Farmers' Awareness and Attitude towards Entertainment Education

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Abstract
This study was undertaken to assess the awareness and attitude of farmers to Entertainment Education (EE) in Anambra State. Farmers' socioeconomic characteristics, identification of Entertainment Education strategies, ascertaining the farmers' knowledge and attitude were examined in this study. Simple random sampling was used to select a total of a hundred (100) respondents. The interview schedule was used and the data collected were analyzed using percentages and mean and Binary regression. The results revealed that the high proportion (39%) of the farmers were between the age of 31-40 years, female farmers (57%) were more than the male, and about 66% of the respondents were married. The mean income of farmers was N43,430 and almost all (94%) of the respondents identified radio and television as the major sources of entertainment education in the study area. The majority of the farmers (93%) and 88% respectively indicated a favorable attitude towards radio and television sources of entertainment education. There was a significant relationship between the farmer's attitude and awareness and their use of entertainment-education at 0.01 (3.56)** and 0.01 (4.26)** probability level respectively. The revitalization of folk media was recommended. There is a good prospect in the use of entertainment-education in communicating agricultural information to farmers. Agricultural information should be translated into folks, indigenous songs, and opera as they are good agents or sources of behavior modification, which is the objective of every extension programme.

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1. Introduction

Agriculture is an important sector and the majority of the rural populace in developing countries depend directly or indirectly on it (Diao *et al*., 2007) [5]. Farming is still the most important economic activity in many developing countries. In Africa, for example, 65% of the labour force is employed in agriculture and the sector generates 32% of GDP (CTA, 2014). However, millions of farming families, pastoralists, forest dwellers, and fishers remain trapped in poverty. The sector faces major challenges of enhancing productivity in a situation of dwindling natural resources necessary for production. According to Tsebee (2017) [16], the agricultural extension approach aims at assisting the rural farmers to attain development by disseminating information to the farmers on new technologies so that they could adopt them thereby improving their level of income and standard of living. Yahaya (2011) [17] stated that entertainment-education emerged as a terminology of choice in the 1990s, and was called enter-educate, edutainment and infotainment: It is also the process of purposely designing and implementing a media message to entertain and educate, in order to increase the audience knowledge about an educational issue, create favorable attitude, shift social norms and change overt behaviors (Singhal and Rogers, 1999, 2002) [14]. Entertainment education increases audience knowledge about an education issue, create a favorable attitude, and influence behavior and cultural norms.

Entertainment education is not a communication theory but a communication strategy intended to create a positive change among the intended audience (Singhal and Rogers, 2014) [14]. Thus, entertainment education can also mean commanding the attention of the audience while encouraging their growth and development (Fossard, 2005) [6]. Entertainment education relies on the use of mass media such as radio and television, folk, music, and film. Entertainment education (EE) seeks to purposefully use entertainment media to educate the target audience about development intervention, such as an agricultural commodity, let's go farming and cock crow at dawn. Fossard (2005) [6] further stated that the general purpose of EE intervention is to contribute to the progress of direct social change which can occur at the level of the individual, community, or society. Furthermore, he opined that the EE strategy contributes to social change in two ways, first, it can influence a member's awareness, attributes, and behavior towards a socially desirable end. Entertainment education is to purposefully use entertainment media as part of an organized communication campaign designed to educate viewers about certain issues that signify innovation. It is the communication approach that often addresses the various problems of development including agriculture.

The power of popular entertainment in shaping the perception and practices of its viewer and listeners cannot be overemphasized. Radio and television shows, programs, movies, folklores, and music not only command the attention of the audience but also reinforce existing behavior. Yahaya and Olajide (2003) [18] and Olajide and Yahaya (2003) [18] report that radio-television entertainment-education was most accessible to farmers while indigenous music, folklores, and drama are lowly or not accessible to farmers. Entertainment education is a more effective persuasion message because viewers are involved with their narrative structure. The most frequently emphasized theory to explain entertainment-education is a social cognitive theory because a person who observes a model whose behavior is rewarded is more likely to model that behavior. Huge investment in behavior changes campaigns across almost all sectors of agriculture abound but many of these campaigns are unconvincing, uninspiring narratives and are communicated through outdated and uninteresting outlets such as billboards and leaflets. A systematic review of these campaigns shows little or no effects on behavior in the long term. The use of EE has to lead to a change in overt behavior, which is the major concern of extension. Therefore, this study seeks to examine the awareness and the attitude of farmers on the use of entertainment-education in the dissemination of agricultural information in Anambra State.

Within development communication, there are gaps between theory and practice. Communication innovations are taking place which either does not incorporate theory or fails to challenge the assumption of development communication and agricultural extension theory. This can lead to the unsuccessful implementation of intention that lacks a theoretical framework or unified practice, making it difficult to replicate. Entertainment education has been used successfully in disseminating information in health and theatre arts. Studies have been carried out on the perception and use of entertainment-education by researchers and extension agents (Yahaya, 2011; Olajide and Meroyi, 2014) [17, 10], most time ignoring the farmers. There is, therefore, a need to ascertain the awareness and attitude of the farmers in the study area on entertainment education. The fact remains that radio and television stations in Anambra State are involved in disseminating agricultural information, for example, "oge ndi olu ugbo" an Igbo programme aired by Anambra State Broadcasting Station Onitsha. What is not known is the awareness and attitude of the farmers to this entertainment education. The broad objective of the study was to determine the awareness and attitude of farmers to the use of entertainment-education for agricultural information dissemination in Anambra State. The specific objectives were to:

1. Describe socio-economic characteristics of farmers; identifyee strategies used for agricultural information dissemination;
2. Determine farmer's awareness of entertainment education in anambra state;
3. Ascertain the attitude of respondents to entertainment-education; and
4. Determine challenges faced by farmers in accessing ee information

Hypotheses

The following null hypotheses were formulated to guide the study;

H_1: There is no significant relationship between the farmers" socio-economic characteristics and their use of entertainment-education

H_2: There is no significant relationship between the challenge faced by farmers and the use of entertainment education.

Literature Review

Information is very important in any society. It is a veritable tool in the realization of individual, corporate, and social objectives or goals. Information needs, accessibility, and utilization are being dictated by the circumstances man finds himself. The environment that people interact with from the cradle of civilization portends serious challenges to the man in the process of achieving his daily goals and objectives in the areas of economic, social, cultural, and spiritual wellbeing. Nwachukwu (2003) [9] affirmed that in every human relationship, the greatest source or cause of misunderstanding is inadequate communication. Information in itself is not mobile, hence needs a vehicle of dissemination from one man to another and from one place to another. The medium of this dissemination could be called a channel. The channel of information communication is interpersonal, man to man through signals, signs, beckoning, language, eye contact, and town criers (most especially in the primitive days and in villages). Advancement in technology has made it possible for human beings to communicate easily irrespective of geographical location through the aid of telephone, telegrams, fax, radiophone, television, e-mail, telex, internet, and computer. Growth in agricultural production in some developing countries has been slow despite the various stages of structural transformation in different countries of the world. Efforts are being made to overcome this situation by disseminating information about improved agricultural technologies directly to farmers. Access to accurate and timely information by rural farmers can result in enhanced economic and social development; access to information as prescribed by the government requires cheap and fast strategies for the dissemination of information to farmers. Entertainment education (EE) interventions have a measurable impact on behavior in agricultural practices and improved practices

Popoola (2009) [13] asserted that information is a critical economic resource when utilized because it is capable of increasing the knowledge state of an individual. In decision making, information is processed data that assist individuals and managers in taking the right decision which enhances and improves the productivity of information and services.

According to Yahaya and Badiru (2003) [18] and Ajayi (2006) [1], several ways to assist farmers in their many farm enterprises is the provision of adequate, timely and up to date information on how to increase their production. In the opinion of several authors (Sanusi *et al*., 2009; Omenesa and Shittu, 2007) [15, 12], this goes a long way to mitigate the effects of problems and challenges faced on the farms. New technological systems conveyed in information dissemination empower people especially the rural dwellers (Ajayi, 2006) [1]. Information could be bought or sold and could be referred to as whatever is capable of causing a human mind to change its opinion about the current state of the real world.

Ekoja (2003) [7] has mentioned that the information sources in different aspects of agriculture for the farmers are radio and television, the propagation publication, daily farm newspaper, agriculture exhibitions, practical education, and consultation services. Jenkins and his colleagues in 2003 conducted research about the information technology used by North California. Based on this research, newsletters were seen as the most important ways of collecting information about major issues in agriculture. Among farmers, 60% use newsletter, and about 45% make use of magazines and bulletin articles. Learning from friends, meeting propagators and local leaders of the farm, reading newspapers, etc. are in other ranks. Among the media, utilizing scientific conferences and computers were the last preferences, and few of the farmers use them. The study conducted by Laverack and Dap (2003) in order to access information, revealed that a great percentage of rural elites of Vietnam use single-paged publications, posters, and radio, and obtaining the necessary information through these media has been accompanied with great success. In Nigeria, the study conducted by Arokoyo (2003) [4] showed that although video, radio, and television are the major sources of information for the farmers of this country, in the case of establishing the foundations, it is also possible to use other developed equipment. In this country, the print media have a specific situation in agricultural information transfer as well. Television is acknowledged as the most important medium for communicating with the rural populations of developing countries (FAO, 2001). Yahaya (2011) [17] noted that entertainment-education is not a theory of communication; rather, it is a communication strategy to bring about behavioral and social change. Olajide and Merori (2014) [10] observed that farmers and extension agents had a low or unfavorable perception of the use of EE for agricultural information dissemination. Funds, farmers‟ level of literacy, lack of infrastructure, farmers‟ interest, media credibility were identified as the major perceived constraints to the use of EE. They stated that Entertainment Education programs require a high start-up capital and for it to be effective, they have to be adequately funded.

Tsebee (2017) [16] defined drama as a traditional communication technique that can be used to communicate agricultural extension messages to farmers, the drama is a communication method through which message is transferred in such a way that two or more persons act some scenes to convey their message to the audience. He maintained that drama is primarily a medium that entertains, educates, and disseminates information which also helps to facilitate teaching and has a direct impact on the audience's mind.

Methodology

The survey study was conducted in Anambra State, which is located in the South- East geographical zone of Nigeria. It consists of twenty-one Local Government Areas and four Agricultural zones- Aguata, Anambra, Awka, and Onitsha. The climate is typically equatorial with two main seasons, the dry and rainy seasons. The vegetation consists of the rainforest, other parts consist of wooden, savannah and grasslands. The state is drained by four major rivers and their tributaries. They are the River Niger, Mamu River, Idemili River, and River Ulasi. In addition to these, there are smaller perennial streams like the Oyi Nkisi and Obazi lakes, with the Agulu lakes draining a collection of towns in the state (Nwadukwe, 2000). The study area had an approximated land area of about 4,865 sqkm and lies between longitudes 6°20 and 7°22, E and latitudes of 5°32‟‟, N and 6°45‟‟‟, E. Its boundaries are formed by Delta State to the west, Imo to the south, Enugu State to the east and Kogi State to the north (NBS, 2007). The major crops grown by the farmers include yam, cassava, maize, rice, leafy vegetables, melon, oil palm, cocoyam, and plantain/ banana. All the registered farmers in Anambra state constitute the population of the study. The study was carried out in Anambra State, Nigeria. The state is made up of four agricultural zones namely: Aguata, Anambra, Awka, and Onitsha. Twenty-five farmers were randomly selected from each of the four agricultural zones making a total of one hundred respondents. Data for the study were obtained from both primary and secondary sources, Primary data were obtained basically from the use of a well-structured questionnaire and interview with the farmers, while secondary data were from articles and journal publications for the programme, magazine, and the internet. The objectives 1 – 4 were analyzed using simple descriptive statistics namely: frequency and percentage, while objective 5 was analyzed using mean. The hypotheses of the study were analyzed using binary logistic regression at 0.05 level of significance.

Results and Discussion

Information in Table 1 indicates that the majority of the farmers were females (57%). This may be due to the fact that the men engaged in trading which is highly preferred and considered to be more lucrative among the natives of the state. This contradicts the findings of Amuzat (2012) [3] who observed that the field of agriculture and related profession are male-dominated. Results in Table 1 further shows that the majority of the farmers were between the ages of 31-40 (39%). Quite a good number of the farmers had tertiary education (86%) confirming the findings of Olajide and Merori (2014) [10] that more than half of the farmers had post-primary education.

Table 2 revealed that the majority of the respondents identified radio (94%) and television (89%) as entertainment-education strategies. This implies that farmers in the study area are familiar with and have been making use of different EE strategies and it collaborates with the findings of Yahaya

Table 1: Percentage distribution of respondents according to selected socioeconomic characteristics (n= 100).

Characteristics	Percentage	Mean
Sex		
Male	43	
Female	57	
Ages		
20 - 30	32	32
31 - 40	39	
41 - 50	19	
51 - 60	10	
>60	0	
Educational qualification		
Primary	1	
Secondary	13	
Tertiary	86	
Farming experience		
1 -5	48	
6 - 10	18	
11 - 15	10	7
16 - 20	5	
21 - 25	9	
25 - 30	10	
Marital status		
Married	66	
Single	31	
Widow	3	
Farm size (hectares)		
1 - 3	69	
4 - 6	21	3.5
7 - 9	8	
10 - 12	2	
Income (Monthly)		
11,000 - 20,000	18	
21,000 - 30,000	16	
31,000 - 40,000	22	
41,000 - 50,000	21	43,430
51,000 - 60,000	14	
61,000 - 70,000	6	
71,000	4	
*Multiple responses		

Source: Field Survey Data: 2018.

(2011) who identified the entertainment-education strategy to include radio television, film, and videos, songs, variety show, and distance learning.

The result in Table 3 indicates that the majority of respondents had awareness of the following entertainment-education strategies: radio (97%) television (91%) films and videos (65%). This implies that the majority of the farmers are not familiar with folks, songs, and variety shows, this could be attributed to civilization or modernization which led to the changes in the rural setting where these strategies are frequently used. This finding agrees with Arokoyo (2003) [4] who opined those farmers in Nigeria have a good awareness of the use of television and radio as the most important medium in the dissemination of agricultural information.

Table 4 showed that majority of the respondents liked Radio (93%), television (88%) films (70%). This agrees with the findings of Familusi and Owoeye (2014) [8] who opined that radio and television have been from time and today is still very important in accessing information; as well as folks and songs (46%). This could be a result of poor awareness and usage of other varieties of EE because, for instance, folks and songs have been proven to be effective, less expensive, and liked by people (Chiovoloni, 2004).

Result in Table 5 reveals that fund was a major constraint to the use of EE strategy by most of the respondents (69%). This is in line with the finding of Olajide and Yahaya (2003) [18] and Olajide and Meroyi (2014) [10] which opined that funding is perceived to be a major constraint in the use of E.E strategy in the dissemination of Agricultural information. It is a known fact that the procurement of EE facilities is capital intensive and most of these farmers will find it difficult to assess them. It is further shown that some of the respondents (51%) perceived lack of infrastructure as a challenge to the use of E.E, other perceived challenges identified as constraints were farmers level of education (36%), poor power supply (59%) and lack of E.E facilities (35%).

Table 2: Distribution of channels/strategies of entertainment-education (n=100).

Channels/strategies	Percentage	Rank
Radio	94	1
Television	89	2
Films and videos	46	3
Variety show	39	4
Folks and song	20	5

*Multiple responses.
Source: Field Survey Data: 2018.

Table 3: Distribution of respondent's awareness of entertainment-education (n=100).

EE channels/strategies	Percentage	Rank
Radio	97	1
Television	91	2
Films and videos	65	3
Variety show	56	4
Folks and song	46	5

*Multiple responses.
Source: Field Survey Data: 2018

Table 4: Distribution of farmer's attitude towards entertainment education (n=100).

EE strategies	Favourable (%)	Unfavourable (%)
Radio	93	7
Television	88	12
Films and videos	70	30
Folks and song	43	57
Variety show	64	36

*Multiple responses.
Source: Field Survey Data: 2018

Table 5: Farmers perceived challenges to the use of entertainment-education (n=100).

Challenges	Not a challenge	Not serious	Serious	Very serious	Mean	Rank
Lack of infrastructure	8	6	36	50	2.88	1
Poor power supply	9	4	27	59	2.37	2
Lack of E.E facilities	7	12	45	35	2.19	3
Poor/lack of access	10	6	51	33	2.07	4
Farmer's level of education	6	18	40	36	2.06	5
Funding	6	8	17	69	2	6
Farmer's interest	11	16	47	26	1.88	7
Media credibility	15	34	37	14	1.50	8
*Multiple responses						

Source: Field Survey Data: 2018

Testing of hypotheses

H01: There is no significant relationship between the farmer's socio-economic characteristics and their use of entertainment-education

The result of the Multinomial Logistic regression performed to determine the relationship between farmer's socioeconomic characteristics and the use of entertainment-education using STATA 14.0 version recorded a Log-likelihood of -32.7759 (Table 6) and the Likelihood Ratio (LR chi2 (7) = 38.82 indicating that the model was fit to explain the relationship. The Pseudo R2 of 0.3720 means that there was a 37.20% variation in the use of Entertainment Education as a result of the joint action of the combined effort of the socioeconomic characteristic while the remaining 62.80% were as a result of the error beyond the control of the farmers.

The coefficient of Sex, Farming Experience, and Farm Size was not significant at either probability level. This implies that at a probability value of 0.05 and 0.01 respectively, a unit increase or change in any of the variables will not influence the use of entertainment education.

The coefficient of Age was positive and significant at 0.05 probability level, which implies that a unit increase in the age of the farmers will lead to a 0.157 increase in the log-odds of that use of Entertainment-Education. The implication is that as the farmers advance in age by a unit, the probability (success) of using entertainment-education increases by 15.70%.

The coefficient of Level of Education was negative and significant at the 0.05 probability level, this implies that with respect to secondary school, a unit increase in the number of farmers that attended secondary school will reduce the likelihood of using entertainment education by 2.730 unit. This result was expected, since entertainment education implies the use of video tape printed images among others to convey extension packages to the illiterate farmers. Since the farmers attended secondary school, and at least can comprehend some basic extension kits, the use of EE will be minimized in the area, compared to area with more illiterate farmers.

The coefficient of Marital Status was negative and significant at the 0.05 probability level. This implies that any change in the marital status of the farmers (from married to the widow), will reduce the log odd of the use of EE by 2.218 units. The chance of using EE reduced by 21.8% with any change in the marital status of the farmers in the area.

The coefficient of income was positive and significant at the 0.05 probability level, which implies that a unit increase in the income of the farmers will increase the log odds by 0.015. The implication is that a unit increase in the income of the farmers will cause a 1.5% increase in the use of EE. Thus, H01 was rejected based on the socioeconomic variables that were significant which include: Age (1.98) *. Level of Education (-2.218) *, Marital Status (-2.04) *, and Income (2.36) *; while Ho1 was accepted based on those variables that was not significant at any percentage level of probability, and these include sex, farming experience, and farm size. The figures in parentheses are the statistical significance of the logistic regression.

Table 6: Multinomial Logistics Regression of the relationship between the farmers' socio-economic characteristics and their use of entertainment-education (n=100).

Multinomial logistic regression Log likelihood = -32.775925			**Number of obs = 100 LR chi2(7) = 38.82 Prob > chi2 = 0.0000 Pseudo R2 = 0.3720**	
Entertainment education	**Coefficient**	**Std. Err.**	**Z**	**P>|z|**
Sex	1.539	0.8379094	1.84	0.066
Age	0.157	0.0793401	1.98*	0.048
Farming experience	-0.133	0.2071532	-0.64	0.521
Level of education				
Primary	0 (empty)		-	
Secondary	-2.730	1.247516	-2.19*	0.029
Tertiary			0(omitted)	
Marital status	-2.218	1.085112	-2.04*	0.041
Farm size	-1.115	0.6342405	-1.76	0.079
Income	0.015	0.00634	2.36*	0.018
Constant	0.3893603	4.401858	0.09	0.930

Source: Field Data, 2018. Z≥ 1.96 P >|z| (0.05). * and ** Significant at 5 and 1% respectively.

H02: There is no significant relationship between challenges faced by farmers and the use of entertainment education

The result of the Binary Logistic regression performed to determine the relationship between farmer's attitudes towards the challenges to the use of entertainment-education using STATA 14.0 version recorded a Log-likelihood of -58.198782 as presented in Table 7 and a Likelihood Ratio (LR chi2 (7) = 8.98 showing that the model was fit to explain the relationship between challenges faced by farmers in accepting entertainment education. The coefficient of Challenges was negative and significant at 0.05 probability which implies that, as the challenges encountered by the farmers increase by a unit, the use of EE by the farmers will reduce by 31.95%. Hence, Ho4 is rejected by the researcher.

Table 7: Binary Logistics Regression of the relationship between challenge faced and attitude towards entertainment-education (n=100).

Logistic regression; Log likelihood = -58.198782			**Number of obs = 100; LR chi2(7) = 8.98; Prob > chi2 = 0.0000; Pseudo R2 = 0.0716**	
Entertainment education	**Coefficient**	**Std. error**	**Z**	**P>|z|**
Challenges	-0. 3195	0.1177	2.71*	0.007
Constants	-0.2550	0.4016	-0.63	0.5322
* and ** Significant at 5 and 1% respectively				

Source: Field Data, 2018. Z ≥1.96 P >|z| (0.05).

Conclusion

Farmers identified radio, television, films, and videos as strategies for entertainment education. The farmer had a favorable attitude toward entertainment education. The major constraints were funding the lack of infrastructure and poor power supply. A conscious effort should be made in promoting folks, songs, and variety shows and other channels of entertainment education, considering their usefulness in the dissemination of agricultural information. There is an unprecedented opportunity to use entertainment media to change the lives of billions of people, especially in urban areas. It can be a given change for development, unlike traditional behavioral change campaigns like any abstract concepts and can quickly become repetitive. Educational narratives are easier to follow and remember with inner abstract information. Character in mass media has time power to be role models, inspire the audience to engage in new thinking about what is possible, and change the perception of what is normal and sexually acceptable behavior.

Conflict of Interests

The authors have not declared any conflict of interests.

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