



Assessing the Effectiveness of Radio Lesson during COVID-19 Global Pandemic ... (Tilde et.al. 2021)

**Assessing the Effectiveness of Radio Lesson during COVID-19 Global Pandemic in
Akko Local Government Area, Gombe State, Nigeria**

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Abstract

The paper surveyed the effectiveness of radio lesson during Covid-19 global pandemic in Akko Local Government Area, Gombe State, Nigeria. The population of the study consists of all 265 primary schools in Akko LGA with the 85,536 pupils. Descriptive survey with the sample of one hundred and fifty two (152) teachers and two hundred and sixty three (263) parents using simple random sampling techniques. Two structured questionnaire tagged Teachers' Responses on the Radio Lessons during Covid-19 (TRRLC) and Parents' Responses on Radio Lesson during Covid-19 (PRRLC) Three objectives and two research questions were used in the research. The researchers used Mean (X) to analyse the results. The findings indicated negative responses on both the teachers and the parent base on what they consider as poor performance in the examination after Covid-19 and lack of awareness of the parents on the programme. The paper recommended to include parent in the programme delivery and to create a wider awareness campaign for the programme.

Keywords: Radio Programme, Covid-19, Primary School



Introduction

Education in Nigeria has faced a series of challenges like any other countries due to the Covid 19 pandemic (Oladipo, 2020). About 1.6 billion learners in more than 190 countries are affected by the virus across the world (United Nation Sustainable Development Group [UNSDG], 2020). The closure of schools and other learning centres has rendered the students in superfluous situation and the curriculum in jeopardy. According to United Nation (2020) 94% of the world's student population has been affected and 99% of them were from low and middle income countries. Nigeria is not an exception of the pandemic, the result effect of it, is closing all centres of learning including Almajiri schools (Wuilbereq, 2021). Moreover, other institution of learning such as churches and mosques were either closed or relegated to only essential service with due adhering to the Covid-19 protocol. The schools were officially closed for six months started from 23/03/2020 to 15/10/2020 and Federal Government mandate every school to follow Covid-19 protocols before opening the schools for further academic activities. During the school's closure, a lot of States initiated new programmes of handling the students' teaching and learning through various means of communication, most especially by using Radio, Television and Social Media to some extent. Radio has been a major tool of mass communication that played a vital role in developed and developing nations. It has a friendly tool to access information of all kind, and to the greatest advantage of education to all. It has no boarder for its listeners, as it has a very simple way of operation.

In Nigeria, The coming of British Broadcasting Corporation (BBC) Empire service in 1932 marked the beginning of broadcasting in Nigeria. The Empire service which utilized radio signal Re-diffusion Service, RDS, was designed to enhance economic, political and cultural relationship between Britain and its colonies. The radio stations started operation in 1939 in Ibadan, followed by Kano in 1944; from there a committee was established to make a provision of the radio activities in 1949, where they came up with the idea of establishing a regulatory body called Nigeria Broadcasting Service in 1949 and gazette in 1951. The Nigeria Broadcasting Services (NBS) was changed to Nigeria Broadcasting Cooperation in 1957 (Udomisor, 2013). Voice of Nigeria began operation in 1962 and in 1978; the Nigerian Broadcasting Corporation was re-organized to become Federal Radio Cooperation of Nigeria (FRCN) (Ihechu& Okugo 2013).

Today, Nigeria has a total of 454 radio stations with lots of online and stream radio that are owned by Federal and States Governments as well as privates. These stations include AM (Amplitude modulation) and FM (Frequency Modulation) respectively. Gombe state has a total of six stations.

Table 1. Radio stations in Gombe State

S/N	Name of Station	Status	Frequency	Place
1.	GMC	State	1404	Gombe
2.	GMC	State	91.9	Gombe
3.	Vision FM	Private	92.7	Gombe
4.	RayPower FM	Private	93.3	Gombe
5.	Progress Radio	Private	97.3	Gombe
6.	Amana Radio	Private	98.1	Gombe
7.	Jewel Radio	Federal	103.5	Gombe

Source: field survey 2020



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The main objectives of Radio stations in Nigeria according to Udomisor (2013) are to provide services towards Education, News broadcasting, Entertainment, Commercial advertisement, and Cultural Preservation. Others are Political movement, Administration purposes. These are the major purposes for radio operation in Nigeria.

In its target to reach out to the problem of reading in primary schools, The United State Agency for International Development (USAID), in partnership with the American University of Nigeria (AUN), planned to reach more than 500,000 pupils in Gombe and Adamawa states through a new home-schooling program called Transactional Radio Instruction (TRI) to be broadcast across the two states (USAID, 2019). The 13 episode distance learning programme was run on Tuesdays and Thursdays for 10 weeks in the Hausa language to help pupils fill the gap created by schools' closure because of the COVID-19 pandemic. Akko LGA is one of the eleven local governments of Gombe state. It has a total number of 265 primary schools with the pupil population of 86,536.

Also, to further address the educational programme the Gombe state through the intervention of UNICEF, UNESCO, NEIplus, Strengthening Education in North-East Nigeria States (SENSE) organized a programme for teaching pupils of classes 1-3 on literacy by using the local language (HAUSA) the programme was aired by three Radio stations in Gombe state. These are GMC, Amana Radio and Jewel FM. The radio programmes also extended to senior secondary school subjects. In senior secondary schools, programmes were aired using the said Radio stations in the following time:

Table 2: SS 2 Students time table on Amana Radio and Progress FM

Days	subjects	Amana	Progress
Monday	English	7:30-8am	10-10:30am
Tuesday	Mathematics	7:30-8am	10-10:30am
Wednesday	Physics	7:30-8am	10-10:30am
Thursday	Chemistry	7:30-8am	10-10:30am
Friday	Biology	7:30-8am	10-10:30am
Saturday	Civic Education	7:30-8am	10-10:30am

Source: field survey 2020

Despite all efforts to address education during the COVID-19 pandemic, the primary school teachers lamented bitterly on the poor performance of the pupils during a third term examinations and attributed the failure to the long stay at home during the pandemic. Based on the above exclamation, this research embarked on the investigation of the effectiveness of lesson delivered through radio in Gombe state, precisely Akko local Government Area.

Objectives of the study

1. Assess the listening behaviour of the pupils during the Radio lessons
2. Assess the effectiveness of the lesson in literacy development of the pupils during the pandemic
3. Assess the impact of the radio lessons programme on the pupils after the pandemic.

Research Questions

1. To what extent does Radio lesson increase listening behaviour of the pupils during pandemic in Akko Local Government Area?
2. What is the effectiveness of the radio lesson in literacy development of the pupils during the pandemic?



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3. To what extent does Radio lesson programme impact the pupils' performance after the pandemic?

Methodology

Descriptive survey was used to seek the opinions of teachers and parents on the effectiveness of radio lessons during Covid-19 pandemic in Akko LGA Gombe state. One hundred and fifty two (152) Primary school teachers and two hundred and sixty (263) parents were sampled using simple random sampling techniques. The researchers constructed two Likert scales structured questionnaire to seek the opinions of the teachers and the parent. The two questionnaires were duly validated by the expert from Educational Technology and Curriculum department university of Jos respectively. All their corrections, observations and pieces of advices were duly effected before the pilot testing of the instruments. The validated questionnaires were pilot tested to get its reliability. The reliability indices of 0.68 and 0.79 using Pearson Product Moment Coefficient indicated the ability of the instrument to repeat what it tested for. Descriptive statistics of Mean (X) statistics with the criterion Mean of (3) was used to answer all the research questions.

Results

Research Question 1:

To what extent does Radio lesson increase listening behaviour of the pupils during pandemic in Akko Local Government Area?

Table 3: Responses of parents on radio listening behaviour during COVID-19

S/N	ITEMS	SA	A	U	D	SD	MEAN
1.	Does children listen to radio	-	60	75	60	68	2.74
2.	Parents are aware of the programme	-	50	100	100	13	2.71
3.	Children are listen to the programme	12	30	120	80	21	2.74
4.	Parent help children in reading at home	60	20	80	73	33	3.03

Grand mean: 2.80; Decision: negative

Table 3 indicated the opinion of the parent on the listening behaviour of pupils at home, parent's awareness of the programme and listening of the programme by the pupils. The mean responses are 2.74, 2.71 and 2.74 which are lower than the criterion mean of 3. While for the involvement of the parents in helping the pupils at home indicated 3.03 which is slightly higher than the criterion mean of 3. The grand mean also indicated the negative response of the parents concerning research question number one as the grand mean of 2.80 is less than the criterion mean of 3 respectively.

Research Question 2:

To what extent does Radio lesson programme impact the pupils' performance after the pandemic?

Table 4 Responses of teachers on the impact of radio lessons during COVID-D 19

SN	Items	SA	A	U	D	SD	Mean
	Radio programme increase literacy To pupils in the class	-	10	72	60	-	2.47



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Radio programme impact the pupils	-	13	42	50	45	2.13
Reading culture						
There is a positive impact on pupils	12	11	30	47	52	2.34
Participation in the class						
There are a positive result in the third	-	03	30	70	49	1.91
Term examination of the pupils						
Grand mean: 2.26; Decision:						

Table 4 indicated the responses of the teachers on the impact of radio programmes on the performance of the pupils at school. The grand mean also indicated the negative response of the parents concerning the research question number one as the grand mean of **2.80** is less than the criterion mean of **3** respectively.

Discussion of Findings

The findings of the research indicate the strong opinion of the responses in respect of the effectiveness of the Radio lesson during the Covid-19 global pandemic. It also indicated the views of teachers as well as the parents toward the programme. From the analysis, indices indicated that pupils and parents were not aware of the programme as the grand mean of (**2.80**) is less than the criterion mean of 3. This finding is in support of what Felex (2016) and Olumorin, Aderoj & Onojah (2018) where they stated that parents, pupils and educational stakeholders were not much aware of the educational programmed aired by radio stations.

In the same vein, the performance of the pupils were also poor as the as the grand mean (2.26) is also less than the criterion mean of (3). This resulted from the poor coordination from the programme organisers and the parents during the Covid-19 global pandemic. This result is also in support of what UNESCO (2020) got learning by radio during COVID-19

Conclusion

Based on the literature reviewed and the survey conducted, teaching by Radio add only a little to the advancement of education in Akko Local Government of Gombe State. This has been the issue because of lack of awareness and sensitization campaign from the authority and other educational stakeholders. Also, the survey indicated poor performance of pupils in literacy development because the examination after the COVID-19 indicated the poor performance of the pupils which also revealed the ineffectiveness of the programme.

Recommendations

1. Government should embark on mass awareness campaign of the programme even after the pandemic.
2. Engaging the parents in the executing of the programme
3. The programmed should tally with the curriculum

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