



ABSTRACT

The study examined the influence of televised educational broadcasting programmes on academic performance among selected secondary schools in Oyo State. The paper investigated the awareness and accessibility of the selected secondary school pupils to televised educational broadcasting for better academic performance as well as determining challenges confronted in the process of exposing themselves to televised

INFLUENCE OF TELEVISED EDUCATIONAL BROADCASTING PROGRAMME AMONG SECONDARY SCHOOLS' STUDENTS IN NIGERIA: A STUDY OF SELECTED SECONDARY SCHOOLS IN OYO STATE.

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INTRODUCTION

Education is a priceless asset needed, and the most powerful weapon which could be used to change our world. Education is the form of learning in which knowledge, skills, and habit are transferred from generation to next through teaching, training, workshops, seminars and research. The process of basic social living skills is encapsulated in education. Classroom learning and school curriculum are targeted at equipping a child with knowledge to navigate in life. According to UNESCO (2015), education is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skill, and value from one generation to another. Educational broadcasting has been identified as powerful socializing agents to reach a large heterogeneous and widely dispersed audience(s). Sambo (2012) noted that broadcast media are educative tools capable of providing the learners with realistic experience and knowledge of development. Educational broadcasting is the term given to the medium's use of informal learning systems, whether primary or higher education (Berman, 2008). It is typically used as a means for course material delivery,



educational broadcasting. The study utilized survey method to generate responses from the selected respondents using questionnaire. Simple random technique was adopted for the selection of the samples from the universe population. Sample size of 200 copies of questionnaire were administered to four (4) secondary schools which include both private and public out of which 180 were adequately collected. Cultivation Theory was employed in the theoretical framework. Findings revealed that the selected students listen, view and have access to educational broadcasting programmes. It found out that educational broadcast has improved the students academically especially in the private secondary schools. Moreover, it revealed the time frame for the education. The paper concluded that most private secondary schools' students and few from the public were conversant with the educational broadcasting programmes and these have improved their academic performance. Hence, the study established that there is a significant relationship between educational broadcasting programmes and cognitive development among the students in the selected secondary schools. Therefore, the study recommended that the broadcast timing should be adjusted by the broadcast stations to aid students' learnings. Finally, televised educational broadcast programmes should be embedded in the government educational policy.

Keywords: *Influence, Educational broadcasting, Television programmes, Secondary school students*

and often integrated with various kinds of interaction especially, in classrooms. Ortyoyande (2006), noted that we received knowledge through our senses while educational radio and television programmes make the learning process more effective and productive, hence aids their retention. Therefore, educational radio and television programmes encourage learning and also make it easier and interesting.

Onabajo (2000), states that the advancement which radio and television offer in education can be evident through accessibility to educative programmes and instructional delivery like quiz, debate, and others. Productive situational delivery enhances learners' creative and intellectual development through the use of television images, graphics, audio, test motion for high-quality learning. Babalola (2005) also avers that radio and television offer five distinct roles in education which are: Socialization, Religion, Subject, Brain test, and Sex Education. In Oyo State, education remains the largest industry and the government continues to ensure that funds, instructional material, and teaching personnel are made available for the sector that is why School on air and educeleb.com was introduced and aired by the Broadcasting Corporation of Oyo State (BCOS) and Oluyole 98.5 FM Ibadan. Subjects like English language, Mathematics, Basic Science, and Basic Technology among others were taught. In spite of the setback experienced in the attempt to use broadcast facilities for formal educational objectives there has always been an insistence on



resuscitating the concept. In the early 80s many state broadcasting stations produced educational programmes on radio and television that were fashioned after the schools' curriculum. For example, Radio O. Y. O in Ibadan, Oyo State, had on air "Tam-Mo" an inter-school quiz programme based on the syllabus for the teaching of Yoruba Language and Literature in Secondary Schools. The Federal Radio Corporation of Nigeria, operator of "Radio Nigeria" produced many programmes that are based on the books produced by the Nigerian Educational Research and Development Council (NERDC) or other materials recommended by the council. The target audience for such broadcasts are Junior Secondary School, Senior Secondary Students and Primary School; teachers, especially the pivotal category. The objectives are the reinforcement and consolidation of what the children have been taught in classrooms and to refresh the minds of the teachers so targeted. The Nigerian Television Authority (NTA) had made contribution to educational broadcasting. Examples include Cartoon programmes of all shades; Speak-Out, Talk French, Kid-vision, Story land, Tales by Moonlight, Flying High, cowbellpedia, Work-it-Out and others. Equally, privately owned Radio and Television stations too have been airing some programmes which are tagged educational programme. Examples are Brainy Bright (Debate) Scrap Palace (Arts and Crafts); all these were once aired on African Independent Television AIT. Presently, mind your language is being broadcasted on Fresh FM, general education and training on DSTV 139, the tree house stories on GOTV, lesson educational content for SS1 to SS3 respectively.

The Ministry of Education in collaboration with the Broadcasting Corporation of Oyo State (BCOS) has commenced School on Air Video and Radio Broadcast, for the Secondary students in Oyo state. In view of the prevailing situation of COVID-19, His Excellency, Governor Seyi Makinde has made an alternative structure for learning at home for all students, particularly SS3 students who are at the verge of sitting for the WAEC and NECO. One of the major reasons for the establishment of the WNTV was to use television as a surrogate teacher, particularly in rural areas where the government at that time lacked sufficient teaching staff to service the free education policy of the Western Regional government (Folarin, 1999). Since then television has been used in Nigeria to supplement teaching in both senior secondary and junior secondary school levels. It has contributed to the educational development of Nigerians - both children and adults (Duyile, 2007). Therefore, there is a relationship between education and television, both have the major goals of providing information, imparting knowledge and experiences (Iredia, 2003). Akude (2014), remarks that television is being used extensively for education, instruction and teaching. According to Nworgu and Nworgu (2008), the use of television for promoting learning or as a supplement for classroom teaching continues to attract much attention because of the major role the medium plays in contemporary society. The instructional material which television provides is often used in the educational development of students in Nigeria. Young people, especially, students are the most benefactors of the contributions of educational broadcasting on television.

According to Agbamauche (2015), electronic media such as radio, television, and the internet play a predominant role in social changes and education of students through educational programmes. This potential informed the conceptualization of broadcasting in the context of education, (Abidoye et al, 2011) according to Nwabueze (2004), educational broadcasting has been defined as the process of teaching, training, or learning through the broadcast media to improving knowledge



or developing skills of the audience. According to Okoye (2008), broadcasting is the totality of the communication and technological process that allows for the transmission of audio-visual to a large heterogeneous mass of people simultaneously. According to Agbamuche (2015), article 26 of the 1948 UN universal declaration of human rights declared that everyone has a right to education and that this education shall be free and compulsory base on this declaration. Essentially, education is not restricted to the classroom. According to Nwabueze and Agbamauche (2014), contend that the use of television for promoting learning or as a supplement for classroom teaching continues to attract much attention because of the major role the mass media play in the contemporary society. The broadcast media like radio, television, and new media bring about effectiveness and complementary roles in the education of children especially when we are experiencing deteriorating state of education systems. The problem teachers and students encounter in our educational system include inadequate teaching aids, lack of qualified and trained teachers, poor learning environment, and the absence of learning materials.

The introduction of the educational broadcast to an extent has impacted knowledge and enhancing positive educational achievement whenever they are properly used. Educational broadcasting as a complement to direct teaching to students, especially in subject areas they find challenging or where there are inadequate numbers of teachers in public and private schools in which Oyo state is not an exception. The most accessible educational broadcast medium include television and radio in educational learning. Broadcast media can be used to teach arts, drama, poetry, music and also bring inspirations of teachers, artists, and scientists into the lives of millions of students who may not have formal education, Therefore, this study sought to investigate the influence of televised educational broadcasting on academic performance among secondary school from the selected secondary school in Oyo State.

Objectives of the Study

The main purpose of this study is to examine the influence of television educational broadcasting on academic performance among secondary school in selected secondary school in Oyo state. However, this broad objective cannot be achieved without the following specific objectives;

- 1) To find out if the secondary schools of the selected local government areas in Oyo state are aware of educational broadcasting.
- 2) To know if the secondary schools of selected local government areas in Oyo state have access to educational broadcasting.
- 3) To examine the influence of educational broadcasting on academic performance of secondary school students of selected local government areas in Oyo state.
- 4) To investigate challenges confronted by the selected secondary schools in the process of exposing themselves to educational broadcasting.

Literature Review

Broadcasting and Educational Broadcasting in Perspectives

The concept of broadcasting needs to be examined critically and be put in proper perspective. There is tendency to mix-up what constitutes broadcasting and related concepts such as electronic media; audio-visual media et cetera.

According to Agun and Imogie (2012), the term broadcasting refers to the totality of the



communication and technological process which allows for the transmission of audio-visual signals to a large, heterogeneous mass of people, simultaneously. The term broadcasting, if properly used, does not include closed circuit, computer, home video and even cable television, or other forms of radio transmission that cannot offer, on their own, possibilities of reaching diverse audience simultaneously. The characteristics of broadcast media that differentiate them to similar electronic media are the ability of the media to distribute their signal to several audiences who are located at different places and locations at the same time.

The import of the above exposition of broadcasting to other form of electronic communication is especially discernible in the context of educational broadcasting. Devices, such as television, video recorder and audio recording equipment are used in the teaching and learning process. These are not broadcasting, at best: they can be classified under the terms Audio-Visuals. Aggarwal (2016) cited some authors who have defined the audio-visual devices used in educational context. Among the many authors are: Edgar Dale who says Audio-Visuals are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. But Kunder, S. James would rather defined Audio-Visuals as any device which can be used to make the learning experience more concrete, more realistic and more dynamic. Audio-Visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify; establish and correlate concepts, interpretations and appreciations.

The above views enunciate the role common to all electronic media in the education process but which the broadcast media further intensify due to certain peculiarities. Broadcasting media {Radio and Television services} are mass media with peculiar characteristics. The broadcast media have immediacy capabilities by presenting information or event at the same time it is unfolding. Their messages reach far-flung audience that is not spatially connected. The message of the broadcast media is the only connecting cord binding them with their audience in a communication experience. The broadcast media have universal value because they can break the barrier of literacy and social class. Their signals do not discriminate on the basis of socio-economic and educational background.

Education and the Television broadcasting

According to Rideout (2003), television is an important educational tool that can assist children intellectual development particularly for young children. Television broadcasting can be of benefit to children, for instance, it can bring them into contact with aspects of life they would not otherwise become aware of. It can provide a valuable tool in the home and at school not simply to get children occupied but also as a constructive way to use their time. It is a channel through which a range of entertainment, drama and learning can be obtained and experienced and increasingly these days it is under the control of the viewer (Gunter & McAleer, 1997).

According to Okoye (2008), television is still the most popular medium, occupying a significant proportion of children's time, up to 13.9 hours a week, with higher viewing for those from ethnic minority (15.2 hours) and low income groups (15.5 hours). Parents, educators, law enforcing officers and the clergymen have shown a great concern about its effects on the child. The effect on reading, leisure time activities, and moral behavior has been alarming. Some of the studies conducted on television have concluded that it is a good influence; other said it was damaging



(Ward, 2002). The persuasion capabilities of television are staggering (Matiree, 2010) some teachers said television educational programmes usually responsible for school performance as against sleeplessness and in-attention. Though some effects, it has on children were identified as incidental learning which can be good or bad, children remembered what they learnt on television than what they learnt at school. There is absolutely no question that children and teenagers who spend greater amounts of time with television perform well on standardized tests of achievement. This inverse relationship: the greater the viewing, the lower the achievement-holds for the three basic skills (reading, writing, and mathematics) and for other subjects as well (e.g. science, social science and history). This inverse relationship has been observed consistently and repeatedly in samples ranging from a few hundred to more than a half a million subjects, which taken together can be said to be representative of American children and teenagers. According to California Assessment Programme Report in Gortmaker (1990) more than half a million children displayed the inverse relationship on viewing and scores on standardized tests devised by the state department of education for the three basic skills of reading, written expression and mathematics. The inverse relationship was less pronounced among children in the sixth grade than among those in the twelfth grade. The inverse relationship was also less pronounced among children from households that had a lower socioeconomic status. Still on their inverse relationship, according to Gortmaker (1990), there is no casual significant relationship between the amounts of television viewed and the mental aptitude and achievement test scores of children. Among better children and those who aspire to continue their education after high school, television seldom has a detrimental effect on school work. Television watching helps children increase their vocabularies and that this in turn, aids their reading, though studies have shown that the increase in vocabulary size is not great enough to justify the time spent on watching, nor does it have any appreciable effect on the child's reading ability. On the other hand, some children are motivated to follow up what they see on the television screen and thus fill gaps in their school curriculum. They read material they otherwise would not read- material which is often not part of their school work (Gosline, 2005). A more serious aspect of the problem is that television presents material in such an exciting and vivid way that school books can hardly compete with it for the child's interest and attention. Many avid television watchers become so addicted to this excitement that they find lessons and school books boring (Hastings, 2003).

The Influence of Television on Learning Process

According to Idebi (2008), learning process may be considered as a method used to make students gain or acquire knowledge or skill by teaching them to make them study or practice skills. Tutoring through television is now being used in different countries to students needing help with mathematics, English, chemistry and French. Students learn these subjects by watching these programmes thereby improving their knowledge in these subjects. They can even write back to the producers of these programmes in the areas they find difficulty in assimilating, through the address that is usually display on the screen of the television by the producers and most times they get their problems solved. Several schools have gone so far as to put the whole curriculum on a digital video disc which made students to work from home via television or computer, choosing when to do what. They called such school virtual school (Hastings, 2003). Some believed virtual



schools made students to get more attention. Critics said the students will be socially disadvantaged and they will not be able to relate with their peers.

Gosline (2005), attests to the fact that Some researchers have found that high quality, educational television programmes are a boom for learning, others have shown learning that takes place via television makes it one of the major players in the socialization process alongside more traditional socializing agents such as the family, school and peer groups (Robertson et al , 2013). The learning impact of television has a broader meaning encompassing the socialization process and how children develop their understanding of television (Close & Robin, 2004). Children do not perceive television in the same way that adults do, they develop television skills step by step in line with their cognitive development. Age and linguistic maturity determine how a child will respond to and engage with television.

According to Piaget (1969) children experience four stages of cognitive development, which can be applied to television, children fewer than two experiences a sensory-motor stage where their senses and actions show them that objects on television feel differently to those experienced in real life. During a pre-operational stage between two and seven when they are acquiring language, they develop representational thinking skills, which allow them to talk about their experience of television. Between seven and twelve years (the concrete operational stage), children begins to engage in abstract thought which allow them to understand the medium's codes and conventions sufficiently to follow story lines. These representations will vary depending on the child's home environment (the cultural, political and socio-economic background of the family) and where they live. Today, children start experiencing television almost from birth even if it is just on the background, as children mature, television viewing increases due to increased comprehensibility (Rideout, 2003).

Egbon (1982) established that children ages twelve to twenty four months paid higher levels of attention to programmes specifically designed for them than others targeted at older children. This act of paying attention was part of the process of developing cognitive skills. While younger children acquire basic skills, older children can become critical viewer, using television to construct identities for themselves and distinguishing themselves from other children. Children gradually develop different types of skill through watching television.

Theoretical Framework

Cultivation Theory of the media

Cultivation theory is a social theory which examines the long term effects of television. It was propounded by George Gerbner in 1976 after conducting several large research projects on the effects of television on viewers. He compared television socializing force to that of religion, claiming that it defines social roles; standardizes behaviours and homogenizes communities much like religion did in early human history. Also, because television portrays excessive amounts of violence, it can cause people to develop Mean World Syndrome, or the idea that the World is scarier than it really is. Gerbner sorted television effects into two categories; first order and second order. First order effects refer to general beliefs about the world, while second order effects involve specific attitudes toward one's environment or certain aspects of society, like law enforcement.



Shanahan (1998) further asserts that; “Cultivation is a method for gauging the impact of television viewing on beliefs, behaviours, and attitudes. The primary proposition of cultivation theory states that the more time people spend “living” in the television world, the more likely they are to believe social reality portrayed on television.

Cultivation leaves people with a misperception of what is true in our world. This means that high frequency viewers of television are more susceptible to media messages and the belief that they are real and valid. Heavy viewers are exposed to more violence and, therefore, are affected by the Mean World Syndrome, the belief that the world is a far more dangerous and worse place than it actually is. Griffin (2012) states that: Most people who decry violence on television are worried that it affects receptive young viewers by encouraging aggressive behavior. Griffin, however, observed that the cultivation theory transcends television violence, that scholars had, for instance, used it to theorize about how television “affects the perceptions about health risks of smoking, the popularity of various political positions, and appropriate gender roles. He concluded that, “the ways television might affect views of social reality are probably too many to count. However, the cultivation theory is similar to other media effects theories in the fundamental assumption that media contents influence behaviours on its audience, the theory, to an extent focuses on the long-term process of audience attitudes, while other media effects theories focus on immediate or short term behaviours.

Methodology

The study utilized descriptive Statistics to analyze the data with the statistical tools such as frequencies, percentages, tables and values. The population of this study covered four secondary schools from Ibadan North Local Government and Ibadan North East Local Government Areas respectively. The choice of the selected secondary schools was based on their huge population, availability of facilities and their positive performances during their final examinations. According to the selected secondary schools’ records; Vale college Ibadan {private}(180), All souls High School {private}(190), IMG Grammar School Oje Igosun Ibadan {public}(1086), Oke Bola High School {public}(815) totaling 2271 as the universe population for this study. This study employed simple random sampling technique and quota sampling method respectively. Simple random sample technique is the procedure for selecting the sample size in such a way that any entity in the population has an equal opportunity of being selected and each is independent to be selected (Tejumaye,2010) while Quota sampling technique gave the researcher the opportunity to be accurate with the selected respondents from the selected secondary schools. (Popoola 2012). Sample size is the collected number of items used in a study from the overall total of the population. It indicates the totality of sample selected from the universe population for the test of a research study (Yomere,1999). The sample size for this study is 200 respondents selected from two public secondary schools and other two private secondary schools respectively. A quota sampling of 50 students were apportioned to each school totaling 200 respondents across the four selected secondary schools. The instrument used was questionnaire.

This section deals mainly with the presentation of data. These data were gathered using the questionnaire were duly answered by respondents. Detailed analysis collected during the research is presented in a suitable and comprehensive form so as to aid understanding of data and results arrived at. The total questionnaire collected from the respondents that were adequate for the data



analysis was 180 while the other 20 were blurred and not valid enough for analysis. The researcher utilized descriptive statistics with simple percentages, frequency, and table value for the analysis of the questionnaire data analysis.

Table 1: Distribution of respondents by secondary school classes

	Value	Frequency	Percentage
JSS 3	1	45	25.0%
SS1	2	20	11.1%
SS2	3	45	25.0%
SS3	4	60	33.3%
Others (Specify)	5	10	6.0%
		180	100%

Source: Field survey, 2021

The above table1 established that 45 respondents with 25.0% were in JSS3, 20 respondents with 11.1% were in SS1, 45 respondents with 25.0% were in SS2, 60 respondents with 33.3% were in SS 3 while 10 respondents with 6.0% fell within others specify.

Table 2: Are you conversant with educational broadcasting? If yes, how often?

Table value	Value	Frequency	Percentage
Occasionally	1	50	28.0%
Often	2	80	44.4%
Weekly	3	35	19.4%
Undecided	4	15	8.3%
		180	100%

Source: Field survey, 2021

The above table indicates that 50 respondents with 28.0% attended educational broadcasting occasionally, 80 respondents with 44.4% chose often, 35 respondents with 19.4% selected weekly while 15 with 8.3% went for undecided. The table shows that majority of the selected secondary schools were often conversant with the televised educational broadcasting while others attempted occasionally and weekly.

Table 3: Through which medium have you heard of educational broadcasting?

Table value	Value	Frequency	Percentage
Radio	1	85	46.1%
Television	2	50	38.4%
Online TV	3	10	8.0%
Internet	4	10	8.0%
Other (Specify)	5	25	
		180	100%

Source: Field survey, 2021



The table above indicates that 60 respondents with 46.1% ticked strongly agreed that Nigerian media are used for propaganda, 50 respondents with 38.4% agreed with the statement, 10 respondents with 8.0% were strongly disagreed and disagreed respectively. The table indicated that the respondents majorly heard about televised educational broadcasting through radio and television while few claimed to hear about it via online Tv and internet.

Table 4: Do educational broadcasting programme have influence on your academic performance? If yes, what is the nature of the influence?

Table value	Value	Frequency	Percentage
Positive	1	95	53.0%
Average	2	55	31.0%
Negative	3	20	11.1%
Neutral	4	10	6.0%
		180	100%

Source: Field survey, 2021

The above table shows 95 respondents with 53.0% strongly described the educational broadcasting messages as positive on their academic performance, 55 respondents with 31.0% stated that it was average on their academic performance, 20 respondents with 11.1% noted the messages as negative while 10 respondents with 6.0% were neutral respectively. The respondents succumbed to the fact that the televised educational broadcasting influenced their academic performance.

Table 5: If the influence is positive, how?

Table value	Value	Frequency	Percentage
It improves my cognitive knowledge	1	72	55.3%
It enhances my better academic performance in class	2	43	24.0%
It exposes me to better understanding of the subject in question	3	20	11.1%
It is a tutorial for better academic performance	4	25	13.9%
It paves way for all round academic improvements		20	11.1
		180	100%

Source: Field survey, 2021

The table 7 indicates that 72 respondents with 55.3% strongly agreed that educational broadcasting improves their cognitive knowledge, 43 respondents with 24.0% stated that it enhances their better performance in class, 20 respondents with 11.1% said it exposes them to better understanding of the subject in question, 25 respondents with 13.9 established that it is a tutorial for better academic performance while 20 respondents with 11.1% unanimously agreed that it paves way for academic improvements. The table shows that the televised educational broadcasting in so many areas as stated above enhances their academic strength and performances.



**Table 8: Do you confront challenges in your efforts to have access to educational broadcasting?
If yes, what are the challenges confronted?**

Table value	Value	Frequency	Percentage
Incessant power outage	1	60	33.3%
Inconsistent of the programme	2	45	25.0%
Inadequate subscription	3	35	.19.4%
Odd times slated for the programme	4	30	17.0%
Other (Specify)	5	10	6.0%
		180	100%

Source: Field survey, 2021

Table 12 shows that 60 respondents with 33.3% who said the only challenge confronted was the incessant power outage, 45 respondents with 25.0% agreed that the inconsistent of the educational broadcasting on any of the media outlets was a challenge, 35 respondents with 19.4% were strongly in the opinion that inadequate subscription was another serious bane, other respondents stated that odd times slated for the programme affected their interest in it while 10 respondents with 6.0% fell within the other specify respectively. This table discussed the challenges confronted in their efforts to have access to televised educational broadcasting. The above are the list of the challenges confronted in the course of accessing the televised educational broadcasting.

Discussion of Findings

The findings shows that the respondents were very conversant to televised educational broadcasting which has actually go a long way in enhancing their education performances. Though, few of them occasionally and on weekly basis attended to the programmes. This means that the level of awareness of the televised educational programme is very high. The respondents also listed several positive influence of televised educational broadcasting such as the improvement of cognitive knowledge, enhances better academic performance, exposure to better understanding of the subject taught amongst others. The respondents emphasizes certain challenges confronted in the course of having access to the televised educational broadcasting, some of the constraints are incessant power outage, inconsistent of the programme, inadequate subscription and odds time slated for the programme.

Theoretically, the cultivation theory assumption that the consistent viewing of television programmes tend to improved viewers interest in such programmes this position of the theory corroborated with the study findings in terms of high degree of awareness of the televised educational programmes and its positive influence of better performance in their different areas of studies.

Akwam-Uwaoma and Onu(2017), corroborated with the aforementioned that educational contents were enshrined in the inception of television broadcasting in Nigeria. He established that the Nigerian Television Authority inherited this as part of its public services, hence, educational broadcasting is one of the objectives of the television station till date. Babalola (2012), also established that the broadcast media have been used as a catalyst in propagating education for easier understanding and comprehension among both students and those who were opportuned



to partake in formal education. Mahreen (2010), pitched tent with the study findings that pervasiveness of television have exposed hundreds of children to cognitive development and prepare them for school by encouraging knowledge and skills that improved numeracy, vocabulary, the use of language and understanding of the world around them.

Conclusion and Recommendations

The study concluded that most private secondary school students and few public secondary school students are conversant with educational broadcasting and this has improved their academic activities. The study revealed factors such as incessant power outage, inconsistency of the programme, inadequate subscription and odd time slated for the programmes militating against educational broadcasting. Hence, the study established that there is a significant relationship between educational broadcasting programmes and cognitive development among secondary school students. In addition, the study revealed that private schools have more access to the educational programmes are more positively influenced.

In line with the above, the following recommendations are made;

1. Broadcast media should strive to produce sound educational programmes designed to enhance classroom works, curriculum and aid all-round learning process.
2. Broadcasting educational programmes should be embedded in the government educational policy.
3. All educational stakeholders should develop curriculum that would encourage educational broadcasting programmes.
4. Government should ensure regular power supply to enable student having adequate access to education programmes on television

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