

Effect of Educational Programme on Television among Lower Basic Pupils in Gusau Educational Zone of Zamfara State, Nigeria

Solomon Akintola ADENIRAN
Federal College of Education (Technical)

Abstract The investigation x-rayed the Effect of Educational Programmess on Television Among Lower Basic Pupils in Gusau Educational Zone of Zamfara State, Nigeria. The population was total number of pupils in all lower basic schools in both public and private lower basic schools in the state while the sample size of 300 pupils were randomly selected from the 10 lower basic schools (210 pupils from public schools and 90 pupils from private school) in Gusau Educational Zone. Five research questions were posed to guide the conduct of the study to a logical conclusion. A structured questionnaire was designed and administered to 30 randomly selected pupils from each of the selected lower basic schools. The data generated from the research questions were analyzed using the simple percentage; this method of analysis is simple, adequate and accurate in terms of data analysis. The findings of the study affirmed a high response of pupils in boosting their intellectual ability, arousing of interest, quick remembering of the content and retaining of the content taught. It was recommended that the age range of students should be put into consideration; regular electricity should be supplied to the citizenry and that well-produced and sponsored educational programmes by government and private organizations should be encouraged.

Keywords: Audio-Visual, Educational Zone, Television, Computer and Gadgets.

Introduction

The traditional approach to education entailed that a teacher, commonly belief to be a reservoir of knowledge stand before a class and pour all he knows to the students, but the advent of other instructional materials has altered the image of the teacher as the sole custodian of knowledge, now considered as as a facilitator who brings closer to his pupils experience and materials beyond the scope of classroom environment. Education being an essential tool for teaching individual to communicate better; brings about awareness and enlightenment while drawing greater benefits from the exchange established between communication and itself (education). Na'Allah and Adeniran (2020) opined that communication is an inseparable aspect of human existence, and it central to all forms of human activities. Hence television, a tool of mass communication performs the functions of: informing, entertaining and educating the mass audience. It uses its unique features to enhance its power to change human behaviour.

Television was established in Nigeria in 1959, by the then western region with the aim of using it as an educational tool, passage of information and for entertaining audience, but instead, it became politician's mouthpiece, and eventually, everyday household appliances, communicating better than other medium with the capacity to motivate learning, as it's a combination of audio, visual and motion. Kumar (2009) noted that television is destined to provide greater knowledge, truer perception, more accurate, appraised broader understanding, greater appreciation and more opportunities. Educators and communicators in most developing countries (Nigeria inclusive) have resorted to exploring the useful, unique characteristics and qualities of television in spreading knowledge. Akpan (1987) emphasized the fact that educational television is the use of television as a means of providing educational information in general, this including instructional television, the learners come and go without any serious attachment to the content.

Children's attention on certain materials of learning according to their taste, interest, predisposition, and for behavioural pattern to be permanent; 'practice' and reinforcement are also important. In turn, their cognitive structure of schemes (organized patterns of behaviours) changes as they develop. Piaget's cognitive of

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development theory reflects a progression of learning and the characteristics of each stage (or age) which are dependent on what is learnt from their environment i.e. the television. In this case, learners who are attentive are more likely to become more effective through visual aids that are applied in well structural and organized programmes, which will activate their mental operation and increase their desire for learning. Gabriel (2002) says idea of a responsive environment for young children based in part on the concept of effect on motivation. The young child has a need to be competent in interacting. However, the children respond to certain television programmes in relation or in contradiction to what they perceive. Adeniran and Lagbe (2018) saw perception as the process of being aware of changes through the senses; it goes beyond the message, picked by eyes, ears, nose and other sense organs. Abimbade (1999) says that; 83% of all information is absorbed by eye; 11% is absorbed by ear while the remaining 6% is distributed among the remaining senses i.e. touch, smell and taste. This statement is in line with old Chinese dictum as stated by Sampath, Panneerselvam and Santhanam (2002) that;

What I hear, I forget
What I see, I remember
What I do, I understand. (Pg. 32)

Agun (1988) contends that we see things in relation to our needs, our past experience and our subjective feeling and this is always the case with children. This finding will assist educators and television practitioners whose target audiences are lower basic pupils and those still in the educational learning cadre to really know what lessons, and instructional programmes are to be aired. It would look at the problems existing in the production, transmission and assimilation (on the part of the children) or educational television programmers. This finding will also aid educators, and communicators, realize the necessity to base programmes on the cognitive level of the children, giving an insight into their response to foreign and local educational television programmes. Teachers, parents, media owners, the government, educational institutions and researchers will find this study very useful in their profession.

Statement of the Problem

Television serves as child's avenue to his know what is happening in his environment and the world in general. The visual elements give its unalloyed feature for effective utilization for children's educational programmes. The program teacher can use this educational media to arouse and attract the attention of the children. However, educational television programmes in most African countries still follow the conventional classroom style and technique. Educational programmes aimed at pupils of a particular age are supposed to address the children in the language they can understand, designed to stimulate interest and hold attention. The area of investigation is to examine the Effect of Educational Programmess on Television Among Lower Basic Pupils in Gusau Educational Zone of Zamfara State, Nigeria.

Purpose of the Study

The main purpose of this study was to examine the Effect of Educational Programmes on Television Among Lower Basic Pupils in Gusau Educational Zone of Zamfara State, Nigeria.

Specifically, the study would examine;

- the lower basic pupil's frequencies in watching Educational Programmes on Television;
- if the Educational Programmes on Television are easily understood by the lower basic pupils;
- the factors that can help the lower basic pupils to watch Educational Programmes on Television;
- the benefits of Educational Programmes on Television to the lower basic pupils;
- the factors hinders pupils at lower basic schools to Educational Programmes on Television?

Research Questions

The following research questions were generated to guide the conduct the study:

- How frequently does lower basic pupil's watches Educational Programmes on Television?
- Does the Educational Programmes watch by lower basic pupils are easily understood?
- What can be done to help the lower basic pupils to be watching Educational Programmes on Television?
- Does Educational Programmes on Television have any advantage on the pupil's learning?
- What factors hinders pupils at lower basic schools to Educational Programmes on Television?

Scope of the Study

This research work focuses on the Effect of Educational Programmes on Television Among Lower Basic Pupils in Gusau Educational Zone of Zamfara State, Nigeria. However, eight public and two lower basic schools were used for the study.

Significance of the Study

The findings will be of immense benefits to the pupils in lower basic schools, classroom teachers, educational planners, parents and the school proprietors. The findings will help teachers to identify the reason for the use of educational programmes on television in arousing pupils interest, quick remembering of the content taught without stress from both pupils and teachers. Secondly, it will provide comprehensive information for educational planners, educators, parents and the school proprietors on how they can assist students to cope in large classes. Lastly, it will serve as a contribution to knowledge in the subject area. In the regard, it will be useful for other researchers who might want to carry out research in related areas.

Research Design

The research design for this study was descriptive survey design. Descriptive research is the study which is concerned with describing the characteristics of a particular individual or a group (Kumar, 2010). Also, it would allow the researcher to make careful collection of data in such a way that information obtained from a representative sample of the target population would be analyzed for generalization.

Population

Nachmias and Nachmias (2009) define population as the entire set of relevant units of analysis or data. The target population for this study comprises of all lower basic pupils at both public and private schools in Zamfara State.

Sample and Sampling Technique

Sampling refers to selection of a given number of subjects from a target population so as to represent the entire population (Combo & Trump, 2005). The sample for the study consists of 300 pupils (210 pupils from public lower basic schools and 90 pupils from private lower basic schools) within Gusau Educational zone. The sample was selected through simple random sampling technique.

Instrumentation

The instrument used for this study was a researcher-designed questionnaire. The instrument was given to the head-teachers of the lower basic schools selected for this study for review, screening and evaluation. The content validity was affirmed by these experts. The pupils received some coaching from the researcher. The researcher assumed that some of the respondents might not be able to fill out the questionnaires on their own. To deal with the situation, those who could not fill out the questionnaire were interviewed by the researcher using the subject's responses to complete the questionnaire. The questionnaire consisted of two sections; Section A, for respondents' demographic information and section B was meant to elicit information from the respondents. Data generated from the research questions were analyzed using the simple percentage method. This method of analysis is simply, adequate in terms of data analysis and accuracy. This simple percentage procedure was used to calculate in percentage, the number of respondent that chose one particular response against the other.

Method

The instrument was administered by researcher and the head teachers to the selected sampled pupils in lower basic schools within Gusau Educational zone. The selected public lower basic schools are Damba MPS, Damba,

Army Children School, T/Wada, Gusau, B/Ruwa MPS, Gusau, Township MPS, Gusau. U/Gwarza Estate MPS, Gusau, Samaru MPS, Gusau, UBE Low Cost T/Wada Gusau and selected private lower basic schools are FCE(T) Demonstration School, Gusau, Prince International School, Gasua and Leadsprings International School, Gusau Responses to questionnaire items meant for answering research questions were analyzed by using simple percentage.

Data Collection and Analysis

Data Presentation, Analysis and Discussion of Findings Research Question One: How frequently does lower basic pupil’s watches Educational Programmes on Television?

Table 1 reveals a high response of pupils watching educational programmes on television. From the table, 66.33% of the respondents “always” watch educational programmes on television, 21.6% occasionally watch educational programmes on television, 09.00% rarely watch educational programmes on television and only 03.00 never watch educational programmes on television. Hence, it can deduced from the data gathered that higher percentage of lower basic pupils watches educational programmes on television.

Table 1. Pupil’s responses to frequencies in watching educational programmes on television

S/No	Items	Respondents	Percentage%
1	Always	199	66.33
2	Occasionally	65	21.67
3	Rarely	27	09.00
4	Never	09	03.00
	Total	300	100.00

Research Question Two: Does the Educational Programmes watched by lower basic pupils are easily understood?

The analysis in table 2 reveals that 176 (58.67%) respondents strongly agreed with the statement, 78 (26.00%) respondents agreed with the statement, 24 (08.00%) of the respondents neither agreed nor disagreed on the level of understanding of Educational programmes on television, 15 (05.00%) respondents disagreed with the statement and 7 (02.33%) of the respondents with the statement. Conclusively, the higher percentage of pupils in lower basic schools (i.e. 56.67% + 26.00% = 82.67%) for strongly agreed and agreed respectively indicated from the statement that educational television programme helped them to understand the lesson delivered very well.

Table 2. Pupil’s responses to level of understanding educational programmes on television

S/No	Items	Respondents	Percentage%
1	Strongly Agree	176	58.67
2	Agree	78	26.00
3	Undecided	24	08.00
4	Disagree	15	05.00
5	Strongly Disagree	07	02.33
	Total	300	100.00

Research Question Three: What can be done to help the lower basic pupils to be watching Educational Programmes on Television?

From table 3, it was observed that the 87 (29.00%) of pupils advocated for regular supply of electricity, 79 (26.33%) of the respondents demanded for convenient hours (i.e 5: 00 to 6:00 p.m week days), 65 (21.67%) pupils requested for interesting educational programmes while 69 (23.00%) of them begged for the consideration of individual difference from the presenter on the lesson to be presented on television. By mere looking at these responses from the respondents it will be deduced that all the aforementioned statement were threat to the usage of television for lesson presentation for lower basic pupils.

Table 3. Pupil's responses on what to be done for watching educational programmes on television

S/No	Items	Respondents	Percentage%
1	Regular electricity	87	29.00
2	Convenient hour (i.e 5: 00 to 6:00 p.m week days)	79	26.33
3	Interesting educational programmes	65	21.67
4	Consideration of individual differncies	69	23.00
	Total	300	100.00

Research Question Four: Does Educational Programmes on Television have any advantage on the lower basic pupil's learning?

From table 4, it was observed that the use of Educational programmes on television in lower basic schools has tremendous advantages in pupils' learning process. Responses to research question 4 reveals that 59 (19.67%) of the respondents affirmed that the use of Educational programmes on television arouses their interest on the subject matter, 54 (18.00%) agreed that Educational programmes on television helps them to retain what was taught, 49 (16,33%) noted that the use of Educational programmes on television in teaching of a subject affords them to remember they were taught, 32 (10.67%) said that Educational programmes on television increases their listening ability to the subject, 12 (04,00%) only responded that the use of Educational programmes on television in teaching of a subject cater for their differences during presentation, 49 (16.33%) said that Educational programmes on television highly motivated them during teaching, while 45 (15.00%) of the respondents affirmed that the use of Educational programmes on television have all the listed advantages in their learning processes.

Table 4. Pupil's responses on advantages of educational programmes on television

S/No	Items	Respondents	Percentage%
1	Arouse pupils' interest	59	19.67
2	Retaining what was taught	54	18.00
3	Remembering what was taught	49	16.33
4	Increases Listening Ability	32	10.67
5	Cater for Individual Differences	12	04.00
6	Highly motivated	49	16.33
7	All the above	45	15.00
	Total	300	100.00%

Research Question Five: What factors hinders pupils at lower basic schools to Educational Programmes on Television?

Data generated from research question 5 reveals factors that hindered the respondents from enjoying the Educational programmes on television. From table 5, hunger, epileptic power supply, boredom, tiredness, noise and poor timing of presentation had responses of 47 (15.67%), 63 (21.00%), 37 (12.33%), 41 (13.67%), Noise 39 (13.00%) and 73 (24.33%) respectively. From table 5 it will be deduced that all the aforementioned statement were threat to the usage of television for lesson presentation for lower basic pupils.

Table 5. Pupil's responses on hindrances to pupils' response to educational programmes on television

S/No	Items	Respondents	Percentage%
1	Hunger	47	15.67
2	Epileptic Power Supply	63	21.00
3	Boredom	37	12.33
4	Tiredness	41	13.67
5	Noise	39	13.00
6	Poor Timing for Presentation	73	24.33
	Total	300	100.00%

Discussion of Findings

Data generated from the findings of this study reveals that:

- 1) Lower basic pupils have passion for educational programmes on television and are watched very frequently for learning process.
- 2) As a result of lower basic pupils passion for educational programmes on television guaranteed them better understanding of the lesson delivered through the medium.
- 3) The use of educational programmes on television has varieties of advantages for lower basic pupils' learning process, such advantages include includes; arousal of interest, retention of subject topic, remembering/recalling subject topic and increasing the listening ability/attention of pupils to the subject.
- 4) Huger, boredom, anger, and noise are obstacles to lower basic pupils' responses and interest to educational programmes on television.

Conclusion

In conclusion, the findings of this study revealed that educational programmes on television holds lower basic pupil's attention and are complementary to school work as the children enjoy entertainment (programmes) and learn better with it. Hence, it can be deduced that a measurable relationship exists between educational programmes on television and the learning capacity of pupils in lower basic schools.

Recommendations

Based on the findings of this study, the following recommendations were proffered:

- 1) Designers and presenters of educational programmes on television should take into consideration the age range of the children watching television in order to communicate to them in a language they would understand.
- 2) Since educational programmes on television helps to improve pupils learning capability (as indicated by the findings of this study), it requires continuous support by way of sponsorship from government and private individuals for improved and well produced educational programmes on television.
- 3) Also, since pupils prefer entertainment programmes, more educative cartoons and animation of characters should be introduced into the production of educational programmes on television in Nigeria.

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Author Information

Solomon Akintola Adeniran

Federal College of Education (Technical)
P.M.B. 1088, Gusau, Zamfara State, Nigeria
Contact e-mail: toladeniran2013@gmail.com
