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## **Instructional Television Programmes and Academic Performance of Senior Secondary School Students in Anambra State, Nigeria**

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### **Abstract**

*This study investigated instructional Television (ITV) programmes and Academic performance of Senior Secondary School students in Anambra state-Nigeria. The need for the study arose from the problem of the declining nature of West African school certificate examination results of senior secondary school students in Anambra state on yearly basis. For example, the WAEC analysis released for 2010 academic session shows that students from Anambra state had 40% average in English language and 32% in mathematics. In 2011 and 2012, the result declined further with 30% in*

*English language and 28% in mathematics. This is despite the fact that there are instructional television programmes aimed at complementing classroom teaching in order to improve on the results of students. The study adopted survey research design using questionnaire, interview schedule, and academic curriculum as instruments for data collection. The questionnaire was administered to 500 students drawn from a population of 50,832 senior secondary school students in Anambra state. The interview schedule was used in interviewing the producers of ITV programmes in Anambra Broadcasting service and Nigeria Television Authority. The result indicated, among other considerations, that senior secondary school students in Anambra do not watch ITV programs regularly and the basic reason for this is lack of electric power supply. Among those who watched the programmes, only 9% utilized the contents of the programmes on regular basis while 91% utilized the programmes only when they wanted to. This was as a result of lack of encouragement from teachers, parents and guardians and also non-utilization of contents in class. Hence, there was a slight difference in the academic performance of those who watched and those who did not watch ITV programmes. Among those who watched the programme, only 6% had excellent grades in English Language while 3% had excellent grades in mathematics, whereas 4% had excellent grades in English language. It was recommended, among other considerations, that secondary school teachers should encourage students to always watch ITV programmes while Power Holding Company of Nigeria (PHCH), on its part, should provide regular electric power supply to enable students watch ITV programmes regularly.*

**Key words:** ITV programmes, academic performance, utilization of ITV and exposure to ITV programmes

### **Introduction**

The use of television for promoting learning or as a supplement for classroom teaching continues to attract much attention because of the major role the mass media play in the contemporary society. The instructional material which television provides is often used in the educational development of students in Nigeria (Nworgu and Nworgu, 2008). This constant use of television for instructional purpose has led to the popularization of the abbreviation, ITV (instructional television) among scholars both within and outside the country. The media have also become the recognized story tellers of the world. They have provided opportunities for governments and private organizations to push back ignorance through

the promotion of learning in formal, non-formal and informal settings. This fact was recognized by the then Western Regional Government in Nigeria when, in 1959, it started the western Nigeria television (WNTV). One of the major reasons for the establishment of the WNTV was to use television as a surrogate teacher, particularly in rural areas where government at that time lacked sufficient teaching staff to service the free education policy of the Western Regional government (Folarin, 1998). Since then, television has been used in Nigeria to supplement teaching in both senior secondary and junior secondary school levels. It has contributed to the educational development of Nigerians - both children and adults (Duyile, 2007) There seems to be therefore, a relationship between education and television. Although this link is often overlooked, both still have the major goals of providing information, imparting knowledge and experiences (Iredia, 2003). The differences between them exist only by way of institutional structures, methods and emphasis but their connection seems obvious.

The broadcast media, precisely television, can be used to teach arts, drama, poetry, and music, and also bring inspirations of teachers, artists, and scientists into the lives of millions of students who may not have the opportunity to be members of the formal education population. It can also bring learning and knowledge to a huge number of people and thus becomes a motivation for increase in actual enrolment in many Nigerian schools.

All these potentials, which abound in television as a broadcast medium, could be used to promote learning in schools. But regrettably, the potentials have not been fully utilized, the reason is not far-fetched. Many of the educational and instructional programmes in Nigerian television stations tend to have audiences that are merely passive viewers. They are passive because little contact is usually made between the staff who produce the programmes and the audiences (Okunna, 1999). One way to achieve wider participation of these audiences is to increase access to the broadcast media. This insufficient access may have been caused by lack of media infrastructure and cost of buying radio or television sets, (Sobowale, 1989). But the trend seems to have changed significantly in recent years, although the number of Nigerians who own television sets and the type of programmes they prefer is even still uncertain.

Apart from lack of infrastructure and cost, illiteracy, low income and some socio-cultural factors, this insufficient access affect people's access to television. Religious beliefs can also hinder access even where the people do

have the income and education. While religious hindrance could be experienced in the north, social barriers like male apathy towards education could be the problem in the south eastern parts of the country. For example, the drop-out rate among young males in the south eastern part of the country is becoming a growing concern. Many young males do not enroll in schools, while others drop out of schools to pursue a perceived lucrative career in petty trading and general merchandizing business which is popular in the region, (Igbokwe and Eze, 2008).

The enrolment figure for 2011/2012 academic session, published by the Anambra state education commission is a proof to this assertion. the number of male students in the two hundred and three senior secondary schools in Anambra state is 19, 178, against 31,654 of female students. This scenario is to say the least, not too encouraging.

Educational broadcasting involves the use of the broadcast media for educational purposes. It is designed for both formal and non-formal education. Extensive educational broadcasting targets people in the non-formal setting, while intensive educational broadcast is therefore, the process of learning and gaining knowledge to empower community people, promote development and general education. These goals as Ogunmilade (1988) notes were based on the realization that both media, are capable of reaching large population with educational messages which could be packaged in local languages.

### **Statement of the problem**

Instructional Television is used to provide direct teaching to students, especially in subject areas they find challenging or where there are inadequate numbers of teachers. Anambra state is not an exception. Anambra broadcasting service- television (ABS-TV) and Nigerian Television Authority (NTA) CHANNEL 5 AWKA, are the two Television stations used to supplement classroom teaching in the state. The ITV programmes on ABS-TV are *Tele tutor, talking fingers, busy hands and science quiz*. The focus of this study is on “*Tele Tutor, and take a step*”. Tele Tutor is an ITV programme in which English language is taught to senior secondary students who are preparing for West African Senior Certificate Examination (WASCE). The programme is aired on Tuesdays 6.30-7.00pm. NTA Channel 5 Awka has ITV programme such as *fun bus, work it out and take a step*. *Take a step* is the only ITV programme that is directed to senior secondary

school students. The programme is aired every Sunday from 11.30am-12noon. Subjects taught include English, mathematics, biology, physics and chemistry. *Take a step* is a network programme of the NTA. Despite all these ITV programmes in Anambra State, the general performance of senior secondary school students continues to decline. Reports from all examination bodies show that Anambra state students perform poorly in these examinations and this seems to get progressively worse with each passing year. ( WAEC) Analysis 2006-2008 in (Igbokwe and Eze, 2008) clearly support this assertion. Poor performance, according to Igbokwe (2008), is the norm and this has left both parents and guardians of these students dissatisfied.

The WAEC analysis released for 2009 and 2010 academic year also supports earlier findings of Igbokwe and Eze (2008, p.311). The analysis shows that students from Anambra state have 40% average in English and 32% in mathematics, in 2009 academic year. In 2010, 2011 and 2012, the results were worse, with 30% in English language and 28% in mathematics.

ITV programmes were supposed to have been of assistance to these students, particularly in preparing for the West Africa school certificate examinations. It was uncertain if the students were aware of the programmes, and if they were at all, how much of that did they utilize for positive academic achievement?

### **Objective of study**

The thrust of this paper was to investigate the relationship between academic performance of senior secondary school students in Anambra state and their exposure to and content utilization of instructional television programmes. The study sought to find out whether there was a relationship between exposure and content utilization and whether the poor academic performance of students was due to non-awareness and non-utilization of instructional television programmes.

### **Review of related literature**

Folorunso (1989) carried out a study to identify the nature of instructional programmes being produced in Oyo state Nigeria. Its principal objectives were to identify the nature of the programmes being produced and broadcast to secondary schools for the use of instructional programmes as learning resources, identify the subjects in which the programmes are being used as

learning resources in secondary schools and identify the factors associated with the usage of instructional programmes as learning resources in secondary schools.

The study surveyed selected twenty nine secondary schools with a student's population of 30,823 by 1982. The researcher studied students in form 4 and selected 1183 students, using available class lists in the selected twenty nine secondary schools. In addition, all the principals in the twenty nine selected schools were included in the sample, while the teacher-librarians in the sixteen secondary schools were also included.

The study established the relevance of the instructional programmes in the secondary school curriculum and their acceptability as effective resources to teachers. It however discovered that minimal use was made of the instructional programmes as students used the programmes in many subjects independently without the guidance of the subject's teachers. This was because the study discovered that none of the schools surveyed had a collection of recorded educational programmes.

The study which was carried out many years ago is quite relevant to the present one. It did confirm that students independently utilized programmes on subjects that were found relevant without the guidance of teachers. It would be interesting to know whether this would be the case in the present study. Funding for instructional television programmes appears to have dropped considerably in the last twenty years, and moreover, Nigerian broadcast stations appear to show more interest in the commercially viable contents which are largely entertainment-based. There is therefore, a growing suspicion that secondary school students are not paying adequate attention to available educational contents and using them for self enrichment.

Similarly, Ekanem ()2006) undertook a study to determine the extent of media exposure of secondary school teachers in Awka Ibom state and the type of media contents Nigerian teachers prefer. The research adopted the survey method to study a sample of 438 teachers in Akwa Ibom state Nigeria, using the multi-stage cluster sampling technique. A thirty –item questionnaire was designed to investigate and measure respondent demographic background, their media exposure and frequency of exposure, the type of media and contents preferred by respondents, the gratifications derived from the chosen contents, among others.

The results revealed that most respondents ranked radio first as the preferred medium on issues. The most preferred content was news, while information was the gratification mostly derived from the media exposure. Results from the hypotheses testing showed that for the first hypothesis, the null hypothesis was upheld. There is no significant relationship between teachers, mass media exposure and contents utilization.

While Ekanem's study dwelt on secondary school teachers and media exposure/content utilization, the present work studies instructional television programmes and academic achievement of students in Anambra state. The present study seeks to ascertain whether students exhibit the same pattern of awareness of media contents and content utilization, as their teachers, as it relates to instructional television programmes.

Wenglinsky (1998) studied the impact of television and higher order thinking technologies on a national sample of 6,227 fourth graders and 7,146 eighth graders mathematics achievement in the National Assessment of Educational Progress, organized by American educational testing services. Wenglinsky took note of socioeconomic status, class size, and teachers' characteristics. Thus, all relationships between technological and educational outcomes reported, represent the value added by technology for comparable groups of students with comparable teachers in comparable class sizes.

Wenglinsky found the following:

- i. Eight-grade students who used television and higher order thinking software showed gains in mathematics scores up to 15 weeks above grade level as measured by NAEP.
- ii. eight-grade students whose teachers received professional development on the use of television for instruction showed gains in mathematics scores up to 13 weeks above grade level.
- iii. Higher order uses of television/computer and professional development were positively related to students' academic achievement in mathematics for both fourth and higher-grade students.

This study is closely related to the present study because it assessed the impact of television as an instructional medium on the academic achievement

of students on mathematics. The study will therefore, ascertain whether television has the same impact on the academic achievement of students in Anambra state using WASCE results as basis.

Also, Sivinkachala (1998) reviewed 219 research studies in America from 1990-1997 to assess the effect of technology of television, and computers on learning and achievements across all learning domains and all ages of learners. From his analysis of these individual studies, he reported the following consistent patterns.

- i. Students in technology environments experienced positive effects on achievements in all major subject areas.
- ii. Students in technology-rich environments showed increased achievement in Pre School through higher education for both regular and special needs children.
- iii. Students' attitudes towards learning and their own self-concept improved consistency when computers and television sets were used for instruction.
- iv. The level of effectiveness of instructional technologies is influenced by the specific population, software design, the teacher's and the level of students' access to the technology.

## **Theoretical framework**

### **Symbol system theory**

This theory was found suitable for this study because it explains the relationship between television, learners, social context of presentation and the skills of the learners. It therefore provides a framework without due consideration to students need and presentation skills of the teacher. The symbols theory was developed by G. Salomon in 1979. It intended to explain the effects of media on learning. The symbols system of media, affects the content. Second, they vary with respect to ease of recording. Third, specific coding elements can save learners from difficult mental elaboration by overtly supplanting or short-circuiting specific-elaboration. Fourth, symbol system differs with respect to how much processing they demand or allow. Fifth, symbol system differs with respect to the kinds of mental processes they can call on for recording and elaboration. Thus, symbol systems partly determine who will acquire how much knowledge from what kinds of messages (Salomon, 2010).



According to Salomon (1981), each medium is capable of conveying via certain inherent symbol system. For example, Salomon suggests that television requires less mental processing than reading and that the meanings secured from viewing television tend to be less elaborate than those secured from reading (i.e different levels of processing are involved). However, the meaning extracted from a given medium depends upon the learner. Thus, a person may acquire information about a subject he/she is familiar with equally well from different media but be significantly influenced by different media for novel information.

### **Uses and gratification theory**

The theory of uses and gratification has been quite relevant in situation where the researcher intends to document the media use pattern of audiences or the awareness of messages produced by the mass media.

This theory was propounded by Elihu Katz, Jay Blumler and Micheal Gurevitch in 1974. As McQuail (2005) notes, the uses and gratification theory says that the audiences' media use is based on certain satisfaction, needs, wishes or motives. These needs, McQuail further observes, mainly include those for information, relation, companionship, diversion or escape

Marghlini, Palmgreen, and Boyd (1998) add that the uses and gratification approach depicts the audiences as the primary elements in understanding the mass communication process. They further suggest that the theory presents a coherent explanation of how the audiences actively use the media to gratify their own needs and motivation. Ekanem (2006), citing Emenonu, lists some of the uses and gratification studies in Nigeria to include those of Nwuneli (1998), Aliede (2002) and Okoye (2003).

The uses and gratification theory is apt for this study because it explains media use pattern of respondents. With specific reference to the variables of this study, the theory provides a framework for understanding how and why secondary school students expose themselves to instructional television programmes.

### **Research methodology**

The study adopted the survey research design. The population of the study was 50,832 senior secondary school students in the state comprising of 19,178 males and 31,654 females. the low figure for males supports an assertion that there is a high school drop out rate for males in the region for

the so called “ more lucrative business”. The research instruments for the study comprised the questionnaire, interview schedule, and annual result sheets of students.

The questionnaire was structured in the closed-ended format and contained 13 items. The first two items dealt with respondents and demographics, while the remaining 11 items were based on the research questions and hypothesis. The interview schedule which was used in interviewing the programme producers had fifteen questions. It contained no questions on the demographics of the respondents since the study was not directly on producers of the programmes, but on students.

The subjects were selected from the six educational zones in the state, using purposive sampling techniques. First, the 203 senior secondary schools made up of 32 public schools, 102 registered private schools and 69 registered mission schools, were grouped into the six educational zones in the state. The following table illustrates this:

Table 1: Distribution of schools by ownership structures and number of students studied.

Educational zones	Public schools	Private schools	Mission schools	Number of students studied
Onitsha zone	12	39	26	120
Awka zone	6	19	14	100
Nnewi zone	8	28	16	80
Aguata zone	2	8	6	50
Ogidi zone	2	6	3	50
Otuocha zone	2	2	4	100
Total	32	102	69	100

NB: These students were selected with regards to factors like size of the zone, urbanization and population figures.

Five hundred students were chosen purposively from the educational zones in state, with due consideration given to the number of schools in each zone and how populated each school was. A total of 30 questions were analyzed in

NTA'S take a step. These 30 questions (15 questions each for English and mathematics) represented the number of questions covered in three episodes. The researchers decided to study three episodes since four episodes stand for one programme quarter. These episodes were selected, using the available list of episodes given by the station as the sampling frame.

For ABS-Tele Tutor, the same method was used in selecting the programmes to be analyzed. This was done in a bid to ensure that the results of the analysis remain fit for generation to the population of study.

### **Data presentation and analysis**

432 out of the 500 respondents returned their questionnaire copies.

Twenty-seven percent of respondents (n=116) were males, while 73 percent (n=316) were females. All the respondents 100 percent were aged between 14-19 years.

The data further show that 88 percent (n=380) of the respondents were day students, while 12 percent (n=52) were boarding students. Furthermore, 49 percent (n=209) of the respondents were from mission schools, 26 percent (n=114) from public schools, while 25 percent (n=109) were from private schools.

**Table2: Frequency of Exposure to ITV Programmes and content utilization**

Frequency	Contents utilization	
	Those who utilized the content	Those who did not utilize the content
Always	9(2%)	3(1%)
Sometimes	341(93%)	11(4%)
Total	350(95%)	19(5%)

out of the 432 respondents, only 350 respondents utilized contents of ITV programmes, 2 percent (n=9) watched the programmed always while 93 percent (n=34) watched sometimes. Out of 19 respondents who did not utilize the contents of ITV programmes, 1 percent (n=3) watched the programmes always, while 4 percent (n=11) watched sometimes.

**Table 3: Correlation between respondents' level of exposure to ITV programmes and level of contents utilization**

LEVEL OF EXPOSURE	Level of content utilization		
	Always	sometimes	Total
Always	2(1%)	7(2%)	9
Sometimes	29(8%)	312(89%)	341
Total	31(9%)	319(91%)	350

Only 350 respondents who utilized ITV programmes responded to this item. Table 3 shows that out of 31 respondents who utilized ITV programme contents always, 1 percent watched the programme regularly, while 8 percent (n=29) watched the programme sometimes. Out of 319 respondents who utilized sometimes, 2 percent (n=7) watched the programme regularly, while 89 percent (n=312) watched the programme sometimes.

**Table 4: Achievement of students who did not watch ITV programmes**

Results	English	Mathematics
Excellent(70&above)	4(6%)	-
Very good (60-69)	9(14%)	5(8%)
Good (50-59)	31(49%)	20(32%)
Poor (40-49)	11 (18%)	33 (52%)
Very poor (29&below)	8(13%)	5(8%)
Total	63(100%)	63(100%)

Table 4 shows that 6 percent (n=4) of the students who do not watch ITV programmes had excellent grades in English language, 14 percent (n=19) had very good grades, 49 percent (n=31) had good grades, 18 percent (n=11) of them had very good grades, 32 percent (n=20) had good grades, 52 percent (n=33) had poor, while 8 percent (n=5) had very good grades. None of them had excellent grades in mathematics.

**Result from testing the hypothesis**

**Hypothesis one:** *There is no significant relationship between students' level of exposure to ITV programmes and the level their utilization of the content of such programmes.*

**Table 5: Chi-square analysis of the level of exposure and level of content utilization of ITV programmes by senior secondary school students.**

X computed	X2 critical	Level of significant	D.F	P<0.05
121	3.841	0.05	1	significant

Hypothesis was the calculated values of Chi-square exceeded the value which is 3.841 at 0.05 level of Significance. Thus, the null rejected. It then follows that students' level of exposure to ITV programmes influenced, to a large extent, their level of utilization of the content of such programmes.

**Hypothesis two:** *There is no significance difference between the academic achievement of secondary school students who watched instructional television programmes and the students who did not watch the programmes.*

**Table 6: A T- test to determine whether students who watched ITV programmes recorded better results than those who did not watch the programmes**

T- test for performance in English language	X	SD	T.cal	T.-critical	P<0.05
Those who watched	73.8	34.2	123.9	1.960	
Those who did not watch	12.6	9.5			
T-test for performance in mathematics	X	SD	T.cal	T-critical	P<0.05
Those who watched	73.8	38.1	117.7	1.960	
Those who did not watch	12.6	10.8			

The T-Test computation yielded values of 123.9 (for English language) and 117.7 (for mathematics) which are higher than table value of 1.960. This means that the null hypothesis is rejected. It then follows that there is a significant difference between the academic achievements of senior secondary school students who watched ITV programmes and the students who did not watch the programmes.

### **Documents analysis**

The curriculum was analyzed alongside the ITV sample questions. This was done to ascertain whether the ITV questions were structured in consonance

with the contents of the curriculum. A checklist of criteria was developed based on certain themes. The presentation is as follows:

### **Mathematics for SS111**

1. Number and numeration indices and logarithms set.
2. Algebraic process, quadratic equations and graphical representation of quadratic equation
3. Plane geometry, menstruation and trigonometry
4. Statistical Data presentation and graphical representation of data.

### **SS111**

1. Number and Numeration indices and Logarithm, number approximation, error estimation, progression and regression quadratic equation and inequalities.
2. Algebraic process equation and inequalities.
3. Geometry, plane geometry and trigonometry.
4. Statistics, Group data presentation, measures of central tendency, dispersion for grouped and ungrouped data, probability.

### **SS111**

1. Number and numeration, laws of logarithm and application, matrices, number bases, modular arithmetic, variation, surd.
2. Algebraic linear equations, quadratic equation and application, algebraic fractions.
3. Geometry, menstruation-multiple dimensional objects, trigonometry, coordinates geometry.
4. Introductory calculations, differentiation of polynomial, integration of polynomial.

Sample of ITV programme contents indicated that all the above were reflected in the topics covered in mathematics.

Questions, 5, 7 and 11 were on logarithm, questions 1 and 2 were on number base and numeration, question 3 was on algebraic process, question 6 was on probability, questions 8 and 9 were on statistics and geometry.

For English language, themes like vocabulary development components, oracy-listening, comprehensive, literacy skills- writing for effective

communication and English grammatical structures were contained in the curriculum.

In comparison with ITV questions, questions 1 and 2 were on vocabulary development, questions 4, 5 and 6 were on literacy skills, and others were on grammatical structures. It was seen that no ITV question was on theme 2 which is oracy-listening comprehension.

### **Discussion of findings**

The ITV programmes for senior secondary students available on NTA Channel 5, Awka is “Take a step” while ABS-TV Awka has “Tele Tutor”. These two programmes are structured according to the school curricula of senior secondary students. “Take a step” is recorded in the studio with a hired teacher and some students. It is presented in question-and answer format. “Tele Tutor” is recorded in schools and it features teachers (in the schools where the programme is recorded) and their students in a classroom situation.

Both “Tele Tutor and Take a step” are passive ITV programmes. According to Lochte (1993, p. 53), passive ITV typically involves pre-produced programmes which are distributed by video-cassette or video based technologies such as broadcast cable or satellite. This creates a challenge for teachers who have to go the extra-mile to psychologically reduce the gap between them and students at home through the use of effective teaching practices.

Students’ level of exposure to ITV programmes was not high; but rather on the average. One of basic factor that could be attributed to this is lack of electric power supply, which 82.5 percent of the students said constituted a key hindrance to regular exposure to ITV programmes. This factor was also mentioned by producers of ITV programmes on NTA channel 5, Awka, and ABS-TV Awka. Other factors are that teachers, parents and guardians did not encourage students to watch the ITV programmes and teachers did not show interest in using the program content in classroom teaching or viewing lessons/subjects taught in the ITV programmes with students in the classrooms.

The uses and Gratifications theory says that exposure to specific contents is determined by the gratifications derived from such contents. If teachers utilize the ITV programme contents in class, students will see the programmes as an important part of their school activities. This could

motivate regular exposure to the programme, although some of them said irregular power supply also hindered their exposure to the program.

An analysis of questions and lessons created in ITV programme on NTA and ABS-TV Awka shows that the contents were in consonance with the curriculum for senior secondary school students in Anambra state. For instance, the Mathematics questions treated in one of the ITV programmes were drawn from specific themes in the curriculum for senior secondary schools in Nigeria (which includes schools in Anambra state) On that question paper, numbers 1-7 were from the major theme “Number and Numerator”, a major theme in the curriculum for senior secondary schools ss1 to ss3. The specific subjects which the questions covered are as follows: Modular Arithmetic (questions 1 and 3); Decimals (question 2), Logarithm/indices (questions 4,5,6,7, and 11), percentage Error, which is treated under the lesson title “Approximation” (Question 8), algebra/Factorization under which following lesson topics treated –Quadratic Equation, simple Equation and Variation (questions 12 to 15). These questions were in consonance with the curriculum of senior secondary students.

In English language, the content of the questions treated in the ITV programmes was also in consonance with the curriculum of senior secondary school students in Nigeria (Anambra State inclusive). The vocabulary development (Theme 1), English Grammar structural patterns (Themes 4 and 6). This shows that ITV programmes are structured in line with what is taught students in senior secondary schools. Folorunso (1989) had also established the relevance of instructional programmes to secondary school curriculum in Nigeria and their acceptability as effective learning resources to teachers.

The structuring of ITV programmes in consonance with school curriculum supports the symbol system theory which as one of its basic tenets, states that effectiveness of a medium is dependent upon its match with the learner’s needs, the context and the task (Salomon, 1981). By structuring the content of ITV programmes in consonance with school curriculum, the medium (especially the message) blends with the learner’s task. Students get encouragement to watch programmes which have relevance to their school work. To determine the performance of senior secondary students in English and mathematics of both those, who were aware and those who were not aware of the programme, their grades in the first term were ranked according



to determined grade levels, student's scores were grouped based on the rankings.

The finding shows that there was a significant difference between the academic performance of those who watched and those who did not watch ITV programmes. This is in support of hypothesis two which states that secondary school students who watched instructional television programmes recorded better academic achievements than students who did not watch the programmes. This observation also supports the postulations by Wenglinsky (1998) and Sivinkachala (1998) who, after their studies, found that students who watched ITV programmes experienced improvements in their grades.

An overwhelming majority of respondents, who watched the ITV programmes, indicated that lack of electric power supply was the most basic hindrance to regular exposure to ITV programmes. Other factors which also hindered regular exposure include: time of airing of the programme is not usually suitable for the students who would still be at school during such times, duration of programmes being short, and other factors apart from those mentioned.

From the foregoing, someone can deduce that lack of regular electric power supply which is the bane of development in Nigeria, also influences exposure to ITV programmes. This finding is in consonance with observations by Okonkwo (2010) and Bamidele (2010) who posit that irregular electric power supply hindered students from watching ITV programmes regularly. In an earlier study on students in Ibadan, Folorunso (1989) had found that teachers did not make use of instructional television programmes as learning materials in schools, a factor which could also hinder regular exposure to the programme. Ekanem (2006) had also noted that teachers did not use media contents to enrich their subjects. However, the issue of electric power supply is essential to the success of ITV programmes in educational development in Nigeria as has been pointed out by the study.

## **Conclusion**

The study was necessitated by the declining performance of senior secondary students in Anambra state despite the existence of instructional television programmes on local stations such as ABS-TV Awka and NTA channel 5, Awka. As Igbokwe (2008) observed, poor performance seem to be the norm among senior secondary students in Anambra state and this has left both parents and guardians of the students worried. This then inspired this study

which was aimed at ascertaining whether students watch and utilize instructional television programmes aired by local television stations in the state as well as the impact of such utilization. The study reveals that the ITV programmes aired on NTA channel 5 and ABS-TV Awka were in consonance with the curriculum of senior secondary students in Anambra state. Such major themes in Mathematics curriculum as Number and Numerator, Logarithm/ indices, percentage Error and quadratic Equation were treated in the ITV programmes. The study further found that secondary school students who watched instructional television programmes recorded better academic achievements than students who did not watch the programmes.

This study shows that student's level of exposure to ITV programmes influence, to a large extent, their level of utilization of content of such programmes. The study also found that the ITV programmes are structured to be passive in nature and not viewer interactive as what is obtainable in other countries of the world. The study has established that senior secondary students in Anambra state do not watch ITV programmes regularly and the basic reason for this is lack of regular electricity supply.

This study further shows that exposure to ITV programmes has a relationship with the level of content utilization because most students who watched ITV programmes also utilized the contents. There was also, a slight difference in academic achievements of those who watched and those who did not watch ITV programmes. Also, the ITV programmes were confirmed to be in consonance with the curriculum of senior secondary school students in Nigeria.

### **Recommendations**

Based on the findings of this study, the following recommendations at enhancing the impact of ITV programmes on academic achievements of senior secondary students are made:

- i. Secondary school teachers should encourage students to always watch ITV programmes and make use of the programme contents in classroom teaching. Lessons taught in the programme could be revised in class with students. This should help students understand the lessons better and encourage exposure to the programmes.

- ii. Government agencies with responsibility for power supply should provide regular electricity supply to enable students watch ITV programmes regularly, because irregular power failure hinders regular exposure to ITV programmes.

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