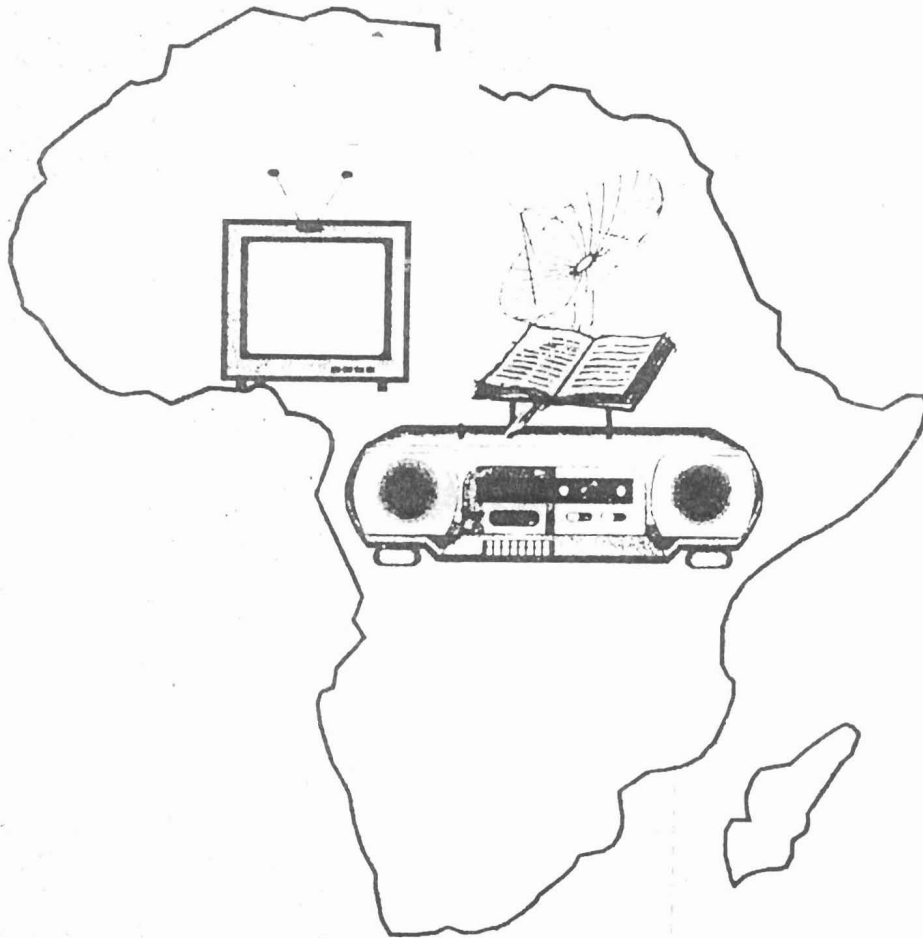


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**PERCEPTION OF THE OBAFEMI AWOLOWO UNIVERSITY
UNDERGRADUATE STUDENTS ON F. M. RADIO LECTURERS**

BY

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Abstract

The paper investigated the perception of students' on the use of radio for delivery of lectures on campus. Seventy-four 74 (39 male and 35 female) that registered for the course on Creativity in Education, IED 403 served as subject for the study. Convenient sampling procedure was used for the selection of subject of study. They reacted to a 14 item self-designed questionnaire on perception of students to radio lecture (PSLR). Three research questions on disposition of female and male subjects to radio lecture were tested using percentages, mean scores and standard deviation. T-test was used to test differences between male and female disposition to radio (FM) lecture. Results of the survey reveal that sixty-eight point one, three 68.13 percent of all responses were in favour of radio lecture. Twenty-six point six seven; 26.67 percent were opposed to it, while five point two one 5.21 percent of the responses were undecided about it. Female had a mean score of 24, SD \pm 7.4; male subjects had a mean score of 22.7 and SD of \pm 9.94. Seventy-eight 78 percent of respondents already had their personal radio sets, while 89.18 percent were listening to instructional programmes from radio. Seventy-eight 78 percent of respondents were prepared to listen to radio broadcast tried out on the University campus in Ile-Ife.

Introduction

The fear that active involvement of Media could replace the teacher still influences effective use of instructional materials (IM) in teaching. The problem of designing locally made and low cost materials, choice/selection of relevant types, knowledge of attributes of media and adequate methodology involved in instruction has also affected the practice of the art. Teachers still require to be sensitised on the need for better understanding of educational technology. The products of the physical sciences and the contribution and application of the behavioural science concepts of educational technology need emphasis because there is more to the use of instructional media and technology practice. At the University and other tertiary institutions 'serious' use of instructional materials are questionable. It is either the teacher patch up his/her lesson with what ever he/she feels can be used or IM are completely left out. Totsi and Ball (1969) warned that the use of oral/written words have often failed to get the learner to his/her maximum achievement level. However, teaching large group of students demand creative use of instructional materials.

Teaching Effectiveness and Problem of Large Classes

Awoyemi (1966) puts it that effective teaching is perceived as reflecting the degree to which the teacher is able to demonstrate effectively his teaching strategies. Under the present circumstance where classrooms are overpopulated in Nigerian schools, can the teacher be effective in his teaching? It is considered that evidence of learners understanding of what instruction is given would be an indicator of the teacher's effectiveness. Whereas teaching is still being considered as a noble profession, the societal premium on the teacher is still very low.

Seweje (1987) on strategy of teaching opines that the teacher and his/her method of teaching is a major source of learners' poor performance. This is true of the teachers most preferred method of instructing learners using the 'talk and chalk' method. Although advance organizers could facilitate meaningful verbal learning, it is rarely used, whereas this method is considered as a good strategy for improving cognition. It is possible to use verbal organizer, graphic organizer and a combination of the two to enhance teaching as a strategy. Unfortunately, teachers' rarely use them to teach students in their large numbers in schools.

Ayodele and Kola (1996) opine that large classes are not conducive to effective teaching, other attendant problems include marking of large number of scripts; indiscipline, handling of learners questions; the individual attention required is often eroded because it is difficult to give especially in large classes. Studies on effect that large class teaching has on performance have been reported by Beckley (1978) who noticed a regression on performance of students in a French Class. Ayodele's (1981) investigation on Grade II Teachers with respect to their performance in Oral English followed the same pattern of regression. Dowell (1964) observes that large classes certainly do not allow for serious exchange of opinions, while Obanya (1975) remarked that large group instructions resulted into a distraction of the pronunciation and intonation of pupils in a French class

However, Bazergan (1986) cited in Coleman (1987) discovered that learners in large classes were more confident about their ability and that their attitude toward language was positive. It is believed that the use of groups, as strategy for teaching learners, can make both the teacher and learner become more involved. There will be freedom of expression and feeling of independence, which can serve as impetus to learners' achievement

Effectiveness of Medium of Instruction

Studies as to the superiority of presentation and the effect that the modes of presentation have on learners have been reported. Pimsleur and Bonkove (1961) cited in Adeyanju (1996) puts it that auditory mode of presentation is most effective for teaching young learners. But Wechkin (1962) found visual presentation to have a stronger transfer effect than auditory presentation. Budoff and Quinlan (1964) also report auditory presentation to be the superior mode in their studies of young children.

In the study of Anderson (1968) on equivalence of statements presented in various media, the result of the verbal media proved to be most superior compared to pictorial media. The spoken medium scored higher than the written. It should be understood that messages which are effective in one medium will not necessarily be effective when presentation is made through another medium. The concern of this research is the perception of students on radio as an instructional medium.

Research in multimedia communication assumes that using multimedia channels to teach, the receiver would result to a greater amount of communication. Radio is just a one channel communication. The issue is the acceptance of its use for teaching - students at the university level. Williams found audio presentation superior to live speaker and postulated interference from distraction from live presentation.

The survey of British research in audio visual aid involving adults conducted between 1945 - 1971 opines that broadcast 'talk' or educative programme to which listeners are exposed once, without a follow up of educative experience will not have a much lasting effect, unless the talk is related to the interests of the target audience (Belson, Taylor and Vernon)

Mee (1970) also asserts that educational broadcasting is sensitive to the changing educational situation. It is pertinent that the educational system should anticipate these changes. Increase in large enrolment of learners in school may bring about the need to examine alternative teaching strategies.

The department of Education and Science in England in 1969 reported findings from the experimental local radio stations set up, that local radio could usefully include educational programmes for schools and for further education. Garland, (1955) looked at the impact of radio broadcast on 11 - 16 year-old. Result showed that 8 - 10 years old could attentively listen for only about 10 - 15 minutes; the 10 - 14 years old for 30 minutes and pupils from 14 years and over listened with attention for 60 minutes, if there was a dynamic content. Garland (1955) warned about keeping the language features within the age of listeners

Lever (1970) compared the amount of learning that took place from radio programme and a radio vision. Two hundred and seventeen pupils were subject of study. They were pre-tested for knowledge of subject on a topic "gravity and the shape of the earth". Programmes were presented to three matched groups by same teacher. There was a control, a radio group and a radio vision group. Subjects were tested three months later. The test as reported carried one question relating to the visual component of radio vision. Finding from the study revealed that radio and radio-vision both gave highly significant and equal increases in knowledge on the tests administered which related to factual information carried by the spoken words. Girls achieved slightly higher from Radio Vision than boys.

Roebuck (1971) compared understanding and retention of concepts communicated as a preparation for radio by way of broadcasts with preparation by the teacher based upon

the conventional teachers' notes and found that the use of structured workbooks to precede broadcasts were effective in that listeners found a number of hooks on which the pupils hand the broadcast

Tolley (1970) presented series of six radio programmes on local history in Nottingham. The experiment used forty secondary schools and some primary schools. They were directed to fill work sheets and attempt a designed questionnaire. The experimenter in addition visited some of the schools. On the basis of the completed questionnaires and contact with schools, the author reported that the experiment was well received and there was support for a more comprehensive series for schools on the local radio. Result from a series of radio lectures (Adeyanju, 1999) presented to adult learners in the university college of Education, Ghana, showed that the user of the radio must always attempt to relate his talk with concrete subjects that are familiar to listeners. Those aspects that affect listeners personally can lead to successful talks. Therefore, concreteness of treatment as well as of subject matter is desirable for a successful presentation from radio.

In developing countries, the success of radio is adduced to its versatility (spoken words) compared to newspapers that may not be affordable or readable to illiterate audience. In West Africa, radio is the leading advertising medium. In Nigeria, there are radio programmes in English. And at regional levels, Hausa, Igbo, Yoruba, Efik, Fulfulde and several other languages can be heard. In Ghana, English, Ga and Ashanti are spoken on radio. Radio has been used successfully for Indian birth control campaign. One advantage of radio is that the production costs are minimal and a pre-recorded tape or a script can be played live again. The cost of airtime remains low (Jefkin 1980).

This researcher is aware of the assumption of educationist that only 10% of what we come by are learnt through the sense of hearing and 83% through sight. So also is the assumption that we can retain just about 20% of what we hear, 50% of what learner hear and see are retained for a while. However, it is with a concerted effort that the 50% rate of retention can be maintain, that is with approval of the teacher repetition of what is learned and adequate reinforcement with visual materials. It is upon this backdrop that the present researcher feels that the present circumstances of large population and overcrowding of the instructional setting, create a need to explore an alternative mode of instructional presentation to a large class. The base line course in science and humanities at the OAU, Ile-Ife, attracts large number of students, too large to teach in a class. The option being proposed is the use of the radio.

Objective

The study investigated the perception of selected undergraduate students on lecture presentation through frequency modulation. It found out their readiness to listen to lecture from radio and the disposition of male and female students to it.

Research Questions

1. What is the disposition of OAU students' to presentation of lectures through radio?
2. Are students' prepared to listen to a lecture in their subject discipline from the radio? What type of subject matter do students' prefer to receive through radio?
3. Are there differences in the disposition of male and female students as to receiving lectures through radio?

Hypotheses 1

There is no significant difference in the response of male and female student teachers to the use of radio for lecture presentation.

Methodology

A self-designed questionnaire with 14 items on perception of students' to lecture from radio (PSLR) was used for data collection. Before administration, the draft questionnaire was modified by a junior of three educationists. The fourteen items used were considered meaningful and relevant to the issue of lecture presentation on radio. The modified questionnaire was pilot tested among (10) students who are not from the faculty of Education. A reliability of $r = .52$ was obtained; using the test re-test method was considered good for the

study. The questionnaire was later administered on seventy four students of creativity class that offer IED 403 course in the faculty of Education during the 1999/2000 Harmattan Semester using convenient sampling procedure. The completed questionnaire was collected the following day.

Data Analysis

The data collected were analysed based on the 3-point scale of agreed, undecided and disagreed. Mean score were calculated on variables of sex, male and female. A t-test was used to find out if there was any significant difference between the mean scores of respondents according to the variable of sex.

The results of data analysis are presented on tables 1, 2, and 3 Table 1 presents the overall response of the seventy-four (74) analysed questionnaire.

Table 1:
Subjects Responses to Questionnaire Items on Lecture Presentation through Radio in Percentages

Items		A	U	D
1.	There are relevant and quantitative reading materials in my subject area	13 (17.57)	02 (2.70)	54 (72.97)
2.	I can develop effective (IM) to teach in my subject area	65 (67.83)	03 (4.05)	02 (2.70)
3.	I can evolve a new strategy in teaching	61 (81.08)	04 (5.41)	04 (5.41)
4.	I am aware of the power of information technology (IT)	60 (81.08)	03 (4.05)	05 (6.76)
5.	I have sourced information pertaining to my subject area on the computer before	58 (78.38)	- (0.00)	58 (78.38)
6.	Do you have any hope of using the computer?	67 (90.5)	- (0.00)	02 (2.07)
7.	I have a personal radio	58 (78.38)	- (0.00)	11 (14.86)
8.	Do you listen to radio at all?	66 (89.19)	02 (2.70)	01 (1.35)
9.	I listen to instructional programmes from radio	63 (85.14)	- (0.00)	04 (5.41)
10.	I can spare the time to listen to a lecture from radio in my subject area	58 (78.38)	04 (5.41)	06 (8.11)
11.	Can radio replace the teacher?	16 (21.62)	03 (4.05)	49 (66.21)
12.	Have you heard of any lecturer use radio to teach before?	40 (54.05)	04 (5.41)	23 (31.08)
13.	Radio can be use to instruct large classes	31 (41.89)	03 (4.05)	35 (47.03)
14.	Do you consider yourself creative?	43 (58.02)	22 (29.73)	02 (2.70)
	Total	654	50	256
	Mean	46.7	3.57	18.3

The overall response of subjects of study to the (PSLR) questionnaire produced a mean score of 46.7 for the agreed, 18.3 for disagreed and 3.57 for undecided. Response of subject to radio lecture is therefore considered as being positive. The mean score is indicative of this. Items 9 and 10 in percent are 85.14, and 78.38 respectively subjects that disagreed have their percentage reported as 5.41 for undecided as presented in item 9 and 8.11 for item 10. See the table 1.

On the disposition of Obafemi Awolowo University undergraduate students' to radio lecture presentation, result showed that 68.13% of all respondents are in favour of radio lecture, 26.67% are opposed to it, while only 5.21% were undecided.

Research question 2, investigated the preparedness of students listeners to a lecture in their subject discipline. Item 10 on Table 1 provides answer to this question. Fifty eight 58 (78.38) indicate a positive response as against six 6 (8.11) also disagreed.

From the data analysed, response to the questionnaire on radio perception seems positive. Female have a mean of 24 and SD ± 7.9 , while Male have 22.7 and SD of ± 9.94 . In terms of judgement of agreement, both male and female subjects were favourably disposed to radio lecture.

Hypothesis 1 states that:

There is no significant difference in the disposition of male and female student teachers to the use of radio for lecture presentation. Table 2 presents the result of the t-test which tested for difference between the responses of male and female student teachers.

Table 2:
Analysis of Difference in Mean Score By Sex

Variables	N	Agree		SD	tc	Table value
Sex						
Male	39	318	22.7	9.94	0.36	2.05
Female	35	336	24	7.9		

P < 0.05

The obtained data indicate that there is no significant difference in the disposition of male and female student to presentation of lectures using radio. Hypothesis 1 is found tenable because the tc of 0.36 is lower than the table value of 2.05.

Discussion

The paper looked at radio (FM) frequency modulation as an option for lecture presentation to large classes in Obafemi Awolowo University. The hypothesis I, that states that there is no significant difference in disposition of female / male to radio was investigated. The hypothesis was found tenable. Female mean score was 24, SD ± 7.9 . Male counterpart response as this study found, had a mean score of 22.7, SD ± 9.94 . On the overall, both female and male students of OAU were favourably disposed to radio lecture. The problem now is how soon the university administration will put the (FM) studio into use.

As Seweje (1987) put it, that teachers' methodology is responsible for poor performance of students. The question is whether University teachers will like to imbibe the new strategy. The experience of the researcher on Radio lecture presentation at the University College of Education, Winneba Ghana is that teachers may be reluctant to depart from the traditional system of teaching learners (face to face). But when the group is too large to be taught meaningfully, the radio will be a better alternative.

Since Ayodele (1981) and Obanya (1975) warned about the pattern of regression of learners in large classes, perhaps students of the Obafemi Awolowo University have/are experiencing same. This may be a reason why they had responded positively to alternative teaching strategy.

A review of the positive findings of radio broadcasts as investigators have provided us, should be tried out in a smaller case. The outcome of the test case may prove to be promising to instructional designers of radio lectures at the University level.

Conclusion

Student teachers are positively disposed to the use of radio as an instructional medium especially for teaching large classes as well as in areas of specialisation. However, there was no significant difference in the disposition of male and female student teachers.

Implication

It is important to make teachers become aware of the current state of Information Technology (IT). Effort should be redirected at making teachers participate in interactive radio programmes.

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