

Influence of Educational Broadcast Programmes on the Learning Quotient of Students of Imo State University and Alvan Ikoku College of Education, Owerri, Nigeria

Anele Miracle Chukwuemeka & Onyebuchi Chima Alexander, PhD

Department of Mass Communication
Imo State University, Owerri, Nigeria
anelemiracle.am@gmail.com
greeatonyebuchi@gmail.com

Obayi Paul Martin

Department of Mass Communication
Godfrey Okoye University, Enugu, Nigeria
frobayi@gmail.com

Abstract

This study which sought to examine the influence of educational broadcast programmes on students in Owerri was anchored on information processing theory. The researchers employed the survey research method. From a projected population of 162,324, the researchers used Australian sample size calculator to arrive at a sample size of 384. Questionnaire served as instrument of data collection. Findings revealed that the students moderately listen/view educational programmes on radio and television. It was also revealed that the respondents have been helped through educational programmes in the areas of business, politics, language development and pronunciation. Further findings revealed that there are no educational programmes that strictly complement and assist the students in their classroom learning. It was, therefore, recommended that the broadcast media should endeavour to produce well-packaged and specific programmes that would be designed to accommodate classroom work, reflect educational curriculum, educate the masses and aid all round learning.

Keywords: Influence, Education, Broadcasting, Educational Broadcasting, Programmes

Introduction

Education is one of the key functions of the broadcast media. The fact that it takes the form of any language and combines the power of words and visuals makes it even more potent. Ike (2005) argues that the media contribute a lot to the society, by informing and educating the populace on what they need to know. The broadcast media aids education through educational broadcasting. The post-independence Nigerian government understood that education was the key to a better future for Nigerians, so they strategically used the mass media in educating its citizen.

The broadcast media have also developed several educational programmes to enable her serve the interest of programme consumers. These educational programmes have taken different formats. Some come in the form of drama, comedy, music, film and cartoons. These programmes

of the broadcast media are used to complement other government or non-government-sponsored programmes. The people are expected to benefit from these programmes. However, the way that they are fashioned can take away the intended learning inherent in the programme. People may be consuming media programmes without noticing that they are expressly being educated. This does not take away the educational function from the media. This is why Nworgu (2016) argued that the broadcast media play the same roles school play as agent of education because schools are formal places for education.

The broadcast media play certain roles in positively affecting the educational sector. Harold Lasswell stated this when he drafted the functions of mass media by stating that, "when we inform, we educate" (Laswell, 1948 cited in Nworgu, 2017). The government has tried and is still trying to uplift Nigerian educational sector by investing more in making school environment conducive, providing necessary amenities for learning. However, it has neglected the broadcast media's role as an agent of education. One of the potent ways the broadcast media can educate the populace is through entertainment education. This is because it allows for the use of entertainment while educating the people. Population Communication International (PCI) media impact (2016) had an insightful slogan: "tell a story, change the World." Human nature appreciates telling and hearing stories, stories that are well told accomplish much in our African setting and are important to the world at large. African culture and history are preserved from generation to generation through story telling. Africans enjoy oral literature.

Signal & Rogers (2008) as cited by Nkwam-Uwaoma & Onu (2017) opine that Entertainment Education (EE) is a process of purposefully designing and implementing media message to both entertain and educate. This is done to increase audience members' knowledge about an educational issue, create favourable attitude and influence behaviour and cultural norms as PCI media impact (2016) observed. According to Nkwam-Uwaoma (2017), the history of Entertainment Education can be traced to Bible stories, the great Bible lessons like the story of Zaccheous which was used to teach Sunday schools and other lessons taught by songs. The essence of gospel music and hymns is to evangelise, establish Bible doctrines and to reinforce teachings. The current entertainment education is traced to the "supplement Maria" hit drama 1969 in Lima, Peru (PCI Media Impact, 2016). This indicates that the broadcast media can achieve huge success in the area of education if she focuses on it. This study, therefore, sought to find out the influence of educational broadcast programmes on residents who are studying in different institutions of learning within Owerri Municipal and as well find out whether educative programmes complement class room learning in institutions of higher learning.

Statement of the Problem

Not minding the type of educational programmes floated by most media houses, the issue is whether people expose themselves to these programmes for the benefit of acquiring knowledge and learning new things. It is a truism that with the privatisation of the broadcast media, most media houses resort to cost effective programmes like music, which prevent people from seeing the educative programmes needed or the education inherent in this music. Most media houses seem not to also produce educative programmes modeled after the classroom curriculum. Hence, the people seem not to see express education in most of these media programmes. This study, therefore, sought to find out the influence of educational broadcast programmes on the students of select tertiary institutions in Owerri, Imo State.

Objective of Study

The study sought to:

1. Determine the level of exposure to educational broadcast programmes by students of select tertiary institutions in Owerri, Imo State.
2. Ascertain the knowledge level on educational broadcast programmes by students of select tertiary institutions in Owerri, Imo State.
3. Determine the influence of educational broadcast programmes on the learning quotient of the students of the select tertiary institutions in Owerri, Imo State

Review of Related Literature

Nkwam-Uwaoma & Onu (2017) opined that educational contents were enshrined in the inception of television broadcasting in Nigeria. This has remained an important part of the Nigerian television broadcasting. The Nigerian Television Authority inherited this as part of its public services. Hence, educational broadcasting is one of the objectives of the NTA. Educational broadcasting entails using the broadcast media in educating the masses and complementing the educational sector in its curriculum which covers day-care up to University level. The broadcast media, according to Babalola (2012), has been used as a catalyst in propagating education for easier understanding and comprehension among both students and those who were not opportune to partake in formal education. Broadcast media in propagating education packages good and retentive programmes with which to aid the presumed student listeners/viewers in their studies and as well inform them properly. The informative and educative functions of the broadcast media are a crucial development for developing and changing the society, so broadcast media organise educational programmes, properly planned with every requisite detail that will attract and retain the attention of its viewers/listeners (Nwabueze, 2014).

An interview done on broadcast media in Owerri municipal including: IBC Orient FM and TV; NTA Owerri; Hot FM; Zanders FM, Megaband FM shows that there are specific programmes, which were included in their programme schedule that tend to educate the populace and students on: health, entrepreneurship, child rights, fundamental human right, security measures, debates, politics, students participation, international updates (current happenings), brain puzzles (teasers), youths as leaders of tomorrow, exercise measures, healthy living, citizenship education, proper pronunciation (phonics) and spellings, educative drama, cartoons, movies, etc. and all other necessary information that concern the students and the measures to take to be guided properly.

The implication of these programmes is that students and the entire populace can access any needed information at their beck and call. In Developed and developing countries, students need not to bother on their homework because the broadcast media there has programmes that are strictly in line with students' scheme of work and curriculum, so as to aid the students to understand, retain better and learn in a stress free and conducive learning environment (Field survey, 2018). The challenges perceived to have caused this low level of educational broadcasting is basically Fund; the necessary funds that when accessed can bring out quality and professionalism in the planned educational programmes that will complement class work. Another challenge is on the part of the government, lots of bills were enacted on education yet these funds are being delayed unnecessarily. Recommendations were made by the government to establish community/campus media in all communities/institutions in Nigeria, but this proved abortive (Konkwo, 2012).

Usha Vyasulu Reddi (2003) conducted a study on educational broadcasting in the Common Wealth with special reference to educational television; it was revealed that audio-visual media is one of the fastest growing sectors in the world today; it is backed up by

technological progress, especially the ICTs and digitalisation and consumers worldwide have access to a multiplicity of entertainment and information channels. Through the invention of new technologies, the government of the nation can no longer control the entry of foreign contents into their country. Similarly, Adegbija, Fakomogbon & Adebayo (2013) in their study entitled 'role of broadcast media for instructional delivery in open and distance learning; Nigeria as a case study.' It was observed that as a result of rapid exponential technological development across the globe, many radio and television broadcast equipment and facilities are rapidly being replaced to conform to the digital age. In a related study by Agbamuche (2015) entitled use of electronic media in educational system; findings showed that there are two ends of any e-media based education: the source and the receiver. Nord (2015) carried out a study on teaching in a digital age: Understanding technology in education, which they argued that it is appropriate to recognise that the predominant top-line effect of television viewing on academic achievement appears to be negative. In terms of viewing content, there is a clear differentiation between educational and entertainment material. The research suggests that viewing educational content can lead to positive achievement effects whereas viewing entertainment content yields a negative (or no) effect on achievement. Educational programmes may also increase students' motivation to read, knowledge of subject domains and problem solving in mathematics and science. Interestingly, this content effect may vary with age, with relatively stronger effects for younger children receiving high quality content (Schmidt & Vandewater, 2008).

Another related study by Mahreen Hasan (2010) entitled mass media's impact on educational outcomes on developing countries: Evidence from Pakistan, showed that children in households with access to mass media obtained slightly lower knowledge scores. Tahir & Busha Shafi (2015) that the media play a pivotal role in disseminating knowledge to the masses as it works as catalyst in upbringing and brings the latest information to the society at large. Orole (2014) argued that in addition to formal education, the non-formal education and lifelong learning through the media can be a catalyst of information in a communication relationship between the transmitter and the receiver.

Theoretical Framework

This study was anchored on the information processing theory. Brown (2015) posits that the information processing theory approach is based on the idea that humans process information they receive instead of simply responding to external stimuli. According to the theory, the mind is often compared to a computer. The computer, like mind, analyses information and determines how the information will be stored. There are three components of the information processing theory: sensory memory, short-term memory and long-term memory. Sensory memory is all of the things that you experience through your five senses: hearing, vision, taste, smell and touch. The capacity of sensory memory is about four items and the duration is limited to 0.5 to 3 seconds. Short-term memory, also called working memory, is the temporary storage, lasts about 15-30 seconds, holds about 7 items of information and includes the thinking part of applying what come out of the sensory memory. Long-term memory is memory that can be accessed at a later time, is long lasting and can hold infinite information.

Humans need to do something with new information; so they store this information in their brains so that they can recall it when needed. They create a similar pathway so as to make sure their brain knows not to discard the newly learned information. This process is called encoding. It is very important to keep cognitive load in mind when trying to learn, recall and remember new information. This theory is relevant because it looks at how people view their

environment, how they put that information into memory, and how they retrieve that information later on. The mind processes the information passed through the broadcast media to be meaningful and comprehensive, allowing the audience to practically learn the information passed thereby increasing learning.

Methodology

The researchers employed survey research design. The study focused on the students of two tertiary institutions in Owerri (Imo State University and Alvan Ikoku College of Education). The population of the student is estimated to be 44,700. In selecting an appropriate sample size for this study, the Australian sample size calculator was used. This gave a sample size of 384. The researcher adopted purposive sampling, quota sampling and simple random techniques to select the respondents. Purposive sampling technique was used to select the two higher institutions because it was believed that the students in the two institutions would be in a better position to provide answers to the research question. The quota sampling technique was used to pick equal number of respondents from the two higher institutions; 194 respondents were selected from Imo State University and another 194 respondents from Alvan Ikoku College of Education; the simple random sampling technique was then used to select the respondents from the higher institutions. The instrument of data collection was questionnaire. The data generated from the use of questionnaire were presented, using simple frequency distribution tables, percentages and numbers to ascertain respondents' answer.

Data Presentation and Analysis

The researcher distributed 384 copies of the questionnaire and retrieved 382 copies.

Table 1: Response of Respondents on Student Resident Extent of listening to Radio and TV Educational Programmes

		Frequency	Percentage	Valid Percent
Valid	Large extent	38	9.9	9.9
	Moderate	246	64.4	64.4
	Low Extent	77	20.2	20.2
	Can't say	21	5.5	5.5
	Total	382	100.0	100.0

This implies that over 60% of student residents in Owerri municipal listen to radio and TV programmes moderately.

Table 2: Response of Respondents on Listening to Health Educative Programmes

Options	Frequency	Percentage	Valid Percent
Yes	378	99.0	99.0
No	4	1.0	1.0
Total	382	100.0	100.0

This implies that 99% of student residents in Owerri Municipal often listen to health educative programmes.

Table 3: Response of Respondents on Understanding Things Better through Educative Programmes

Options	Frequency	Percentage	Valid Percent
Yes	342	89.5	89.5
No	1	.3	.3
Can't say	39	10.2	10.2
Total	382	100.0	100.0

The meaning of the above table is that student residents of Owerri municipal opine that educative programmes have helped them understand things clearer and better.

Table 4: Response of respondents on being helped by Educative Programme in Language Development and Pronunciation

		Frequency	Percentage	Valid Percent
Valid	Yes	323	84.6	84.6
	No	1	.3	.3
	Can't say	58	15.2	15.2
	Total	382	100.0	100.0

The above table revealed that student residents have been helped through educative programmes in their language development and pronunciation.

Table 5: Response of respondents on Educative Programmes assisting students in their class work

		Frequency	Percentage	Valid Percent
Valid	Yes	114	29.8	29.8
	No	199	52.1	52.1
	Can't say	69	18.1	18.1
	Total	382	100.0	100.0

The implication of the data in the above table is that the educative programmes on radio and TV have neither helped nor assisted the student residents in their classroom works and learning abilities. Therefore educative programmes by the media do not complement class room work of the student residents.

Discussion of Findings

Findings showed that 98.7% of the respondents do listen/watch radio or television programmes. It was also revealed that 64.4% of the respondents moderately listen and watch educative programmes on radio and TV. This finding is exactly what Bandura (1977) was implying in his theory of social cognitive/learning. According to Bandura, people expose themselves to numerous sources of information in their environment including radio and television, in order to observe and learn new things. Findings further revealed that 99% of the respondents know of educational programmes on radio/television. They consume these educational programmes to gain knowledge in different areas of life. This finding is gainfully explained by the information processing theory which posits that human beings process information they receive instead of

simply responding to external stimuli. It means that the mind is often compared to a computer. The computer, like mind, analyses information and determines how the information will be stored. There are three components of the information processing theory: sensory memory, short-term memory and long-term memory. Humans need to do something with new information, so they store this information in their brains so that they can recall it when needed. They create a similar pathway so as to make sure their brain knows not to discard the newly learned information. This process is called encoding (Brown, 2015). Findings revealed that 89.5% of the respondents now have better understanding of issues as a result of listening to radio programmes while 84.6% of the respondents have improved in their language development and pronunciation through educative programmes. This finding is not in line with that of Hasan (2010) which revealed that only the characteristics of a child or an individual alongside the quality of the school determines the person's academic performance.

Conclusion and Recommendations

The researchers conclude that majority of the factors militating against educational broadcasting are internal problems such as: inadequate fund, poor programme quality, production of more entertainment programmes than educational programmes, production of programmes that are not in line with school curriculum. Thus, the following recommendations are given:

1. Given that there are not strictly packaged programme complementing the educational sector, the broadcast media should endeavour to produce well-packaged and specific programmes that would be designed to accommodate classroom work, reflect educational curriculum, educate the masses and aid all round learning.
2. Considering production of more entertainment programmes, the broadcast media should produce less entertainment programmes; they should produce entertainment educational programmes that will not only entertain their viewers/listeners but also increase their learning and morality.
3. Since students listen to broadcast stations in the morning before work/school and late in the evening after the day's work/school, the broadcast programmes timing should be modified by the stations to suit the students and the entire residents, to aid learning.
4. Broadcast stations should take out time and plan trainings aimed at improving educational programmes that would strictly compliment classroom work at all levels.

References

- Adegbija, M. V., Fakomogbon, M. A. & Adebayo, M. S. (2013). Instructional delivery in open roles of broadcast media for and distance learning Nigeria. *European Scientific Journal*, 9(23), 279-290
- Agbamuche, S. C. (2015). The use of electronic media in Nigerian educational system: Principles, practice, problems and prescriptions (Online), 42, 35-41.
- Agun, I. & Imogie, I. (2012). *Fundamentals of educational technology*. Ibadan: Y Books.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184.
- Bandura, A. (2011). The social and policy impact of social cognitive theory. In M. Mark, S. Donaldson & B. Campbell (pp. 349-373). London: Sage:
- Bates, A. (2011) Marshall McLuhan and his relevance to teaching with technology, Online learning and distance. Retrieved from

- <https://www.tonybates.ca/2011/07/20/marshall-mcluhan-and-his-relevance-to-teaching-with-technology/>
- Chimaraoke, A. (2014). *Mass communication theories/Models (2nd ed)*. Awka: Wise Connection Schools Ltd.
- Kolade-Ojo, O.T. & Babalola, B.K. (2004). *Educational technology: Theoretical and practical Approaches*. Ado-Ekiti: Greentine Publishers.
- Konkwo, D. (2012). *Concepts, principles, theories/models (2nd ed.)*. Owerri: Supreme Publishers.
- Laswell, H. D. (1948). The structure and function of communication in society. In B. Berelson (Ed). *The Communication Ideas* (pp. 46-54). New York: Herper and Row.
- Lystra, M. (2002). Interactive television and e-Learning convergences: Examining the potential of T-learning. Retrieved from www.researchgate.net.
- Mahreen, H. (2010). Educational outcomes in developing countries: Evidence from Pakistan: Washington D.C. Retrieved from www.iiste.org.
- Maku, L. (2012). Mandate, vision, achievement and challenges of the Federal Ministry of Information. Retrieved from www.fmi.gov.ng.
- Muhammad T. & Bushra, S. (2015). The impact of electronic media on youth behaviour regarding informal education. *City University Research Journal*, 8(5), 89-105.
- Ndolo, I. (2005). *Dictionary of mass communication*. Benin: El damak.
- Nkwam-Uwaoma, A. O. & Onu, M. D. (2017). *Educational broadcasting in contemporary society*. Owerri: Gabtony prints Ltd.
- Nwabueze, C. (2014). *Introduction to mass communication: Media ecology in the global village*. Owerri: Topshelve Publishers.
- Nworgu, B. (2016). *Mass media and society in a globalising and digital age*. Owerri: Ultimate Books.
- Nworgu, K. O. (2017). *Interpersonal communication*. Owerri: Ultimate Books.
- Onabajo, O. (2000). *Principles of educational broadcasting*. Lagos: Gabi Concepts Limited.
- Oroles, F. (2014). Positive and negative influences of the mass media upon education. *Social and Behavioural Sciences*, 149(2014), 349 – 353.
- Owuamalam, E. (2016). *Community broadcasting*. Owerri: Class Agencies.
- PCI Media Impact (2016). *The story of entertainment education*. Retrieved from: www.mediaimpact.org/entertainment.
- Tony, B. A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning: Understanding technology in education*. Retrieved from <http://opentextbc.ca/teachinginadigitalage/wpcontent/uploads/sites/29/2015/04/Scenario-A>.
- Usha, V. R. (2003). The commonwealth of learning: Commonwealth educational media centre for Asia: Educational Broadcasting: Educational Television. New Delhi: Graphic Shield - 110 028.
- Uwaoma, N. C. & Chima, I. M. (2015). *Behavioural modification: Modern principles and practices*. Owerri: Gabtony Prints Ltd.
- World Bank (2005). *Priorities and strategies for education: A World Bank view*. Washington DC: The World Bank.
- Zhou, M. & Brown, D. (2015). *Educational learning theories: Education Open Textbooks*. Retrieved from <https://oer.galileo.usg.edu/education-textbooks/1.8>