

# Influence of Satellite Communication Devices on Students' Acquisition of Hidden Curriculum in Nigeria Senior Secondary Schools

Onasanya Samuel Adenubi<sup>1\*</sup> Nathaniel Samuel<sup>2</sup> Akingbemisilu Abiola Afolabi<sup>3</sup>

1. Department of Science Education, Faculty of Education University of Ilorin, P. M. B. 1515Ilorin, Nigeria
2. Ladoke Akintola University of Technology International College P.O. Box 4000, Ogbomoso, Oyo State, Nigeria
3. Department of Science and Technical Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria

\* E-mail of the corresponding author: [bonasanya2003@yahoo.com](mailto:bonasanya2003@yahoo.com)

## Abstract

This study aimed at determining the influence of watching various programmes by the Senior Secondary School Students via Satellite Channels as means of learning some hidden curriculum. Two hundred and fifty six senior secondary school students were involved in the study to determine the students' interests and frequency of watching various programmes via satellite channels. The results and discussion of the study suggests that both male and female frequently watch satellite programmes due to the interests they developed for them. The findings revealed that the students had interests for watching audio visuals for fun and entertainment rather than watching such to upgrade their knowledge bank academically. Considering the findings, it was recommended that the students' interests for fun and entertainments could be re-directed toward educative channels as medium of teaching and learning. Also, incorporating such medium into classroom instruction could ease teachers' bulk of work, thus bringing relevant examples to enhance better comprehension closer to the learners. This could be achieved by organizing seminars, workshops and trainings for teachers and students on how to harmonize the use of audio-visuals via satellite channels for effective teaching and learning.

**Keywords:** Hidden Curriculum, Satellite Devices, Channels, Nigerian Senior Secondary Schools.

## 1. Introduction

Media (Satellite devices inclusive) is an age-long generic term used by all but most frequently used by contemporary educational technologists to mean ways through which pieces of experiences are acquired in order to upgrade human knowledge-bank. Ajelabi (2005) defines media as channels through which messages, information, ideas, and knowledge are disseminated. Therefore, educational media are broad range of information carrying resources that constitute an integral component of instructional processes in the classroom, with the hope of facilitating effective and efficient communication in the teaching-learning process. However, Olumorin (2009) refers to instructional resources/media to mean the human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities.

The concept of the hidden curriculum has been rarely applied to the discipline of educational technology due to its latent nature. However, the setting, the technologies used and the nature of the learning activities in formal education have always been an important component of the study of any hidden curriculum due to esoteric knowledge and practices that is imposed together with the formally taught curriculum. The term hidden curriculum is variously defines by many scholars as messages that are not specifically stated but students are expected to learn (Jackson, 1968; McLaren, 1994); as unintended learning outcomes and messages (Martin, 1976, Gordon, 1982). Haralambos (2004) and Wikipedia (2009) defines hidden curriculum as those things pupils learn through their experiences of attending school rather than the stated educational objectives of such institution. Horn (2003) defines hidden curriculum as all unrecognized and sometimes unintended knowledge, values and beliefs that are part of the learning process in schools and classrooms. Blackwell dictionary of Sociology (2000) defines hidden curriculum as a concept used to describe the often unarticulated and unacknowledged things that students are taught in school. For Nieto (2001), the hidden curriculum generally refers to the subtle or not so subtle messages that are not part of the intended curriculum.

Adegoke (1990) asserts that the school provides a broad range of experiences other than those restricted to the classroom and officially academic in nature. A constellation of classroom characteristics, teachers and pupils' actions and organization set up shape experiences in which the norms of a variety of experiences are learned. The unwritten, unplanned and unofficial yet potent set of influences exerted through the teaching and the organization of schools constitute the hidden curriculum. In short, the term describes the unwritten and informal code of conduct that include knowledge, ideas, practices and expectations required for success in school but not stated in the official curriculum.

Mazieobi (1995) and Adah (2009) asserts that the level of academic performance of students has fallen as reflected in the mass failure of students in public examinations and students' inability to perform up to societal expectations. This has led to parents, school administrators, government and even students blamed for exhibiting gross irresponsibility towards their academics. Thus, more often than not, some students engaged into other activities that affect them negatively in their academic pursuit due to considerable time and attention spared for such conscious and unconscious actions. Popoola (1980) investigated the relationship between the available facilities and students' academic performance in Ogun State and found out that the facilities had positive significant effect on the students' academic performances.

Adegoke (1990) noted a serious deficiency and drawback in the planning of the officially prescribed curriculum and asserts that it is worthy of note that none of the school programme ranging from national philosophy on education to instructional units from class method to individualized programme take account of the hidden or unstudied curriculum. The formal (officially prescribed curriculum) statements do not deal with the invaluable aspect of the socialization and peer development process of schooling. This constitutes a serious deficiency in curriculum planning efforts.

Adegoke noted an omission error made by curriculum planners and development process of schooling termed hidden curriculum. Yusuf (1997) identifies inadequate use of instructional materials to be one of the factors responsible for poor performance in secondary schools. The traditional method of instruction that is, the "chalk and talk" method is prevalent in most of Nigerian Schools, thus been criticized for been teacher-centred. Similarly, Ibiyemi (2001) carries out a study to determine the relationship between instructional resources and students academic performance. The result reveals that there was a correlation between the amount of material resources available for teaching and the performance of the students in their respective subjects. Aleburu (2003) enumerates among other factors responsible for poor performance of students are poor funding, improper planning and implementation of curriculum, insufficient numbers of trained teachers, overcrowding of the classrooms, ineffective utilization of instructional resources where available, adherence to traditional methods of teaching, and so on. However, it is not enough to have facilities, productive teachers, funding of educational sector, effective utilization of instructional resources, and having sufficient numbers of trained teachers. But other related experiences that the students are learning outside the vision and national policy on education should be explored.

The study looked into the influence of watching programmes via satellite device channels on students' acquisition of hidden curriculum in senior secondary schools in Ogbomoso, Nigeria. It seems expedient in this era of rapid technological development and innovation for students to shift from the old way of learning to the new method. In the old method, teacher dominates the teaching-learning process; while with the new method, the students are engaged in the individual learning process through a variety of activities using myriads of media.

## **2. Materials and Methodology**

### *2.1 Subjects*

The study targeted all students in senior secondary school in Ogbomoso, Oyo State, Nigeria. However, sample consisted of 129 male and 127 female students which total were 256 senior secondary school students ranging from SSS 1 – 3.

The study was carried out in Ogbomoso, a city in Oyo State, southwestern Nigeria, on the A1 highway. It was founded in the mid 17<sup>th</sup> century. The population was approximately 1,200,000 as of 2005. The majority of the people are members of the Yoruba ethnic group.

### *2.2 Instruments*

The researchers-designed questionnaire was used to ascertain the respondents' opinion of interests for watching programmes for the study. The developed rating scale used for interest Rating was Highly Interested (HI), Interested (I) and Not Interested (NI), while the frequency of watching/accessing was Frequently Accessed (FA) and Not Frequently Accessed (NFA).

### *2.3 Research Design and Sampling Technique*

The research design for this study was descriptive of the survey type. Random sampling technique was used to sample the senior secondary school students that were involved in the study.

#### 2.4 Procedure

The researchers personally visited the sampled senior secondary schools to administer the questionnaires. This afforded the researchers the opportunity of interacting with the respondents and to make clarification of items that seems ambiguous to them. The items on the students' interest for watching some programmes on satellite devices were scored as highly interested, interested and not interested. While statements on frequency watching programmes via satellite channels were rated as frequently accessed and not frequently accessed.

#### 2.5 Data Analysis

The raw data were generated from the following programmes: Entertainment and Movies, Documentaries, Music, News and Commerce, Lifestyle and Culture and Sports were analyzed using frequency counts, means and simple percentage inferential statistics. Also, percentages was used to determined the degree of interest and frequency of watching those programmes for the study based on the students' order of preferences.

### 3. Results

Responses to students' frequency of watching programmes via satellite communication devices (DStv, Hitv, Mytv, etc). Two hundred and fifty six male and female senior secondary school students were randomly selected from Ogbomoso North, Oyo State participated in the study. The data collected from the following programmes: Entertainment and Movies, Documentaries, Music, News and Commerce, Lifestyle and Culture and Sports; were collated and analyzed using frequency counts, means and percentages. Thus, Table 1 depicts students' frequency of watching some programmes via satellite channels.

In Table 1, it was found that the students' frequency of watching Entertainment and Movies Programmes via satellite signals revealed that the frequency counts of 1877 from 3072 responses which corresponds to 61.1% affirmed frequent watching of the programme. While for the Documentaries, the frequency counts of 440 from 768 responses (57.3%) were recorded. Music with the frequency counts of 604 from 1024 responses (59.0%); News and Commerce with the frequency counts of 597 from 1024 responses (58.3%) and Sports with the frequency counts of 931 from 1280 responses affirmed frequent watching of those programmes via satellite channels. Table 1, therefore revealed that the mean scores for the frequency counts of 5338 from 8704 responses which corresponds to 61.1% affirmed watching some programmes via satellite channels frequently. Thus, figure 1 showed the vivid representation of satellite channel programmes watched by the students based on their order of preferences in bar charts.

As vividly illustrated in figure 1 using bar charts, sports channels are the most frequently watched satellite programmes with the frequency counts of 931 from 1280 responses that corresponds to 72.7% responses. Some other programmes that were affirmed been watched frequently on the satellite channels are: Entertainment and Movies (69.1%), Music (59.0%), Lifestyle and Culture (58.3%), News and Commerce (57.9%) and the Documentaries Programmes (57.3%). Therefore, it was concluded that programmes on the satellite channels are frequently watched by the students, thus, influencing students' acquisition of experiences via audio-visuals.

Also, the study on students' interests for watching various programmes on the satellite channels was carried out and the data was collected, collated and analyzed using frequency counts means and percentages, as shown in Table 2.

In Table 2, it was found that the collapsed of students' frequency of interest for watching Entertainment and Movies programmes via satellite dishes revealed that the frequency counts of 2466 from 3072 responses which corresponds to 80.2% had interest for the said programme frequently. While the students' frequency of interest for Documentaries was the frequency counts of 657 from 768 responses (85.5%); Music with the frequency counts 846 from 1024 responses (82.6%); News and Commerce with the frequency counts of 1287 from 1536 responses (83.8%); Lifestyle and Culture with the frequency counts of 759 from 1024 responses (74.2%) and Sports with the frequency counts of 1201 from 1280 responses (93.9%) had keen interest for watching those programmes via satellite channels frequently. Table 2, therefore revealed that the mean score for the frequency counts of 7216 from 8704 responses which correspond to 83.4% as the f students' interest for watching programmes via satellite channels frequently, thus, figure 2 showed the vivid representation of students' interest for watching various programmes via satellite channels based on their order of preferences using the bar charts.

As seen vividly in figure 2, sports channels are the most frequently watched satellite programmes with the frequency counts of 1201 from 1280 responses that corresponds to 93.9% due to great deal of interest that the students had for the programme. While others affirmed interest for watching Documentaries with 85.5% responses, News and Commerce (83.8%), Music (82.6%) Entertainment and Movies (80.2%) and Lifestyle and

Culture (74.2%) of the responses. The Table 2 also showed that the frequency counts of 7216 from 8704 responses which corresponds to 83.4% responses for both highly interested and interested affirmed interests for watching programmes on the satellite channels, while the frequency counts of 1488 from 8704 responses translating to 16.6% responses affirmed having no interest in watching programmes on the satellite devices. Therefore, it was concluded that students showed interest in watching various programmes on the satellite channels to broaden their knowledge horizon via audio-visual.

#### 4. Discussion

Results obtained showed that the frequency counts of 5338 from 8704 responses which translates to 61.1% of the subjects involved affirmed frequent watching of the satellite devices programmes while the frequency counts of 7216 from 8704 responses which corresponds to 83.4% of the subjects studied affirmed great deal of interest for watching diverse of programmes via satellite channels.

This conscious and sometimes unconscious attitudes put on by the students attests to Balogun and Abimbade (2003) perception of hidden curriculum as characterized covert learning experiences that may entail no organized curriculum or programmes, planned lessons and certification; but is intrinsically motivated by the internal and external reward. Also, students' interests and frequency of watching audio-visual agrees with Kemp and Smellie (1989) that when pictures, words and sounds are skillfully combined, they have power to evoke emotions, change attitudes and motivate actions. Because human beings have become accustomed to living in a world of mediated expressions that are created by combinations of pictures, words and sounds that have been shown to be retained by viewers significantly longer than when they are only heard or read. Also, some of the contributions of media (audio-visual inclusive) to instruction were identified by Onasanya and Adegbija (2007) as: concretization of learning, equal access to education, individualization of instruction and immediacy of learning.

This study found out that students cultivated great deal of interest for watching myriads of satellite programmes (audio-visual) for fun and entertainments rather than medium of instructing them academically. Similarly, sports channels and programmes were frequently watched due to interest developed for them.

#### 5. Conclusion

It was concluded that majority of students with 83.4% and 61.1% had interest and frequently watched various programmes via satellite channels to acquire hidden curriculum. Thus, students' interests for fun and entertainments could be re-directed towards educative channels. Also, incorporating such media into teaching-learning processes could ease teachers' bulk of work, thus bringing relevant examples to enhance better comprehension closer to the learners. Again, core values of the society should be incorporated into the programmes of these channels, so that while students are at pleasure they are equally learning.

#### References

- Adah, Augustine (2009) Mass failure in school certificate examination. Lagos, Nigeria.
- Ajelabi, A. (2005). *Essentials of Educational Technology (Second Edition)*. Raytel Communications Limited, Lagos, Nigeria.
- Adegoke, K.A. (1990). *Education Today. A quarterly Journal of the Federal Ministry of Education*. 3 (2), March, 1990.
- Aleburu, J. O. (2003). *Enhancing Effective Implementation of Technology Education in a Democratic Nigeria Educational System. Proceeding of the 16th Annual Conference of Nigerian Association of Technology Teacher*.
- Balogun, T.A & Abimbade, A. (2003) *Introduction to Instructional Technology (TEE 353)*. University of Ibadan press, Nigeria
- Gordon, Marshall (1998). *Hidden Curriculum A: Dictionary of Sociology*. Retrieved from: <http://www.encyclopedia.com> on 19 November, 2009.
- Haralambos, M. & Holborn, M. (2004). *Sociology: Themes and Perspectives. Sixth edition, London: Harper Collins*. Retrieved 24 November, 2009 from: [http://en.wikipedia.org/wiki/Hidden\\_Curriculum](http://en.wikipedia.org/wiki/Hidden_Curriculum).
- Hidden Curriculum, the Blackwell Dictionary of Sociology (2000)*. Downloaded 25 November 2009 from: <http://www.Xreferplus.com/entry/723883>
- Horn, R.A. Jr (2005). *Developing a Critical Awareness of the Hidden Curriculum through Media Literacy. The Cleaning House* 76 (6), 298-300.
- [http://en.wikipedia.org/wiki/Hidden\\_Curriculum](http://en.wikipedia.org/wiki/Hidden_Curriculum) Downloaded on 24

Ibiyemi, J.K. (2001). *A Study of the Relationship Between the Instructional Resources and Students' Academic Performance in Selected Secondary School in Ifelodun Local Government Area in Osun State. Unpublished M.Ed. Project submitted to the Department of Science Education, University of Ilorin, Nigeria.*

Jackson, P.W. (1968). *Life in Classroom*. New York: Holt, Rinehart & Winton. Retrieved November 25, 2005 from: <http://www.sociology.org.uk/tece/le12.htm>.

Kemp, J. E. & Smellie, D. C. (1989). *Planning, producing and using instructional media. Sixth Edition. Harper & Row Publishers, New York.*

Martins, J.R. (1976). What should we do with a hidden curriculum when we find one? *Curriculum Inquiry*, 6, 135-151.

McLaren, P. (1994). *Life in Schools: an Introduction to Critical Pedagogy in the Foundation of Education (2nd. Ed.)* New York: Longman.

Mezieobi, K.A. (1995). Accounting for Nigeria's Poor Education Quality. *Nigerian Journal of Research in Contemporary Issues* 1(2), 82-83.

Nieto, Sonia (2001) *Affirming Diversity: The Socio- Political context for Multi-cultural Education*, Boston.

Olumorin, C.O. (2009) Learning and instructional Resources/ Materials (iv): *Radio and Overhead Projection*. In Abimbola, I. O & Abolade, A. O. (Eds). *Fundamental Principles and Practice of Instruction (Revised Edition)*. Department of Science Education and Arts and Social Sciences Education, University of Ilorin, Nigeria.

Onasanya, S. A. & Adegbija, M.V. (2007). *Practical Handbook on Instructional Media (Second edition)*. Graphcom Publishers, Ilorin, Nigeria.

Popoola, F. O. (1980). *An Investigation into the Relationship between Available Facilities and Students Academic Performance in Secondary Schools in Abeokuta Local Government Area of Ogun State. Unpublished M.Ed. Project submitted to the Department of Science Education, University of Ilorin, Nigeria.*

Yusuf, M. O. (1997). Effect of Video Tape and Slide Instruction on Student Performance in Social Studies in selected Junior Secondary Schools. An *Unpublished Ph.D. thesis presented to the Department of Curriculum Studies and Education Technology, University of Ilorin, Nigeria.*

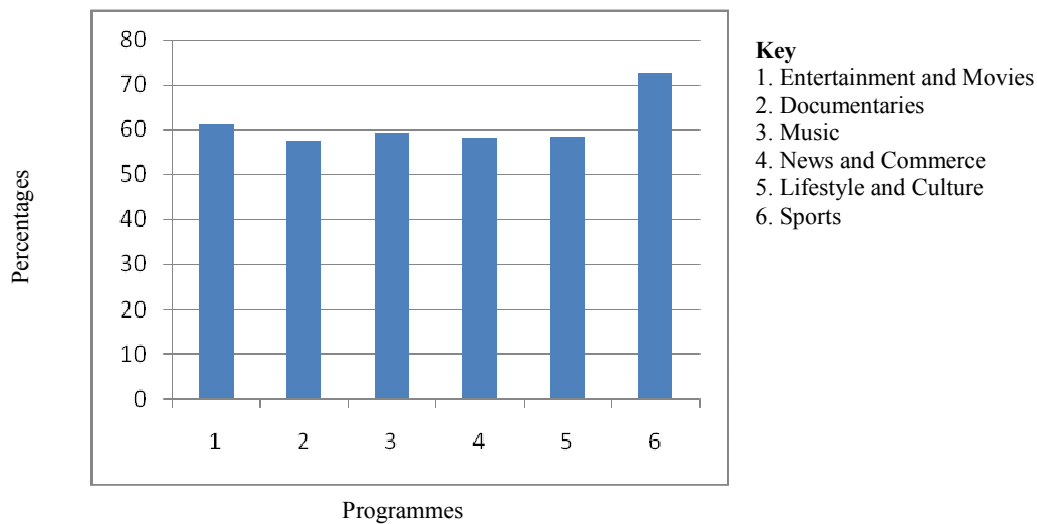
**Table 1: Students' frequency of watching some programmes via Satellite**

S/N	Channels/ Programmes	Freq. Counts of Responses for Frequently Watched	Percentages (%)	Freq. Counts of Responses for Not Frequency Watched	Percentages (%)	Total for Freq. Counts of Responses	Percentages (%)
1	Entertainment and movies	1877	61.1	1195	38.9	3072	100
2	Documentaries	440	57.3	328	42.7	768	100
3	Music	604	59.0	420	41.0	1024	100
4	News and Commerce	889	57.9	647	42.1	1536	100
5	Lifestyle and culture	597	58.3	427	41.7	1024	100
6	Sports	931	72.7	349	27.3	1280	100
		5338	61.1	3366	38.9	8704	100

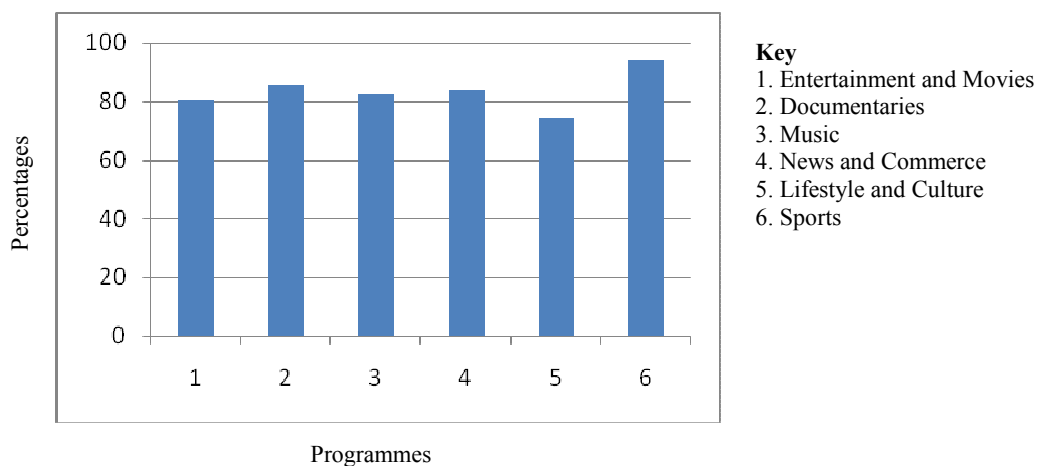
**Table 2: Students' Interest for watching some Programmes on the Satellite Channels**

S/N	Channels/ Programmes	Freq. Counts of Responses for Highly Interested	%	Freq. Counts of Responses for Interested	%	Total for Freq. Counts of Responses of Interested	%	Freq. Counts of Responses for Not Interested	%	Total for Freq. Counts of Responses	%
1	Entertainment and movies	1196	38.9	1270	41.3	2466	80.2	606	19.8	3072	100
2	Documentaries	283	36.9	374	48.6	657	85.5	111	14.5	768	100
3	Music	376	36.7	470	45.9	846	82.6	178	17.4	1024	100
4	News and Commerce	650	42.3	637	41.5	1287	83.8	249	16.2	1536	100
5	Lifestyle and culture	321	31.4	438	42.8	759	74.2	265	25.8	1024	100
6	Sports	687	53.7	514	40.2	1201	93.9	79	6.1	1280	100
Total		3513	40.0	3703	43.4	7216	83.4	1488	16.6	8704	100

**Figure 1: Students' frequency of watching programmes via satellite channels**



**Figure 2: Bar Chart showing Students' Interests for watching some programmes on the satellite channels.**





### First Author

**Dr. Onasanya S. Adenubi** (*MNAEMT'91–MTRCN'05*) was born in Ijebu-Igbo, Ogun State, Nigeria in 1961. He attended St. Philips Anglican Primary School, Ijebu Igbo from 1966 to 1972 and St Vincent Catholic Commercial Secondary School, Ijebu-Igbo, Ogun State, Nigeria, from 1974 to 1978. His teacher education training spanned through Methodist Teachers College in 1979, College of Education, Abeokuta in 1984 and University of Ilorin in 1988. Dr. Onasanya joined the service of the University of Ilorin in 1992 as a Graphic Artist and rose through the ladder as an Assistant Lecturer in 1998 to become Associate Professor of Educational Technology in 2012. He is a registered member of Nigeria Association of Educational Media and Technology (NAEMT) and a member of Teachers Registration Council of Nigeria (TRCN). Dr. Onasanya's educational background is listed below.

- |   |      |                                       |
|---|------|---------------------------------------|
| 1. Ph.D. Educational Technology           | 2002 | University of Ilorin, Ilorin Nigeria  |
| 2. P.G.D.Sc. Computer Science             | 1998 | University of Ilorin, Ilorin Nigeria  |
| 3. M.Ed. Educational Technology           | 1997 | University of Ilorin, Ilorin Nigeria  |
| 4. B.Ed. Educational Technology           | 1991 | University of Ilorin, Ilorin Nigeria  |
| 5. Nigeria Certificate in Education (NCE) | 1987 | F.C.E., Abeokuta, Ogun State, Nigeria |
| 6. Teachers Grade II Certificate          | 1982 | M.T.T.C. Sagamu, Ogun State, Nigeria  |

### Second Author

Nathaniel Samuel is a doctoral student in the Department of Educational Technology, University of Ilorin, Nigeria. He was born in Mubi in 1974. He attended Yelwa Primary School, Mubi from (1980-1986) and Government Technical Secondary School Mubi, Adamawa State from 1986-1992. The Nigerian Certificate in Education (N.C.E.) and Bachelor of Science degree in Technical Education (Automobile/Mechanical Option) was bagged from The Federal Polytechnic Mubi, Adamawa State and University of Ado-Ekiti, Nigeria in 1998 and 2006 respectively. While his Master in Educational Technology was bagged in 2011 and Ph.D is in view in the University of Ilorin, Nigeria. He is currently working with Ladoko Akintola University of Technology International College, Ogbomoso, Oyo State. He has been a teacher of Basic Technology and Technical Drawing from 2002 till date. He is a registered member of Teachers Registration Council of Nigeria (TRCN). Nathaniel Samuel educational background is as listed below: Ph.D in Educational Technology (in view), University of Ilorin, Nigeria; M.Ed. in Educational Technology, University of Ilorin, Nigeria (2011); B.Sc.(Ed) Technical Education (2006); Nigerian Certificate in Education (N.C.E) Technical Education (1998); West African Examination Council (1992). National Examination Council and West African Examination Council (2007).

### Third Author

**Mr. Akingbemisilu Abiola. A** was born in Ondo township, Ondo State, Nigeria in 1979. He attended Adeyemi College of Education, primary School, Ondo from 1985 to 1991, and Ondo Boys' High School, Ondo from 1991 to 1997. He was admitted into Adeyemi College of Education, Ondo for his NCE programme in 1997 to 2001. He proceeded to the Obafemi Awolowo University, ACE, Ondo for his B.Sc.Ed. in Biology 2002. In 2007 Abiola went for his Masters in Educational Technology at the University of Ibadan, Oyo State, Nigeria. Abiola joined the service of Adekunle Ajasin University, Akungba-Akoko in June 2012 as Assistant Lecturer. His educational background is listed below:

- |  |      |   |
|--|------|---|
| M.Ed. Educational Technology           | 2010 | University of Ibadan, Ibadan Nigeria        |
| B.Sc. Ed. Biology                      | 2005 | Obafemi Awolowo University, Ife, Nigeria    |
| Nigeria Certificate in Education (NCE) | 2001 | Adeyemi College of Education, Ondo, Nigeria |

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

## CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request from readers and authors.

### IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

