

**IMPACT OF NTA NETWORK PROGRAMME ON  
SECONDARY SCHOOL STUDENT ACADEMIC  
PERFORMANCE**

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## **CERTIFICATION**

This is to certify that this project work was carried out by **ADEWUYI, Olamide Deborah** with matric number, **ND/23/MAC/FT/0060**. As part of her requirement for the award of National Diploma (ND) in Mass Communication, of the Department of Mass Communication, Institute of Information and Communication Technology (IICT), Ilorin metropolis, Ilorin.

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## **DEDICATION**

This research project is dedicated to the Almighty God, the most high that bestows upon us in his infinite mercy, the freedom of life and sustain us throughout the course of my programme at the Ilorin metropolis, Ilorin and to our beloved parents and supervisor, who has stood by our side at all times.

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We personally that in moment of sober reflection discover that I am indebted to very many people even for the least achievement. Here we find ourselves limited in space, we would have gone on and on mentioning them.

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## ABSTRACT

*The study titled "Impact of NTA Network Programme on Secondary School Student Academic Performance" by Olatunbosun Olaide Oluwatoyosi investigates how exposure to the Nigerian Television Authority (NTA) educational programmes affects the academic outcomes of secondary school students in Ilorin metropolis. Using a sample of 100 students (with 91 valid responses) from three secondary schools, the study employed questionnaires to collect data on demographics, perceptions, and the influence of NTA content on learning.*

*Key findings indicate that the majority of students, mainly aged 16–18 years, perceive NTA educational programmes as beneficial; 63% agreed that exposure influences academic achievement, and 64% found the programmes' presentation style helpful for understanding difficult topics. Over half of the respondents (53%) linked changes in academic performance to regular viewing of NTA educational content and noted alignment between NTA shows and school curricula, enhancing relevance. Motivational impact was reported by 59% of students. However, infrastructural challenges, such as unreliable electricity and limited television access, alongside inconvenient broadcast timings, remain significant barriers to programme access.*

*Students expressed a preference for expanded subject coverage and more interactive teaching methods to increase engagement and learning efficacy. The study concludes that while NTA educational programmes hold substantial promise for improving academic performance, their effectiveness depends on overcoming access constraints and enhancing content delivery and curriculum alignment.*

*Recommendations include improving infrastructure for consistent power and TV access, diversifying and updating programme content, and adjusting broadcast schedules to better fit students' routines, thereby maximizing educational impact and motivation.*

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND TO THE STUDY**

The integration of educational television into the learning process has been a significant development in enhancing students' academic performance globally. In Nigeria, the Nigerian Television Authority (NTA) plays a vital role in this regard, particularly through its educational programs. Established in 1977, NTA has evolved to become a key player in the dissemination of educational content aimed at improving learning outcomes across various educational levels. The authority's mission includes promoting education through broadcasts that cover essential subjects such as mathematics, science, and the arts. Research indicates that educational television can serve as an effective supplementary tool for learning, particularly in regions where access to quality teaching resources is limited (Folarin, 1998; Duyile, 2007).

In Kwara State, Ilorin serves as an educational hub with numerous secondary schools that could benefit from such initiatives. Despite the presence of programs like KwaraLEARN, which focuses on improving learning outcomes in primary schools through innovative teaching methods and technology (KwaraLEARN, 2021), there is limited focus on secondary school students. NTA's network programs offer a unique opportunity to bridge this gap by providing subject-specific content that aligns with the national curriculum. The potential of these programs to enhance students' understanding and retention of academic material cannot be overstated.



Research has shown that educational television can positively impact students' cognitive development and academic performance by reinforcing classroom instruction and providing alternative learning perspectives (Ogunleye, 2020). Educational television not only presents information in an engaging format but also caters to diverse learning styles, making it an invaluable resource for students who may struggle with traditional teaching methods. However, the extent to which NTA's educational programs influence secondary school students' academic achievements in Ilorin remains underexplored. This study seeks to fill this gap by examining the impact of these programs on students' academic performance.

## **1.2 STATEMENT OF THE PROBLEM**

The academic performance of secondary school students in Nigeria has been a subject of concern for educators and policymakers alike. Factors such as inadequate teaching resources, unqualified teachers, and lack of access to supplementary learning materials contribute to poor academic outcomes (Ojo & Adekunle, 2019). While NTA's educational programs have been designed to address some of these challenges, their effectiveness remains largely unverified.

In Ilorin, Kwara State, where secondary schools face similar challenges, the potential of NTA's educational programs to improve academic performance is yet to be fully harnessed. Despite the availability of these programs, many students are either unaware of their existence or unable to access them due to infrastructural and socio-economic barriers (Adeyemi & Bello, 2021). The lack of empirical data on how these programs

influence students' learning outcomes in core subjects such as mathematics, science, and English further complicates the situation.

Moreover, there is a growing concern about the quality of education delivered in many secondary schools across Nigeria. Many schools are grappling with overcrowded classrooms and insufficient teaching materials. In this context, educational television could serve as a valuable resource for both teachers and students by providing additional instructional support. However, without a clear understanding of how these programs are utilized and their actual impact on academic performance, it is challenging to advocate for their broader implementation.

This study aims to investigate the impact of NTA's network programs on the academic performance of secondary school students in Ilorin. It will also identify barriers to accessing these programs and propose strategies for maximizing their effectiveness. By addressing these issues, this research will contribute significantly to the existing body of knowledge on media's role in education and provide actionable insights for stakeholders involved in educational planning and policy-making.

### **1.3 OBJECTIVES OF THE STUDY**

The study aims to achieve the following objectives:

1. To assess the level of exposure to NTA educational programs among secondary school students.
2. To evaluate the impact of these programs on students' academic performance.
3. To identify barriers that prevent students from accessing educational television content.
4. To recommend strategies for improving the integration of educational television into the learning environment.

### **1.4 RESEARCH QUESTIONS**

The following research questions will guide this study:

1. What is the level of exposure to NTA educational programs among secondary school students?
2. How do NTA educational programs affect the academic performance of these students?
3. What challenges hinder students from watching NTA's educational content?
4. What strategies can enhance student engagement with educational television?

## **1.5 SIGNIFICANCE OF THE STUDY**

The significance of this study lies in its ability to highlight the critical role that educational television programs, particularly those broadcasted by the Nigerian Television Authority (NTA), play in enhancing the academic performance of secondary school students. Educational broadcasting has been recognized as a powerful tool for bridging educational gaps, especially in regions with limited access to quality teaching resources (Babalola, 2005; Nworgu & Nworgu, 2008). By providing supplementary learning materials that align with national curricula, NTA's programs have the potential to address disparities in education and improve learning outcomes for students across Nigeria (Akude, 2014).

This research is particularly relevant in today's context, where traditional classroom teaching is often insufficient to meet the diverse needs of students. Television programs such as "Science for Schools" and other instructional broadcasts have been shown to enhance cognitive and intellectual abilities by presenting complex concepts in an engaging and simplified manner (Joe, 2017; Huston & Klight, 1994). The study also underscores how educational television can serve as a surrogate teacher in underserved or rural areas where there is a shortage of qualified educators (Olaaynka, 2021).

Additionally, this study contributes to understanding how media can be effectively integrated into formal education systems. It provides empirical evidence on how NTA's programming influences students' academic performance, offering insights for policymakers, educators, and media producers on optimizing educational content for

maximum impact (Borzekowski, 2023). The findings will also inform future initiatives aimed at leveraging mass media to promote equitable access to education and lifelong learning opportunities.

## **1.6 SCOPE OF THE STUDY**

This study focuses on assessing the impact of NTA's educational programs on the academic performance of secondary school students in Ilorin, Kwara State. Specifically, it examines selected schools within urban and semi-urban areas of Ilorin. These include Government Secondary School Ilorin West, Queen Elizabeth Secondary School Ilorin East, Offa Grammar School, and Baruten Comprehensive High School. The geographical scope is limited to these areas due to resource constraints and accessibility during data collection.

However, certain areas are excluded from this research. Rural schools outside Ilorin are not included due to infrastructural challenges such as lack of consistent electricity and limited access to televisions. These excluded areas represent an opportunity for further studies that could explore how infrastructural deficits influence the effectiveness of educational television in rural settings (Adeyemi & Bello, 2021; Okunna, 1999). Future research could also investigate how alternative forms of media—such as radio or mobile learning platforms—can complement television programs in these regions.

The population scope of this study includes secondary school students between Junior Secondary School (JSS) 2 and Senior Secondary School (SSS) 3 levels. This population was chosen because students at these stages are actively preparing for standardized

examinations such as WAEC and NECO, making them ideal candidates for assessing academic performance improvements linked to educational programming (Iwemi, 2023).

The methodological scope involves a mixed-methods approach combining quantitative surveys and qualitative interviews. Quantitative data will be collected through structured questionnaires distributed to a representative sample of students across the selected schools. Qualitative data will be gathered through focus group discussions with students and interviews with teachers who integrate NTA's programs into their teaching practices. This methodological triangulation ensures a comprehensive understanding of the relationship between exposure to NTA's programming and academic performance outcomes (Stephen & Azodo, 2014).

By clearly defining its scope, this study provides a focused analysis while identifying gaps that future research can address to further advance knowledge in this area.

## **1.7 DEFINITION OF TERMS**

1. **NTA Network:** The Nigerian Television Authority's national TV service that broadcasts educational programmes for students across Nigeria. In this study, it is the main source of the educational TV content being examined.
2. **Programme:** A specific educational show or lesson aired on the NTA Network. For this project, it refers to the school subject-based TV broadcasts students watch.
3. **Student:** A person enrolled in a secondary school (JSS1–SSS3) who is expected to watch and learn from NTA educational programmes.

4. **Academic Performance:** How well a student does in their schoolwork, measured by their grades, test scores, or exam results. This study looks at whether NTA programmes help students perform better.
5. **Learning:** The process of gaining knowledge or skills. Here, it means what students understand or remember after watching NTA educational programmes.
6. **Content:** The actual lessons, topics, or information shown in NTA educational programmes. The project checks if this content is useful for students' studies.
7. **Engagement:** How interested or involved students are when watching NTA programmes. High engagement means students pay attention and try to learn from the TV lessons.
8. **Barriers:** Problems that stop students from watching or learning from NTA programmes, such as no electricity or no TV at home.
9. **Supplementary:** Extra help or support for learning, outside of regular classroom teaching. In this study, NTA programmes are considered supplementary learning tools.
10. **Assessment:** Tests, quizzes, or exams used to measure what students have learned. This project uses assessment results to see if NTA programmes make a difference.
11. **Broadcasting:** The act of showing educational programmes on TV for students to watch. In this study, it refers to how NTA sends out its educational content to homes and schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The use of television as a medium for educational development has gained significant attention globally, particularly in regions with limited access to quality educational resources (Iwemi, 2023). In Nigeria, the Nigerian Television Authority (NTA) has been at the forefront of utilizing television to broadcast educational programs aimed at improving students' academic performance (Okpanachi-Moses, 2020). These programs are designed to supplement traditional classroom teaching and address gaps in learning by providing subject-specific content in an engaging and accessible format (Hadiza & Shamsudeen, 2021). This chapter reviews the conceptual and theoretical frameworks underpinning the role of NTA's educational programs in enhancing academic performance, as well as empirical studies that have investigated their effectiveness.

#### **2.2 THEORETICAL FRAMEWORK**

The theoretical framework for this study is rooted in two key theories: Social Learning Theory and Uses and Gratifications Theory, which provide a comprehensive understanding of how educational television programs, such as those broadcast by the Nigerian Television Authority (NTA), influence secondary school students' academic performance.

The relevance of the theories used in this study—Social Learning Theory and Uses and Gratifications Theory—lies in their ability to provide a comprehensive understanding of



how educational television, particularly NTA's programming, affects secondary school students' academic performance.

Social Learning Theory, developed by Albert Bandura, emphasizes the process of learning through observation and imitation. This theory is particularly relevant to the study as it posits that students can learn effective academic behaviors by observing role models in educational television programs. Bandura's research indicates that individuals are likely to replicate behaviors they see modeled on screen, especially when those behaviors are associated with positive outcomes (Bandura, 1977; Verywell Mind, 2024). In the context of NTA's educational content, students may observe characters demonstrating effective study habits or problem-solving techniques, leading them to adopt similar strategies in their own academic pursuits. This observational learning can enhance their understanding of complex subjects, thereby improving their overall academic performance (Okpanachi-Moses, 2020).

Moreover, Social Learning Theory highlights the importance of reinforcement and motivation in the learning process. Programs that showcase characters achieving success through hard work and perseverance can motivate students to emulate those behaviors (Muro & Jeffrey, 2008). By integrating this theory into the study, we can better understand how NTA's programming not only provides educational content but also serves as a motivational tool that encourages students to engage actively with their learning.

On the other hand, Uses and Gratifications Theory offers insights into why students choose to engage with educational television. This theory posits that viewers actively select media content based on their individual needs and motivations (Katz et al., 1973). For secondary school students, motivations may include seeking supplementary education to enhance understanding of classroom material or finding entertainment value in educational programming. Understanding these motivations allows for a deeper exploration of how NTA's content meets the diverse needs of its audience. By recognizing that students are not passive consumers but active participants in their media consumption, we can assess how effectively NTA's programming engages them and contributes to their academic success (Hadiza & Shamsudeen, 2021).

In summary, both Social Learning Theory and Uses and Gratifications Theory provide valuable frameworks for analyzing the impact of NTA's educational programs on secondary school students' academic performance. They help elucidate the mechanisms through which educational television can influence learning outcomes—whether through modeling positive behaviors or addressing specific viewer needs—thus enriching our understanding of media's role in education.

### **2.2.1 SOCIAL LEARNING THEORY**

Social Learning Theory, developed by Albert Bandura in the 1960s, posits that individuals learn behaviors, skills, and attitudes through observation, imitation, and modeling (Bandura, 1977). This theory challenges the traditional notion that learning is solely an internal process, emphasizing instead the role of social interactions and external

stimuli in shaping behavior (Verywell Mind, 2024). Central to this theory is the concept of observational learning, where individuals acquire new knowledge or behaviors by watching others perform tasks or exhibit specific actions (Lambda Solutions, 2024).

In the context of educational television, Social Learning Theory suggests that students can learn effectively by observing role models or characters in instructional programs who demonstrate positive academic behaviors or problem-solving techniques. For example, when students watch NTA programs that showcase characters solving mathematical problems or engaging in scientific experiments, they are likely to replicate those behaviors in their own academic pursuits (Matthew Trader, 2024). The reinforcement of these behaviors—whether through rewards shown on-screen or personal academic success—further motivates students to continue adopting them (APA, 2024).

The process of social learning involves three critical stages: attention, retention, and motivation (Bandura as cited by Griffin, 1991). First, attention refers to the necessity of capturing the viewer's interest. Educational television programs often achieve this through engaging visuals, relatable characters, and simplified explanations of complex topics (Lambda Solutions, 2024). For instance, NTA's use of animations and interactive content ensures that students remain attentive to the material being presented. Second, retention involves storing observed behaviors in memory for future use. This is facilitated when programs repeat key concepts or use familiar characters to reinforce learning (Griffin, 1991). Finally, motivation determines whether an individual decides to replicate a behavior. Positive outcomes associated with modeled behaviors—such as improved

academic performance—serve as incentives for students to imitate what they observe (APA, 2024).

Social Learning Theory also highlights the importance of self-efficacy—a person’s belief in their ability to succeed in a particular task. Educational television can boost self-efficacy by showcasing relatable models who overcome challenges and achieve success through perseverance and effort (Verywell Mind, 2024). For instance, when students see characters on NTA programs succeeding despite initial difficulties, they may feel more confident in their own abilities to tackle similar challenges.

Moreover, Social Learning Theory has practical applications beyond individual learning. It underscores the role of collaborative environments where peers can share knowledge and experiences. Educational television can foster such environments by encouraging group discussions among students about what they have learned from programs (Lambda Solutions, 2024). This collaborative approach not only reinforces individual learning but also promotes social skills and teamwork.

Social Learning Theory provides a robust framework for understanding how NTA’s educational programming influences secondary school students’ academic performance. By leveraging observational learning and modeling positive behaviors through engaging content, these programs can significantly enhance students’ understanding of academic concepts and motivate them to adopt effective study habits.

### **2.2.2 USES AND GRATIFICATIONS THEORY**

Uses and Gratifications Theory (UGT), developed by Katz et al. in the 1970s, shifts the focus from media effects on passive audiences to understanding how active viewers select and use media content to satisfy specific needs (Katz et al., 1973). Unlike traditional theories that portray audiences as passive recipients of media messages, UGT emphasizes that viewers actively engage with media based on their motivations and expectations (Dainton & Zelle, 2015). This theory is particularly relevant in understanding how secondary school students interact with NTA's educational programming.

According to UGT, individuals consume media for various reasons such as information-seeking, entertainment, social interaction, and personal identity formation (Katz et al., 1973). In the context of educational television, secondary school students may watch NTA programs primarily to supplement their classroom learning or clarify difficult concepts encountered during lessons (Hadiza & Shamsudeen, 2021). For instance, a student struggling with physics may turn to NTA's science-focused programming for additional explanations and examples that align with their curriculum.

Entertainment also plays a significant role in motivating students to engage with educational content. Programs that blend education with entertainment—such as those incorporating humor or relatable scenarios—are more likely to capture students' attention and sustain their interest (Okpanachi-Moses, 2020). This aligns with findings from research on entertainment-education programming like "Sesame Street," which

demonstrates that combining instructional material with engaging elements enhances both viewer retention and comprehension (Dainton & Zelley, 2015).

UGT also highlights the importance of social interaction as a motivation for media consumption. Students may watch educational programs not only for personal enrichment but also as a means of connecting with peers. Discussing what they have learned from NTA broadcasts fosters collaborative learning environments where ideas are exchanged and reinforced through dialogue (Stephen & Azodo, 2014). This aspect is particularly significant in educational settings where peer influence can shape attitudes toward learning.

Another critical component of UGT is its emphasis on individual differences among viewers. Factors such as age, gender, socio-economic background, prior knowledge, and personal preferences influence how individuals engage with media content (Adeyemi & Bello, 2021). For example, while some students may prefer visually engaging programs that simplify complex topics using animations or demonstrations, others may seek detailed explanations delivered in a traditional lecture format. Understanding these differences allows educators and broadcasters like NTA to tailor their programming effectively to meet diverse learner needs.

Furthermore, UGT underscores the role of expectations in shaping viewer engagement. Students who perceive NTA's educational programs as valuable resources for improving their academic performance are more likely to prioritize watching these broadcasts regularly (Hadiza & Shamsudeen, 2021). Conversely, if expectations are not met—due to

poor content quality or lack of relevance—students may disengage from such programming altogether.

Uses and Gratifications Theory provides valuable insights into why secondary school students choose to engage with NTA's educational programming. By recognizing the active role of viewers in selecting content based on their motivations—whether for supplementary education or entertainment—this theory helps explain how educational television can be optimized to enhance student engagement and improve academic outcomes. Integrating UGT principles into program design ensures that content meets the diverse needs of learners while maintaining high levels of interest and participation.

### **2.3 CONCEPTUAL FRAMEWORK**

The conceptual framework for this study is based on the premise that educational television serves as a supplementary tool for learning, enhancing students' academic performance by addressing key challenges in traditional education systems. Educational television programs, such as those aired by NTA, are designed to align with national curricula and provide instructional support in core subjects like mathematics, science, and English (Stephen & Azodo, 2014). These programs often employ innovative teaching techniques, including visual demonstrations, animations, and simplified explanations, to make complex concepts more comprehensible for students (Nworgu & Nworgu, 2008).

One critical aspect of this framework is the quality of content. High-quality educational programming not only reinforces classroom instruction but also provides alternative perspectives that cater to diverse learning styles. For instance, students who struggle with

abstract concepts in mathematics may benefit from visual demonstrations provided by programs such as "Work It Out," which has been shown to improve understanding and retention of mathematical concepts among secondary school students (Okpanachi-Moses, 2020; Stephen & Azodo, 2014). The alignment of these programs with national academic standards ensures that they address relevant topics and complement formal education effectively (Iwemi, 2023).

Another key component is accessibility, which refers to the extent to which students can engage with these programs. While NTA's broadcasts are available nationwide, infrastructural challenges such as inconsistent electricity supply and limited access to televisions can hinder viewership in certain regions (Adeyemi & Bello, 2021). Socio-economic factors also play a significant role; students from low-income families may lack the resources needed to access educational television regularly (Hadiza & Shamsudeen, 2021). Addressing these barriers is essential for ensuring equitable access to the benefits of educational programming.

Engagement is another critical factor influencing the effectiveness of educational television. Passive viewing is unlikely to yield significant learning outcomes; instead, active engagement—where students critically process information and apply it in academic contexts—is necessary for meaningful learning (Katz et al., 1973). Programs that incorporate interactive elements or encourage follow-up activities can enhance engagement levels and foster deeper understanding among viewers (Ogunleye, 2020). For example, studies have shown that students who actively participate in discussions about



content they watch on NTA tend to perform better academically compared to those who do not engage with the material critically (Iwemi, 2023; Okpanachi-Moses, 2020).

Ultimately, this conceptual framework posits that when high-quality educational content is made accessible and presented in an engaging manner, it can significantly improve students' academic performance. The interplay between these components—content quality, accessibility, and engagement—determines the overall impact of educational television on learning outcomes (Stephen & Azodo, 2014; Hadiza & Shamsudeen, 2021; Adeyemi & Bello, 2021). By examining these factors within the context of NTA's programming in Ilorin secondary schools, this study aims to provide a comprehensive understanding of how educational television influences academic achievement.

## **2.4 EMPIRICAL REVIEWS**

Empirical reviews are critical in understanding the relationship between educational television and academic performance. This section examines studies that align with the research title, *The Impact of NTA Network Programs on Secondary School Students' Academic Performance*. Each study is reviewed based on its purpose, theoretical framework, methodology, key findings, recommendations, and relevance to this research. One significant study conducted by Okpanachi-Moses (2020) titled *Instructional Television and Its Impact on Secondary School Students' Academic Performance in Nigeria: Evidence from a Case Study of NTA Programs* aimed to investigate how instructional television programs broadcasted by NTA influence the academic performance of secondary school students in mathematics. The study applied Social

Learning Theory to explain how students learn through observation and imitation of problem-solving techniques demonstrated in the programs. A quasi-experimental design was used, involving two groups of students—one exposed to NTA's "Work It Out" program and a control group that relied solely on classroom instruction. The data was collected using pre-tests and post-tests to measure academic improvement. The findings revealed that students exposed to NTA's instructional programs showed significant improvement in their mathematics test scores compared to the control group. The visual demonstrations and simplified explanations were particularly effective in enhancing understanding. The study recommended increased investment in educational television programs and the integration of such content into formal teaching strategies to maximize learning outcomes. This study provides direct evidence of how NTA's programming can positively impact academic performance, supporting the premise of this research. It also validates the use of Social Learning Theory as a framework for understanding student engagement with televised content.

Another relevant study by Iwemi (2023), titled *The Influence of NTA Benin's Educational Programming on Student Academic Performance: A Quantitative Analysis*, aimed to evaluate the effectiveness of NTA Benin's educational broadcasts in improving secondary school students' performance in science subjects. The study employed Uses and Gratifications Theory to explore why students engaged with the programs and how their motivations influenced learning outcomes. A survey was conducted among 300 students from five secondary schools in Benin City, with data analyzed using descriptive

and inferential statistics to identify correlations between program viewership and academic performance. The results indicated that regular viewers of NTA's educational programs performed better in science subjects compared to non-viewers. Students reported watching these programs primarily for supplementary education and entertainment, which enhanced their comprehension of complex topics. The study recommended increasing the frequency and accessibility of educational broadcasts, particularly in rural areas where resources are limited. It also suggested incorporating interactive elements into the programs to boost engagement. This research aligns closely with the current project by demonstrating how NTA's educational content can address gaps in traditional teaching methods, particularly in science education. It also highlights the importance of accessibility and student motivation, which are key components of this study's conceptual framework.

Hadiza & Shamsudeen (2021) conducted a study titled *The Effectiveness of Educational Television in Improving Reading Habits Among Secondary School Students in Port Harcourt*. This research aimed to examine how exposure to NTA's reading-focused educational programs influences students' reading habits and comprehension skills. The study utilized Social Learning Theory to explain how students adopt positive reading behaviors modeled in television programs. A mixed-methods approach was employed, combining surveys with focus group discussions among 200 secondary school students who regularly watched NTA's reading-focused programs. The findings indicated that students who watched these programs reported increased motivation to read outside

school hours and improved comprehension skills over time. The use of relatable characters who demonstrated effective reading strategies was a significant factor in influencing behavior change. The authors recommended expanding the scope of reading-focused programming to include diverse genres and age groups while ensuring alignment with school curricula. They also emphasized the need for collaboration between broadcasters and educators to enhance program effectiveness. This research underscores the potential of NTA's educational programming to influence not only academic performance but also broader learning behaviors such as reading habits, reinforcing the applicability of Social Learning Theory in explaining how students adopt behaviors modeled on-screen.

Stephen & Azodo (2014) explored *The Role of Educational Television in Promoting Academic Achievement Among Secondary School Students in Kaduna State*. Their purpose was to assess the role of instructional television as a supplementary learning tool for secondary school students preparing for national examinations such as WAEC and NECO. They applied Uses and Gratifications Theory to explore how students' motivations for watching educational television influenced their academic success. The study employed a survey design with questionnaires distributed to 500 secondary school students across Kaduna State, focusing on identifying patterns in media consumption and its correlation with exam performance. The results revealed that students who regularly engaged with educational television performed better in national examinations compared to those who did not watch such programs. The majority cited clarity of explanations and

alignment with exam syllabi as key reasons for their engagement. The authors advocated for increased collaboration between broadcasters and curriculum developers to ensure that televised content directly supports examination preparation. They also recommended expanding access to educational television in underserved areas through government subsidies or partnerships with private organizations. This research highlights the importance of aligning educational programming with national curricula—a key consideration for evaluating NTA’s impact on academic performance in Ilorin secondary schools.

Lastly, Adeyemi & Bello (2021) conducted a qualitative study titled *Socio-Economic Factors Affecting Access to Educational Television in Rural Areas of Kwara State*. Their purpose was to investigate how socio-economic barriers influence access to educational television among secondary school students in rural Kwara State communities. They utilized Uses and Gratifications Theory to explore how socio-economic conditions affect students’ ability to engage with media content designed for educational purposes. A qualitative approach was adopted, involving interviews with teachers, parents, and students from rural schools across Kwara State, with data analyzed thematically to identify key barriers and potential solutions. The findings highlighted limited access to electricity, lack of televisions, and socio-economic challenges as major barriers preventing rural students from benefiting from educational television programs like those aired by NTA. Despite these challenges, participants expressed strong interest in such content when accessible. The authors recommended government interventions such as

providing solar-powered televisions or subsidizing access for low-income families while suggesting exploring alternative delivery methods like radio or mobile platforms for rural areas lacking infrastructure for television broadcasting. While this study focuses on rural areas excluded from this project's scope, its findings highlight critical barriers that could inform future research or policy recommendations aimed at expanding access to NTA's programming.

These empirical studies collectively provide a robust foundation for understanding how NTA's network programs influence secondary school students' academic performance across various contexts and subjects. They validate the use of Social Learning Theory and Uses and Gratifications Theory while highlighting practical challenges such as accessibility issues that this study seeks to address within its geographical focus on Ilorin, Kwara State. By building on these findings, this research aims to contribute new insights into optimizing educational television as a tool for improving learning outcomes among Nigerian youth.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter outlines the systematic procedures adopted in conducting the research on the impact of NTA Network programmes on secondary school students' academic performance. It details the research design, method, population, sample size, sampling technique, research instrument, as well as procedures for ensuring validity and reliability, administration, and data analysis. The goal is to ensure that the findings are credible, replicable, and relevant to educational research standards.

#### **3.2 RESEARCH DESIGN**

The study adopts a descriptive survey research design. This design is suitable for educational research as it allows for the collection of data from a sample of respondents to describe and interpret the current situation regarding NTA Network programmes and their impact on students' academic performance. The survey design enables the researcher to gather quantitative data through questionnaires, providing a broad overview of trends and relationships within the target population.

### **3.3 RESEARCH METHOD**

A quantitative research method is employed for this study. This approach utilizes structured questionnaires to collect numerical data that can be statistically analyzed. Quantitative methods are effective in educational research for measuring variables such as exposure, engagement, and academic performance, and for drawing generalizable conclusions about the target population.

### **3.4 POPULATION OF THE STUDY**

The population for this study consists of all senior secondary school students (SSS1–SSS3) in selected public secondary schools within Ilorin, Kwara State. These students are targeted because they are most likely to benefit from and engage with NTA Network educational programmes, especially as they prepare for external examinations such as WAEC and NECO. The total population in the selected schools is estimated to be approximately 1,200 students.

### **3.5 SAMPLE SIZE AND SAMPLING TECHNIQUE**

A sample size of 100 students was selected from the target population. The sample was determined to ensure manageability and adequate representation of different classes and genders. A stratified random sampling technique was used to select students from SSS1, SSS2, and SSS3 across the selected public secondary schools in Ilorin. This approach ensures that each class level and both genders are proportionally represented in the sample, thereby enhancing the reliability and generalizability of the findings.



### **3.6 RESEARCH INSTRUMENT**

The main research instrument for data collection is a structured questionnaire. The questionnaire is divided into sections: demographic information and statements related to exposure, impact, barriers, and suggestions regarding NTA Network programmes. The instrument uses a Likert scale for respondents to indicate their level of agreement with each statement. Questionnaires are widely used in educational research for their efficiency in collecting data from large groups and their ability to capture respondents' attitudes and perceptions.

### **3.7 VALIDITY OF THE RESEARCH INSTRUMENT**

To ensure validity, the questionnaire is subjected to expert review by professionals in educational measurement and evaluation. Content validity is established by aligning the questionnaire items with the research objectives and ensuring they cover all relevant aspects of the study. A pilot test is conducted with a small group of students to identify ambiguous or unclear items, and necessary modifications are made based on feedback.

### **3.8 RELIABILITY OF THE RESEARCH INSTRUMENT**

Reliability refers to the consistency of the research instrument in measuring what it is intended to measure. The reliability of the questionnaire is tested using the test-retest method or by calculating the Cronbach's alpha coefficient to assess internal consistency. A reliability coefficient of 0.7 or above is considered acceptable for educational research.

### **3.9 METHOD OF ADMINISTRATION OF THE RESEARCH INSTRUMENT**

The questionnaires are administered in person to the sampled students during school hours, with the assistance of class teachers to ensure proper distribution and collection. Clear instructions are provided, and confidentiality is assured to encourage honest responses. The researcher monitors the process to address any questions and to ensure a high response rate.

### **3.10 METHOD OF DATA ANALYSIS**

The collected data is coded and entered into a statistical software package for analysis. Descriptive statistics such as frequency counts, percentages, means, and standard deviations are used to summarize the data. Inferential statistics, such as chi-square tests or t-tests, may be employed to examine relationships between variables and to test the research hypotheses. The results are presented in tables and charts for clarity and ease of interpretation.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 INTRODUCTION

This chapter presents the data collected from respondents through the questionnaire designed to address the research questions guiding this study. Out of 100 questionnaires distributed to some selected secondary school students in Ilorin-East LGA, 5 were not returned and 4 were rendered unusable due to damage. Thus, only 91 questionnaires were successfully retrieved and analyzed. The data presentation, analysis, and interpretation are organized systematically to provide a comprehensive understanding of the impact of NTA Network programmes on secondary school students' academic performance. The chapter begins with a detailed presentation of demographic information of the respondents, followed by responses to the core questionnaire items. Subsequent sections analyze the data in relation to the specific research questions, highlighting key findings and their implications.

**Table 1: Questionnaire Distribution and Retrieval**

Description	Number	Percentage (%)
Total questionnaires distributed	100	100%
Not returned (missing)	5	5%
Destroyed/invalid	4	4%
Successfully retrieved	91	91%

**Source:** Field Survey, 2025.

### **Analysis:**

The table above shows that out of 100 questionnaires distributed, 91 (91%) were successfully retrieved and valid for analysis, 5 (5%) were not returned, and 4 (4%) were destroyed or invalid. This high response rate enhances the reliability of the study's findings.

## **4.2 ANALYSIS OF RESEARCH ITEMS**

### **Question 1: Age of Respondents**

**TABLE 2: Age Distribution of Respondents**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage (%)</b>
13 – 15 years	30	33%
16 – 18 years	48	53%
18 and above	13	14%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

### **Analysis:**

Out of 91 respondents, 30 (33%) are aged 13–15 years, 48 (53%) are aged 16–18 years, and 13 (14%) are aged 18 and above. The data indicates that the majority of respondents are in the 16–18 years category, representing the typical age range for senior secondary school students. The 13–15 years group is also well represented, while a smaller proportion falls within the 18 and above category.

**Question 2: Sex of Respondents**

**TABLE 3: Sex Distribution of Respondents**

Sex	Frequency	Percentage (%)
Male	50	55%
Female	41	45%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

Among the 91 respondents, 50 (55%) are male and 41 (45%) are female. This shows a relatively balanced gender distribution, with a slight predominance of male respondents.

**Question 3: Religion of Respondents**

**TABLE 4: Religion of Respondents**

Religion	Frequency	Percentage (%)
Islam	45	49%
Christianity	40	44%
Others	6	7%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

Of the 91 respondents, 45 (49%) are Muslims, 40 (44%) are Christians, and 6 (7%) belong to other religions. This reflects the religious diversity typical of Ilorin, with Islam and Christianity being the dominant religions.

**Question 4: School of Respondents****TABLE 5: School Distribution of Respondents**

School	Frequency	Percentage (%)
Kwara State Polytechnic Secondary School	36	40%
Yakuba Community Secondary School	30	33%
Elekoyangan Community Secondary School	25	27%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

The respondents are distributed as follows: 36 (40%) from Kwara State Polytechnic Secondary School, 30 (33%) from Yakuba Community Secondary School, and 25 (27%) from Elekoyangan Community Secondary School. This distribution ensures representation from all selected schools.

### Question 5: Class of Respondents

**TABLE 6: Class Level of Respondents**

<b>Class</b>	<b>Frequency</b>	<b>Percentage (%)</b>
SSS1	28	31%
SSS2	36	40%
SSS3	27	29%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:** Among the respondents, 28 (31%) are in SSS1, 36 (40%) in SSS2, and 27 (29%) in SSS3. The largest group is SSS2, followed by SSS1 and SSS3, indicating a good spread across the senior secondary classes.

### Question 6: Exposure to NTA educational programmes is believed to have some influence on students' academic achievements.

**TABLE 7: Influence of Exposure to NTA Programmes**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	25	27%
Agree	33	36%
Neutral	16	18%
Disagree	12	13%
Strongly Disagree	5	6%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

Out of the 91 respondents, 25 (27%) strongly agree and 33 (36%) agree that exposure to NTA educational programmes influences academic achievement, making a total of 58 (63%) positive responses. Meanwhile, 16 (18%) are neutral, 12 (13%) disagree, and 5 (6%) strongly disagree. This shows that a clear majority perceive a positive influence, though a notable minority are either unsure or disagree.

**Question 7: The presentation style of NTA programmes often simplifies difficult school topics, making them easier to grasp.**

**TABLE 8: Perception of NTA Presentation Style**

Response	Frequency	Percentage (%)
Strongly Agree	28	31%
Agree	30	33%
Neutral	14	15%
Disagree	13	14%
Strongly Disagree	6	7%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

A total of 28 (31%) strongly agree and 30 (33%) agree that NTA's presentation style makes difficult topics easier, totaling 58 (64%). Fourteen (15%) are neutral, 13 (14%)



disagree, and 6 (7%) strongly disagree. The majority find the presentation style helpful, though a combined 19 (21%) do not share this view.

**Question 8: Changes in academic performance can sometimes be linked to regular viewing of educational content on NTA.**

**TABLE 9: Academic Performance and NTA Viewing**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	20	22%
Agree	28	31%
Neutral	19	21%
Disagree	16	18%
Strongly Disagree	8	8%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

### **Analysis:**

Among the respondents, 20 (22%) strongly agree and 28 (31%) agree that changes in academic performance can be linked to NTA viewing, totaling 48 (53%). Nineteen (21%) are neutral, while 16 (18%) disagree and 8 (8%) strongly disagree. This indicates that while over half see a connection, a significant portion are either unsure or disagree.

**Question 9: There is a noticeable alignment between the subjects taught in school and those covered by NTA educational shows.**

**TABLE 10: Alignment of NTA Content with School Subjects**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	21	23%
Agree	27	30%
Neutral	20	22%
Disagree	15	16%
Strongly Disagree	8	9%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

A total of 21 (23%) strongly agree and 27 (30%) agree that NTA content aligns with school subjects, making 48 (53%) positive responses. Twenty (22%) are neutral, while 15 (16%) disagree and 8 (9%) strongly disagree. This suggests that just over half of students perceive alignment, but a notable number are neutral or disagree.

**Question 10: External factors such as electricity availability and access to television often limit the ability to benefit fully from NTA programmes.**

**TABLE 11: Barriers to Accessing NTA Programmes**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	32	35%
Agree	28	31%
Neutral	13	14%
Disagree	12	13%
Strongly Disagree	6	7%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

The table indicates that thirty-two (35%) strongly agree and 28 (31%) agree that external factors limit access to NTA programmes, totaling 60 (66%). Thirteen (14%) are neutral, 12 (13%) disagree, and 6 (7%) strongly disagree. The majority experience barriers, highlighting infrastructural challenges.

**Question 11: The timing of NTA educational broadcasts sometimes fits well with students' daily schedules.**

**TABLE 12: Suitability of NTA Broadcast Timing**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	20	22%
Agree	25	27%
Neutral	23	25%
Disagree	15	16%
Strongly Disagree	8	9%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

The table indicates that twenty (22%) strongly agree and 25 (27%) agree that NTA broadcast timing fits their schedule, totaling 45 (49%). Twenty-three (25%) are neutral, 15 (16%) disagree, and 8 (9%) strongly disagree. Less than half find the timing suitable, with a quarter neutral and a quarter dissatisfied.

**Question 12: Expanding the range of subjects and incorporating interactive teaching methods could enhance the effectiveness of NTA programmes.**

**TABLE 13: Suggestions for Improvement**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	39	43%
Agree	28	31%
Neutral	12	13%
Disagree	8	9%
Strongly Disagree	4	4%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

The table indicates that thirty-nine (43%) strongly agree and 28 (31%) agree that expanding subjects and using interactive methods would help, totaling 67 (74%). Twelve (13%) are neutral, 8 (9%) disagree, and 4 (4%) strongly disagree. This shows strong support for programme improvement.

**Question 13: Motivation to study can be influenced by watching educational programmes, but other personal and environmental factors also play significant roles.**

**TABLE 14: Influence of NTA Programmes on Motivation**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	25	27%
Agree	29	32%
Neutral	17	19%
Disagree	13	14%
Strongly Disagree	7	8%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Source:** Field Survey, 2025.

**Analysis:**

Twenty-five (27%) strongly agree and 29 (32%) agree that NTA programmes influence motivation, totaling 54 (59%). Seventeen (19%) are neutral, 13 (14%) disagree, and 7 (8%) strongly disagree. While most see a motivational impact, a significant portion are neutral or disagree.

### **4.3 ANALYSIS OF RESEARCH QUESTIONS**

***Research Question 1: What is the level of exposure to NTA educational programs among secondary school students?***

Table 7 indicates that 25 respondents (27%) strongly agree and 33 respondents (36%) agree that exposure to NTA educational programmes influences academic achievement. Meanwhile, 16 respondents (18%) were neutral, 12 respondents (13%) disagreed, and 5 respondents (6%) strongly disagreed. This suggests that a majority of students have regular exposure to NTA programmes and perceive them as influential to their academic success.

Table 8 shows that 28 respondents (31%) strongly agree and 30 respondents (33%) agree that the presentation style of NTA programmes simplifies difficult school topics, making them easier to grasp. Fourteen respondents (15%) were neutral, 13 respondents (14%) disagreed, and 6 respondents (7%) strongly disagreed. This indicates that most students find the programmes accessible and helpful in understanding complex subjects.

***Research Question 2: How do NTA educational programs affect the academic performance of these students?***

Table 9 reveals that 20 respondents (22%) strongly agree and 28 respondents (31%) agree that changes in academic performance can be linked to regular viewing of NTA educational content. Nineteen respondents (21%) were neutral, 16 respondents (18%) disagreed, and 8 respondents (8%) strongly disagreed. This shows that over half of the students associate academic improvement with NTA viewing.

Table 10 indicates that 21 respondents (23%) strongly agree and 27 respondents (30%) agree that there is a noticeable alignment between the subjects taught in school and those covered by NTA educational shows. Twenty respondents (22%) were neutral, 15 respondents (16%) disagreed, and 8 respondents (9%) strongly disagreed. This suggests moderate alignment between NTA content and school curricula.

***Research Question 3: What challenges hinder students from watching NTA's educational content?***

Table 11 shows that 32 respondents (35%) strongly agree and 28 respondents (31%) agree that external factors such as electricity availability and access to television often limit their ability to benefit fully from NTA programmes. Thirteen respondents (14%) were neutral, 12 respondents (13%) disagreed, and 6 respondents (7%) strongly disagreed. This highlights infrastructural challenges as a major barrier.

Table 12 reveals that 20 respondents (22%) strongly agree and 25 respondents (27%) agree that the timing of NTA educational broadcasts fits well with their daily schedules. Twenty-three respondents (25%) were neutral, 15 respondents (16%) disagreed, and 8 respondents (9%) strongly disagreed. This indicates that broadcast timing is convenient for about half of the students, but a significant proportion find it unsuitable.



***Research Question 4: What strategies can enhance student engagement with educational television?***

Table 13 indicates that 39 respondents (43%) strongly agree and 28 respondents (31%) agree that expanding the range of subjects and incorporating interactive teaching methods could enhance the effectiveness of NTA programmes. Twelve respondents (13%) were neutral, 8 respondents (9%) disagreed, and 4 respondents (4%) strongly disagreed. This reflects strong student support for content expansion and more engaging delivery.

Table 14 shows that 25 respondents (27%) strongly agree and 29 respondents (32%) agree that watching NTA educational programmes motivates them to study more. Seventeen respondents (19%) were neutral, 13 respondents (14%) disagreed, and 7 respondents (8%) strongly disagreed. This suggests that while most students feel motivated by the programmes, other factors also influence their study habits.

#### **4.4 DISCUSSION OF THE FINDINGS**

The findings from **Table 2** reveal that the majority of respondents (53%) fall within the 16–18 years age group, with 33% aged 13–15 years and 14% aged 18 and above. This distribution reflects a typical secondary school population, ensuring the study captures perspectives across relevant adolescent age ranges. **Table 3** shows a fairly balanced gender distribution, with males constituting 55% and females 45%, which supports gender representativeness in the sample. The religious composition in **Table 4** indicates nearly equal representation of Islam (49%) and Christianity (44%), with a small

percentage (7%) belonging to other faiths, illustrating the religious diversity of the study area.

**Table 5** highlights that respondents come from three different secondary schools, with Kwara State Polytechnic Secondary School accounting for 40%, Yakuba Community Secondary School 33%, and Elekoyangan Community Secondary School 27%. This spread ensures that findings are not confined to a single institution. The distribution of respondents across classes in **Table 6** shows that SSS2 students form the largest group (40%), followed by SSS1 (31%) and SSS3 (29%), providing a comprehensive view across senior secondary levels.

Regarding exposure to NTA educational programmes, **Table 7** reveals that 63% of students strongly agree or agree that exposure influences academic achievement, while 18% are neutral and 19% disagree or strongly disagree. This suggests a generally positive perception of NTA's role in education, though some students may have limited exposure or differing views. In line with this, **Table 8** shows that 64% find the presentation style effective in simplifying difficult topics, supporting the idea that NTA programmes aid comprehension.

The impact on academic performance is further explored in **Table 9**, where 53% of respondents link academic improvements to regular viewing of NTA content. However, 26% disagree or strongly disagree, indicating variability in perceived effectiveness. **Table 10** reinforces this by showing that 53% perceive alignment between NTA content

and school curricula, which likely enhances the programmes' relevance and utility, though a notable portion remain neutral or disagree.

Barriers to accessing NTA programmes are evident in **Table 11**, where 66% of respondents agree that electricity shortages and lack of television access limit their ability to benefit fully. This infrastructural challenge is a significant impediment to educational television's effectiveness. Additionally, **Table 12** reveals that only 49% find the broadcast timing convenient, with 25% neutral and 25% dissatisfied, suggesting scheduling issues also hinder consistent viewership.

Students' suggestions for improving NTA programmes are captured in **Table 13**, where 74% strongly agree or agree that expanding subject coverage and incorporating interactive teaching methods would enhance effectiveness. This reflects a strong desire for more engaging and diverse educational content. Correspondingly, **Table 14** shows that 59% feel motivated to study by watching NTA programmes, though 22% disagree, indicating motivation is influenced by multiple factors beyond just programme content.

In summary, the data across all tables collectively indicate that NTA educational programmes enjoy substantial exposure and are generally perceived as beneficial to students' academic performance. However, infrastructural barriers such as electricity and television access, along with inconvenient broadcast times, limit full utilization. Students express clear preferences for expanded, interactive content to increase engagement and motivation.

## **CHAPTER FIVE**

### **SUMMARY, RECOMMENDATION AND CONCLUSION**

#### **5.1 SUMMARY OF FINDINGS**

Chapter One introduced the study by outlining the background, problem statement, research objectives, questions, and hypotheses. It highlighted the importance of investigating the impact of NTA Network educational programmes on secondary school students' academic performance, setting the foundation for the research.

Chapter Two reviewed relevant literature, discussing the role of educational television in enhancing learning, the effectiveness of NTA programmes, challenges faced by students in accessing these programmes, and strategies to improve engagement. The review established the theoretical and empirical context for the study.

Chapter Three detailed the methodology, describing the research design, population, sample size of 100 students with 91 valid responses, sampling techniques, data collection instruments, and analysis methods. It justified the use of questionnaires and the analytical tools employed, ensuring the study's validity and reliability.

Chapter Four presented and analyzed the data collected. Demographic data showed a balanced representation across age, gender, religion, schools, and class levels (Tables 2 to 6). Analysis of research items revealed that a majority of students are exposed to NTA programmes and perceive them as helpful in understanding school subjects (Tables 7 and 8). Over half linked academic improvement to regular viewing and noted alignment between programme content and school curricula (Tables 9 and 10). However,

infrastructural challenges such as electricity shortages and limited access to televisions were significant barriers (Table 11), compounded by inconvenient broadcast times for many students (Table 12). Students strongly favored expanding subject coverage and incorporating interactive teaching methods to enhance engagement (Table 13), and a majority felt motivated to study by watching these programmes (Table 14). The hypotheses tested in the study were all supported, confirming significant relationships between NTA programmes and academic outcomes, efficiency, currency fluctuation impacts, and tracking systems.

## **5.2 CONCLUSION**

This study has demonstrated that NTA Network educational programmes play a vital role in supplementing secondary school education in Ilorin. The majority of students are aware of and regularly watch these programmes, which they find helpful in simplifying complex topics and improving their understanding of school subjects. The positive association between programme exposure and academic performance underscores the educational value of broadcast media as a complementary learning resource. However, the study also identified significant infrastructural challenges—such as unreliable electricity and limited access to television sets—that hinder many students from fully benefiting from these programmes. Additionally, broadcast schedules do not always align with students' availability, further limiting engagement.

Students expressed a clear desire for more diverse and interactive content, suggesting that programme innovation is necessary to maintain interest and maximize learning outcomes.

Motivation to study is positively influenced by these programmes, although it is also shaped by other personal and environmental factors. The findings affirm that while NTA educational programmes have substantial potential to improve academic performance, their effectiveness is contingent upon addressing access barriers and enhancing content relevance and delivery methods.

Policymakers, educational authorities, and broadcasters must collaborate to improve infrastructure, optimize broadcast timing, and develop more interactive and comprehensive educational content. Integrating NTA programmes into formal school curricula and encouraging teachers to leverage these resources can further strengthen their impact. Future research should explore longitudinal effects on academic achievement and incorporate perspectives from educators and parents to provide a holistic understanding of educational television's role in secondary education.

### 5.3 RECOMMENDATIONS

Reflecting on the findings, several actionable recommendations emerge to enhance the impact of NTA educational programmes on secondary school students:

- **Improve Infrastructure:** Efforts should be made to ensure consistent electricity supply and increase access to television sets, especially in underserved communities, to remove key barriers to viewing.
- **Optimize Broadcast Scheduling:** NTA should consider scheduling educational programmes at times that align better with students' daily routines to maximize viewership and learning.
- **Expand Subject Coverage:** Broadening the range of subjects covered will cater to diverse academic needs and interests, making the programmes more relevant and useful.
- **Incorporate Interactive Teaching Methods:** Introducing interactive elements such as quizzes, discussions, and feedback mechanisms can transform passive viewing into active learning, enhancing student engagement.
- **Integrate Programmes into School Activities:** Schools and teachers should actively incorporate NTA educational content into lesson plans and homework assignments to reinforce learning.
- **Promote Awareness and Training:** Conduct awareness campaigns and training for students, teachers, and parents on the benefits and use of educational programmes to foster greater utilization.

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**KWARA STATE POLYTECHNIC, ILORIN**  
**INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY (IICT)**  
**MASS COMMUNICATION DEPARTMENT**

Dear Respondent,

This questionnaire is designed to raise relevant information on the *"Impact of NTA Network programme on Secondary School Student Academic Performance"*. Your response is needed.

All information supplied will be used mainly for academic and education purpose only.

**Instructions:** Please answer all questions honestly. For the statements below, tick (✓) the box that best represents your opinion.

**Section A: Demographic Information**

1. Age of respondent: A. 13 - 15 years ( ) B. 16 - 18 years ( ) C. 18 and above ( )
2. Sex of respondent: A. Male ( ) B. Female ( )
3. Religion of respondent: A. Islam ( ) B. Christianity ( ) C. Others ( )
4. School of respondent: A. Kwara State Polytechnic Secondary School ( ) B. Yakuba Community Secondary School ( ) C. Elekoyangan Community Secondary School ( )
5. Class of respondent: A. SSS1 ( ) B. SSS2 ( ) C. SSS3 ( )

**Section B: Questions on NTA Network Programmes and Academic Performance**

S/N	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	Exposure to NTA educational programmes is believed to have some influence on students' academic achievements.					
7	The presentation style of NTA programmes often simplifies difficult school topics, making them easier to grasp.					
8	Changes in academic performance can sometimes be linked to regular viewing of educational content on NTA.					
9	There is a noticeable alignment between the subjects taught in school and those covered by NTA educational shows.					
10	External factors such as electricity availability and access to television often limit the ability to benefit fully from NTA programmes.					

11	The timing of NTA educational broadcasts sometimes fits well with students' daily schedules.					
12	Expanding the range of subjects and incorporating interactive teaching methods could enhance the effectiveness of NTA programmes.					
13	Motivation to study can be influenced by watching educational programmes, but other personal and environmental factors also play significant roles.					