

## FACTORS MITITATING AGAINST THE ESTABLISHMENT, DEVELOPMENT, MANAGEMENT AND UTILIZATION OF INSTRUCTIONAL TELEVISION (ITV) IN HIGHER INSTITUTIONS IN NIGERIA

By

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### ABSTRACT

*This paper highlights the problems facing the establishment, development, management and utilization of instructional television (ITV) in higher institutions in Nigeria. The paper also discusses chronicle of activities and achievements made at Obafemi Awolowo University, Ile-Ife in the effort at revamping the television system. Obafemi Awolowo University is used for the case study, because it is presently the only institution apart from the Television College, Jos that has facilities consistently over the last decade, been involved in training and teaching television production courses at the post-graduate and under-graduate level.*

*In conclusion, for effective management and utilization of television, it was recommended that there should be political support in terms of policy and rationale and proper funding of education to meet the UNESCO's minimum requirement of 26%. Schools broadcasting and ITV services should be re-established in the country.*

*Key Words: Educational Television (ETV), Instructional Television (ITV), Strategic Planning, rationale.*

### INTRODUCTION

It is true that television has become so much part of our culture that it is difficult to imagine a world without television. It is unfair to pretend that instructional television (ITV) services can be installed in the Nigerian educational systems without some natural, technical, socio-cultural and financial problems identified in this study. However, these problems are not insurmountable, provided proper planning, cost benefit appraisal, realistic rationale, task analyses and effective management are provided. It would be equally unjust to expect ITV to solve all our educational problems posed by the unprecedented expansions in our educational system.

In fact, Niger, was reputed as early as 1970's to have one of the most realistically planned ITV services. It is therefore the intention of the author, to investigate the reasons why Nigeria up till the present time could not successfully plan and execute realistic ITV services.

### Historical Development of Educational Television

In Nigerian in the early fifties, television was considered a luxury; the then Nigerian Broadcasting Corporation never once contemplated introducing television into the

country. The reasons for the late establishment of television in the country could be attributed to high rates of illiteracy, lack of suitable communication infrastructure, poor economy and lack of electricity. According to Mackenzie, Post Gate and Sup ham (1975), the cost per hour for a programme to be transmitted then was between #8,000. However around 1962, the Western Region took the advantage of constitutional provision, which then made provision for broadcasting as a concurrent subject. Then the Western Region had the intention to locate the stations at Ibadan, Ikeja, Abeokuta and Ijebu-Ode. These stations initially were designed to transmit commercial programmes. However, the situation of things changed with the introduction of the free education programmes embarked upon by the government of the western region. There were dire need for qualified teachers to teach the teeming population of pupils, who registered for the free primary education then. It was therefore decided that television and radio be used. This, paved way for the birth of television for education and instructions in the country.

After the successful establishment of commercial television and its usage for instructional purpose, the

National Broadcasting Corporation (NBC) decided to form its own television at the national level. In April, 1962, the first television station at the Federal level was established and it was called the "Nigerian Television Station Channel 10, Lagos". In March 1965, the Federal Ministry of Education began the production of two series of educational programmes in English and Science subjects. After the creation of states in 1967, the educational television programmes of the (NTS) channel 10, Lagos was taken over by the Lagos State Government.

There were some problems identified with educational broadcasting. According to Federal Ministry of Information Report (1971) about schools broadcast, it was found that the audience had been disappointingly small because of unsatisfactory reception, faulty receivers, inadequate publicity for the service and inconvenient time table. Another serious limitation to Educational Services provided by the "NTS" then was the high proportion of untrained teachers in the primary schools, secondary schools and the teacher training colleges. Lack of space at the Lagos station of Nigerian Television (NTS) channel 10 also posed a serious threat to the successful implementation. The report ended on the note that the introduction of educational broadcasting services would be of great value to Nigerian educational system, that is for primary, secondary schools and colleges training teachers, provided: The broadcasts which are of high quality and are intelligently used in the classroom have good reception.

A critical examination of the present state of educational television in Nigeria today reveals that the situation is much more deplorable in this millennium than in the seventies. Although we have over thirty television stations in Nigeria today, we cannot boast of a standard educational television programme. Most of the media houses have been heavily commercialized. Only little slots are allocated to educational and instructional programmes on television. To complicate the issue more is lack of money to finance the programmes. Evidence available reveal that we have not overcome the limitations of the past. Even in the face of modern /improved technology that advanced countries are using

to improve upon television production, not much have been achieved in Nigeria. Most institutions that are offering course of studies in television production have been strangulated due to lack of funds and mass exodus of experienced and qualified specialists to other countries for better pay.

### Television in Higher Education

One of the major problems confronting teachers within the past three decades has been an explosion of students' enrolment at all levels of education. The depressed economy and the attitude of the Federal Government to university education made the problems more complicated.

The Obafemi Awolowo University, Ile-Ife shares part of the problems posed by the challenge of numbers and lack of adequate teaching and research materials. Obafemi Awolowo University, Ile-Ife, formerly known as the University of Ile-Ife was established in 1962. It began with five faculties comprising fifteen departments. The total students' enrolment then was two hundred and forty-four students.

In 1972, the population rose to 4,000 students, while in 1982, it jumped to 11,481 students. By 1992, the population had risen to over 19,975. Presently the students' population is over 50,000. Staff strength rose from 94 in 1962 to over 5000 academics in the year 2003. On the increase in enrolment, Oluwasanmi (1980) observes that the increase in population may pose a serious threat to the quality of academic programmes. Not only this, there were mass exodus of competent lecturers to foreign countries. In order to solve these problems, many universities have adopted several measures to solve atleast some of the problems.

The Obafemi Awolowo University, Ile-Ife, in an attempt to solve some of these problems, established a closed circuit television system in the Department of Educational Technology. It was the first University in Nigeria to establish a television studio and to offer courses in Television production both at the undergraduate and post-graduate level. Then the television system was established primarily to handle the general study courses

with large student enrolments in medicine, social sciences, sciences, education the humanities. Almost all the students benefit from the system.

The Obafemi Awolowo University, Ile-Ife had used closed circuit television for instruction, research and staff training with some degree of success. In view of the present need for innovative approach to teaching and research, the problem of overpopulation and the need to provide quality education, needed to be discussed, on how to plan and implement the best use of television in order to reduce the cost of production, utilization and maintenance.

### ***Planning for Television***

Proper planning is essential to the successful implementation of any innovation. In Nigeria, most innovation dies mid-stream due to poor planning. Educational broadcasting through radio and television, the 6-3-3-4 system, the introduction of computer education into the school system and Instructional Television programme of the Nigerian Television Authority (NTA) are among many innovations that are no more existent.

Ogunmilade (1981) links television system to an automobile system where the entire essential component must be present for effective functioning. He is of the view that proper planning must be carried out. According to him, proper planning includes: need assessment, specification of objectives, the distributive power of television, economic cost that includes, production cost, operational cost, capital cost, cost per unit / student, maintenance and repair, manpower needs, training, content and method.

Folarin (1985) also identified some peculiar problems with television that have to do with planning. They include: Severe diurnal and seasonal variations in radio propagation especially in the higher frequency level. Attenuation, which results from uneven terrain and structural congestion, and excessive man-made electrical problems in the city.

Although Nigeria has a blue print for education which should provide instructional television programme

planners with clear guideline to work on at all levels of education, there is no administrative backing in terms of budgeting, finance strategic planning and development of our own indigenous technology.

Robinson (2003) explains that strategic planning should include bilateral agreement on the supply of the needed equipment and spareparts for years. There should also be adequate planning for regular supply of steady electricity. He is also of the opinion that strategic planning should also include policy formulation on support services and staff training. In Nigeria there are many training institutions, colleges of technology and universities that offer course of study in television production. Among them are: Television College at Jos, various mass communication schools, former National Educational Technology Centre, Kaduna and Department of Education Technology, Obafemi Awolowo University, Ile-Ife. But, today most of this institutions can no longer provide these facilities. The popular Educational Technology Centre at Kaduna has been scrapped. The scrapping of this centre was a great blow on the development of instructional television in the country. The final blow however came with dissolution and scrapping of both educational radio and television in all media organisations in Nigeria because of lack of fund. This eventually led to commercialization of broadcasting.

There are other research/planning agencies like Nigerian Education Research Centre (NERC), Centre for Educational Studies and Adaptation Center (CESAC) that may feed the planners with some necessary data. The problem with the Institutions mentioned above, is that, they are completely neglected due to poor funding. The issue of poor funding of the educational sector had been a problem between the Academic Staff Union of Universities (ASUU) and the Federal Government for the past two decades. If there is going to be development in the educational sector, proper planning must be carried out in terms of funding. No wonder then, there had been recurrent strikes in the educational sector over the past years.

## The Problem of funding

Events happening in the educational sectors show that there is a great problem facing the universities and other tertiary institutions in the country. These have resulted in incessant strikes by the Academic Staff Union of Universities (ASUU), part of their demands had been, the need for better funding for research and teaching. According to Kehinde (2003), infrastructure and development in universities are, static and deteriorating. The funding status is declining; government funding has dropped down from 99% operational costs to 57%, while demands in student enrolment are increasing.

Akinsola (2003), on the financial crisis in the university says, Government subvention to the university is consistently lower than the amount requested for over the years. Over the past five years, an average of 52% of the requested fund had been released to the university. The implication of this is that the university can only pay staff emolument, while other activities like academic programmes, staff development and training have to suffer (Fig. 1 & 2).

In order to solve the problems facing the Universities in Nigeria, different measures have been taken, and some universities resort to charging fees for chemicals, practical and other miscellaneous matter. Some departments could not admit students due to lack of

academic staff and teaching equipment. While practical has to be suspended during this period, development in most university remained still.

Perhaps it is necessary to give credit to the Obafemi Awolowo University, Ile-Ife for adopting the use of post-graduate students and part-time staff to assist the lecturers. These categories are to assist in tutorials and teaching in special electives and other core courses. It was however criticized. It was argued that this cadre of teachers lack the professional preparation to enter into teaching at the university level.

As a result, it was advised that there should be a sort of training or orientation programme for these new entrants to be able to handle situations and problems effectively in the classroom. Today not many universities can provide these services.

Other demands of ASUU include a virile staff development programme in the universities. The widely circulated document of ASUU, 2002, shows that universities in the country are grossly under funded and at the verge of collapse. Other problems facing Nigerian universities, as quoted by the punch 4/10/96 includes: "Gross under funding which has led to inadequacy of teaching and research facilities, dilapidated infrastructure, empty libraries and decay of hostel accommodation. Because of the lack of facilities, students no longer receive adequate teaching and practical training. As a result the quality of the degree received from this university has become a subject of suspicion all over the world".

Although the UNESCO recommends a minimum of 26% of national budget to education, Nigeria have not met the UNESCO demand. In 1990 the allocation to education was 7.5%, and since then annually the allocation to education has been reducing. In year 2003, the allocation was 1.5%.

In addition to the problems mentioned earlier is the problem of mass exodus of competent lecturers and scholars to foreign countries. The mass exodus was attributed to poor salaries, condition of services and lack of facilities for academic activities. This had an untold hardship and problems on academic programmes in the

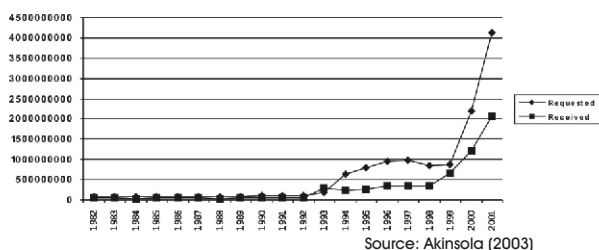


Figure 1. Obafemi Awolowo University, Ile-Ife Total Amount Requested And Total Amount Received From Nuc 1981/82 To 2000/2001 (recurrent Grant)

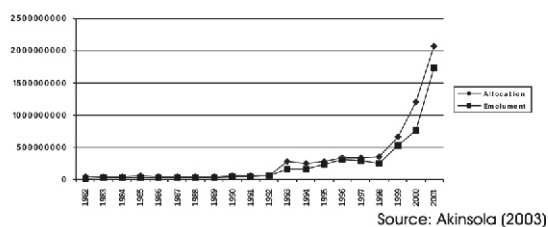


Figure 2. Obafemi Awolowo University, Ile-Ife Total Allocation And Personal Emolument 1981/82 - 2000/2001

| Country                      | Lecturer  | Senior lecturer | Professor |
|------------------------------|-----------|-----------------|-----------|
| South Africa                 | 1,230,000 | 2,460,00        | 4,510,00  |
| Zimbabwe                     | 825,094   | 937,342         | 1,068,624 |
| Botswana                     | 1,630,488 | 2,283,337       | 2,996,280 |
| Benin Republic               | 611,064   | 671,063         | 762,600   |
| Ethopia                      | 295,200   | 393,000         | 492,000   |
| Kenya                        | 295,200   | 369,000         | 492,800   |
| Ghana                        | 228,534   | 268,714         | 335,544   |
| Nigeria                      | 49,922    | 61,497          | 73,588    |
| Nigeria (Technical Aid Corp) | 787,200   |                 |           |

Table 1. Salaries of Academic Lecturers in Selected Countries(N)

country. Competent specialists left the country because of poor condition of services and lack of equipment (Table 1).

ASUU (2001) in Table.1 shows the poor salaries as compared to other countries. Since poor funding is one of the prominent limiting factors to the development and utilization of television in Nigeria and because most institutions derive its operating budgets from the Federal Government grants and state's appropriation, most

| Year                | Sub-Head Expenditure | Amount specified in the 2001 Agreement | Amount Disbursed (D) to/Approved (A) for Universities by Government | Balance    |
|---------------------|----------------------|--|---|------------|
| 2001                | Recurrent            | N60bn                                  | N28.743bn (D)   | N31.257bn  |
| 2002                | ..                   | N66bn                                  | N30.645bn (D)   | N35.355bn  |
| 2003                | ..                   | N138bn                                 | (N34.757bn) (A)   | N103.243bn |
|                     |                      | Subtotal                               |   | N169.855bn |
| Capital Expenditure |                      |  |   |            |
| 2001                | ..                   | N20bn                                  | N5.880bn (D)  | N14.12bn   |
| 2002                | ..                   | N22bn                                  | N2.050bn (D)  | N19.95bn   |
| 2003                | ..                   | 24bn                                   | (N7.5bn) (A)  | N16.5bn    |
|                     |                      | Subtotal                               |   | N50.57bn   |
| Restoration Fund    |                      |  |   |            |
| 2001                | ..                   | N18.6bn                                | -   | N18.6bn    |
| 2002                | ..                   | N22.17bn                               | -   | N22.17bn   |
| 2003                | ..                   | N24.4bn                                | -   | N24.4bn    |
|                     |                      | Subtotal                               |   | N65.17bn   |
| Stabilization Fund  |                      |  |   |            |
| 2001                | ..                   | N6bn                                   | -   | N6bn       |
| 2002                | ..                   | N6bn                                   | -   | N6bn       |
| 2003                | ..                   | N6bn                                   | -   | N6bn       |
|                     |                      | Subtotal                               |   | N18bn      |
|                     |                      |  | GRAND TOTAL   | N303.595bn |

Source: ASUU (2003) Document Presented to the Technical Team

Table 2. The Quantum of Funds Required to fund the Universities in Nigeria

|               | 2003 (Supplementary) | 2004      | 2005      | 2006      | Total     |
|---------------|----------------------|-----------|-----------|-----------|-----------|
| Sub Head      | N billion            | N billion | N billion | N billion | N billion |
| Recurrent     | 7                    | 50        | 55        | 57.855    | 169.855   |
| Capital       | 15                   | 10        | 12        | 13.57     | 50.57     |
| Restoration   | 10                   | 15        | 18        | 22.17     | 65.17     |
| Stabilization | 3                    | 5         | 5         | 5         | 18.00     |
| Total         | 35                   | 80        | 90        | 98.595    | 303.595   |

Source: ASUU

Table 3. Schedule of Required Funds for Federal Universities (2003-2006)

institutions offering courses in television and other academic programmes are affected. (See Table 2 and 3 for the fund disbursed to Universities in Nigeria.)

Other limiting factors in the development, management and utilization of instructional television are: the socio-cultural and socio-economic problems, the ethno-cultural diversity and the inter-ethnic suspicions that had greatly hampered cooperation. High-poverty level and craving for wealth have also constituted a serious problem to its development and utilization. Apart from the above, some administrators and academic staff had posed a significant barrier to its usage. Inadequate number of qualified staffs in technical, administrative and academic with competency in television production and utilization has also been a serious problem. Hence the urgent need for investment on management capacity building, technical skill acquisition and training for all categories of staff has to be periodically considered.

### The Way Forward

Although a formidable lot of hindrances has been sighted, it does not mean that they are insurmountable. Most of these problems can be overcome through readiness to sacrifices, changes in national development orientation, and through strategic planning.

Obafemi Awolowo University, Ile-Ife under the leadership of Professor R. O. Makanjuola took the giant leap to begin a strategic plan for the university in January 2002. Some of the contents that are relevant to this study are itemized as:

- To harness modern technology especially ICT, modern, social, economic and financial strategies to run a cost efficient, and effective academic

programme and institutional management;

- To expand access to tertiary education in the face of unmet demand;
- To target an annual growth rate of 50% and stabilize at a student population of 50,000.

### **Strategies for Achieving the above**

Develop distance learning/part-time programmes to absorb upto 40% of the intakes; Run a self-financing 2-year pre-degree O.A.U. Diploma using distance education.

In order to achieve these objectives, apart from the amount to be generated from the programme, linkages and partnerships have been explored and established with overseas institution such as Common Wealth of Nations, the World Bank, UNESCO, Carnegie Commission, International Council for Open and Distance Education (ICDE). Modern equipment has been ordered to replace the old and outdated one in the television studio of the Educational Technology Department. All the faculties and the Departments in the University are now linked to the Internet. At present, Obafemi Awolowo University, Ile-Ife has the largest campus network in Nigeria servicing over 25,000 students and 5,000 staff. With the new strategic plan (2002) the university had upgraded the VSAT of 1 28kb with 256kb bandwidth. Also the previous cables that were laid many years ago had been replaced by optic fiber. Preparation and adequate planning has been made for regular and steady electricity, by upgrading the existing generator, and a new transmitter had been purchased for the television studio that can receive signals from as far as Abuja. It is also believed that the newly launched satellite will add impetus to educational television in Nigeria.

### **Conclusion**

In this discussion, an attempt has been made to highlight the problems faced by the establishment management and utilization of television in higher institution in Nigeria. A brief chronicle of the activities and achievements made in Obafemi Awolowo University, Ile-Ife was also examined. For effective management and utilization of instructional television, the following recommendations are made.

### **Recommendations**

The Federal and state Government should enact an ITV statute for the establishment of its services, and school broadcast should be backed by proper funding. The federal and the state government should yield to the demand of ASUU by providing the required funds necessary to revitalize the educational sector. In this regard, the UNESCO's minimum requirement of 26% of total annual budget should be met.

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