THE USE OF INSTITUTION-OWNED RADIO FOR THE PROMOTION OF FORMAL EDUCATION AMONG NIGERIAN YOUTHS

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Abstract
One of the major objectives of the earliest print media in Nigeria, particularly those established by the missionaries, was to promote education. The coming of broadcasting media before the independence of Nigeria followed similar pattern until the later part of the last century when there was paradigm shift from information-education media objective to entertainment value so as to keep abreast of the world trends. The paradigm shift has given birth to broadcasting channels that specialised in various sectors of the media functions such as: sport, entertainment, documentary, education, news, traffic, and others. Establishing such broadcast media is meant to give adequate coverage and due airtime to the sector in question. To support this, some higher institutions of learning were given licences to operate radio stations for the promotion of youth education in the country. This paper therefore, did a content analysis of the programmes of some institution-owned radio stations to ascertain whether their programme contents are educationally inclined or not. It also did a survey on radio station preference among youth to establish their level of acceptability of educational radio stations.

Key words: Radio, Institution, Education, Media, Broadcasting, Preference.

INTRODUCTION
Mass media are one of the avenues through which education is promoted across the globe. Though the level of media involvement in education varies from one country to another, media roles in enhancing and supporting education course cannot be overemphasised. All broadcasting channels are involved in educational oriented programmes whether formal education or informal education but radio is playing a leading role, particularly in the developing countries where the availability, usage or access to other media such as TV and internet is limited.

In the early era of mass media in Nigeria when broadcast media was in the offing, newspaper was majorly used to encourage the reading habit especially among the church goers, Omu, F. (1985). Radio has been used extensively as an educational medium in developing countries long ago. Published reports confirm that it has supported educational programs in a wide range of subject areas and in many different countries. Consider the following list of examples culled from Ndubuisi & Gordon(1987).

Educational radio has been utilized in:
- Thailand, to teach mathematics to school children (Galda, 1984), and for teacher training and other curricula (Faulder, 1984).
- India, for rural development (Long, 1984).
- Swaziland, for public health purposes (Byram& Kidd, 1983).
- Mali, for literacy training (Ouane, 1982).
- Columbia, for various programs (Muhlmann de Masoner, Masoner, & Bernal, 1982).
- Mexico, for literacy training and other programs (Ginsburg & Arias-Goding, 1984).
- Nigeria, for management courses for the agriculture sector (Shears, 1984).
- Kenya, in support of correspondence courses (Kinyanjui, 1973).
- Nicaragua, for health education (Cooke & Romweber, 1977).
- The Phillippines, for nutrition education (Cooke & Romweber, 1977).
- Guatemala, in order to promote changes in farming practices and to improve production (Ray, 1978).
- Sri Lanka, for family planning and health (Academy for Educational Development, 1980).
- Trinidad and Tobago, to promote knowledge of breastfeeding (Gueri, Jutsun, & White, 1978).
Having realized the importance of broadcast media most especially radio towards education development in Nigeria, many Universities and other higher institutions of learning are given license to operate radio stations. It is assumed that this development will enhance education access and quality, relieve the teachers/lecturers a bit of the laborious exercise in the overpopulated classrooms or lecture theaters, and arouse the dying interest of the Nigerian students in education. This study therefore assessed the contents of the radio programmes to ascertain if the needs are met.

THE BEGINNING OF SPECIALISATION IN MASS MEDIA

The origin of mass media in Nigeria and in the world over is print publications. The priority of these earliest publications was information distribution and sharing, which was more or less news function of today’s mass media. The introduction of the first newspaper in Nigeria “IweIrohin Fun AwonAraEgbeAti Yoruba” in 1859 by Reverend Henry Townsend laid a solid foundation for other newspapers that were later founded. The foundation was in term of training given to the first set of journalists, printers as well as other key players in the production of newspapers. Okonkwo (1985)

The content of the newspaper was purely information until later when advertisements were given rooms to appear on the pages of the newspaper and many other newspapers that followed. The introduction of advertisement is a significant landmark in the industry as it relieved the readers the boredom of the monotony of news item in addition to its economic importance.Ekwelie (1989)

Since the introduction of advertisement, other interesting aspect of the newspaper contents such as comics or cartoons, riddles and jokes, pictures and photo news, and poems quotations contribute immensely to the dynamics nature of the newspaper. Sometime later, after magazine had joined the race to cater for the investigative, interpretative and in-depth analysis of various news items in the Dailies, newspapers started reserving certain pages for specialised news items or information such as culture and society, life and style, arts and culture, entertainment and sport, culture and tourism, education and research, technology and industry, economic and business, and health and agriculture. At the onset, the content of any of the dedicated pages for specialised news were not straight news. But rather, they were analyses of research findings, theories, new or unique innovations and discoveries, and submissions of the expertise on various fields.

More rooms or pages were given to many of the specialised news or classified information most often in the weekend editions thus the following became part of the headings of some editions; Weekend, Saturday and Sunday. Examples of such editions are; Saturday Times, Sunday Times, Weekend Concord, Saturday Tribune, Sunday Sketch, Weekend Vanguard etc.

In fact, this was the beginning of specialisation in the newspaper industry as the contents of the weekend editions vary in certain proportion from the routine style and contents of weekday’s editions.

Magazine took the lead position in the area of specialisation. Except for few news magazines such as “Tell”, “The News”, “Newswatch” and others, others are magazine specifically published for specialised readers in either certain disciplines or those that belong to social classes or groups. “Encomium” is all about social issues and lifestyle; “City People” magazine and “Ovation” are of similar contents. “The Fame” is a personality profile magazine. There are some other basically on fashion and style.

When sports became more popular in Nigeria in the 90s, the earliest few copies of sports magazine were imported to the country to serve the interest of sport lovers. The 1994 football world championship Cup in United State of America and the maiden edition of football medal in Olympic Game in Atlanta, USA in 1996 aroused more interests of Nigerians to sport. The reason was that Nigeria was for the first time one of the active participants in the former and won Gold medal in the maiden edition of the latter. The two cases opened the eyes of Nigerians to sporting activities and competition all over the world particularly football.

Many Nigerians today are dying-hard fans in football leagues such as England Premier League, Spanish Laliga, Italian Football League (Seriea A), Bondasliga, German League, French League, Nigerian Professional League, CAF Champion League, European Champion League and many others. Then, the key interest to get better informed about the latest happenings in the leagues and the corresponding favourite teams and clubs gave birth to sport magazines such as Complete Sport, Complete Football etc.
The earliest specialised newspapers were on economic and business. The reason is not farfetched; the boom in the security and exchange market in the late 90s and early years of second millennium made specialised newspapers in this sector more popular. Newspapers like Business Times, Financial Standard, Business Day and many others sprang up around the time and sold fast at newspaper stands.

More newspapers than magazines are today published on sport generally and football specifically. On general sport, newspapers such as Sport news, Sport Extra, Sport Day, and Daily Sport came up. The newspaper that are published on football per se are Soccer Star, Freekick, The Blues, The Gunners, Red Devils, The Madrid, Bacelonians and many others.

The specialised newspapers and magazines concern themselves mainly on areas of readers’ interests. The in-depth analyses and more news items which could not be adequately catered for as a result of little spaces allotted to them in the conventional editions are given due spaces and treatment in their respective specialised editions.

As numerous as specialised newspapers and magazines on various areas of readers’ interest, only very few specialise on education. The very few that specialise on education are those published by some Nigerian higher institutions of learning. They are used to train students and as a result they are neither frequent nor of good standard. An example of this is UNILAG SUN.

Deregulation of broadcast media in 1992 brought similar turning point to the broadcasting industry. Before the deregulation, Nigerians had no option other than to listen to or watch programmes on government owned broadcast stations. Since 1992, the number of broadcast media is on the increasing rate as more radio and television stations including cable TV are given license to operate. With this development, the tastes of media audiences are a bit met as they are availed the opportunity to make choices among the competing programmes from various broadcast stations.

As competition for audience is becoming keen, the existing broadcast stations started innovating various programmes of reach contents which entice the audience and make them loyal to the stations. The incoming stations could not enter media market with the same routine programme format and style; hence some started specialising on specific area of broadcasting. Examples of specialised radio stations are:

i. 88.9 - Brilla FM Abuja, Anambra, Kaduna, and Lagos (Sport)
ii. 96.9 - Cool FM, Abuja, Anambra, Kaduna, and Lagos (Music)
iii. 95.5FM - Grace FM, Lokoja (Urban music, Hip-Hop, African Music)
iv. 94.8 - Altitude FM, Lagos (Pop, rock)
v. 95.1 - Wazobia FM, Lagos (Pidgin English)
vi. 96.1 - Traffic radio (Road traffic Information and News)
Vii. 98.1 - SMOOTH FM, Lagos (soul, rhythm and jazz)
viii. 96.5 - OSRC FM (Local MUSIC)
ix. 93.4 - Madonna Radios (Madonna University) FM, Okija
x. 94.1 - Unizik (University of Azikwe) FM, Awka, Anambra
xi. 94.1 - Hillside FM (Auchi Polytechnic Radio), Auchi
xii. 92.1 - Lion FM, University of Nigeria, Nsukka
xiii. 89.3 - Unilorin FM, Ilorin (University of Ilorin Radio)
xiv. 103.1 - Uni-lag FM (University of Lagos)

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xiv. 103.1 - Uni-lag FM (University of Lagos)

The Analyses of the specialised radios selected above and their areas of specialisation are presented on the Table below:
TABLE 1: Area of Specialisation of the Specialised Radio Stations Selected

<table>
<thead>
<tr>
<th>No of Radio Stations</th>
<th>Entertainment</th>
<th>Education</th>
<th>Traffic</th>
<th>Pidgin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sport</td>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

A radio station that specialises on a particular area or programme supposed to air at least 50% of its programmes on that area of interest: a sport radio must have minimum of 50% of what it broadcast on sport while a traffic radio must have similar percentage of its programme on traffic. This distinguishes them from conventional radio stations whose programmes cover all areas. The programme contents of some selected specialised radio stations are presented in the findings of this work to ascertain whether their programmes reflect their areas of focus.

RELEVANCE OF RADIO IN EDUCATIONAL BROADCASTING

Radio is a powerful mass medium used in education for disseminating information, imparting instruction and giving entertainment. It serves with equal ease in both developed and developing countries. It spreads information to a greater group of population thereby saving time, energy, money and man-power in an effective way.

Francine T. (2011) agrees that it:
(a) increases the availability of learning experiences for learners who cannot or choose not to attend traditional face-to-face offerings,
(b) assembles and disseminating instructional content more cost-efficiently, or
(c) enables instructors to handle more students while maintaining learning outcome quality that is equivalent to that of comparable face-to-face instruction.

Radio is a simple and cheap medium readily available as a small toy. Now small and handy transistors are available with even poorest of people. A small transistor can carry the message to any place on the earth. It speaks to an individual so also to millions at a time. Hence, any listener can think the broadcast is meant for him whereas when listened in group all think the massage directed towards them. Each student takes the broadcast as very intimate to him. Due to its portability and easy accessibility, radio could found its place everywhere whether a field, a school, a kitchen or a study room. It is on this basis that Moemeka (1978), while emphasizing the importance of radio in education submits that radio stations should be built in rural areas to facilitate education.

Radio is a blind man’s medium and is meant for ears only. It plays with sound and silence where the sound can be anything like voice or word, music and effect. When one hears radio, simultaneously one can imagine happenings in his/her mind. So it is called as theatre of blind or a stage for the mind. It can be listened to simultaneously along with another work like reading.

Radio can be used as an effective and interesting tool in education both for formal and informal education. The very low cost and adequate reliability in all climates of miniature transistor radios mean that radio broadcasting should more and more be recognised as a particularly suitable medium for educational purpose. Radio, in reality, has been used extensively as an educational medium both in developed and developing countries for decades. Its educational programmes supported in a wide range of subject areas in different countries. Educational radio has also been employed within a wide variety of instructional design contexts. In some cases, it is supported by the use of printed material, by local discussion group, and by regional study centres. It is sometimes so designed to permit and encourage listeners’ reaction and comments. Evaluations are also carried out with the feedbacks received.

Radio Use for Education Development in the Developing Countries

In the developing countries, educational broadcasting was taken up very enthusiastically. This was due to the fact that the modernization theorists, such as Schramm (1964), saw the media as vital in the efforts towards development. They felt that the mass media would substitute for the teacher where there was none or where books were scarce and printing either too slow or completely lacking. One textbook, used by a teacher on television or radio, could suffice for a multitude of students across the whole country.
In Africa, many experiments with educational television were carried out in countries such as Cote d'Ivoire, Niger and Senegal sponsored by UNESCO, UNDP, The World Bank and countries like France, Britain and the Federal Republic of Germany. All in all, the ability of the broadcast media in imparting knowledge in formal education is no longer doubted. Consequently, many African countries use radio and television in formal education and non-formal or extensive education. In this case, the broadcast media have been used in four main areas as presented in Kiwanuka-Tondo (1990):

(i) giving pre-school education;
(ii) giving basic education at all levels to the financially or physically disadvantaged;
(iii) continuing adult education; and
(iv) promoting social change.

Utilisation of educational radio in developing countries was more significant and covered various field of the development. School broadcast, in Mathematics or Science, Civics or Language, sometimes takes a major chunk of radio broadcast in various places. However, utilisation of radio for school broadcast though started with developed countries but it had seen its extensive use in developing countries. Thailand used radio to teach mathematics to school children and for teachers’ training. Kenya supported correspondence course with broadcast and Botswana for civics education. Dominion Republic and Paraguay used Radio for primary education. Adult education was promoted through radio in countries like Mali, Mexico and Bulgaria.

In India, education was first taken up by Radio in January, 1929 in Bombay. School broadcast was started with a view to educate the unprivileged pupil. In November, 1937 All India Radio, Calcutta took up educational broadcast in a systematic and regular manner on getting requests from University of Calcutta and Education Department of Bengal Government. Seeing the success, the then Controller of Broadcasting issued an instruction to follow this step by other stations from October, 1938. His objective was very clear, “that Educational Broadcast should not attempt to replace the teacher (professor) but to supplement his work”, Agrawal (2005). In post-independence years, school broadcast was taken seriously at radio and most of the main stations started this broadcast in the languages prevalent in their areas (Kiwanuka-Tondo, J. 1990)

In Uganda, the introduction of television in 1963 laid the foundation for the establishment of educational broadcasting in 1964. When educational broadcasting was established, emphasis was put on the intensive model, that is, radio and television broadcasts to schools and colleges. A section in the Ministry of Education was created to produce educational programmes for schools and colleges. The programmes were meant to:

- supplement the school and college curricula as audio-visual aids;
- cater for the growing demand for education because there were no enough teachers;
- develop a curriculum more relevant to the new realities, challenges and aspirations of independent Uganda.

The programmes covered formal subjects such as science, mathematics, history, geography and literature. They were scheduled both for morning and afternoon on radio and television from Monday to Friday.

Nigeria is not left out of the radio use in educational development. “Arabic on Radio”, which was launched after Nigerian Independence is part of the experiences. United Arab Republic Radio, Cairo (U.A.R. Radio) broadcast the educational programme in many developing countries such as Pakistan, Ceylon, India, Singapore, Philippines, Ghana, Sierra Leone, including Nigeria. The radio station broadcast on Short Wavelength 16.93Ms and 17725 K/Cs in Nigeria and the programme was popular in Nigeria around 1960s/70s. It is meant to train Nigerians on Arabic Language course. According to Professor Asif Ahmed now in National Open University of Nigeria, “…the programme is an outcome of Friday Arabic Class organised by the then Cultural Attaché of the Egyptian Consulate in Nigeria.” The Nigerians, who enrolled for the programme then, were given free course materials as supplements to lectures received on the radio as scheduled for various level of the programme. “…Prof. D.O. Shittu Naibi of University of Ibadan worked in U.A.R Radio then as interpreter” he added. The candidates for the programme used to sit for exams in Nigeria but markings were done in Cairo and certificates were issued at the end of various level of the programme. See the Appendix for a copy of the certificates, the time table and the front page of a sampled course material.
One of the beneficiaries of the programme interviewed, Alhaji W.A.K Adelakun confirmed that the programme was well organised and the contents of the radio classes/lectures were of good quality, adequate, and interactive as some practicing questions in the course materials were solved. “In fact, the radio classes/lectures were added advantage to the course materials for the programme”. He confirmed.

EtoEkoMooko-MookaKariaye (Ko-ko-ka) on Radio Lagos is another formal radio education programme. The programme is structured in a class format setting where the audiences are assumed pupils/students in a class setting for Yoruba and English language subjects. Ideas and concepts from text books and curriculum are adopted and interesting radio production techniques are used for presenting the programmes with a view to see the personality development of the children. It is schedule at the period of the subjects throughout the primary and secondary schools in Lagos State. To create interesting listening among the pupils/students, efforts are made to present lessons in different formats like Talklets, Lectures, Class Room Teachings, Question and Answers, Quiz, Features, Playlets etc. A similar programme is also broadcast on Broadcasting Corporation of Oyo State Radio, Ibadan.

**Radio Use for Education Development in the Developed Countries**

In United Kingdom, education was taken up through radio just after two years of starting of broadcasting in 1922 with initiation of British Broadcasting Company. Educational radio was then controlled by an Educational Council. Australian Broadcasting Corporation introduced educational broadcast in 1929 where representatives from schools assisted in their earlier attempt. The State Department of Education took up the responsibility of production since 1939. Early thirties saw the beginning of school broadcast in United State of America, first with National Broadcasting Company having ‘Music Appreciation Hour’. ‘American School on the Air’ has had a significant contribution by broadcasting daily programmes on science, music, history, literature, and current events.

In Canada also, Canadian Broadcasting Corporation (CBC) started school broadcast on an experimental basis at various places. On getting positive response it was made permanent with daily 20 minutes broadcast for schools. Education through radio in France devotes more than one half of its output for education both in Primary stage as well as in Secondary grades. Japan, though a developed country, has used radio for education since 1933. The Japan Broadcasting Corporation (Nihon Hosokyokai—NHK) broadcasts for kindergarten, elementary, middle and high schools. It provides yearly time table of educational programmes and teachers’ guide. Radio plays a supplementary role in enriching the knowledge of class teachers in Japan. The case is similar in many of the developed countries as noted by Kiwanuka-Tondo (1990)

**Radio Use in ODL Education**

Radio is one of the basic tools that foster Open and Distant Learning (ODL) education. As supported by Ndubuisi& Gordon (1999), educational radio has been employed within a wide variety of instructional design contexts. In some cases, it is supported by the use of printed materials refer to as Course Materials in ODL institutions such as National Open University of Nigeria. Educational radio programmes are sometimes designed to allow and encourage listener participation in term of reactions and comments. Ndubuisi& Gordon (opcit.) confirm that in some cases, there is provision for the audience to raise questions and to receive feedback with the help of mobile phones.

Sally(2008) explains that educational radio is the term given to the medium's use in formal learning systems, whether primary or higher education. It is typically used as a means for course material delivery, and often integrated with various kinds of interaction: for example, in classrooms, discussion groups, or via the telephone. While community and commercial radio involve in informal learning processes, institution-owned radio should focus more on formal learning such as delivering of academic lectures, lessons or tutorials; presentation of papers at academic seminars, workshop and conferences; presentation of research findings, innovation and breakthrough. All these are sources of learning to ODL students.

Dagron, (2001) also agrees that the two forms of radio are thus quite distinct in nature and serve needs; educational radio providing basic or advanced education and community radio enabling informal learning and social transformation. Community radio typically draws on local cultures and is of a participatory nature, whereas educational radio generally has a national/institutional character. Ultimately, both aim to improve the quality of life as supported by (UNDP & UNESCO, 2004).

While radio broadcasts are useful in their own way, the fact that broadcasting was a one-way medium for a long time limiting their use in the educational context. Through Phone-in programmes radio has overcome
this limitation to a large extent. Now, radio can be used to deliver class lectures in which the students for the class participate actively by asking questions or seeking clarifications through mobile phones.

At the Indira Gandhi National Open University (IGNOU) established in 1985, radio has been extensively used to deliver academic lectures to students as noted in Agrawal, (2005). In November 2001, IGNOU launched an exclusive educational radio, GyanVani through FM Channels. Fourty Channels were allotted to the University in different cities. Each channel covers a radius of nearly 70 Kms and airs education programmes of duration between 3 to 13 hours daily, Chander & Sharma (2003). Like IGNOU, National Open University of Nigeria (NOUN) also makes use of NOUN Radio to present academic lectures to students of the institution, most especially those who reside in Lagos and its environs. The educational programmes of NOUN Radio augment the reading materials and other study tools for the students.

DEVELOPMENT MEDIA THEORY

Development Media Theory was one of the two theories that were later added to Normative Media Theories, McQuail (2000). Development Media Theory lays emphasis on media efforts towards development as the common principle and aspiration of the developing countries. Though there is a great disparity among the conditions of these lopsided countries, their common principle still invariably bothers on development. The truth of the matter is that mass media is considered an unavoidable element of development in all sectors, hence the need for it in education cannot be overemphasis. It is pertinent that radio, being the most accessible medium in Nigeria, should positively stimulate development most especially in the education sector.

The underlying principles of this theory as highlighted in Onwubere & Adile (2012) are:

- Media should accept and carry out developmental tasks in line with nationally established policy.
- Freedom of the media should be restricted according to economic priorities and developmental needs.
- Media should give priority in their content to the national culture and language.
- Media should give priority in news and information to links with other developing countries which are
- In the interest of development ends, the state has a right to intervene, or restrict, media operations and devices of censorship, subsidy and direct control can be justified.

RESEARCH METHOD

This paper did a content analysis of programmes of some institution-owned radio stations to ascertain whether the programme contents are educationally inclined or not. It also did a survey on radio station preference among students to establish their level of acceptability of educational radio stations. Interviews were conducted with some stakeholders to establish the genuineness of some educational radio programme.

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

Radio use in ODL education is not without obstacles. From all indications, entertainment has taken the larger percentage of the world trends. To have a successful output in many areas, entertainment has been an instrument to achieve the desire goals. It is the same trend that sells the concept of edutainment in which entertainment is used to achieve educational goal. Many of the Nigeria students, including the ODL students prefer to listen to music or other entertaining programmes always while having their earpiece connected to their mobile phones. This is confirmed in one of the findings of this research as presented in table 2.

<table>
<thead>
<tr>
<th>Students Access to Radio Facility &amp; the Preferred Radio Programmes in (%)</th>
<th>Students Access to Radio Programmes Through:</th>
<th>Preferred Programme by the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phone</td>
<td>Radio Set</td>
</tr>
<tr>
<td>Conventional University Students</td>
<td>73</td>
<td>27</td>
</tr>
<tr>
<td>ODL Students</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>159</td>
<td>41</td>
</tr>
</tbody>
</table>
The sample is based on 200 Nigerian university students and the finding shows that approximately four out of every five of the students, access radio programmes through their phones. This proves the mobility and accessibility of the medium to the students wherever and whenever the need arises. But the study also reveals that majority of the students prefer to listen to entertainment programmes than education programmes on radio.

Different studies at various places also proved that the educational authorities, the teachers and the students are not giving adequate attention and interest to educational programmes on broadcast media most especially radio for various reasons. The surveys undertaken by Audience Research Unit of All India Radio from time to time proved the same as documented in Sally, D.B (2008). These reasons are many. There is no monitoring or very negligible supervision by the Authorities so the very purpose of the school broadcast is not meted out. Majority of the commercial broadcast media have information and entertainment, where much revenue come from as their first priority therefore give limited airtime to educational programmes. Many of the institution-owned broadcast media most especially Nigerian radios that are expected to fill the vacuum could not adequately do so. This is also substantiated in one of the findings of this study as shown in table 3.

<table>
<thead>
<tr>
<th>Radio Stations</th>
<th>Programme Contents in (%)</th>
<th>TOTAL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>News/Information</td>
<td>Sport/Entertainment</td>
</tr>
<tr>
<td>Sport/Entertainment Radios</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>Conventional Radios</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>National Open University Radio</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Other Institution-Owned Radios</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td><strong>COLUMN TOTAL(%)</strong></td>
<td><strong>20%</strong></td>
<td><strong>34%</strong></td>
</tr>
</tbody>
</table>

*The programme assessment is based on the average number of hour in which the programmes are on air per day over a period of one week.

The programmes of five radio stations were assessed; one from various form of radio stations (sport & music radio merged). From the radio programme assessment above, sport/entertainment radios truly specialized on the area. The average number of hours the stations used to broadcast sport/entertainment programmes as the case might be is more than 50% of the total hours they are on air. Except in National Open University Radio, where about 39% of the airtime is allotted to educational programme (both formal and informal), other institution-owned radios dedicate very few hours of their airtime to education programmes.

Since the interest of Nigerian students tends towards sport and entertainment programme, they benefit less from radio education programmes. Due to lack of interest at users end there are little efforts to provide a good mixture of programmes to the students as per their requirements. Also education programmes aired by some broadcast media are of low quality. But with proper planning, educational radio can prove to be very effective in a systematic manner to impart the education.

**CONCLUSION**

Thomas (2001) states that: “In many areas of the world, radio is still the only medium through which educators can reach a mass audience, simultaneously and at relatively low cost”. It is on this basis that exclusive educational radio stations were established including institution-owned radio stations to cater for special needs in certain areas. This study found out that the exclusive educational radio stations do not focus on education as much as exclusive sports radio stations are doing in sport. The students on the other hand prefer sport and entertainment programmes to education programmes. It implies that students listen to sports and entertainment radio stations much more than they do to educational radio stations.

**RECOMMENDATIONS**
Institution-owned radio need to restructure their programmes to ensure that the area of focus, (education) is not neglected. The effort of radio toward education advancement should also be corroborated by allowing high institutions of learning to operate educational television.

NOUN Radio should be given opportunity to operate on network basis such that access to Distant Learning Education will be enhanced even in the rural areas. Alternatively, Noun Radio could be allowed to broadcast on Short Waves (SW) rather than on Frequency Modulation (FM) such that it could be accessed through out Nigeria and abroad. This will give NOUN students, even those in the rural areas access to listen to academic lectures on their phones and transistor radios. It will invariably make the Open University more open without barrier that would have been created by distance, age, work, time schedule, gender, and other impending factors. Though majority of the institution-owned radio stations are online, the students in the rural area where there is limited or no access to internet facilities cannot still access it. Regular monitoring and time to time evaluation becomes absolutely necessary for improvement of any radio education programme to ensure that effective learning take place among the students. Collection of data and proper feedback makes the programmes more and more useful to the target students as noted by Ndubuisi & Gordon (1999)

Radio alone cannot solve the problems of educational delivery to rural people in the developing world. Since there is no single formula for Distance Education in the developing countries, empowerment of ministries of education, higher educational priorities, improved teacher training, the implementation of sustainable programmes, giving particular attention to the needs of rural areas, and effective use of other media of information for the same course are all necessary steps to this end as suggested in Baggaley and Ng (2005).

References
APPENDIX 1
THE FRONT PAGE OF A COPY OF COURSE MATERIAL

APPENDIX 2
A COPY OF CERTIFICATE