

**USES AND GRATIFICATIONS OF RADIO EDUCATIONAL PROGRAMMES BY  
SENIOR SECONDARY SCHOOL STUDENTS IN NORTHEAST GEO-POLITICAL  
REGION, NIGERIA**

**BY**

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**BEING A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, BENUE  
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REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF  
PHILOSOPHY (PhD) IN MASS COMMUNICATION**

**APRIL, 2019**

## **DECLARATION**

I hereby declare that this work is the product of my own research work and has not been presented elsewhere for the award of any degree or certificate. All sources have been duly and appropriately acknowledged.

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## CERTIFICATION

This is to certify that this thesis has been read and examined for the award of the degree of Doctor of Philosophy (PhD) in Mass Communication, in the Department of Mass Communication, Faculty of Social Sciences, Benue State University, Makurdi.

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## **DEDICATION**

This research work is dedicated to the loving memory of late Dr. Nwawenne Aworo Thomas. He encouraged me in 2007 to pursue further studies in the field of educational broadcasting. I also dedicate this work to the loving memory of my late Father, S/Sgt. Dennis Agbo Ogbole (Rtd) who instilled the sense of diligence, discipline and hard work in me. May their gentle souls rest in peace. Amen.

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## ABSTRACT

The major purpose of this study was to investigate why senior secondary school students in the Northeast region use radio educational programmes and the gratification they derive. Other purposes were to identify the existing radio educational programmes available to students and to also survey their level of awareness of these programmes. The specific objective was to provide rationale for the use of radio educational programmes in the implementation of senior secondary school's curriculum in the Northeast. The survey research design was used to collect data, utilizing questionnaire and Focus Group Discussion instruments. The study was anchored on the Uses and Gratifications theory. The K-S test formula was used to test the hypothesis of the research. The findings of the study revealed the existing radio educational programmes available to students in the area studied to include *Schools Challenge*, *Children Half Hour*, *Manyan Gobe*, *Science for Beginners*, *Mathematics for Senior Secondary Schools*, *Yara Manyan Gobe* in Hausa, *Nduriso Illumo Lajibnyo* in Fulfude, *Children Half Hour*, *Ilmintar Dayara* and *Don Motasa*. The students are very aware of these programmes and they use them for different reasons such as entertainment, education, socialization and companionship. Some of the gratifications they derive include enhancement of reading skill, speaking skills, grades, understanding general knowledge, analytical skill and evaluation skill. The quiz format was found to be the preferred format among students in the packaging of radio educational programmes directed at senior secondary schools. Some of the challenges they faced in using these programmes include lack of access to radio sets, ignorance of the benefits inherent in radio educational programmes and non-inclusion of these programmes in schools lesson plans. The study, therefore, recommended that free transistor radio sets be distributed to students and schools. It also recommended that there should be awareness campaign on the benefits of radio programmes to students as well as the inclusion of radio educational programmes in the lessons plans of schools.

# **CHAPTER ONE**

## **INTRODUCTION**

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

Radio educational programmes have been given considerable importance in many countries as a means of improving access to education (Reddi, 2003). It has been used in schools to increase both efficiency and effectiveness of learning. In a study carried out by Nwaerandu & Thompson (1989) titled “The Use of Educational Radio in Developing Countries: Lessons from the Past,” the study recorded that radio educational programmes have been used extensively in developing countries to support teaching and learning in a wide range of subject areas. The research noted that radio educational programmes are employed within a wide variety of instructional design contexts, sometimes supported by the use of printed materials, local discussion groups, and regional study centres. They are sometimes designed to permit and encourage listeners to react, comment, ask questions and send feedback.

Up to the beginning of the 20th century, the school has been the primary source of knowledge. Today, with an increasing population, there are more students that crave for the available schools and colleges than ever before. This calls for alternative ways to supplement the conventional school system. Educational stakeholders are no longer tied to the conventional school setting. Rather, educational broadcasting, especially radio programmes, are used to bring the students into contact with a wide range of learning experiences. This was the case with the establishment of the British Broadcasting Empire Service, which was originally inaugurated in 1932 to foster economic, political and cultural relations between British and its colonies (National Broadcasting Corporation, 2014). But, in 1933, after realising the role of broadcasting within the educational field, the British Broadcasting Corporation (BBC) transmitted the first educational programme to her West Africa and

overseas service. The first Nigeria educational radio broadcast programmes were for English language via the Radio Redistribution Service under the Post and Telegraphs Department (Adegbiji, Fakomogbon & Adebayo, 2013). In 1957, the Nigeria Broadcast Service was established, which eventually took over the transmission of educational programmes (Abimbade, 2006). According to Adegbiji et al. (2013, p. 280):

...renewed demands and requests by the various interest groups for the expansion of the Nigeria Broadcast Service (NBS) to cover the entire nation led the ancient colonial administration to invite Richard Postgonte (an ex-head of BBC School Broadcasts) to look into the possibility of introducing an educational radio service in Nigeria. It was his report that brought about the establishment of a school broadcast unit in the Nigeria Broadcasting Service and by 1957 the NBS has been transformed to Nigeria Broadcasting Corporation.

It can be argued that the full incorporation of broadcasting into formal and conventional education in Nigeria came handy in 1959 when Chief Obafemi Awolowo established the first television station in the Western Region. One of the major reasons for the establishment of the Western Nigeria Television (WNTV) was to use television as a surrogate teacher, particularly in rural areas where government at that time lacked sufficient teaching staff to achieve the free education policy of the Western Regional Government (Folarin, 1998). On the issue of inadequate of qualified teachers, Nwadiani (1995) and Aghenta (2001), in their studies, found that teachers are almost always in short supply in Nigerian schools and their turnover is high because they tend to leave the teaching profession if and when more attractive jobs become available elsewhere. Commenting on these points, Adeyemi (2008) explained that many teachers leave the teaching profession due to discouragement and frustration resulting from low social status accorded the teaching profession in the society. Also, in Northeast Nigeria the educational sector has been impeded by the devastation of Boko Haram and its attack on western education. For example, a report by the Education Policy and Data Centre of FHI 360 (formerly known as Family Health International), a non-profit human development organisation, reveals the continuous

challenges of school participation across Nigeria with emphasis on the Northeast whose educational sector has suffered even more setbacks (Hatch, 2012).

The challenges of inadequate qualified teachers, insecurity and infrastructural deficiency made the broadcast media, particularly radio, a handy tool for supplementing the conventional or classroom-based education system in the provision of access to education to the vast majority of Nigerians yearning for formal education. As noted by Dike (2012), broadcast media, as educational delivery tool, has the feature to distribute signal to several audiences, who are located at different places at the same time. It has the characteristic to present information and event with a sense of immediacy at the same time it is unfolding. Broadcast media have universal value because they can break the barrier of literacy and social class, as their signals do not discriminate human beings on the basis of socio-economic and educational backgrounds. In terms of flexibility, broadcast media allow different times to adapt to daily lifestyle of the audience (students) so that learners can use them at their convenience. They are useful in giving a sense of reality in subject content conceptualisation. They provide necessary condition whereby learners can capture and relay actualities and real-life experiences with audio-visual equipment rather than just telling or describing them abstractly. Broadcast media provide access to information at low cost. For instance, it is economical to convey knowledge, since a single teacher could teach millions of learners simultaneously nationwide/globally. Radio and television sets are cheap, when compared to computer sets/systems and less cumbersome to handle worldwide. They help to preserve expert teaching skills of teachers on audio and video for later use.

Annaith (2012) observed that the use of radio and television promote developmental objectives and can be aired to enhance good quality education in literacy, problem solving, skill acquisition value, attitudes and other range of knowledge to a large section of the population. According to Yusuf (2002), broadcast media have the capacity of presenting



vividly physical teaching because of its audio-visual nature, and thus have great direct and indirect influence on the audiences making learning active, more motivating, more concrete, more efficient and more effective. Broadcast media provide possible close-up magnification of small objects. Components, intricate mechanisms, diagrams, and so on, give students a “front-row-seat” message.

According to Adegbiyi et al. (2013), the use of broadcast-media in education was initially limited to primary, secondary schools and teacher’s training colleges. But, with the assistance of the United Nations Education Scientific and Cultural Organization (UNESCO), the Institute of Education, University of Ibadan, in 1962 established an Audio-Visual Unit. The institute’s workshops were related to the use of audio-visuals and established a closed-circuit television (CCTV) for teaching education related courses. Olumorin (2006) observed that, right from that time, other tertiary institutions in the country have taken steps to integrate the use of broadcast media in teaching and learning at various levels.

Among the broadcast media available, radio appeared to be more in use in educational delivery. Evaluation of communication programmes, projects, and experiments have repeatedly shown that radio can be used to teach learners as well as present new concepts and information (Gaida & Searle, 1980; White, 1976, 1977; Leslie, 1978; Jamison & McAnany, 1978; Byram, Kaute, & Matenge, 1980; Hall, & Dodds, 1977; McAnany, 1976). In this regard, Sweeney and Parlato (1982, p. 13) concluded that “... radio plays an effective educational role both as the sole medium or in conjunction with print and group support.” For example, Nwaerandu & Thompson (1989) recorded that in a project for teaching Mathematics by radio to school children in primary grades in Nicaragua, students who were taught through radio lessons achieved significantly higher scores in the final evaluation than those taught through regular, face-to-face, classroom instruction. Rural students, tested against rural control groups, benefitted more than urban students tested against urban control groups. The project

evaluators hypothesised that radio lessons were particularly effective in raising the level of knowledge of those who knew least which, in this case, were the rural students.

Because of the importance of radio educational programmes in education, Ephraim (2014) carried out a study on educational broadcasting and academic performance among secondary school students in Lafia metropolis. Similarly, Ekanem (2006) carried out a study on mass media exposure and content utilization by senior secondary school teachers in Akwa-Ibom State. It is, therefore, necessary to study the uses and gratifications of radio educational programmes by senior secondary school students in Northeast Nigeria.

## **1.2 Statement of the Problem**

Radio educational programmes are programmes produced and aired by radio stations to educate their target audience. These programmes have the capacity to take education to the hard-to-reach segments of the society. They have also been used as a means of improving quality of instruction. Because of their importance, different countries, including Nigeria, introduced them for different levels of education—primary, secondary schools. For example, all the radio stations in Nigeria have one or more educational programmes targeted at school population. Similarly, radio stations in Northeast Nigeria have also produced series of educational programmes packaged and broadcast for the consumption of senior secondary school students within their communities. Some of these programmes include: *Mathematics for SSS* aired by Yobe State Broadcasting Corporation (YBC FM), *Yara Manyan Gobe* by Ray Power FM Gombe, *Schools' Challenge* by Bauchi Radio Corporation (BRC FM). These programmes adopt different formats, such as drama, quiz, debate, documentary, interviews, classroom teaching, docu-drama et cetera.

Previous researchers on the uses of radio programmes for the purpose of education have focused their studies more on what the programmes do to their audience. Some of these

studies included that of Ephraim, 2014; Nwaerodu & Thompson, 1989; Gaida & Searle, 1980; White, 1976, 1977; Leslie, 1978; Jamison & McAnay, 1978; Byram, Kaute, & Matenge, 1980; Hall & Dodds, 1977; McAnay, 1976. However, very few researchers have delved into investigating what the audience do with the programmes and what they gain from the uses of these programmes (Musa, Azmi, & Ismail, 2015; Ekanem, 2006). Despite the fact that Musa, Azmi, and Ismail's (2015) study focused on exploring the uses and gratifications theory in the use of social media among the students of mass communication in Nigeria and Ekanem's (2006) study focused on the mass media exposure and content utilization by secondary school teachers in Awka-Ibom State, not much is known about the uses of radio educational programmes among senior secondary school students in Northeast Nigeria. More so, no study, to the best of my knowledge has established the existing radio educational programmes available to students in Northeast Nigeria and the gratifications they derive from the use of these programmes.

This research gap creates uncertainty regarding the uses of radio educational programmes among students in Northeast Nigeria and the gratifications they derive from the use of these programmes. The region is currently plagued with incessant attack on Western education by the dreaded Boko Haram. Therefore, the specific objective of this study is to provide rationale for the use of radio educational programmes in the implementation of senior secondary school curriculum in the Northeast. Consequently, this study investigates why senior secondary school students in the Northeast use radio educational programmes and the gratification they derive from the use of these programmes.

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

The purpose of this study is to assess the uses and gratifications of radio educational programmes by senior secondary school students in Northeast Nigeria. Specifically, the study seeks to:

1. identify the radio educational programmes available to senior secondary school students in Northeast Nigeria;
2. assess the level of awareness of radio educational programmes among senior secondary school students in Northeast Nigeria;
3. discuss possible reasons why senior secondary school students in Northeast Nigeria use radio educational programmes;
4. describe the various gratifications senior secondary school students in Northeast Nigeria derive from the use of radio educational programmes; and
5. discuss the possible challenges that affect the use of radio educational programmes by senior secondary school students in Northeast Nigeria and how these challenges can be resolved.

#### **1.4 Research Questions**

The study seeks to specifically answer the following research questions:

1. What are the existing radio educational programmes for senior secondary school students in Northeast Nigeria?
2. What is the level of awareness of radio educational programmes among senior secondary school students in Northeast Nigeria?
3. For what reasons do senior secondary school students in Northeast Nigeria use radio educational programmes?

4. What gratifications do senior secondary school students in Northeast Nigeria derive from the uses of radio educational programmes?
5. What are the challenges that affect the uses of radio educational programmes by senior secondary school students in Northeast Nigeria and how can they be resolved?

### **1.5 Research Hypothesis**

The hypothesis formulated to guide the study:

H<sub>01</sub>: Senior secondary school students in Northeast Nigeria do not derive any gratifications from the uses of radio educational programmes.

### **1.6 Significance of the Study**

The findings of this study could be significant to educational broadcasting educators, broadcast stations, school administrators, curriculum planners, state governments, federal government and the society at large. The study may be considered significant in a number of ways.

First, and most importantly, the study serves as a contribution to the body of existing literature on media and education, particularly in the aspect of educational broadcasting. In this case, the long bibliographic references will benefit those who may embark on a similar or related study in the future. It will guide further studies on the existing radio educational programmes available to senior secondary school students in the Northeast, what use they make of the programmes and the kind of gratifications they derive from using the programmes.

Radio stations in Nigeria will benefit immensely from this research as it provides a guide towards improving effectiveness in the packaging of subsequent educational broadcast programmes directed at senior secondary school students. The study provides producers,

broadcasters and sponsors of radio educational programmes a true assessment of the uses and gratifications senior secondary school students derive from radio educational programmes. It also helps them to know the various challenges confronting the success of the programmes and ways of overcoming these challenges.

The government at different levels (federal, state and local) may also find this research useful in that they may be exposed to the benefits inherent in educational broadcasting. They may also be able to determine how to adopt educational broadcasting in the different forms of education—formal, semi-formal and no-formal education programmes. Finally, curriculum planners may also find the research very useful in the sense that they will be able to make adequate provision for the use of educational broadcasting in the implementation of different sections of the curriculum.

### **1.7 Scope of the Study**

This study examines the uses and gratifications of radio educational programmes by senior secondary school students in Northeast, Nigeria. Specifically, the study identifies the radio educational programmes available to senior secondary school students in Northeast Nigeria. It assesses the level of awareness of radio educational programmes among senior secondary school students in Northeast Nigeria. The possible reasons senior secondary school students in Northeast Nigeria use radio educational programmes are discussed in the study. The work describes the various gratifications senior secondary school students in Northeast, Nigeria, derive from the use of radio educational programmes. Finally, the study discusses the challenges that affect the use of radio educational programmes by senior secondary school students in Northeast Nigeria and how these challenges can be resolved.

Consequently, the study focuses on some selected senior secondary schools in Bauchi, Yobe and Gombe. These states were purposively chosen based on ease of access.

Respondents for the study were drawn from among the students in SS1, SS2 and SS3 in the 2017/2018 academic session. Uses and gratifications' study primarily consider the audience as active and goal-oriented in their media use. Therefore, the choice of these category of students stems from the fact that secondary school students who are usually within the age brackets of 13 to 19 commonly referred to as "teenage" are assumed to be better developed physiologically and psychologically to assimilate media content discriminately than their counterparts in nursery, primary and junior secondary schools.

### **1.8 Area of the Study**

The study area is the Northeast Geo-Political Region, comprising Bauchi, Borno, Yobe, Adamawa, Gombe and Taraba. However, due to the vast nature of the area and ease of reaching there by the researcher, the study was purposively delimited to three selected states in the Northeast Nigeria, namely, Bauchi, Yobe and Gombe.

### **1.9 Limitations of the Study**

This study, like other empirical studies, was faced with certain challenges. Firstly, convincing students to fill the questionnaire was one of the challenges encountered during this study. Most of the students misconstrued the questionnaire for examination thereby making it difficult to gain their co-operation. However, the essence of the study was explained to them and they were also assured that no one was going to rate their performance. At the end, the required number of students was obtained and copies of the questionnaire were admitted.

Secondly, language constituted another big barrier during the period of data collection. Students in some of the public schools sampled had difficulties expressing themselves in English language. However, the assistance of teachers in those schools were sought who helped to read and interpret the contents of the questionnaire to them. Also,

translators were used during the Focus Group Discussion sessions in some of the selected schools.

### **1.10 Operational Definition of Terms**

**Uses and Gratifications:** Uses denotes the reasons for the consumption of radio educational programmes by senior secondary school students in the Northeast. Gratifications focuses on the benefits they derive from the uses of these programmes. In contrast to the concern of the “media effects” tradition with “what media do to people,” the uses and gratifications can be seen as part of a broader trend amongst media researchers which is more concerned with “what people do with media,” allowing for a variety of responses and interpretations.

**Radio Educational Programmes:** Radio educational programmes refer to all educationally-related programmes produced and broadcast by radio stations, which are targeted at senior secondary school students in Northeast Nigeria with the aim of supplementing the conventional educational system. Radio educational programmes come in different formats, such as quiz, debate, drama, documentary, lecture etcetera.

**Radio:** Radio is a medium of communication that easily transcends literacy barriers and has the highest audience compared with television, newspapers and other means of mass communication. Radio seems to have proven itself as a developmental tool, particularly with the rise of community and local radios, which have facilitated a far more participatory and horizontal type of communication than was possible with the older, centralized broadcasting model of the 1960s and 1970s. Radio also seems also to be a powerful tool for information dissemination and access, especially for hard-to-reach rural audiences.



**Programme:** Programme, in this context, refers to all broadcast contents in Northeast Nigeria directed at senior secondary school students. Programme is a series of daily sequential line-up of activities scheduled for broadcast by a radio station.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

## 2.1 Review of Concepts

This section is concerned with the review of some relevant concepts, related literatures and theories with a view to providing the needed understanding of these concepts in relation to the overall objectives of the study.

### 2.1.1 Radio Broadcasting

Broadcasting is a primary means by which information, opinions, ideas and entertainment are delivered to the public or private concerns in virtually every nation around the world. It refers to transmission of electromagnetic audio signals (radio) or audio-visual signals (television) that are accessible to a wide population via standard readily available receivers (Ogunmilade, 1998). Broadcasting is the distribution of audio and/or video content or other messages to a disparate audience via any electronic mass communication medium, but, typically, one using the electromagnetic spectrum (radio waves) in a one-to-many model.

According to the National Broadcasting Commission (2012, p. 9):

Broadcasting is a creative medium, characterized by professionalism, choice and innovation, to serve the interest of the general public. Its utilization of audio and video technology makes it capable of reaching the audience simultaneously, availing mankind with the best means of information dissemination and reception. It also enables individual to share in and contribute, to the best of his ability, to the world around him.

As noted by Ephraim (2014), the broadcast media embarked on series of activities, which are planned and brought out for the consumption of the general public. The planned and executed activities by the broadcast stations, as he noted, are the programmes. MecLeish in Ukwela (2016, p. 28) delineated the following as the characteristic of radio broadcasting:

- i. **The speed of the radio as information disseminator:** radio, in comparison to other media of information dissemination, has an incredible speed.
- ii. **Radio speaks to millions:** this means that radio permeates literacy barrier. As long as a huge percentage of the African people dwells in the rural settlement with little or

no education, radio presents and remains the most viable information dissemination reception option.

- iii. Radio has no boundary:** unlike the press that is limited by circulation, radio signals transcend borders and inaccessible terrain. This characteristic made broadcasting a handy tool for media education, especially to the hard-to-reach settlers, such as the Fulani herdsmen in the north, the itinerant farmers in the South-west and South-east and the fishermen in the South-south
- iv. Radio is cheap:** relative to the others, both its capital and running expenses are small. Radio is also the prime electronic medium of the poor because it transcends the barrier of isolation and illiteracy, and it is the most affordable among the electronic media.
- v. The personality of radio:** radio is an aural medium. A great advantage of aural medium over print lies in radio use of the human voice – the warmth, sound of compassion, the anger, the pain and the laughter. Radio messages are often delivered by the human voice and, due to differences that come from geographical location and social status, different people will definitely have different accents and dialects. It is, therefore, important that all kinds of voices are heard and not just those of professional broadcasters, power holders and articulate spokesmen.
- vi. Broadcasting for change:** broadcasting acts as a multiplier of change. It is a powerful medium to speed up information, to exchange ideas and make discussions. The new knowledge that the broadcast media introduce within the community help to change the mentality of the people. The advantages of the participatory approach lie precisely in its capacity to give everyone a chance to express their expectations and their viewpoint. Broadcasting can also contribute a lot to initiate national consensus and encourage the political participation of a society. It helps to develop agreed

objectives and political choice; it enables social and political debate, exposing issues and option for actions.

Jaminson and McAnany (1978) reported three main advantages of radio: (1) improved educational quality and relevance; (2) lowered per student educational costs; and (3) improved access to education, particularly for the disadvantaged groups. Some limitations of radio for educational purposes are that it inherently lacks interaction; instructor feedback and clarification are generally unavailable; instruction cannot be interrupted or reviewed by students (unless it is tape-recorded); the pace of the lesson is fixed; note taking is difficult for some; and time for reflection is minimal. To overcome these drawbacks, preparation, supporting materials, and follow-up exercises are recommended when possible (McIsaac&Gunawardena, 1996).

### **2.1.2 Education**

Education is the aggregate of all the processes through which a child develops abilities, skills, attitudes and other forms of behaviour which are of positive value to society (Fafunwa, 1974). According to Mishra (2008, p. 1), education is aimed at “bring about the all-round development of the personality of the child.” He explains further that the term “All-round-development” means two things: (1) Individual Growth and (2) Social Development.

Recounting the development of education in Nigeria, Fafunwa (1974, p. 23) recorded that the reports of the two Phelps-Stoke’s committees that visited West Africa in 1920 and East and Central Africa in 1924 criticized the system of education being given to Africans as classically book based. According to him:

They accused the missionaries of following the ideals prevailing in their home countries, which might not work functionally in Africa. The reports further condemned the subjects being taught to Africans as being direct copies of the subject contents from British and America schools with little attempt to use local materials in the teaching of the subjects like history and geography.

He presented the two Commissions’ recommendations as follow:

- i.** Education should be developed along the vocational and cultural lives of the people;
- ii.** The needs of African societies be met through education so as to promote development;
- iii.** Educational and religious responsibilities of government should be effectively organized and supervised.

These criticisms and recommendations undoubtedly laid the foundation for the evolution of the colonial educational policies in Africa, for it influenced British Government to assess its responsibilities in education to its colonies. As observed by Adesina (1988, p. 13):

The British Government in 1923 decided to approve the establishment of an advisory committee on native education in tropical areas to advise the Secretary of State for the colonies on matters of native education and to assist him in advancing the progress of education in the British tropical Africa.

Adesina (1988, p. 14) further observed that the committee worked tirelessly and produced a thirteen-point memorandum, which provided, for the first time, a sound basis for Nigeria's educational policies. They are as follow:

- i.** Government should control educational policies and co-operate with educational agencies. Each territory should have an Educational Advisory Board on which all educational interest should be represented.
- ii.** Education should be adapted to the mentality, aptitude, occupations and traditions of the various people, conserving as far as possible, all sound and healthy elements in the fabric of their social life—adapting them where necessary to change circumstances and progressive ideas, as an agent of natural growth and evolution.
- iii.** Government should be concerned with religious and character training.

- iv.** Educational service must be made to attract the best men from Britain, whether for permanent career or for short-service appointment.
- v.** Grant should be given to aid voluntary schools which satisfy the requirements.
- vi.** African languages, as well as English, should be used in education.
- vii.** African teaching staff must be adequate in number, in qualification, and in character, and should include women.
- viii.** The system of specially trained visiting teachers is commended as a means of improving village schools.
- ix.** A thorough system of inspection and supervision of schools is essential.
- x.** Technical industrial training should be given in a system of apprenticeship in government workshops. Instructions in village craft must be clearly differentiated from the training of the skilled mechanic.
- xi.** Vocational, other than industrial training, should be carried out through a system of learning in government departments.
- xii.** The education of girls and women is of vital importance though with its own problems. Educated mothers mean educated home. Health education is important. Therefore, there must be trained women teachers. Education must provide for adult women as well as schools for girls.
- xiii.** A complete education—including infant, secondary education of different types, technical and vocational schools and institutions, some of which may hereafter reach university rank, for such subject as teacher education, medicine, agriculture and adult education. The education of the whole community should advance at the same time.

Fafunwa (1974) added that between 1945 and 1970, Nigeria began to develop its higher education system. The various committees' reports set to examine the possibility of

developing the sector were studied by the government with a view to implementing the recommendations right away. In line with this therefore, the government studied the Elliot Commission Reports, which was established in 1943 to examine the possibility of establishing university colleges in Nigeria, the Gold Coast (now Ghana) and Sierra Leone. The report suggested the establishment of the University College, Ibadan, which came into effect in 1947.

Ashby (1967) in Mishra (2008, p. 1) has identified four revolutions in education:

- i. The first revolution occurred when societies began to differentiate adult roles, and the task of educating the young was shifted, in part, from parents to teachers and from the home to the schools.
- ii. The second, which in some places antedated the first, “was the adoption of the written word as a tool of education.” Prior to that time, oral instruction prevailed, and it was only with reluctance that writing was permitted to co-exist with the spoken word in the classroom.
- iii. The third revolution came with the invention of printing and the mass production of books.
- iv. The fourth revolution, in Ashby’ view, is portended by developments in electronics, notably those involving radio, television, tape recorder and computer.

The implications of the fourth revolution, according to Mishra (2008, p. 2), can be summarised in Ashby’s own words. He says: “any technology, which increases the rate of learning, would enable the teacher to teach less and the learner to learn more.” It is instructive to conclude that “the purpose of inducting media into education has two folds: to increase the reach and thereby access; and to enrich the quality of educational content” (Reddi, 2003, p.1).

### **2.1.3 Educational Broadcasting**

Educational broadcasting is an eclectic concept that can hardly be condensed into a single definition. All broadcasting can meet some educational needs; however, not all educational broadcasting can meet the information and entertainment functions of the media. Therefore, educational broadcasting meets specific objectives and needs, whether these are in the area of development related issues, basic education, or in support of specific educational content. The scope of educational broadcasting is generally targeted at broad audiences, meant to create awareness on issues of public interest and provide enriching content. The nature of learning from media is broad-based, even incidental. Reddi (2003, p. 1) explained that:

...within educational broadcasting is the realm of instructional – programming that has: precisely defined target audiences; narrowly defined objectives; stated learning outcomes; target related format and treatment, and evaluation. Educational and instructional programming can exist side by side, or as part of each other.

Reddi (2003) conceptualised educational broadcasting to include programmes, activities and events that support the educational processes, whether they are of a formal or non-formal kind. To equate education with all human experiences without regard to the nature of the experience and the effect it has on the individual is to ignore the realities of human life. The advances of civilisation were made possible only by the classification of knowledge and the interpretation and evaluation of significant human experiences. To say only educational institutes can teach is to deny another reality. Many other social institutions participate in the educational process in various ways and degrees of effectiveness. One of such institutions is broadcasting.

Educational broadcasting is closely related to the task of educational provision once the decision is made as to how the curriculum or course is designed and delivered to support teaching and learning. Since most programmes are initially produced in broadcast quality technical standards, the potential of telecasting exists, regardless of whether the programme



is originally produced for telecast or not. According to a UNESCO report cited in Ephraim (2014, p. 14):

...educational broadcasts are really enjoyed in schools particularly among children in a lower grade, even though most do not understand the programmes because the teachers lack efficient training to back up the lessons with adequate explanations. It further pointed out some major factors leading to under-utilization of these educational broadcast materials in both primary schools and institutions of higher learning as lack of video tapes for play back purposes, power failures or technical problems.

It has been argued that, since educational broadcast engages two important media of communication, i.e. radio and television, and both have been used in varying degrees with different results among institutions of learning in Nigeria, there is need for integrated planning and co-ordination between the producers and teachers to ensure effective utilisation of educational broadcast materials (Ibitayo, 1988). Materials meant for educational broadcast and school techniques that bring about immediate reinforcement of the points that have been taught help learners to relate what they learnt to their personal experience. Accordingly, materials should be designed so that they give all possible encouragement to students to follow up what they have seen or heard.

The introduction of educational broadcast in colleges and schools, according to Schramm (1960), appeared as a means of remedying the deterioration in the standards of education. He further noted that numerous suggestions have been made towards the improvement of this situation, such as changes in schools' curriculum, toughening entrance requirements and level of teacher training. According to Ogbonna (1995) in Asemah (2011, p. 230), educational broadcasting is a "field involved in facilitating human learning through systematic identification, development, organization and utilization of a full range of learning resources and through the management of these resources." Educational broadcasting is, therefore, seen as effective in increasing the rate of learning by providing worthwhile experiences to learners as a supplement to the teacher's effort.

Babalola (2012, p. 16) enumerated the following as the importance of educational broadcasting:

- i. Encouraging a greater understanding of the subject matter because its presentation is done in clear, straight forward and simple language.
- ii. Promoting individualized learning because the listener or viewer can learn on his or her own by listening to and or viewing the lesson personally without having to come in contact with the real teacher.
- iii. Disseminating large volumes of educational and informative messages to the audience.
- iv. Checking schools' population explosion because it takes care of all kinds of learners that could not be readily accommodated by the regular school programme (Kolade-Oje & Babalola, 2004).
- v. Promoting equal access to educational opportunity for all learners because the mode of presentation is the same and in uniform, no matter the number of times the presentation is done.
- vi. Assisting in population enlightenment programmes because of its coverage of a very wide area at a time, given that the beneficiaries could easily be reached at their various locations without being assembled at a point for such an exercise.

## **2.2 Review of Related Literature**

The focus of this section bothers on the review of literatures considered relevant to this study.

### **2.2.1 Nature of Radio Educational Programmes**

Teachers have explored the use of radio in the classroom almost since radio technology entered into the mainstream of society. Yet, radio remains a relatively unused mode of instruction (Anton, 1999). Educational radio was established as part of a formal school system in some countries. In Australia, for example, instruction by radio reaches children in their homes. Britain started its regular radio broadcasting in 1922 and, by 1923, school broadcast took off. In Tanzania, instructional radio was combined with correspondence to reach the rural communities (Dodds in Iorter, 1997). Radio is one of the advanced communication technologies which has found its proper place in the developing countries. In the education sector, the use of radio is part of the broad concept of educational technology articulated in the National Policy on Education.

Educational technology is one of the rare fields of study that defies a single definition. Several authors examine the concept. According to McMurrin in Mishra (2008, p. 9):

Educational Technology is a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives, based on research, on human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction.

Thus, educational technology stimulates the learning process. The instructional material is selected keeping in view the objectives. Many methods, techniques, strategies and audio-visual aids are simultaneously used for presenting the lesson so that the objective is evaluated. In the end, achievement is evaluated against the objective. If the objective is not achieved owing to any reason, decisions regarding any proposed change are taken so that the desired change in the pupils' behavioural objectives may be attained. AECT (2008) cited in Daramola (2015, p. 1) described educational technology as "the study and ethical practice of assisting learning and improving performance by creating, applying and managing suitable technological processes and resources.

Davies (1978) in AgunandImogie (1988, p. 13), identifies three concepts of educational technology which represent three different approaches to educational technology, namely, educational technology as hardware, educational technology as software and educational technology as systems approach. Briefly stated, educational technology as hardware characterises the early formative years of the field. It sees educational technology as the devise, equipment, machines, gadgets, tools and instruments used to promote teaching and learning. This is also known as the tools technology approach. Many writers explicitly or implicitly equate educational technology with objects, apparatus or instrumentation. Thus, a school that has television, radio, films, slide projectors, audio and video recorders, teaching machines, computers may be said to have high educational technology content.

The hardware or product approach is greatly influenced by the physical sciences. It involves a direct application of the physical sciences to the problems of education. It entails the instrumentation, mechanization or automation of education. The goal is to make teaching more efficient by mechanizing or industrialising it. The hardware approach which became prominent in the 1950s coincided with the era of great industrial development. It led to the mass production of industrial products, many of which found their way to the classroom. These include drawing instruments, books, boards, charts, models, maps, globes, and mostly mechanical devices. This tool technology in education failed because it concentrated on the production of tools for learning without considering the other important components of instruction. Little regard was given to the needs of learners in schools, the nature of the curriculum contents, the objectives to be achieved, the needs of the teachers, etc. It became clear that these concrete devices could not by themselves solve all educational problems.

Moreover, it is possible to achieve intended outcomes without necessarily using any equipment and learning is not necessarily the only concern of educational technology. While it is necessary to recognise the importance of the preparation, selection, and utilization of the

instructional materials in educational technology, it is also necessary to remember that there are many activities carried on in educational technology that do not necessarily call for instructional materials.

In educational technology as software, the software approach to educational technology emphasizes careful design of the teaching-learning process using principles of behavioural objectives. It is closely associated with programmed learning and the behavioural objectives movement. It is the behavioural science concept of educational technology. Emphasis is on applying learning principles to the direct and deliberate shaping or modifying of behaviour. It is characterized by detailed task analysis, writing to precise objectives, selection of learning strategies, reinforcement of correct responses and constant evaluation. It gained popularity in the 1960s.

Lastly, educational technology as systems approach is also known as the step-by-step plan, system analysis, systematic approach and systems technology. The system approach is an attempt to remedy the inherent weakness of the approaches above. It sees educational technology as the systematic application of ideas, resources, people, material and equipment to the solution of educational problems. According to Gibson (1971) in Unwin and McAlesee (1978), educational technology encompasses the systematic application of people, ideas, materials and equipment to the solution of educational problems. It entails a holistic approach to problem solving. The educational problem at hand or the educational system is analysed within the context in which it is located, operated or with which it interacts. It entails systematic thinking, having a holistic view of the educational system or educational problem at hand. It is concerned with the systematization of the educational process. It implies operating at different levels of complexity and dimensions.

A system may be an object, event, a procedure, a plan, or even an organization of any human enterprise. A system has various parts which work cooperatively together for the

survival of the system. For any system to function effectively, all the parts must work harmoniously to attain the desired goal. A system as input or output receives and responds. The educational system operates within the society (supra-system) alongside other sub-systems, such as government, media, health, housing, religion, etc. It receives from society its inputs, namely, students, teachers, materials, funds, policies, etc. The educational system has components, such as the administrative system, examination system, staffing system etc., each of which has her own components. To be effective, instruction must be properly planned and designed in a systematic way. The systems approach to instruction, therefore, implies careful planning, design, implementation and evaluation of the events that will help a learner achieve the desired learning outcome(s). Gagne, Briggs & Wager (1992, p. 21) argued that, while a variety of instructional design models exist, there are three fundamental steps:

- i.** Identifying the instruction;
- ii.** Developing the instruction; and
- iii.** Evaluation the effectiveness of the instruction.

According to Onyejemezi (1990, p. 80), the systems approach to instruction entails carrying out the following:

- i.** Identifying the educational problem to be solved or the educational activity to be undertaken;
- ii.** Stating the objectives to be achieved in solving the problem or undertaking the educational activity;
- iii.** Indicating the conditions necessary for the achievement of the objectives;
- iv.** Mapping out appropriate methods and material resources;
- v.** Designing the way of knowing whether or not the objectives are achieved and determined whether the objectives have been achieved;

- vi. Locating the problem, making necessary changes and tackling the problem again where the objectives are not achieved or the educational activity is not successfully carried out as set in a-e above until the objectives are achieved or the educational activity is successfully completed.

The systems approach to instruction is an attempt to conceive the instructional process as an event comprising of several elements (teacher, learner, content, media, method, evaluation and feedback) which work co-operatively together to promote learning efficiency and effectiveness. The systems view entails that all parts of the instructional system must be considered and handled simultaneously and not in bits or pieces. It is a holistic and dynamic procedure which involves planning, development, implementation, evaluation and modification.

Mishra (2008, p. 9) presented the following as assumptions of educational technology:

- i. A pupil can learn according to his needs and capacity;
- ii. A pupil can learn even in the absence of the teacher;
- iii. Reinforcement can be provided by using instruction continuously;
- iv. Learning objectives can be achieved through instructional objectives; and
- v. The subject-matter can be divided into various elements or sections and each section can be taught independently through this technology.

Mishra (2008, p.10) further noted that educational technology also has the following characteristic: it is helpful in achieving cognitive objectives; it can meet the shortage of effective teachers; with its help, the pupils can learn according to needs and speed; it can control the individual differences; Conditioned Response Theory of learning is also used; and analysis of contents in depth is carried out in this technology, which encourages optimism regarding the impressive presentation of the contents

In teaching and learning, Daramola (2015, p. 6) observed that educational technology brings together all forms of technologies to address educational needs and problems, with emphasises on application of the most relevant and modern tools. It is the field of study which assists learners to achieve meaningful and productive learning. Educational technology is all about the application of human and non-human resources to facilitate and augment teaching and learning so that meaningful and productive learning will be achieved. Daramola (2015, p. 6, 7) listed the following as the roles of educational technology:

- i.** Educational technology assists in the production and training on how assistive or adaptive technology (which is an umbrella term that includes assistive, adaptive and rehabilitative) devices can be used for learners with special needs. Assistive technology is any learning material that helps student with needs to learn more quickly, easily and at individual's learning pace.
- ii.** Educational technologists make available the instructional resources in teaching and learning for the purpose of emphasis, clarity, strengthening and prioritizing learning experience. Emphasis is laid by educational technologists on the awareness that no meaningful learning could take place in the absence of instructional materials.
- iii.** Educational technology facilitates the individualized instruction since it is a means through which instruction is brought to the individual learner's level of understanding. The field provides for learners' needs and abilities using individualized instruction through innovative technology.
- iv.** Educational technology provides equal opportunities for the learner through the use of educational radio, instructional television and newspaper giving a lot of people who are physically separated the opportunity to enrich their knowledge. It also brings about immediacy in learning where students learn on the spot by adopting the use of already prepared and produced instructional materials like slides.



In Nigeria, the early adoption of educational technology can be traced to the colonial era when the managers of voluntary agency schools emphasized the production and use of simple learning materials commonly known as teaching aids. Trainee teachers and practising teachers were expected to produce and use both representational materials, such as pictures, maps, models as well as real objects, namely, local seeds, plants, scenes, etc. The colonial government in 1930 promulgated the first Educational Ordinance which provided that schools should have adequate teaching apparatus. Thus, the resource aspect of the educational system evolved with it.

In addition to the use of low cost materials in school, the British Broadcasting Corporation, London, in 1932 transmitted the first educational programme in its West African Overseas Service. These programmes were in English Language and were transmitted once a week. The Nigerian Broadcasting Service (NBS) was established in 1951. It inherited this educational programme from BBC. Similarly, towards the end of the 1950s, the Regional Government established Schools Broadcasting Units in their regional headquarters, utilizing the broadcasting facilities of the NBS stations. By 1961, each Regional Government had radio-television stations of its own which transmitted programmes on various subjects, such as English, Teaching Methodology, Civics, Geography and History to schools.

According to Agun&Imogie (1988), between 1959 and 1962, Audio-Visual Centres were established by the United State Agency for International development (USAID) in the former regions of Nigeria. It was these Audio-Visual Centres that eventually formed the nucleus of the present Educational Research Centres in the different states. These centres were established as units in the Ministry of Education.

The National Educational Technology Centre was established in 1977 with the following objectives:

- i. The development and production of educational radio and television programmes for schools;
- ii. The development and production of instructional teaching aids for use in schools using local materials;
- iii. The training of specialists in the field of educational broadcasting;
- iv. The conduction of seminar/conferences to teachers and teacher trainers on the application of educational technology to the class teaching;
- v. Provision of consultancy services to the Federal, State governments in the field of Broadcast Media, Audio Visuals and Instructional System Technologies;
- vi. Establishment of National Educational Resource Library of equipment and materials for dissemination throughout the country;
- vii. Documentation and collation of statistical data on broadcast and audio-visual aids service in the country;
- viii. Training educational technologists and cinematographers for service in the Federal and State government establishments; and
- ix. Assessment, evaluation and classification of imported instructional aids, materials and equipment marketed in the country.

### **2.2.2 Radio Educational Programmes among Senior Secondary School Students**

In Nigeria, there are clear evidences that the radio has been used successfully for educational broadcasting through organized platforms. The success recorded by the University of Lagos and the National Teachers' Institute in running correspondence courses for the training of teachers via the use of radio and television broadcasts in the eighties could be consolidated upon. One thing that has been learnt from experience is that radio is steadily becoming a reliable tool for basic education. In the recent past, the quality and efficiency of education have suffered setbacks. According to Iroh (2002), repetition and dropout rates were

alarming high and most children fail to move beyond the first two or three grades. He asserted that the reasons children dropout could be distance to school, responsibilities at home or lack of support. Other reasons could include illness, nomadic lifestyle, communal crisis, natural disaster, insurgency, etc. Unfortunately, when children or students dropout of schools, the likelihood of re-entering formal education system and succeeding become very low.

In the midst of population explosion, the reliance on the conventional school system to provide education for the populace is increasingly becoming difficult. The systematic use of the radio for instruction holds promise for breaking the circle of educational decline. Radio could provide a set of new educational strategies to support teachers in the basic schools' subjects as well as reach out to areas where fully trained teachers were not available. One of the pertinent suggestions made by some educationists bother on how the media could be used to improve the teaching and learning process. Akpakwu (2002) advocated for refresher courses for teachers through distant teaching method in selected subjects and that school supervisors could draw the attention of both principals and teachers to the periods of radio and television lessons.

Ada (2004) was of the view that, since the teacher was a factor in the failing standard of education, a deliberate effort should be made to train them. Iortyer (1997) strongly called for active participation of teachers and students in educational broadcasts. Teachers are important inputs into the educational system. Aghenta (2000) described teachers as the key factors in formal education. Adesina (1981) equally called them the key input of a highly-skilled labour resource, as Adeyemi (2004) regarded them as the hub of the educational system. Teachers, therefore, constitute an important aspect in students' learning. Supporting this point, Umeasiegbu (1991) argued that the level of performance in any school is intimately related to the quality of its teachers, while the quality of any school system is a

function of the aggregate quality of teachers who operate it. His argument agreed with Moore's (1994) contention that competent teachers would improve effective teaching in schools. This argument is supported by Mullens (1993) when he remarked that the level of a teacher's subject mastery or competence is a prime predictor of student learning. He argued that it is not simply the completion of schooling that could contribute to a teacher's effectiveness in the classroom but actual achievement in terms of subject mastery or competence.

Notwithstanding the importance given to teachers in the school system, teachers' shortages have been a common feature in many countries (Dennison, 1984; Levin, 1985). Dennison (1984), for example, reported a chronic shortage of teachers in Mathematics and Physical Sciences in the UK. He argued that a situation whereby a school is unable to fill a Physics vacancy constitutes a critical level in balancing staffing and curriculum and it is a real institutional difficulty. Levin (1985), too, examined the problem of teachers' shortages in American schools and remarked that one of the most serious challenges facing American education is the dearth of Science and Mathematics teachers at the secondary level. He argued that majority of new Science and Mathematics teachers in the US lack sufficient training in the subject they taught. The US Department of Education and Science (1986) identified the following three types of teachers' shortage: overt shortage, measured by unfilled vacancies in a subject and their relationship to demand for tuition in that subject; hidden shortage, where tuition in a subject is given by teachers considered to be inadequately qualified in it or to be lacking the personal qualities required for effective teaching; and suppressed shortage, where a subject is under-represented in the timetable because of a lack of suitable teachers.

Considering these shortages, Millar (1988) remarked that the "hidden shortage" of Physics teachers in the UK has resulted in the teaching of substantial parts of the Physics

curriculum in many schools by teachers without qualifications in Physics. According to him, secondary teachers may be required to teach outside their specialist areas, perhaps, due to the shortages of suitably qualified teachers. In another situation, Straker (1988) observed a serious hidden shortage problem in Mathematics in the UK and argued that the problem is exacerbated at school level by a high wastage rate among Mathematics teachers who often left the teaching profession for other careers. He observed similar critical teacher shortages in Mathematics in Australia and New Zealand. Supporting the findings, Lowe (1991) found that 20% of those teaching Mathematics in British schools did not have recognized qualifications in Mathematics. In other countries, almost the same situation was found. In the USA, for instance, Straker (1988) reported that salaries in teaching were low in relation to those offered in alternative professions. In Canada, Freeman (1994) reported that teachers are feeling the pressure not only to improve results but to do it with less money. Pay freezes have become common place across Canada with teachers in populous Ontario taking several days per term without pay.

Considering the situation of teachers' salaries in Canada, one could only agree that the situation was similar to that of Nigeria. The difference was, however, glaring considering the fact that Nigeria is a developing country with a low per capita income (Adeyemi, 1998). Research findings have shown that teachers are almost always in short supply in schools and their turnover is high because they tend to leave the teaching profession if and when more attractive jobs become available in government, politics or private enterprise (Nwadiani, 1995; Aghenta, 2001). Supporting these arguments, Adeyemi (2008) reported that the supply of qualified teachers to Ondo State secondary schools did not match the demand for them. Many reasons have been attributed to the high turnover rate among teachers. Some of these reasons include poor conditions of service, low social status in the society, poor salary, lack of incentives and delayed promotional prospects. Commenting on these points, Adeyemi

(2008) explained that many teachers leave the teaching profession due to discouragement and frustration resulting from low social status accorded the teaching profession in the society.

The challenges of quality teachers and the quest to improve the educational delivery have made stakeholders to employ several supplements, such as educational technology and, precisely, educational broadcasting. One of the major reasons for the establishment of the WNTV was to use television as a surrogate teacher, particularly in rural areas where government at that time lacked sufficient teaching staff to service the free education policy of the Western Regional Government (Folarin, 1998).

### **2.2.3 Educational Technology and the National Policy on Education**

It is worthy of note that the activities that set the stage for the use of educational technology was concluded with the emergence of National Educational Technology Centre in 1977 side by side with the National Policy on Education. The policy was published in 1977 and revised in 1981 and devoted section 10, pp 42-43 to educational technology under the heading “Educational Services.” According to the National Policy on Education, the objectives of Educational Technology are:

- i.** To develop, assess and improve educational programmes;
- ii.** To enhance teaching and improve competence of teachers;
- iii.** To make learning more meaningful for children;
- iv.** To reduce educational costs;
- v.** To promote in-service education; and
- vi.** To develop and promote an effective use of innovation materials in schools.

To achieve these objectives, the National Policy on Education planned the following measures:

- i.** To establish Teachers Resource Centres in all the states.
- ii.** To establish Curriculum Development Centres.

- iii. To provide more fund to the NERDC and the universities by both Federal and State governments.
- iv. To establish language centres, educational resources centres, science and mathematics centres, workshops, libraries as well as guidance and counselling centres.

#### **2.2.4 Uses of Radio in Promoting Education**

Radio, according to Agun&Imogie (1991), is cheap and less complex than television. Its programmes can be more easily adaptable to local use than the use of television. Radio is one of the advanced communication technologies which has found its proper place in the developing countries. According to Iji (2005), there were clear evidences that radio has been used for extensive educational broadcasts in Columbia, Argentina, Mexico, Cameroon, Zaire, Tanzania, India and Nigeria either through organized radio schools, instructional radio or radio rural forum. Instructional radio was established as part of a formal school system in some countries. For example, in Australia, instructional radio is combined with correspondence to reach the rural communities. According to Iortyer (1997), instructional radio gained ground in Western countries and in some African countries. Instructional radio was used by experts to teach second languages, such as English and French.

Educational objectives as stated in the National Policy on Education in Nigeria are geared towards the improvement of education and educational programmes in the country. This led to the experimentation with several measures in order to achieve the stated objectives and one of the measures identified was the use of radio for instruction. Radio was seen as viable because it is the cheapest, powerful single instrument especially with the teeming population of Nigerians desiring education.

In Nigeria, there were clear evidences that radio had been used successfully for instruction in terms of educational broadcasting through organised platforms. The success recorded by the University of Lagos and the National Teachers' Institute in running

correspondence courses and the training of teachers through the use of radio and television broadcasts in the 80s could be consolidated upon. One thing that has been learnt from experience is that radio is steadily becoming a reliable tool of basic education. In recent times, the quality and efficiency of education have suffered failure. According to Iroh (2002), repetition and dropout rates were alarmingly high and most children failed to move beyond the first two or three grades. He asserted that the reasons for children dropout could be distance to schools, responsibilities at home or lack of support. Other reasons could include illness, nomadic lifestyle, communal crises, natural disaster, insurgency, etc. Unfortunately, when children dropped out of schools, the likelihood of re-entering into formal education system and succeeding become very low.

In the midst of population explosion, the reliance on the conventional system of education for the populace is increasingly becoming difficult. The systematic use of radio for education holds promise for breaking out the circle of educational decline. Radio could provide a set of new educational strategies supporting teachers in basic school subjects as well as reaching out to areas where fully trained teachers were not available.

One of the pertinent suggestions made by several educationists bothers on how the media could be used to improve the teaching and learning process. Akpakwu (2002) advocates for refresher courses for teachers through distant teaching method in selected subjects and that school supervisors could draw the attention of both principals and teachers to the periods of radio and television lessons. Ada (2004) was of the opinion that, since the teacher was a factor in the falling standard of education, a deliberate effort should be made to train them. Iortyer (1997) strongly called for active participation of teachers and students in educational broadcasts.

The year 1932, according to Ogunranti (1988), marked the emergence of educational broadcasting in Nigeria because the first radio receiving station began transmission in Lagos



that year. This had a great influence on education in Nigeria, particularly due to the educational broadcast that were available to teachers and pupils. The first educational radio programmes were for English Language and were broadcast once a week in the early forties by the Radio Distribution Service (RDS) under the Post and Telegraphs Department (P & T). The Nigeria Broadcasting Service (NBS) which was established in 1951 inherited limited educational programmes. This was the situation until 1957 when the Nigeria Broadcasting Corporation was established. Another significant year in the history of broadcasting in Nigeria is 1959.

According to Olushola (1979), television in Nigeria and, indeed, in the whole of Africa was introduced in that year by the then western regional government under the leadership of Chief Obafemi Awolowo. The government in western Nigeria realized that the television was a better medium than radio which could be used to educate the masses. To back it up, it was written in the charter establishing the Nigerian Television Authority, a provision for fixed amount of time per week for educational television broadcast. Furthermore, Olushola (1979) observed that about fifty percent of all the TV programmes then was devoted to education and television sets were distributed to the existing schools and colleges. The Eastern and Northern governments also followed suit a few years later by establishing their own television and radio stations. The programmes from the North which was based in Kaduna were the most widely based educational programmes.

In 1969, according to Agun and Imogie (1988), the Northern schools broadcasting unit which was responsible for the production of this programmes was taken over by the Federal Schools Broadcast Unit (FSBU) in Kaduna. The direct involvement of the Federal Government of Nigeria in educational broadcasting, according to Agun and Imogie (1988), began in 1964 when Schools Broadcast Unit (SBU) was established for the production of television programmes for schools in the Federal Capital Territory of Lagos. However, the

introduction of the Nigerian third development plan 1975 - 1980 necessitated a change from the name Federal Schools Broadcast Unit to Federal Schools Broadcast and Audio-visual Aid Development Centre. This name, according to Agun&Imogie (1988), was later changed in 1977 to National Educational Technology Centre, Kaduna. In modern times, many individuals have established private radio and television stations.

These stations support the activities of publicly owned radio and television stations to propagate educational programmes. For instance, it is through such programmes that awareness on the deadly disease called HIV/AIDs are disseminated. This has gone a long way in educating members of the public on the existence of the scourge and the possible ways of avoiding coming in contact with it.

#### **2.2.5 Roles of Radio in Classroom Teaching**

Mishra (2008, p.121) gave the following advantages of radio in classroom teaching:

- i.** Supplement instruction: it supplements classroom instruction. It widens the general knowledge of the pupil and the teacher. It helps to remedy the cribbing effects of the fixed courses. It rearranges the content of the curriculum in a new pattern. It takes cross-sections and panoramic surveys of the subjects to enable the listeners to see and march and sweep of events in clear perspective. In the hands of a thoughtful teacher it may become a highly educative labour-saving and time-saving device.
- ii.** Infuses new life: by correlating knowledge and skills to the immediate needs and the natural environment of the learners,radio infuses a new life into the curriculum. Scattered heads of facts and information are strung together as integrated knowledge having social relevance enriching the curriculum.
- iii.** Direct contact with great personalities: Radio enables the students to listen to the expert, the historian, the author, the scientist and the fast-rate teacher. This direct contact with great personalities gives a lot of pleasure to the students.

- iv. Reflects on-the-spot current events: in the radio, running commentary of some inauguration ceremony by the President, a detailed description of some catastrophe or some similar event has an attraction of its own.
- v. Provides sense of participation: by presenting significant events as they unfold radio gives the pupils a sense of participation. When the pupils listen to a stirring address or to a description of some events, they feel that they are actually participating in the event.
- vi. Inspires: breathing life into dead words the radio can be a source of inspiration to speakers. Though often scripted beforehand, broadcasts are not merely written to be read aloud, but to be spoken with all the stimulation and verve of life.
- vii. Brings reform: by presenting various responsible views concerning controversial issues, radio challenges dogmatic teaching and passive learning.
- viii. Suited to group instruction: distance and number are immaterial. Any number of pupils, scattered all over the world, may at the same time listen to the same broadcast.
- ix. Reinforcement: radio reinforces the intellect with contrived emotional factors, such as drama and music.
- x. Provides source material: sometimes radio provides source material for the main stream of classroom work.
- xi. Supplementary source of information: radio constitutes a supplementary source of information enabling the pupils to listen to original instructional talks given by the specialists, which awaken their intellectual curiosity and convey new ideas to them, bringing them into contact with eminent personalities.

#### **2.2.6 Kinds of Radio Education Programmes**

Educational broadcasting comes in two forms; school broadcast and general broadcast. According to Mishra (2008, p.122), school broadcast is specifically meant for teachers and pupils and it is done mostly during school hours. He gave the following steps on how to use school broadcast:

- i. Integration: to make the communication of knowledge an exciting experience school broadcasts should be integrated with class work and class projects.
- ii. Starting point: a school broadcast should become the starting point of a series of teacher-pupil discussion and class projects. Listening to it should induce an intellectual tension and problem-solving attitude in the learner.
- iii. Supporting literature: supporting literature generously illustrated to make experience richer and most pleasant should be made available.
- iv. Pasteurization: appropriate pictures should be printed and illustrated among the listening schools.
- v. Illustration: an attempt should be made to illustrate the broadcast. For example, if broadcast is the story of the exploration of a certain part of the world, a wall map should be hung up and places mentioned in the explorer's students studying the map in groups should locate the adventures. They should also be told about the route followed by the first explorer and its relation to present day routes.
- vi. Use of visual aids: pictures and models of sailing vessels could be displayed and other visual aids could be pressed into service to make the broadcast a "visual" experience.

The general broadcast, on the other hand, does not target any particular audience. It is meant to disseminate general information. It is generally targeted at broad audience to create awareness on issues of public interest and provide enriching content. The nature of learning from media, in this case, is broad-based, even incidental.

### **2.2.7 How Radio can be Used Effectively for Educational Purpose**

Many writers have proposed that educational radio can be most effective when supported by trained facilitators, group learning, group discussion (dialogues), feedback, and the use of multimedia approaches. For example, Perraton (1978) argued that trained facilitators must be used in order to successfully utilize educational radio. Similarly, Higgs and Mbithi (1977, p. 42) contended that a “good programme has to be backed by careful training of trainers, preparation of training materials and continuous improvements in these.” Perraton (1978) stated that group learning is more effective than individual learning and that group discussion is an effective method of learning from radio. The facilitator must converse with students in order to emphasize the main points covered by radio programmes as well as to provide feedback where necessary. The facilitator must ensure that programmes are supported by visual demonstrations, that groups are cohesive, and that discussions are carried out effectively by employing techniques of group discussion (Daniel & Marquis, 1983; Moore, 1983). Also, multi-media, such as print materials, posters, films, and chalk boards, must be used to elaborate the main points to students.

Based upon experience with the Open University, Sewart (1983) claimed the study centres where students interact help each other replay programmes and opportunities for practical experiments are important. The study centre aids the effectiveness of educational radio and acts as a link between the institution and the local community in which it is embedded.

Neil (1981) contended that educational radio can only be effectively utilized by employing the following techniques:

- i. Using educators with long (and preferably recent) experience of living in rural areas;
- ii. Communicating, in detail and continually, with the leaders of village learning groups where these exist;

- iii. Paying careful attention to, and learning from, the work of local communities or other organized groups (for example, farmers, agricultural, and health service radio broadcasters);
- iv. Working through valid intermediaries, such as chiefs or village heads, i.e., through established and accepted social structures.
- v. Encouraging illiterate people to communicate their ideas and concerns through trusted and better educated villagers, who can act as scribes if required.

Moemeka (1978) gave three factors necessary for any radio communication to be successful in whatever forms its being employed. The first is that the transmitter must be capable of taking the message to the target audience in a clear and audible manner. The second is that the message must be in a code and context that is understandable to the audience. These two factors-clear receptions and intelligibility-are imperative for what we may term communication “effectiveness” that is, getting the message to the audience in such a way that it will understand the context and meaning. But, that is not the end of the story. Hearing a radio message and understanding it, though a very necessary and important prerequisite, does not necessarily assure “effectiveness,” that is, acceptance of the message and willingness to act upon it. This third factor is better and more easily achieved if the message is reinforced by personal contact and peer group discussions. It is of prime importance that the message should be seen as relevant by the audience. That is, what is asked for should not be too far removed from what is familiar, and the possibility of beneficial results should not be too remote. These conditions will only obtain if there is sufficient contact between senders of messages and receivers of the messages. The existing radio stations can, between them, reach a wide-segment of the rural population.

But, because of the cultural gap between the urban oriented and educated radio producers and the rural oriented and illiterate audiences, intelligibility is hard to achieve. This

defect is heightened by the fact that the producers are trying to affect life in a social environment quite different from the one within which they are operating. They tend to use their own ideas instead of first-hand information gathered from the rural areas. The feeling that rural populations can be affected by radio messages from producers and stations physically and socially distant from the people is based on the erroneous conviction that the “preaching” approach to communication can succeed with any type of message. But, there is a world of difference between the reaction of the audience to information intended to raise their hopes and aspirations and that intended to stimulate their motivation and willingness to work in order to satisfy these aspirations. Informing impoverished rural people of the quality of life in urban areas and of their right to such a life is to hit directly at their instinct for survival and equality. To inform them that the Head of State has been assassinated is to evoke their emotional feelings. Reactions to such messages are usually instant. It is, however, a different story with the kind of broadcasts that call upon the people to rise up and work to help themselves so that they can improve their way of life.

Reaction to this type of message will depend largely on how far the sender of the information has been acquainted with the conditions of the people, how far the people can believe him, how far the content of the message is built upon the code and context familiar to the people. What is being asked for here is not merely the mental exercise of comparing two standards of life, but also the physical efforts necessary to achieve a higher standard of living. To be accepted, this greater demand requires the intervention of the social forces that guide the people’s lives. Sufficient knowledge of, and acquaintance with, these forces are not easy to acquire outside the rural areas. To expect such a message to be effective without the sender entering into the social context of the people is to expect miracles to happen. In the rural setting, the “alien expert” is worth nothing until he can prove his worth, and this means being a good listener rather than a good talker; recognizing the worth of the people, their customs

and beliefs; accepting and fraternizing with their leaders; and building on the accumulated knowledge of the people, which has sustained them for centuries. All this is best done on the spot; hence, the need to have local radio stations if the medium of radio is to be effective in helping to mobilize and motivate rural human resources for national development.

Furthermore, the villager is not as individualized as his urban counterpart. His decisions are not actually his as an individual; they are the decisions already set down or presently agreed upon by the community to which he belongs. In order to be able to affect such group or community-based decisions, radio has to recognize and make use of the internal communication system of rural communities and involve rural people in its activities directed towards improving the social, economic and political conditions of the rural areas.

### **2.2.8 Challenges Confronting Educational Broadcasting in Nigeria**

The UNESCO commission's results of case studies of problems of radio educational broadcast of most developing countries had to do with poor transmission/reception qualities, lack of coordination and integrated planning. In Thailand, for example, assistance of UNESCO was sought to make educational broadcasting produce results, but similar problem of transmission, reception, production and coordination were reported. Similar problem plagued educational broadcasting experience in Senegal in the late 1960s. It has been found that several developing countries establish broadcast out fit for political and/or for personal reasons without considering the cost benefit of it. In Nigeria, the problems of educational broadcasting do not differ much from the experiences of other nations of the world.

One of the problems hindering good quality signal transmission as well as reception is the lack of suitable equipment and spare parts. According to Iroh (2002), the primary importance to the success of any distance learning by radio is the availability of sufficient power transmitters in order to reach all the nooks and crannies of the country with clear



signal. In Nigeria, some broadcast stations still depend on the broadcast equipment purchased over 20 years ago. In some cases, the pieces of equipment have broken down. There are no spare parts to reactivate them. Katz & Weddell (1978), in their study, cited in Iji (2005, p. 24) attributed difficulty in educational broadcasting to population and size of education area as well as differences in languages, cultural settings, political interests and social standing etc. It was also noted that lack of proper coordination and integrated planning with the respective educational agencies have militated against expected results. Ada (2004) lamented that the only common means of information which is the radio is yet another sad story. He argued further that educational broadcasts are no longer regularly featured on radio, rather airtimes are commercialized and heavily patronized by politicians and boot-lickers, seeking for favours in government and political circles.

Despite of all these problems, radio remains the cheapest means of reaching the people. Radio programmes have been found to have wider reach and can easily be received in any part of the country without the use of satellite. As noted by Nwamdi (1988) in Iji (2005, p. 25), what makes a nation is not the absence of problems but the conscious efforts to solving those problems. His comment tends to reaffirm the belief that the enthusiasm that accompanied the emergence of educational broadcasting at inception has drastically waned as a result of the lack of commitment towards the projects by stakeholders. Fagbulu (1988) also wondered why Nigerian educators over the years moan over what he called impracticability of fitting class schedules to broadcast time from radio stations and suggested that broadcasting be done with low cost equipment covering specific areas of need.

In a study carried out by Nwawenne (1998), titled "*The Contribution of IMO Broadcasting Corporation to educational Broadcasting in Nigeria*," it was discovered that lack of qualified manpower especially in production, power supply, production materials, logistics and ineffective equipment were the impediments to effective educational broadcasts

in the area. In his recommendations, the researcher advocated for effective planning, involving the Ministry of Education in line with the defined educational objectives and target audience.

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

A survey of the empirical studies on the uses and gratifications of radio educational programmes by senior secondary school students revealed that very little work has been done. There are, however, some studies that provide background on educational broadcasting.

Folorunso (1989) carried out a study titled “*Use of Instructional Programmes as Learning Resources in Selected Secondary Schools in Ibadan.*” This study was to identify the nature of instructional programmes being produced in Oyo State Nigeria. Its principal objectives were to identify the nature of the programmes being produced and broadcast to secondary schools for the use of instructional programmes as learning resources, identify the subjects in which the programmes are being used as learning resources in secondary schools and identify the factors associated with the usage of instructional programmes as learning resources in secondary schools.

The study surveyed selected twenty-nine secondary schools with a student’s population of 30,823 by 1982. The researcher studied students in form 4 and selected 1183 students, using available class lists in the selected twenty-nine secondary schools. In addition, all the principals in the twenty-nine selected schools were included in the sample, while the teacher-librarians in the sixteen secondary schools were also included. The study established the relevance of the instructional programmes in the secondary school curriculum and their acceptability as effective resources to teachers. It, however, discovered that minimal use was made of the instructional programmes as students used the programmes in many subjects independently without the guidance of the subject’s teachers. This was because the study

discovered that none of the schools surveyed had a collection of recorded educational programmes.

The study which was carried out many years ago is quite relevant to the present one. It did confirm that students independently utilized programmes on subjects that were found relevant without the guidance of teachers. It would be interesting to know whether this would be the case in the present study. Funding for instructional broadcast programmes appears to have dropped considerably in the last twenty years, and moreover, Nigerian broadcast stations appear to show more interest in the commercially viable contents which are largely entertainment-based. There is, therefore, a growing suspicion that secondary school students are not paying adequate attention to available educational contents and using them for self-enrichment.

Nwaerondu&Thompson (1989) carried out a study on "*The Use of Educational Radio in Developing Countries: Lessons from the Past*," which proved that radio educational programme has been used extensively as an educational medium in developing countries. In their study, researchers noted that published reports confirm that it has supported educational programmes in a wide range of subject areas and in many different countries. They presented the various ways radio educational programmes have been used by different countries. They presented the various ways educational radio has been utilized:

- i. Thailand: to teach mathematics to school children (Galda, 1984), and for teacher training and other curricula (Faulder, 1984).
- ii. India: for rural development (Long, 1984).
- iii. Swaziland: for public health purposes (Byram& Kidd, 1983).
- iv. Mali: for literacy training (Ouane, 1982).
- v. Columbia: for various programs (Muhlmann de Masoner, Masoner, & Bernal, 1982).

- vi.** Mexico: for literacy training and other programmes (Ginsburg & Arias-Goding, 1984).
- vii.** Nigeria: for management courses for the agriculture sector (Shears, 1984).
- viii.** Kenya: in support of correspondence courses (Kinyanjui, 1973).
- ix.** Nicaragua: for health education (Cooke & Romweber, 1977).
- x.** The Phillipines: for nutrition education (Cooke & Romweber, 1977).
- xi.** Guatemala in order to promote changes in farming practices and to improve production (Ray, 1978).
- xii.** Sri Lanka: for family planning and health (Academy for Educational Development, 1980).
- xiii.** Trinidad and Tobago: to promote knowledge of breastfeeding (Gueri, Jutsun, & White, 1978).
- xiv.** South Korea: in support of family planning (Park, 1967).
- xv.** Botswana: for civics education (Byram, Kaute, & Matenge, 1980).
- xvi.** The Dominion Republic: in support of primary education (White, 1976).
- xvii.** Paraguay: to offer primary school instruction (Academy for Educational Development, 1979).

The researchers concluded that educational radio has been employed within a wide variety of instructional design contexts. In some cases, it is supported by the use of printed materials, by local discussion groups, and by regional study centres. It is sometimes designed to permit and encourage listener reaction and comment. Indeed, in some cases, there is provision for the audience to raise questions and to receive feedback.

This study is quite relevant to the present study in that it has clearly shown that radio can actually teach. However, the point of departure between the two studies is that, while the revealed study focuses on the ability of radio to provide needed education, the present study

focuses on the uses and gratification of radio educational programmes by senior secondary school students in the Northeast, Nigeria.

Similarly, Ekanem (2006) did a study on “*Mass Media Exposure and Content Utilization by Secondary School Teachers in Awka-Ibom State.*” The study was undertaken to determine the extent of media exposure of secondary school teachers in AwkaIbomState and the type of media contents Nigerian teachers prefer. The research adopted the survey method to study a sample of 438 teachers in Akwalbom state Nigeria, using the multi-stage cluster sampling technique. A thirty-item questionnaire was designed to investigate and measure respondent demographic background, their media exposure and frequency of exposure, the type of media and contents preferred by respondents, the gratifications derived from the chosen contents, among others. The results revealed that most respondents ranked radio first as the preferred medium on issues. The most preferred content was news, while information was the gratification mostly derived from the media exposure. Results from the hypotheses testing showed that for the first hypothesis, the null hypothesis was upheld. There is no significant relationship between teachers, mass media exposure and contents utilization. While Ekanem’s study dwelt on secondary school teachers and media exposure/content utilization, the present work assess uses and gratifications of radio educational programmes by senior secondary school students in Northeast Nigeria.

Though, the reviewed study focuses on teachers, it provides a guide to the present study. The present study which is the uses and gratifications also seeks to ascertain whether students exhibit the same pattern of awareness of media contents and content utilization with their teachers.

Ephraim (2014) carried out a study on “*Educational Broadcasting and Academic Performance among Secondary School Students in Lafia Metropolis.*” The study was conducted to examine the influence of radio and television on the Academic Performance of

Secondary School Students in Nasarawa State, particularly, Lafia Metropolis. The study sought, among other things, to examine the accessibility of the broadcast channels to secondary school students in Lafia metropolis, to find out the awareness of students on educational broadcasting, to ascertain the attitude of students towards educational broadcasting and to assess the relationship of educational broadcasting with the academic performance of students in Lafia Metropolis.

The study surveyed 39 senior secondary schools within Lafia Metropolis with a student population of 4000. Using the stratified sampling procedure, the researcher arrived at 9 schools with a sample size of 400. This study established that students in Lafia Metropolis have full access to broadcast channels and that educational broadcasting has significant influence on the academic performance of students. It, however, discovered that most of the students do not listen to educational broadcast due to lack of interest or ignorance of the relevance of educational broadcasting.

This study carried out in Nasarawa State is quite relevant to the present one. It confirms the relevance of education broadcasting to students' academic performance. However, the difference between the studies lies in the point that, while the reviewed study looked at the accessibility of broadcast channels by students, the present study is focused on the reason for the use of radio educational programmes by students.

Another study carried out by Ogbale (2014) assesses the contribution of educational broadcast programmes to teaching and learning in secondary schools. The main objectives of the study include: to assess the categories of educational programme aired on BRC FM and their target audience as well as to assess the percentage of airtime allotted to educational programmes directed at schools. The study revealed that a total of 16 educational programmes were aired on BRC FM out of which only one was directed at secondary

schools. The study also found out that educational programmes produced and aired for the consumption of senior secondary school students are grossly inadequate.

The study is quite relevant to the present study because it is a study which centres on radio educational programmes directed at secondary school students. The findings of the reviewed study will be useful in making comparison between the past and the present on the extent to which broadcast media aired educational programmes targeted at secondary school students.

The study, *“Exploring the Uses and Gratifications Theory in the Use of Social Media among the Students of Mass Communication in Nigeria”* by Musa, Azmi and Ismail in 2015 was conducted to help explain whether the mass communication students of Kano State Polytechnic are using social media and why, and the gratifications they achieved. The researchers collected data from 111 final year diploma students of Mass Communication, Kano State Polytechnic using purposive sampling to select participants for the study. The study made the following findings: that majority of students in higher institutions are using social media. The study also identified seven reasons why students used social media which are (1) Communication (2) news sharing (3) research (4) expression of opinion (5) maintaining a connection (6) collaboration (7) making friends from other countries.

This study is significant to the present study in that the findings from the reviewed study can be used as basis for comparison with the present study since both of them are on uses and gratifications studies. However, the distinction between the two studies is that, while the reviewed study covers the use of social media by Kano State Polytechnic students, the present study focuses on the use of radio broadcast programmes by senior secondary school students in the Northeast Nigeria.

## **2.4 Theoretical Framework**

This study was anchored on the Uses and Gratifications theory. Other supporting theories employed in this study include the Social Responsibility Theory and the ASSURE model.

#### **2.4.1 Uses and gratifications theory**

This theory was propounded by Katz, Blumler and Gurevitch in 1974 as an approach to understanding why and how people actively seek out specific media to satisfy specific needs. They presented the assumptions of the theory as:

- i. The audience is active and its media use is goal oriented;
- ii. In the mass communication process, much initiative in linking need gratification to a specific medium choice rests with the audience members;
- iii. The media compete with other resources for need satisfaction;
- iv. People have enough self-awareness of their media use, interests, and motives to be able to provide researchers with an accurate picture of that use; and
- v. Value judgements of media content can only be assessed by the audience.

Marghini, Palmgreen, and Boyd (1998) opined that the uses and gratifications approach depicts the audiences as the primary elements in understanding the mass communication process. They further suggested that the theory presents a coherent explanation of how the audiences actively use the media to gratify their own needs and motivation. This point also agreed with Severin and Tankard (1997) affirmation that the uses and gratifications theory is an audience-centred approach to understanding mass communication. Differentiating the theory from other media effect theories that question what media do to people, Katz (1959) argued that the uses and gratifications theory focuses on what people do with media.

This communication theory is positivistic in its approach, based on the socio-psychological communication tradition, and focuses on communication at the mass media



scale (West & Turner, 2007). The driving question of the uses and gratifications theory is: why do people use the media and what do they use them for? Uses and gratifications theory discusses how users deliberately choose media that will satisfy given needs and allow one to enhance knowledge, relaxation, social interactions/companionship, diversion or escape (Mcquail, 2010; Severin & Tankard, 2000). It assumes that audience members are not passive consumers of media. Rather, the audience has power over their media consumption and assumes an active role in interpreting and integrating media into their own lives (Katz, Blumler, & Gurevitch, 1974).

Scholars have often criticised this theory. Uses and gratifications has, almost since its inception, been viewed by some as the Pluto of communication theory, which is to say critics argued that it does not meet the standards necessary to be theory. Critics argued that it instead is more of an approach to analysis or a data-collecting strategy (Littlejohn, 2002; Severin and Tankard, 1997; McQuail 2010). According to Lometti, Reeves & Bybee, (1977). Gratifications are more dependent on input by researchers than on decisions made by research subjects. Early research required participants to identify gratifications associated with specific channels of communication, raising the possibility that they would conflate gratifications and channels. Lometti et al (1977) argued that this could “substantially overestimate” the number of gratifications, and that attempts to address it using in-depth interviews were problematic. Greenberg (1974) also argued that audiences of different ages likely have different motivations for using identical media, and also likely have different gratifications. Due to the individualistic nature of uses and gratification, it is difficult to take the information that is collected in studies. Most research relies on pure recollection of memory rather than data.

In spite of all the criticism presented above, the theory of uses and gratifications has been quite relevant in situation where the researcher intends to document the media use

pattern of audiences or the awareness of messages produced by the mass media. According to Baran and Davis (2009) uses and gratifications has a heuristic value today because it gives communication scholars a perspective through which a number of ideas and theories about media choice, consumption, and even impact can be viewed. Severin and Tankard (1997) described it as an audience-centred approach to understanding communication.

The relevance of the uses and gratifications theory to this study is its recognition of the audience as active and goal oriented in their media use. The theory is apt for this study because it explains media use pattern of respondents. With specific reference to the variables of this study, the theory provides a framework for understanding reason(s) why senior secondary school students use radio educational programmes and what gratifications they derive from these programmes. This underscores why the theory has been reviewed as a related theory in this study.

#### **2.4.2 Social Responsibility Theory**

The social responsibility theory is one of the four normative theories propounded by Siebert, Peterson and Schramm in 1964. The normative theories held that the operation of the media in any given country is a lot of time tied to the political structure of the country. What this mean is that the media directly or indirectly reflect the prevailing ideological disposition of the country in which they operate. One of the fundamental objectives of broadcasting as enunciated in the Nigerian Broadcasting Code is education. The NBC code specifically states that broadcasting must contribute to educational aspiration of the country (NBC, 2012). Therefore, the social responsibility theory mandated the media to carry out some socially responsible activities like educational broadcasting.

The main principles of the social responsibility theory as enunciated by Siebert, Peterson and Schramm (1964) include:

- i. The media should accept and fulfil certain obligations to the society;

- ii. The obligations are merely to be met by setting high professional standard of the information, truth, accuracy, objectivity and balance;
- iii. In accepting and applying these obligations, media should be self-regulating within the frameworks of laws of the land;
- iv. The media must avoid whatever could lead to crime, violence or civil disorder or give offence to minority groups;
- v. The media should be pluralistic and reflect the diversity of the society given access to various points of view and to right of reply; and
- vi. Journalists and media professional should be accountable to the society as a whole.

The social responsibility theory of the media basically came into existence as a result of the Hutchins Commission. According to Grossberg, Wartella, Whitney & Wise (2006, p. 405-406):

Shortly after the World War II, a blueprint ribbon Commission on the Freedom of the Press (1947), largely funded by Time magazine publisher Henry Luce and chaired by the very respected president of the University of Chicago, Robert Maynard Hutchins was convened to discuss the state of American media. The panel was frankly worried that economic, cultural and technological trends, and particularly the decreasing number of editorial voices in the nation's press, were leaving the nation less well served by its media than it should be. In its 1947 report, the Commission observed, among other thing, that the media spend too much effort on trivial and sensational, that the press was not meeting it responsibility to provide "a truthful, comprehensive and intelligent account of the day's event in a context which give them meaning". The press should be providing a forum for the exchange of ideas, presenting the widest variety of views. The press should avoid stereotyping and provide a representative view of the society. This could be accomplished, the Commission said, if the press were more responsible, if its practitioners were better trained, and if it effectively regulated itself. If it could not, the Commission suggested, then the government might have to establish its own media and more directly intervene to assure that the press was responsible – a departure from the libertarian notion.

The social responsibility theory bequeaths on the press the codes of professional conduct. The theory holds that, while the press functions as a free enterprise, as guaranteed by the Libertarian theory, it must be responsible to a society in which it operates. Based on

this theory, the media are able to raise issues of public importance. Asemah (2011, p. 33) opined that today's media have compromised their duty of setting agenda for national discourse and development in consideration of naira and kobo. According to him, this abuse at practice has received attention of mass communication scholars who now advocated for reinvention of media contents to make the media realize their potentials as tools for national development. According to Aina (2002) in Asema (2011, p. 3), broadcast journalists and producers must be re-orientated to embrace and prioritize development communication and do less of the prevailing commercial stuff.

There are many reasons for which media outfits are established. Some ideally set up the media to perform social functions of reflecting society and setting agenda for national discourse, others show more interest on generating income, hence the media are profit-oriented. The media, according to Okunna (2001) cited in Asema, (2011, p. 34), has a responsibility to provide the information in the right quantity and quality that modern society requires to function effectively. However, the contents of the Nigerian media reveal a profit-driven industry that sacrifices or compromises conscience for naira and kobo. Worst still, the media industry now commercializes news and denies the majority of the population access to information – a complete departure from the tenets of the social responsibility theory. The mass media have consistently promoted personalities rather than salient issues due to economic consideration. Ekwo (2000) cited in Asema (2011, p. 35) reaffirmed the above comment when he observed that:

...the press has also been giving much attention to personalities rather than development issues, which are relevant to the needs of democracy-loving Nigerians. This slant in the media attention has the tendency to trivialise issues, thereby hindering the process of allowing the public to know the proper and correct perspective to issues.

The view that the media must be responsible in the coverage of public and private affairs is such a foundation principle in communication, and that is why it was propounded as

a universal theory. The concept of social responsibility is rooted in the function of the media in providing the forum for the discussion of conflict and the need for the media to be controlled by community option, consumer action, and professional ethics. Nwaffisi (1994) cited in Asema (2011, p. 36), while commenting on the media responsibility noted that “journalists should ask themselves what moral responsibility they have to themselves, to the mass medium organization they work for, to the journalistic profession, to the news sources and to the public at large.”

The relevance of the social responsibility theory to this study is the fact that the theory stipulates that the media should accept and fulfil certain obligations to the society such as education. Therefore, education as one of the fundamental obligations of the media must be taken beyond the mere provision of information to the promotion of the acquisition or pursuit of functional and qualitative knowledge. Nigeria is plagued with dysfunctional educational system characterised by inadequate infrastructure and shortage of qualified teachers. The media, due to its reach and accessibility, presents the best alternative for providing qualitative education to the teeming population seeking education. Also, as part of their corporate social responsibility, the media must, as a matter of necessity, make available adequate airtime for the airing of programmes directly or indirectly related to education. Since one of the objectives of this study is to find out the available programmes broadcast by stations for education purpose, it will be manifestly evident at the end of this study whether the broadcast stations adhere to the tenets of this theory or not.

### **2.4.3 ASSURE Model**

According to Sezer, Yilmaz,&Yilmaz. (2013 p. 137), integrating technology with education requires the systematic use of technology.Heinich, Molenda, Russell&Smaldino(1996) developed a planning model called ASSURE model concerning the systematic use of technology in lessons.The ASSURE model gives six steps or procedures in

the systematic planning for the use of media for education purpose. The model was designed as a result of the realization that no effective instruction can take place without careful planning. That is to say that to get the maximum benefits out of the use of media, it must be systematically planned.

The proponents of ASSURE model believed that if their procedures are followed, it will “assure” that media become effective in instruction (Heinich, Molenda&Russel, 1996).

However, the proponents start by specifying some assumptions:

- i. That a particular audience has been identified (e.g. class to teach is known);
- ii. That training or instruction is what is required i.e. it is lack of knowledge that is the cause of the problem to be tackled; and
- iii. That the content of instruction has been competently analysed in terms of its scope, sequence and accuracy (e.g. there is a curriculum guide to be followed).

ASSURE is an acronym for:

- A: Analysed Learners Characteristics
- S: State Objectives
- S: Select, Modify or Design Materials
- U: Utilize Materials
- R: Require Learner Response
- E: Evaluate

**1. Analyse Learners Response:** the first step in planning to use the media is to identify the learners. You cannot select the best medium to achieve the objectives if you do not know your students. You need to know two types of traits:

- i. General characteristics not directly related to the lesson content, such as age, gender or class, job/position, intellectual aptitude, and cultural or socioeconomic factors. These factors will help you to determine the level of the lesson and the kind of examples that will be meaningful to the learners.

- ii. Specify entry competencies (those knowledge, skills and attitude) that the learners already possess that are relevant to the topic or lesson. Relevant questions here are: what prerequisite skills do the learners possess? What is the attitude of the learners to the subject? Have learners already mastered some aspects of what you intend to teach? Answer to these questions will suggest the next step to take.

Various means can be used in gathering data about the target audience. One could use informal (or even direct) questioning of and conversation with learners and group leaders. One could examine academic and other records. Various kinds of tests can be administered. One could use standardized tests or teacher-made tests. Entry test can help determine whether or not the learners possess the prerequisite skills. Pre-tests could be administered before instructions in order to find out if the learners have already mastered what they intend to teach so that they do not waste time.

A study of the characteristics and capabilities of the audience will enable the planner to match media and instructional methods to these characteristics and capabilities.

**2. State Objectives:** the next step is to state the objectives of the instruction. You have to be as specific as possible. The instruction should follow the ABCD format i.e. they should state audience, the behaviour, the condition and the degree.

The objectives may be derived from a needs assessment, a course syllabus or lifted from a textbook. It could be taken from a curriculum guide or developed by the instructor. Well stated objectives will enable one to make a correct selection of media and methods. Knowing your objectives will enable the planner to create a learning environment in which the objectives can be achieved.

**3. Select, Modify or Design Materials:** by identifying the present knowledge, skills and attitudes of your audience you have laid the foundation in order to reach your target. Just

as there must be a match between learner and objectives, there also must be a match between learners and materials.

Thus, the next step is to obtain appropriate materials that will allow your students meet the instructional objectives. There are three options:

- i.** Select available materials;
- ii.** Modifying existing materials; and
- iii.** Designing new materials.

If materials that will allow your students meet the objective are available, then, use them. It saves time and money. When the media and materials available do not match your objectives, or are unsuitable for the audience, it is advisable to modify them. If the modification is not feasible, the final alternative is to design your own materials.

Select Available Materials: the pervasive presence of instructional media, especially the increasing access to the internet and other sources entail that careful selection must be made. In selecting materials for instruction, the following should be considered:

- i.** The characteristics of the learners e.g. vocabulary, reading or listening level, possession of prerequisite skills, etc;
- ii.** The nature of the objectives – will the material help you and your students to attain your objectives?
- iii.** The instructional approach; and
- iv.** The constraints of the instructional situation. You may need to ask: is the time, money, equipment, personnel or facilities that will be needed for the use of the media available?

Various appraisal checklists that suggest the detailed criteria to look for have been designed generally for media and specifically for each of the specific classes of media. Such checklists can serve as useful guide. It is also recommended that the instructor or teacher



should keep a personal file describing the instructional strengths and weaknesses of available media.

**Modifying Available Materials:** you are advised to modify available media if found suitable. This may be the preferred option instead of designing from scratch. It could, however, be tasking. A picture or diagram that contains too much of details and complex terminology could be modify to contain less details. Some materials can be modified to reflect the local culture or situation. You can pick just the portion(s) that you need from a film, video, audio tape, filmstrip, slide, textbook, etc. Instructional games can be modified to suit your situation. It is, however, necessary to caution that copyright laws and restrictions must be respected in your handling and use of such materials.

**Designing New Materials:** when it becomes absolutely necessary for you to design materials, you will need to consider the following factors:

- i. The objectives to be achieved;
- ii. The characteristics of your audience;
- iii. The cost of supplies needed to prepare the materials;
- iv. The necessary technical expertise needed to design and produce the material;
- v. The necessary equipment to produce and/or use the materials you intend to design;
- vi. The facilities needed to prepare and/or use the materials; and
- vii. The time necessary to design and produce the material you intend to produce.

**4. Utilize Materials:** the next step in the ASSURE model is to plan how the materials will be used and how much time will be spent using them. It is suggested that the following utilization procedures be followed:

- i. **Preview the material:** this entails going through the materials yourself to ensure that it meets your needs. You are to also note some of the points you will need to highlight during presentation.

- ii. Practice the presentation: it is advisable that you practice your portion of the presentation at least once well in advance. Microteaching techniques can be very useful here. It is possible to practice before a mirror, a colleague or friend, an audio tape recorder, or a video tape recorder.
- iii. Prepare the environment: it is necessary to prepare in advance the wherever the presentation will take place. This may be classroom, auditorium, etc. The facilities will have to be put in order and tested. Things to consider may include: seating arrangement, ventilation, lighting, power supply, access to light switches, condition of the facilities, room darkening, etc.
- iv. Prepare the audience: adequate preparation of the learners for a presentation can determine effective instruction. This can be in form of a broad overview of the lesson or an introduction to lesson content, relating the presentation to the topic being studied, making the learner appreciate what he will gain from the presentation, and directing attention to specific aspect of the presentation. We could inform the viewers of the specific objectives. It may be necessary to identify and explain difficult and unfamiliar terms and vocabulary.
- v. Present the material: capture and sustain the interest and attention of the audience. Be natural and avoid distracting mannerisms. Position yourself well. Create a relaxed environment.
- vi. Follow up: follow up with class discussion, small group activities, or individual projects and reports

**5. Require Learners Response:** learning theorists have emphasized the importance of participation in learning as well as constant reinforcement of desired behaviours. It has long been realized that creating opportunity for learner participation and learner response enhances learning. Learning becomes most effective when you allow the learner to engage

several senses (hearing, sight, touch, smell, taste) in learning. Learning by doing is known to be very effective. Materials need to be designed to include overt and covert responses, such as vocalising, writing out words, taking notes, manipulating materials, answering questions, short quizzes.

It is necessary to give feedback by confirming or correcting responses made. Immediate feedback is particularly important when working with slow learners. In short, there should be activities within the lesson that allow learners to respond and to receive feedback on the correctness of their responses. Computers are as well suited for providing opportunity for learners' response and reinforcement.

**6. Evaluate:** the final step in ASSURE model for effective learning is evaluation. After instruction, we need to find out if the learning objectives set at the beginning have been achieved, whether or not the media and methods were effective and if the teacher had been effective.

Evaluation takes place before, during and after instruction. The need for entry test, pretesting and other data-gathering methods in order to know the learners to be instructed is indispensable. Also, in selecting materials, a number of criteria had to be used in judging what materials to be used. During instruction various forms of questioning, checking, reinforcement of positive responses, etc. go on. After the completion of instruction, a comprehensive evaluation of learners' achievement, effectiveness of the media and methods and even the teacher must be done.

Various methods are used in evaluation depending on the objectives. Apart from the conventional paper-and-pencil tests, we can use oral questioning, interviews, observation checklists, anecdotal records, projects, inspection of products, performance checklists, or a rating scale. Evaluation is both the end and beginning of instruction. At the end of

instruction, there is evaluation. The feedback from evaluation is used as the starting point of the next and continuing cycle of the ASSURE model.

The ASSURE model has its limitations or drawbacks. It has a narrow purpose. It is an incomplete design model in that it does not incorporate a needs analysis and it is limited what settings it is appropriate for. Unlike most instructional design model, the Heinich, Molenda, Russell and Smaldino model does not have a visual representation or diagram. Instead the model is described by the use of the acronym ASSURE.

However, the ASSURE model's emphasis on the learner and, particularly, the learner's active participation makes it unique and very advantageous and relevant to this study. It is this learner-oriented focus that makes this model apt for this study. Unlike many design models, it was created using cognitive theories of learning as its foundation. The model is a good example of putting theory and educational research into practice. It is a doable model, practical for the first year to the veteran teacher for implementing technology into their classrooms. The model is quite relevant to this study in that instructional broadcasting is done based on a systematic approach. The model provides a step-by-step guide on how a successful instructional programme should be packaged.

The three theories above were employed in this study to complement each other's weaknesses. In fact, the term triangulation, commonly used by marine navigators, frequently crops up in conversations about communication research. If a ship picks up signal from only one navigational aid, it is impossible to know the vessel's precise location. Therefore, in this study, the term triangulation refers to the use of the above three theories to fully understand the phenomenon under study.

## **2.5. Summary**

Literatures relevant to the study were reviewed in this chapter. Concepts, such as broadcasting, education, educational and instructional broadcasting were also reviewed. The

chapter also dwelt on the challenges of qualified teachers in Nigerian educational system, educational technology and the national policy on education. Also, discussed in this chapter were the challenges confronting educational broadcasting in Nigeria.

The chapter further reviewed relevant empirical works to this study and finally presented some theoretical framework that guide the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In order to meet the objectives of this study, the survey research method was adopted. The study adopted it due to its capacity to collect data for the purpose of describing a population too large to be observed directly. The study used two instruments of survey to gather data: questionnaire and Focus Group Discussion. These were carefully designed to collect data in accordance with specifications of the research questions and hypothesis.

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

The total accessible population for this study is 17,617 students. This figure was obtained from the class registers of schools selected purposively from each of the three senatorial districts in the states studied. Schools were selected based on accessibility and radio signal reception. The breakdown of this population is presented below:

**Total Number of SS Students in Selected Schools in Bauchi State**

S/ No	Name of Schools	Senatorial District	Owner-ship	No. of Students
1.	Usman Katsina Unity College, Bauchi	Bauchi South	Public	1814
2.	Community Day Secondary School, Bauchi	Bauchi South	Private	503
3.	St. Paul's Comprehensive Secondary School, Bauchi	Bauchi South	Private	554
4.	Govt. Science Secondary School, Gamawa	Bauchi North	Public	896
5.	Al-Amin Secondary School, Katagum	Bauchi North	Private	283
6.	Federal Govt. College, Azare	Bauchi North	Public	1341
7.	Govt. Day Secondary School, KafinMadaki	Bauchi Central	Public	985
8.	Young Achievers Academy Secondary School, Ningi	Bauchi Central	Private	101
9.	Govt. Girls Secondary School, Hadawa	Bauchi Central	Public	756
<b>SUB TOTAL</b>				<b>7233</b>

**Fig. 1 (Source: Field Survey 2018)**

**Total Number of SS Students in Selected Schools in Yobe State**

S/ No	Name of Schools	Senatorial District	Owner-ship	No. of Students
1.	Govt. Secondary School, Fika	Yobe South	Public	463
2.	Leaders Private Secondary School, Damaturu	Yobe South	Private	134
3.	Federal Govt. College, Potiskum	Yobe South	Public	714
4.	Govt. Technical College, Geidam	Yobe East	Public	424
5.	Govt. Day Secondary School, Gujba	Yobe East	Public	382
6.	Govt. Secondary School, Yunusari	Yobe East	Public	327
7.	Govt. Day Secondary School, Amshi	Yobe North	Public	376
8.	Govt. Science Secondary School, Gashua	Yobe North	Public	526
9.	Govt. College, Nguru	Yobe North	Public	413
<b>SUB TOTAL</b>				<b>3759</b>

**Fig. 2 (Source: Field Survey 2018)**

<b>Total Number of SS Students in Selected Schools in Gombe State</b>				
<b>S/ No</b>	<b>Name of Schools</b>	<b>Senatorial District</b>	<b>Owner-ship</b>	<b>No. of Students</b>
1.	Govt. Day Secondary School, Bambam	Gombe Central	Public	937
2.	Community Secondary School, Bula	Gombe Central	Private	376
3.	Govt. College, Doma	Gombe Central	Public	768
4.	Govt. Science Secondary School, Dukku	Gombe North	Public	904
5.	Community Secondary School, Doho	Gombe North	Private	298
6.	Govt. College, Nafada	Gombe North	Public	974
7.	Community Secondary School, Awak	Gombe South	Private	434
8.	Federal Govt. College, Billiri	Gombe South	Public	972
9.	Govt. Girls Secondary School, Kaltungo	Gombe South	Public	962
<b>SUB TOTAL</b>				<b>6625</b>

**Fig. 3 (Source: Field Survey 2018)**

<b>GRAND TOTAL</b>	<b>17,617</b>
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### 3.3 Sample Size Determination

The sample size for this study was statistically determined using the Yamane's (1976) statistical formula.

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

Where n = Sample Size

N = Total Population of the Study

1 = constant

e = maximum acceptable standard error

To select sample size from the population of 17,617 students therefore:

$$n = \frac{17,617}{1+17,617 (0.05)^2}$$

$$n = \frac{17,617}{1+17,617 (0.0025)}$$

$$n = \frac{17,617}{44.045}$$

$$n = 399.9$$

$$n = 400 \text{ students}$$

Therefore, the sample size for the study is 400 students. The justification for this sample size is that the sample is adequately sufficient for drawing conclusion about the population in this study.

### **3.4 Sampling Techniques and Procedure**

To sample respondents in this study, purposive and proportionate sampling techniques were used as follow. First, the purposive sampling was used to select three states out of the six states in the Northeast. The choice of the purposive sampling rather than other sampling techniques was due to the vast nature of the area and ease of reaching the area by the researcher. Bauchi, Gombe and Yobe were purposively chosen to represent the entire Northeast given the relative peace in these states.

The next step was to select schools from each of the three states. Three secondary schools were purposively chosen from each of the three senatorial districts in the selected states comprising public and private schools. Types of schools chosen included federal government schools, state government schools, community schools and private schools. One Federal Government College in each of the three states was purposively selected because it has wide array of students from different backgrounds and cultural groups. State government,



community and private schools were also selected purposively to ascertain the viewpoints of students within the locality. The choice of schools selected was primarily based on accessibility and radio signal reception. Schools selected are presented in the tables below:

**Total Number of SS Schools Selected in Bauchi State**

<b>S/No</b>	<b>Name of Schools</b>	<b>Ownership</b>	<b>Senatorial District</b>
1.	Usman Katsina Unity College, Bauchi	Public	Bauchi South
2.	Community Day Secondary School, Bauchi	Private	Bauchi South
3.	St. Paul's Comprehensive Secondary School	Private	Bauchi South
4.	Govt. Science Secondary School, Gamawa	Public	Bauchi North
5.	Al-Amin Secondary School, Katagum	Private	Bauchi North
6.	Federal Govt. College, Azare	Public	Bauchi North
7.	Govt. Day Secondary School, KafinMadaki	Public	Bauchi Central
8.	Young Achievers Academy Secondary School, Ningi	Private	Bauchi Central
9.	Govt. Girls Secondary School, Hadawa	Public	Bauchi Central

**Fig. 4 (Source: Field Survey 2018)**

**Total Number of SS Schools Selected in Yobe State**

<b>S/No</b>	<b>Name of Schools</b>	<b>Ownership</b>	<b>Senatorial District</b>
1.	Govt. Secondary School, Fika	Yobe South	Public
2.	Leaders Private Secondary School, Damaturu	Yobe South	Private
3.	Federal Govt. College, Potiskum	Yobe South	Public
4.	Govt. Technical College, Geidam	Yobe East	Public
5.	Govt. Day Secondary School, Gujba	Yobe East	Public
6.	Govt. Secondary School, Yunusari	Yobe East	Public
7.	Govt. Day Secondary School, Amshi	Yobe North	Public
8.	Govt. Science Secondary School, Gashua	Yobe North	Public
9.	Govt. College, Nguru	Yobe North	Public
<b>SUB TOTAL</b>			

**Fig. 5 (Source: Field Survey 2018)**

<b>Total Number of SS Schools Selected in Gombe State</b>			
<b>S/No</b>	<b>Name of Schools</b>	<b>Ownership</b>	<b>Senatorial District</b>
1.	Govt. Day Secondary School, Bambam	Public	Gombe Central
2.	Community Secondary School, Bula	Private	Gombe Central
3.	Govt. College, Doma	Public	Gombe Central
4.	Govt. Science Secondary School, Dukku	Public	Gombe North
5.	Community Secondary School, Doho	Private	Gombe North
6.	Govt. College, Nafada	Public	Gombe North
7.	Community Secondary School, Awak	Private	Gombe South
8.	Federal Govt. College, Billiri	Public	Gombe South
9.	Govt. Girls Secondary School, Kaltungo	Public	Gombe South

**Fig. 6 (Source: Field Survey 2018)**

The next stage was to select number of respondents from each of the schools. Since the number of students in each of the selected schools varied, proportionate sampling technique was used to select number of respondents from each school. It utilized the Uzoagulu (1981) statistical formula.

$$\frac{n}{N} \times \frac{P}{1}$$

Where:

n: = sample size of students in all the selected schools in the three states

N: = total number of students in all the selected schools in the three states

P = total number of students in each of the selected schools in the three states

<b>Total Number of Respondents Selected from each SS School in Bauchi State</b>				
<b>S/No</b>	<b>Name of Schools</b>	<b>Students Population</b>	<b>Sample Selected</b>	<b>%</b>
1.	Usman Katsina Unity College, Bauchi	1814	41	25
2.	Community Day Secondary School, Bauchi	503	11	7

3.	St. Paul's Comprehensive Secondary School	554	13	8
4.	Govt. Science Secondary School, Gamawa	835	20	12
5.	Al-Amin Secondary School, Katagum	283	7	4
6.	Federal Govt. College, Azare	1341	30	18
7.	Govt. Day Secondary School, KafinMadaki	985	22	14
8.	Young Achievers Academy Secondary School, Ningi	101	2	1
9.	Govt. Girls Secondary School, Hadawa	756	17	11
	<b>SUB TOTAL</b>	<b>7,233</b>	<b>163</b>	<b>100</b>

**Fig. 7 (Source:Field Survey 2018)**

**Total Number of Respondents Selected from each SS School in Yobe State**

S/No	Name of Schools	Students Population	Sample Selected	%
1.	Govt. Secondary School, Fika	463	11	13
2.	Leaders Private Secondary School, Damaturu	134	3	4
3.	Govt. Science Secondary School, Gashua	526	12	14
4.	Govt. Technical College, Gaidam	424	10	12
5.	Govt. Day Secondary School, Gujiba	382	9	10
6.	Govt. Day Secondary School, Yunusari	376	9	10
7.	Federal Govt. College, Potiskum	714	16	19
8.	Govt. Secondary School, Nangere	327	7	8
9.	Govt. College Secondary School, Nguru	413	9	10

<b>SUB TOTAL</b>	<b>3759</b>	<b>86</b>	<b>100</b>
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**Fig. 8 (Source: Field Survey 2018)**

**Total Number of Respondents Selected from each SS School in Gombe State**

S/No	Name of Schools	Students Population	Sample Selected	%
1.	Govt. Day Secondary School, Bambam	937	21	14
2.	Community Secondary School, Bula	376	9	6
3.	Govt. College, Doma	768	17	11
4.	Govt. Science Secondary School, Dukku	904	21	14
5.	Community Secondary School, Doho	298	7	5
6.	Govt. College, Nafada	974	22	14
7.	Community Secondary School, Awak	434	10	7
8.	Federal Govt. College, Billiri	972	23	15
9.	Govt. Girls Secondary School, Kaltungo	962	22	14
	<b>SUB TOTAL</b>	<b>6625</b>	<b>151</b>	<b>100</b>

**Fig. 9 (Source: Field Survey 2018)**

<b>GRAND TOTAL</b>	<b>17,617</b>	<b>400</b>
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Finally, respondents from each of the schools were purposively selected based on their previous knowledge of radio education programmes aired in their area. Students were asked about their awareness of radio programmes and the required number was picked from those that indicated by raising up hands.

### 3.5 Research Instrument and Administration

The research instruments used in this study were questionnaire and Focus Group Discussions(FGD).

#### 3.5.1 Questionnaire

The questionnaire instrument contained 20 items divided into two sections. Section A and Section B. Section A has 4 items, containing demographic information of the respondents, while section B has 16 items meant to be answered by the targeted respondents. To administer

the questionnaire, two research assistants were trained to assist in administering the instrument. Based on their assistance, 400 copies of the questionnaires were administered on the respondents through the use of face-to-face method. The questionnaire instrument also utilised the five-point Likert scale to determine respondents' level of agreement or disagreement with the statements made in items 4-11. The five-point Likert scale used include: strongly disagree, disagree, neither agree or disagree, agree and strongly agree.

### **3.5.2 Focus Group Discussion (FGD)**

Six Focus Group Discussion sessions, comprising 10 discussants each, were organised in the three selected states. Two schools each were purposively selected representing public and private schools. The study chose the tool because of its advantages of providing in-depth information about the issues under investigation that may not have been addressed properly through the questionnaire instrument. The Focus Group Discussion was also used to generate responses triggered by group effect which, in some circumstances, provided more reliable information.

Since Focus Group Discussion usually contains a small group of discussants ranging from 6-12 in number, 10 discussants were randomly selected (for convenience sake) to constitute a discussion group for the study. Thus, each session of discussion was made up of 10 discussants comprising SS1, SS2 and SS3 students. Thus, a total of 60 discussants were organised into six sessions. The schools selected for the FDG were Bauchi—Usman Katsina Unity College, Bauchi and Divine International Secondary School, Bauchi; Yobe—Government Day Secondary School, Yobe and Leaders Private Secondary School, Yobe; and Gombe—Government Girls Secondary Schools, Gombe and Community Secondary School, Awak. This source of data was treated more or less as first-hand information and was also used as additional information to the responses from the questionnaire.

### **3.6 Method of Data Collection**

The primary and secondary sources of data were used in this study. The primary data required for this study were generated through the use of a well-structured questionnaire which was prepared and administered on the respondents from the sampled population. The questions contained on the questionnaire covers issues of the uses of radio educational programmes among senior secondary school students, the gratifications they derive and the challenges they face in using radio educational programmes.

The Focus Group Discussion instrument was also used to obtain in-depth information that maybe not have been addressed properly through the questionnaire instrument. Some of those issues include reasons for preferring the quiz format and other challenges they face in using radio educational programmes.

Secondary sources were library materials, such as textbooks, journals, stations' programme schedules and other published and unpublished empirical works and articles, including monographs serials, research projects, dissertations, theses, workshop, seminar and conference papers. The internet was also used to access digital materials. The secondary data were used to support the primary data obtained from the survey carried out.

### **3.7 Method of Data Analysis**

The data gathered for this study were analysed both quantitatively and qualitatively. Specifically, data obtained through the questionnaire instrument were summarized using percentages, frequency distribution tables on the basis of which discussions were carried out. The frequency distribution tables were used to show the overall results obtained from the states sampled. The K-S test was used to test the stated hypothesis. Apart from the above, other information obtained from the Focus Group Discussions were analysed qualitatively using the descriptive method in line with the research objectives. These combined techniques provided the bases upon which the study assumptions were discussed and confirmed or discarded.

### **3.8 Validity and Reliability of the Instrument**

The validity of the research instruments was achieved by the content validity approach which was determined by the expert judgement of the supervisors of this research who are both Associate Professors of Mass Communication. The instruments were also subjected to the scrutiny of a panel of examiners in the Department of Mass Communication Benue State University, Makurdi at the proposal defence. The instruments were reconstructed based on the indicated corrections and suggestions made by the supervisors and the examiners.

Reliability of the questionnaire instrument was achieved through a pilot study. To establish that the research instruments are reliable and capable of yielding good result, a pilot study was conducted. Bauchi State was used for the pilot study. A sample of 150 senior secondary school students was purposively selected within Bauchi State from this sample population, 10 persons were for the Focus Group Discussion (FGD), while the remaining 140 were for the questionnaire.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Data Presentation:

This section deals with the presentation and analysis of the data obtained through the questionnaire instrument and the Focus Group Discussion sessions held. A total of 400 copies of the questionnaire were administered on students during the field survey. As a result of the face-to-face method used in the distribution of the questionnaire, all the copies representing 100% were returned and were all found usable because they were rightly completed.

**Table 1: Demographics of Students**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	221	55
Female	179	45
<b>Total</b>	<b>400</b>	<b>100</b>
<b>Age</b>		
13years	22	6
14years	22	6
15years	58	14
16years	136	34



17years & Above	162	40
<b>Total</b>	<b>400</b>	<b>100</b>
<b>Class</b>		
SS 3	148	37
SS 2	169	42
SS 1	83	21
<b>Total</b>	<b>400</b>	<b>100</b>
<b>Religion</b>		
Christianity	174	44
Islam	226	56
Traditionalist	0	0
Others	0	0
<b>Total</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 1 is concerned with the demographic characteristics of the students. Data available as shown in the table revealed that, out of the 400 students sampled in this study, 45% (179) were female, while 55% (221) were male. This outcome maybe a reflection of gender differences in listenership of radio educational programmes. This is also reflected in the age distribution of respondents as shown on the table. There appears to be a relationship between age and listenership of radio educational programmes. The youngest age group of 12 and 13 accounts for 6% each, while the oldest age group, 17years and above accounts for 40%.

Similarly, those in SS2 appeared to listen to radio educational programmes more as they accounted for 42% as against 21% for those in SS1 and 37% for the SS3 students as shown in the table. This further means that the data obtained from them is useful in making general conclusion on the issue under investigation. Concerning the religion of the students as presented in table 1, 44% (174) sampled in the study were Christians, while 56% (226) were Muslims. This outcome maybe a reflection of the dominant religion of the area studied.

**Table 2: Radio Educational Programme available to Senior Secondary School Students in Bauchi**

S/no	Name of Station	Programme
1.	BRC FM	Schools' Challenge

2.	Ray Power FM	Children Half Hour
3.	Globe FM	Manyan Gobe

*Source: Field Survey 2018*

Table 2 shows the existing radio educational programmes available to senior secondary school students in Bauchi state as obtained from the stations' programme schedules. As shown in the table, the three radio stations studied in Bauchi broadcast one educational programme each.

**Table 3: Radio Educational Programme Available to Senior Secondary School Students in Yobe**

S/no	Name of Station	Programme
1.	YBC FM	Science for Beginners Mathematics for SSS Yara Manyan Gobe NdurisoIllumoLajibnyo

*Source: Field Survey 2018*

Table 3 shows the existing radio educational programmes available to senior secondary school students in Yobe State as obtained from the station's programme schedules. The Yobe Broadcasting Corporation (YBC FM), which is the only FM radio station in Yobe as at the time of this study, broadcastsfour educational programmes.

**Table 4: Radio Educational Programme Available to Senior Secondary School Students in Gombe**

S/no	Name of Station	Programme
1.	GMC FM	Children Half Hour
2.	Ray Power FM	IlmintarDayara

*Source: Field Survey 2018*

Table 4 shows the existing radio educational programmes available to senior secondary school students in Gombe State as obtained from the stations’ programme schedules. As shown in the table, the three radio stations studied in Gombe broadcast one educational programme each.

**Table 5: Percentage Distribution of Students’ Level of Awareness of Radio Educational Programmes in Northeast Nigeria**

Response	Frequency of students			Total	Percentage Awareness	
	Bauchi	Yobe	Gombe			
Very Highly Aware		88	36	80	204	51
Highly Aware		45	38	64	147	37
Aware	12	6	12		30	7
Partially Aware		6	6	7	19	5
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>		<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 5 is concerned with the level of awareness of radio educational programmes by senior secondary school students in the Northeast. Data presented in the table reveal that majority of the students, 51% (204), sampled in the study said they were very highly aware of radio educational programmes available in their area. Also, another 37% (147) of the students said they were highly aware of the availability of radio educational programmes. In spite of the majority opinion of those who said they are very highly aware and highly aware of the availability of radio educational programmes, 5% (19) of the students said they were partially aware. The outcome may be a reflection of the choice of respondents during the field survey.

However, a closer analysis showed a negligible number of students who still had partial knowledge of the availability of radio educational programmes. This implies that there is still the need for more enlightenment among students on the availability of radio educational programmes in the Northeast.

**Table 6: Percentage Distribution of Students' Frequency of Use of Radio Educational Programmes in Northeast Nigeria.**

Frequency of use	Number of students			Total	Percentage	
	Bauchi	Gombe	Yobe			
Every day		12	8	4	24	6
Once a Week		69	28	75	172	43
Occasionally		6338	52		153	38
Can't Say	19	12	20		51	13
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>		<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 6 shows percentage distribution of frequency of use of radio educational programmes by senior secondary school students in the Northeast. Data available as seen in the table reveal that majority of students, 43% (172) use radio educational programmes once in a week. The table shows too that 38% (153) of the students use radio educational programmes occasionally and 6% (24) of the students use the programmes daily. However, 13% (51) of the students said they have never used radio educational programmes. The table 6 clearly shows that the majority of senior secondary school students in Northeast Nigeria use educational radio programmes. Only 13% of students indicates that they can't say whether they use radio educational programmes. The significance of the data to the study is that majority of the students as demonstrated in the study sample are active consumers of radio educational programmes.

**Table 7: Percentage Distribution of Students Reasons for Using Radio Educational Programmes in Northeast Nigeria.**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Entertainment	18	10	15	43	11
Education	87	43	74	204	50
Social Interaction	13	10	25	48	12
Companionship	25	12	16	53	13

Can't Say	20	11	21	52	13
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 7 contains evidence as to the reasons why students in the Northeast region use radio educational programmes. Data provided by the above table shows that 51% (204) of the students who constitute the majority of the sampled respondents use radio educational programmes for the purpose of education. Also, 11% (43) indicated that they use radio educational programmes for entertainment purpose. For 12% (48) of the students, their use of radio educational programmes is for social interaction. The table shows, too, that 13% (53) indicated that they use radio educational programmes for companionship.

Nevertheless, the table shows, too, that the remaining 13% (52) of the students cannot indicate their reasons for using radio educational programmes. This shows that, in spite of the varying opinion, the data provides sufficient evidence to show that the reason majority of the students use radio educational programmes is often for the purpose of education. This denotes that education in recent times has been accorded importance than ever before by the students.

**Table 8: Educational Radio Programmes are very Gratifying to Students' Learning**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Strongly Disagree	5	2	8	15	4
Disagree	7	6	3	16	4
Neither Agree Nor Disagree	8	10	4	22	6
Agree	70	38	62	170	42
Strongly Agree	73	30	74	177	44
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 8 shows percentage distribution of students' viewpoints regarding whether radio educational programmes are gratifying to their learning. The data shows that majority of the students representing 44% (177) strongly agree with the opinion that radio educational programmes were gratifying to their learning. Also, 42% (170) of the students in the same vein, agree that radio educational programmes were gratifying to their learning.

In spite of the majority opinion of those who strongly agree and agree that radio educational programmes are gratifying to their learning which stands at 86% in summation, there are still dissenting opinions. Data contained in the table shows that 4% (15) of the students strongly disagree that radio educational programmes are gratifying to their learning. This is supported by 4%(16) of the students who also disagree that radio educational programmes are gratifying to their learning. The remaining 6% (22) of the students, however, neither agree nor disagree that radio educational programmes are gratifying to their learning.

Giving the high number of those who strongly agree and agree that radio educational programmes are gratifying to their learning, it, therefore, means that radio educational programmes are crucial factors to be considered by educational stakeholders in the implementation of curriculum, especially among the hard-to-reach segment of the society.

**Table 9: Students Understand and Apply knowledge Acquired from Radio Educational Programmes**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Strongly Disagree	7	4	5	16	4
Disagree	7	5	7	19	5
Neither Agree Nor Disagree	7	7	5	19	5
Agree	88	85	51	224	56
Strongly Agree	54	50	18	122	30
<b>Total</b>	<b>163</b>	<b>151</b>	<b>86</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 9 presents data on students' opinions regarding whether they understand and apply knowledge acquired from radio educational programmes. The study indicates that majority of the students representing 56% (224) agreed that they understood and applied knowledge acquired from radio educational programmes. Also, 30% (122) of the students strongly agreed that they understood and applied knowledge acquired from radio educational programmes. However, 4% (16) of the students strongly disagree, 5% (19) disagree while 5% (19) of the students neither agree nor disagree on whether they understand and apply

knowledge acquired from radio educational programmes. It, therefore, implies that students actively followed the broadcast of radio educational programmes available.

**Table 10: Radio Educational Programmes Enhanced Students Speaking Skill**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Strongly Disagree	8	2	6	16	4
Disagree	4	4	22	30	8
Neither Agree Nor Disagree	4	4	8	16	4
Agree	75	50	62	187	47
Strongly Agree	72	26	53	151	37
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 10 shows the percentage distribution of students' responses on whether radio educational programmes enhanced their speaking skill. The study reveals that 47% of the students agreed that radio educational programmes enhanced their speaking skills, 37% also strongly agreed that radio educational programmes enhanced their speaking skill.

The data shows, too, that 4% of the students strongly disagreed that radio educational programmes enhanced their speaking skill and 8% of the students also disagreed that radio educational programmes enhanced their speaking skill. The remaining 4% neither agree nor disagree that radio educational programmes enhanced their speaking skills.

It is, however, glaring from the majority of opinion expressed by 84% of the students sampled in the study that radio educational programmes enhanced speaking skill of students. The outcome implies that radio stations are contributing to the enhancement students' speaking skill.

**Table 11: Radio Educational Programmes Enhanced Students Reading Skill**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Strongly Disagree	4	0	8	12	3
Disagree	22	6	20	48	12
Neither Agree Nor Disagree	14	6	15	35	9
Agree	64	48	64	176	44
Strongly Agree	59	26	44	129	32
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 11 shows students' opinion regarding whether radio educational programmes enhance their reading skill. The study reveals that the majority of the students representing 44% agree that radio educational programmes enhanced their reading skill. Also, 32% of the students strongly agree that radio educational programmes enhanced their reading skill.

Nevertheless, the table also shows that 3% and 12% of the students strongly disagree and disagree respectively that radio educational programmes enhanced their reading skill. The remaining 9% neither agree nor disagree that radio educational programmes enhanced their reading skill. The outcome implies that radio has influence on the enhancement of reading skill among students.

**Table 12: Radio Educational Programmes Enhanced Students' Grade**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Strongly Disagree	6	0	10	16	4
Disagree	26	12	26	64	16
Neither Agree Nor Disagree	22	10	14	46	12
Agree	70	48	82	200	50
Strongly Agree	39	16	19	74	18
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Data regarding the opinion of students sampled in the study as to whether radio educational programmes enhance their grades is provided by table 12. The study shows that 50% constitute majority of the respondents agreed that radio educational programmes enhance students' grades. Another 18% of the respondents support this opinion and strongly agree that radio educational programmes enhanced students' grades.

The data shows, too, that 4% respondents, constituting minority of the respondents differ by strongly disagreeing that radio educational programmes enhanced students' grades. This view is shared by another 16% of the respondents who also disagree that radio



educational programmes enhanced students' grades. The remaining 12% neither agree nor disagree that radio educational programmes enhanced students' grades. The implication of the table above is that majority of the students who use radio educational programmes in the Northeast agree that the programmes enhanced their grades which is a major contribution to education.

**Table 13: Radio Educational Programmes Enhanced Students' General Knowledge**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Strongly Disagree	2	4	8	14	4
Disagree	10	0	4	14	4
Neither Agree Nor Disagree	4	6	6	15	4
Agree	69	46	68	183	45
Strongly Agree	78	30	66	174	43
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 13 presents data on students' opinions on whether radio educational programmes enhanced their general knowledge. The table shows that the majority of the students representing 45% agreed that radio educational programmes enhanced their general knowledge. This opinion was also supported by another 43% who strongly agreed that radio educational programmes enhanced their general knowledge.

However, 4% respondents strongly disagreed that radio educational programmes enhance their general knowledge. This was also supported by another 4% who disagreed that radio educational programmes enhanced their general knowledge. The remaining 4% neither agreed nor disagreed whether radio educational programmes enhanced their general knowledge. The implication of the table above is that the majority of the students who used radio educational programmes in the Northeast agreed that radio educational programmes enhanced their general knowledge.

**Table 14: Radio Educational Programmes Enhanced students' analytical skill**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Strongly Disagree	4	4	8	16	4

Disagree	24	18	30	72	18
Neither Agree Nor Disagree	18	12	12	42	11
Agree	81	36	75	192	48
Strongly Agree	36	16	26	78	19
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

The information regarding students' opinions as to whether radio educational programmes enhanced their analytical skills is provided by table 14. The table revealed that 48% of students constituting the majority agreed that radio educational programmes enhanced their analytical skill. This opinion was also supported by 19% of the students who strongly agreed that radio educational programmes enhanced their analytical skill.

However, 4% of the students strongly disagreed that radio educational programmes enhanced their analytical skill. This view was supported by another 18% of the students who also disagreed that radio educational programmes enhanced their analytical skill. A neutral stance is nonetheless taken by the remaining 11% who neither agreed nor disagreed that radio educational programmes enhanced their analytical skill. The implication of the table above is that the majority of the students who used radio educational programmes in the Northeast agreed that the programmes enhanced their analytical skill. This implies that radio educational programmes contributed greatly to the enhancement of students' analytical skill.

**Table 15: Radio educational programmes enhanced students' evaluation skill**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Strongly Disagree	2	6	10	18	5
Disagree	26	10	20	56	14
Neither Agree Nor Disagree	14	8	12	34	8
Agree	76	38	74	188	47
Strongly Agree	45	24	35	104	26
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Data on students' opinion concerning whether radio educational programmes enhanced their evaluation skills is contained in table 15. Data contained in the above table shows that majority of the students sampled constituted majority opinion in both agreeing and strongly agreeing that radio educational programmes enhanced students' evaluation skill

indicated. This is evident by responses of 73% of the students who both agreed and strongly agreed that radio educational programmes enhanced their evaluation skill.

The table show too that 5% of the students are of dissenting opinions in strongly disagreeing that radio educational programmes enhanced their evaluation skill. This is also supported by another 14% of the students who disagreed that radio educational programmes enhanced their evaluation skill. The implication of the table above is that majority of the students who used radio educational programmes in the Northeast agreed that the programmes enhanced their evaluation skill. It, therefore, implies that radio educational programmes are viable means of enhancing the evaluation skill of students.

**Table 16: Percentage Distribution of areas Educational Radio Programmes Benefitted Students the Most**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Speaking Skill 4226	37			105	26
Reading Skill 6	4	5		15	4
Grades 4	0	0		4	1
General Knowledge 532750				130	32
Understanding 12	8	20		40	10
Analytical Skill 0	0	0		0	0
Evaluation Skill 2	0	0		2	1
Learn at my own pace 178		13		38	10
Others 2	0	2		4	1
Can't Say 2513	24			62	15
<b>Total</b>	<b>163</b>	<b>63</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

The table 16 shows the percentage distribution of areas students benefitted from radio educational programmes the most. 26% chose speaking skill, 4% reading skill, 1% grades skill, 32% general knowledge, 10% speaking skill, 1% evaluation skill, 10% ability to learn at my own space, 1% chose others, while 15% of the respondents cannot say whether radio educational programmes benefitted them or not. The implication of the table above is that

majority of the students who used radio educational programmes in the Northeast said that the area programmes benefitted them the most is the aspect of general knowledge.

**Table 17: Format of Radio Educational Programmes that Benefitted Students Most**

Response	Number of students			Total	Percentage	
	Bauchi	Yobe	Gombe			
Drama	12	16		45	11	
Quiz		57	31	40	128	32
Debate		44	14	30	88	22
Documentary		2	7	12	21	5
Class Room Teaching		10	8	10	28	7
Interviews		5	0	11	16	4
Docu-Drama		3	0	0	3	1
Can't Say	25	14	32		71	18
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>	

*Source: Field Survey 2018*

The table 17 shows the formats of radio educational programmes that benefitted students the most. 11% of the respondents chose drama, 31% quiz, 22% debate, 5% documentary, 7% classroom teaching, 4% interview, 1% docu-drama, while 18% of the respondents cannot say the format that benefitted them the most. The implication of the table above is that majority of the students who used radio educational programmes in the Northeast said that the programme format that benefitted them the most is the quiz format.

**Table 18: Students overall Perceptions on the Gratifications of Radio Educational Programmes**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Highly Gratifying	98	50	94	242	60
Moderately Gratifying	46	22	39	107	27
Not Gratifying	2	0	0	2	1
Can't Say	17	14	18	49	12
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

The table 18 shows the overall perceptions of students on the gratifications of radio educational programmes as follows: 60% of the respondents said the programmes were highly gratifying, 27% said the programmes were moderately gratifying, 1% said the programmes were not gratifying, while 12% of the respondents said they do not know if the

programmes were gratifying or not. The implication of the table above is that majority of the students who used radio educational programmes in the Northeast perceived the programmes as very gratifying.

**Table 19: Challenges that Affect Students Use of Radio Educational Programmes**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Lack of access to radio set	30	20	25	75	18
Duration of the programmes too short	55	20	38	113	28
Time of the programmes not conducive	24	10	33	67	17
Poor broadcast signal	29	10	22	61	15
Poor presentation of the Programmes 2	6	6		14	4
Language of programmes not appropriate 8	5	5		18	5
Can't Say	15	15	22	52	13
<b>Total</b>	<b>163</b>	<b>86</b>	<b>151</b>	<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

The table 19 shows the factors students considered affected their use of radio educational programmes the most. 18% of the respondents chose lack of access to radio set, 28% duration of the programmes too short, 17% time of the programmes not conducive, 15% poor broadcast signal, 4% poor presentation of the programmes, 5% language of programmes not appropriate. However, 13% of the respondents can't say.

**Table 20: Most Effective Ways of Resolving the Challenges that Affect Students**

Response	Number of students			Total	Percentage
	Bauchi	Yobe	Gombe		
Involve students in the production of the programmes	57	35	46	138	34
Allot more airtime to radio educational programmes	9	4	17	30	8
Programmes should be aired during school hours	13		610	29	8
Programmes should be aired after school hours <sup>20</sup>	4	28		52	13
Programmes should be aired during weekend 43 23	34			100	25
Can't Say <sup>2114</sup> 16				51	12
<b>Total 163</b>	<b>86</b>	<b>151</b>		<b>400</b>	<b>100</b>

*Source: Field Survey 2018*

Table 20 shows the most effective ways students considered would improve their use of radio educational programmes. 34% of the respondents chose involving students in the production of the programmes, 8% allotting more airtime to radio educational programmes, 8% airing programmes during school hours, 13% airing programmes after school hours, and 25% airing programmes weekend, while 12% of the respondents can't say.

#### **4.2 Focus Group Discussion**

This section presents and analyses the data collected from the field through Focus Group Discussion which were held in six (6) selected secondary schools across Bauchi, Yobe and Gombe. The analysis is based on the question guide of the Focus Group Discussions. The questions are therefore, analysed chronologically.

#### **Available Radio Educational Programmes in Northeast, Nigeria**

The Focus Group Discussion sessions held revealed the radio educational programmes available to senior secondary school students in Northeast. Discussants in the FGD sessions held identified 10 radio educational programmes available to senior secondary school students in Northeast. Of these programmes, three were packed specifically for senior secondary students, while the remaining seven were targeted at students both in primary and secondary students. Furthermore, state by state analysis showed the existing radio educational programmes available to senior secondary school students as follows: Bauchi state: BRC FM has *Schools Challenge*. Ray Power FM has *Children Half Hour*. Globe FM has *Manyan Gobe*. Yobe State: Yobe Broadcasting Corporation (YBC FM) which is the only radio station in Yobe broadcast the following programmes: *Science for Beginners, Mathematics for SSS, Yara Manyan Gobe* in Hausa and *Nduriso Illumo Lajibnyo* in Fulfulde. Gombe State: GMC FM

Gombe: *Children Half Hour*; Ray Power FM Gombe: *IlmintaDayara* and Progress FM Gombe: *Don Motasa*.

### **The Gratifications Derive from Radio Educational Programmes.**

Discussants in all the Focus Group Discussion sessions held agreed that students derive gratifications from the use of radio educational programmes. Some of the gratifications they identified include:

- i. The groups explained that listening to radio education helped in improving their speaking skill.
- ii. It also improved their reading ability.
- iii. Radio educational programmes enhanced their understating.
- iv. Radio educational programmes helped in improving their grades.
- v. The programmes also offered the students the opportunity to learn at our own pace.
- vi. Radio provided opportunity for individualised learning in a way that made it easy for the students to learn at their own pace.
- vii. Radio educational programmes equally improved their ability to analyse and evaluate things better. Radio contents stimulated critical thinking which helps to improve analytical and evaluation skills of students

### **Preferred Radio Educational Programmes Format**

The discussants in the FGD session indicated that the quiz format is their preferred format over other formats used in packaging educational programmes. According to them, they preferred the quiz format because it involves questions and answers. This makes it a challenging but rewarding activity as students love challenging but interesting activities. It also promotes deeper study, thereby deepening the understanding and knowledge of students.

### **The Challenges Affecting the Use of Radio Educational Programmes and how the Challenges Can be Resolved.**

This particular question sought to know the challenges that affect the use of radio educational programmes among senior secondary school students in Northeast Nigeria. Discussants in the FGD session identified limited access to radio sets as one of the challenges confronting students' use of radio educational programmes. It was revealed during the study that some of the schools in the areas studied made no provision for radio facilities to enable students listen to educational programmes broadcast by radio stations. Similarly, some of the students said they have limited access radio sets at home due to epileptic power supply. This affected their use of radio educational programmes. Participants in the FGD sessions, who spoke on some of the challenges students faced in using radio educational programmes put it thus:

Some of our mates are not even aware of the availability of some of these programmes and the benefits they could derive from such programmes. It will be good if more enlightenment campaign is carried to sensitize students on the availability of such programmes and the benefits we are likely to get from these programmes.

Non-inclusion of radio educational programmes in schools' lesson plans is another major challenge the students faced. Some of the discussants in the FGD claimed that the non-inclusion of the programmes in schools' lesson plans and time tables made it difficult for them to dedicate time in listening to the programmes. They argued that workloads in school and at home robbed them the opportunity to listen effectively to radio educational programmes. Also discovered during the discussion sessions is the lack of government support of such programmes, lack of interest on the part of the students, unavailability of schools' radio listening groups.

Also, some participants in one of the FGD sessions claimed that some stations insert jingles and commercials in-between educational programmes which are offensive to the cultural and religious beliefs of some of the students. This claim was debunked by some of the stations' programme managers interviewed. They insisted that thorough programmes'



audits were regularly carried out to avoid such occurrence. However, one of the stations' programme manager confirmed to have discovered such anomalies by some of the Corps members that served with the station. He stressed that strong measures have been put in place to check staff excesses. Commenting on the reasons why Corps members were allowed to present programmes, the programme's manager explained that some of them had precious radio experience hence qualified to be allowed to present programmes.

Other challenges identified in the various FGD sessions conducted are: non-involvement of students in the planning and production of radio educational programmes, lack of proficiency on the part of some of the producers and presenters, lack of encouragement from parents and guidance, poor broadcast signals, and improper timing of the programmes. Also, data provided in table 19 shows that one of the challenges that affected the use of radio educational programmes by the students the most is the short duration of the programmes.

Some of the solutions proffered by the participants in the FGD sessions are:

- i.** Provision of transistor radio to schools and students to enable them listen effectively to radio educational programmes broadcast in their areas.
- ii.** Awareness campaign should be carried out to sensitize students on the availability of these programmes and the benefits students stand to gain from listening to them.
- iii.** Programme should be scheduled when it is conducive for students.
- iv.** Parents should encourage their children to listen to educational programmes on radio.
- v.** Broadcast signals should be strengthened.
- vi.** Students should be involved in production of the programmes.
- vii.** Government should establish radio station exclusively preserved for the broadcast of educational programmes.

- viii. Radio educational programmes should be incorporated into the lesson plans of schools.
- ix. Audience should be taken into consideration when choosing the language of broadcast. Programmes should be produced in different languages.
- x. Commercial insertions in between programmes should take into consideration the cultural and religious sensibilities of the environment to avoid offending section of the listeners.
- xi. Stations should promote the availability of other radio educational programmes during the airing of educational programmes.
- xii. Only qualified personnel should be allowed to handle the production and presentation of radio educational programmes.
- xiii. Radio listening group should be established through the strengthening of existing press clubs.

### **4.3 Answering Research Questions**

This section of the chapter is concerned about providing answers to the research questions posed in chapter one of this study. The study advanced five research questions to probe into the uses and gratifications of radio educational programmes by senior secondary school students in Northeast Nigeria. The research questions were designed to guide the collection of useful data that helped to address the problem. Consequently, having presented and analysed the data collected, the study applies the data to the research questions to determine how effectively the questions would be answered by the data collected with the view to arriving at the specific findings of the study.

#### **4.3.1 Research Question One:** *What are the radio educational programmes available to senior secondary school students in Northeast Nigeria?*

To provide answer to this question, data obtained from the FGD sessions held and the programme schedules of radio stations in the Northeast presented in tables 2 to 4 were used. Programmes schedules of all the FM radio stations operating in Bauchi, Yobe and Gombe were obtained in order to ascertain the various educational programmes they broadcast to senior secondary schools in their areas (the programmes' schedules can be found in appendix v, page 135). These stations include: Bauchi State: Bauchi Radio Corporation (BRC FM), Globe FM (FRCN) and Ray Power FM. Yobe State: Yobe Broadcasting Corporation (YBC FM). Gombe State: Gombe Media Corporation (GMC FM), Ray Power FM and Progress FM. The study revealed that a total of ten (10) programmes are currently being broadcast with educational contents directly or indirectly targeted at senior secondary school students collectively by these stations. These programmes include: BRC FM, Bauchi: *Schools Challenge*; Ray Power FM Bauchi: *Children Half Hour*; Globe FM Bauchi: *Manyan Gobe*. YBC Yobe: *Science for Beginners, Mathematics for SSS, Yara Manyan Gobe* in Hausa and *Nduriso Illumo Lajibnyo* in Fulfulde. GMC FM Gombe: *Children Half Hour*; Ray Power FM Gombe: *Ilmintar Dayara* and Progress FM Gombe: *Don Motasa*. With the data presented above, it can, therefore, be validly said that research question one has been effectively answered

#### **4.3.2 Research Question Two:** *What is the level of awareness of radio educational programmes among senior secondary school students in Northeast Nigeria?*

Tables 5 provides answer to research question two. The data in table 5 shows the level of awareness of radio educational programmes among senior secondary school students in Northeast Nigeria. The data indicates that the majority of the students sampled representing 51% are very highly aware of radio educational programmes broadcast in their areas, while 37% of the students sampled are highly aware of the availability of radio educational programmes broadcast in their areas and 7% said they are aware. In all, 95% of the sampled

students said they were aware of radio educational programmes. However, a negligible 5% (19) of the students said they were partially aware. This information has sufficiently answered research question two to the effect that students in the Northeast are to a larger extent aware of radio educational programmes broadcast in their areas.

**4.3.3 Research Question Three:** *For what reasons do senior secondary school students in Northeast use radio educational programmes?*

The information contained in tables 6 and 7 were used to answer this research question. Data in table 6 shows that majority of the respondents (87%) use radio educational programmes. Table 7 also shows that students use radio educational programmes for the following reasons: entertainment, education, social interaction and companionship. However, the majority of the respondents representing 54% as suggested by the study sample use radio educational programmes for the main reason of education. It can, therefore, be validly said that research questions three has been effectively answered hence the data proves that majority of students in senior secondary schools in the Northeast use radio educational programmes for the main purpose of education.

**4.3.4 Research Question Four:** *What gratifications do senior secondary school students in Northeast Nigeria derive from the use of radio educational programmes?*

Research question four was answered using data contained in tables 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18. Data in table 8 shows that radio educational programmes broadcast in the Northeast are very gratifying to students in senior secondary schools in Northeast Nigeria. Also, table 9 provides data which shows that 59% of respondents understand and apply knowledge acquired from radio educational programmes broadcast in their areas. Findings from table 10 to table 15 show the gratifications students derived from the use of radio educational programmes which include: enhancement of speaking skill, reading skill,

grades, general knowledge, understanding, analytical skill and ability to learn at their own pace. This signifies that radio stations in the Northeast have contributed in broadened the understanding of students. The data in table 16 shows that majority of the students sampled said enhancement of general knowledge was the gratification they derived from the use of radio educational programmes the most. Also, table 17 shows that among the formats used in the presentation of radio educational programmes, the quiz format benefitted them the most. Finally, table 18 indicates that students in the Northeast perceived radio educational programmes as highly gratifying to them. Giving the overwhelming evidence, it can be concluded that research question four has been effectively answered since the respondents sampled for the study have not only perceived radio educational programmes as highly gratifying but have also identified the various gratifications they derived from the programmes.

**4.3.5 Research Question Five:***What are the challenges that affect the uses of radio educational programmes among senior secondary school students in North-East Nigeria and how can they be resolved?*

This research question was answered by the data contained in the responses obtained from the Focus Group Discussion sessions conducted in addition to the data presented in tables 19 & 20. One of the challenges confronting students' use of radio educational programmes as identified in the FGD session is limited access to radio set. It was revealed during the study that some of the schools sampled made no provision for radio facilities to enable students listen to educational programmes broadcast by radio stations. Similarly, some of the students said they sometimes had difficulty accessing radio set at home due to epileptic power supply. Also, participants in one of the FGD sessions, who spoke on some of the challenges students faced in using radio educational programmes put it thus:

Some of our mates are not even aware of the availability of some of these programmes and the benefits they could derive from such programmes. It will be good if more enlightenment campaign is carried to sensitize students on the availability of such programmes and the benefits they are likely to get from these programmes.

Non-inclusion of radio educational programmes in schools' lesson plans is another challenge the students faced. Some of the students sampled during the FGD claimed that the non-inclusion of the programmes in schools' lesson plans and time tables sometimes affected their use of the available radio educational programmes. They argued that workloads in school and at home sometimes robbed them the opportunity to listen effectively to radio educational programmes. Lack of government support of such programmes and unavailability of schools' radio listening groups also constitute some of the challenges.

Also, some participants in one of the FGD sessions claimed that some stations insert jingles and commercials in between educational programmes which are offensive to cultural and religious beliefs of some of the students. This claim was debunked by some of the stations' programme managers interviewed. They insisted that thorough programmes audits were regularly carried out to avoid such occurrence. However, one of the stations' programme manager confirmed to have discovered such anomalies by some of the Corps members that served with the station. He stressed that strong measures have been put in place to check staff excesses. Commenting on the reasons why Corps members were allowed to present programmes, the programme's manager explained that some of them had precious radio experience hence qualified to be allowed to present programmes.

Other challenges identified in the various FGD sessions conducted are: non-involvement of students in the planning and production of radio educational programmes, lack of proficiency on the part of the producers and presenters, lack of encouragement from parents and guidance, poor broadcast signal, unsuitable timing of the programmes. Also, data

provided in table 19 shows that one of the challenges that affected the use of radio educational programmes by the students the most is the short duration of the programmes.

Some of the solutions proffered by some of the participants in the FGD sessions are: providing transistor radios to schools and students to enable them listen effectively to radio educational programmes broadcast in their areas, carrying out awareness campaign to sensitize students on the availability of these programmes and the benefits students stand to gain from listening to them, scheduling programmes when they are conducive for students, advising parents to encourage their children to listen to educational programmes on the radio, strengthening broadcast signals, involving students in the production of the programmes, establishing radio stations exclusively preserved for the broadcast of educational programmes by the government, incorporating radio educational programmes into the lesson plans of schools, taking the audience into consideration when choosing the language of broadcast, producing programmes in different languages, taking the cultural and religious sensibilities of the environment into consideration when inserting commercials in-between programmes, promoting availability of other radio educational programmes during the airing of educational programmes, allowing only qualified personnel to handle the production and presentation of radio educational programmes, and establishing radio listening group through the strengthening of existing press clubs.

Data contained in table 20 also shows that involvement of students in the production and presentation of these educational programmes is one of the most effective ways of resolving the challenges confronting students in the use of radio educational programmes in the Northeast. Data obtained from the various sessions of the FGD and those contained in Tables 19 & 20 have sufficiently answered research question five.

#### **4.4 Test of Hypothesis**

This section of the chapter is focused on testing the null hypothesis formulated earlier in chapter one of the study. The hypothesis was tested in order to strengthen the result of the study and establish the validity of the research findings in the study. The hypothesis was tested using the Kolmogorov Smirnov Test otherwise known as the K-S Test. The null hypothesis formulated is, therefore, restated here thus:

H<sub>01</sub> Senior secondary school students in Northeast Nigeria do not derive any gratifications from the uses of radio educational programmes.

To test the hypothesis, data in table 6 and 18 were used (Tabular presentation of the tested hypothesis and the calculation can be found in appendix iii, page 133). The result of the statistical test of the null hypothesis revealed that K-S test value = 0.55, while critical value is 0.068. The decision rule is that, if the K-S test value is greater than the critical value, you reject the null hypothesis. Therefore, since the K-S test value is greater than the critical value, the null hypothesis stands rejected. Since the null hypothesis was rejected, it means that there is a relationship between the uses and the gratifications derived from radio educational programmes by students in senior secondary schools in Northeast Nigeria. The implication is that the senior secondary school students derive gratifications from the uses of radio educational programmes.

#### **4.5 Discussion of Findings**

This chapter is concerned with the discussion of the research findings obtained from the study. The results are discussed in the realization of the objectives of the research which, by extension, lead to addressing the problem of the study under investigation. This research was conducted to assess the uses and gratifications of radio education programmes by senior secondary school students in Northeast Nigeria. Based on the data analysed and the hypothesis tested, we can say statistically that there is a relationship between the uses and the



gratifications derived from radio educational programmes by students in senior secondary schools in Northeast Nigeria.

The study found that a total of ten (10) programmes are currently being broadcast to senior secondary school students in the study area. These programmes are as follow: *Schools Challenge*; *Children Half Hour*; *Manyan Gobe*, *Science for Beginners*, *Mathematics for SSS*, *Yara Manyan Gobe*, *NdurisoIllumoLajibnyo*, *Children Half Hour*, *IlmintarDayara* and *Don Motasa*. Further analysis of these programmes by stations showed that the Bauchi Radio Corporation (BRC FM) has a single programme directed at senior secondary school students titled: *Schools' Challenge*. The programme is packaged in a quiz format targeted at preparing students for external examination like WAEC, NECO, UTME, etc., in the areas of English, Mathematics, Chemistry, Physics and Economics. Likewise, Globe FM (FRCN) Bauchi and Ray Power Bauchi broadcast *Manyan Gobe* and *Children Half Hour* respectively. These programmes are packaged in magazine format and treat general lessons targeted at both the primary and secondary school students.

The Yobe State Broadcasting Corporation (YBC FM) which is the only FM station in Yobe State, as at the time of the study, has a total of four programmes directed at students in senior secondary schools. These programmes are *Science for Beginners*, *Mathematics for SSS*, *Yara Manyan Gobe* in Hausa and *NdurisoIllumoLajibnyo* in Fulfude. Of the four programmes, *Science for Beginners* and *Mathematics for SSS* are directed specifically at senior secondary school students, while *Yara Manyan Gobe* in Hausa language and *NdurisoIllumoLajibnyo* in Fulfude are magazine programmes generally targeted at students in both primary and secondary schools. The Gombe Media Corporation (GMC FM), Ray Power FM Gombe and Progress FM aired *Children Half Hour*, *IlmintarDayara* and *Don Motasa* respectively. These programmes are all produced in magazine format and

directed at students at all levels. What this mean is that no radio station in Gombe state has any specific programme produced purely for senior secondary school students.

Finding from the study showed that out of the ten (10) radio educational programmes available in the states sampled, only three (3) are packaged solely for senior secondary schools, the remaining seven (7) are generally broadcast across primary and secondary schools. Further analysis of programme schedules of these stations (see appedix)indicates that the Bauchi Radio Corporation (BRC FM) devoted only 1.38% of its total weekly airtime to educational radio programmes targeted at senior secondary school students. Likewise, the Globe FM Bauchiand Ray Power FM Bauchi devoted 1.26% and 2.29% of total airtime respectively. In Yobe State, the Yobe Broadcasting Corporation (YBC FM) devoted 4.81% of total weekly airtime to educational radio programmes targeted at senior secondary school students. Similarly, in Gombe State, Progress FM and Gombe Media Corporation devoted 1.16% and 1.60% respectively to educational radio programmes targeted at senior secondary school students.

The implication of this finding is that radio educational programmes broadcast to senior secondary school students in the study area are grossly inadequate. In one of the studies reviewed, Ada (2004) lamented that educational broadcasts are no longer regularly featured on radio, rather airtimes are commercialized and heavily patronized by politicians and boot-lickers, seeking for favours in government and political circles. This is also a far-cry from the tenets of the social responsibility theory of the press which state that the media should accept and fulfil certain obligations to the society and also to be pluralistic and reflect the diversity of the society given access to various points of view.

On the level of awareness of educational programmes by senior secondary school students in Northeast Nigeria, finding showed that the majority of the students sampled representing 51% are very highly aware of radio educational programmes broadcast in their

areas, while 37% of the students sampled are highly aware of the availability of radio educational programmes broadcast in their areas. Also, 7% said they are aware. In all, 95% of the sampled students are said to be aware of radio educational programmes, while 87% of them as contained in table 6 use radio educational programmes. This result confirms the position of Ephraim (2014) that students have full access to educational broadcasting.

The study also identified four reasons why students use radio educational programmes which are: entertainment, education, social interaction and companionship. However, the majority of the respondents (54%) as suggested by the students sampled use radio educational programmes for the main reason of education as contained in table 7. This finding is in tandem with the position of Aniebona (1990, p. 94) cited in the literature review that an important objective in programming for radio broadcasting which is to educate the listening audience, given the high rate of illiteracy and low level of education prevalent in many countries. This finding draws a comparison with an empirical study carried out by Ekanem (2006) to determine the extent of media exposure of secondary school teachers in AwkaIbomState and the type of media contents Nigerian teachers prefer. While the current study revealed that education was the main reason for students' use of radio educational programmes, the reviewed study indicate that news was the main purpose of media exposure by teachers. Though, the reviewed study was targeted at secondary school teachers whereas the present one is targeted at secondary school students. The most interesting thing is that the two studies have helped us to understand the perspectives of teachers and students on the main reason for using media contents.

Another finding of the study revealed that radio educational programmes are very gratifying to students as they understand and apply the knowledge acquired from these programmes as shown in tables 8 and 9. This finding is in tandem with Babalola's conclusion that radio educational programmes "encourage a greater understanding of the subject matter

because its presentation is done in clear, straightforward and simple language” (Babalola,2012, p. 16). The study identified eight gratifications students derived from the use of radio educational programmes which include: enhancement of speaking skill, reading skill, grades, general knowledge, understanding, analytical skill and ability to learn at their own pace. This finding enjoys backing from some of the literature reviewed earlier. Annaith (2012) observed that the use of radio and television promote developmental objectives and can be aired to enhance good quality education in literacy, problem solving, skill acquisition value, attitudes and other range of knowledge to a large section of the population. Nwaeronduan and Thompson (1989) and Folorunso (1989) established in their separate empirical studies that instructional programmes are very relevant to the curriculum of secondary schools as effective resources. The study also found that students preferred the quiz format for the packaging of radio educational programmes among other formats. Follow closely are debate and drama formats.

Finding from this study also revealed some challenges that affect students’ use of radio educational programmes. Among these are: inadequacy of facilities like radio sets ranked higher among the challenges identified by the respondents sampled. Some of the schools do not have radio sets or facilities where students could listen to programmes and, similarly, some of the student could not afford radio set. Others include: lack of government support of such programmes, non-inclusion of radio educational programmes in schools’ time tables and lesson plans, excess workload both in schools and at home which prevent them from listening to radio educational programmes, lack of encouragement from parents and guidance on the use of radio educational programmes, and unavailability of radio listening groups in virtually all the schools sampled. Finding also revealed that programmes are usually produced from producer’s point of view. This finding is in line with the observation made by Reddi (2003) who observed that radio educational programmes should not be aired

to test how much of the subject the programme presenter knows. Rather, the focus of the broadcast is the students, which is to help them acquire certain desirable skills.

The study also found that some stations insert jingles and commercials in between educational programmes which are offensive to cultural and religious beliefs of some of the students. There is lack of interest on the part of the students. This lack of interest is caused by students' ignorance about the gratifications they could derive from such programmes. As noted in one of the FGD sessions, some students are not aware of the benefits of radio educational programmes to their studies. This finding confirms one of the findings in an empirical study carried out by Ephraim (2014) that most of the students do not listen to educational broadcast due to lack of interest or ignorance of the relevance of educational broadcasting. Finding also revealed that lack of proficiency on the part of the producers and presenters constitutes one of the challenges students faced in the use of radio educational programmes. Poor broadcast signal and scheduling of such programmes in an unconducive period are also part of the challenges.

Finally, the study obtained opinions of participants in the FGD sessions on the possible ways these challenges could be resolved and how to make the radio educational programmes more gratifying to students in senior secondary schools. These include: provision of transistor radio sets to schools and students to enable them listen effectively to radio educational programmes broadcast in their areas. What this mean is that, without access to radio sets, programmes targeting students wouldnot be useful. There is the need for school management and appropriate stakeholders to make adequate provision of radio sets in schools to give students the necessary access to these programmes. Awareness campaign should be carried out to sensitize students on the availability of these programmes and the benefits students stand to gain from listening to them. Programme should be scheduled when it is conducive for students. Parents should encourage their children to listen to educational

programmes on radio. Broadcast signal should be strengthened. Moemeka (1978) made similar suggestions that transmitter must be capable of taking the message to the target audience in a clear and audible manner.

Students and teachers should be involved in production of the programmes. Iortyer (1997) strongly called for active participation of teachers and students in educational broadcasts. Government should establish radio station exclusively preserved for the broadcast of educational programmes. Radio educational programmes should be incorporated into the lesson plans of schools. This suggestion is closely related to the argument of Mishra (2008, p. 122) that “school broadcast should be integrated with classwork and class projects.” Audience should be taken into consideration when choosing the language of broadcast. Programmes should be produced in different languages. Commercial insertions in between programmes should take into consideration the cultural and religious sensibilities of the environment to avoid offending sections of the listeners. Stations should promote the availability of other radio educational programmes during the airing of educational programmes. Only qualified personnel should be allowed to handle the production and presentation of radio educational programmes. Radio listening groups should be established through the strengthening of existing press clubs. Data contained in table 20 also show that involvement of students in the production and presentation of these educational programmes is one of the most effective ways of resolving the challenges confronting students in the use of radio educational programmes in the Northeast.

The finding of this study has proven the availability of radio education programmes in the states sampled. The study also found that students are very highly aware of these programmes. The reason students used these programmes have also been identified and the kinds of gratifications they derived from the use of radio educational programmes established. These findings supported the tenets of the uses and gratification theory used as

the main guide for the study. As McQuail (2010) pointed out, in the uses and gratification theory, the audiences' media use is based on certain satisfaction, needs, wishes or motives. These needs, he further observes, mainly include those for information, relation, companionship, diversion or escape.

## **CHAPTER FIVE**

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

#### **5.1 Summary**

The study assessed the uses and gratifications of radio educational programmes by senior secondary school students in Northeast Nigeria. The following research objectives were designed to guide the collection of useful data that would help to address the problem: identify the radio educational programmes available to senior secondary school students in Northeast Nigeria; assess the level of awareness of radio educational programmes among senior secondary school students in Northeast Nigeria; discuss possible reasons why senior secondary school students in Northeast Nigeria use radio educational programmes; describe the various gratifications senior secondary school students in Northeast Nigeria

derive from the use of radio educational programmes; and discuss the possible challenges that affect the use of radio educational programmes by senior secondary school students in Northeast, Nigeria and how these challenges can be resolved.

The study reviewed literature and empirical works relevant to the topic studied, while the uses and gratifications theory was employed as the major theory to guide the study. The survey research method was adopted. Questionnaire and Focus Group Discussion were used as instruments of data collection. A total of 400 questionnaire were distributed and six FGD sessions were conducted. Data were analysed using simple percentage and tables. The K-S test was used to test the null hypothesis.

Summary of findings from data collected and analysed and the hypothesis tested showed that there is a relationship between the uses and the gratifications derived from radio educational programmes by students in senior secondary schools in Northeast Nigeria. The study found that a total of ten (10) radio educational programmes were packaged and broadcast to secondary school students in the area sampled. The study further revealed that only three (3) out of the ten programmes are solely designed for senior secondary school students, while the rest are packaged in magazine format designed for students generally at primary, junior secondary schools and senior secondary schools.

The study also revealed that students in the area sampled are very highly aware of the availability of radio educational programmes, as majority of students sampled used the programmed at least, once in a week. The study also found that majority of the students sampled used radio educational programmes for the main purpose of education. Finding revealed that students derived the following gratifications from the uses of radio educational programmes: enhancement of reading skill, speaking skills, grades, understanding general knowledge, analytical skill and evaluation skill. The quiz format was found to be the



preferred format in the package of radio educational programmes directed at senior secondary school students.

Evidence deduced from the data collected showed that students are faced with several challenges in the use of radio educational programmes. Inadequacy of facilities like radio sets ranked high among the challenges. Some of the schools do not have radio sets where students could listen to these programmes and, similarly, most of the students could not afford radio sets. There is lack of government support of such programmes. The non-inclusion of radio educational programmes in schools' time tables and lesson plans weaken the value of the programmes. Some of the participants in the FGD sessions complained of excess workload both in schools and at home, which prevent them from listening to radio educational programmes. Lack of encouragement from parents and guidance on the use of radio educational programmes affect the time students would have given to learning through the programmes. There is unavailability of radio listening groups in virtually all the schools sampled. Lastly, findings also reveal that the programmes are usually produced from producer's point of view.

The study equally reveals the following as solutions to the challenges. These include providing transistor radio sets to schools and students, carrying out awareness campaigns to sensitize students on the availability of these programmes and the benefits students stand to gain from listening to them. More programmes should be produced by radio stations targeted at senior secondary school students. Programmes should be scheduled when it is conducive for students. Students should be encouraged by their parents. Broadcast signals should be strengthened. Students should be involved in the production of the programmes. Government should establish radio stations exclusively for the broadcast of educational programmes.

## **5.2 Conclusion**

The findings of this study have revealed the available radio education programmes in the area studied. The study also found that senior secondary school students in the states sampled are very highly aware of these programmes. The reason students used these programmes have also been identified and the kinds of gratifications they derived from the use of radio educational programmes established. These findings supported the tenets of the uses and gratifications theory used as the main guide for the study. As McQuail (2010) pointed out, in the uses and gratification theory, the audiences' media use is based on certain satisfaction, needs, wishes or motives. These needs, he further observed, mainly include those for information, relation, companionship, diversion or escape.

The validity of the uses and gratifications theory is also reinforced by the social responsibility theory and the ASSURE model used as supporting theories. Findings from the study established that radio stations still carry out their social responsibilities to the society. This is clearly evident in the study based on the number of programmes being broadcast for the consumption of senior secondary school students. Though, the study found that the available programmes are grossly inadequate as there is the need for broadcast stations to still devote more airtime to educational programmes. Findings from the various sessions of the FGD held support the tenets of the ASSURE model which stipulate that media use in education must follow systematic planning steps. Most of the challenges identified in the study were largely due to the lack of systematic planning of the programmes.

The findings of this study backed by the theories used and the various literature reviewed and the hypothesis tested have all shown that senior secondary school students in Northeast Nigeria have sufficiently benefited from the use of radio educational programmes. Consequently, the study concludes that since there is a relationship between the uses and the gratifications derived from radio educational programmes by senior secondary school students in Northeast Nigeria, education stakeholders should consider radio educational

programmes as a viable option in the implementation of students' curriculum, especially among the hard-to-reach segment of the society. Based on this conclusion, broadcast media must intensify effort by broadcasting more of such programmes and also creating sufficient awareness among students of the availability and benefits of these programmes.

### **5.3 Recommendations**

Based on the findings from this study and the conclusion drawn, the following recommendations are made:

- i.** Free transistor radio sets should be distributed to schools and students by stakeholders to enable them listen to the broadcast of radio educational programmes. No matter how beautiful radio educational programmes may be, if the students have no means to access them, they are will not achieve their educational aim. Some students in most of the schools sampled could not adequately listen to radio educational programmes because they have limited access to radio sets either at home or in school. The distribution of transistor radio sets would enable students to use and benefit from the available radio educational programmes currently broadcast by broadcast stations. The government, politicians, wealthy private individuals and non-governmental organizations can as well take up this challenge by donating transistor radio sets to students.
- ii.** Radio stations should uphold their social responsibility to their host communities by devoting more airtime to the production and broadcast of programmes packaged specifically to support the educational advancement of students at the senior secondary school level. Findings from the study showed that, out of the ten (10) radio educational programmes available in the states sampled, only three (3) are packaged solely for senior secondary schools, the

remaining seven (7) are generally broadcast across primary and secondary schools. The implication of this finding is that radio educational programmes broadcast to senior secondary school students in the area of study are grossly inadequate. Therefore, radio stations should dedicate more airtime to the broadcast of educational programmes. Similarly, stakeholders should support the production and sponsorship of programmes specifically targeted at senior secondary school students.

- iii.** Radio educational programmes should be included in schools' time tables and lesson plans to enable students take maximum advantage of the benefits inherent in these programmes. Some of the students complained of excess workload both in schools and at home as one of the reasons they could not adequately listen to the radio educational programmes aired in their areas. With the inclusion of radio educational programmes in schools' time tables and lesson plans, students would be able to find conducive time to listen, use and benefit from radio educational programmes. Curriculum planners and educational stakeholders should give maximum consideration to the use of radio educational programmes in the implementation of secondary school curriculum. This can be done by including scheduled programmes in the time tables and lesson plans of schools.
- iv.** Awareness of the availability of radio educational programmes must be intensified to enable all students know the existence of these programmes and the benefits they stand to gain from the use of the programmes. Some of the students failed to listen to these programmes not only because they are not aware of the programmes but due to the fact that they do not understand the benefits they stand to gain from the use of these programmes. Therefore,

programme producers should involve school administrators and classroom teachers in the sensitization of students about these programmes.

- v. The quiz format should be given prominence when packaging radio educational programmes targeted at senior secondary school students. This format is found to be more beneficial to secondary school students over other formats. Beside the quiz format, debate and drama formats should also be given consideration in the packaging of future radio educational programmes by the producers of radio educational programmes.
- vi. Producers of radio educational programmes should embark on research to ascertain the most conducive period to schedule programmes targeted at secondary school students. The majority of students sampled complained of the timing of the programmes not conducive for them. This is largely due to the fact that most of the schools sampled operated morning and afternoon sessions. What that means is that, without research, certain categories of the students would always be left out in the scheduling and broadcast of radio educational programmes.
- vii. Radio educational programmes should be student-centred and not producer/presenter-centred. What this mean is that radio educational programme should not be produced and aired to test how much of the subject the programme producer/presenter knows. Rather, the focus of the broadcast should be the students, which is to help them acquire certain desirable skills. This can be made possible by the involvement of students and subject teachers in the production and airing of radio educational programmes.
- viii. Audience should be taken into consideration when choosing language of broadcast. Most of the public schools sampled are populated with students

who barely understand English language. Paradoxically, most of the private schools sampled are equally populated with non-indigenes who barely understand the Hausa language. Therefore, a programmer for secondary school students must consider their target audience's preferred language.

- ix. Commercial insertions in-between programmes should take into consideration the cultural and religion sensibilities of the environment to avoid offending a section of the listeners. The traditional values and religious beliefs of the core northern states are intricately intertwined. Therefore, caution must be exercised in the choice of insertions during the programmes.
- x. Only qualified personnel should be allowed to handle the production and presentation of radio educational programmes. Some students came from a very enlightened family and are allergic to grammatical blunders. To ensure that such high flyers are not alienated due to the presenters' ineptitude, only qualified and tested staff should produce and present educational programmes.
- xi. Radio listening groups should be established through the strengthening of existing press clubs. The available press clubs can be transmogrified into radio listening groups as a way of making the students take ownership of radio educational programmes.

#### **5.4 Contribution to Knowledge**

Findings of this study have made some significant contributions to knowledge in the following areas:

- i. This study is an assessment study of the uses and gratifications of radio educational programmes among senior secondary school students in Northeast Nigeria. The study helps to establish the various radio educational programmes available to senior secondary schools thereby contributing to the body of existing

literature on media and education, particularly in the aspect of educational broadcasting. In this case, the long bibliographic references will benefit those who may embark on a similar or related study in the future.

- ii.** The study reveals the extent of student awareness of the availability of radio educational programmes among senior secondary students in Northeast Nigeria. By so doing, the study indicates that the majority of students were very highly aware of the availability of radio educational programmes in area studied.
- iii.** The study espouses the major reasons secondary students in Northeast Nigeria use radio educational programmes. These include entertainment, education, social interaction and companionship. Of all the reasons, education ranked higher as their main reason for listening to radio educational programmes.
- iv.** The study demonstrates the main gratifications students gained from the use of radio educational programmes. These include enhancement of speaking skill, reading skill, grades, general knowledge, understanding, analytical skill and ability to learn at their own pace.
- v.** The study uncovers the programme formats used in packaging radio educational programmes and the format most influential and preferred among students. This, by extension, exposes the quiz format as the preferred format for radio educational programmes favoured by senior secondary school students.
- vi.** It unveils some of the challenges that senior secondary school students faced in using radio educational programmes in Northeast Nigeria. These include inadequacy of facilities like radio sets, lack of government support of such programmes, non-inclusion of radio educational programmes in schools' time tables and lesson plans, unavailability of radio listening groups in virtually all the schools, etc.

- vii. Lastly, the study reveals some of the possible solutions to the challenges senior secondary school students in Northeast Nigeria faced in using the various radio educational programmes available to them. These include providing transistor radio sets to schools and students to enable them listen effectively to radio educational programmes broadcast in their areas, carrying out awareness campaign to sensitize students on the availability of these programmes and the benefits students stand to gain from listening to them, scheduling programme when it is conducive for students, advising parents to encourage their children to listen to educational programmes on the radio, etc.

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## APPENDIX I

### LETTER OF INTRODUCTION AND QUESTIONNAIRE INSTRUMENT

Department of Mass  
Communication,  
Benue State University, Makurdi,  
Benue State

Dear Respondent,

#### **Letter of Introduction**



I am a student at the Benue State University, Makurdi doing a research on the topic: *Uses and Gratifications of Radio Educational Programmes by Senior Secondary School Students in Northeast, Nigeria.*

This research is purely academic and the information you provide will be strictly confidential.

Your co-operation will be highly appreciated.

Your Faithfully,

**JOHN OGBOLE**  
**BSU/MAC/PhD/14/7268**

### QUESTIONNAIRE

**INSTRUCTION: please tick in the spaces provided against the answer that is applicable to you.**

#### Section A: Personal Data

1. Sex: a. Male { } b. Female { }
2. Age: a. 13yrs { } b. 14yrs { } c. 15yrs { } d. 16yrs { } e. 17yrs & Above { }
3. Class: a. SS1 { } b. SS2 { } c. SS3 { }
4. Religion: a. Christianity { } b. Islam { } c. Traditionalist { } d. Others { }

#### Section B:

1. How do you consider your level of awareness of radio educational programmes broadcast in your area?  
a. Very highly aware { } b. highly aware { } c. Aware { } d. Partially aware { }

2. How often do you use radio educational programme broadcast in your area?
  - a. Every day { }
  - b. Once a week { }
  - c. occasionally { }
  - d. can't say { }
  - e. Others (Specify)\_\_\_\_\_
3. What is your main reason for listening to these radio educational programmes?
  - a. For entertainment { }
  - b. For education { }
  - c. For social interaction { }
  - d. For companionship { }
  - e. Others (Specify)-----

***Please indicate how much you agree or disagree with the statements in item 4-11 below***

4. Radio educational programmes broadcast in my area are very beneficial to my learning
  - a. Strongly Disagree { }
  - b. Disagree { }
  - c. Neither agree nor Disagree { }
  - d. Agree { }
  - e. Strongly Agree { }
5. I understand and apply the knowledge acquired from radio educational programmes
  - a. Strongly Disagree { }
  - b. Disagree { }
  - c. Neither agree nor Disagree { }
  - d. Agree { }
  - e. Strongly Agree { }
6. Radio educational programmes broadcast in my area enhance my speaking skill
  - a. Strongly Disagree { }
  - b. Disagree { }
  - c. Neither agree nor Disagree { }
  - d. Agree { }
  - e. Strongly Agree { }
7. Radio educational programmes broadcast in my area enhance my reading skill
  - a. Strongly Disagree { }
  - b. Disagree { }
  - c. Neither agree nor Disagree { }
  - d. Agree { }
  - e. Strongly Agree { }
8. Radio educational programmes broadcast in my area enhance my grade
  - a. Strongly Disagree { }
  - b. Disagree { }
  - c. Neither agree nor Disagree { }
  - d. Agree { }
  - e. Strongly Agree { }
9. Radio educational programmes broadcast in my area enhance my general knowledge
  - a. Strongly Disagree { }
  - b. Disagree { }
  - c. Neither agree nor Disagree { }

- d. Agree { }
  - e. Strongly Agree { }
10. Radio educational programmes broadcast in my area enhance my analytical skill
- a. Strongly Disagree { }
  - b. Disagree { }
  - c. Neither agree nor Disagree { }
  - d. Agree { }
  - e. Strongly Agree { }
11. Radio educational programmes broadcast in my area enhance my evaluation skill
- a. Strongly Disagree { }
  - b. Disagree { }
  - c. Neither agree nor Disagree { }
  - d. Agree { }
  - e. Strongly Agree { }
12. In which of the following ways have the radio educational programmes broadcast in your area benefited you the most?
- a. my speaking skill { }
  - b. my reading skill { }
  - c. my grades { }
  - d. my general knowledge { }
  - e. my understanding { }
  - f. my analysing skill { }
  - g. my evaluation { }
  - h. ability to learn at my own pace { }
  - i. Others (please specify)-----

13. Which of the following formats of radio educational programme benefited you the most?
- a. Drama { }
  - b. Quiz { }
  - c. Debate { }
  - d. Documentary { }
  - e. Class Room Teaching { }
  - f. Interviews { }
  - g. Docu-Drama { }
  - h. Others (Specify)-----

14. Which of the following is your overall perception of the gratifications educational programmes you have listened to on radio?
- a. Highly gratifying { }
  - b. Moderately gratifying { }
  - c. Not gratifying { }
  - d. Can't say { }

15. Which of the following challenges affect you most in using the radio educational programmes broadcast in your area?
- a. Lack of access to a radio set { }
  - b. Duration of the programme is too short { }
  - c. Time of the programme is not convenient { }
  - d. Poor broadcast signal { }
  - e. Poor presentation of the programme { }
  - f. Language of broadcast not appropriate { }
  - g. Other (specify)\_\_\_\_\_
16. Which of the following would you consider as most effective in resolving the challenges you faced in using the radio educational programmes broadcast in your area?
- a. Involve students in the production of these programmes { }
  - b. Allot more airtime to these programmes { }
  - c. Programmes should be aired during school hours { }
  - d. Programmes should be aired after school hours { }
  - e. Programmes should be aired during weekend { }
  - f. Others (Specify)\_\_\_\_\_

## **APPEDIX II**

### **FOCUS GROUP DISCUSSION (FGD) GUIDE**

Hello students. My name is John Ogbole and I am undertaking a research to understand why students use radio educational programmes and the benefit they derive from the use of the programmes. The is with the aim of ascertaining the relevance of radio educational programmes among senior secondary school students in Northeast, Nigeria and making

possible recommendations to policy makers and those concerned educational broadcasting in Northeast and beyond.

Before we discuss the topic, I will like you to introduce yourselves by telling me your name and class.

**Question One:**

What gratifications do you derive from the use of radio educational programmes broadcast in your area?

**Question Two:**

What is your preferred format of radio educational programmes?

**Question Three:**

What challenges do you think affect students use of the radio educational programmes broadcast in your area?

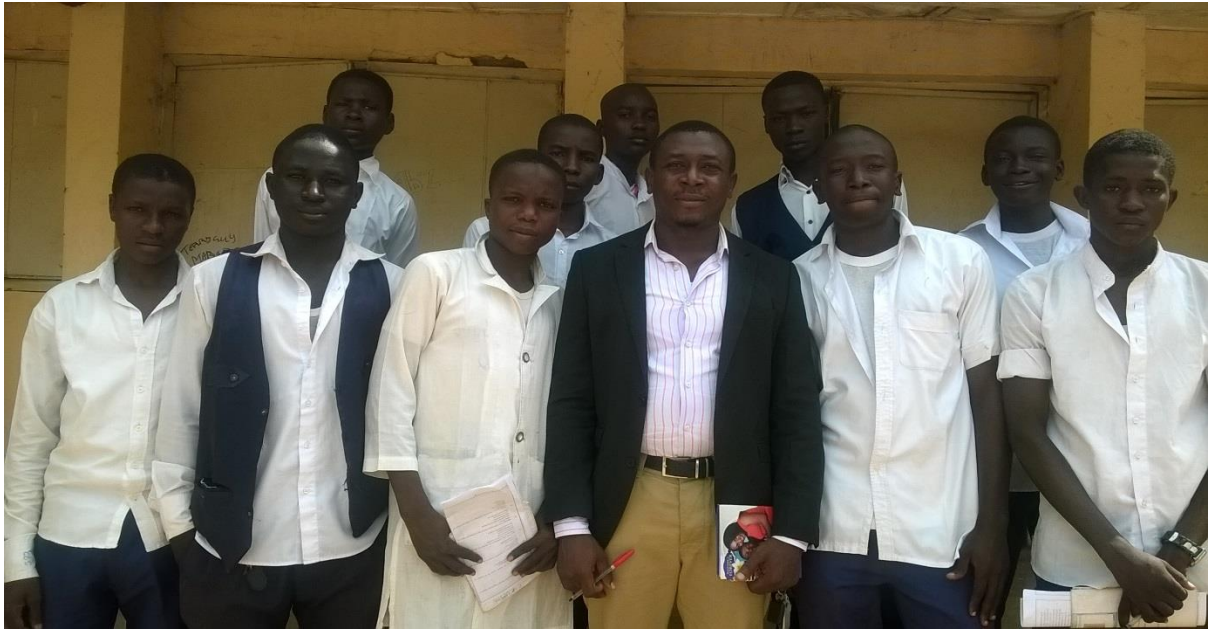
**Question Four:**

What ways do you think those challenges you identified can be resolved?

**APPEDIX III**

**PICTURES OF FOCUS GROUP DISCUSSION PARTICIPANTS**

**PIX 1: FGD Participants in Usman Katsina Unity College, Bauchi**



**PIX 2: FGD participants in Divine International Secondary School, Bauchi**



**PIX 3: FGD participants in Government Day Secondary School, Yobe**





**PIX 4: FGD participants in Leaders Private Secondary School, Yobe**



**PIX 5: FGD participants in Government Girls Secondary Schools, Gombe**



**PIX 6: FGD participants in Government Day Secondary School, Gombe**









## APPENDIX V

### ANALYSIS OF PROGRAMME SCHEDULES OF BROADCAST STATIONS

#### Progress FM, Gombe

S/N	PROGRAMME TYPE	DURATION/WEEK	% OF TOTAL AIRTIME
1	<i>INFOMERCIALS</i>	2H, 30M	2.91%
2	<i>ADVERTISEMENTS</i>	50M	0.97%
3	<i>SPONSORSHIPS</i>	-	-
4	<i>BUSINESS / ECONOMY</i>	1H, 15M	1.45%
5	<i>CHILDREN / CARTOONS</i>	30M	0.58%
6	<i>CURRENT AFFAIRS</i>	11H, 10M	12.98%
7	<i>DOCUMENTARIES</i>	-	-
8	<i>DRAMA/MOVIES / SOAPS/COMEDY</i>	3H, 50M	4.46%
9	<i>EDUCATIONAL</i>	9H, 45M	11.34%
10	<i>HEALTH / ENVIRONMENT</i>	1H, 10M	1.36%
11	<i>MUSICALS</i>	21H, 24M	24.88%
12	<i>NEWS</i>	13H, 16M	15.43%
13	<i>POLITICS</i>	30M	0.58%
14	<i>RELIGIOUS</i>	7H, 6M	8.26%
15	<i>SPORTS</i>	45M	0.87%
16	<i>WOMEN/ FAMILY</i>	6H, 43M	7.81%
17	<i>YOUTH</i>	3H, 16M	3.79%
18	<i>REQUEST</i>	-	-
19	<i>AGRICULTURE</i>	2H	2.33%
<b>TOTAL</b>		<b>86 HOURS</b>	<b>100%</b>

Total Time dedicated to Educational Programmes = 9Hours, 45Minutes (**11.34%**)

Total Time dedicated to Educational Programmes directed at Senior Secondary School Students = 60Minutes (**1.16%**).

**Gombe Media Corporation (GMC FM), Gombe**

S/N	PROGRAMME TYPE	DURATION/WEEK	% OF TOTAL AIRTIME
1	<i>INFOMERCIALS</i>	45M	1.13%
2	<i>ADVERTISEMENTS</i>	2H, 30M	3.77%
3	<i>SPONSORSHIPS</i>	1H, 30M	2.26%
4	<i>BUSINESS / ECONOMY</i>	-	-
5	<i>CHILDREN /CARTOONS</i>	30M	0.75%
6	<i>CURRENT AFFAIRS</i>	8H	12.09%
7	<i>DOCUMENTARIES</i>	-	-
8	<i>DRAMA/MOVIES / SOAPS/COMEDY</i>	1H, 30M	2.26%
9	<i>EDUCATIONAL</i>	2H, 45M	4.15%
10	<i>HEALTH / ENVIRONMENT</i>	1H	1.51%
11	<i>MUSICALS</i>	2H	3.02%
12	<i>NEWS</i>	17H, 45M	26.79%
13	<i>POLITICS</i>	4H, 45M	7.17%
14	<i>RELIGIOUS</i>	10H, 45M	16.23%
15	<i>SPORTS</i>	30M	0.75%
16	<i>WOMEN/ FAMILY</i>	3H	4.53%
17	<i>YOUTH</i>	30M	0.75%
18	<i>REQUEST</i>	8H	12.09%
19	<i>AGRICULTURE</i>	30M	0.75%
<i>TOTAL</i>		66H, 15M	100%

Total Time dedicated to Educational Programmes = 2Hours, 45Minutes **(4.15%)**

Total Time dedicated to Educational Programmes directed at Senior Secondary School Students = 60Minutes **(1.50%)**.

**Yobe Broadcasting Corporation (YBC FM), Yobe**

S/N	PROGRAMME TYPE	DURATION/WEEK	% OF TOTAL AIRTIME
1	<i>INFOMERCIALS</i>	1H, 5M	1.12%
2	<i>ADVERTISEMENTS</i>	2H	2.06%
3	<i>SPONSORSHIPS</i>	1H, 30M	1.55%
4	<i>BUSINESS / ECONOMY</i>	1H, 30M	1.55%
5	<i>CHILDREN /CARTOONS</i>	2H, 15M	2.32%
6	<i>CURRENT AFFAIRS</i>	1H, 45M	1.80%
7	<i>DOCUMENTARIES</i>	-	-
8	<i>DRAMA/MOVIES / SOAPS/COMEDY</i>	8H	8.25%
9	<i>EDUCATIONAL</i>	16H, 45M	17.27%
10	<i>HEALTH / ENVIRONMENT</i>	1H, 30M	1.55%
11	<i>MUSICALS</i>	3H, 10M	3.26%
12	<i>NEWS</i>	12H, 30M	12.89%
13	<i>POLITICS</i>	1H	1.03%
14	<i>RELIGIOUS</i>	19H	19.59%
15	<i>SPORTS</i>	45M	0.77%
16	<i>WOMEN/ FAMILY</i>	5H	5.15%
17	<i>YOUTH</i>	30M	0.51%
18	<i>REQUEST</i>	16H, 15M	16.75%
19	<i>AGRICULTURE</i>	2H, 30M	2.58%
<i>TOTAL</i>		97 HOURS	100%

Total Time dedicated to Educational Programmes = 16Hours, 45Minutes **(17.27%)**

Total Time dedicated to Educational Programmes directed at Senior Secondary School Students = 240Minutes **(4.81%)**.

**Globe FM, Bauchi**

S/N	PROGRAMMES GENRE	DURATION/WEEK	% OF TOTAL AIRTIME
1.	<i>INFOMERCIALS</i>	45M	1
2.	<i>ADVERTISEMENTS</i>	55M	1
3.	<i>SPONSORSHIP</i>	1H, 52M	2
4.	<i>BUSINESS/ECONOMY</i>	1H, 30M	2
5.	<i>CURRENT AFFAIRS</i>	13H, 3M	14
6.	<i>CHILDREN/CARTOON</i>	30M	1
7.	<i>DOCUMENTARY</i>	1H, 19M	1
8.	<i>DRAMA/MOVIES/SOAPS/COMEDY</i>	4H, 45M	6
9.	<i>EDUCATIONAL</i>	3H, 15M	2
10.	<i>HEALTH/ENVIRONMENT</i>	3H, 44M	4
11.	<i>MUSICAL</i>	15H, 38M	15
12.	<i>NEWS</i>	34H, 16M	35
13.	<i>POLITICS</i>	6H, 24M	6
14.	<i>RELIGION</i>	3H, 32M	3
15.	<i>SPORTS</i>	3H, 45M	4
16.	<i>WOMEN/FAMILY</i>	2H, 47M	3
<i>TOTAL</i>		78H 52M	100%

Total Time dedicated to Educational Programmes = 3Hours, 15Minutes **(2%)**

Total Time dedicated to Educational Programmes directed at Senior Secondary School Students = 60Minutes **(1.26%)**.

### BRC FM, Bauchi

S/N	PROGRAMMES GENRE	DURATION/WEEK	% OF TOTAL AIRTIME
1.	<i>INFOMERCIALS</i>	15M	1
2.	<i>ADVERTISEMENTS</i>	30M	1
3.	<i>SPONSORSHIP</i>	1H, 42M	3
4.	<i>BUSINESS/ECONOMY</i>	-	-
5.	<i>CURRENT AFFAIRS</i>	5H	10
6.	<i>CHILDREN/CARTOON</i>	2H, 30M	4
7.	<i>DOCUMENTARY</i>	35M	1
8.	<i>DRAMA/MOVIES/SOAPS/COMEDY</i>	4H, 30M	7
9.	<i>EDUCATIONAL</i>	1H, 15M	2
10.	<i>HEALTH/ENVIRONMENT</i>	1H, 30M	3
11.	<i>MUSICAL</i>	18H, 19M	30
12.	<i>NEWS</i>	17H, 19M	29
13.	<i>POLITICS</i>	57M	2
14.	<i>RELIGION</i>	2H, 44M	4
15.	<i>SPORTS</i>	2	3
16.	<i>WOMEN/FAMILY</i>	-	-
<b>TOTAL</b>		<b>72 H 5M</b>	<b>100%</b>

Total Time dedicated to Educational Programmes = 1Hours, 15Minutes **(2%)**

Total Time dedicated to Educational Programmes directed at Senior Secondary School Students = 60Minutes **(1.38%)**.

**Ray Power FM, Bauchi**

S/N	PROGRAMMES GENRE	DURATION/WEEK	% OF TOTAL AIRTIME
1.	<i>INFOMERCIALS</i>	30M	2
2.	<i>ADVERTISEMENTS</i>	-	-
3.	<i>SPONSORSHIP</i>	-	-
4.	<i>BUSINESS/ECONOMY</i>	-	-
5.	<i>CURRENT AFFAIRS</i>	5H, 30M	16
6.	<i>CHILDREN/CARTOON</i>	-	-
7.	<i>DOCUMENTARY</i>	-	-
8.	<i>DRAMA/MOVIES/SOAPS/COMEDY</i>	25M	1
9.	<i>EDUCATIONAL</i>	6H, 25M	19
10.	<i>HEALTH/ENVIRONMENT</i>	45M	2
11.	<i>MUSICAL</i>	10H, 15M	31
12.	<i>NEWS</i>	4H, 20M	13
13.	<i>POLITICS</i>	3H, 40M	11
14.	<i>RELIGION</i>	-	-
15.	<i>SPORTS</i>	1H, 45M	5
16.	<i>WOMEN/FAMILY</i>	-	-
<b>TOTAL</b>		<b>33H55M</b>	<b>100%</b>

Total Time dedicated to Educational Programmes = 6Hours, 25Minutes **(19%)**

Total Time dedicated to Educational Programmes directed at Senior Secondary School

Students = 60Minutes **(2.94%)**.



## **APPENDIX VI**

### **RADIO STATIONS' PROGRAMMES SCHEDULES**

Find the attached programmes schedules overleaf