

BROADCAST MEDIA AND THE CONSTRAINTS ON SECONDARY SCHOOL STUDENTS LEARNING IN NIGERIA

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Abstract

The need for Broadcast Media in education is becoming imperative as a result of increase in school enrollment. Yusuf, (2002) said Educational Broadcasting Media can go a long way in ameliorating the poor state of education as they can be used to stimulate students learning, enrich the quality of instruction and improve teachers' competence. The use of media broadcast in education will reduce the burden of financing educational infrastructure in schools on the part of the government and also help parents to some extent to cope with the ever increasing cost of financing their wards education. This paper examines constraints of television and radio educational media broadcast on secondary school learning, they include lack of time and materials, incessant power outage, lack of experts for script writing in various subject areas, stand-by generators, satellite dish to boost reception of programmes and funding because hardly will a programme succeed without adequate funding. Recommendations made were that there should be practice in recording the programme during transmission for play-back at convenient time to your class, stand-by generators be made available in-case of power failure among others.

Introduction

Broadcasting is the act of spreading information through sound and vision to an individual, a group of people either in homes, at listening or viewing centers through electronic devices (Ogunmilade, 1988). The two major media involved in educational broadcasting are the television and the radio. Broadcast media is a term used to refer to the delivery of information through various media. Educational media broadcast are used to facilitate distant learning programmes using the same curriculum as it is obtained in the formal school system. Television and radio broadcast are two of the modern technologist to the teacher. They are effective means of reaching large population, over large areas of territory, irrespective of location and terrain. Both radio and television have been used to improve primary and basic education. Also because of the wider availability of portable low cost, battery operated radio cassette recorders are used in rural and urban areas alike. Educational television is educational broadcast that combines audio with visuals to facilitate learning. It is concerned with disseminating of information in curricular areas like physics, chemistry, language, arts etc. it also circulate educational news through advertisements, entertainment, educational dramas, folklores, poetry and music (Ramatu, 1998). Television is more than just messages, it is a production system for creating the message and distribution system for delivering the messages to the intended audience. Schools are becoming more and more aware of the potentials of television for production, distribution and display of instructional messages. Few years ago television in schools consisted of a dusty television set that was infrequently and inappropriately used to display broadcast programmes that often had little or no relationship to the curriculum. Today, many schools not only have TV sets, they also have the equipment to design and produce their own programmes. Educational TV broadcast are either used at scheduled broadcast time or if that is not appropriate they are video-taped for display play back. A major concern with TV educational broadcast is the copyright problem, it is advisable to obtain permission from copyright holder or producer. It should be noted that TV can be used for presentation of information to large groups, present stimuli to generate an interaction and for individualized instruction and self-evaluation. Radio broadcast has similar features to television, the only difference is that while radio is audio, television is both audio and visual. The medium was initially perceived as great boon to public education, but its promise was never fully realized instead it turned to entertainment. However, today many developing nations are rediscovering radio as a promising means of mass education. Radio is the preferred choice perhaps partly because of the trained staff in a country with very low literacy rate. According to survey conducted by Saidou, (2003) it indicated that among all media, radio had the greatest impact on people. It played a major role in supporting developmental programmes especially educational broadcasting for both rural and urban setting. Radio broadcasting while essentially and primarily European at its origin has encountered exceptionally favorable conditions in a variety of ways ranging from education to politics, economics and technological development. Radio broadcasting is regarded today as an ICT4

and whose development shares many similarities with New Information Communication Technology (NICT) particularly the internet, computer and telephones. Yusuf, (2002) stated that the two major media involved in educational broadcasting are the television and the radio. Educational radio broadcasts are transmitted through two major interrelated ways. These are the open radio broadcast and instructional radio broadcast. Open Radio Broadcast: These are broadcast by commercial and public radio station. Educational broadcast through these stations are sandwiched into the broad entertainment, information and other main programmes. This type of broadcast is common in developed and developing countries like Nigeria where Private, State and Federal radio stations formal school lessons, general informal educational programmes on civic, health, agriculture and religion, among others. Instructional broadcast covers wide subject areas and thus serves to improve learning gained by students. It has a major limitation of being unorganized and thus listeners and feedback are treated as by-products and success is left to chance. Instructional Radio Broadcasts: These are broadcast by radio stations established solely to provide systematic instructional audio programme for school use. This is common in developed countries like Britain, Germany and United States. This approach is better than the open radio broadcast because instructional delivery is not distributed by commercial broadcast. Instructional television employs *five* major delivery systems through which instructional television programmes are transmitted to viewers. These are through commercial and non-commercial stations, closed circuit television, cable television, microwave and the video delivery systems. Portable video delivery system refers to the several methods of playing back instructional television programmes in the classroom by means of video recorder. It is preferable to other forms of television broadcasting because it has the advantages of been adaptable to school programmes without disruption in schedules, teachers involvement can be built into instruction and clear image is also assured. This paper focuses specifically on constraints of educational broadcast for secondary school learning in Nigeria. However, it should be noted that secondary school education is not limited to formal system of education alone, it embraced non- formal system of education hence they operate using the same syllabus and write uniform examinations for certification such as National Examination Council (NECO), West African School Certificate Examination (WASCE) and General Certificate in Education (GCE). other groups that could benefit from the programme are Nursery and primary schools, students of tertiary institutions, Adults education learners, nomads, migrant fishermen including public interested in any of the broadcast educational programmes.

Advantages of Television and Radio Educational Media Broadcast

Television is a widely viewed medium, nearly every home has it. It is strongly believed that if the programme is well handled its video plus audio format is capable of delivering information easily. Radio is a creative medium because it is audio only, some people refer to it as theatre of the mind, it allows playback of recorded or broadcast information. The latest development appropriate for school broadcast use is the cassette recorder, this eliminate the problem related to threading and adds the advantage of portability when compared to television. It is less expensive and less cumbersome to purchase and handle, both television and radio can reach specific target audience, its broadcast are immediate and can still be aired the next day. The use of television and radio promote developmental objectives, on the other hand radio has been used specifically to bring good quality education in literacy, problem solving, skills, values, attitudes and a wide range of knowledge to a large section of the population. In the area of teacher education, programmes are developed to introduce teachers to new syllabus, new teaching and learning patterns, and to discuss common problems with mutual benefits. The idea is to improve teachers' knowledge to perform his or her duties more effectively, or cover those areas of the syllabuses where many teachers are found to be inadequate like in Mathematics, Science and Languages. Sydney, (2005) said television and radio are great assets in broadcasting education, the television very much represents the physical teaching because of its audio-visual nature besides bringing reality, the television is useful in teaching great audience at the same time. Broadcasting media have inherent qualities which have both direct and indirect significant influence on the quality of school instruction and thus make the quality and the process of teaching and learning in schools more lively, more motivating, more concrete, more efficient and more effective (Lefranc, 1983, Coldevin, 1988, and Coe, 1990). Kahn and Master et al, (1992) in their researches called for inclusion of media education in school curriculum, they argued that it makes students critically aware of what they see, hear, and read, stressing that it should be used regularly in elementary and secondary schools.

Disadvantages of Television and Radio Educational Media Broadcast

Television as a medium of broadcasting is expensive, both television and radio have too many channel choices resulting in major audience fragmentation. Radio broadcast is available only in the instant in which it is been delivered. Generally, most radio listeners have very little real loyalty to any one station. On the other hand radio is only audio on like television that is both audio and visual which permit better knowledge delivery, comprehension and retention. Time allocated to television and radio educational programmes if not well managed to enable listeners tune-in to the various channels at the schedule time it may lead to failure and also frustrate the learner. There is also absence of proper training for those using technological tools such as the computers and the internet in addition to finance to ensure maintenance of these media, it is also believed that broadcasting media makes learners to be passive because of their one-way interaction.

Constraints Of Broadcast Media On Secondary School Students Learning In Nigeria

The absence of experts who will be responsible for scripts writing in different subject areas is an issue worthy of attention as well as technologist or technical support hands in terms of production of soft-wares such as disc, cassette recorded programmes and to ensure maintenance of equipment and continuity or flow of programmes. Bradford, (2002) reported that lack of time and materials are the most common barriers in media education. Programme schedule may not fit into the class time table, It is therefore advisable that you practice to record the programme during transmission and play it back at a time convenient to your class or you can get a taped copy of the programme from the producers. The medium of instruction are electronically operated, that means electricity must be constant so that educational radio and television programmes will be on air as at when due. Another problem that will directly affect the students is the fact that they can listen to the programme either directly or play back of recorded programme but cannot ask questions as it is done in the normal class instruction. It is also observed that in formal school system students have the opportunity to form study groups and share ideas among themselves but in the case of students not in the formal school system e.g distance learning programme, the gap can hardly be consolidated except brilliant students who can easily grasp instruction. Other issues that could serve as drawback to the programme are disruptive problem of incessant power outage in the country will serve as a limiting factor, absence of television sets, tape-recorders with playback, absence of Stand-by generators, secondary schools in rural areas require battery system as source of power to television and radio, Satellite dish to boost reception of programmes and the problem of funding. Wulfemeyer et al, (1990) said that teachers see media education as important but lack of time, limited resources, and inadequate training make their efforts to educate students through media seem over whelming. In line with the above observation, survey results in the 20th century believed that media education is important, but putting it into practice is not easy stressing that barriers that contribute to media ineffectiveness in education are mainly lack of time and materials. However, it has been argue that these barriers can be overcome with increase awareness of easy-to-use media education resources.

Recommendations

Time and materials have been identified as major barriers in educational media broadcast but very crucial for its success, it is therefore advisable that time schedule for educational programmes be adhered to in order not frustrate listeners. Media materials cannot function without electricity, to reduce problem of power failure, generators should be at stand-by including satellite dish to boost reception of programmes. Experts for script writing in various subjects areas should be on ground to enable them work as a team including technologist for equipment maintenance. It should be noted that the educational media broadcast has its root with Federal Radio Co-operation Lagos, it should therefore be given the mandate alongside National Educational Technology Centre, Kaduna to organize the programme while sub-stations for television and radio be attached to Educational Resource Centre in each state of the Federation and Abuja in order to facilitate grass root educational broadcast while strictly monitored by Federal Ministry of Education with a view to remove politics of state ministries of education that could hinder the success of the programme. Equipment relevant for good production of television and radio broadcast should be made available to NETC Kaduna, FRC, Lagos and all state Education Resource Centre in order to boost their performance and enhance efficiency. There is also need for a well stock libraries in schools as it constitute store house of knowledge, this will compliment broadcast media experience while separate radio and television stations should be established for the use of institutions.

Conclusion

Television and radio educational broadcasting in spite of the constraints observed in this paper, it still stands a good chance of transmitting knowledge to large population of Nigerians, although these media are not and cannot be a substitute for the teacher but with careful planning a lot could be learnt from the broadcast of television and radio programme. Furthermore, it is strongly believed that if government take it as a challenge to contribute to the growing body of knowledge by adequately funding, recruit able hands to manage the programme, better results are sure to come as a huge relief to thousands of Nigerians and also reduce illiteracy rate in Nigeria.

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