

## **BROADCAST MEDIA: A VERITABLE TOOL FOR EFFECTIVE TEACHING AND LEARNING IN NIGERIA SCHOOLS**

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### **Abstract**

The relevance of broadcasting media in promoting effective teaching and learning process cannot be overemphasized. Unfortunately little attention is being given to broadcasting as a veritable resource for educational purposes, particularly in content delivery. The Nigerian educational system is undoubtedly confronted with varying challenges among which are the inadequate funding, teaching facilities, shortage of accommodation and equipment. Therefore, this paper examined the concept of broadcasting and broadcast media with the radio and television being in focus. Benefits of educational radio and television broadcasts, were also discussed. The paper also highlighted strategies for using broadcast media in enhancing effective teaching and learning. The paper concludes by identifying various limitations confronting effective use of broadcast media and appropriate recommendations were also proffered.

Education in this modern and technological age is the process of making it possible for a country like Nigeria to have a steady supply of highly creative citizen who help to keep improving the processes of teaching and learning

(Adedoyin, 2003). Education in the largest sense is any act or experience that has a physical ability of an individual. In its technical sense, education is the process by which society deliberate, transmits its accumulated knowledge, skills and values

from one generation to another (Wikipedia, 2010).

However, the pursuit of an efficient education system should be premised along the line of its functional approach as an effective means of accelerating social, economic, scientific and technological process. In a bid to harness this potential, successive government in Nigeria have adopted mechanisms to achieve functional literacy. The population explosions syndrome as triggered off by increased enrolment of students in most public and private institutions. It is a common observation in more public secondary schools to see students surging out of classroom while some other will be handing on the light of the above ensuring circumstances, that successive government in Nigeria have designed instructional systems that will reach many learners at the same time irrespective of geographical, social and political boundaries. Broadcast media is the panacea.

Laro, (2004) describes broadcasting as the totality of the communication and technological process that allows for the transmission of audio-visual signal to a large heterogeneous mass of people simultaneously. The term broadcasting if properly used does not include close circuit, computer, home video and even cable television, or other forms of radio transmission that offer on their own possibilities of reaching diverse audience simultaneously. The characteristic of broadcast media that differentiates them from similar electronic media is the ability of the media to

distribute their signal to several audiences who are located at different places and locations at the same time (Kike 1989). The importance of the above explosion on broadcasting to other forms of electronic communication is especially discernible in the context of education broadcasting. The broadcast media has immediacy capabilities by presenting information or event at the same time it is unfolding. The message of the broadcast media is the only connecting cord binding them with their audience in a combination experience. The broadcast media have universal value because they can break their barrier of literary and social science class. Their signals do not discriminate on the basis of socio-economics and educational background. This potential informed the conceptualization of broadcasting in the context of education.

### **Concept of Broadcasting and Broadcast Media**

Many scholars have inclinations to the concept of broadcasting. Russel, cited in Etim (2006) tersely defined broadcasting as the transmission of powerful electromagnetic waves through the air. In the same vein Ogunmilade (1988) viewed broadcasting as the art of spreading information widely through sound and vision to a group or group of people either in their homes, at listening or viewing centres and through electronic devices of several kinds. Therefore broadcast media are the agencies through which messages; information, knowledge and information are transmitted to certain persons within a specific place. When such

broadcast is primarily concerned with educating the people or audience through the formal setting i.e in an established institution or informal way (i.e mounting of literacy campaigns by media houses on health, agriculture and family planning e.t.c and learnt by the audience through observation or imitation) it is known as educational broadcasting.

**Types of Educational Broadcasting**

Broadcasting, according to Iwu and Nzeako (2010) can be viewed from four different types or modes of education

\* **Formal Educational Broadcasting:** This deals with the use of broadcast media for instructional objective that conform with the characteristics of formal education- a formal syllabus, grade system, formal school hours, formal certificates e.t.c

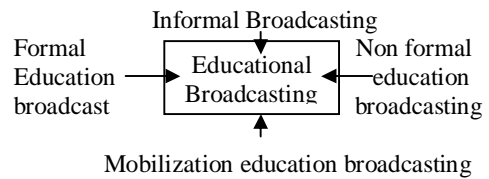
\* **Non-formal Educational Broadcast:** Here the resources (human and material) of radio and television services are used to achieve the skills needs of adults without removing them from their work-day routine. It involves the acquisition of functional knowledge that is relevant to the adult social working functions.

\* **Informal Educational Broadcasting:** This refers to daily encounter with radio and television programmes that helps an individual acquire knowledge, although the individual did not set out to acquire it but through daily

experience with broadcasting. It is in this sense that broadcast houses claim to educate their audience. The format may come in different-patterns, for example news, drama, discussion programmes etc.

\* **Mobilization Educational Broadcasting:** These are the deliberately planned broadcast messages designed to motivate, persuade, discourage, urge (or with similar behavioural objectives) the general public to behave in particularly, desired ways. It is about getting people to agree to the point of view of the sponsor. The format may be in Jingles, especially composed lyric or any other broadcast programme format. All the four modes can be used for different level of education. (Ogunmilade 1984).

These four types of educational broadcasting can be represented diagrammatically below.



Educational broadcasting engages to important media of communication. They are the television and the radio. It may be pertinent to state that every broadcast is educational. To some extent, it is true because even in entertainment programmes, people learn a lot of things

and are effectively informed about their culture and environments.

**Educational Television Broadcast:**

Akude (2004) defines educational television broadcast as the broadcast of educational programmes with specific teaching and learning purposes through the television medium. Such programme may be aimed at an audience on formal learning situations such as students in school or in correspondence courses. The programme may still be aimed at an audience in informal learning situations such as farmers and workers in their work places.

Television offers to schools a window on the world through which children can look and enter into the privacy of such places as hospital operating theatres or experience the excitement of supersonic travel. (Faranti 1980). The use of television as the principal source of motion picture viewing has gained prominence in schools and homes throughout the world. Television supplies a combination of visual and aural stimuli. It is therefore the most powerful combination medium in existence.

Akude (2004) also remarks that television is being used extensively for education and instruction. For instance, there is an Instructional Television Programme (ITV) include those broadcast relayed directly to an organization programme of formal instruction and are directed at specific learners; to classroom(school, colleges and universities) and to individual viewers, (usually adult education). Instructional

Television can also refers to any planned used to video programmes to meet specific instructional goals.

However, Ogunmilade (1988) recognises three broadcasts in which educational programmes may be broadcast via television. These broadcasts include the open broadcasts, the open-circuit television and close circuit television.

- i. **Open Broadcast Television:** In the area of open broadcast television, most developed countries of the world especially Britain, Sweden, Rissia and other part of Europe have used it extensively for educational programmes. Its use is also common in the developing countries such as Nigeria, Algeria and Ivory Coast. In this method, educational broadcasts are usually sandwiched into the normal weekly or day' programme.
- ii. **Open Circuit Television:** Here a number of institutions or organised viewing centres are made to share common signals and receive the same lecture at a given time. Examples of places where the open-circuit television has been successfully utilized for educational programmes include Winscosin in United States of America, Tager network in Dollas as well as in the South University of Nebraska, and even Glasgow in Scotland.
- iii. **Closed Circuit Television (CCTV)** Ogunmilade (1988) remarks that

CCTV is a system by which a number of viewing centres are linked to a production and transmission centre through coaxial cables. This CCTV system is limited to each institution and also the range is limited to the length of the cable.

### **Education Values of the Television**

Sampath, Panneers and Santhanam (1990) outlined the following advantages of television thus:

- i. Communication by television is effective because it can bring very good demonstrations and audio-visual (appeals) materials to the classroom
- ii. Television permits everyone to look through a microscope at the same time.
- iii. Television can bring to world of reality to the home and to the classroom.
- iv. Television makes it possible for the talents of the best teachers to be put at the disposal of all schools within range of the transmitter.
- v. Television can save the time and effort of the student and teacher
- vi. The concrete nature of the television makes some programmes understandable, appealing to a wide variety of age and educational levels of people.
- vii. In teacher training institutions closed-circuit television with video tape-recorder can be used to record performance of the teacher trainee during micro-teaching sessions.

- viii. Closed-circuit television is used in many medical colleges in developed countries when an operation is being performed; it is not possible or desirable the admit inside the theatre a large number of students. But the entire operation can be covered using a single television camera or a battery of cameras located at vantage points. The signal is from the proper camera can be fed to the viewer by the monitor system.

### **Radio-Broadcast**

Radio is a powerful medium for mass communication. This is due to the fact that broadcasts from a powerful transmitter can be received at distance places, however remote the place is located. Radio can also play a major role in imparting instruction to school children. Buttressing the above view, Sampath et, al (1990) observed that such broadcasts are used during specific days and specific schools hours mainly for the benefit of the educational institutions. These broadcasts are on curricula synchronize with the class lesson.

Brown Lewis and Harclerod (1969) noted that radio broadcasting continues to be recognised as a useful means of providing learning experiences for large number of students. It has also been specially helpful in remote, isolated, schools, although special radio programmes developed by the larger cities have enriched instruction for their own students. Onyejemezi (1996) posits that radio has a lot to offer particularly in

African schools where there is a shortage of competent and specialist teachers. The radio serves a dual purpose. On the one hand, the learners benefit much from the skilled and expert presentation through the radio. The teacher on the other hand comes into contact with the expert tutor (master teacher) of his special subject. Thereby they gain in knowledge and methodology. Radio broadcasts help teacher in field where they find themselves comparatively ignorant and inexperienced.

#### **Benefits of Radio Broadcast**

Russel (1993) and Onyejumezi (1996) outlined the following benefits of radio broadcast; thus;

- 1 Radio provides a less-expensive means for reaching a large, geographically dispersed populations with a standardised message.
- 2 Radio lesson can supply up to date or latest and accurate information about inventions, scientific, advances, current historical accounts e.t.c.
- 3 Radio reinforces the intellect with contrived emotional factors such as drama and music.
- 4 Radio sometimes provides source of materials for the main stream of class-room work.
- 5 Radio constitutes a supplementary source of information enabling the pupils to listen to original instructional talk by the specialists, which awake eminent personalities.
- 6 Radio is easily accessible

- 7 Easy to use: Almost everyone is comfortable with the use of radio.

#### **Educational Broadcasting Strategies**

Leave (2004) remarks that the strategies employed in using the facilities of broadcast to foster the objectives of education varied depending on the types of education under focus. He grouped them under the following headings;

- i. Substitute for Teacher: Broadcast media facilities are used for class-room teaching. It is called direct classroom teaching or total teaching. This is employed where there are large pupils but fewer teachers.
- ii. Supplementary/Enrichment Role: This is using broadcasting to supplement the effort of the teacher. Radio and television programmes in this instance are designed in accordance with the curriculum content of particular courses. The scheduling of the broadcasting programmes will be based on research findings concerning the time used pattern of the target audience. The teacher would then direct the attention of the students to the programme as enriching or supplementing what has been discussed in normal classroom setting. For optimal utilization of the programme the teacher must impress it on student the relevance of the programme to their academic performance.
- iii. Distance Learning: Aggaval (2004) was of the view that

broadcast media are used basically as part of the distance learning arrangement to reach student in the comfort of their homes or resident. This is totally dependent on the effectiveness of the potential arrangement. It is opened to enormous operational and environment challenges that may be daunting indeed.

### **Challenges of Broadcasting Media**

Iwu (2006) highlighted some of the problems facing educational broadcasting thus;

- i. Lack of adequate funding because of high cost of production and maintenance.
- ii. Training personnel: Like technicians, management staff
- iii. Decentralised educational system (Federal, State and school) can frustrate teachers attempt to use broadcasting regularly.
- iv. Infrastructure such as light, facilities, electricity and accommodation
- v. Timing and scheduling

### **Conclusion**

The relevance of broadcasting cannot be over emphasized in the educational process. For an effective curriculum delivery at all levels of education, the use of educational media such as radio and television remain unavoidable. Considering the vast number of broadcasting stations in Nigeria and various teaching problems being faced in the school systems, we cannot afford the

### **Broadcast Media: A Veritable Tool...**

flippant dismissal of the supplementary and complementary roles, radio and television stations can play to ameliorate the challenges.

### **Recommendations**

The following suggestions are made to put educational broadcasts on the roadmap for greater sustainability in the Nigeria school system.

- There should be regular supply of electricity to all nooks and crannies of the countries.
- The Nigeria Television Authority should pursue its Educational Television (ETV) programmes with renewed vigour. The broadcast show casing “ Science and Technology Education” as true basis for National transformation in the month of May, 2010 is highly commendable.
- Every primary, secondary and departmental libraries in tertiary institutions should have functional tape-recorder and recording system for dubbing ETV lesson series and as well as a powerful radio transistor.
- Every information about the broadcast should be collected by each school ahead of time and studying the teaching guides, lesson, topic and teachers notes, time table and scripts.
- The school libraries should have catalogue of the audio-tapes or video cassette/Video compact discs for a replay at convenient time by entire school.

- National Educational Technology Centre Kaduna should intensify its instructional television programmes and establish its broadcasting out-fit instead of relying on the Nigeria Television Authority (NTA) for educational broadcasts.

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