio-economic development which however, remains dismal to the rural communities of Mbarara District. The study as its main purpose examined the influence of educational community radio broadcasting on socio-economic development among rural communities of Mbarara district so as to derive a framework for broadcasting to enhance socio-economic development among listeners. The study as a methodological stance adopted a cross sectional survey design followed both quantitative and qualitative research approaches. Questionnaire, open-ended and interviews and focus group discussion methods were used. The data was collected using questionnaires from 250 randomly selected, interview guides and focus group discussion tools were applied. The data was analysed at descriptive and inferential levels using SPSS Version 20.0. The results showed that education broadcasting related to government programmes ($\beta = 0.283$, $p = 0.03$) had a significant positive influence on the socio-economic development of rural communities in Mbarara district. The study recommends among others the need for management of community radios in collaboration with media team to prioritize broadcasts that promote children immunization in addition to agricultural practices as well as embracing listenership to radio programs that provide information on sanitation and hygiene as a health promotion tool.



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Introduction

Research pertaining to community radios suggests that educational programming has an impact on the lives of local residents. For example, a study conducted by Thomas (2011) on the influence of community radio on society and its outreach in addressing global challenges in education found that community radios facilitated grassroots participation and parallel idea-sharing among the underprivileged rural communities, which was a prerequisite for closing the educational gap. Thomas's conclusions, however, are not very generalizable because their methodology and presentation of the results relied on qualitative interviews with one of the nation's community radio stations. There are also gaps in knowledge since it was not determined if closing the educational gap will have an impact on any of the socio-economic development components that made the current study necessary. Based on the prior studies, community radios have proven to be instrumental in various developmental contexts, highlighting their potential impact on education, stigma reduction, and socio-economic development. For instance, de Groot et al. (2022) demonstrated significant reductions in stigma related to albinism through radio drama and interviews in Tanzania, emphasizing the educational role of radio in changing community attitudes. Similarly, Sitepu et al. (2023) underscored the importance of community radios in enhancing digital literacy among rural populations in North Sumatra, showcasing how media education can empower communities. Furthermore, Keefer and Khemani (2014) found that increased access to community radios in Benin correlates with higher literacy rates among school children, indicating the educational benefits of media access. In Ethiopia, Yaya Sada (2022) highlighted the socio-economic development impact of community radios by emphasizing local issues and promoting cultural narratives through diverse programming. Additionally, Prahmana et al. (2021) proposed a community radio-based blended learning model as a viable solution for remote education during the pandemic, underscoring the adaptability and educational potential of community radios in challenging contexts. Together, these studies illustrate the multifaceted contributions of community radios to education and development, setting a foundational context for exploring their impact on rural communities in Mbarara District, Uganda. Similarly, a study that was aimed at providing human rights education through Community Radio broadcasting amongst the women by Meyer (2012) indicated that through radio soap operas and affirmative action that promoted women participation in radio programmes, the radio improved human rights education. Methodological gaps however exist in this study since the author that's Meyer made use of a qualitative approach specifically interview method for data collection which is subjective and bases itself on responses from quite a small sample size which is not representative enough. This study in addition suffers knowledge gaps as it fails to report both whether improving human rights education influenced socio economic development as a core in the current study. The study was appropriate as, while the majority of Ugandans live in rural regions and below the poverty line, radio remains the most widely used, affordable, and easily accessible form of communication for them (FAO, 2001). According to some (UNESCO, 2013; White (eds) 2009; McDonald, 2002; Melkote & Steeves (2001), community radio is the most successful pastoral communication tool in developing nations since the moment of freedom. It gives everyone in a community (or at least those with radio access) the chance to get equal access to information on topics like local market information, education, health, and agriculture, among other pertinent subjects. In the rural communities of Mbarara District however, poor standards of living as reflected lowering household incomes continue to characterize homesteads (Mbarara District Local Government, 2017). Further still, indications reveal that majority (90.7%) households reside in houses with poor conditions (Mbarara District Local Government, 2017). The school child dropout rates in rural communities are far high (65%) compared to the urban rates of 54.9% in Mbarara even when it is labeled as toping all districts within Ankole sub region (Mbarara District Local Government, 2017). The findings

of this study brought to light the positive developments that have taken place due to the broadcast on the community radio stations.

Background to the Study

The purpose of this study was to determine how educational community radio broadcasting services impacted the socio-economic development of rural Mbarara District communities. Due to the wide variety of theories and frameworks surrounding community broadcasting, it was impossible to provide a precise explanation of community radio. But according to Uganda's Broadcasting Policy (2011), a community radio is one that is operated by the community, for the community, and it focuses on community needs. That is how community radio was defined for the purposes of this study. According to Uganda's 2011 broadcasting policy, community broadcasting must be run as a not-for-profit organisation committed to advancing social development and be owned and managed by members of the community. It must also be for, by, and about the community. In particular, UBP (2011) lists a number of crucial goals for community radio: highlighting local material in order to represent and promote local identity, character, and culture; encouraging social growth and transformation via community involvement and participation in planning, production, and presentation of services; encouraging a democratic process in communication by facilitating interaction with the local community on matters affecting them; providing indigenous services relevant to grassroots development; and bridging the communication gap between rural and urban communities to foster socio-economic development. Therefore, studying community radios is crucial to evaluate the extent to which their educational programs have contributed to the socio-economic development of rural communities and to offer recommendations for improvement where necessary.

Literature review

Theoretical Framework

Introduction

Since community radio broadcasting is not a field unto itself, the majority of its ideas—if not all of them—come from past theories about the function of communication in development and society. As a result, the overview of numerous related hypotheses that follows assisted in creating a ready-made framework for this investigation. To comprehend the function that community radio plays in socioeconomic development, it was perhaps vital to identify and examine some of the media impact and normative ideas that support community broadcasting. The New Growth Theory of Economic Development, the Two-Step Flow Theory, the Agenda-setting Theory, and the Democratic-Participant Theory serve as the foundation for this investigation.

New Growth Theory

This is one of the Contemporary Theories of Economic Development that emerged in the 1990s to try and explain the poor performance of a number of underdeveloped regions that had implemented the suggested practices of neoclassical theories. Unlike the Solow model, which sees technological change as an external factor, the new growth model notes that in most developing countries, technological development has not been exogenously transferred or distributed equitably (World Bank 2010). Economic advancement, according to the New advancement Theorists (Jaffee, 2012), is driven by growing returns on knowledge usage rather than labour and capital. This includes Romer, Lucas, and Aghion in particular. The theory states that lower levels of complementary spending on R&D, infrastructure, and human capital (education) substantially diminish the greater rate of return that the Solow model predicts. In the meanwhile, knowledge differs from other financial assets due to its infinite expansion potential. Reusing inventions or information doesn't have to be more expensive. Thus, long-

term growth may be achieved through investments in knowledge development. Additionally, once other organisations had the knowledge, it may have a beneficial spillover impact. However, markets have not created enough knowledge since individuals cannot profit from all of the advantages associated with developing new information via their own investments. Consequently, it is thought that policy participation is necessary to impact long-term growth. As a result, the new growth paradigm supports both government efforts to supplement expenditures in the creation of human capital and foreign private investment in knowledge-intensive industries like computer software and electronic communications (Lewis, 2008). One form of electronic communication that was the subject of this investigation was community radio transmissions. Although the new growth theory helps explain the variations in growth rates among economies, it has been challenged for failing to acknowledge the importance of social and institutional frameworks (Jaffee, 2012). Its limited applicability is explained by its presumptions. For example, it sees the economy as a monolithic unit and prohibits the reallocation of labour and capital within it throughout the structural transformation process—a process necessary to generate progress. Moreover, developing countries lack the incentives for economic growth provided by a variety of other issues, including weak institutional frameworks, inadequate infrastructure, and insufficient markets for money and commodities (Cornwall and Cornwall 2004). Policymakers must thus carefully analyse all of the factors that affect changes and how they affect the rate of aggregate growth. The information exchanges described in the New Growth Theory are supported by large private communications investments. However, it doesn't address how this type of communication spreads to support receivers' growth in the same manner as the social component of growth, which is why the agenda-setting theory and the two-step flow theory are developed.

The two-step flow theory

This theory of media effects stems from the realisation in the 1950s that a variety of co-determinants or moderating factors, including selective exposure, selective perception, group influence, opinion leaders, and a diverse media system, could account for human behaviour and attitudinal behaviour (Nicholas, 2015). The two-step flow hypothesis (Katz and Lazarsfeld) states that information from the media flows in two different stages (Dahal and Aram, 2010). First, the information is received by those who regularly "attend"—that is, pay careful attention to—the mass media and its messages. This indicates that listening to radio on a regular basis is important. These people, who are often referred to as opinion leaders, are typically knowledgeable individuals who disseminate information to others through casual interpersonal interactions. Apart from disseminating the news substance, opinion leaders also provide their personal perspectives. The process that stands in between the direct message from the media and the audience's final response to that message is known as "personal influence." The present study is a result of the theories' silence on the types of settings in which such informal interpersonal communication takes place.

Democratic-participant theory

According to Enzensberger (1970 in McQuail, 2007: 131), this is one of the normative theories that was put forward in response to the emergence of new media and the growing criticism of the dominance of corporate or state monopolies over the major mass media. The notion supports local communities' rights to feedback, information, and involvement, as well as the ability to utilise community radio to further local interests and address distinctive needs (McQuail, 2007). Depending on their own interests, the locals participate in this kind of contact. The democratic-participant idea favours alternative grassroots media that stray from conventional broadcasting over homogenous, commercialised government-controlled media. Democratic-participant theory articulates a feeling of disappointment with media organisations and traditional political parties, which are perceived as having betrayed the public (McQuail, 2007; White, 2005). Although alternative media criticises mainstream media

and advances the cause of people-centered media, Uganda, a country where several radio stations have operated in communities, does not sufficiently address this issue. The normative 'ideal' of community radio broadcasting is closely aligned with White's (2005) theory that the alternative communication framework is based on an opposition and a proactive communication alternative that influences language, representations, and communication technologies. Alternatives to the mainstream media, which is defined by a vertical, one-way, top-down dominating communication structure, are encouraged to emerge via community radio. The development of local group participation processes of solidarity and identification as well as the active production of cultural meanings by marginalised groups are facilitated by alternative communication (White 2005: 11). But according to Servaes (2014) and Hollander and Jankowski (2002), true democracy necessitates a system of continuous communication with all citizens, accessibility at all levels, and a public ethos that enables divergent viewpoints to be resolved through active engagement in achieving agreement on sociocultural, economic, and political objectives. There are gaps in our knowledge since the writers of the later work do not discuss whether or not such engagement affects socioeconomic progress beyond attaining consensus. According to Hollander & Jankowski (2002), community involvement is viewed as both a component of and a prerequisite for social change as the communication process is thought to generate a multidirectional flow of messages. This is obviously related to the democratic-participatory theory's goals. Advocates of the theory, such as Hoggett (2011), assert that community involvement is a means of enabling the grassroots population to fight for and protect their needs. According to Ghatak (2003), this kind of communication is what turns the fundamental prerequisites for people's self-empowerment into real, tangible things. These include having access to and using the tools that allow them to express themselves, share those expressions with others, stay informed about global events, and produce and manage knowledge for development. There was a content gap since it was unclear, nonetheless, if radio broadcast communications were empowering to the general public in terms of socioeconomic growth.

Review of Related Literature

This section reviewed literature related to the variables in the study. Due to the fact that community radio is a new phenomenon in many regions, not many studies had been conducted that relate to the contribution of community radios' educational programs in the development of communities. The few local and international studies are reviewed with respect to the study objectives.

Community Radio Educational Broadcasting

Some of the studies in relation to community radios indicate educational broadcasting as having some influences in the lives of community members. For example, a study conducted by Thomas (2011) on the influence of community radio (CR) on society and its outreach in addressing global challenges in education found that CR promoted grassroots participation and parallel idea exchange among the underprivileged rural communities, which was a prerequisite to closing the educational gap. Thomas's conclusions, however, are not very generalizable because their methodology and presentation of the results relied on qualitative interviews with one of the nation's community radio stations. There are additionally knowledge gaps as nothing was established on whether bridging the gap in education would influence any of the socio-economic development aspects that warranted the current study. Similarly, a study that was aimed at providing human rights education through Community Radio broadcasting amongst the women by Meyer (2012) indicated that through radio soap operas and affirmative action that promoted women participation in radio programmes, the radio improved human rights education. Methodological gaps however exist in this study since the author that's Meyer made

use of a qualitative approach specifically interview method for data collection which is subjective and bases itself on responses from quite a small sample size which is not representative enough. This study in addition suffers knowledge gaps as it fails to report both whether improving human rights education influenced socio economic development as a core in the current study.

Research Gaps

Overall, the examined research point to the consistent conclusion that community radio programming with educational content influences socio-economic development in one way or another (Lwanga, 2011; Kalyango, 2009; Lewis, 2008; Al-hassan et al., 2011). Contextual gaps exist as none of these studies were peculiar to the rural setting in a low resourced society. This study attempted to address this gap by conducting a study in the rural communities of Mbarara district. Knowledge gaps are equally evident in the reviewed literature in that some studies specifically Muhinde (2007), Nasunna (2012) and Meyer (2012) fail to show how the different aspects of community radio broadcasting relates with socio-economic development. This study as an attempt investigated the effects borne of different aspects of community radio broadcasting specifically profiling the contribution of each to socio-economic development of rural communities.

Research methodology and instruments

Research Approaches

In this study, a mixed methods research approach was adopted. The motivation for this hybrid of research approach is that only one approach cannot adequately attain research targets. The mixed methods approach was deployed to enable triangulation to occur and handle the drawbacks from either one of the approaches.

Research Design

Because a cross-sectional design enables the researcher to compare several factors at once, it was chosen. It makes use of both qualitative and quantitative research methods.

Study Population

The study population size in the aforementioned of Mwizi, Kamukuzi and Nyakayojo rural communities is 732 Community Household Level Radio Participants (COMNETU, 2018). The three communities of Mwizi, Kamukuzi and Nyakayojo were considered out of whole district population because they represent a group where Radio West, Vision and Endigito are within reach as community radios. The secondary population for this study constituted of Radio' Personnel, Opinion Leaders and Local Village Level Council Members. The Household Level Radio Participants were chosen because they represent the immediate and direct beneficiaries of community radio services implying that their voices, perceptions and thoughts about community radios had to be heard, if the study could produce valid and reliable research findings.

Sampling procedure

Since it was impracticable to cover the whole population, the study employed both probability and non-probability sampling techniques to obtain data.

Determination of the sample size

Yamane's (1967) method was used to determine the Community Radio Listeners Sample Size. The following sample size for media persons was calculated using Yamane's formula standards, taking into account a 5% degree of precision at a 95% confidence level, and then entering the numbers into the calculation.

$$n = \frac{N}{(1 + Ne^2)}$$

$$n = \frac{732}{(1+732*0.05*0.05)}$$

$$n = 258.657$$

$n \approx 259$ rural community population radio participants

In order to determine the sample size of the secondary population that's Community Radio Personnel, Community Opinion Leaders and Local Council (L.C) members, the saturation point approach was adopted. A prior sample of 108 individuals was targeted. The following **Table 1.0** shows the distribution based on the population and sample.

Table 1.0: Population and Sample of the Study Participants

Category	Population	Sample (n)	Sampling Technique
Rural Household Level Community members	732	259	Systematic Sampling
Media Personnel	25	24	Purposive
Community Opinion Leaders	38	35	Purposive
Local Council (L.C) Members	55	49	Purposive
Total	850	367	

As can be seen in Table 1.0, total sample size was 367.

To determine the qualitative sample size, Creswell's (1998) number was used to reach and integrate the saturation of up to 21 interviews.

Data Collection Methods

The performance of the field study involved the use of Questionnaire method, open-ended interviews and focus group discussion methods. The four data collection methods were applied to the variable studied; educational programs.

Data Collection Instruments

The interview guide, questionnaire, and focus group discussions (FGD) tools were among the quantitative and qualitative instruments utilized in this study.

Questionnaire

During the survey, the research assistants went out to the field to meet potential respondents, asked questions and completed questionnaires on their behalf. This implies that the questionnaires were administered in a face-to-face situation with an interviewer asking questions and completing the form.

Interview guides

The interviews were carried out with radio staff including station managers and members of the station committees (e.g. radio presenters).

Focus Group Discussion Guide

Focus group discussions were used to ensure that the respondents' answers were broader and less reserved, and to ensure that one respondent's comments roused others to follow lines of thought that might not have come about, in an individual circumstance Barnett (2002).

Data Quality Management

Data quality management was ensured by establishing the reliability and validity of the research instruments in advance of using the research instruments, as follows:

Validity of research instrument

The Validity of the research instrument was tested using Content validity index (CVI). CVI Scale designers often provide evidence of content validity by calculating a content validity index (CVI), using scores of point relevance by content specialists. That said, the researcher determined Validity of the research instruments, using I-CVI.

Reliability of research instrument

The approach for this study was cronbach's Alpha coefficient. The coefficient was tested using

SPSS (version 23) to show an overall reliability coefficient for the items tested. Alpha coefficient takes on any value from 0 to 1. The higher the value score, the higher is the reliability generated on the scale Nunnally (1978).

Data processing and preparation

The processing of data collected for the study was guided by a number of steps in the following sequence; data editing, data coding, data entry and final review.

Data Analysis

Quantitative Data

A quantitative analysis of the data was conducted using version 23 of the Statistical Package for Social Sciences. With the use of produced descriptive and inferential statistics, SPSS assisted in the coding and interpretation of data. In addition, frequency tables for the univariate/single variable analysis of frequency counts were provided. Additionally, the Pearson Correlation Indices were processed in order to do the bivariate (two variable) analysis. In order to determine the link between one or more variables and their patterns, these indices were analyzed. A Pearson correlational analysis of two variables was performed to evaluate the hypothesis. Multiple regression analyses were performed to determine the impact of the independent factors on the dependent variables.

Qualitative Data

In order to analysis data qualitatively, the theoretical propositions were relied upon. This involved a comparison of empirical findings of previous studies with the findings of this study. In particular a Theoretical Deductive Approach was employed. In undertaking this process, recording to the audio data was transcribed. After exhaustively getting all the relevant codes, they were grouped into Sub Themes which were combined to form the main themes. The "Themes" that emerged were illustrated using the relevant narrations got from the interviews.

Results and Discussions

Educational broadcasting and socio-enomic development of rural communities in mbarara district

The descriptive results in relation to the extent broadcasting educational programs are presented below;

Table 1.1: Descriptive Results on Level of Community Radio Education Broadcasting

Community Radio Education Broadcasting	Mean	Std. Deviation
Education on Socio-cultural issues		
There is promotion of cultural awareness in the radio broadcasts	4.16	0.89
Indigenous language is promoted in the radio broadcasts	3.94	1.00
Moral education is promoted during the community radio broadcasts	4.42	0.88
The is promotion of religious education in Community radio broadcasts	4.01	0.83
Awareness on safety and security is part of the broadcasts	3.96	0.96
Education on the different human rights is part of the radio broadcastings	3.67	0.90
Education regarding political governance is part of community radio broadcasting	4.54	0.95
Pooled Mean & Standard Deviation	4.10	0.92
Education on Government programmes		
The Community radio broadcasts educates us on environmental protection issues like pollution, waste management, & conservation	3.98	0.85
Government education programs like UPE, USE and technical education are aired on the community radios	3.22	0.98
Girl child education is considered in the programs broadcasts on community radio stations	3.72	1.04
The community radios have provided information on available government education schemes for vocational skills, promotion of literacy and numerical skills	3.20	0.99
Pooled Mean & Standard Deviation	3.53	0.97
Grand Mean & Standard Deviation	3.89	0.93

Legend: 4.20-5.00 = Very High, 3.40-4.19 = High, 2.60-3.39 = Average, 1.80-2.59 = Low, 1.00-1.79 = Very Low

Source: Primary data

Table 1.1 above shows an overall high level of community radio broadcasting in relation to education programmes among residents in communities in Mbarara District (Mean = 3.89, SD = 0.93). Similar to the other dimensions, the Standard Deviation of 0.93 indicates a great level of variation in community radio education broadcasting reported amongst the residents. This is an indication that educational broadcasting services have a significant influence on socio-economic development of rural communities in Mbarara District.

The results presented in Table 1.1 show that moral education is very frequently promoted during the community radio broadcasts just as education regarding political governance in communities within Mbarara District (M = 4.42). The political governance results were also reported by some of the study participants in separate interviews and discussions when they said that;

Platform for voicing Local Led Development

“We the marginalized and the oppressed had no way to complain when public authorities took advantage of us, but with the emergence of radios; West and Endigito we were given a voice to air our grievances and obtain due rights which has promoted good governance and civil society in our communities. These radios play a community watchdog role that makes local authorities and politicians more conscious of their public responsibilities” (Respondent 097, FGD data; January, 2019).

Platform for community engagement in Development

“Radio West and Vision radio do not simply provide us information but also actively encourage us to fully participate in the political processes in our community, e.g. during the recently concluded L.C I elections, the station hosted L.C candidates who promised to the communities what socio-economic development they would bring to the communities (Respondent 167, FGD data: January, 2019).

Correlational Results for the Relationship between Community Radio Education Broadcasting and Socio-Economic Development of Rural Communities

The study investigated the relationship between Community Radio Education Broadcasting and Socio-Economic Development of Rural Communities. A Pearson Correlational Analysis was undertaken and results presented in Table 1.2

Table 1.2 Correlational Results for the Relationship between Community Radio Education Broadcasting and Socio-Economic Development of Rural Communities

Correlations		Socioeconomic Development	Education on Socio-cultural issues	Education on Government programmes
Socioeconomic Development	Pearson Correlation	1	.214**	.434**
	Sig. (2-tailed)		.001	.000
	N	250	250	250
Education on Socio-cultural issues	Pearson Correlation	.214**	1	.101
	Sig. (2-tailed)	.001		.112
	N	250	250	250
Education on Government programmes	Pearson Correlation	.434**	.101	1
	Sig. (2-tailed)	.000	.112	
	N	250	250	250

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data

According to the above table's results, there is a positive and significant correlation between the socio-economic development of rural communities in the Mbarara district and community radio education broadcasting, both in terms of education on socio-cultural issues ($r = 0.214$, $p = 0.001 < 0.05$) and education on government programmes ($r = 0.434$, $p < 0.001$), at the 5% level of significance. This suggests that community radio has a big impact on how rural towns grow, thus it makes sense to support educational programming on community radio. This is explained by the fact that development-related topics are discussed, listeners are made aware of what is going on in and around their community, and these insights are then converted into developmental concepts. In a similar vein, Velentzas (2014) characterises radio information as a repository of concepts that enhance the sense of community by means of message exchanges that convert ideas into deeds. To keep their knowledge and abilities up to date on a variety of agricultural tasks, farmers rely heavily on radio to acquire information (Chapota et al, 2014).

Multivariate Regression Results for the influence of Education Broadcasting and Socio-Economic Development of Rural Communities.

The study as a way of confirming relationship, fitted a multiple regression model between the different aspects of Education Broadcasting and Socio-Economic Development of Rural Communities. The study results presented in Table 1.3

Table 1.3 Multiple Regression Results for the influence of Education Broadcasting and Socio-Economic Development of Rural Communities in Mbarara District

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	.191	.216		.730	.151
Education on Socio-cultural issues	.134	.054	.282	1.642	.043
Education on Government programmes	.283	.004	.163	4.753	.003
<i>R</i>	0.413				
<i>R</i> ²	0.341				
<i>Adj. R</i> ²	0.336				
<i>F</i>	38.372				
<i>P Value</i>	0.000				

a. Dependent Variable: Socio Economic Development
Source: Primary data

As in Table 6.3, with a coefficient of determination (r^2) of 0.341, educational broadcasting explains 34.1% of the variation in socio-economic development and this contribution is statistically significant at 5% level of significance ($p < 0.001$). Table 6.3 reveals that broadcasting regarding education on socio-cultural issues of 0.134 with p-value of 0.043 in addition to broadcasting related to education on Government programmes of 0.283 with p-value of 0.03 have a significant influence on socio-economic development after respectively controlling for other factors in the model. Findings indicate a unit increase in broadcasting on issues related to education on Socio-cultural issues and education on government programmes contributes to socio-economic development by 0.134 and .282 units respectively. This contribution is significant at 5% level of significance. This result is consistent with the findings of Mukudi (2003), who suggested that education has a significant role in gaining access to public information, particularly when it comes to health, nutrition, and cleanliness. Mukudi said that since individuals with diseases need more calories to be food secure, learning how to prevent and treat illnesses is crucial. Referencing an empirical study conducted by Glewwe in Morocco, Schnell-Anzola, Rowe, and LeVine (2005) demonstrated that mother "education improves child health primarily by increasing health knowledge."

Conclusion and Recommendations

The study found education broadcasting related to government programmes having a significant positive influence on the socio-economic development of rural communities in Mbarara district. It is thus concluded that while not all aspects of community radio broadcasting are crucial to socio-economic development, specific issues that's socio-cultural issues and government programmes are pertinent to rural communities' socio-economic development. Study results were analysed based on community Radios' Broadcasting services on Socio-Economic Development among the rural communities in Mbarara District. Results revealed that broadcasting regarding education on socio-cultural issues ($\beta = 0.134$, $p = 0.043$) in addition to education broadcasting related to government programmes ($\beta = 0.283$, $p = 0.03$) had a significant positive influence on the socio-economic development of rural communities in Mbarara district. Based on the lessons learnt from the findings of the study, the following recommendations were made; The management of community radios should support broadcasting programs that integrate girl child education as a tool for socio-economic development. Programmers at local community radio stations need to design plans that promote the use of indigenous languages in broadcasts, which can enhance socio-economic development. Strategists at community radio stations should develop and advocate for airing strategies that increase awareness against domestic violence among rural community members, as this can lead to better socio-economic outcomes. Additionally, policymakers need to implement policies that require community radios to focus more on educational content in their programming to stimulate the socio-economic development of rural communities.

Limitations and Future Research Directions

This study faced several limitations that should be addressed in future research. One significant limitation was the refusal of community radio administrators to provide detailed information on programming content and processes. This challenge was mitigated by gathering information from other staff members apart from the managers. Additionally, some respondents were too busy to fill out the questionnaire or participate in interviews. This issue was managed by repeatedly visiting different homes and local council members to find those available and willing to participate, while respecting their appointments. Furthermore, some respondents were reluctant to share information due to fears of the researcher spying on them or concerns about university administration. To address this, the researcher obtained a letter from the university to reassure participants.

Based on the findings, it is recommended that future research should be conducted with a larger sample of community radios to allow for more valid generalizations and to utilize a multiple case study approach. Similar studies should also be undertaken on different types of radio stations, such as public and commercial stations, to investigate whether the type and form of radio station affect the socio-economic development impact differently. Additionally, research should explore the potential of other forms of communication media or radios beyond community radios to determine if the outcomes and findings of this study can be replicated. This broader approach will provide a more comprehensive understanding of the role of various media types in the socio-economic development of rural communities.

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