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24   LECTURERS' ASSESSMENT OF IMPACT OF DIAMOND RADIO ON OPEN DISTANCE EDUCATION (ODE) PROGRAMMES OF UNIVERSITY OF IBADAN

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Abstract

The University of Ibadan, established as the pioneer higher educational institution by the colonial masters in 1948 has the responsibility of teaching, research and community service with Lecturers from inception employing different delivery modes in carrying out the mandates. Advancements in Information and Communication Technology (ICT) has led to a lot of developments occurring in teaching and learning which cannot be ignored; especially, the use of Radio broadcasting in facilitating teaching and learning activities in a conventional environment. The Distance Learning Centre (DLC) of the University was established in 1988 and in 2008, the Diamond Radio of the University was commissioned and immediately went into full operation. Just like many other Universities in Nigeria that operate campus radio, the Diamond Radio is not without clearly stated objectives part of which is the provision of teaching-learning interactive forum for relevant departments in the university and especially to enhance the Open Distance Learning programmes. Diamond Radio, which is a community radio has the responsibility of enhancing teaching by providing adequate platform for interaction between the open distance learning students and their respective lecturers, thereby enhancing the dual mode of open and distance education. This study investigates Lecturers' Assessment of the impact of Diamond Radio on Open Distance Education of University of Ibadan. The study adopted ex-post facto research design of descriptive survey type. It involved two hundred (200) respondents including 58% males and 34% females, who were purposively drawn from the conventional and distance learning lecturers of the University of Ibadan. A structured questionnaire named "Diamond Radio Teaching Learning Activities Assessment Scale (DRTLAAS) was designed and validated at (r=0.98). Findings reveals that majority (70%) believed that that lectures are better delivered by University lecturers using Diamond Radio. Findings affirmed that Diamond Radio facilitates the provision for feedback mechanism especially from students after each lecture (63%), further, Diamond Radio promotes interaction between lecturers and students in the University of Ibadan (89%). Findings also showed that Diamond Radio operates a standard platform for lecture delivery especially to Distance Learning Students of University of Ibadan (69%). It was evident that Diamond Radio affords various Departments to participate in open air teaching

(79%). Moreover, Students receive lectures regularly through Diamond Radio (66%), again information from the findings showed that students are incorporated into various activities of Diamond Radio (74%). It became clear that Diamond Radio has a standard training platform for students (70%). Findings helped understand that for students who desire to further advance in real world of work in mass communication, Diamond Radio is a good resource channel (67%). Operations of Diamond Radio show expected level of professionalism (72%) and Students are allowed to handle programmes in Diamond Radio (68%).

Key Words: Instructional Radio, Distance Learners, Broadcast Lectures, Open Distance Education, Interactive Forum

Introduction

No doubt, the University is established majorly for teaching and research but teaching may not take place if there is no one to learn what is being passed across through teaching. Teaching, which is one the reasons for establishing University has taken a significant position place in academic careers. Many research institutions - including such big names as Harvard, Oxford and the MIT - have noticed that their previous, exclusive focus on research skills at the moment of hiring their academic staff compromised the quality of their teaching and the learning process of their students (European University Institute, 2015). Since teaching cannot be compromised, some universities and research institutions have activated continuous in-service teachers' professional development training programmes and to this end University of Ibadan among other Universities have established a Centre for Excellence in Teaching and Research in the year 2013. This again attests to the importance of teaching and learning in higher institution. However, teaching cannot be meaningful without learner and this has brought about a symbiotic relationship between both the teacher and the learner.

Different instructional media are being used by instructors to teach their students depending on the delivery mode adopted by the teachers but the most widely used instructional medium at different time by educators is the chalkboard because as instructors write on the board the learners in most cases follow the flow of discussion almost at the same speed. It also helps in setting an effective pace for learning. The chalkboard can easily outline the day's agenda or summarize main points and refer back to these to integrate ideas and give the class a sense of progress and it is helpful in generating interaction with students, as one can use it to ask for ideas and make lists. Despite the advantages offered by the use of chalkboard as an instructional material, a lot of developments have occurred in teaching and learning that has now made the chalkboard insufficient. Among such development is the advancement in Information and Communication Technology (ICT) and especially the use of radio in facilitating teaching and learning activities.

Institutions of learning especially in Nigeria jolted to the opportunity provided by the Federal Government in Section 36 (2) of the 1979 Constitution that promulgated the third revolution in radio broadcasting in Nigeria. This proclaimed that the "Federal and State government or any other person or body authorized by the president can own, establish or operate a television or wireless broadcasting station in the country", it gave statutory basis to the ultimate emergence of private/commercial radio broadcasting 13 years after, when in 1992, the then government of Ibrahim Babangida finally, through the establishment of the National Broadcasting Commission (NBC), decreed into existence a new era for private broadcasting (Nigeria Community Radio Coalition, 2012). Invariably, radio stations are classified into public and private stations. No doubt the organization and management of government-owned radio stations in Nigeria are rooted in the usual government structure. According to NCRC, (2012) the management is bureaucratized, personnel sourcing inelastic and many administrative overheads amount to waste while funding is heavily dependent on government allocation, supplemented with revenue from commercials. But because the private stations are profit-oriented, they have smaller outfits, fewer staff and simpler management structures (NCRC, 2012).

Community radio is the third level of media broadcasting which is for, by and about the community and whose ownership and management is representative of the community, which pursues a social development agenda, and which is non-profit. This is the internationally accepted definition provided by the African Charter on Broadcasting, (2001). This definition suggest that the community must have input in the activities of this radio station and all its programmes must aim at satisfying yearnings of the immediate community that established it. Also the content of its broadcast must not be found absurd but must be relevant to a local, specific audience. Any community radio that passes this test may in most cases be overlooked by commercial or mass-media broadcasters. Again, one can agree that community radio stations always emanate from a particular group of people, who will be able to lay claim to its operations and ownership. Such people have a great influence on the station. Since they do not enjoy patronage for commercial, they cannot be expected to bring in any profits but rather provide mechanism for enabling individuals, groups, and communities express themselves, telling their own stories, to share experiences and, in a media-rich world, to come to be creators and contributors of media. No doubt, community radio is important to democratic governance and especially in a country like Nigeria that has a teaming population. It will further enhance peace in the community since every member will have access to information and mostly in his/her local language. Issues on health, education, agriculture, culture and other societal issues are well handled by community radio stations.

Every established community radio has well defined objectives in relation to its operations and the community it is meant to serve. In the case of educational institutions, the nomenclature suggests that the radio is

institution based. For this reason, community radio stations in educational institutions are referred to as campus radio, college radio, university radio or student radio. Das (2015) is of the opinion that radio is a powerful mass medium used for disseminating information, imparting instruction and giving entertainment. It has a significantly wide ability to reach more audience than other media and a lot of people listen to radio to acquire information on issues of interest and as such it has been identified as an effective tool for learning. Interestingly, a small transistor radio is enough to render the needed service of information dissemination at every point in time. In both formal and non-formal education, radio has been identified as an effective tool that enhances learners' participation.

The National Broadcasting Commission (NBC), which is the broadcast industry regulator of the Federal Republic of Nigeria has issued license to a number of higher educational institutions to operate campus radio stations under the ages of community radio. However, many scholars have criticised that Nigeria is yet to have well established and defined community radio governed by required policies as the case is in other countries because operation of those stations still reflect top-to-bottom communication model because, the stations are mostly education curricular-based (Ihechu & Okereke, 2012).

According to Buckley 2008, (p.1), "Community broadcasters are indeed artisans or craftspeople, creating images with sounds, not designing media to a formula driven by marketing calculation or propagandistic intent, but drawing on a passion for the medium and a belief that community broadcast can make a difference in people's lives and livelihoods." This statement was credited to Steve Buckley as president of the World Association for Community Radio Broadcasting; for UNESCO at World Press Freedom Day in 2008. It emphasizes the fact that community broadcasting is a key agent of democratization for social, cultural and economic development (Oguka, 2012). Again, one of the strong arguments in support of the establishment of community Radio broadcasting in Nigeria is its power not only to drive grassroots' development; but also its role for stimulating national cohesion and harmonious living in Nigeria (Garba 2011). The relevance of community broadcasting has been stressed by the ways development-motivated countries of the world embraced community radio broadcasting since 2005 (Buckley 2008). Report from survey by Garba (2011) shows the population of community radio in different countries as at 2011 as follows: USA-200; Australia-116; India-103; Canada-95; Hungary-60; UK-200; Mali-100; South Africa-28; and Namibia-26. Nigeria has twenty Campus Radio Stations (Oni, 2015).

These figures, should have increased by now because increase is sustained by the belief that community Radio broadcasting instils confidence and self-expression among the people. Going by the meaning of community: a group of people living in a particular place for a common life coordinated by common interest (Smith, 2002). Further, good broadcast stations, if well

managed, will help to ease tension by preaching love, security consciousness, good neighborliness, Co-operation and peaceful co-existence. This is so because the voice of the community leaders is more authentic and trustworthy than the distant voice of government officials (Garba 2011). When these ideals are inculcated in every small community in Nigeria, the sky will be the limit for national development and economic growth. The economic impact of community broadcasting has been variously outlined by scholars. In addition to its contributions to economic, democratic, social, cultural and agricultural growth of a nation, community radio helps to solve health problems by spreading health campaign awareness, disseminating health-related information faster, eradicating ignorance and giving ordinary people the chance to air their views (Olakitan, 2010). Although, different levels of government have expressed fear about the emergence of community broadcast stations, it is believed that this participatory model contributes to successful governance because of its capacity to promote public enlightenment, civic education, community mobilization and social reconstruction.

Globally, community Radio broadcasting has been recognised as an agent of development because it affords community the opportunity to harness the abundant resources it has for solving its own problems. All these are achievable because broadcast programming will be 100% local content. Among other benefits, community broadcasting addresses the need of the individuals and also enriches their knowledge of issues while stimulating their creativity at the same time (Innocent & Onwuka, 2012). Moreover, issues such as constitutional limit, regulatory limit, political limit and financial limit have been identified as challenges against community radio. Despite this, many Nigerian institutions now have campus radio which further projects the image and activities of the institutions. However, up till now, many people do not appreciate the impact of these stations in educational advancement. Again, some of these stations are seen as private stations which are established to maximize profit and as such, they are not aware of the enormous rights and privileges accrued to them. The University of Ibadan, realising the role of radio in achieving academic excellence launched her campus radio popularly known as Diamond FM Station in 2008 with the following objectives:

1. Provide teaching-learning interactive forum for relevant departments in the university, especially the Distance Learning programmes.
2. Facilitate information dissemination within and outside the university.
3. Facilitate outreach programmes for rural population in community health, agriculture, adult literacy, poverty reduction and rural development in general.
4. Entertain members of the university community and beyond with purposeful messages for behaviour modification, especially HIV and AIDS, gender equity, prevention of cultism, and other social deviance related issues.

5. Give students opportunity to learn about operational and management procedure in broadcast.

Statement of the Problem

Apart from the fact that the Acts that established Diamond Radio in 2008 makes the Radio Station a non-profit organization, no study had been carried out to evaluate if the radio station has been able to achieve its stated objectives. This justifies the need for the study. Although there are six stated objectives of Diamond Radio, University of Ibadan, this study evaluates objectives one and five of the station which focuses on promotion of interactive teaching and learning activities among undergraduate students. This will provide information on how far the station had been able to achieve objective five which centred on giving opportunity to learn.

1.1 Research Questions

Research Question 1: To what extent has the Diamond Radio provided teaching and learning interaction between lecturers and students?

Research Question 2: To what extent has Diamond Radio assisted lecturers deliver their teaching mandate to students?

Research Question 3: Do the students have opportunity to learn about operation and management procedure in broadcast?

Methodology

The study adopted ex-post facto research design of descriptive survey type which is a baseline for further studies. The purposive sampling technique was adopted which involved a total of 200 participants including 116 (58%) male, 68 (34%) female and 16 (16%) who did not indicate their gender; the participant were selected from all departments involved in Open Distance Learning programme of the University of Ibadan. A 20 item pilot tested Diamond Radio Teaching Learning Activities Assessment Scale instrument was developed by the author to gather data on Lecturers' Assessment of Impact of Diamond Radio on Open Distance Education of University of Ibadan and validated at (r=0.98). Copies of the instrument were administered to lecturers in the all the departments. Data collected through the instrument were analysed using descriptive statistics of frequency count and simple percentages.

Results and Findings

Research Question One: To what extent has the Diamond Radio provided teaching and learning interaction between lecturers and students?

Table 1: Diamond Radio Interaction forum between lecturers and students

S/N	Question	Positive Response No. %	Negative Response No. %	Invalid
1	Delivering lectures to students using Diamond Radio platform is better	141 (71%)	52 (26%)	3
2	Diamond Radio aids the provision for feedback especially from students after each lecture	125 (63%)	71 (36%)	1
3	Diamond Radio Diamond Radio promotes interaction between lecturers and students in the University of Ibadan	178 (89%)	18 (9%)	2

71 % provided information that delivering lectures to students using Diamond Radio platform is better while 26% disagree. From the responses, 63 % respondents agreed that Diamond Radio aids the provision for feedback especially from students after each lecture but 36 % stated that this was not the case. The result shows that 89 % of the respondents agreed that Diamond Radio promotes interaction between lecturers and students in the University of Ibadan but 9 % affirmed that this is not so.

Deducing from the table 1, it was observed that Diamond Radio provides teaching and learning interaction forum between lecturers and students in the University of Ibadan. This was affirmed by the result as presented in table 1. This agrees with the submission of Sedlak, 1987 that postulated that the use of repetition and rapid feedback inherent in interactive radio programming helps to meet the challenges in voluntary participation. The finding also confirms that Diamond Radio is improving quality of services to students.

Research Question Two: To what extent has Diamond Radio assisted lecturers deliver their teaching mandate to students

Table 2: Diamond Radio teaching mandate fulfillment

S/N	Question	Positive Response No. %	Negative Response No. %	Invalid
1	Diamond Radio operates a standard platform for lecture delivery especially to Distance Learning Students of University of Ibadan	140 (70%)	54 (27%)	6
2	Diamond Radio has afforded my	158 (79%)	40 (20%)	2

	Department to participate in open air teaching			
3	Diamond Radio has helped students receive lectures regularly	132 (66%)	60 (30%)	8

Also, 69 % agreed that Diamond Radio operates a standard platform for lecture delivery especially to Distance Learning Students of University of Ibadan but 29 % listeners did not agree had a contrary opinion. While 79 % confirmed that Diamond Radio has afforded their Departments to participate in open air teaching, only 20 % disagree. Though 66 % listeners stated that Diamond Radio has helped students receive lectures regularly 30 % disagreed.

Arising from table 2, it was observed that Diamond Radio provides teaching and learning interaction forum between lecturers and students in the University of Ibadan. This was affirmed by the result as presented in table 2. This finding agrees with Idogho & Eshiotse, 2013 who believed that students have positive perception of the use of radio in learning and that the medium is sufficient to produce learning.

Research Question Three: Do the students have opportunity to learn about operation and management procedure in broadcast?

Table 3: Students' learning opportunity for operation and management procedure in   broadcast

S/N	Question	Positive Response No. %	Negative Response No. %	Invalid
1	Students are incorporated into various activities of Diamond Radio	148 (74%)	46 (23%)	6
2	Diamond Radio has a standard training platform for students	140 (70%)	54 (27%)	6
3	Diamond Radio prepares students for real world of work in mass communication	134 (67%)	60 (30%)	6
4	Operations of Diamond Radio show expected level of professionalism	144 (72%)	50 (25%)	6
5	Students are allowed to handle programmes in Diamond Radio	136 (68%)	62 (31%)	2

The table 3 shows that 74 % of the respondents agreed that Students are incorporated into various activities of Diamond Radio but 23 % affirmed that this is not so. While 70 % confirmed that the radio station has a standard

training platform for students, only 27 % disagree. Though 67 % listeners stated that Diamond Radio prepares students for real world of work in mass communication 30 % still disagreed and 72 % believed that the operations of Diamond Radio show expected level of professionalism 25 % have a contrary opinion. Also, 68 % agreed that students are allowed to handle programmes in Diamond Radio but 31 % listeners did not agree.

Checking from the result in table 3, it can be affirmed that Diamond Radio offers opportunity to students to acquire experience in operation and management procedure in broadcasting. The findings further buttress the postulation by Learn.org, 2019 on the five steps to becoming a broadcast journalist which includes:

a. research broadcast journalist duties and education
b. earn a bachelor's degree
c. complete an intership
d. find a job
e. learn new skills

Diamond Radio in pursuance of it objective of ensuring students learn about operation and management procedure in broadcast incorporated them into various activities of Diamond Radio. This includes all forms of trainings that will prepares them for real world of work in mass communication.

Summary of Findings

It is very clear that the use of Radio broadcast in lecture delivery to students is an enviable feat for all institutions involved in Open Distance Learning programmes as it helps in lecture delivery especially when standard is not compromised. It aids the provision of feedback and also promotes interaction between lecturers and students. Radio broadcast ensures various department participate in open air teaching and helps students receive lectures regularly as it is the case with Diamond Radio. It also incorporates students into various activities necessary for training which will prepares them as professionals in mass communication.

Recommendations

Since the findings from this study summarized above have far-reaching implication for government, University Management, the Management body of the Diamond Radio Station, Diamond Radio listeners (university staff, students, other members of University community) legislature and the general public, the following recommendations should be considered:

- Government should provide the right atmosphere for the operation of community radio with the right legalisation to help the such stations achieve its objectives;
- Government should provide adequate fund to campus radio in order to function effectively.

- The University Management should monitor the activities of campus radio in order to ensure it does not deviate from its primary objectives and especially in promoting interactive teaching and learning.
- University Management should continue to encourage Departments to explore the opportunity of using Diamond Radio to foster teaching and learning activities and also give financial assistance where necessary.
- Departments should note that Diamond Radio is not a commercial radio station and should not expect the station to carry events and adverts that may lead to sanction from government.
- Students should make use of the opportunity offered by Diamond Radio by participating in its activities leading to their personal development.
- University community and other members of the society should see the station as the one, which will continue to give them nothing but the best in news, entertainment and teaching.
- The Management of Diamond Radio should continue to create awareness on the existence and performance of the station.

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