

EVALUATING THE IMPACT OF EDUCATIONAL RADIO AND TELEVISION PROGRAMS ON PRIMARY SCHOOL LEARNING BEHAVIOR IN OSUN STATE

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Abstract

The study evaluating the impact of educational radio and television programmes on the learning behavior of primary school pupils in Osun State. The population of the study consisted of all the fifty-seven thousand three hundred and twelve (57,312) primary school pupils in all the thirty (30) Local Government Area of Osun State. The sample for the study consisted of one hundred and eighty (180) primary school pupils in Osogbo Local Government Area of Osun State. The sample was selected using simple and purposeful random sampling technique. The instrument for data collection was titled "Questionnaire on the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State (QIERTPLBPO)". The face and content validity of the instrument was determined. The reliability of the instrument was ensured and Cronbach Alpha was used to get the reliability coefficient of 0.78. The research question was answered using frequency count, percentage, mean and standard deviation, while the two null hypotheses were tested using t-test at 0.05 level of significance. The result showed that there is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their ages in Osun State. There is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their locations in Osun State. Based on the findings of this study, it could be concluded that educational radio and television programs have a consistent impact on the learning behavior of primary school pupils, regardless of their gender or geographical location. It is therefore recommended among others that educational radio and television programs should be sustained and expanded, given their uniform effectiveness across gender and location. Governments and stakeholders should invest in producing more high-quality, curriculum-aligned content.

Keywords: Learning Behavior, Educational Radio and Television Programs, Primary School Pupils, Gender, Location.

Introduction

Educational broadcasting via radio and television has a rich tradition in Nigeria, serving as a powerful tool to enhance learning, particularly in primary education. Globally, instructional media have demonstrated their capacity to reach wide audiences and supplement

formal classroom teaching. In sub-Saharan Africa, radio broadcasts tailored for primary teachers and curriculum reinforcement showed promise in improving basic education outcomes in the 1990s.

In Nigeria, the recent expansion of educational media gained significant

momentum during the COVID-19 pandemic. With schools closed nationwide in March 2020, several state governments including Lagos, Ogun, Oyo, and Osun implemented School-on-Air initiatives, delivering curriculum-aligned lessons via FM radio and television. For example, Lagos State leveraged Wazobia Radio/TV and Naija FM; Ogun deployed similar TV lesson schedules; and Osun used its state broadcasting services to sustain learning amid school closures. These initiatives underscored the adaptability of broadcast media to emergency educational contexts and highlighted their relevance in states like Osun.

Recent research from Southwestern Nigeria supports the efficacy of this approach. Awofadeju and Akintayo (2023) investigated the impact of radio-based educational programming on secondary school students in Osun during lockdown and found notable improvements in academic engagement and achievement. They concluded that such programs “helped in mitigating idleness and non-study of learners during the COVID-19 lockdown”. Though focused on secondary schools, these findings suggest broadcast media can sustain learning continuity when infrastructure constraints prevent formal schooling.

For primary school pupils, evidence from Lagos and Ogun demonstrates that educational television fosters communication skills. Osikomaiya (2020) reported significant positive effects of educational TV on pupils’ communicative competence, with statistical support showing improvements in verbal expression and interactive language abilities. This highlights television’s potential to enhance key literacy competencies at the foundational level.

Considerable knowledge gaps exist, especially for primary education in Osun State. Secondary-oriented prior studies leave open questions about reach, effectiveness, and barriers among younger learners. A case in point is the study of LASUBEB (Lagos State Universal Basic Education Board) English-language broadcasts, which revealed that many secondary students did not even know such programs existed even when accessible and few integrated broadcast content into selected language outcomes. Lack of awareness, unreliable electricity, poor teacher reinforcement, and limited institutional promotion were cited as major constraints.

Little is known about primary pupils’ access to and utilization of broadcast content in Osun. One recent study examined radio consumption among university students in Osun State, finding high levels of listenership 63 % listened frequently, with educational programs ranking among the most preferred content. While these findings reflect overall radio ubiquity and youth receptiveness, they do not directly reveal how primary learners engage with and benefit from educational broadcasts.

Contextual factor influencing educational media uptake is policy. Osun has long championed innovation in education under successive administrations. During Rauf Aregbesola’s tenure (2010-2018), the state hosted a major educational summit, restructured schools to K-12 formats, rolled out the Opon-Imo tablet initiative for secondary learners, and introduced the O-MEALS feeding program culminating in expanded enrolment and improved educational infrastructure. Although these reforms focused largely on technology and nutrition, they framed a policy environment conducive to

exploring broadcast media integration at the primary level.

Beyond Osun, lessons from other Nigerian states reinforce findings. In Ogun's Yewa North area, research on the impact of television on primary school learning revealed that TV programming “promote learning and knowledge” a surrogate teaching strategy in the face of rural teacher shortages. Further, in Bauchi State and other regions, UNICEF-supported home learning programs showed radio and TV broadcasts can effectively deliver literacy and numeracy lessons to primary pupils—even in low-resource rural contexts.

Despite these broader successes, the Nigerian educational media landscape continues to face persistent challenges: limited program awareness, unstable electricity supply, weak broadcast signals, and gaps in teacher support for broadcast learning. These barriers are especially acute in rural and peri-urban areas many of which are characteristic of Osun State's primary school locations.

Several empirical studies have explored the role of educational broadcasting in improving academic outcomes in Nigeria, particularly during the post-COVID-19 era. However, research specifically focusing on primary education in Osun State remains limited, pointing to a significant gap this study intends to address. Awofadeju and Akintayo (2023) conducted a study on the effectiveness of radio programs among secondary school students in Osun State during the COVID-19 lockdown. Their findings showed that radio-based learning improved academic engagement and learning outcomes among students, affirming that audio broadcasts could be a valuable instructional tool when formal schooling is disrupted. However, the study was

limited to secondary school learners, leaving the situation of primary pupils largely unexplored.

In a related study, Ayanwale, Adewuyi, and Afolabi (2023) examined the effects of radio and television learning on students' academic performance at a College of Education in Osun State. They concluded that television, due to its visual and auditory components, had a stronger impact on knowledge retention and understanding compared to radio. The study emphasized that while radio remains important, television should be prioritized where feasible. This again highlights the media's potential, although it did not involve pupils at the primary education level.

Similarly, Osikomaiya (2020) focused on primary school pupils in Lagos and Ogun States and found that educational television programs significantly enhanced children's communication skills, especially in spoken English. The study used both observational and experimental methods, confirming the role of educational TV in building foundational language competencies. This suggests similar benefits could be observed among Osun State pupils, though local validation is still required.

Okunade (2022) evaluated instructional television in Lagos using LASUBEB's English Language programs. The findings showed that while educational TV was well-designed, most students were unaware of the programs or lacked consistent access due to power supply challenges. The implication is that even well-planned programs may fail to deliver learning outcomes if infrastructural and awareness issues are not addressed.

Oyeleye and Ojo (2019) conducted a study in Yewa North Local Government Area of Ogun State to assess

how television programming affects learning among primary school pupils. Their results revealed that TV-based instruction positively influenced cognitive development and academic performance, particularly in literacy and numeracy. The researchers emphasized the need for parental guidance and reinforcement to optimize the impact of educational broadcasting.

In northern Nigeria, UNICEF (2021) evaluated a home-learning solution that included radio and television components during the COVID-19 pandemic. The program successfully delivered literacy and numeracy content to pupils in Bauchi and Sokoto States. The report concluded that while educational broadcasting was effective in delivering lessons, learning outcomes were highest in households where parents actively reinforced what children learned.

Adewale and Popoola (2021) studied the accessibility and impact of School-on-Air programs among primary school learners in Oyo State. They observed that children from urban areas benefitted more than their rural counterparts due to better access to electricity and media devices. This urban-rural divide suggests that contextual factors must be considered when assessing broadcast program effectiveness across diverse regions, including Osun.

Gender can be understood as the cultural construction that involves attributing certain qualities and functions to different sexes, such as male and female. Bello et al. (2020) investigated how educational radio programming supports girl-child development in rural Bauchi State. The study report: “widespread view that Radio Nigeria GlobeFM programmes on the Nigerian girl child are much effective, educative

and relevant” However, they also highlight persistent gendered socio-cultural barriers: “for girls, their gender alone may keep them home, locked in subsistence chores or so isolated in the classroom that they become discouraged and dropout”

In contemporary Nigeria, society, parents, and students all feel that there are a variety of factors that contribute to the former group's better levels of performance and achievement of pupils. One of these factors is the location of the school. The term "location" refers to either the school or the neighbourhood in which a school is situated. It is not apparent whether or not this settlement is located in an urban or rural setting. Pupils' learning behaviours may be influenced by the area in which the students live or where the school is situated. James (2021) studied Equitable educational response: Learnings from a radio school programme designed for young learners from marginalised communities in Northern Nigeria. She highlights that broadcasting in Hausa and Fulfulde “effectively engaged a wider group of target beneficiaries,” demonstrating the power of localized language delivery in reaching rural girls. This indicates that location and language are key facilitators of gender-inclusive educational access

These empirical studies reveal a consistent theme: educational broadcasting is impactful, but its effectiveness depends on accessibility, content alignment, teacher/parent support, and media infrastructure. It also reveals that rural location-based radio programs, especially those in local languages or tailored to cultural contexts, significantly enhance female engagement and challenge entrenched gender biases. This underscores the strategic importance of location-sensitive, gender-aware radio

interventions in boosting primary education outcomes for girls in Nigeria. Despite promising findings from other Nigerian states, there is still a lack of in-depth, empirical evaluation of these programs among primary school learners in Osun State, especially post-pandemic. This current study aims to fill that void by assessing the actual learning outcomes of broadcast engagement at the foundational level.

Statement of the Problem

The role of educational broadcasting through radio and television in supporting teaching and learning processes is widely recognized, especially in developing countries where access to digital learning technologies remains limited. In Nigeria, and particularly in Osun State, educational radio and television programs were adopted as key alternative learning strategies during the COVID-19 pandemic school closures. The "School-on-Air" initiative in Osun was designed to bridge the instructional gap and sustain educational continuity for both primary and secondary school pupils. However, while the implementation of these programs has received commendation, their actual impact on learning outcomes at the primary school level remains largely under-researched.

Empirical evidence has mostly focused on secondary school students, with limited studies assessing how well younger pupils who require more teacher-guided instruction and attention interact with and benefit from broadcast-based learning. There is a lack of clear data on whether primary school pupils in Osun State have sufficient access to educational radio and television programs, whether they understand and engage with the content, and how these exposures translate into measurable

improvements in academic performance, especially in key subjects such as English Language, Mathematics, and Basic Science.

Challenges such as poor electricity supply, low program awareness among pupils and parents, inconsistent broadcast schedules, and lack of integration of broadcast content into classroom instruction pose serious concerns about the effectiveness of these programs. Teachers' participation and reinforcement of broadcast content are often minimal, and in many cases, there is no structured follow-up to assess comprehension or learning outcomes.

Given that the foundational stage of education significantly influences learners' long-term academic success, the absence of concrete evaluation frameworks for these educational media efforts at the primary level represents a critical gap. If the impact of these programs remains unevaluated or poorly understood, efforts to improve or scale them may be misdirected or ineffective.

Therefore, this study seeks to address this gap by evaluating the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State. It aims to provide evidence on accessibility, content effectiveness, learning gains, and the structural and pedagogical factors that enhance or hinder their success. The findings will inform policy and practice, ensuring that educational broadcasting becomes a reliable and impactful supplement to traditional classroom instruction in basic education.

Purpose of the Study

The main purpose of this study was to evaluating the Impact of Educational Radio and Television Programs on the Learning Behavior of

Primary School Pupils in Osun State. The study specifically examined:

- i. the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State.
- ii. the significant difference in the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils based on their ages in Osun State
- iii. the significant difference in the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils based on their ages in Osun State.

Research Question

A research question was raised for this study:

What is the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils based on their ages in Osun State.
2. There is no significant difference in the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils based on their locations in Osun State.

Methodology

A descriptive research design of the survey type was used for the study.

The research design was descriptive because it entails gathering of data in order to describe existing phenomenon as they exist. Survey design was adopted because it has a wide range of scope and coverage, hence generalization is possible. The study covered all the fifty seven thousand three hundred and twelve (57,312) primary school pupils in all the thirty (30) Local Government Area of Osun State. The sample for the study consisted of one hundred and eighty (180) primary school pupils in Osogbo Local Government Area of Osun State. The sample was selected using simple and purposeful random sampling technique to ensure that every sample has an equal chance of being selected in the study. Nine primary schools were randomly selected from Osogbo Local Government Area using simple random sampling technique. Then twenty pupils were selected from each school using purposeful random sampling technique. The reason for using purposive random sampling technique was to ensure that only primary six pupils were selected.

The instrument used for the study was developed by the researcher titled Questionnaire on the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State (QIERTPLBPO). The QIERTPLBPO items were constructed to provide answer to the research questions formulated to guide the study. The questionnaire consisted of two sections. Section one was used to sought for information on personal data while the second section contained twenty (20) items structured to provide answers to the major research questions. Four point Likert scale for measuring responding opinion level of agreement/disagreement ranging from Strongly Agree to Strongly Disagree which aid the researcher to answer the

research questions with values of 4, 3, 2, and 1 respectively.

In order to ensure the validity of the items on the questionnaire, it was subjected to face and content validity, copy of the instrument was given to the two experts in the areas of Test and Measurement and Vocational and Technical Education. These experts determined the extent to which the instrument appears to measure what it is supposed to measure superficially. Consequently, this was done to ascertain the extent to which the questionnaire represented the content which it intends to measure. The QIERTPLBPO was subjected to reliability test to ensure its stability and consistency. To achieve this, 20 copies of the questionnaire were administered on primary school students in a school outside the sampled schools.

After the administration process, Cronbach Alpha was used to get the reliability co-efficient of 0.78. The value was high enough to make the instrument reliable. The administration of the questionnaire was done in two weeks with the help of two research assistants for the administration and retrieval of the instruments. 20 questionnaires were administered on each school hence, a total number of 180 questionnaires were administered across the sampled schools.

Results

Research Question 1: What is the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State?

Table 1: Descriptive Analysis of the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State

S/N	Perceptions on the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State	SA (%)	A (%)	D (%)	SD (%)	Mean	Standard Deviation	Remark
1	I remember what I learn from educational programs better than from textbooks.	28 (15.6)	74 (41.1)	54 (30.0)	24 (13.3)	2.59	0.91	Agree
2	Educational broadcasts motivate me to study more at home	74 (41.1)	54 (30.0)	28 (15.6)	24 (13.3)	2.99	1.05	Agree
3	I am more confident in answering questions in class because of educational media	100 (55.6)	25 (13.9)	54 (30.0)	1 (0.6)	3.24	0.91	Agree
4	I concentrate better when learning from television or radio programs	87 (48.3)	39 (21.7)	27 (15.0)	27 (15.0)	3.03	1.11	Agree
5	I learn new vocabulary and correct sentence structure from these programs	100 (55.6)	53 (29.4)	27 (15.0)		3.41	0.74	Agree
6	I apply what I learn from radio/TV to solve real-life problems	57 (31.7)	96 (53.3)	27 (15.0)		3.02	0.96	Agree
7	I perform better in school when I follow educational media programs	64 (35.6)	92 (51.1)	24 (13.3)		3.22	0.66	Agree
8	Educational programs help me develop good study habits	87 (48.3)	93 (51.7)			3.48	0.50	Agree
9	I can mention the names of at least two educational radio or TV programs.	64 (35.6)	116 (64.4)			3.36	0.48	Agree
10	These programs encourage me to ask more questions in class	61 (33.9)	91 (50.6)	28 (15.6)		3.18	0.68	Agree
11	I understand lessons better when they are also taught through radio or TV	64 (35.6)	115 (63.9)	1 (0.6)		3.35	0.49	Agree
12	I discuss educational programs with my classmates after school.	88 (48.9)	91 (50.6)	1 (0.6)		3.48	0.51	Agree
13	We are given assignments or discussions based on content from educational programs.	100 (55.6)	51 (28.3)	29 (16.1)		3.39	0.75	Agree
14	My school uses radio or television programs to support our learning in class.		153 (85.0)	27 (15.0)		2.85	0.36	Agree
15	I pay more attention to schoolwork after watching or listening to educational media	51 (28.3)	101 (56.1)	27 (15.0)	1 (0.6)	3.12	0.67	Agree
16	I enjoy watching or listening to educational programs.	61 (33.9)	65 (36.1)	54 (30.0)		3.04	0.80	Agree
17	I learn new things from educational radio and TV programs.	27 (15.0)	153 (85.0)			3.15	0.36	Agree
18	Educational programs help me understand what I am taught in school better.	27 (15.0)	127 (70.6)		26 (14.4)	2.86	0.84	Agree
19	I prefer learning from radio/TV programs over textbooks.	28 (15.6)	151 (83.9)	1 (0.6)		3.15	0.37	Agree
20	Educational radio and TV programs have improved my interest in learning.	65 (36.1)	90 (50.0)	1 (0.6)	24 (13.3)	3.09	0.95	Agree

Mean cut off mark: 2.5

Table 1 identified the Perceptions on the Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State. Using a cut-off mean of 2.50 for the rating scale. All the respondent agrees that there is positive Impact of Educational Radio and Television Programs on the Learning Behavior of Primary School Pupils in Osun State. It indicates that the Educational Radio and Television Programs on the has positive impact on the Learning Behavior of Primary School Pupils in Osun State.

Table 2 shows the final result.

Table 2: t-test analysis for difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their ages

Variations	Gender	N	Mean	SD	df	T	p
Impact of Educational Radio and Television Programs	Male	66	62.77	6.18	178	0.405	0.686
	Female	114	63.15	5.92			

$p > 0.05$

Table 2 shows that p value (0.686) $>$ α value (0.05). This implies that the null hypothesis was not rejected. Hence, there is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their ages in Osun State. This implies, there is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their ages in Osun State.

Table 3: t-test analysis for difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their locations

Variations	Location	N	Mean	SD	df	t	p
Impact of Educational Radio and Television Programs	Urban	108	62.92	6.03	178	0.258	0.797
	Rural	72	63.15	5.99			

$p > 0.05$

Table 3 shows that p value (0.797) $>$ α value (0.05). This implies that the null hypothesis is not rejected.

Testing of Hypotheses

Hypothesis 1: There is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their ages in Osun State. The learning behavior of primary school pupils based on their ages was analyzed using t-test for statistical significance at the 0.05 level of significance to test the hypothesis.

Hypothesis 2: There is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their locations in Osun State.

The learning behavior of primary school pupils based on their locations was analyzed using t-test for statistical significance at the 0.05 level of significance to test the hypothesis. Table 3 shows the final result.

Hence, there is no significant difference in the impact of educational radio and television programs on the learning

behavior of primary school pupils based on their locations in Osun State. This implies, there is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their locations in Osun State

Discussion

The findings of the study revealed that there is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their ages in Osun State. This contradicted with the claims of Bello et al. (2020) who asserted that Radio Nigeria Globe FM programmes on the Nigerian girl child are much effective, educative and relevant. However, they also highlight persistent gendered socio-cultural barriers: “for girls, their gender alone may keep them home, locked in subsistence chores or so isolated in the classroom that they become discouraged and dropout.

The findings of the study also revealed that there is no significant difference in the impact of educational radio and television programs on the learning behavior of primary school pupils based on their locations in Osun State. This contradicted with the submission of James (2021) who opined that location and language are key facilitators of gender-inclusive educational access. She highlights that broadcasting in Hausa and Fulfulde “effectively engaged a wider group of target beneficiaries,” demonstrating the power of localized language delivery in reaching rural girls.

Conclusion

Based on the findings of this study, it could be concluded that educational radio and television

programs have a consistent impact on the learning behavior of primary school pupils, regardless of their gender or geographical location. This suggests that such media-based educational tools are equally effective across diverse learner demographics, reinforcing their potential as inclusive and accessible means of enhancing primary education.

Recommendations

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

1. Educational radio and television programs should be sustained and expanded, given their uniform effectiveness across gender and location. Governments and stakeholders should invest in producing more high-quality, curriculum-aligned content.
2. Schools should formally integrate educational broadcasts into their teaching schedules to complement classroom instruction and reinforce learning.
3. Teachers should receive training on how to effectively use educational media as a teaching aid, ensuring they can guide pupils in engaging with and applying what they learn from these programs.
4. Content developers should continue to create age-appropriate, engaging, and culturally relevant materials that appeal to diverse learners, supporting the consistent impact observed in the study.
5. Regular monitoring and evaluation mechanisms should be established to assess the long-term effectiveness of educational radio and television programs, with feedback loops to continually improve content delivery and reach.

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