



## AWARENESS, PERCEPTION, ACCEPTANCE AND ATTITUDE OF PARENTS TOWARDS SCHOOL ON-AIR PROGRAMMES IN EKITI STATE, NIGERIA: A CASE STUDY OF COVID-19 ERA

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### **Abstract**

**Purpose:** The aim of this study is to examine the level of Awareness, Perception, Acceptance and Attitude of Parents towards School on-Air Programmes in Ekiti State Nigeria during COVID-19 Era.

**Design/Methodology/Approach:** The study adopted a descriptive research design of survey type and it is meant to ensure that the evidence obtained enables this research to answer four research questions that were formulated for the study. The research questions addressed four parameters which are awareness, acceptance, perception and attitude. Questionnaires were administered electronically to parents in the selected location of the study and the method of data analysis employed in the study was descriptive statistics and this includes percentages and frequency distribution.

**Findings:** The results of the analysed data revealed that parents' awareness of the School on-air programmes is high as 99.1% affirmed that they were aware of the programmes on Ekiti State radio station. However the perception of the parents is positive as 88.8% of the respondents found the programmes not boring and 84% of the respondents disagree with the statement that the programmes is not ideal for teaching and learning process, by implication majority are in support of the programmes as ideal for teaching and learning process. The level of the parents' acceptance of school on-air programmes is high as majority of the respondents 96.4% agree that the programmes is educative. While their attitude toward the programmes is highly encouraging as 71.0% indicated that even in the absence of electricity power supply by BEDC they always ensure there is an alternative means to ensure their children listen to the school on-air programmes on the radio.

**Practical Implications:** The school on-air program expands the experiences of the children and support classes with under qualified teachers.

**Originality/Value:** The originality of this paper lies in the argument on whether parents have sufficient knowledge about the school on-air program and its importance to the education survival.

**Keywords:** Awareness, Perception, Acceptance, Attitude, School on-Air, Parents, COVID-19, Ekiti State.

**Paper type:** Empirical

### **Introduction**

The spread of the Coronavirus initially spared Nigeria, like many other African countries, with no recorded case as of January 2020. This situation, did not last as Nigeria recorded her index case on the 27th February, 2020 (WHO-Afro). According to the Nigeria Centre for Disease Control, the second confirmed case was detected in the Country on the 9<sup>th</sup> of March 2020. This case was a contact of the index case. Nearly two months after the first case was discovered, Nigeria recorded 343 confirmed

cases, 91 recoveries and 10 deaths which has a pressing cause for concern. (Hussain, 2020)

According to the World Health Organisation, countries must detect, test, treat, isolate, trace every contact and mobilize their citizen in the response. Those with a harmful number of cases must prevent them from becoming cluster while clusters should be prevented from leading to community transmission (WHO, 2020). Given the spread of the new Coronavirus and its impacts on human health it is expedient for countries to adhere strictly to experts' advice

and guidelines. This necessitated the Federal Ministry of Education announcement of the temporary closure of all schools in Nigeria, effective March 23, in a bid to contain the spread of the Coronavirus (Nigeria Education in Emergencies Working Group, 2020).

Unlike other Countries, the Nigerian Federal Ministry of Education's closure directive did not come with any clear-cut policy measures on how to mitigate learning disruptions for children or how to address the digital divide during the lockdown. While government efforts in the health and economic sectors must be commended, ignoring the education sector would be disastrous because education plays an important role in building of the nation. According to Godwin (2009) there are several instances where schools have been forced to close due to lack of patronage with the attendant lack of development in such communities. There is incontrovertible proof that when a community shuns education, progress seems to be slower in coming to such communities. The implication here is that without education there can be no meaningful development and progress. Since, it is obvious that education is instrumental in bringing about change in the society as a whole, for quality improvement in education of mass, every citizen has to be covered, without any disparity between the haves and the have-nots, the rural and the urban, the linguistic and geographical region and more importantly between the genders (Okoroma, 2006). As emphasized by UNESCO, temporary school closures come with social and economic cost, with severe impact on children from disadvantaged backgrounds. Though modern technology has transformed the way students learn and interact with their environment, the use of traditional media has always formed an important part of modern education since the beginning of the twentieth century. Radio, Television and Newspapers have continued to remain relevant media for educational purposes especially in developing countries. On the other hand, technology such as web-enabled e-learning medium has been seen as providing potential solution to various inadequacies being experienced in education in developing countries.

Moreover, it is obvious that children on the higher end of the socio-economic spectrum may experience less disruption to their learning because their private schools are well-equipped with ICT infrastructure and they can afford remote learning resources at home. The majority that would be left struggling are the students from vulnerable and disadvantaged backgrounds, who do not have access to computers and other devices outside school in many cases, these children live in communities with poor or non-existent internet connectivity and unreliable power supply. Inevitably, this digital divide has continued to exacerbate the learning disparities among these children (Worldliteracyfoundation.org, 2020).

Temporary school closures implies that educators, proprietors of schools, and policy makers are rethinking the way education would be delivered and accessed by students during the closure. In China, for instance, governments provided computers to students from low-income households and offer mobile data packages and telecommunication subsidies. In France, efforts are made to lend devices to students who do not have access to computers. Similarly, Portugal is partnering with postal services to deliver working sheets to students who do not have access to internet at home (Hussain, 2020).

In Nigeria, state governments like Ogun, Lagos and Ekiti State are adopting traditional media such as radio programmes, code named School on-Air Programmes to reach out to students during the closure of schools. However, family involvement is the strongest predictor of child educational outcomes. Family involvement in education has been identified as a beneficial factor in young Children's learning (National Research Council NRC, 2001; U.S Department of Education 2000). It is, therefore, a key component of national educational policies and early childhood programs. Much of the researches on parents' involvement as it relates to children's outcomes have emphasized the relationship between specific parent involvement behaviours and children's achievement. That is why this study is designed to evaluate the awareness, perception,

acceptance and attitude of parents towards school on air-programmes in Ekiti State during COVID-19.

### **Objective of the Study**

The major objective of this study is to appraise parents based on their level of awareness, perception, acceptance and attitude towards School on-Air Programmes of the Ekiti State Government during COVID-19 school closure. However, the following research questions guided the study:

1. Are the parents aware of the school on-air programmes on the radio station in the Ekiti State?
2. What is the perception of parents about school on-air programmes in Ekiti State?
3. What is the level of parents' acceptance of school on-air programmes in Ekiti State?
4. What is the attitude of parents towards the school on-air programmes in Ekiti State?

### **Literature Review**

#### **Background Studies on School on-Air Radio Programmes**

Radio is inseparable with the society because of numerous roles it plays including educational function. School on air educational broadcasting refers to radio programming providing or related to teaching and learning. The term "educational" is also applied at times to other programs that are particularly enlightening, informative or intellectually stimulating. School on air/educational broadcast is the term given to the medium's use in formal learning systems, whether primary or higher education (Berman, 2008). 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. Community radio, on the other hand, involves informal learning process whereby communities plan, own, and operate their own radio stations. The informal learning topics of community radio typically include child nutrition, family planning, and agricultural tips. Community radio necessarily involves a non-

profit enterprise, community ownership and participation, and usually a participatory approach to learning. Since education has been linked to the creation of communication systems that can reach wide populations, school on-air educational broadcasting has been identified with development and nation building. They are considered as powerful socialising agents to reach large heterogeneous and widely dispersed audience. It is observed that millions of people over large areas can be reached very quickly via radio and television by spreading news, information, and entertainment. Indeed, they represent powerful tools of socialising people and students in particular through their different educative programmes which increase the level of literacy in the society.

Moreover, Sambo (2012) noted that the broadcast media are tools that invest the past with an air of reality. They provide the learners with realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses. Also, Ortyoyande (2006) noted that people acquire knowledge through their senses while also noting that people tend to remember and assimilate what they hear, see and do. So, access to educational radio (school on air) makes learning process more effective and productive. Also, educational programmes (school on-air radio programmes) can be recorded to benefit learners by listening to the lesson programmes severally, hence aids their retention. Therefore, educational radio programmes (school on-air programmes) encourages learning, make it easier and interesting.

In developing countries, educational broadcasting was taken up enthusiastically. This was due to the fact that the modernisation 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. Hence, 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).

Utilization of school on-air radio programmes 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, utilization of radio for school broadcast started with developed countries and currently seen extensive use in developing countries. In Thailand, radio was used to teach mathematics to school children and for teachers' training. Kenya supported correspondence course with school on air broadcast and Botswana for civics education. Dominion Republic and Paraguay used radio for primary education. Adult education was promoted through school on-air radio broadcast in countries like Mali, Mexico and Bulgaria, (Adelakun, 2014).

Furthermore, Indian education was first taken up by radio in January, 1929 in Bombay. School broadcast was started with a view to educate the under-privileged pupils. In November, 1937, all the India radio stations in Calcutta took up educational broadcast in a systematic and regular manner on getting requests from University of Calcutta and Education Department of Bangal Government. Seeing the success, the then Controller of Broadcasting issued an instruction to follow this step by other stations from October, 1938. The objective was very clear "that educational broadcast should not attempt to replace the teacher 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, 1990).

Nigeria is not left out of the radio use in educational development. "Arabic on Radio" which was lunched after Nigerian Independence is part of the experiences. United Arab Republic Radio, Cairo (U.A.R. Radio) broadcast educational programme in many developing countries such as Pakistan, Ceylon, India, Singapore, Philippines, Ghana, Sierra Loene, including Nigeria. The radio station broadcasted on short Wavelength 16.93Ms and 17725 K/Cs in Nigeria, and the program was popular in Nigeria around 1960s/70s. It is meant to train Nigerians on Arabic Language course. According to Professor Asif Ahmed of National Open University of Nigeria, "...the programme is an outcome of Friday Arabic Class organised by the then Cultural Attaches of the Egyptian Consulate in Nigeria." 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 Naibiof of University of Ibadan who worked in U.A.R Radio as interpreter added the candidates for the programme used to sit for examinations in Nigeria but markings were done in Cairo and certificates were issued at the end of various level of the programme (Adelakun, 2014).

Adelakun (2014) also stated that 'Eto Eko Mooko-Mooka Kariaye' (Ko-ko-ka) on Radio Lagos is another formal radio educational programme 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 textbooks 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. 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. Similar programme is also broadcast on Broadcasting Corporation of Oyo State Radio, Ibadan.

## **Methodology**

The study on awareness, perception, acceptance and attitude of parents towards school on-air program in Ekiti State lies on quantitative set up and survey procedure to gather data from the parents of the secondary school students. This study adopted a descriptive research design of survey type and it is meant to ensure that the evidence obtained enables this research to answer four research questions as unambiguously as possible. This study ascertained the level of the awareness, perception, acceptance and attitude of parents towards school on air programme. Questionnaire was utilized as instrument for the study to enable the researcher gather responses from a reasonably large number of parents in Ekiti State. The instrument is structured on a 4-point likert type scale, which the respondents are made to react to. The items are weighted as follows: strongly agreed-1 point, agreed-2 points, disagree-3 points, strongly disagree-4 points. However, due to the lockdown since the outbreak of Coronavirus, the administration of the questionnaire was done through online survey to all the parents of the secondary school students in Ekiti State. The method of data analysis employed was descriptive statistics which include percentages and frequency distribution.

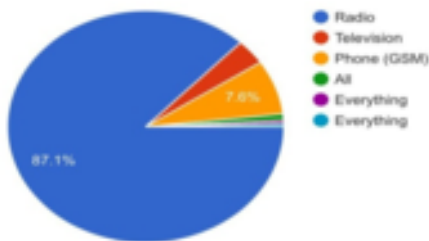
**Result and Discussion**

This section focuses on the results that were obtained from the data analysis, and the discussions on the results. This study was made to address the research questions.

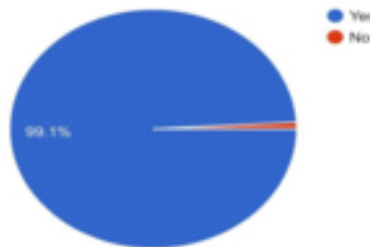
**Research Question 1: Are the parents’ aware of the school on-air program being aired on Ekiti State radio station?**

The results revealed that majority of the respondents 87.1% indicated that they possess radio gadget at home just as 99.1% affirmed that they were aware of the school on-air programmes on Ekiti State radio stations. This finding corroborated the study of Olubode et al., (2018) which revealed that majority of the secondary school students in Ogbomoso can access educational radio programs around them. This shows that if proper sensitisation is done and parents are aware of the programs, there is no problem in accessing the programs with radio by the students. This study further affirmed Familusi and Owoeye (2014) result from research conducted on the use of radio and other means of information dissemination by the residents of Ado-Ekiti, Ekiti State Nigeria, which showed that the populace is aware of educational programme on radio because they have access to radio sets for receiving programmes.

Which of the media gadgets do you have at home?  
224 responses



Are you aware of the school on Air program on Ekiti Radio 91.5 FM?  
224 responses

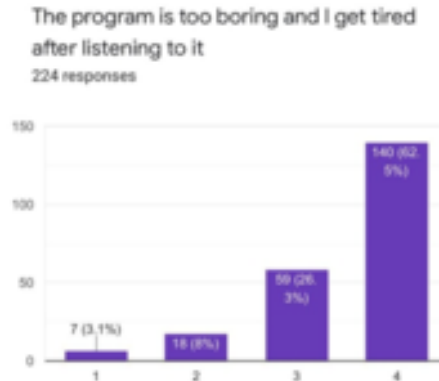
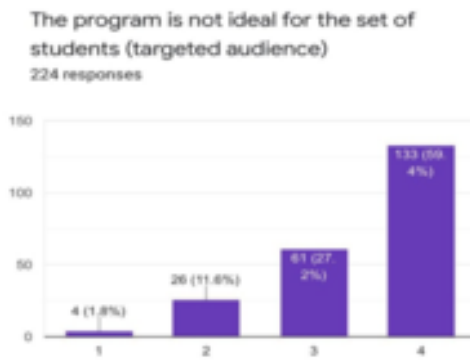


**Research Question 2: What is the perception of parents about school on-air program?**

On the perception of parents about school on-air programme, the result revealed that 122 of the respondents (54.5%) strongly disagree with

the statement that the program is not ideal for teaching and learning process while 66 respondents (29.5%) disagree. Also majority of the respondents (62.5%) found the program not boring. However, 59.4% strongly disagree with the fact that the programme is not ideal for the students (targeted audience) while 27.2% disagree with the statement. The implication to be drawn from this result is that the parents have positive perception about the school on air programme of Ekiti State as reflected in the fact that they consider the school on-air programme as ideal for teaching and learning, interesting and ideal for the students. This finding supported a benchmark study conducted to examine mainland Chinese Parents' attitudes

toward advertising and parental meditation of television viewing. A survey of 1,665 parents of elementary school children aged six to fourteen in Beijing, Nanjing and Chengdu was conducted December 2001 to March 2002. Result indicated Chinese parents hold negative attitudes toward television advertising in general and children advertising specifically (Semenik et al., 2013). The negative attitudes result mainly from the perception that advertising is deceptive and annoying. Parents feel strongly that advertising should be banned on children's programming. Ninety-eight percent of parents exercise some control over the contents and time of television viewing.



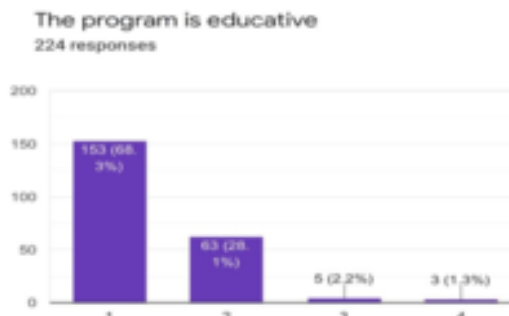
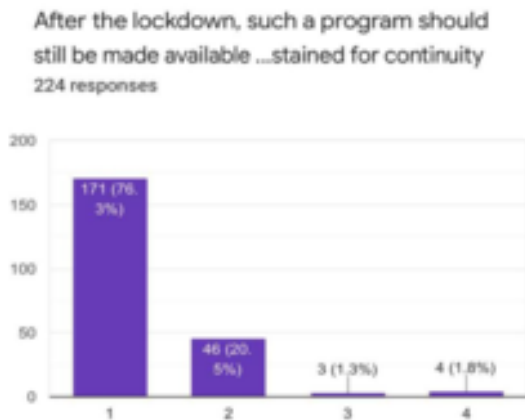
**Research Question 3: What is the level of parents' acceptance of school on-air programme?**

The acceptance level of the school on-air programme by the parents is high as majority of the respondents (68.3%) strongly agree and (28.1%) agree that the program is educative.



More so, majority of the respondents (96.8%) agree with the fact that the program should be

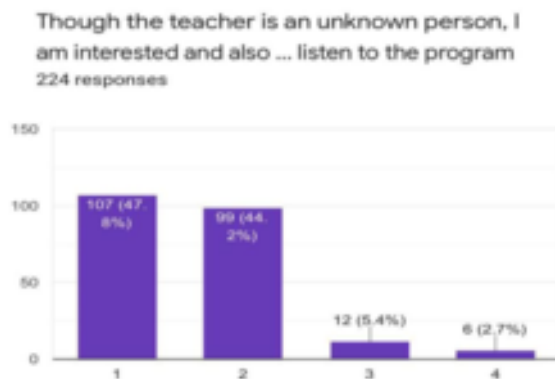
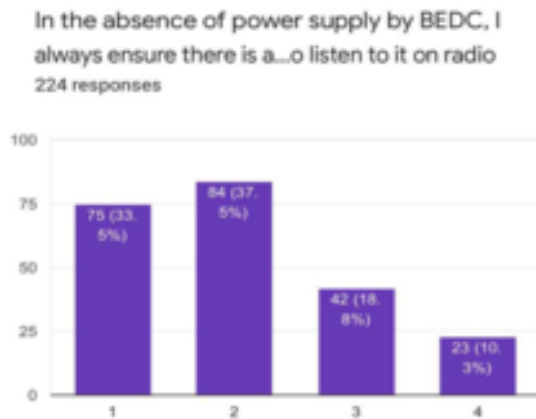
made available and continue after the lockdown.



**Research Question 4: What is the attitude of parents towards the school on-air programme in Ekiti State?**

The attitude of parents toward the program is highly encouraging as majority respondents (71.0%) indicated that even in the absence of power supply by BEDC, they always ensure there is an alternative means to ensure their children listen to the school on air programme on the radio. Though the teacher is an unknown person, majority (92.0%) indicated their interests and the encouragement given to their children to listen to the program. This result corroborated Lewis and Doorlag, (2005) assertion that programmes are more effective

and long lasting for students when parents are part of the action team. According to Lewis and Doorlag (2005), the parents' awareness of the specific programme designed for the child and the resultant coordination between the home and school can significant difference for many students such that the parents are more likely to fully support educational programme they are aware. In addition, the attitude of a parent towards school on air program is crucial as this is likely to be conveyed to their children, thereby influence the attitude that they have towards the programme (Dhingra, Manhas and Sethi, 2007)



**Conclusion**

This study found out that though the programmes do not encourage collaboration

among the students on assessment tasks but it is imperative to note that school on air can improve the learning skills of children. The research also shows that most of the parents

have sufficient knowledge about the school on-air programmes and its importance to the education survival. The results of the analysed data revealed that parents' awareness of the School on-air programmes is high as 99.1% affirmed that they were aware of the programmes on Ekiti State radio station. However, the perception of the parents is positive as 84% of the respondents disagree with the statement that the programmes are not ideal for teaching and learning process, by implication majority are in support of the programmes as ideal for teaching and learning process. The level of the parents' acceptance of school on-air programmes is high because majority of the respondents (96.4%) agree that the programmes are educative. While their attitude toward the programmes is highly encouraging as 71.0% indicated that even in the absence of power supply by BEDC they always ensure there is an alternative means to ensure their children listen to the school on-air programmes on the radio.

### **Recommendations**

1. In recognition of the importance of education, there should be provision in the education policy of the country on how education will strive during emergencies such as this.
2. The one medium of broadcasting the school on air programme is not ideal for the purpose. Therefore, government should employ several other means like television and social media platforms.
3. As school on air program educational experience was revealed not adequate for elementary school age children, government could further mitigate the negative impacts of COVID-19 on education by providing solar-powered educational devices, preloaded with offline academic resources to students in disadvantaged and vulnerable communities, such as the tablets used in SunBooks project.
4. The school on air program should be made available and continue after the lockdown because it expands the experiences of the children and support

classes with under qualified teachers. It has been observed that most of the school on-air programmes teach effectively and interestingly various secondary school subject topics. This has been particularly true in the science subject where teachers are scarce.

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