

Students' Attitude and Effectiveness of Radio Educational Programmes in Ekiti State during Covid-19 Pandemic

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Abstract: Education through the internet has gained ground in the recent time in lieu of the emerging Covid-19 pandemic. Mobile technology no longer serve the main purposes of sending and receiving social messages but has rather become a veritable learning tool at this emergency pandemic period. Radio broadcast however has gained more ground due to its far reaching ability and availability to the masses at a low cost. This study x-rayed the attitude of students to this new trend and its effectiveness in Ekiti State. The study is a descriptive design of the survey type that targeted students in Secondary Schools in Ekiti State, Nigeria. Four research questions were raised and two null hypotheses were formulated. The sample were 180 senior secondary school students who responded to a questionnaire designed for the study. The questionnaire was administered on the sample within a period of 4 weeks and the data obtained were subjected to descriptive analysis of frequency counts and percentages while the hypotheses were tested with t-test statistics at 0.05 significant level. The findings of the study revealed that students' attitude to the REP was good and the programme was very effective. The major problem was the inability of the students to buy credit card for their phones to respond during the REP lesson. This study therefore recommended, among others, that the use of REP should be encouraged by the government while the teachers should embrace the use of REP for their lesson presentation, more so that the Covid-19 pandemic is still around.

Keywords: Attitude, effectiveness, radio education programme, covid-19, pandemic, mobile technology

1. Introduction

Distance learning has been operational as a veritable channel for teaching and learning over decades. The upsurge of COVID-19 pandemic resulting into the universal lockdown syndrome has paved more ways for distance learning. Government of every nation and their states, through their educational organs have started to employ differs channels to reach their students with their curriculum contents. There are numerous types of distance learning, among which are e-learning applications, radio teaching, television teaching, social media interaction, and others.

There was a blog post by the **WorldBankGroup in March, 2020** that about 120 countries have closed down their institutions of learning being primary, secondary and tertiary, which according to **Nnabugwu (2020)** has great impact on billion students globally. On this premise,

countries worldwide attempted to device means by which students can be engaged to study at home during the school closure. This required the deployment of various educational interventions through the use of technology such as the internet, radio, television, smartphones and distance learning to support student's learning during this lockdown. Among the various means of reaching the students during the Covid-19 pandemic lockdown, the use of radio broadcast seems to gain upper hand and popular among the common people. It is easily accessible and friendly with low cost in maintenance.

A report by the UNESCO Institute of Statistics (UIS) and the Teacher Task Force (2020) revealed that *"826 million students (50%) kept out of classrooms by the pandemic do not have access to a computer at home, around 706 million students lack internet access and 56 million live in areas not covered by mobile networks. Many countries had to quickly find effective solutions and television and radio have proven to be a good alternative in a context where online learning is not possible"*.

This report supports the added advantage of radio educational programme over the other technology based educational programmes. Thus, many countries globally preferred television and/or radio-based programmes to implement their distance education. The most active continent that majorly depend on TV or/and radio for distance education during the pandemic lockdown was the Africa (**UNESCO, 2020**). The government of Ekiti State, in other to meet up with the educational challenges of the pandemic lockdown, organised a radio teaching programme for pupils and students in her primary and secondary schools.

Students are the object of any educational endeavour, especially as concerns their knowledge acquisition. Every session of classroom interaction is intended to foster learning in the students. The attitude of students towards the process of learning is germane to the success of such endeavour. The upcoming prevalence of radio educational broadcast in recent times due to the Covid-19 pandemic lockdown is crucial to students' acquisition of knowledge. **Zabadi & Al-Alawi (2016)** noted that students' attitude is very paramount to their readiness and involvement in learning. Also, Braun in **Olumorin, Aderoju & Onojah (2018)** noted that radio and television improve students' motivation and attitudes towards learning. The students' attitude towards the programme has a long way to go in its usefulness and effectiveness.

The effectiveness of this strategy depend to a great extent on the attitude of the learners towards the programme. Attitude plays a vital role in human responses and involvement in any task, and consequently the outcome thereof. Students' responses to these programmes varies based on their perspectives and availability of resources. This study is therefore aimed at investigating the attitude of students to the School-on-Air programme organised by Ekiti State government during Covid-19 pandemic lockdown and hence, the effectiveness of the programme.

2. Significance Of The Study

The outbreak of Covid-19 pandemic in the year 2020 was a threat to all sectors of human endeavours, education inclusive. During this period, schools were closed down to prevent continued spreading of the virus, and especially among the young ones. As a result of this, the progress of the students was put on hold. For instance, students of higher institution who are supposed to be mobilized for graduation and service year were hindered while promotion of students and pupils to the next higher educational level was not possible, all in the name of Covid-19 lockdown. On the other hand, the supposed human power development that would have been acquired through education to enhance national growth was at stake. To avert these foreseen circumstances, governments across nations and at all levels embarked on series of educational programmes to keep the students gainfully engaged while at home during the lockdown. Realising the possible negative consequences of the Covid-19 global lockdown, especially on the education of school children, the government of Ekiti State deployed many strategies of teaching, among which was the Radio Educational Programme, tagged "School-on-Air". Undoubtedly, the lockdown period witnessed fear of the unknown coupled with scarce means of livelihood in the family. Putting up an educational programme in such a sensitive situation, when the major mindset of every citizen was how to survive the pandemic could look odd and seems not welcomed by the targeted audience i.e. the students. This study therefore examined the attitude of students to this radio programme during the pandemic lockdown and investigated how effective it was.

3. Review Of Related Studies

The Outbreak of COVID-19 Pandemic Globally and Nigeria

On December, 31 2019, an outbreak of a pneumonia of unknown origin in Wuhan China was reported to the World Health Organization (WHO). The identified pathogen for the disease was a novel coronavirus. The virus was subsequently named severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). On 10th February 2020, the WHO proposed an official name for the illness caused by COR-SARS-2 as COVID-19 coined from Corona Virus Disease of the year 2019. The transmission of the virus, emanating from China, was very vast, spreading to many countries of the world. This led the director-general of WHO to declare the outbreak a public health emergency of international concern on 11 March 2020.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes and someone in a close contact with such an infected person inhale the virus in the droplet (**Oluwadiya, 2020**). The droplets can also fall and contaminate objects which an uninfected person can pick on his hands when he touches them. The infested person with COVID-19 virus manifests mild to moderate respiratory illness. In order to prevent further spread of the Covid-19 pandemic, there was a total worldwide lockdown of all human activities, education inclusive. The lingered lockdown has triggered many stakeholders in education sector to embark on online teaching to keep their students on their toes,

especially students in their terminal classes. These online educational programmes include the use of WhatsApp, Zoom, Facebook watchparty, etc.

The Concept of Radio Educational Programme (REP)

Radio is a device that transmits information from a location, called station to a larger audience through the open air. Radio transmission has been serving series of purposes over decades, prominent among which is to educate, inform, announce and advertise. The use of radio transmission in teaching and learning plays a vital role in the education enterprise. It has been used over the years as “school broadcasting, informal general education, social action programming and adult basic education and literacy” (**Radio Education, 2020**). In Nigeria, the initial use of radio for education was targeted at the adult, particularly the farmers, where they were enlightened on farming techniques, planting sessions and weeds/pests control. Later, open broadcast was employed to teach the illiterate adults on the rudiments of literacy (**Borode, 2011**).

The major advantage of Radio Education Programme (REP) is that it can reach far distance without the use of main power. **Aliza (2006)** observed that radio is a mass medium that spans through far distances. For this reason, it is a virile tool that can be employed to enhance education programme. Radio education has two major purposes. Firstly is increasing the reach and invariably the accessibility and secondly is to enrich the quality of educational content (**Olumorin, Aderoju & Onojah, 2018**). Other advantages of radio broadcast over other forms of broadcasting include wider coverage area, low cost of operation, accessibility to both literate and illiterate, among others.

Educational broadcasting involves both television programmes and radio programme that enlightens, informs, or stimulates one’s intellect (**Jean, 2013**). Educational programmes can be communicated to the wide audience through some common technologies such as over-the-air transmitters, cable television, and satellite distribution (**Jean, 2013**). Historically, the most active organization in producing and broadcasting educational radio programs was the CANADIAN BROADCASTING CORPORATION, which started in 1936 (**Jean, 2013**). The major focus of such radio programme was initially on preschool and school-age children, and later known for its Farm Radio Forum programming.

There are many notable examples of radio education broadcastings. Radio broadcast has been used in Australia for direct teaching, such that pupils in secluded farmsteads are connected to radio schools with the teacher located in distance far away (**Radio Education, 2020**). The British Open University often deploys radio broadcast to discuss course materials, as an alternative means to the printed materials.

Radio programmes may be classified into two broad groups, namely spoken word programmes and music programmes. The spoken word programmes are the news bulletins, discussions, talks, interviews, educational programmes for schools and colleges, drama, radio features, documentaries and specific audience programmes directed at either women, children, rural or urban listeners. Music programmes, however, consist of disc jockey programmes, and

Students' Attitude and Effectiveness of Radio Educational Programmes in Ekiti State during Covid-19 Pandemic

'countdown' shows musical performances of all types and variety programmes, otherwise known as 'magazine' programmes (**Wikipedia, 2021**).

The radio educational programme has gained ground in teaching various subjects in different developing countries. Below, according to Radio Education (2013), are few cases:

- India – for rural development
- Swaziland – for public health purposes
- Nigeria – for management courses for agriculture sector
- Kenya – in support for correspondence courses
- The Dominion Republic – in support of primary education
- Philippines – for nutrition education
- Paraguay – to offer primary schools instruction
- Namibia – in the Oshakati area of Northern

Namibia, local radio is part of non- formal education project entitled “cattle is our livelihood” to improve cattle keeping practice among local farmers.

Radio as a medium of broadcasting has some distinguishing features which are

- i. it is a 'blind' (i.e. non-visual) medium;
- ii. it functions in real time; and
- iii. its codes are purely auditory, consisting as they do of speech, music, sounds, noises and silences (**Aliza, 2006**).

Radio educational programmes being as good as they are, are not without their short comings. Willey and Young in **Jie (2013)** highlighted some of these as follows:

- ✓ Listening to radio develops “intellectual passivity.”
- ✓ It is hard to adjust instruction by radio to the “capacity of the individual pupil.”
- ✓ Listening to radio is less effective than face-to-face communication due to lack of the speaker's “facial expressions and gestures.”
- ✓ Broadcast times are hard to adjust to class schedules.
- ✓ Programmes are sometimes not based on school curriculum.

Radio Programme and Covid-19 Pandemic Lockdown in Nigeria

The COVID-19 pandemic was reported as one of the biggest disruptions to education the world has ever known,

affecting more than 90% of the world student's population (**UNESCO, 2019**). So, many countries shifted to

internet-based distance education to ensure that learning continues. There were some educational programmes on radio and television worldwide during the Covid-19 pandemic lockdown, when schools globally were shut down and all formal academic activities were put on hold. Nigeria, like other countries as well was not left out of such educative programmes on radio and

television, especially for primary and secondary school students. **EduCeleb.com (2020)** reported that Lagos, Ogun, Oyo, Ondo and a few other state governments introduced alternative learning platforms through the mass media and the internet. Kogi began radio programmes for students on 15th April, 2020 for her Basic education pupils; Edo started educational TV programme on 4th April 2020 for her Secondary School students; Kaduna introduced educational radio, TV classes for students on 6th April, 2020; Ekiti started radio educational programme for her primary school pupils on 30th March 2020 and for secondary school students on 1st April, 2020. These steps were aimed at providing alternative means of learning during the lockdown for the children.

Below are the schedule of the educational television, radio and digital programmes across Nigeria during the Covid-19 lockdown.

S/N	Audience	Program me	Time	Station	Cable channels
1	Primary school pupils	DigiClass	Monday to Friday 9am – 11am	Ogun State Television (OGTV)	DSTV channel 260, GOTV channel 100, StarTimes channel 113
2	Secondary school students	DigiClass	Monday to Friday 11am – 12pm & 1pm – 2pm	Ogun State Television (OGTV)	DSTV channel 260, GOTV channel 100, StarTimes channel 113
3	SS3 students	Educational broadcast	Monday to Saturday 7:30am – 8:00am, 8:30am – 9:00am, 9:30am – 10:30am	Ondo State Radiovision Corporation (OSRC TV)	
4	SS3 students	Educational broadcast	Monday – Saturday 10:00am – 11:00am	Orange 94.5 FM	Search on RadioGarden
5	Secondary school students	Educational broadcast	Monday, Wednesday and Friday 12:30pm – 1:00pm	Sunshine 96.5 FM Alalaye	Search on RadioGarden
6	SS3 students	Daily Lesson	Monday to Thursday 11am – 1pm	Wazobia FM 95.1, Lagos	Search on TuneIn and RadioGarden

Students' Attitude and Effectiveness of Radio Educational Programmes in Ekiti State during Covid-19 Pandemic

7	SS3 students	Daily Lesson	Monday to Friday 2pm – 4pm	Wazobia Max TV	StarTimes channel 195, GoTV Channel 98, MyTV channel 17
8	SS3 students	'Call-in' tutorials	Friday 11am – 1pm	Wazobia FM 95.1, Lagos	Search on TuneIn and RadioGarden
9	SS3 students	Repeat broadcast	Saturday and Sunday 3pm – 4pm	Wazobia Max TV	StarTimes channel 195 GoTV Channel 98 MyTV channel 17
10	Secondary school students	Enugu Radio School	Monday to Friday 5pm – 6pm	Radio Nigeria Enugu (Coal City FM) 92.9 FM	Available on www.coalcityfm.com and www.radionigeriaenugu.com
11	Primary school students	Enugu Radio School	Monday to Friday 11am – 12pm	Radio Nigeria Enugu (Coal City FM) 92.9 FM	Available on www.coalcityfm.com and www.radionigeriaenugu.com
12	SS3 students	Digital lessons	Monday to Friday 9am – 11:50am	Alheri Radio 97.7 FM	DITV NTA Kaduna Radio Nigeria Kaduna
13	SSS students	Daily SSCE Preparation Program	Monday to Saturday 10am – 12 noon	Dala FM Kano, Muryar Zamani 88.5 FM	www.dalafmkano.com
14	SS3	Teaching on Radio and Television	Monday to Friday	Ebonyi State Radio and Television (EB-RTV)	
15	Junior Secondary School (JSS) students	Radio Teacher	Monday to Saturday 9:00am – 11:00am	Kogi Radio Confluence FM 94.1	

Adedayo Julius Olugbenga

16	SS3 students	Radio Teacher	Monday to Saturday 9:00am – 11:00am	Kogi Radio Confluence FM 94.1	
17	SS3 students	Learn at Home Programme	Monday to Friday	NTA Maiduguri Borno Radio/Television Dandal Kura Radio Peace FM 102.5 Maiduguri	Available to local audience
18	Primary and Secondary school students	School on air	Monday to Friday	Orisun Television OSBC radio 104.5 FM Orisun 89.5 FM	www.osun.csm.ng
18	Primary school students	School on Air	Monday to Friday 3:10pm – 4:00am	Ekiti 91.5 FM	
19	SS3 students	Lessons	Monday to Sunday 12 noon – 1pm	Edo Broadcasting Service (EBS) TV	Available at airlivesolutions.com
20	SS3 students	School-on-air	Monday 12:30pm – 1:30pm Tuesday 9:00am – 9:30am, 4:00pm – 4:30pm Wednesday 9:00am – 9:30am, 1:30pm – 2:00pm Thursday 9:00am – 9:30am, 2:30pm – 3:00pm Friday 9:00am – 9:30am,	Broadcasting Corporation of Oyo State (BCOS)	

Students' Attitude and Effectiveness of Radio Educational Programmes in Ekiti State during
Covid-19 Pandemic

			4:30pm – 5pm		
21	SS3 students	School-on-air	Monday 10:30am – 11:30am, 2:30pm – 3:00pm Tuesday, Thursday and Friday 10:30am – 11:00am, 2:30pm – 3:00pm Wednesday 11:30am – 12:00pm, 2:30pm – 3:00pm	Oke Ogun 96.3 FM	Available only to local listeners
22	SS3 students	School-on-air	Monday to Friday 9:15am – 9:45am, 1:30pm – 2:00pm	Oluyole 98.5 FM	Available on MyTuner-radio
23	SS3 students	School-on-air	Monday 9:30am – 10:00am, 4:00pm – 4:30pm Tuesday 9:30am – 10:00am, 2:30pm – 3:00pm Wednesday, Thursday and Friday 11:30am – 12:00pm, 4:00pm – 4:30pm	Ajilete 92.1 FM	Available only to local listeners
24	Primary 1 and 2 pupils	Ko-ko-ka Labe igi orombo	Monday to Thursday 9:00am – 11:55am	Radio Lagos 107.5 FM	Search on TuneIn and RadioGarden

25	Primary 3, 4, 5 and 6	Animal Garden Learning is fun Let's go learning Auntie Bola's Workshop	Monday & Wednesday 10:30am – 1pm Tuesday 12:05pm – 1:05pm Thursday 11am – 12pm	Eko FM 89.7	Search on TuneIn and RadioGarden
26	Junior Secondary School students	Radio teaching programme	Monday to Friday 12noon – 1pm	Naija 102.7 FM	Search on RadioGarden

Source: EduCeleb.com

For effectiveness of the programmes, students in states outside the signal coverage of media channels were also shared with the digital and cable channels to catch up with the programme schedules. For more success of the home-based learning programmes, UNICEF Nigeria provided technical support through monitoring by the UNICEF Edu-Volunteers. Through this support, the number of children learning/participating via the platforms were recorded. Also, there were feedback received from callers on radio, television, and the websites during monitoring sessions, while the assignments submitted by students were used as a performance indicator to measure the effectiveness of the programmes.

The Ekiti State Radio-on-Air Programme

Just like other states in Nigeria, especially in Southwest, Ekiti state Universal Basic Education Boards (SUBEB) and Ministry of Education Science and Technology, located in Ado-Ekiti engaged in digital teaching and learning programmes to ensure that learning is not interrupted for pupils while the Covid-19 pandemic lockdown persisted. Lessons covering primary classes 1-6 were aired on radio and television stations, while some were uploaded on special websites for the students. Due to the outbreak of Covid-19 pandemic, the governor of Ekiti state, Kayode Fayemi, at early month of March 2020 had directed all public and private institutions in the state to close down, and as well banned all public gatherings greater than 20 persons (**Ayodele, 2020, Nnabugwu, 2020, The Citizen, 2020**). Later in the month, precisely on Sunday, March 29, 2020, there was a report by the “Daily post” that: “Ekiti State Government will on Monday 30th March, 2020, commence teaching of Primary school pupils on the State-owned radio station, Ekiti FM 91.5 as part of efforts to minimize the effect of school calendar disruption on pupils following the coronavirus outbreak”. This statement was credited to the Chairman of the State Universal Basic Education Board (SUBEB) in Ekiti State, in person of Prof. Francisca Aladejana. The lesson was tagged “School on air” and took 30-minutes daily between 3.10pm and 4.00pm so that the pupils would be gainfully engaged during the seemingly indefinite school break by government to minimize the spread of the deadly coronavirus. The lesson covered the

Students' Attitude and Effectiveness of Radio Educational Programmes in Ekiti State during Covid-19 Pandemic

five major school subjects, viz: English Language, Yoruba, Basic Science, Civic Education and National Value and Mathematics.

A press release on 31st March, 2020 by the Assisitant Director (Information), Ekiti State Ministry of Education, Science and Technology, Mr Adeniyi Adekunle stated the commencement of virtual teaching on radio for secondary school students, also tagged “School on Air” as from 1st April, 2020. The programme was run on Ekiti owned radio FM 91.5 where each lesson took 30 minutes covering major WAEC and NECO subjects such as English language, Mathematics, Yoruba, Civic Education, Physics, Chemistry, Biology and Economics.

The time table for the radio virtual teaching as scheduled by the collaboration of Ministry of Education, Science and Technology, Ekiti State and Ekiti State Universal basic Education Board (SUBEB), Ado-Ekiti is as given in table 1 below:

Table 1: Time table for Radio virtual teaching for primary and secondary schools in Ekiti state during Covid-19 Pandemic lockdown

		MON	TUE	WED		THUR		FRI	
Primary School	Subject	English Studies	Mathematics	Basic Science		Civic Education and National Values		Mathematics	Yoruba
	Time	3.10pm - 3.40pm	4.00pm - 4.30pm	4.00pm - 4.30pm		4.00pm - 4.30pm		2.30pm - 3.00pm	3.30pm - 4.00pm
Secondary School	Subject	Mathematics	English Language	Chemistry	Biology	Physics	Economics	Yoruba	Civic Education
	Time	2.05pm - 3.00pm	12.10pm - 1.00pm	10.00am - 11.00am	12.12pm - 1.00pm	2.05pm - 3.00pm	3.30am - 3.55pm	11.05am - 11.30am	11.30am - 12noon

The radio was interactive in the sense that pupils were allowed to call to ask questions while thereafter the teacher asked questions from the students and any pupil that knows the answer called to answer the question (**Ayodele, 2020**). Assignments were always given during classes which the learners were expected to complete and submit online, especially for the secondary school students. A day was dedicated to real-time interaction for the secondary school students to attend to questions sent through emails and phone lines.

REP and Instructional Materials Availability and Accessibility

It is necessary to note however that the radio education programmes organised by the Ekiti State government was not without its attached challenges. Some students had smooth running of the programme in their location while some encountered such problems as poor network to receive the radio transmission, poor or no electricity supply during the time of the programme, non-availability of relevant teaching and learning resources like hand phone, radio set or battery to power it, parents' poor/negative disposition to the programme, and distractions from siblings or neighbours while the programme is ongoing. The economic hardship that witnessed the lockdown period posed a challenge to the parents and might not be able to afford a cell phone for their children to interact on radio during the lesson. The usual fading and inconsistent network services is another major threat to access the "School on air" programme, especially for rural dwellers, where such is often the case.

4. Objectives Of The Study

This study was designed to investigate the attitude of students towards the Radio educational programme being organized by the Ministry of Education of Ekiti State during the Covid-19 pandemic lockdown and how effective was it. Specifically, the study examined:

- the participation level of students in the radio education programme during the Covid-19 pandemic lockdown in Ekiti State;
- students' impression about the programme;
- availability of and accessibility to needed devices;
- students' performances through the programme; and
- the attitude of different categories of students, (i.e. gender and location) to the programme

5. Research Questions

The following research questions were raised to guide the study:

- What was the attitude of students towards the Radio Educational programme in Ekiti State during Covid-19 pandemic lockdown?
- What was the perception of students about the REP during Covid-19 pandemic in Ekiti State?
- Were there adequate availability of the needed instructional materials for REP in Ekiti State?
- Was the Radio Educational Programme organized by Ekiti State during Covid-19 pandemic lockdown effective?

6. Research Hypotheses

The following null hypotheses were formulated for the study:

Students' Attitude and Effectiveness of Radio Educational Programmes in Ekiti State during Covid-19 Pandemic

- There is no significant difference in the attitude of male and female students towards REP in Ekiti State during Covid-19 pandemic.
- There is no significance difference in the effectiveness of REP in Ekiti State during Covid-19 pandemic between students in rural and urban areas

7. Population And Sample

The study was a descriptive research of the survey type. The target of the study were the secondary school students in the senior section i.e. SS1-3 in Ekiti State. The sample for the study consisted of 180 students who responded to the questionnaire raised for the study. The sample was selected through multistage sampling technique. The first stage was the selection of 6 Local government areas out of 16 in Ekiti State, followed by the selection of 12 schools by stratified sampling technique where 1 school was chosen from each of the local government headquarters as the urban and neighbouring towns as the rural area respectively, making 6 each for urban and rural locations. So, 15 students were randomly selected from each of the 12 schools making a total of 180 students.

7.1. Statistical Techniques Used in the Present Study

The instrument used for the study was mainly a questionnaire developed by the researcher. There are two sections of the questionnaire, A and B. Section A comprised bio-data of the respondents while section B contained 10 items on the variables of the study with respect to the students' attitude to REP in Ekiti State during Covid-19 pandemic. The study took 4 weeks to administer the questionnaire. The questionnaire was administered by the researcher with the help of a volunteered research assistant from each school and they were collected immediately after responding to the contents.

7.2. Data Analysis and Interpretation

The data collected from the study were subjected to both descriptive and inferential statistics.

Descriptive Analysis of results

Research Question 1: What was the attitude of students towards the Radio Educational programme in Ekiti State during Covid-19 pandemic lockdown?

Table 2: Frequency counts and percentages of students' attitude towards REP in Ekiti State

ITEMS	YES		NO	
	N	%	N	%
Students' Attitude towards REP				
I am interested in the radio teaching organised by Ekiti State government during Covid-19 pandemic	16 2	90.0	18	10.0
I don't miss the radio physics class during the C-19 pandemic	10 2	56.7	78	43.3
I use to listen and be attentive to the physics lesson on the radio during C-19 pandemic	12 0	66.7	60	33.3

I often call to answer question asked by the teacher after the class	78	43.3	102	56.7
I use to jot during REP Physics lessons	12 4	68.9	56	31.1
Average	117.2	65.1	62.8	34.9

Table 2 above reveals that 162 (90.0%) of the students are interested in the radio teaching organised by Ekiti State government during Covid-19 pandemic while 18(10.0%) are not; 102 (56.7%) don't miss the radio physics class during the C-19 pandemic while 78 (43.3%) do; 120 (66.7%) use to listen and be attentive to the physics lesson on the radio during C-19 pandemic while 60 (33.3%) do not; 78 (43.3%) often call to answer question asked by the teacher after the class while 102 (56.7%) do not and 124 (68.9%) do jot during REP Physics lessons while 56 (31.1%) do not. On the average, 117.2 (65.1%) of the respondents shown good attitude towards the Radio Educational Programme in Ekiti State during Covid-19 pandemic while only 62.8 (34.9%) do not. This means that the attitude of students towards the Radio Educational programme in Ekiti State during Covid-19 pandemic was good.

The finding of the study reveals that the attitude of students towards the Radio Educational programme in Ekiti State during Covid-19 pandemic was good. This supports the observation of Olumorin, Aderoju & Onojah (2018) that radio and television improve students' motivation and attitudes towards learning. No wonder, radio broadcast has been a virile device through which far distant people can be reached as earlier submitted in this study. The fact that many of the students do not have access to a computer at home coupled with lack of internet access (UNESCO, 2020) might be accountable for the students' positive attitude to the radio programme which could travel further distance where internet connectivity could not reach.

Research Question 2: What was the perception of students about the REP during Covid-19 pandemic in Ekiti State?

Table 3: Frequency counts and percentage of students' perception about the REP in Ekiti state

ITEMS	YES		NO	
	N	%	N	%
Perception of Students towards REP				
REP is a good and accepted learning programme	16 0	88.9	30	11.1
REP keeps the students busy during C-19 pandemic	17 4	96.7	6	3.3
REP keeps the students learning during C-19 pandemic	16 8	93.3	12	6.7
REP refreshes the students memory during C-19 pandemic	18 0	100.0	0	0.0
REP during C-19 pandemic enhances students' listening	15	86.7	24	13.3

Students' Attitude and Effectiveness of Radio Educational Programmes in Ekiti State during Covid-19 Pandemic

skill	6			
REP during C-19 pandemic is a way of learning by fun	13 2	73.3	48	26.7
REP restrains students' interaction during C-19 pandemic	13 8	76.7	42	23.3
Average	158.3	87.8	21.7	12.2

Table 3 shown that 160 (88.9%) of the students agreed that REP is a good and accepted learning programme while 30 (11.1%) disagreed; 174 (96.7%) agreed that REP keeps the students busy during C-19 pandemic while only 6 (3.3%) disagreed; 168 (93.3%) agreed that REP keeps the students learning during C-19 pandemic while 12 (6.7%) disagreed; all the students 180 (100.0%) agreed that REP refreshes the students memory during C-19 pandemic; 156 (86.7%) agreed that REP during C-19 pandemic enhances students' listening skill while 24 (13.3%) disagreed; 132 (73.3%) agreed that REP during C-19 pandemic is a way of learning by fun while 48 (26.7%) disagreed and 138 (76.7%) agreed that REP restrains students' interaction during C-19 pandemic while 42 (23.3%) disagreed. On the average, 158.3 (87.8%) of the respondents perceived REP during the lockdown while 21.7 (12.2%) disagreed. It therefore means that the students had positive perception about the REP during Covid-19 pandemic in Ekiti State?

The students' also have positive perception about the REP which they displayed during Covid-19 pandemic lessons. The submission of Nnabugwu (2020) that the lockdown of schools due to the Covid-19 pandemic has great impact on billion students globally might be responsible for students' positive disposition to the REP.

Research Question 3: Were there adequate availability of the needed instructional materials for REP in Ekiti State?

Table 4: Frequency counts and percentages of availability of instructional materials for REP in Ekiti State

ITEMS	YES		NO	
	N	%	N	%
I have radio to listen to the REP during C-19 pandemic	15 0	83.3	30	16.7
I used my parent's radio to listen to the REP during C-19 pandemic	12 0	66.7	60	33.3
I have my personal phone to call during the REP	11 4	63.3	66	36.7
I can afford to buy credit on my phone to make call during the REP	78	43.3	102	56.7

I used my parent’s phone to call during the REP	60	33.3	120	66.7
The network in my area was good to access the REP	13 8	76.7	42	23.3
The network in my area was good to make phone call during the REP	13 2	73.3	48	26.7
Average	113.1	62.9	66.9	37.1

It is shown from table 4 that 150 (83.3%) have radio to listen to the REP during C-19 pandemic while 30 (16.7%) do not have; the parents of 120 (66.7%) used their parent’s radio to listen to the REP during C-19 pandemic while 60 (33.3%) do not; 114 (63.3%) have personal phone to call during the REP while 66 (36.7%) do not; 78 (43.3%) can afford to buy credit on my phone to make call during the REP while 102 (56.7%) could not; 60 (33.3%) had access to their parent’s phone to call during the REP 120 (66.7%) did not; 138 (76.7%) have good network to access the REP while 42 (23.3%) do not and the 132 (73.3%) have good network to make phone calls during the REP while 48 (26.7) do not. Averagely, 113.1 (62.9) have necessary teaching materials for REP while 66.9 (37.19%) do not. Thus, there are adequate availability of the needed instructional materials for REP in Ekiti State.

It was also discovered from the study that there are adequate availability of the needed instructional materials for REP in Ekiti State. The only challenge was that the students were short of fund to buy credit card on their phones for them to make calls in response to the teacher’s questions. This observation confirmed the earlier submission of this paper that parents might not be able to afford a cell phone for their children to interact on radio during the lesson due to economic hardship that witnessed the lockdown period.

Research Question 4: Was the Radio Educational Programme organized by Ekiti State during Covid-19 effective?

Table 5: Frequency counts and percentages of effectiveness of REP in Ekiti State during Covid-19 pandemic

ITEMS	YES		NO	
	N	%	N	%
Effectiveness of REP in Ekiti State during Covid-19 pandemic				
I understand the lesson taught on radio during the Covid-19 pandemic	12 6	70.0	54	30.0
I use to answer questions correctly on radio during physics lesson	11 4	63.3	66	36.7
The lessons taught on radio during Covid-19 pandemic kept me fresh in physics concepts		83.3	30	16.7
The voice of the teacher is audible during the physics class on radio	15 6	86.7	24	13.3

Students' Attitude and Effectiveness of Radio Educational Programmes in Ekiti State during Covid-19 Pandemic

The network in my area allowed me to make calls during the lessons	13 8	76.7	42	23.3
Average	136.8	76.0	43.2	24.0

It is evident from table 5 above that 126 (70.0%) of the respondents understood the lesson taught on radio during the Covid-19 pandemic while 54 (30.0%) did not; 114 (63.3%) use to answer questions correctly on radio during physics lesson while 66 (36.7) do not; 150 (83.3%) were refreshed through the lessons taught on radio during Covid-19 pandemic while 30 (16.7%) did not; 156 (86.7%) heard the voice of the teacher audibly well during the physics class on radio while 24 (13.3%) did not and 138 (76.7%) were allowed by the network to make call during the lessons while 42 (23.3%) could not. On the average, 136.8 (76.0%) found the REP during the pandemic lockdown effective while 43.2 (24.0%) did not. This means that the Radio Educational Programme organized by Ekiti State during Covid-19 was effective.

The result of finding of this study as well shown that the Radio Educational Programme organized by Ekiti State during Covid-19 was effective. This aligned with the submission of UNESCO (2020) that television and radio have been identified as a good alternative for effective teaching where internet-based learning is not possible. This might be due to the fact that radio broadcast has been a virile tool for reaching more distant people and even with low cost (Radio Education, 2020). The submission of Zabadi & Al-Alawi (2016) that students' attitude is very paramount to their readiness and involvement in learning might be responsible for effectiveness of REP during the Pandemic since their attitude to the programme is positive.

Testing the Hypotheses

Research Hypothesis 1: There is no significant difference in the attitude of male and female students towards REP in Ekiti State during Covid-19 pandemic.

Table 6: t-test analysis of male and female students' attitude towards REP in Ekiti state during Covid-19 pandemic

Variables	N	\bar{X}	SD	Df	t-cal	Sig. Value
Male	90	6.600	1.8286	178	0.949	0.344
Female	90	6.867	1.9384			

$P > 0.05$ (At 5% level of significance of 178 df, the table value of t-testis 0.949)

From table 6 above, t-cal = 0.949, p-value 0.344 > 0.05. The null hypothesis is thus not rejected. This implies that there is no significant difference in the attitude of male and female students towards REP in Ekiti State during Covid-19 pandemic.

Research Hypothesis 2: There is no significance difference in the performances of students in rural and urban areas on REP in Ekiti State during Covid-19 pandemic

Table 7: t-test analysis of rural and urban students' performances in REP in Ekiti state during Covid-19 pandemic

Variables	N	\bar{X}	SD	Df	t-cal	Sigt.
Urban	90	6.067	1.7788	178	0.983	0.327
Rural	90	6.333	1.8602			

$P > 0.05$ (At 5% level of significance of 178 df, the table value of t-testis 0.983)

From table 7 above, t-cal = 0.949, p-value 0.327 > 0.05, the null hypothesis is not rejected. This means that there is no significance difference in the performances of students in rural and urban areas on REP in Ekiti State during Covid-19 pandemic.

The study further revealed that there is no significant difference in the attitude of male and female students towards REP in Ekiti State during Covid-19 pandemic and that the REP was equally effective, irrespective of location either rural or urban.

8. Recommendations

Based on the conclusion of findings, it was recommended that:

- the use of REP should be encouraged by the government and curriculum planners.
- teachers should embrace the use of REP for their lesson presentation, more so that the Covid-19 pandemic is still around.
- parents should make necessary provision of needed materials for their wards, especially in making credit card readily available on their phone to make calls during the lesson.

8. Conclusion

It can therefore be concluded from this study that students' attitude towards the Radio Educational Programme in Ekiti State during Covid-19 pandemic lockdown was good. The students had positive perception about the REP during Covid-19 pandemic lockdown in Ekiti State while the relevant instructional materials for REP are adequate availability in Ekiti State. The Radio Educational Programme organized by Ekiti State during the Covid-19 pandemic lockdown was effective. However, there was no gender difference in students' attitude towards REP in Ekiti State during Covid-19 pandemic and the effectiveness of the REP in Ekiti State during Covid-19 pandemic is not affected by students' location.

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