

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This study is about how effective television has been in the area of environmental pollution campaign. Also, this study aims to determine whether or not television has adequately participated in the campaign against environmental pollution, which has become a very disturbing trend in the society in recent time. Since one of the functions of the mass media is to educate, it is expected to bring up programs and campaigns to enlighten people about the consequences of environmental pollution among other activities that are detrimental to wellbeing. This study sets out not only to know if television does have programs devoted to environmental pollution awareness, but also to know if members of society are able to recall those programs and how effective those programs have been in bringing up behavioural change, especially among undergraduates in Lagos.

Environment could be interpreted as the aggregation of external conditions which affect the life of a person or population, in particular the life of man and other living organisms on the surface of the earth. The US Federal Environmental Protection Agency (FEPA) Act of 1990, under section 38, gave a very eloquent definition of environment that it includes water, air, land and all plants and humans and/or animals living therein, as well as the interrelationship between them or all of them.

With these definitions, it can be deduced that environment is a surrounding in which living things dwell and that it includes water, air, land and plants. Environment is also the habitation of living things.

Environmental awareness is knowing or understanding the implication of the present situation of our surroundings and the importance of keeping it protected and clean. Being aware of the present condition of our environment is very important so as to keep ourselves, especially children, protected and free from sicknesses or diseases; thereby reducing death rate .

Pollution comes from the word "pollute," which means making a thing or place dirty and no longer clean, in particular by adding harmful or undesirable substances to it.

The committee on pollution of the United States' National Research Council (1965) defines pollution as:

an undesirable change in physical, chemical or biological characteristics of our air, land and water that may or will harmfully affect human life or that of other desirable species, our industrial processes, living conditions cultural assets that may or will waste or deteriorate our raw material resources.

Climate pollution is caused by both natural and human agents. Environmental pollution that could be related to deterioration of the environment can be characterized as environmental degradation by depletion of resources such as air, water and soil. Environmental pollution has been a source of concern in Nigeria and around the globe in recent years. There is no country in this world that is free from this problem no matter how developed such country is. Nnadiukwu I, Omeje S (2019)

The television is a system for transmitting visual images and sounds that are reproduced on the screen, chiefly used to broadcast programs for entertainment, information and education. In simple words, television is an electronic system that displays moving objects or fixed object and produces sound at the same time. It is a medium for passing across information to a heterogeneous audience. Television is one of the most significant means of transmitting information. It shows program details such as news, documentary and sporting events.

Television can be efficient and convincing in the distribution of information. According to Anil Kumar Jharotia (2018), mass media plays an important role in creating awareness in the society. The television has a way of developing society. It has the potential of influencing the audience more effectively than other media channels. Television is distinguished from other forms of media because of its persuasive power. Television communicates to us with two of our five senses. The larger the senses affected by the communication, the higher the persuasion. What we see and hear influence us more than what we only hear or what we only see. The television also registers faster and lasts longer than any other form of media.

1.2 Statement of Problem

It has been observed that television has not been influential in creating advocacy programs or campaigns on environmental issues. This could be due to how it's been framed or the reason why audience watch television programs because it has been observed for instance most

audience, especially students' watch television for entertainment and not to be educated. Even if any program is being aired on television about environmental pollution awareness, most audience will usually view with apathy and ignore it because they are not interested in being educated or enlightened. Most of these audience just watch television to be entertained. If entertainment is the reason for watching television, when being aired, they tend not to bring behavioural change. This research intends to investigate how influential television is in creating awareness on environmental pollution and how intervention of television has influenced behavioural change among students in public universities in Lagos state when it comes to environmental pollution.

1.3 Objectivise

The main objective of this study is to know the influence of television on audience environmental pollution awareness and behavioural change among youths in Lagos and Ogun state. The specific objectives are as follows:

- 1) To know how influential television is in creating awareness on environmental pollution.
- 2) To know if youths easily recall television advocacy programs or campaign on environmental issues.
- 3) To know how environmental issues are framed on television.
- 4) To know if environmental pollution campaigns on television influence behavioural change.

1.4 Research Questions

The research questions guiding this study aim to address the above objectives. They are stated are as follows:

- 1) How influential is television in creating awareness on environmental pollution?
- 2) Do youths easily recall television advocacy programs or campaigns on environmental issues?
- 3) How are environmental issues framed on television?
- 4) Do television environmental campaign programmes influence behavioural change?

1.5 Significance of the Study.

The study would add to the body of knowledge in Mass communication studies by helping to equip scholars who are researchers in the field with information useful in the study of environmental pollution among mass media audience. This study will be useful to the media. It will make those in control of it know where they are lacking behind in terms of creating awareness on environmental pollution and how they can bring about behavioural change.

1.6 Scope of the Study

This study will be conducted among public university students in Lagos State, Nigeria which will be Lagos State University Ojo campus and University of Lagos Yaba, Lagos. This study will be done among public university students because they are free to move around and also have access to television unlike private university students that have restricted access to what type of media they watch or listen to. The study will adopt the survey method. Questionnaires will be administered to the students of specific departments to gather necessary data for the study.

1.7 Definition of Terms

Television: It is a medium of communication used to transmit images in monochromes (black or white) or in colours, in two and three dimensions and in sounds

Environment: Environment is derived from the French word “Environ” which means “surrounding”. Therefore, environment is all around a living person, especially the situation of people's life or society in their state of life.

Environmental pollution: This is the pollution of the earth/atmosphere system's physical and biological makeup such that that normal environmental processes are adversely impacted.

Behavioural change: This is defined as any transformation or modification of human behaviour.

Undergraduates: Undergraduates are university students who are have graduated from high school and have been admitted to the university, but have not yet graduated.

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CHAPTER TWO

LITERATURE REVIEW

This chapter details the review of the literature related to this study. It will also review scholarly opinions and contributions on the subject under discussion.

Concept of Media

Mass media is described as a "means of communication intended to capture and influence vast numbers of Individuals" (Brittanica, 1980). Mass communication, according to Defleur (1996), is an innovation which allows a message to be communicated at the same time to a large number of people. Thus, it requires Newspapers, magazines, TV, radio, movie theaters and the Internet. Mass communication history is relatively short according to Lee (2009), evolving only within the last 500 years. McQuail (2004), notes that books are the oldest form of media, laws and proclamations were printed by royal and early authorities making them among the earliest forms of mass communication. Lee (2009) also states that books were not reproduced for the masses, however, until the invention of the printing press in 1456AD. Almost 200 years after the invention of printing the prototypical newspaper came to being (McQuail, 2004).

In the 1920s, radio was the leading as the mass medium. According to Williams (1975) "unlike all previous communications technologies, radio and television were systems basically developed for transmission and reception as abstract processes, with little or no definition of preceding content". Radio and television "came to borrow from existing media, and most of the popular content forms of both are derivative from film, music, stories, news and sport" (McQuail, 2004).

The fame of Radio was replaced by a worldwide race to add pictures. The invention of television stemmed from a need to have pictures and sounds transmitted and thus act as a window to the world in real time (McQuail, 2004). Television, considered to be the most important invention of the twentieth century- hit its stride in the 1940s, followed by cable

television and satellite communications in the latter half of the century (Lee, 2009). Television has been continuously improved with the addition of new features thanks to technological advancements. An important feature of television is “the sense of intimacy and personal involvement it seems able to cultivate between the spectator and presenter, actors and participants or participant on the screen” (McQuail 2004). McQuail (2004) further states that television is the most “massive” of the media in terms of reach and time spent globally.

However, the Internet is the latest communication medium, Castells (2001) states that the Internet began primarily as a noncommercial means of intercommunication and data exchange between professionals, but its more rapid advances have been fueled by its potential as a purveyor of goods and many profitable services and as an alternative to other means of personal communication. The improvements brought by the internet as a communication medium made to be considered as a supplement as well as a rival to the old media of communication.

History of Media in Nigeria

According to Ameto (2016), the geographical area today known as Nigeria was crafted by the British through the amalgamation of hundreds of disparate and ethnically diverse tribes in the year 1914. Nigeria was initially divided into 3 administrative regions - North, East and West (Blank, 2013). In the later period, colonial authorities installation the Nigerian Broadcasting Corporation as a car to speedy spark social change, “hoping that notwithstanding many years of paternalistic and authoritarian colonial rule, democratic values, can be grafted speedy onto nearby societies” (Potter 2012). Several newspapers but sprung up all through British colonial rule, e.g. Lagos Daily News, Nigerian Tribune. They had been installed and owned through young, prosperous Nigerians who had back domestic following their schooling withinside the United States and Europe. For example, Nnamdi Azikiwe, Obafemi Awolowo. They denounced the colonial government (Agbaje 1992, Omoera 2014) and used the newspapers as systems to push for Nigerian nationalism (Omoera 2014). Notably, those aforementioned people have been additionally political celebration leaders, from competing tribes. Hence, additionally they used the media for verbal political contests amongst themselves as they postured to inherit energy while the British subsequently left (Shaw, 2009).

The years that observed independence might see Nigeria revel in extreme tribal tensions and violence, which culminated in numerous army coups after which a three-12 months civil struggle fare while the Eastern place tried to secede from the country.

At the stop of the war, the authorities, a totalitarian army regime under the rule of

General Yakubu Gowon, could release a country wide reunification application called “Go On With One Nigeria” (Tsaaior, 2015) geared toward selling country wide harmony and identification via the media. They then banned any entity other than the authorities from proudly owning broadcast stations. The authorities will create the Nigerian Television Authority (NTA), Federal Radio Corporation of Nigeria (FRCN) and the News Agency of Nigeria (NAN) an information twine provider with a piece of writing mandate to protect the respect of the federal authorities of Nigeria, sell concord among the tribes and ethnic businesses via records and education (Kur and Nyekwere 2015).

The authorities regulated the print media, thru legal guidelines like the Newspaper Prohibition of Circulation Decree of 1967, which legal the management to prohibit any newspaper the president deemed destructive to the hobby of the federation. Punishment for proprietors and personnel of the newspapers observed to be in contravention of this regulation changed into prison time (Daramola, 2006). These for this reason laid the ancient foundation for the normative clarification of media function in Nigeria.

The Growth and Development of TV in Nigeria

According to Rev (1989), the nearby authorities of western Nigeria installed the first tv station in Nigeria and in Africa in 1959, though, the station become promoted as a method to teach the human beings approximately improvement and the world, it additionally served as a medium for an competition chief to deal with the human beings of Western Nigeria. In the early 1960s, the nearby governments of Eastern and Northern Nigeria and the federal authorities in Lagos observed and began out their personal tv stations. These stations essentially existed to serve partisan political goals for the numerous governments. Any stations installed after those four, persevered this identical political and nationalistic heritage. A new surge of nearby awareness took place after the navy authorities allowed the department of the United States into 19 states.

This change, the concurrent oil boom, and the effectiveness and significance of present TV broadcasting brought about a brand new surge of state-owned TV stations. The navy authorities set up the National Television Authority (NTA) to coordinate national insurance after three years. The NTA then obtained present TV stations. This occasion slowed the increase of TV broadcasting till 1979 while navy authorities rule ended. The 5 political events vying for election within side the states revoked the

NTA constitution and a proliferation of Television stations occurred. This also occurred because the civilian administration was disorganized. As regionalization played a role in the broadcasting of political propaganda, so did it play a role in educational programming. Despite television broadcasting's political ties, it has succeeded in producing quality educational programs for schools and colleges nationwide via the NTA network with the help of UNESCO.

Media and environmental education

According to Ferlial (2012) environmental education can be grouped under three main headings: formal education, informal education and in-service training. Formal schooling is a shape of schooling that is performed via surroundings-associated curriculums at primary, secondary and better schooling levels. It additionally carries fashionable environmental concerns, human-surroundings relations, and environmental issues, in addition to the idea of environmental awareness. Informal education is a shape of education which includes schooling of elevating the recognition of in people out of doors the formal academic system. The public in city and rural settings fall below the purview of casual schooling. In-provider education includes employees, managers and public officers within side the public and personal sectors. Universities supplied guides at the surroundings, designed to train and tell younger people. These guides include; ecology, environmental issues, environmental law, environmental philosophy, ecosystems, surroundings and human and environmental studies. In current years, schools of conversation have started supplying such guides as "Environmental Journalism," "Environmental Problems and the Press," the intention of that is to educate newshounds approximately and lead them to extra privy to and touchy to the surroundings.

According to Sandman (1976) 'the goal of environmental education is that of producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems', However, the fact that awareness and knowledge of biophysical environment is not enough, citizens need to be empowered and they need the skill on how to be involved in finding solutions to societal environmental problems for the benefit of the present generation and that of the future.

There are four barriers to mass media effectiveness as environmental educator: those of news sources, those of news quality, those of publishers' influence and those of resources' allocation. Adenekan (2011) and Salawu (2014) show that the problem is that of loss of general societal interest in general societal problems. This calls for a re-orientation and a new thinking in societal problems and challenges, not only societal progress. Also, mass media need to evaluate their functions because they have been identified as a factor in the shaping and reconfiguring of society.

Mass media is the ultimate organ for the dissemination of information at the grassroots level for successful national development. Public Relations and Advertising which are known as the adjuncts of mass communication, can be used when the issue or campaign needs aggressive mobilization. The Agenda Setting Theory gave an insight into the power of the mass media in internalizing certain issues in people's minds as the only issues to talk about. Mass media is also empowered in section 22 of the 1999 Constitution of the Federal Republic of Nigeria that enshrined them as the fourth Estate of Realm. Therefore, is an ultimate organ for environmental conservation, protection and its sustainability in Nigeria?

Mass media and environmental awareness

Environmental awareness has been seen as a combination of motivation, knowledge and skills (Partanen-Hertell et al. 1999, in Olgyaiová, Pongrácz, Mikkola, Škapa and Keiski, 2008). This understanding must help the willingness, awareness and ability to act in a sustainable environment. If an individual's environmental consciousness when paired with physical and realistic external stimulating environments, the effect may be a desire and a willingness to make environmentally sustainable choices.

Environmental awareness begins to develop when people observe that unfavourable or threatening changes in the surroundings emerge, and the effect of this which cannot be corrected easily. The realisation that environmental damages need a long time to repair stimulates the arising environmental awareness further.

Olgyaiová (2008) believed that motivation is necessary to increase the level of knowledge and skills in health matters. Even though people and organisations think that the state of the environment should be improved, they do not see themselves as active actors in this process instead they consider that somebody else, like scientists, environmental nongovernmental organisations or international organisations should focus on, or solve environmental problems. Raising environmental awareness supports development towards

sustainability and media enlightenment on waste management can also motivate the public to achieve a common goal of environmental friendliness.

Environmental awareness is affected by external stimulus (motivation, knowledge and skill). The right motivation, for example, brings about the desire and will to make environmental friendly choices when given opportunities to act. Improved state of the environment is based on environmental friendly actions and choices taken. Olgyaiová et al. (2008) argued that environmentally responsible behaviour may be characterised as a multidimensional and fairly complex phenomenon. It is both morally and intellectually demanding. This kind of behaviour can be encouraged by various motives, including self-interest as well as selfless ones. Self-interested motives usually refer to various side payments, selective financial incentives, sanctions, punishments, laws and regulations etc., while selfless motives include, ecologically responsible behaviour which refer to the integration of the long-term collective utility into the personal utility function of the individual. The argument here is about responsible behaviour, which is seen as providing a long-term solution to environmental issues.

Communication and environmental awareness

Studies have shown that communication has helped to promote environmental behaviour. Rim-Rukeh and Ogbemi (2007) believe that “communication can help individuals to understand the interaction between resources (natural) and the environment”. Barr (2003) has observed greater knowledge of environmental principles, attitudes and theories of waste reduction through communication do enhance individual’s ability to participate in environmental pollution. It is on this premise that Nwodu (2004) cited in Nwabueze (2007) defines environmental communication as a “conscious communicative effort to bring people to the knowledge of environmental problems around them; encourage them to desist from actions that are harmful to the environment and sensitise them to show greater commitment to activities aimed at safeguarding the environment”. Nwabueze (2007) notes that communication is an imperative a part of environmental control due to the fact it's far valuable to each human interest and as such could be utilized in coordinating the assets for a ‘synergistic’ method to control of the environment. Environmental communication is therefore an act of disseminating information in order to keep the masses aware of environmental concerns and developments. Based on this definition, the role of communication in environmental pollution awareness has become essential. These roles, as highlighted with the aid of using Rim Rukeh and Ogbemi (2007) are to elevate focus in

environmental problems and it is able to be used to sell accountable environmental behaviour, particularly for environmental pollutants focus. Macawile and Sia Su (2009) trust that a aware attempt via conversation is wanted to “contain the hobbies of each the network leaders and the general public in information their roles, relationships and contributions via their perceptions and attitudes as all are known as crucial stakeholders in accomplishing a sustainable environmentally orientated attempt”. Okunna (2002) claimed clear communication to be the focal point for mobilization and to inspire citizens to accomplish set objectives. In the field of environmental management, Agbanu and Nwabueze (2007) are demanding the implementation of mainstream media. They believed that traditional media are virile instruments for channelling communication in all kinds of environmental management. In essence, communication is basically one of the crucial ways people can react to each word.

In this study, communication goes beyond information sharing but also as a way to influence perception, values and expectations and induce behavioural or attitudinal change. The public expect so much from the media in terms of information and enlightenment. McQuail (2010) believes that whenever the media exert influence, they also cause change. Communication therefore, can be a potent force to influence public perceptions on various issues of life. Warper (1996) in Alabi (2010) noted that attitudes and predispositions are at work before and during exposure to mass communication, and they in fact largely determine the communication, how we interpret the contents and the effect which mass communication has upon us. In other words, “messages received from the media affect our thoughts and beliefs formation as well as responses to attitude” (Alabi, 2010). Communication can therefore be used to influence people’s dispositions for a friendly environment. Although, mass communication messages may not change existing deep-rooted attitudes but may rather influence it. The ultimate goal is to activate public efforts towards behavioural change in environmental management.

Behavioural change for environmental management may sometimes require consistent and systematic applications or activities to achieve desired goals. This may be achieved through public enlightenment campaign. A campaign, as Nwabueze (2007) puts it, “is the planning and coordination of series of consistent activities aimed at achieving a central objective”. In the same vain, McQuail (2010) defines a marketing campaign because the deliberate try to steer public opinion, behaviour, attitudes and know-how on behalf of a few cause, person, organization or topic, the use of extraordinary media over a

selected duration of time. Public campaigns are generally directed toward socially authorised goals. In this wise, environmental verbal exchange marketing campaign involves the adoption of precise steps toward an environmental objective. The essence is to carry behavioural change, and inculcate an environmental pleasant mind-set or tradition in people. Environmental campaigns can be pursued the use of extraordinary media like radio and television. Radio, for example, is assumed to be the maximum effective, famous and credible medium for attaining a huge and heterogeneous audience. It is incredibly cheap, to be had and accessible. It may be powered with the aid of using battery, requiring insignificant literacy stage to comprehend. Radio stays the maximum robust and powerful environmental verbal exchange device for achieving a widespread variety of target market in growing countries like Nigeria (Nwabueze, 2007). In the equal development, TV is assumed to make the maximum effect at the target market. This is due to its audio-visible advantage. It leaves an enduring affect within side the minds of the target market. Television can attain numerous human beings concurrently and offer possibility for a message to be verified in pics or pictures. In a observe of inhabitants' notion on home waste disposal in Ijebu Ode, Banjo, Adebambo and Dairo (2009) end result confirmed that radio and TV had been the maximum available (93% and 96% respectively), the maximum without problems accessed (70% and 73% respectively) and the handiest reasserts of environmental information (61% and 64% respectively). Their study confirmed the effectiveness of the mass media, especially the radio and TV in developing focus approximately public fitness and environmental issues.

Radio and television are often associated with their wide geographical coverage and the relatively cheap cost of acquiring and using them in contrast to the print media (Banjo et al., 2009:64). Both media (radio and television) are effective environmental communication tools which could be used to raise public awareness and consciousness towards environmental concerns with a high degree of effectiveness.

Broadcast media enlightenment campaigns on stable waste control can are available in any shape of: radio jingles, TV commercials (inexperienced advertising), primary information bulletin, public carrier announcement, fitness programmes and so on.

It is instructive to know that the degree to which the broadcast media devote air time to environmental news also affect people's attitudes towards the environment. As it were, heavy dependency and exposure to the media tend to shape people's beliefs and perceptions about various issues of life. Aptly put, the degree of dependency on the media is a key

variable that help to explain why audience's beliefs, feelings or behaviours are altered. In this wise, environmental news is a potent force for responsible environmental behaviour. Individual exposure to a greater amount of environmental news is more likely to show concern with environmental management.

Taken from above, much of contemporary environmental studies are predicated on the belief that human and non-human welfare are threatened by a growing array of human-induced environmental problems namely pollution, over-population, consumption of non-renewable biodiversity loss, ozone depletion, greenhouse warming and others. It is universally agreed that human behaviour has been and will continue to be, of central importance in identifying, understanding and dealing with such problems. Therefore, it can be taken that environmental behaviour is affected by the level of public awareness created by the mass media on environmental issues.

Ways of Raising Awareness

In the creation and distribution of educational courses and public awareness, many sectors of society are involved. These include governmental institutions at the national, regional and local levels; domestic and international NGOs; primary, secondary and post-secondary schools; journalists and the media; celebrities; and other individuals and institutions (Krassowska, 2009).

According to UNEP (2007) there four major ways through which environmental education and awareness creation can be achieved.

These include;

1. Re-orienting current education and awareness programs to include environmental dimension.
2. Basic education and awareness programmes in the community.
3. Religious convictions and traditions

Roles of mass media in creating environmental awareness

It is clear that large media bodies have a great role to play in the creation of social awareness of environmental issues in Nigeria. Many programs, discussions and documentaries on the environment are broadcast on national and local television channels and radios. However, viewer ratings is reducing as the use of the Internet and social media has climbed significantly higher in Nigeria. Studies show that Nigeria is one of the countries in the world using social-sharing networks the most. Hence, the potential for the Internet to be used in raising environmental awareness in young people and in education has also been raised. The fact is that there are many Internet sites and social networks as well as little

broadcasting channels dealing with environmental issues. All these media provide a medium for informing users about the environment and a platform for sharing ideas and debates.

Mass Media Strategies to Tackle Environmental Issues in Nigeria

There are various strategies which can be put in place by mass media in order to create awareness about environmental issues such as environmental pollution. These are;

1. Adopting the Pro-Active Philosophy of Public Relations

Public relations as an adjunct of Mass Media, recognizes that a pro-active approach is the best philosophy for addressing issues that lead to crisis, by using the regular planned and sustained programme of communication which is consistent and persistent in nature. With consistent communication and thoughtful planning, the Mass Media would be better prepared to encounter environmental problems and challenges in Nigeria. They should ensure balanced coverage, accurate account and provides accessible communication channels which discuss and relay the views of the public to the Government verse visa for better understanding.

2. A Massive Educational and Enlightenment Campaign

This is aimed at informing, educating and sensitizing the public on the impact of environmental pollution, causes of environmental degradation, devastating activities on our environment and its effect on human existence etc, This involves using strategic communication which is faced with the challenges of unraveling and simplifying the complexity of environmental issues in order to ensure sound understanding among key decision makers.

3. Identification, Clarification and Prioritization of Environmental Issues

This is an approach that involves the bottom-up planning process that consists of carrying entire stakeholders along. The stakeholders are those whose interest are affected, those who possess relevant information and expertise, and those who control relevant implementation instruments. All the stakeholders should be invited to join in the planning process. These include: Private individuals, Informal organization, State Government, Institutional organizations, Local government, Professional bodies and international Agencies are also incorporated to focus on several major environmental issues. It will entail providing a forum for discussing of future development, so that there will be effective collaboration through public meetings, consultation and working sessions etc

Theoretical Framework

Behavioural change theory

Behavioural change was propounded Albert Bandura in the 1960's. These theories are endeavours to clarify why behaviours change. It refers to environment, individual, and behavioural qualities as the central point in behavioural assurance. As of late, there has been expanded enthusiasm for the utilization of these theories in the territories of wellbeing, instruction, criminology, vitality, and global advancement with the expectation that understanding behavioural change will improve the administrations offered in these regions. A few researchers have as of late presented a qualification between models of behaviours and theories of change though models of behaviours are more demonstrative and equipped towards understanding the mental elements that clarify or foresee a particular behaviour, theories of change are more cycle arranged and by and large planned for changing a given behaviours. Consequently, from this point of view, understanding and changing behaviours are two separate however corresponding lines of logical examination.

Empirical review

Environmentally minded scholars: Ocheri (2003:174), Gbehe (2004), and Aja (2005:114) have associated environmental pollution with human activities and albeit persistent human interaction with the environment. Research has also shown that as the population of a country grows/increases with attendant pressure on the environment especially in the wake of improved technologies, environmental abuse and pollution is nevertheless heightened with corresponding effects on lives of people and other living organisms,

Olayiwola (2015) writes that within the African region, attention has been called to a number of major issues of environmental concern, and the need for action to save the environment from further destruction. No doubt, many pieces of writing have been done by environmental agencies, media, and group of individuals on the challenge of environmental degradation. There have been a lot of scholarly efforts towards environmental maintenance and sustainability.

The essence of mobilizing the population in each country to appreciate the seriousness of environmental problems and to create in them awareness and appreciation of their specific role in environmental management cannot be over-emphasized. This certainly goes beyond the efforts beings made at the global level to find lasting solution to environmental problems. Indeed the world leaders have on three occasions met to discuss this global calamity, twice in

Brazil in 1992 and 2012, and the last held in France in 2016, in addition to African Union meeting in Kenya in 2017.

Numerous analyses of media content on climate change or global warming were also made using frame analysis. Boykoff (2007) in the analysis of television news from 1995 to 2006, found out that the media framed discussion about climate change science as 'contentious' despite the consensus of the scientific community. Boykoff (2007) then suggested that reporters ignore climate scepticism as the solution to such frames that end up confusing the public on climate science.

According to Shanahan (2011) media coverage of environmental issues only occupies a small proportion of total media reporting relative to the scale of the problem. Environmental reporting is marginalized in the news. Banterer's (2002) study of the globe concluded that lip service was paid to environmental concerns and those environmental issues were never addressed in their full range and seriousness. This lip service diverts attention from the overall thrust of reporting, which is one-sided and hardly environmental.

In an analysis of media reporting of the environment, Boykoff (2009) x-rayed factors that shape media coverage in a complex, dynamic and non-linear way. To Boykoff, the media are part of the wider cultural politics of the environment or the complex process through which environmental messages are produced, processed and consumed. This means, the mass media have to navigate through an avalanche of sources, information, influences, etc. to provide news to the public.

In the newspaper coverage of wild fire incidences in the U.S., Neuzil (2008) argues that media coverage of the environment in general have gone through two distinct stages. The first stage was when newspapers covered the environment only when they are part of the disaster or corporate misdeeds. The second stage, on the other hand, was when environmental beats became firmly established as a result of some social, economic and cultural factors that encouraged massive attention to environmental issues.

According to Samuel Ngigi (2018) television is a powerful tool for raising awareness but its potential had not been fully explored mainly due to the commercial nature of media houses and the fact that some journalists lack the knowledge on environmental reporting. His findings also review that most people are not satisfied with the content of shows because of the complexity of the language used due to journalist's lack of experience on how to interpret environmental matters into simpler and clearer terms. Wilson (1995) observes that the media has a responsibility to translate complex, scientific concepts to the lay language. Bell (1994) adds that it is a large responsibility; one that modern media bereft of environmental reporters

and specialists is challenged to meet. There is therefore need to fill this knowledge gap in journalists so that viewers can get reliable information on environmental issues.

According to Shanahan (2011) many government initiatives fail precisely because they do not invest in effective communication as a priority, and many policy makers still see media only as a “public outreach” channel for promoting their own messages. Governments therefore need to embrace use of media as a key channel for raising environmental awareness. Another difficulty faced by journalists and producers covering the environment is access to reliable sources of information and having technical information interpreted by experts. The restriction of access to information by the public and media still prevails in some countries and inhibits open coverage, discussion and debates of issues that are of public interest (MoI, 2006). Shanahan (2011) notes that even where there is a will to report local stories; journalists often struggle to access relevant information from domestic policy makers.

In conclusion, environmental campaign has been ignored by the media which is supposed to be one of the powerful tool in bringing about awareness and behavioural change. The government also has to need to make the media a key channel for environmental awareness and need to stop using the media for only their political carrier. It will be more beneficial if the media starts focusing on things that will change the world for the better.

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CHAPTER THREE

METHODOLOGY

This chapter explains the research design, population, sampling size and techniques, sources of data, validity of research instrument, method of data collection and the method of data analysis.

3.1 Research Design

The design used in this study is survey. Survey according to Kothari and Gaurav (2014) is a methodology used in cases of descriptive research studies. According to Tejumaye (2003) described survey as the scientific method of sampling and interviewing a certain number of people among a large population to know their view on a certain issue and using it to draw a conclusion. Surveys are usually used to collect data from a large group of people. Survey is a quantitative social research in which a researcher ask the same questions from a large group of people, records and analyse their responses as the result. The survey is a list of questions that aim to collect specific data from a specific group of people. Surveys can be performed by telephone, fax, internet, and sometimes face-to-face at busy street corners or in malls. Surveys are used to improve awareness in such areas as social research and demographics.

3.2 Population

In general, a research population is a broad set of individuals or objects that is the main subject of a scientific query. The population used in this study was the number of students in public universities, Lagos State

In Lagos State there are 2 public universities.

In this study, the population size will be based on the two public universities.

University of Lagos's undergraduate population is 43,784

Lagos State University population is 35, 000

Total, population size is $43,784 + 35,000 = 78, 784$

3.3 Sampling Technique

The sampling technique used in this study was Non probability sampling technique because the study was about undergraduate. Under this sampling technique, purposive sampling was used. It is the intention to select a particular set of people because of the ability to respond to a specific theme. For this study, public university undergraduates were used because they have access to television, most of them are youths and most of them watch television only to be entertained.

3.4 Sample Size

The sample size was derived from the population using Taro Yamane Formula. Determination of sample size is the act of choosing the number of observations or replicates to be included in a statistical survey. The sample size is an essential feature of any empirical research attempting to draw inferences from a survey about a population.

Using Taro Yamane Formula, the sample size was

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

Where

n is the sample size

N is the population size = 78, 784

(e) is constant 0.05

Using this formula, my sample size will be equals to 398.30.

Approximately 398 questionnaires will be distributed among Public University Undergraduates in Lagos State.

3.5 Research Instrument

The instrument used in this study was questionnaire. Ng Chirk Jenn (2006) says in a survey, the researcher utilizes a questionnaire to accumulate data from the respondents to address the research questions. A questionnaire is an advantageous method of gathering data from countless individuals inside a timeframe. Subsequently, the design of the questionnaire is of most extreme significance to guarantee precise information is gathered so the outcomes are interpretable and generalizable.

3.6 Reliability and Validity of Research Instrument

Reliability of Research Instrument

This refers to whether your data collection technique and analytic procedures would reproduce consistent findings. If they were repeated on another occasion or if they were replicated by another researcher.

Threats to Research Reliability:

Participant Error: Any factor which adversely alters the ways in which a participant performs. Depending on the time of the day or the period the research was done.

Participant Bias: This is any factor which produces a false response.

Researcher Error: If this research is repeated by another researcher and doesn't produce consistent findings, it means the researcher must have misinterpreted the study through any factor.

Researcher's Bias: If another researcher doesn't produce a consistent finding, it means the researcher must have been bias in his findings or responses. So, researcher should try to be objective in his research.

If these four points are not in place in another researcher's findings, this research instrument will be reliable.

Validity of Research Instrument

Validity is the extent to which an instrument accurately measures what it intends to measure.

Construct Validity: construct validity refers to whether a scale or test measures the construct adequately. This study tries to measure the extent to which TV can bring about behavioural change through environmental campaign. The instrument used in this study which is questionnaire measures the extent to which TV can bring about behavioural change through environmental campaign.

Content Validity: How well an instrument covers the range of meaning including within a concept that is being measured. The instrument to be used is trying to measure the extent to which TV can bring about behavioural change. The instrument doesn't only cover how TV can bring about behavioural change through campaign but also questions related to it.

External Validity: This is the extent to which the researcher's findings are generalizable. How is it related to other people, other settings, situations and period of time. This study is trying to measure the extent to which television can bring about behavioural change among public universities in Lagos state through environmental campaign. It can also be related to the effectiveness of radio in bringing about behavioural change among private universities in Lagos state through environmental campaign. This study is relatable to other media and people.

3.7 Method of Data Collection

The method used for the collection of data was questionnaire. Questionnaire is an instrument under survey. Questionnaire is series of printed or written questions with a choice of responses, conceived for survey or statistical research purposes.

3.8 Method of Data Analysis:

Inferential statistics was used. The use of tables, frequency and percentage was used and made inference about the larger population from which the sample was drawn. Conclusion was drawn from a sample and was generalised.

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CHAPTER FOUR

DATA REPRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings of the data gathering through the survey of Lagos State University students and University of Lagos students' environmental pollution awareness.

Google form was used to conduct this study because of the covid-19 lockdown and ASUU strike. It was distributed to public university students through their contacts and group chats.

Out of 389 questionnaire that was supposed to be filled, 323 questionnaires were filled instead which is about 80 percent of 389. All questionnaires were correctly filled in relation to this study. This to some extent is good enough for drawing a conclusion.

This chapter is divided into three sections which includes analysis of demographic variables of respondents, analysis of data in relation to research questions and discussion of findings.

4.2 Presentation of Demographic Data

Table 1: Frequency Distribution of Respondents' Gender

Gender	Frequency	Percentage
Male	132	40.9%
Female	199	59.1%
Total	323	100%

The above table indicates that out of 323 (100%) respondents, 40.9% were male and 59.1% were female. This means that there are more female respondents than there are male respondents.

Table 2: Frequency Distribution of Respondents' Age

Age	Frequency	Percentage
16-20	90	27.9%
21-25	170	52.6%
26-30	56	17.3%
31 and above	7	2.2%
Total	323	100%

This table indicates that 27.9% of the respondents were between the ages of 16-20, 52.6% were between the ages of 21-25, 17.3% were between the ages of 26-30, 2.2% were between the ages of 31 and above. It therefore implies that there are more respondents between ages 21-25 than the ages of 16-20, 26-30 and 31 and above. The samples are predominately young people.

Table 3: Frequency Distribution of Respondents' Level

Level	Frequency	Percentage
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100	46	14.2%
200	101	31.3%
300	85	26.3%
400	77	23.8%
500	14	4.3%
Total	323	100%

This table indicates that 14.2% are in 100 level, 31.3% of the respondents are in 200 level, 26.3% of the respondents are in 300 level, 23.8% of the respondents are in 400 level and 4.3% of the respondents are in 500 level. This implies that 300 level students has the greatest share of the sample.

Table 4: Frequency Distribution of Respondents' University

University	Frequency	Percentage
University of Lagos (UNILAG)	186	57.6%
Lagos State University (LASU)	137	42.4%
Total	323	100%

This table indicates that 57.6% of the respondents are in University of Lagos and 42.4% of the respondents are in Lagos State University. This implies that majority of the respondents are in University of Lagos.

4.3 Analysis of Data in Relation to Research Questions

The data presented in relation to the research question were analysed but before doing that, a recap of the research questions is:

1. How influential is television in creating awareness on environmental pollution?

2. Do undergraduates easily recall television advocacy programs or campaigns on environmental issues?
3. How are environmental issues framed on television?
4. Does television environmental campaign influence behavioural change?

RQ 1: How Influential Is Television in Creating Awareness on Environmental Pollution?

To answer this research question, the researcher asked the following questions:

- *Do you watch television?*

Table 5: Respondents' Viewership of Television

Do you watch television?	Frequency	Percentage
Yes	312	96.6%
No	11	3.4%
TOTAL	323	100%

Table 5 indicates that 312 (96.6%) of the respondents watch television and 11 (3.4%) of the respondents do not watch television. From this, it can be concluded that a large parentage (96.9%) of viewers watch television.

- *Which is your major reason for watching television?*

Table 6: Respondent's Major Reason for Watching Television

Which is your major reason for watching television	Frequency	Percentage
Entertainment	245	78.6%
Information	55	17.6%
Education	12	3.8%
TOTAL	312	100%

Table 6 indicates that 245 (78.6%) of the respondents' major reason for watching television is for entertainment, 55 (17.6%) of the respondents' major reason for watching television is for information and 17 (3.8%) of the respondents' major reason for watching television is for education. From this, it can be concluded that larger percentage (78.6%) of viewers watch television for entertainment.

- *How long do you watch television in a day on the average?*

Table 7: Respondents' Average Duration of Watching Television in A Day

How long do you watch television in a day on the average?	Frequency	Percentage
Less than 30 minutes	39	12.5%
30 minutes to 1 hour	53	17%
1 hour to 3 hours	50	16.3%
3 hours and above	170	54.2%
TOTAL	312	100%

Table 7 indicates that 39 (12.5%) of the respondents watch television less than 30 minutes in a day, 53 (17%) of the respondents watch television 30 minutes to 1 hour in a day, 50 (16.3%) of the respondents watch television 1 hour to 3 hours in a day and 170 (54.2%) of the respondents watch television 3 hours and above. From this, it can be concluded that larger percentage (54.2%) of respondents watch television for 3 hours and above in a day.

- *How often do you watch television?*

Table 8: Respondents' Frequency in Watching Television.

How often do you watch television?	Frequency	Percentage
Daily	254	80.7%
2 days in a week	19	6.9%
3 days in a week	7	2.2%
4 days in a week	1	0.3%

Can't say	31	9.9%
TOTAL	312	100%

Table 8 indicates that 254 (80.7%) of the respondents watch television daily, 19 (6.9%) of the respondents watch television 2 days in a week, 7 (2.2%) of the respondents watch television 3 days in a week, 1 (0.3%) of the respondents watch television 4 days in a week and 31 (9.9%) of the respondents can't say how often they watch television. From this table, it can be concluded that a higher percentage (80.7%) of the respondents watch television daily.

- *Do you feel television has been influential in creating awareness about environmental campaign?*

Table 9: Respondents' View Television Being Influential in Creating Awareness About Environmental Campaign

Do you feel television has been influential in creating awareness about environmental campaign?	Frequency	Percentage
No	82	26.3%
Yes	129	44.8%
Not sure	90	28.9%
Total	312	100%

Table 9 indicates that 82 (26.3%) of the respondents feels that television has not been influential in creating environmental campaign, 129 (44.8%) of the respondents feels that

television has been influential in creating environmental campaign and 90 (28.9%) of the respondents are not sure if television has been influential in creating awareness about environmental campaign. From this table, we can conclude that higher percentage (44.8%) of the respondents feels television has been influential in creating environmental campaign.

RQ2: Do Youths Easily Recall Television Advocacy Programs or Campaigns on Environmental Issues?

To answer this research question, the researcher asked the following questions:

- *Do you recall seeing any program(s) on television on environmental pollution?*

Table 10: Respondents’ Recall on Program(S) About Environmental Pollution.

Do you recall seeing any program(s) on television on environmental pollution?	Frequency	Percentage
Yes	162	51.9%
No	98	31.4%
Not sure	52	16.7%
TOTAL	312	100%

Table 10 indicates that 162 (51.9%) of the respondents could recall program(s) on environmental pollution, 98 (31.4%) could not recall any program(s) on environmental pollution, 52 (16.7%) of the respondents are not sure. It is therefore seen that a large percentage (51.9%) of respondents can recall seeing a program or programs on environmental pollution.

- *If yes, on how many channels have you seen the program(s) on environmental pollution?*

Table 11: Respondents’ Numbers of Channels They Have Come Seen Environmental Pollution Campaign Programs.

If yes, on how many channels have you seen the program(s) on environmental pollution?	Frequency	Percentage
1-2	59	36.4%
2-4	44	27.2%
4-6	32	19.8%
6 and above	27	16.6%
TOTAL	162	100%

This table shows that 59 (36.4%) of the respondents have seen environmental pollution programs in about 1-2 channels, 44 (27.2%) of the respondents have seen environmental pollution programs in about 2-4 channels, 32 (19.8%) of the respondents have seen environmental programs in about 4-6 channels and 27 (16.6%) of the respondents have seen environmental programs in over 6 channels. It is therefore seen that a majority of respondents (36.4%) see environmental pollution program in 1-2 channels.

- *How often do you think programs are aired on television about environmental pollution problems?*

Table 12: Respondents' View on The Frequency of Aired Programs About Environmental Pollution.

How often do you think programs are aired on television about environmental pollution problems?	Frequency	Percentage
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Everyday	35	21.6%
Regularly	34	21%
Almost everyday	15	9.3%
Once in a while	48	29.6%
Only when there is a disaster	30	18.5%
Total	162	100%

This table shows that 35 (21.6%) of the respondents think environmental pollution programs are aired every day, 34 (21%) of the respondents think environmental pollution programs are aired regularly, 15 (9.3%) of the respondents think environmental pollution programs are aired almost every day, 48 (29.6%) of the respondents think environmental pollution programs are aired once in a while and 30 (18.5%) of the respondents think environmental pollution programs are aired only when there is a disaster.

RQ3: How Are Environmental Issues Framed on Television?

To answer this research question, the researcher asked the following questions:

- *Do the programs you see emphasise or talk about the importance of keeping the environment clean?*

Table 13: Respondent’s View on The Emphasis About the Importance of Keeping the Environment Clean

Do the programs you see emphasise or talk about the importance of keeping the environment clean?	Frequency	Percentage
Yes	123	75.9%
No	4	2.5%
Not sure	35	21.6%

TOTAL	162	100%
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This table shows that 123 (75.9%) of the respondents affirms that the programs they see emphasis on the importance of keeping the environment clean, 4 (2.5%) of the respondents affirms that the programs they see do not emphasis on the importance of keeping the environment clean, 35 (21.6%) of the respondents are not sure if they emphasis on the importance of keeping the environment clean or not. It can be concluded that majority (75.9%) of the respondents affirms to the fact the programs emphasis on keeping the environment clean.

- *Do they state the dangers of a polluted environment?*

Table 14: Respondent’s View on The Emphasis About the Dangers of Keeping the Environment Clean

Do they state the dangers of a polluted environment?	Frequency	Percentage
Yes	123	75.9%
No	4	2.5%
Not sure	35	21.6%
TOTAL	162	100%

The table shows that 123 (75.9%) of the respondents affirms that the programs states the dangers of a polluted environment, 4 (2.5%) of the respondents affirms that the programs do not state the dangers of a polluted environment and 35 (21.6%) of the respondents are not sure if the programs states the dangers of a polluted environment or not. From this, it can be concluded that majority (75.9%) of respondents affirms to the fact that the programs states the dangers of a polluted environment.

RQ4: Does Television Environmental Campaign Influence Behavioural Change?

To answer this research question, the researcher asked the following questions:

- *Do you think these programs on environmental pollution have increased your awareness on environmental pollution?*

Table 15: Respondents’ View on If the Programs Have Increased Their Awareness

Do you think these	Frequency	Percentage
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programs on environmental pollution have increased your awareness on environmental pollution?		
Yes	116	71.6%
No	3	1.9%
Not sure	43	26.5%
TOTAL	162	100%

This table shows that 116 (71.6%) of the respondents think the program on environmental pollution have increased their awareness on environmental pollution, 3(1.9%) of the respondents think that the programs on environmental pollution has not increased their awareness on environmental pollution and 43 (26.5%) of the respondents are not sure if the programs on environmental pollution has increased their awareness or not. It is therefore seen that majority of respondents (71.6%) thinks the program on environmental pollution have increased their awareness on environmental pollution.

- *Have these programs (on environmental pollution) helped you to improve your behaviour towards environmental cleanliness?*

Table 16: Respondents' View on If the Programs Have Helped Improve Their Behaviour Towards Environmental Cleanliness.

Have these programs (on environmental pollution) helped you to improve your behaviour towards environmental cleanliness?	Frequency	Percentage
Yes	139	85.8%
No	7	4.3%
Not sure	16	9.9%
TOTAL	162	100%

Table 16 shows that environmental pollution programs has improved 139 (85.8%) of the respondents' behaviour towards environmental cleanliness, environmental pollution has not improved 7 (4.3%) of the respondents' behaviour towards environmental cleanliness and 16 (9.9%) are not sure if the programs have improved their behaviour towards environmental cleanliness. From this, it can be concluded that environmental programs have improved majority of respondents (85.8%) behaviour towards environmental cleanliness.

- *How often do you clean your environment (environmental sanitation)?*

Table 17: Respondents' Frequency on Environmental Sanitation.

How often do you clean your environment (environmental sanitation)?	Frequency	Percentage
Everyday	155	48%
Often (more than once in a week)	199	36.8%
Once in a week	39	12.1%
Once in a month	10	3.1%
Not at all	—	—
TOTAL	323	100%

Table 17 shows that 155 (48%) of the respondents clean their environment every day, 199 (36.8%) of the respondents clean their environment often (more than once in a week), 39 (12.1%) of the respondents clean their environment once in a week, 10 (3.1%) of the respondents clean their environment once in a month and none of the respondents clean the

From this, it can be concluded that majority of respondents (36.8%) clean their environment (environmental sanitation) once in a week.

- *How often do you buy and use water or other drinks in plastic bottles?*

Table 18: Respondents' Frequency on How They Buy and Use Water or Other Drinks in Plastic Bottles

How often do you buy and use water or other drinks in plastic bottles?	Frequency	Percentage
Always	204	63.2%
Sometimes	107	33.1%
Not sure	10	3.1%
I don't use drinks in plastic bottles	2	0.6%
TOTAL	323	100%

Table 18 shows that 204 (63.2%) of the respondents always buy and use water and other drinks in plastic bottles, 107 (33.1%) of the respondents buy and use water and other drinks in plastic bottles sometimes 10 (3.1%) of the respondents are not sure if they buy and use water and other drinks in plastic bottles and 2 (0.6%) of the respondents do not use drinks in plastic bottles. From this, it can be concluded that majority (63.2%) of respondents always buy and use water and other drinks in plastic bottles.

Discussion of Findings

In relation to data represented in the research questions, the discussions of findings are as follows:

RQ1: How influential is television in creating awareness on environmental pollution?

To answer this research question, respondents were asked if they watch television, their major reason for watching television, how long and how frequent do they watch television and if they feel television has been influential in creating awareness about environmental campaign.

It was shown that majority of the respondents 96.6% watch television with 78.6% of these respondents watch television for entertainment. 54.2% of the respondents watch television for 3 hours and above a day, 80.7% watch television daily and majority of the respondents 44.8% feels television has been influential in creating awareness about environmental campaign.

The data gathered from the question asked for RQ1 shows that television is influential in creating awareness on environmental campaign.

RQ2: Do youths easily recall television advocacy programs or campaigns on environmental issues?

To answer this research question, the respondents were asked if they could recall any program on television on environmental pollution, on how many channels they have seen the program(s) on environmental pollution and how often it's aired.

It was shown that majority of the respondents 51.9% could recall seeing a program or programs on environmental pollution, and majority of respondents 36.4% see environmental pollution program in 1-2 channels and 29.6% of the respondents thinks this program(s) are aired once in a while

The data gathered from the question asked for RQ2 shows that youths could recall television program(s) or campaigns on environmental issues.

RQ3: How are environmental issues framed on television?

To answer this research question, the respondents were asked if the programs they see emphasis about the importance of keeping the environment clean and if they state the importance.

It was shown that majority of the respondents 75.9% affirms to the fact the programs emphasis on keeping the environment clean and 75.9% of respondents affirms to the fact that the programs states the dangers of a polluted environment.

The data gathered from the question asked for RQ3 shows that environmental issues are well framed on television.

RQ4: Does television environmental campaign influence behavioural change?

To answer this research question, the respondents were asked if the programs on environmental pollution has increased their awareness on environmental pollution, if it has helped improve their behaviour towards environmental cleanliness and how often they clean their environment.

It was shown that majority of the respondents 71.6% thinks the program on environmental pollution have increased their awareness on environmental pollution, environmental programs has improved majority of respondents 85.8% behaviour towards environmental cleanliness and 36.8% clean their environment (environmental sanitation) once in a week.

The data gathered from the question asked in RQ4 shows that television environmental campaign has influenced behavioural change.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION.

Introduction

This chapter is divided into three main sections namely; summary, conclusion and recommendation. The summary is a recap of the entire work while conclusion represents the reference drawn from the findings. The recommendations section presents the set of suggested courses of action resulting from the study.

5.1 Summary of The Study

The research was conducted to examine the influence of television on audience environmental pollution awareness and behavioural change among public university undergraduates in Lagos state. The purpose of this study was to discover how effective television has been in the area of environmental pollution campaign. Also, this study aims to determine whether or not television has adequately participated in the campaign against environmental pollution, which has become a very disturbing trend in the society in recent time. Also, to know if youths can recall programs on environmental campaign.

The study was aimed at answering the following research questions:

- 1) How influential is television in creating awareness on environmental pollution?
- 2) Do undergraduates easily recall television advocacy programs or campaigns on environmental issues?
- 3) How are environmental issues framed on television?
- 4) Does television environmental campaign influence behavioural change?

The theory used to further aid the understanding of the research was Uses and Gratification theory and behavioural change theory. The study adopted the survey research design to achieve the objective and a closed ended questionnaire was used as an instrument to collect data from the population of the study. A number of 398 questionnaires were administered to the sample of 323 were retrieved representing 81.2% response rate. The researcher was faced with the challenges of the Corona virus pandemic and ASUU strike which didn't allow the researcher to go directly to the field; however, its research was not neglected in any way.

Summary of Findings

The result of the research shows that television has been influential in creating awareness on environmental campaign and has influenced undergraduate behaviour towards their environment.

5.2 Conclusion

From the analysis and findings, the researcher concludes that television has been influential in creating awareness on environmental campaign and youths could recall programs on environmental television advocacy programs or campaigns on environmental issues. Through this, television has been able to bring about behavioural change among public university undergraduates.

The researcher found out that students watch television mostly for entertainment and watch television daily for 3 hours and above a day and have seen environmental campaign programs in 1-2 channels

5.3 Recommendations

It is recommended that more television programmes on environmental awareness be created as they seem to be effective in creating environmental awareness among youths. It is also recommended that similar studies be conducted among the adult population in the state so as to ensure a more generalizable result.

5.4 Limitation of the Study

This study was limited to only public university's' undergraduates in Lagos because of the large population of all undergraduates in Lagos. The researcher recommends that similar studies should be done among private universities and polytechnics in Lagos State to ensure more embracing results.

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APPENDIX

Questionnaire

Dear Respondent,

My name is Odetunde Oluwadamilola Mary, a 400 level student of Mass Communication Mountain Top University Lagos Ibadan Express way, Ogun state. I am currently carrying out a research on the topic: **“THE INFLUENCE OF TELEVISION ON AUDIENCE ENVIRONMENTAL POLLUTION AWARENESS AND BEHAVIOURAL CHANGE AMONG UNDERGRADUATES IN LAGOS STATE”** in partial fulfilment of the requirements for the award of Bachelor of Science (B.Sc) degree in Mass Communication. Your sincere and clear responses to the following questions is requested. I solemnly assure you that all information given therein shall be treated with utmost confidentiality.

SECTION A (Demographic Data)

Please tick appropriately in the space provided. []

1. Sex:

Male []

Female []

2. Age:

16-20 []

21-25 []

26-30 []

31 years and above []

3. Level:

100 level []

200 level []

300 level []

400 level []

500 level []

4. University

University of Lagos []

Lagos State University []

SECTION B

5. Do you watch television?

Yes []

No []

Not really []

6. Which is your major reason for watching television?

For entertainment []

For information []

For education []

7. How long do you watch television in a day on the average?

Less than 30 minutes []

30 minutes – 1hour []

1 hour to 3 hours []

3 hours and above []

8. How often do you watch Television?

Daily []

2days in a week []

3 days in a week []

4 days in a week. []

Can't say []

9. Do you feel television has been influential in creating awareness about environmental campaign?

Yes []

No []

Not sure []

10. Do you recall seeing any program(s) on television on environmental pollution?

Yes []

No []

Not sure []

11. If yes, on how many channels have you seen the program(s) on environmental pollution?

1-2 []

2-4 []

4-6 []

6 and above []

12. How often do you think programs are aired on television about environmental pollution problems?

Everyday []

Regularly []

Almost every day []

Ones in a while []

Only when there is a natural disaster. []

13. Do the programs you see emphasise or talk about the importance of keeping the environment clean?

Yes []

No []

Can't remember []

14. Do they state the dangers of a polluted environment?

Yes []

No []

Not sure []

15. Do you think these programs on environmental pollution have increased your awareness on environmental pollution?

Yes []

No []

Not sure []

15. Have these programs (on environmental pollution) helped you to improve your behaviour towards environmental cleanliness?

Yes []

No []

Not sure []

16. How often do you clean your environment (environmental sanitation)?

Everyday []

Often (more than ones in a week) []

Ones in a week []

Ones in a month []

Not at all. []

17. How often do you buy and use water or other drinks in plastic bottles?

Always []

Sometimes []

Not Sure []

I don't use drinks in plastic bottles []

Thanks