

Appraisal of Human and Non-human Resources for Educational Broadcasting at Television Stations in North Central, Nigeria

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Abstract

In this study, human and non-human resources for educational content broadcasting at television stations in North Central Nigeria were appraised. Descriptive survey research design was adopted for this study and five research questions guided the study. Facilities in three randomly selected stations were assessed using checklist while heads of section who served as participants were interacted with in order to collect further data needed for the investigation. The researchers-designed checklist was validated by two educational technology experts and two media specialists. It comprised of five sections (sections A, B, C, and D & E). Section A consists of 10 items on academic qualifications of media personnel available at the stations. Section B and C consists of 15 items each on availability and functionality of educational media facilities at the stations. Section D was used to collect data on the programmes being transmitted on daily basis to the public in order to determine the educational ones among them, while section E was used to collect data on sponsorship of programmes in the television stations. Data collected were analyzed using descriptive statistics. Findings revealed that only 36 (representing 17.4%) out of the 207 media personnel available are educational broadcasting specialists. Also findings revealed that there are available and functional media facilities to execute educational broadcast in the stations. Findings also revealed that only 35 (representing 16.5%) out of 212 weekly programmes being transmitted are educational contents. Based on these findings it was recommended among others, that, personnel who can effectively plan and execute educational broadcasting should be recruited in the stations. Also, available media facilities at television stations should not only be used for the

transmission of informative and entertaining contents but also, for the dissemination of educational contents to the public.

Keywords: Broadcasting, Educational technology, Educational broadcasting, Human and non-human resources, Television stations.

1. INTRODUCTION

One important channel of reaching people with a view to educating them 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 media. Falode and Gambari (2013) stated that broadcasting is very important in Africa because majority of Africans get their information, education and entertainment primarily from radio and television. For instance, there are 36 states in Nigeria, and each of these states has at least one state-owned government television station, a branch of the Nigeria Television Authority (NTA) station established by the Federal Government and possibly, one or more private television stations. Little wonder, Falode and Gambari (2013) stated that the Nigerian broadcast industry reaches more than nine million television sets and more than 100 million listeners in more than 15 languages on daily basis in the country.

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 (Biobaku, 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 (2012) was of the view that television contents shape behavior. 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 U.S.A in 1933, there have been decades of research focusing on the educational effects of television. 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). Lenhart, Purcell, Smith, and Zickuhr (2010) found that 72% of primary, secondary and tertiary institution students have television in their homes out of which 45% of those students watch at least one programme on the television in a day.

Personnel in various television stations determine the content to be transmitted, time to be transmitted and how long programmes will be transmitted. This process is what Oketumbi (2007) referred to as broadcast programming. It is regarded as the planning and execution of what television viewers would see on their sets in a pre-determined order. This planning and execution can only be successfully done when broadcast stations employ competent hands who are capable of operating at the highest level of professionalism (Falode & Gambari, 2013). It is against this background that the researcher sought to investigate the adequacy of the resources for educational broadcasting at television stations in North Central Nigeria.

The significance of this present research study lies in the fact that despite enormous broadcasting stations that exist today in Nigeria, it appears as if the transmission of educational programmes is rare unlike the entertainment and informative programmes. Traditionally, the role of media is to inform, entertain and educate people. However, it seems television stations are satisfactorily fulfilling the other two roles while neglecting the educative role. Could it be that the personnel, equipment and finance for educational broadcasting are not available? Hence, this study appraised the adequacy of human and non-human resources for educational broadcasting at television stations in North Central Nigeria.

1.1 Aim and Objectives of the Study

This study assessed the human and non-human resources for educational broadcasting at television stations in North Central, Nigeria. Specifically, the study:

1. assessed the availability of educational broadcasting specialists at television broadcasting stations in North Central Nigeria;
2. assessed the availability of media facilities for educational broadcasting at television broadcasting stations in North Central Nigeria.

3. examined the functionality of media facilities for educational broadcasting at television broadcasting stations in North Central Nigeria.
4. determined whether television broadcasting stations in North Central Nigeria transmits educational contents to the public.
5. examined if there are sponsorship for educational programmes in television broadcasting stations in North Central Nigeria.

1.2 Research Questions

The following research questions were formulated to guide the study:

1. Are there educational specialists available at television stations in North Central Nigeria?
2. Are media facilities available for educational broadcasting at television broadcasting stations in North Central Nigeria?
3. Are there functional media facilities for educational broadcasting at television broadcasting stations in North Central Nigeria?
4. To what extent do television broadcasting stations in North Central Nigeria transmit educational contents to the public?
5. Do television broadcasting stations in North Central Nigeria have sponsorship for educational programmes?

2. METHODOLOGY

The research design adopted for this study was descriptive survey research design. The population of this study was made up of the entire staff of the 19 television stations in the six states of North Central Nigeria. Out of this figure, three stations were randomly selected. Because of the nature of this study which requires that the researchers should visit, observe the facilities and interact with experts, only 12 participants who were Heads of Administration, Production, Technical, News and Current Affairs units in the stations were sampled.

Observation checklist and unstructured interview in form of interaction were used as instrument for data collection. The checklist comprised five sections (sections A, B,

C, and D & E). Section A consists of 10 items on academic qualifications of media personnel available at the stations. Section B and C consists of 15 items each on availability and functionality of educational media facilities at the stations. Section D was used to collect data on the programmes being transmitted on daily basis to the public in order to determine the educational ones among them, while section E was used to collect data on sponsorship of programmes in the television stations. It was validated by two educational technology experts from the Department of Educational Technology, Federal University of Technology, Minna, and two media experts from Nigerian Television Authority Minna. These experts assessed the suitability of the items and the appropriateness of the structure of the instrument for the purpose of data collection. Thereafter, it was given to two independent experts who rated the items in order to determine its' reliability. Cohen's Kappa inter-rater reliability formula was used and coefficient of 0.75, 0.72, 0.87, 0.90 and 0.85 were obtained for each section of the Checklist. Hence, it was considered reliable for the study. The researchers were directly involved in the data collection process which lasted for four weeks. Data gathered were analyzed using frequency counts and percentages and report method.

3. RESULTS

3.1 Research Question 1: Are there educational specialists available at television broadcasting stations in North Central Nigeria?

The result of the analysis in frequency and percentage scores on the availability of educational broadcasting specialists in television broadcasting stations were tabulated and shown in table 1.

Table 1: Frequency and percentage of areas of specialization of available media personnel in television broadcasting stations

S/N	Area of Specialization	Qualification							Total (%)
		NCE	ND	HND	B.Sc	B.Ed	PGD	MSc/Ph.D	
1	Music	-	3	-	2	-	-	-	05 (2.4)
2	Mass Communication	-	20	12	26	-	4	-	62 (29.9)
3	Journalism	-	-	-	28	-	11	4	43(20.8)
4	Instructional Technology	-	5	2	13	-	-	-	20 (9.7)
5	Theater Art	-	-	-	3	-	2	-	05 (2.4)
6	Communication Art	-	4	2	-	-	2	-	08 (3.9)
7	Language Art	10	-	-	7	9	-	2	28 (13.5)
8	Educational Communication	-	-	-	5	-	2	-	07 (3.4)
9	Photo Journalism	-	2	5	12	-	1	-	20 (9.7)
10	Educational Technology	-	-	-	-	7	-	-	09 (4.3)
	Total	10	28	27	96	16	22	08	207

The result in table 1 shows the area of specialization of available media staff in the three sampled television stations in North Central Nigeria. A total of 207 media personnel were found available in the stations. Out of this, only 20 staff, representing 9.7% studied instructional technology, seven staff, representing 3.4% studied educational communication, nine staff, and representing 4.3% studied educational technology. The remaining 171 personnel, representing 82.6% studied other media related courses within the scope of broadcasting but outside educational broadcasting. This analysis reveals that only 17.4% of the total personnel in the stations have relevant educational broadcasting academic qualifications. This implies that, the available educational broadcasting personnel to plan and execute educative programmes are inadequate in television broadcasting stations in North Central, Nigeria.

3.2 Research Question 2: Are media facilities available for educational broadcasting at television stations in North Central Nigeria?

The result of the analysis on the availability of media facilities in television broadcasting stations were tabulated and shown in table 2; where Available is represented by “A” and Not Available is represented by “NA”.

Table 2: Availability status of media facilities in television broadcasting stations

S/N	Media Facilities / Equipment's	Available	Not Available
1	Audio console	A	
2	Vision mixer	A	
3	Headset gadgets	A	
4	Chroma key	A	
5	Flood light & fill light	A	
6	Teleprompter	A	
7	Microphones	A	
8	Studio	A	
9	Editing suit	A	
10	Video cameras	A	
11	Transmitter	A	
12	Outside broadcasting van	A	
13	Monitor set	A	
14	Satellite facilities	A	
15	Internet facilities	A	

From the analysis in table 2, the result shows that all the sampled media facilities and equipment needed for effective educational broadcasting such as Audio console, Vision mixer, Headset gadgets, Chroma key, Flood light and Fill light, Microphones, Studio, Editing suites, Cameras, Transmitter, Monitor set, Satellite facilities, Internet facilities and outside broadcasting van were found available in the television stations.

3.3 Research Question 3: Are there functional media facilities for educational content broadcasting at television stations in North Central Nigeria?

The result of the analysis on the functionality of media facilities in television broadcasting stations were tabulated and shown in table 3; where Functional is represented by “F” and Not Functional is represented by “NF”.

Table 3: *Functionality status of media facilities in television broadcasting stations*

S/N	Media Facilities / Equipments	Functional	Not Functional
1	Audio console	F	
2	Vision mixer	F	
3	Headset gadgets	F	
4	Chroma key	F	
5	Flood light & fill light	F	
6	Teleprompter		NF
7	Microphones	F	
8	Studio	F	
9	Editing suit	F	
10	Video cameras	F	
11	Transmitter	F	
12	Outside broadcasting Van	F	
13	Monitor set	F	
14	Satellite facilities	F	
15	Internet facilities	F	

From the analysis in table 3, it can be observed that 14 out of the 15 media facilities were found functioning in the sampled television stations. Though available, only Teleprompter was not functional. The implication of the result is that, the available facilities for educational content broadcasting in the television stations are functional.

3.4 Research Question 4: To what extent do television broadcasting stations in North Central Nigeria transmit educational contents to the public?

The extent to which television stations transmit educational programme was analyzed based on the number of programmes being transmitted to the public and presented in table 4.

Table 4: *Summary of number of programmes being transmitted to the public*

Day	No. of Entertainment Programme	No. of Informative Programme	No. of Educational Programme	Total
Monday	11	13	04	28
Tuesday	13	09	06	28
Wednesday	12	15	05	32
Thursday	14	12	07	33
Friday	11	13	04	28
Saturday	09	18	06	33
Sunday	18	09	03	30
Total	88(41.5)	89(42.0)	35(16.5)	212(100)

The result on the number of programmes being transmitted as summarized on table 4 indicates that out of the 212 programmes being transmitted to the public in a given week, in the television stations, only 35 (representing 16.5%) are educational programmes, while the remaining 177 programmes (representing 83.5%) are entertainment and informative programmes. This implies that television stations frequently transmitted informative and entertainment programmes at the expense of educative programmes to the public.

3.5 Research Question 5: Do television broadcasting stations in North Central Nigeria have sponsorships for educational programmes?

The extent to which television stations have sponsorships for educational broadcasting was analyzed based on the number of sponsorships of various programmes in the television stations and presented in table 5.

Table 5: Sponsorships status of programmes in television stations on weekly basis

S/N	Programme	No. of sampled Television station	Sponsorship		If yes, No of sponsors
			Yes	No	
1	Entertainment	3	✓		13
2	Informative	3	✓		Unlimited at the expense of the Television station
3	Educational	3	✓		07

From the summary presented in table 5, it can be deduced that educational programmes recorded the least number of sponsorships on weekly basis. While, informative programmes are being sponsored by the television stations, sponsors of programmes prefer to do so mostly for entertainment programmes and not for educative programmes.

4. DISCUSSION OF FINDINGS

As shown in the results for the first research question, responses generated from the respondents in the television stations revealed that there is shortage of educational broadcasting specialists at the television stations in North Central Nigeria. Majority of

the available media staff are professionals in other media disciplines outside the scope of educational broadcasting. This findings agrees with the earlier submission of Yusuf (2002) who established that, within the school, there is enough education specialists and also within the broadcasting stations, there is adequate media staff, but having professionals who are specialists in the combination of the two disciplines that form educational broadcasting in television stations is very rare. The findings is also supported by the findings of Falode and Gambari (2013) who found that that broadcasting stations lack specialists who can effectively plan and execute educational programmes.

Findings regarding the availability and functionality of media facilities and equipment revealed that media facilities that can enhance the transmission of educational programmes are available and are functional in television broadcasting stations in North Central Nigeria. This findings agrees with the earlier findings of Falode and Gambari (2013) that although, broadcasting stations in Nigeria are short of professionals who can plan and execute educational broadcasting, they however do not lack facilities they can be employed to transmit such programmes since the same facilities and equipment being used for the transmission of entertainment and informative programmes to the public are the same resources needed to transmit educational programmes.

Findings that emanated from this study on the analysis of programmes being transmitted at television stations revealed that majority of the contents are entertainment and informative ones at the expense of the educational programmes. This findings agrees with the earlier findings of Oketumbi (2007) and Reeves (2008) who found that the transmission of entertainment and informative programmes such as musicals, movies and news are dominant in public broadcasting stations at the expense of the educational ones.

Also, findings regarding the sponsorships of programmes in television stations revealed that the sponsorship of educational programmes is too few when compared with other programmes. This findings is not at variance with the observation of Ayun, Paul and Chity (2015) who observed and reported that the inadequate transmission of educational programmes in Nigerian public television stations is due to lack of fund and sponsorship.

5. CONCLUSION

From this study, it can be concluded that although media personnel, facilities and equipment needed to broadcast educational programmes are available and functional in North central, Nigeria, the unavailability of qualified professionals who can plan and execute educational programmes will hinder the transmission of such programmes. Except needed professionals are recruited and well-meaning individuals rise to sponsor the transmission of educational programmes on public televisions, the roles of media which are to inform, entertain and educate will not be complete.

6. RECOMMENDATIONS





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

1. Professionals who can effectively plan and execute educational broadcasting programmes should be recruited in television stations in order to increase, improve and promote the quality of such programmes being transmitted to the public.
2. Media facilities at television broadcasting stations in North Central Nigeria should be used majorly toward discharging the educational duties of broadcasting since the same facilities and equipment currently being used for public broadcasting will equally be adequate to execute educational broadcasting.
3. Considering the vital roles played by education in the society, management and administrators of television broadcasting stations should ensure that just like informative and entertainment programmes, educative programmes are frequently disseminated to the public.
4. Television broadcasting stations in North Central Nigeria should seek for more sponsors of educational television programmes. Such sponsors could be given a unique and distinguishing label, such as “Friends of Education (FOE)” to serve as some forms of recognition for the role they play in the promotion of education through television.

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