

# DETERMINATION OF EDUCATIONAL BROADCASTING PERSONNEL, FACILITIES AND CONTENTS AT OSUN STATE TELEVISION BROADCASTING STATION, OSOGBO, NIGERIA

BY

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## Abstract

*This study examined educational broadcasting personnel, facilities and contents at Osun State television broadcasting station. Three research questions were raised and answered. Researcher-designed checklist which was validated by two educational technology experts and two media specialists was employed to elicit needed data through observation and interactions. The instrument comprises three sections (Sections A, B & C). Section A consists of ten items which collected data on qualifications of media personnel available at the station. Section B consists of fifteen items which collected data on the availability and functionality of educational media facilities at the station while Section C collected data on the programmes being transmitted on daily basis to the public in order to determine the educative ones among them. Data collected were analyzed using descriptive statistics. Findings revealed that only fourteen (representing 18.2%) out of the seventy-seven media staff are educational broadcasting specialists. Also, findings revealed that there are adequate media facilities to execute educational broadcast in the station. Findings also revealed that only eleven (representing 14.7%) out of seventy-five weekly programmes being transmitted are educative contents. Based on these findings, it was recommended that professionals who can effectively plan and execute educational broadcasting should be recruited in the station, media facilities at Osun State television station should be used majorly towards discharging the educative duties of broadcast stations and that contents being transmitted to audience should not only be informative and entertaining ones but more importantly educative contents.*

**Keywords:** Broadcasting, Contents, Education, Media, Programmes, Television

## Introduction

Education is the bedrock of development in any society. One important means of educating people is through the use of broadcast media. Broadcasting is the transmission of signals to many receivers or viewers simultaneously via powerful electromagnetic waves. Udomisor (2013) defined broadcasting as the distribution of audio and video contents to a dispersed audience via any audio-visual medium.

The major roles of broadcasting stations are to inform, entertain and educate. Udomisor (2013) also added that broadcasting is very important in Africa because a majority of Africans get their information, education and entertainment from primarily radio and then television. For instance, there are thirty-six states (36) in Nigeria and each of these states has at least one government owned television station in addition to branches of Nigeria Television Authority (NTA) established by the federal government in each of the states and a number of private broadcasting stations in some of these states. Today, the Nigerian Broadcast industry reaches daily over 9 million television sets; reaches over 100 million listeners; broadcasts in 15 languages; from offices all across Nigeria (Udomisor, 2013).

Television is an important medium of broadcasting. Its ability to combine sound, visuals and text (multimedia) gives it advantage over other media of mass communication like radio and newspaper (Biobaaku, et al, 2012). Television portrays reality and offers a wide range of valuable contents for the benefits of individuals and the society at large. The educational significance of television programme cannot be over-emphasized. Biobaku, et al (2012) was of the view that television contents shape behaviour. In view of this, Oketumbi (2007) charges broadcast stations in Nigeria to accord the greatest priority to educational programmes since facilities to carry out the task are available. Since the first educational television broadcasts began in Iowa in 1933, there have been decades of research focused on the educational effects of television, and yet controversies about the impact of television in schools and society as a whole persist. This could be adduced to the fact that transmission of entertainment and informative programmes in form of musicals, movies and news are dominant at the expense of educative ones (Oketumbi, 2007; Reeves, 1998).

Professionals and administrators of stations determine the content to be transmitted, time to be transmitted and for how long it will be transmitted. This process is what Oketunmbi (2007) referred to as broadcast programming and he described it as the planning and execution of what radio listeners would hear, and what television viewers would see on their sets in a predetermined order. This planning and execution can only be successful done when broadcast stations employ competent hands who are capable of operating at the highest level of professionalism (Oketumbi, 2007). Nigerian Broadcasting Commission (NBC) should diligently step up its efforts at discharging its statutory role of monitoring broadcasting in the country in order to enforce standards. This, according to Oketumbi (2007) will ensure that broadcast stations de-emphasize entertainment but emphasize education and information contents in their programming.

Statutorily, there is no broadcasting policy in Nigeria (Idoreyin & Innocent, 2012). According to Nigeria Community Radio Coalition (2010), Nigeria has not projected an enviable profile in the policy development, particularly in the media and information sector in the last decade. This situation has subsequently affected educational broadcasting in the country. For instance, in the late '90s, the Federal Government established the NTA educational television station in Lagos but due to lack of continuity and inconsistency in government policies and implementation, the station is being under-utilized. Today, educational television broadcast are sand-witched into the broad entertainment, information and other main programmes being transmitted by National, State and Private television stations in Nigeria (Yusuf, 2002). This is done haphazardly because of limited specialists in the Nigerian broadcast industry who can effectively plan and execute educative programmes (Oketumbi, 2007).

### **Statement of the Problem**

The roles of media, especially broadcast media are to inform, educate and entertain. Today, educational television broadcast are sand-witched into the broad entertainment, information and other main programmes being transmitted by national, state and private television stations in Nigeria (Yusuf, 2002). This is done haphazardly because of limited specialists in the Nigerian broadcast industry who can effectively plan and execute educative programmes (Oketumbi, 2007).

Establishment of educational television stations to achieve the educative role of media might be a task too difficult for government and other relevant educational stakeholders to carry out in Nigeria, but since every state of the federation has at least one public television station (Udomisor, 2013), educational television broadcasting staff, media and facilities in these public stations can be channeled to work for the purpose of producing and transmitting qualitative

educative programmes to the community. Determination of availability of these educational media specialists, media facilities and current educative programmes being transmitted at Osun State television station is the focus of this investigation.

### Purpose of the Study

The main purpose of this study was to determine the educational broadcasting personnel, media and programmes at Osun State television broadcasting station. Specifically, the study was carried out to:

1. determine the availability of educational broadcasting specialists at Osun State television broadcasting station;
2. determine the availability and functionality of media facilities for educational broadcasting at Osun State television broadcasting station; and
3. determine whether Osun State television station transmits educative contents to the public.

### Research Questions

1. Are there adequate educational broadcasting specialists at Osun State television broadcasting station?
2. Are there adequate media facilities for educational television broadcasting at Osun State television broadcasting station?
3. Does Osun State television station transmit educative contents to the public?

### Materials and Methods

The investigation was a survey research aimed at eliciting information that will provide answers to the research questions. The study was carried out at Osun State television broadcasting station in south-west Nigeria.

The researcher personally visited the station and sought permission from the management before using a researcher-designed checklist to elicit needed data through observation and interactions. The checklist was validated by two educational technology experts and two media specialists at Federal University of Technology, Minna, Nigeria.

The instrument comprises three sections (Sections A, B and C). Section A consisted of ten (10) items which collected data on staff available at the station with their qualifications to determine the availability of educational television broadcasting staff at the station. Section B consisted of fifteen (15) items which collected data on the availability and functionality of educational media facilities at the station while Section C collected data on the programmes being transmitted on daily basis to the public in order to determine the educative ones among them. Data collected were analyzed using descriptive statistics (simple percentage) and report method.

### Results

**Research Question One:** Are there adequate educational broadcasting staff at Osun State television broadcasting station?

**Table 1: Area of Specialization of Available Media Staff**

S/N	Area of Specialization	Qualification							Total (%)
		NCE	OND	HND	B.SC	PGD	M.SC	PHD	
1	Music	-	-	-	1	-	-	-	01 (1.3)
2	Mass Communication	-	10	5	10	1	-	-	26 (33.8)
3	Journalism	-	-	-	10	4	1	-	15 (19.5)
4	Instructional Technology	-	-	3	5	-	-	-	08 (10.4)
5	Theatre Arts	-	-	-	1	1	-	-	02 (2.6)
6	Communication Arts	-	-	6	-	1	-	-	07 (9.1)
7	Language Arts	3	-	-	2	-	-	-	05 (6.5)

8	Educational Communication	-	-	-	2	-	-	-	02 (2.6)
9	Photo-Journalism	-	2	-	5	-	-	-	07 (9.1)
10	Educational Technology	-	-	-	4	-	-	-	04 (5.2)
TOTAL		03	12	14	40	07	01	-	77 (100)

TABLE 1 shows the area of specialization of media staff available at Osun State television broadcasting station. Out of seventy-seven (77) staff present, eight (8) staff representing 10.4% studied Instructional technology, two (2) staff representing 2.6% studied educational communications while four (4) staff representing 5.2% studied educational technology. The remaining sixty-three (63) staff representing 81.8% studied other media courses within the scope of broadcasting but outside educational broadcasting. This indicates that only 18.2% of the total staff has educational broadcasting relevant qualification(s).

**Research Question Two:** Are there adequate media facilities for educational television broadcasting at Osun State television broadcasting station?

**Table 2: Availability Status of Media Facilities for Educational Television Broadcasting**

S/NO	EQUIPMENT	AVAILABILITY		FUNCTIONALITY	
		Available	Not	Functional	Not
		Available		Functional	
1	Audio console	Yes		Yes	
2	Vision mixer	Yes		Yes	
3	Headset gadgets	Yes		Yes	
4	Chroma key	Yes		Yes	
5	Flood light & fill light	Yes		Yes	
6	Teleprompter		Yes	-	-
7	Microphones	Yes		Yes	
8	Studio	Yes		Yes	
9	Editing suite	Yes		Yes	
10	Video cameras	Yes		Yes	
11	Transmitter	Yes		Yes	
12	Outside broadcast van	Yes		Yes	
13	Monitor sets	Yes		Yes	
14	Satellite facilities	Yes		Yes	
15	Internet facilities	Yes		Yes	

TABLE 2 shows the availability and functionality status of media facilities for educational television broadcasting at Osun State television broadcasting station. From the table, all equipment listed are available except teleprompter. Similarly, all available equipment are functional.

**Research Question Three:** Does Osun State television broadcasting station transmit educative programmes to the public?

**Table 3: Current Daily Numbers of Programmes being Transmitted to the Public**

DAY	ENTERTAINMENT PROGRAMME	INFORMATIVE PROGRAMME	EDUCATIVE PROGRAMME	TOTAL
MONDAY	5	5	1	11
TUESDAY	5	4	2	11

WEDNESDAY	4	5	1	10
THURSDAY	5	4	2	11
FRIDAY	4	5	2	11
SATURDAY	3	6	2	11
SUNDAY	7	2	1	10
TOTAL (%)	33 (44.0)	31 (41.3)	11 (14.7)	75(100)

TABLE 3 shows the current daily programmes being transmitted at Osun State television broadcasting station. From the table, only eleven (11) representing 14.7% of total programmes being transmitted in a week are educative programmes while the remaining sixty-four (64) programmes representing 85.3% are entertainment and informative ones.

#### Discussions

Results indicated that there is shortage of educational broadcasting specialists at Osun State television station. Majority of the available media staff are professionals in other media disciplines outside the scope of Educational broadcasting. This finding agrees with Yusuf (2002) who established that within the school, there is enough education specialists and also within the broadcasting station, there is adequate media staff but having professionals who are specialists in the two disciplines that form educational broadcasting in stations is very rare. The finding is also supported by the findings of Oketumbi (2007) that broadcast industry lacks specialists who can effectively plan and execute educative programmes.

Results also indicated that there are available and functional media facilities that can facilitate educational television broadcasting at Osun State television station. This findings agrees with Yusuf (2002) and Oketumbi (2007) that although broadcast stations in Nigeria are short of professionals who can plan and execute educational broadcasting, they have facilities they can employ since the same facilities and equipment currently being used for public broadcasting will equally be adequate to execute educational broadcasting

The analysis of programmes being transmitted at Osun State television station reveals that majority of contents are entertainment and informative ones at the expense of educative contents. This finding agrees with the findings of Oketumbi (2007) and Reeves (1998) that transmission of entertainment and informative programmes in form of musicals, movies and news are dominant at the expense of educative ones. The finding is also supported by the findings of Yusuf (2002) that educational television broadcast are sandwiched into the broad entertainment, information and other main programmes being transmitted by National, State and Private television stations in Nigeria.

#### Conclusions

From the above findings, it can be deduced that Osun State television broadcasting station has adequate facilities to function effectively. However, the contents being transmitted to audience are majorly those of entertainment and informative programmes at the expense of educative ones. This is not unconnected with the fact that majority of the media personnel available in the station are not professionals who can plan and execute educational broadcasting.

#### Recommendations

Based on the major findings of this investigation, the following recommendations are made:

1. Media facilities at Osun State television station should be used majorly towards discharging the educative duties of broadcast stations;
2. Professionals who can effectively plan and execute educational broadcasting should be recruited in the station;
3. Contents being transmitted to audience should not only be informative and entertaining ones but more importantly educative contents; and
4. Nigeria Broadcasting Commission should have a monitoring team saddled with the responsibilities of regulating contents being transmitted by television stations to their audience.

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