SECONDARY SCHOOL TEACHERS' PERCEPTION OF THE DELTA STATE GOVERNMENT COVID-19 LOCKDOWN EDUCATIONAL BROADCASTS

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Abstract

This study looks into teachers' perceptions of the Delta State Government's Covid-19 educational broadcast. The cross-sectional research design was utilized in conjunction with the survey method. Using Likert scale questions, 150 teachers from Delta State's three senatorial districts were polled. The data was analyzed using simple percentages, and the mean scores were used to determine the suitability of the results. Based on the media perception theory, the study sought to determine secondary school teachers' perceptions of government educational broadcasts during the Covid-19 lockdown, and it discovered that instructors in Delta State are not sufficiently exposed to educational broadcasting. The study concludes that, despite finding the content and quality of the Covid 19 broadcasts to be appropriate for learning, secondary school teachers in Delta State do not use educational broadcasting as a teaching method. The study suggests that secondary school teachers be regularly exposed to educational broadcasting and receive ongoing training on how to use it as an alternative to classroom instruction.

Keywords: Teacher, Perception, COVID-19, Educational Broadcasting, Delta State.

1. Introduction

The Coronavirus pandemic has undeniably had a massive impact on the world and has altered the nature of things. The changes brought about by the coronavirus pandemic are comprehensive (Henderson, et al., 2020). This is because the number of reported COVID-19 cases in the world has risen to over 155 million, and it has currently killed more than 3 million

people and halted nearly all major social gatherings around the world, from religious to school gatherings (Smith, et al., 2021). COVID-19 has presented a significant challenge to the entire world. Political, social, economic, and educational activities have declined significantly in most parts of the world since its inception. As a preventative measure against the continued occurrence of Covid-19 cases, various governments around the world begin to impose restrictions on public movement and social gatherings, as well as physical separation, resulting in a halt in social, economic, and academic activities.

The Federal Ministry of Education in Nigeria authorized the shutdown of schools on March 19, 2020. (Nlebem, 2020). Thus, the COVID-19 pandemic added to Nigeria's already precarious education sector (Obiakor and Adeniran, 2020). Before the disease outbreak, Nigeria had 10.2 million out-of-school kids. To mitigate the negative effects of school closures, the government at all levels, as well as the private sector, set out to implement different learning intervention strategies using online networks and ICT-based equipment for educational broadcasting. The Delta State Government followed the path of the Federal Government by adopting educational broadcasting as a major alternative for keeping up with school curricula. The Commissioner for the Ministry of Basic and Secondary Education in the State, Mr Patrick Ukah, announced the adoption of television and radio for open learning for JS3 and SS3 students in the state.

According to a press release issued by the Commissioner for the Ministry of Basic and Secondary Education, Chief Patrick Ukah, in Asaba, the Delta State Teleclass programme, which is run in collaboration with the state Ministry of Information, is an alternative learning programme on radio and television to prepare students for the 2020 examinations conducted by Basic Education Certification Examination (BECE) and the West African Examination Council. The programme premiered on Nigerian Television Authority (NTA), Asaba, Delta Broadcasting Service (DBS), Asaba, and Warri television and radio stations from 9 a.m. to 10 a.m., Bridge Radio, Asaba, from 10 a.m. to 11 a.m., and Crown FM, Warri, from 2 p.m. to 3 p.m. The show aired Monday through Friday for 30 minutes for JSS3 and SSS3 on all stations (*NAN*, 2020)

Educational broadcasting according to Imhanobe, (2019), is a term used to describe a series of programmes that are predominantly enlightening, informative, or intellectually stimulating. Di Pietro, et al. (2020) see educational broadcasting as the dissemination of educational programmes using public television or radio. From Gunawardena and McIsaac (2013) it can

be seen that educational broadcasting is a means through which educational knowledge and skills are transferred to students. Nkwam-Uwaoma and Onu, (2017) defined educational broadcasting from a more practical angle by referring to it as the utilization of radio and television to impart and or teach school subjects to facilitate the covering of approved curricula for examinations purpose. Simply put educational broadcasting is the process of using radio and television (as a broadcast medium) including recorded audio and audio-visual messages to promote formal, non-formal, and informal learning among students. It is often used as a teaching method and is often combined with different types of interactions. For example, in classrooms, in discussion groups, or over the phone, and in this situation what is passed online or through telecast is made practicable at home just as captured by Oji and Bebenimibo (2021).

Educational television, for example, has been shown to have a significant impact on new students' speech training (Olumorin, et al., 2018). Students, according to the authors, imitate what they see on television and thus remember more of what they see than what they read in class. This study defines education in this context as the acquisition of knowledge, skills, attitudes, skills, abilities, and cultural practices for personal and community development. While broadcasting is defined as the entire technological and communication process that involves simultaneously transmitting an audio and audio-visual signal to a large diverse audience (Abidoye, et al., 2012).

According to Oji (2006), broadcasting is a powerful tool for social control that is thought to affect the audience in various ways and can be used for a variety of purposes. When radio and television are used effectively to deliver formal learning, they can improve academic performance because they can easily and affordably make high-quality formal knowledge available to a large number of students. Given the benefits of educational broadcasting in the enhancement of formal learning and education, it is expected that educational policymakers and school administrators in Nigeria hinge on their thought along that line. The Government's decision on educational broadcasting in Nigeria is based on Ijeh's (2018) observation that television and radio, as formal and non-formal teaching aids, can be an effective strategy for continuing education among students at all levels of education.

As a result of the closure of educational institutions, rapid transitions from face-to-face classes to online learning sessions are taking place in quick succession that can hardly be comprehended. Teachers are forced to run classes in front of their computers which they had never done before, making it necessary to acquire a variety of skills in a short period. They also

need to adjust the content and structure of their services and choose the best strategies to engage their students in a visual environment. As teachers interfere with changes in teaching, they face challenges such as connectivity problems, teaching, and assessment methods, in addition to the need to adapt and transfer their teaching content to suit the distance learning mode.

The Problem

The pandemic accelerated the transition from traditional classroom studies to distance and online learning. Governments in Nigeria, particularly the Delta State Government, had to task education administrators to deploy educational broadcasting tools. The educational television programme in Delta State was broadcast on both radio and television.

Many people see radio and television as major innovation that helps promote education both for in-school children and out-of-school children (Nazari and Hasbullah, 2010). However, the problem is that within the pandemic time frame, teachers forced to conduct classes in front of computers have never conducted online sessions before, necessitating the acquisition of a wide range of skills in a short period. They must also modify the content and structure of their services, as well as select the best strategies for engaging their students in a visual environment. Teachers face challenges as they interact with changes in teaching, such as connectivity issues, teaching and assessment methods, and the need to adapt and transfer their teaching content to suit the distance learning mode.

Thus, understanding teachers' perceptions of educational broadcasting during the pandemic period is critical to fully comprehending the introduction of new technology in educational broadcasts to students. According to Zepp (2005) and Scrimshaw (2004), teachers' perception is an important predator in the effective application of educational transmission in classroom learning because it largely determines the level and degree of effectiveness of this learning approach. The study seeks to fill a gap in the literature by determining teachers' perceptions of the Delta State Government's covid-19 lockdown educational broadcast during a pandemic period.

Study Objectives

The main objective of this study is to find out what secondary school teachers in Delta State think about Delta State's covid-19 lockdown educational broadcast.

The specific goals of this research are to:

1. determine secondary school teachers' exposure to and use of educational broadcasting in the classroom.
2. ascertain the level of secondary school teachers' rating and acceptance of the content standard of educational programmes broadcast in Delta State During the lockdown of Covid 19.
3. determine how secondary school teachers rate the broadcast quality of educational programmes aired during Delta State's Covid 19 lockdown.

Research Questions

1. What is the level of secondary school teachers' exposure to and use of educational broadcasting in the classroom?
2. What is the rating and acceptance of the content standard of the educational programme aired in Delta State during the Covid-19 lockdown by secondary school teachers?
3. How do secondary school teachers rate the broadcast quality of educational programmes aired during Delta State's Covid 19 lockdown?

2. Review of Related Literature

Educational broadcasting makes available high-quality formal education to learners. As Onabajo (2000) observes, educational broadcasting provides opportunities for more learners to enjoy the expertise of a few professionals in different subject areas than would have been possible in classrooms. The use of educational broadcasting for formal education gives learners opportunities to access rare experiences by harnessing the best teachers, educational resources and teaching skills aided by technological sophistication. Formal educational broadcasts expose learners to unfamiliar professionals, thus enabling them (learners) to gain fresh perspectives and in-depth learning (Pulist, 2013; Agbamuche, 2015). Formal educational broadcasting also helps to guarantee uniformity of curriculum implementation and standardization of educational contents, especially in developing countries such as Nigeria, where formal education is derived largely from national curricula with or without minor local adaptations. Here, educational broadcasting provides guides to teachers and even trains and retrains them cheaply and quickly since they would receive the educational programmes in their different communities from a centrally located quality control unit simultaneously, no matter the geographic and social terrain (Abuli & Odera 2013).

The broadcast organizations have developed many educational programmes to enable them to serve the interest of programme consumers which include students. These educational programmes often take different formats like drama, comedy, music, film, and cartoons. Anele et al (2019) noted that these programs are created in a way that they can take away the intended learning inherent in the programme itself. Thus; the audience may be consuming broadcast educational programmes without noticing that they are expressly being educated. The reason why Ibe, et al. (2016) argued that the broadcast media play the same roles school play as agents of education is that schools are formal places for education.

The broadcast media have always been part and parcel of the education process in Nigeria; Rasheed (2016) reports that while growing up and being in primary school in the 1970s, there was always a period set aside for pupils to listen to radio programmes, learn from them and do assignments afterwards. These helped in educating the children and exposing them to the kind of language spoken on the radio (that was when radio language was one to emulate and professionals manned programmes). Power (2014). validates Ibe et al's assertion when he recalls that agencies like United Nations Educational, Scientific and Cultural Organisation (UNESCO) and United Nations Children`s Emergency Fund (UNICEF) support the distribution of radio sets to schools and villages. The schools use the radio to provide information to the young students who cluster around it outside their classrooms and under the guidance of a teacher, to listen to educational programmes. At the end of the programme, the teacher asks questions to ensure that the pupils understood the contents.

Public school teacher exposure to educational broadcasting

Lessons on a broadcast medium like radio and Television is often used to complement other course materials. Over the years these type of lessons has developed from simply being television programs that show teachers talking, to including more engaging and interactive programs which incorporate issues pertinent to the listening or viewing learners. Educational television programs are often supplemented by printed materials and other educational resources that enhance learning and interaction among pupils/students. These are mostly practised in developed nations like the US and UK etc (Anele et al, 2019).

Nwagbara and Nwammuo (2013) conducted a study to determine the level to which public secondary school teachers in Akwa Ibom State expose themselves to educational media or broadcasting as well as the types of media content that Nigerian teachers like it. The research

adopted the survey method to study a sample of 438 teachers in Akwa Ibom State Nigeria, using a multi-level cluster sampling technique. A thirty-item questionnaire was designed to examine and measure respondents' demographic background, their media exposure and frequency of exposure, types of media and content preferred by respondents, the satisfaction derived from the material chosen, etc. The results showed no significant association between teachers, mass media exposure, and content use.

In addition to being used for broadcasting certain lessons, educational broadcasting (i.e. radio and television) can be used for broadcasting general educational programs. Any radio or television program with educational value can be considered a general education program. Whereas general educational programming has a wide range of program types - educational cartoons, news programs, documentary programs, quiz shows, etc. that provide non-formal educational opportunities for heterogeneous learners.

The scholars also assert that educational broadcasting offers five basic roles which include the following;

1. Socialization: Educational broadcasting helps to socialize children with cultural values in their immediate surroundings by presenting tales and stories of heroes or great personalities, past ceremonies, dressings, and behaviour. NTA broadcasts programmes such as "tale by the moon" and another cultural and educational programming.

2. Religion: Religion analysts on radio and television can teach you a lot about your religion. Religious leaders are frequently invited to educate and sensitize their flocks. Religious faith, time for paradise, God's words, and so on are examples of such programs.

3. To teach children, various subjects such as mathematics, English language, Yoruba, and technological-based subjects are broadcasted on radio and television. This could include titles such as my TV teacher and TV education show, among others.

4. Brain Test: Children are educated and tested educationally through brain test competitions and shows (such as TV quizzes, Who Wants to Be a Millionaire, Work It Out, and so on).

5. Sex education: Sex education is provided to children through television and radio, with a focus on how to protect themselves from diseases (such as HIV/AIDS) and unwanted pregnancy. Abule Oloke Meje is an example of such a radio programme.

Formal educational broadcasting is the use of radio and television programs and programming to promote the teaching and learning of classroom subjects. Educational broadcasting involves the deliberate conception, development, production, and broadcasting of radio and television programs designed to teach a body of knowledge to a target audience based on an established school curriculum. This notion is upheld by Nkwam-Uwaoma & Onu (2017) in their submission that formal educational broadcasting programs are designed to follow the accepted curriculum at all levels of education and help target audience members prepare for specific examinations.

In the view of Agbamuche (2015), formal educational broadcasting is a form of e-learning that refers to the applications of various information and communication technologies (ICTs) and electronic media of radio and television in school-related education. Educational broadcasting can promote the delivery of formal learning inside and outside the classroom as it can be either self-dynamic/asynchronous or instructor-led/synchronous. The first refers to formal education broadcast programs, developed to teach classroom subjects to individual learners in their homes without the support of trained facilitators, while the latter is designed to provide formal education to learners in the classroom or designated groups. Refers to the use of educational broadcasting for the Community centres under the supervision of trainers acting as facilitators.

Delivery of Educational Broadcasting during the Pandemic

Before the unique COVID-19 pandemic hit the world, the education system largely relied on the ability of teachers to teach any subject or curriculum in institutions, the main focus of the curriculum. However, during the pandemic, the traditional method of teaching and learning was completely overtaken by distance learning, especially educational transmission (Karuppannan and Mohammed, 2020). This happened because continuing education delivery through alternative teaching and learning channels rose to the top of the priority list for institutions hoping to mitigate the impact of the crisis on education.

Education during the pandemic has given a whole new meaning to educational transmission. It is the only way that can ensure the sustainability of education while fighting the spread of the pandemic, as opposed to being used as a complementary approach or alternative resource (Yunus et al., 2021). When no other alternative is available, educational broadcasting, as the only employable method, becomes the most prominent pillar of support for the newly formed education curriculum amid the chaos. Worldwide, government support in the form of

educational technology (including online learning, radio, television, and texting) was seen in many countries to support access to distance learning during the COVID-19 pandemic. However, the responses varied greatly depending on the income level of the people. Only a quarter of low-income countries offer distance learning, and most of those that do use TV and radio, while nearly 90% of high-income countries offer distance learning options, practically all available online (UNESCO), 2020).

Public Teachers' Perception of the Application and use of Educational Broadcasting

In teaching and learning processes, especially in technologically mediated teaching and learning processes, "the perception of teachers or teachers is paramount", assumptions about classroom instruction such as television programs designed to enhance students' learning. This would mean that the students would understand the subject taught and would make appropriate interpretations to extract meaning from their learning. In other words, how people see the world around them is important and worthy of attention to improve children's education. Because of the complexity of perception based on the experience of the senses, there will always be a variety of interpretations leading to different perceptions. For example, notions of modal, colour, depth, form, speech, harmonic pitch, and rhythmic type exist, thus influencing various interpretations of an innovation.Teachers play an important role in the implementation of electronic communication media in schools. As a result, their perspectives are major predictors of the use of technologies in instructional settings (Hismanoglu, 2015). Positive attitudes often encourage less technically competent teachers to learn the skills needed to implement technology-based activities in the classroom.

As far as television is concerned, many teachers do not view television as a serious teaching technique and are openly opposed to it in some cases (Bates, 2005). Bates further argues that although television has been in use for more than 40 years, decision policymakers underestimate the cost of producing quality educational television programs (Bates, 2005). So educational broadcasting is not considered as exciting as it should be. This view is substantiated by the belief that it is an expensive medium. Chu and Schramm (2004) conducted a review on learning from television and concluded that teachers have both favourable and unfavourable perceptions of television use in the classroom. In some instances, teachers may oppose the use of television, depending on whether their role or position is influenced by television, or if the medium is given prominence (Chu and Schram 2004).

Studies carried out by Kumar, Rose, and Silva, (2008) on educational broadcast and the use of technology in the classroom indicate that teachers who viewed it positively had high levels of use while those who viewed it negatively did not integrate it into their classroom teaching. Mumtaz (2000) that teachers' perception of educational broadcasting affects their belief about the way the subject content should be taught and whether they are willing to change their teaching styles.

3. Theoretical Framework

Given the nature of this study, it is pertinent to explore the Perception theory as it is most suitable for this study under review.

Perception Theory

This study is based on the 1964 perception theory of communication by Berelson and Steiner. The theory explains the complex process by which individuals or groups select, organize and interpret sensory stimuli into a meaningful and coherent picture of the world. Folarin (2005) holds that perception focuses on complex variables such as psychological disposition, experience, cultural possibilities, and social interactions. Perception involves the process of selective exposure i.e., paying attention to certain media messages that are believed to conform to an already imagined attitude or belief;

Whereas selective attention – this involves paying attention to certain aspects of media information that correspond to beliefs/behaviours and selective retention of strongly held views – recall information based on a perceived need for such information (Chioma, 2014). Jang (2014), believed that people seek out information that interests them while avoiding those that do not.

Justification of the Theory for the Study

This theory is relevant to this study because it clearly explains how individual teachers see or feel about the use of educational broadcasting as an alternative to classroom education during the pandemic which in turn affects how they how to use technology. It helps to know whether they see educational broadcasting as a tool to provide formal education to students during this pandemic or deliberately ignore information that takes into account the usefulness of

educational broadcasting in education and are seen as a challenging piece of innovation in the education system and as such may reject the application.

4. Empirical Review

Khan and Ahmed's (2021) documentation on learning loss during a pandemic in Pakistan justifies governments' reasons for directing education ministries around the world to begin education broadcasting via online/telecommunication. According to the authors' analytical model, approximately 7.2 million kids will drop out as a result of a 50% decrease in household spending. In contrast, dropout rates are higher at the primary level of education. The findings suggest that the government develop strong social welfare and distance education methods to ameliorate the negative impact of school shutdowns on students' education. The main focus should be on long-term tactics for dealing with a robust schooling system complemented by an innovative alignment to stand future changes.

With the increase in online learning due to the Covid-19 lockdown, Atubi and Obro (2020) focuses on the application of educational broadcasting for Social Studies as a unique profession, which demands its instructors to be using special instructional strategies and capabilities. The findings showed that online teaching has potential and is appropriate for Social Studies schooling. According to the report's results, it was suggested that these opportunities be used to improve the education of Social Studies in Nigeria. The findings of Ordu and Abdulkarim (2020) revealed some difficulties encountered in the use of online tools in education. The study's objective was to examine the applicability of using e-learning innovations for business education online teaching during the duration of the lockdown in south-south Nigeria due to the Covid-19 global epidemic. After analyzing data gathered through questionnaires and focus group interactions, the authors discovered that educationists used E-learning technologies at a significantly low level during the disease outbreak. As a result, the study recommends that strategies to avoid such impediments and obstacles must be identified and utilized.

The findings of Churiyah et al. (2020), a study conducted in Indonesia, were more direct and related to the desperation in preparing for online learning during the pandemic. The purpose of the article was to examine the execution of alternative distance learning by the Indonesian schooling system during the Covid-19 disease outbreak. The study concludes that Indonesia has well-prepared virtualized resources, but teachers and schools have yet to comprehend more

regarding the core of learning online. Students have poor self-regulated education and are far unable to control their broadcast education learning activities and instructors due to the innovation stammer during their lecture deliveries.   Parents, the authors claimed, could not comprehend the extent of the lectures and the learning activities the children undergo at home.

Hossain's (2021) findings are not particularly bad for educational broadcast or distance learning online or through telecast, but they have an influence on the concept of E-learning from another perspective of social status segregation. Young Lives (YL) undertook a phone poll in Ethiopia, and two states in India, Peru, and Vietnam to determine which socioeconomic and demographic classes profit the most from distant schooling. Deploying logistic regression, the study's results indicate that learners from rich families and those who reside in cities urban and nations with modern internet connectivity stand more chance to undergo distance schooling. The study also found that school children from families with school education would have better opportunities to have alternative schooling in all countries.

5. Research Method

The research method used for this study was the cross-sectional design utilizing the survey method because the views of a substantial number of respondents are needed. It aids the researcher in measuring effectively the characteristics, and opinions of the populations by studying a small sample from the specified group, then generalizing the population being the group under study (Baran, 2002).

The population of this study covers all secondary teachers in Delta State. The population of teachers in Delta State for the 2018/2019 academic year is estimated to be 24, 866 (with 14, 572 junior secondary school teachers and 10,294 senior secondary school teachers available at www.statista.com/statistics. Relying on the tools4dev tips statement on sample size determination that is available at https://tools4dev.org/resources/how-to-choose-a-sample-size/ that:

> … even though calculating sample size using a formula is theoretically conceivable, many professionals still rely on rules of thumb, as well as a good degree of common sense and practicality. That implies you should not be too concerned if you cannot pick your sample size using complex math.

A sample of 150 was chosen for this study. The researchers chose the sample size and makes sure respondents have characteristics and qualities peculiar to the overall population. This is

done so that the findings of the study could be understood within the context of the entirety of the population.

To select 50 secondary teachers from both private and public schools in the State's three (3) senatorial districts who are aware of the Covid 19 educational broadcast in Delta State, quota and purposive sampling approaches had to be used. The study's sampling procedure ensures that two schools, one public and one private, are selected from each senatorial district. In this case, the schools selected are as follows:

Delta North: <u>Martin College, Issele - Uku</u> Oge Ofu Quarters, Issele — Uku and <u>Infant Jesus Academy</u>, Old Anwai Road, opp. Government House, Asaba, Delta State Nigeria

Delta Central: Okpe Grammar School, Okpe Road, Sapele, and Great Beginning Academy and Montessori School, Abraka.

Delta South: James Wealth Grammar School (Emevor Town) and Delta Career College, Airport Road, Warri.

The questionnaire for this study contained Likert Scale-type questions to properly obtain and ranked the views of respondents. Simple percentages and mean statistical tools were used to analyze the data.

6. Presentation of Data

The result gotten from the respondents are presented, tabulated, and discussed below.

Table 1: The level of secondary school teachers' exposure and utilization of educational broadcasting in teaching

S/N	Questionnaire Item	SA	A	D	SD	Mean	Decision
1	Teachers at secondary schools are not up to date on instructional broadcasts.	100 (72.5%)	28 (20.3%)	10 (7.2%)	-	3.65	Accepted
2	Teachers in secondary schools are not exposed to educational broadcasts.	90 (65.2%)	36 (26.1%)	12 (8.7%)	-	3.56	Accepted
3	Teachers in secondary schools do not usually use educational broadcasting to instruct their students.	50 (36.2%)	60 (43.5%)	20 (14.5%)	8 (5.8%)	3.10	Accepted

Source: *Field Survey*, **2021**

Table 1 shows the degree to which secondary school teachers are kept informed or acquaint themselves with instructional broadcasting. According to item 1 in the table above, 93 per cent of respondents believed that secondary school teachers are not properly informed or have failed to acquaint themselves with educational broadcasting.

In item 2 on the table, it was revealed that 91 per cent of respondents agreed that secondary school teachers are not physically exposed to instructional broadcast facilities. In response to question 3, 80 per cent of respondents stated that secondary school instructors do not use education broadcasting in their classrooms.

Table 2: The level of secondary school teachers' rating and acceptance of the standard of the content of educational programmes aired in Delta State During the Covid-19 lockdown?

S/N	Questionnaire Item	SA	A	D	SD	Mean	Decision
4	During the lockdown, the Delta State Government's covid-19 lockdown educational broadcasts are a good way to keep students educated.	90 (65.2%)	20 (14.5%)	13 (8.7%)	15 (11.6%)	3.34	Accepted
5	The use of educational broadcasting as a supplement to classroom instruction is an excellent idea.	110 (82.6%)	14 (10.2%)	14 (10.2%)	-	3.69	Accepted
6	The use of broadcasting (radio and television) in influencing formal knowledge is viewed negatively by teachers.	16 (11.6%)	20 (14.5%)	4 (2.9%)	98 (71.0%)	1.67	Rejected

Source: *Field Survey*, **2021**

Table 2 depicts secondary school teachers' attitudes toward the Delta State Government's covid-19 lockdown educational broadcast.

According to the results of item 4 in the table above, 80% of respondents believe that the Delta State Government's covid-19 lockdown educational broadcast is a good teaching method to keep students educated throughout the lockdown.

According to the data in item 5 of the above table, 93 per cent of respondents agree that educational broadcasting is a good alternative to classroom instruction. Item 6 shows that 71.0 per cent of respondents disagree with the statement that they have negative opinions regarding educational broadcasting as a learning medium.

Table 3: Secondary school teachers' rating of the quality of broadcast of educational programmes aired during the Covid-19 lockdown in Delta State

S/N	Questionnaire Items	SA	A	D	SD	Mean	Decision
7.	The programmes were broadcast in high definition to grab the attention of students.	80 (57.9%)	20 (14.5%)	18 (13.1%)	20 (14.5%)	3.16	Accepted
8.	The programme's signal was delivered for audience reception.	98 (71.0%)	32 (23.2%)	8 (5.8%)	-	3.65	Accepted
9.	The intermittent power supply was a hindrance to the educational programme's delivery and reception.	105 (76.1%)	25 (18.1%)	4 (2.9%)	4 (2.9%)	3.67	Accepted
10.	The presenters were professional in their presentations.	90 (65.2%)	36 (26.1%)	12 (8.7%)	-	3.56	Accepted

Source: *Field Survey*, **2021**

According to item 7 of the table, 72 per cent of respondents thought that instructional programmes broadcast during the Covid-19 lockdown in Delta State were of excellent quality and were able to attract students' attention. According to the study of item 8 on the table, 94 per cent of respondents believed that the programmes were delivered with clear signals. However, intermittent power supply was claimed to have harmed instructional broadcasts in item 9, with 94 per cent of respondents agreeing. Finally, 91 per cent believed that the presenters professionally delivered the Covid-19 teaching programme.

Discussion of findings

Based on the results of research question one, secondary school teachers' exposure to educational broadcasts is limited. Teachers at public schools are not up to date on instructional broadcasts. Teachers in public schools are not exposed to educational broadcasts regularly. Education broadcasting is rarely used effectively by secondary school instructors in their classrooms. All of this demonstrates that in Delta State, secondary school teachers are unfamiliar with the usage of educational broadcasts. The low frequency with which secondary teachers are exposed to educational broadcasts explains why they do not use educational broadcasting to teach students as effectively as they could.

This result is consistent with Nwammuo and Nwagbara's (2013) findings, which were based on a study to evaluate the level of exposure to educational media or broadcasting among public secondary school teachers in Akwa Ibom State, as well as the types of media material Nigerian teachers like. Using the multi-stage cluster sampling strategy, the researchers studied a sample of 438 teachers in Nigeria's Akwa Ibom state. Respondent demographic background, media exposure and frequency of exposure, the type of media and contents preferred by respondents, and the gratifications gained from the chosen contents, among other things, were investigated and measured using a thirty-item questionnaire. The findings found that there is no link between teachers, mass media exposure, and content consumption.

The results of the study revealed that the level of public school teachers' rating and acceptance of the standard of the content of educational programmes aired in Delta State during the Covid 19 lockdown was on a positive note. Though the mood is largely upbeat during the Covid 19 lockdown, teachers believe that the Delta State Government's covid-19 lockdown educational broadcast is a good technique to keep students educated throughout the lockdown. They appreciated the use of educational broadcasting as a viable alternative to traditional classroom instruction for the period. Their assessment of the impact of broadcasting (radio and television) on formal knowledge was positive. This finding, however, contradicted Bates' (2005) observation that many teachers do not regard television as a major teaching device, and in other cases, they are openly antagonistic to it.

The study findings also showed that teachers rated the quality of the broadcast of educational broadcast aired during the Covid 19 lockdown in Delta State to be good. They agreed that the

programme was aired in high quality to attract student attention. The signals of the programme were delivered clearly for audience reception. However, intermittent power supply was a setback to the delivery and reception of the educational programme. Also. The presenters were very professional in their delivery. The findings are consistent with those of Ubini and Oji (2021) and Oji (2011a), who determined that the quality of development programming broadcast on Radio Jeremi (JFM 95.1) and other Warri-based stations is good and important for the peace and development of the then-troubled zone.

Individual development or enhancement of teachers to effectively employ educational broadcasting, on the other hand, is a scourge that education administrators in Nigeria will have to deal with. Secondary school teachers are not up to date on instructional broadcasts. Secondary school teachers are not regularly exposed to educational broadcasts. Secondary school teachers rarely use educational broadcasting to effectively instruct their students. These all account for the impediments discussed by Ordu and Abdulkarim (2020) in their paper, as well as Hossain (2021) and Churiyah et al. (2020) when discussing the various levels of problems associated with the implementation of distance learning.

7. Conclusion

Based on the findings, teachers view the Delta State Government's covid-19 lockdown educational broadcast as a good teaching approach to keep students educated during the lockdown, and they see educational broadcasting as a good alternative to classroom learning. They are, however, not acquainted with sufficient information about the programme and are not exposed to its facilities.

When secondary teachers failed to acquaint themselves with the necessary information needed to be grounded in educational broadcasting, and consequently have little or no knowledge of the programme, it means they cannot afford to invest in it. This is largely due to their wages, which are far below the living wages common among Nigerian workers. According to Oji (2011b), the enormous damage caused by acute poverty underscores the need to contain it.

Thus, the study concludes that governments in Nigeria should invest in distance learning as well as teachers to be able to make educational broadcasting a supplement to classroom learning. The study cautioned that the use of educational broadcasting through radio and television should not be limited to emergencies when failures in implementation are frequently recorded due to a desperation to implement learning programmes.

Recommendations

1. Teachers should be given regular exposure to educational broadcasting facilities and acquainted with the necessary information to operate them.

2. To aid in the implementation of this new method of learning, high-quality teachers are required, and as such both local and oversea training of teachers should be introduced

3. Parents, in addition to students and teachers, should be educated about distance learning.

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