

An Assessment of Fresh 105.9FM 'Mind Your Language' Programme among Senior Secondary School Students in Ijebu North Local Government Area, Nigeria

Adedoyin Ojuade Oshobughe^{1*}, Adekunle Olusola Otunla²

¹ Abraham Adesanya Polytechnic, Ijebu-Igbo, Ogun State, Nigeria

²Lead City University, Ibadan, Oyo State, Nigeria

*Corresponding Author: eben.adekunle@gmail.com

Abstract: English is Nigeria's official language and a major medium of instruction, yet concerns persist about students' proficiency in vocabulary and correct language use. Educational radio provides an accessible and low-cost supplementary learning channel, but limited evidence exists on the educational value of Fresh 105.9FM's *Mind Your Language* programme at the local-government level. This study assessed students' listenership, monitoring, perceived relevance and usefulness of the programme, as well as challenges affecting their participation, in Ijebu North Local Government Area (LGA), Ogun State. Guided by Social Learning Theory and Constructivist Learning Theory, the study adopted a descriptive survey design involving 400 SS1-SS3 students from seven secondary schools selected through multistage sampling. Data were collected using a structured questionnaire, whose reliability was established through a pilot test, and analysed using descriptive statistics. Findings showed that 95.0% of respondents listened to the programme at least once monthly ($M = 3.50$, $SD = 1.07$), while programme monitoring was similarly high ($M = 3.52$, $SD = 1.04$). Perceived relevance (3.07-3.12) and usefulness (3.08-3.14) exceeded the scale midpoint. School activity clashes and unstable electricity supply were the leading challenges. The study concludes that students viewed the programme favourably, while recommending repeated broadcasts, improved access to radios and electricity, and stronger school-broadcaster collaboration.

Keywords: Educational radio, Fresh 105.9FM, 'Mind Your Language', English vocabulary, Ijebu North

Received: June 29, 2026

Accepted: September 24, 2026

Published: September 28, 2026

To Cite this Article: Oshobughe, . A. O., & Otunla, A. O. (2026). An Assessment of Fresh 105.9FM 'Mind Your Language' Programme among Senior Secondary School Students in Ijebu North Local Government Area, Nigeria. *Abdurrauf Social Science*, 3(2), 166-183. <https://doi.org/10.70742/arsos.v3i2.1136>



Copyright © 2026 by Author(s)

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

English is Nigeria’s official language and the principal medium of instruction across educational levels. Vocabulary is a core component of proficiency in a language of instruction: it underpins learners’ comprehension of subject content, their ability to express ideas coherently, and their performance in assessments (August et al., 2005). Evidence from Nigerian secondary schools points to limited vocabulary competence among many senior secondary students, with adverse consequences for academic performance (Iyekekpolor, 2021), and English proficiency has been found to be a significant predictor of overall academic achievement among secondary school students in south-western Nigeria (Fakeye & Ogunsiji, 2009).

National examination data indicate that the challenge is substantial. The West African Senior School Certificate Examination (WASSCE), taken at the end of senior secondary school (SS3), is the main school-leaving qualification, and credits in at least five subjects including English Language and Mathematics are the benchmark for admission to most Nigerian universities, polytechnics, and colleges of education (Pulse.ng, 2026). As Table 1 shows, the proportion of candidates meeting this benchmark fell from 72.12% in 2024 to 62.96% in 2025 and 61.54% in 2026 (Premium Times, 2025, 2026). In 2026, about 38% of the 1,950,726 candidates who sat the examination, or roughly 750,000 students, did not reach the benchmark. The regional picture is similar: in neighbouring Lagos State, 61.52% of state-sponsored public-school candidates met the benchmark in 2025 (Vanguard, 2026). The 2025 figure used here is the corrected result; the first announcement of 38.32% was withdrawn after the examination body found discrepancies in the grading of serialised papers (BusinessDay, 2025).

Table 1. *Percentage of WASSCE school candidates obtaining credits in at least five subjects including English Language and Mathematics*

Population	2024	2025	2026
Nigeria (all school candidates)	72.12%	62.96%	61.54%
Nigeria: candidates not meeting the benchmark	27.88%	37.04%	38.46%
Lagos State (state-sponsored public-school candidates)	—	61.52%	—

Sources: Premium Times (2025, 2026); Vanguard (2026).

Two cautions apply. First, the benchmark combines English Language and Mathematics, so it signals the scale of language-related difficulty rather than measuring vocabulary directly. Second, the published WAEC summaries reviewed for this study report English Language performance only in combination with Mathematics and only at national level; English-specific results for Ogun State or for Ijebu North Local Government Area (LGA) were not found in public releases. National and neighbouring-state figures therefore indicate the size of the problem but cannot show how students in a particular LGA are faring or which supplementary resources reach them.

Where classroom instruction alone does not provide enough exposure to functional academic vocabulary, a concern often raised for under-resourced, non-metropolitan communities such as those in Ijebu North LGA, Ogun State, low-cost out-of-school channels may offer supplementary input. Radio is one such channel, and the question this study addresses is whether a specific, locally received English-language programme is reaching and serving senior secondary school students.

Radio remains one of the most accessible and affordable communication channels in Nigeria (Gbadamosi et al., 2019), and it reaches communities across linguistic, regional, and socio-economic divides (Adeyemi, 2023). Since the colonial period it has been used for mass enlightenment, carrying civic, agricultural, health, and academic content to urban and rural audiences (Daramola & Agboola, 2018). As an audio medium, it is well suited to listening skills, pronunciation, and repeated exposure to words in context (Salawu, 2014). A growing body of Nigerian and regional work asks whether radio contributes to language learning. Rather than reviewing these studies one by one, this section groups them by where their findings converge, where they diverge or become conditional, and where the evidence base is thin.

Studies of radio-based or media-enhanced English instruction largely converge on a favourable direction. Adepoju (2021) and Fakoya and Afolayan (2022) report that educational radio supports vocabulary acquisition among students in rural or under-resourced settings, where radio may be a primary source of exposure to academic English. Chukwuma and Adebajo (2021) and Nwachukwu (2021) likewise connect radio-based or media-enhanced

instruction with English vocabulary learning among secondary school students, Okonkwo (2023) frames radio as a means of enhancing learning in Nigeria, and Akinwumi and Ojo (2023) describe radio as a viable supplementary medium precisely where other technologies are not widely accessible. Read together, these studies support three shared propositions: radio is a plausible supplement to classroom teaching; its value is greatest for learners with few alternatives; and vocabulary benefits depend on repeated exposure to words used in context.

Two qualifications limit how far this agreement can be pushed. First, it is agreement in principle. The studies concern radio or media in general, or language-focused programming on other stations, and their outcomes range from vocabulary acquisition to broader learning. Second, they were conducted in settings that differ in infrastructure and audience, including Lagos secondary schools, south-western Nigeria more broadly, and Northern Nigeria. Convergence therefore shows that the idea is plausible; it does not show that any named programme works, or how well, in a particular locality.

The literature is less unified on what makes radio effective. One strand stresses reach, low cost, and inclusiveness (Gbadamosi et al., 2019; Adeyemi, 2023; Akinwumi & Ojo, 2023), and implicitly treats availability as the main condition for benefit. A second strand documents how that advantage erodes in practice: poor signal strength, background noise, and distorted broadcasts make it hard for students to perceive and retain new words (Ibrahim & Danjuma, 2021), while unstable electricity, scheduling conflicts, and wider infrastructural weaknesses restrict consistent exposure (Olatunji, 2022; Smith & Johnson, 2022). A third position, associated with Chukwuma and Adebajo (2021), holds that consistent engagement, rather than mere availability, is a precondition for measurable language outcomes.

These strands do not so much contradict one another as reveal that reach is necessary but not sufficient: the benefits reported in the first group of studies appear conditional on the exposure conditions documented in the second and third. Yet few studies measure reach, regularity of exposure, perceived benefit, and constraints in the same sample, so it remains difficult to judge how far reported benefits are limited by the very constraints other studies describe.

Two limits recur. The first concerns the object of study. Reviews and trend analyses treat radio in general (Obiorah & Okika, 2023; Yakub & Issah, 2025), with less attention to language-specific programmes, and the studies that

do address language-focused radio, such as Olatunji (2022) and Bello and Yusuf (2023, in rural Northern Nigeria), appear from their scope to treat such programmes as a category, at regional or national level, rather than examining a single identified programme. The second concerns scale and setting. Onyebuchi et al. (2019) note that few studies have examined learners' listenership patterns, perceived relevance, and monitoring challenges in semi-urban contexts, which are the conditions under which many Nigerian secondary school students actually meet educational radio.

'Mind Your Language' is an English-usage programme broadcast on Fresh 105.9FM, Ibadan. It is designed to promote correct English usage by addressing common grammatical errors, clarifying word meanings, and building listeners' vocabulary through practical illustrations. Its format of explanations, examples, and audience participation makes it a potential supplementary resource for students who wish to improve their language skills. Because the station is in Ibadan, Oyo State, whereas the study area lies in neighbouring Ogun State, reception quality is a plausible constraint on access, and the study examines it alongside scheduling and electricity supply.

To the best of the authors' knowledge, no published empirical study has examined 'Mind Your Language' itself. What is available about the programme is descriptive (its stated aims and format), not evidential. The nearest related work concerns radio in general or other language-focused programmes (Bello & Yusuf, 2023; Olatunji, 2022) and does not identify this programme, its audience, or its broadcast conditions. The gap is therefore specific rather than generic, and it has four parts.

Programme-specific evidence. It is not known whether students actually listen to 'Mind Your Language', how regularly they follow it, or how they judge its relevance and usefulness.

Local-government-level evidence. Existing evidence is regional or national, whereas receptivity and constraints such as electricity, signal quality, and broadcast timing are locally determined. No study has examined the programme's audience within a defined LGA such as Ijebu North.

Measurement quality. To the best of the authors' knowledge, no study has reported the reliability of students' perceptions of this programme at LGA level, so it is unknown whether such perceptions can be measured consistently.

Integrated design. Existing work rarely combines exposure (listenership and monitoring), evaluation (relevance and usefulness), and constraints in one design (Onyebuchi et al., 2019), which leaves the reach-versus-conditions question in Section 1.2.2 untested for any single programme.

This study addresses these gaps by assessing ‘Mind Your Language’ among SS1–SS3 students in seven schools in Ijebu North LGA, using a pilot-tested instrument whose reliability is reported and covering all five dimensions in a single survey. It measures perceptions, not learning outcomes. Its findings are therefore a necessary first step, establishing who listens, how regularly, how the programme is judged, and what gets in the way, before any attempt to test effects on vocabulary.

Method

Research design

A descriptive survey design was adopted. It suits the aim of documenting, at one point in time, students’ listening patterns, perceptions, and experiences of the programme in a real-life setting without manipulating any variable. Because the design captures self-reported perceptions, it does not permit causal claims about vocabulary gains.

Study area, population, and sample

The study was conducted in Ijebu North LGA, Ogun State, in south-western Nigeria. The target population was senior secondary school students (SS1–SS3) in public and private secondary schools in the LGA. A sample of 400 students was selected through multistage sampling. First, schools were stratified into public and private categories. Second, schools were selected from each stratum by simple random sampling. Third, proportionate random sampling was used to select students across the three senior secondary levels. The final sample was drawn from seven schools (Table 2).

Instrument

Data were collected with a structured questionnaire, the English Vocabulary Radio Programme Scale Questionnaire (ENVRPSQ), designed by the researchers. It had sections on respondents’ demographic characteristics;

listenership and exposure; monitoring; perceived relevance (seven items); perceived usefulness (seven items); and challenges in monitoring the programme (seven items). Items were closed-ended. Listenership and monitoring were rated by frequency (weekly, three times a month, twice a month, once a month, never; scored 5 to 1). Relevance, usefulness, and challenge items used four-point response scales (scored 4 to 1; labels are given in the table notes). In this study, *listenership* refers to how often a student reports tuning in to the programme, and *monitoring* refers to how often the student reports deliberately following it.

Validity and reliability

Content validity was established through expert review by specialists in mass communication and educational studies. Reliability was assessed through a pilot test.

Data collection, analysis, and ethics

Questionnaires were administered in the sampled schools in 2025. Data were analysed using SPSS, with frequencies, percentages, means, and standard deviations. Item means were read against the midpoint of the response scale (3.00 for the five-point frequency items; 2.50 for the four-point items), so that a mean above the midpoint indicates a favourable perception or, for the challenge items, a more serious challenge. Only descriptive statistics were computed.

Result and Discussion

Profile of respondents

Table 2 profiles the 400 respondents. Females made up 57.0% ($n = 228$) and males 43.0% ($n = 172$). The largest age group was 15–17 years (51.5%). SS2 students were the most numerous (35.8%), followed by SS3 (33.3%) and SS1 (31.0%). Respondents came from seven schools: KEGBO Comprehensive High School contributed the largest share (25.0%) and each of the other six schools contributed 12.5%.

Table 2. Demographic characteristics of respondents (N = 400)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	172	43.0
	Female	228	57.0
Age	13–15 years	88	22.0
	15–17 years	206	51.5
	17–18 years	72	18.0
	18+ years	34	8.5
Class level	SS1	124	31.0
	SS2	143	35.8
	SS3	133	33.3
School	KEGBO Comprehensive High School	100	25.0
	Itamerin Comprehensive	50	12.5
	Methodist Comprehensive High School	50	12.5
	Obata Comprehensive High School, Awa	50	12.5
	Key Gift Private School	50	12.5
	Parent Pride College	50	12.5
	Hope Immaculate	50	12.5

Source: Field survey (2025).

Listenership (RQ1)

Table 3 shows that the programme has a wide audience. Overall, 95.0% of students reported listening at least once a month. The most common frequency was twice a month (33.5%), followed by three times a month (29.0%) and weekly listening (21.0%); 11.5% listened once a month and 5.0% never listened. In total, 83.5% listened at least twice a month. The mean of 3.50 (*SD* = 1.07) is above the scale midpoint of 3.00 and indicates moderately high listenership.

Table 3. *Students' listenership of Fresh 105.9FM 'Mind Your Language' (N = 400)*

Response category	Frequency (f)	Percentage (%)
Weekly	84	21.0
Three times per month	116	29.0
Twice per month	134	33.5
Once per month	46	11.5
Never	20	5.0
M = 3.50, SD = 1.07 (five-point scale: weekly = 5 to never = 1)		

Source: Field survey (2025).

This pattern is consistent with the view of Akinwumi and Ojo (2023) that radio remains a viable supplementary medium in Nigeria where other technologies are less accessible: the programme has found a receptive audience among students in the LGA. The result also needs to be read carefully. Reach is much broader than regularity, since only about one student in five listens weekly, and the modal student hears the programme twice a month. Given the argument that vocabulary benefits depend on repeated exposure to words in context (Chukwuma & Adebajo, 2021), broad reach should not be equated with the sustained exposure on which benefit is said to depend. Listenership is also self-reported and may be overstated.

Monitoring (RQ2)

Table 4 shows that most students follow the programme deliberately. Just over a third (33.0%) monitored it twice a month, 29.5% did so weekly, and 22.8% three times a month, so 85.3% monitored it at least twice a month. Only 9.8% monitored it once a month, and 5.0% never did. The mean of 3.52 ($SD = 1.04$) again lies above the midpoint of 3.00.

Table 4. *Students' monitoring of Fresh 105.9FM 'Mind Your Language' (N = 400)*

Level of monitoring	Frequency (f)	Percentage (%)
Once a week	118	29.5
Three times a month	91	22.8
Twice a month	132	33.0
Once a month	39	9.8
Never	20	5.0
M = 3.52, SD = 1.04		

Source: Field survey (2025).

These figures suggest that for most students the programme is followed on purpose and not merely overheard. That matters because consistent engagement is treated as a precondition for measurable language outcomes (Chukwuma & Adebajo, 2021), and, in the terms of Social Learning Theory, deliberate attention is the first process through which a modelled behaviour is learned (Bandura, 1977a). The 14.8% who monitor once a month or never may be those affected by the barriers reported under RQ5. One caution applies: listenership and monitoring were measured with similar frequency items and yielded near-identical distributions, so the distinction between hearing and deliberately following the programme rests on item wording, not on independent evidence.

Perceived relevance (RQ3)

Table 5 shows that students rated the programme as relevant to their vocabulary development. Across the seven items, between 72.5% and 74.0% rated it highly or somewhat relevant, a further 20.0–21.5% rated it relevant, and 6.0% rated it not relevant. Item means ranged from 3.07 to 3.12, all above the midpoint of 2.50. The highest-rated statement was that the programme is relevant to the student's own vocabulary development ($M = 3.12$, $SD = 0.93$; 45.5% highly relevant).

Table 5. *Perceived relevance of Fresh 105.9FM ‘Mind Your Language’ to vocabulary development (N = 400)*

Statement	HR	SR	R	NSR	M (SD)
The programme is relevant to my vocabulary development.	182 (45.5%)	108 (27.0%)	86 (21.5%)	24 (6.0%)	3.12 (0.93)
The programme promotes my vocabulary development.	174 (43.5%)	122 (30.5%)	80 (20.0%)	24 (6.0%)	3.11 (0.92)
The programme is relevant to promoting mastery of vocabulary development.	160 (40.0%)	132 (33.0%)	84 (21.0%)	24 (6.0%)	3.07 (0.90)
The programme is relevant to vocabulary literacy development.	168 (42.0%)	126 (31.5%)	82 (20.5%)	24 (6.0%)	3.09 (0.91)
The programme is relevant to my personal vocabulary development.	176 (44.0%)	120 (30.0%)	80 (20.0%)	24 (6.0%)	3.12 (0.91)
The programme is relevant to English language vocabulary teaching.	164 (41.0%)	128 (32.0%)	84 (21.0%)	24 (6.0%)	3.08 (0.91)
The programme reduces English language vocabulary errors/mistakes.	172 (43.0%)	124 (31.0%)	80 (20.0%)	24 (6.0%)	3.11 (0.91)

Note. HR = Highly Relevant (4); SR = Somewhat Relevant (3); R = Relevant (2); NSR = Not Somewhat Relevant (1). Scale midpoint = 2.50. *Source:* Field survey (2025).

The favourable appraisal is in line with studies that link radio and media-enhanced instruction with vocabulary learning (Nwachukwu, 2021; Okonkwo, 2023) and suggests that students see the programme’s practical, context-based treatment of word use as pertinent to their needs. Three qualifications are needed. First, perceived relevance is not demonstrated learning. Second, the seven statements are close paraphrases of one another, and their near-identical distributions (means 3.07–3.12) point to a single underlying judgement rather than seven independent ones. Third, standard deviations of 0.90–0.93 on a four-point scale show that responses were spread across the scale and not tightly clustered: about one student in five rated the programme only “relevant”, and 6.0% rated it not relevant.

Perceived usefulness (RQ4)

Table 6 shows a similar picture for usefulness. Between 73.5% and 76.0% of students rated the programme highly or somewhat useful across the seven items, and 6.0% rated it not useful on every item. Item means ranged from 3.08 to 3.14. The highest mean was for the statement that the programme improved the student's vocabulary development ($M = 3.14$, $SD = 0.91$), and the lowest was for improvement of vocabulary through pronunciation ($M = 3.08$, $SD = 0.91$). Vocabulary usage (3.11), daily communication (3.12), and comprehension (3.12) fell in between.

Table 6. *Perceived usefulness of Fresh 105.9FM 'Mind Your Language' for improving vocabulary skills (N = 400)*

Statement	HU	SU	U	NSU	M (SD)
The programme improved my vocabulary development.	176 (44.0%)	128 (32.0%)	72 (18.0%)	24 (6.0%)	3.14 (0.91)
The programme helped my understanding of vocabulary development.	172 (43.0%)	130 (32.5%)	74 (18.5%)	24 (6.0%)	3.13 (0.91)
The programme improved my vocabulary usage.	168 (42.0%)	132 (33.0%)	76 (19.0%)	24 (6.0%)	3.11 (0.90)
The programme helped my daily vocabulary communication.	170 (42.5%)	130 (32.5%)	76 (19.0%)	24 (6.0%)	3.12 (0.91)
The programme improved my vocabulary through pronunciation.	160 (40.0%)	134 (33.5%)	82 (20.5%)	24 (6.0%)	3.08 (0.91)
The programme helped my vocabulary.	166 (41.5%)	130 (32.5%)	80 (20.0%)	24 (6.0%)	3.10 (0.90)
The programme improved my comprehension skills.	172 (43.0%)	128 (32.0%)	76 (19.0%)	24 (6.0%)	3.12 (0.91)

Note. HU = Highly Useful (4); SU = Somewhat Useful (3); U = Useful (2); NSU = Not Somewhat Useful (1). Scale midpoint = 2.50. *Source:* Field survey (2025).

These perceptions are compatible with what Social Learning Theory and Constructivist Learning Theory would lead one to expect: learners who hear correct models of language and take part in exercises, quizzes, or call-ins are positioned to build more durable vocabulary knowledge (Bandura, 1977a; Vygotsky, 1978). A perception survey, however, cannot test those mechanisms or show that vocabulary improved. The spread between the highest and lowest

item means is only 0.06, so the ranking of items should not be over-interpreted. It is nevertheless worth noting that pronunciation, the skill an audio medium might be expected to support best (Salawu, 2014), was not rated higher than the others; the data do not allow the reason to be established. The favourable rating for comprehension is notable because vocabulary knowledge is closely tied to comprehension across school subjects (August et al., 2005).

Challenges in monitoring the programme (RQ5)

Table 7 shows that every listed challenge was reported by most students as major or minor (70.5% to 75.5% across the seven items). Timing clashes with school activities had the highest mean (3.13; 44.0% major challenge), followed by unstable electricity supply (3.12; 43.0%), poor radio reception (3.08; 42.0%), and limited access to functional radios (3.06; 40.0%). Timing clashes with personal activities and the speed of delivery both had means of 3.05, and inability to concentrate had the lowest (3.01; 38.0%). All means were above the scale midpoint of 2.50.

Table 7. Challenges in monitoring Fresh 105.9FM 'Mind Your Language' (N = 400)

Challenge	MaC	MiC	NAC	NA	M (SD)
Poor radio reception	168 (42.0%)	124 (31.0%)	80 (20.0%)	28 (7.0%)	3.08 (0.89)
Inability to concentrate	152 (38.0%)	130 (32.5%)	86 (21.5%)	32 (8.0%)	3.01 (0.91)
Timing clashes with school activities	176 (44.0%)	126 (31.5%)	70 (17.5%)	28 (7.0%)	3.13 (0.88)
Limited access to functional radios	160 (40.0%)	128 (32.0%)	88 (22.0%)	24 (6.0%)	3.06 (0.89)
Unstable electricity supply	172 (43.0%)	130 (32.5%)	72 (18.0%)	26 (6.5%)	3.12 (0.90)
Timing clashes with personal activities	158 (39.5%)	132 (33.0%)	82 (20.5%)	28 (7.0%)	3.05 (0.91)
Speed of delivery of the programme	164 (41.0%)	122 (30.5%)	86 (21.5%)	28 (7.0%)	3.05 (0.90)

Note. MaC = Major Challenge (4); MiC = Minor Challenge (3); NAC = Not a Challenge (2); NA = Not Applicable (1). Scale midpoint = 2.50. *Source:* Field survey (2025).

These results are consistent with earlier work documenting how infrastructure and signal quality limit radio-based learning (Ibrahim & Danjuma, 2021; Olatunji, 2022; Smith & Johnson, 2022). They also qualify the favourable findings in Sections 3.2 to 3.5. The same students who value the programme

report that access is frequently interrupted, which fits the pattern identified in Section 1.2.2 whereby reach is necessary but not sufficient. The constraints differ in how readily they can be addressed. Timing clashes with school activities is the top-ranked item and a programme-level issue that the broadcaster and schools can act on, while unstable electricity, unreliable reception, and limited access to functional radios reflect wider infrastructural and economic conditions. Speed of delivery and difficulty concentrating point to a need to pace content to learners' varying proficiency. Because the item means differ by no more than 0.12, the ranking should be read cautiously; the more secure conclusion is that all seven constraints were widely experienced across the seven schools.

Conclusion

This study offers what appears to be the first programme-specific, LGA-level assessment of Fresh 105.9FM's 'Mind Your Language' among senior secondary school students. In Ijebu North LGA, 95.0% of the 400 students surveyed reported listening at least once a month and 85.3% reported following the programme at least twice a month. Students rated it favourably for relevance (item means 3.07–3.12 on a four-point scale) and usefulness (3.08–3.14), and they reported that timing clashes with school activities, unstable electricity, poor reception, and limited access to functional radios often impede consistent listening. The findings suggest that the programme has reached a receptive audience and is valued as a supplement to classroom instruction, but that the regularity and quality of exposure are constrained by scheduling and infrastructure. Because the study measured perceptions and not learning, it does not show that the programme improves vocabulary.

The study has limitations. The data are self-reported and cross-sectional, and listenership may be overstated. Only perceptions were measured, so no claim can be made about changes in vocabulary knowledge. The study covers one LGA, and only descriptive statistics were computed, so differences by gender, class level, or school type were not tested. Listenership and monitoring overlap conceptually. Future studies could pair perception measures with vocabulary tests, using pre- and post-test or listener versus non-listener comparisons; use broadcast logs or listening diaries to validate self-reports; add

interviews with students, teachers, and presenters; and replicate the survey in other LGAs, including areas with different signal coverage and power supply.

Acknowledgement

The authors would like to express their sincere appreciation to all individuals and institutions who provided support, assistance, and contributions throughout the conduct of this research and the preparation of this manuscript. Special appreciation is extended to those who assisted with data collection and the implementation of the study in Ijebu North Local Government Area, Ogun State, Nigeria.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. The research was conducted independently by the authors without external financial support.

Author Contributions

AO and AL contributed to the conceptualization of the study, research design, methodology, data collection and analysis, and preparation of the manuscript. Both authors contributed to the interpretation of the findings, critical revision and editing of the manuscript, and approved the final version for publication.

Use of AI Tools Declaration

In the preparation of this manuscript, the use of Artificial Intelligence (AI) tools was strictly limited to supportive functions, including language editing, grammar checking, and improving the clarity and readability of the manuscript. AI tools were not used to generate the core ideas of the research, conduct substantive analysis, interpret the data, or draw scholarly conclusions. The authors retain full responsibility for the originality, accuracy, validity, and academic integrity of the content of this article. AI tools are not credited as authors or contributors to the research.

Conflict of Interest

The authors declare that there is no conflict of interest related to the research, authorship, or publication of this article.

References

- Adepoju, M. (2021). Radio as a tool for English language acquisition among secondary school students in Southwestern Nigeria. *Nigerian Journal of Educational Research and Evaluation*, 22(1), 74–76.
- Adeyemi, T. O. (2023). The impact of radio educational programs on adult literacy in Nigeria. *Journal of Educational Media and Technology*, 12(1), 45–58.
- Akinwumi, S., & Ojo, R. (2023). Promoting lifelong learning through educational media in Nigeria. *African Journal of Continuing Education*, 17(3), 112–128.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice*, 20(1), 50–57.
- Bandura, A. (1977a). *Social learning theory*. Prentice-Hall.
- Bandura, A. (1977b). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
<https://doi.org/10.1037/0033-295X.84.2.191>
- Bello, A., & Yusuf, I. (2023). The impact of language-focused radio programmes on rural education in Northern Nigeria. *International Journal of Educational Research*, 58(4), 59–75.
- BusinessDay. (2025, August 8). WASSCE: WAEC review shows 63%, not 32%, obtained 5 credits or more in English, Math.
<https://businessday.ng/news/article/wassce-waec-review-shows-63-not-32-obtained-5-credits-or-more-in-english-math/>
- Chukwuma, E., & Adebajo, T. (2021). The impact of radio-based instruction on English vocabulary acquisition among Nigerian secondary school students. *West African Journal of Educational Research*, 23(2), 102–117.
- Daramola, O., & Agboola, B. (2018). Educational broadcasting and literacy promotion in Nigeria. *International Journal of Educational Technology*, 10(2), 101.
- Fakeye, D. O., & Ogunsiji, Y. (2009). English language proficiency as a predictor of academic achievement among EFL students in Nigeria. *European Journal of Scientific Research*, 37(3), 490–495.
- Fakoya, A., & Afolayan, K. (2022). Effect of educational radio programmes on vocabulary development of Nigerian learners. *Journal of Language and Communication Studies*, 8(2), 34–39.
- Gbadamosi, T., Bangbose, R., & Oladipupo, S. (2019). Radio accessibility and educational reach in Nigeria. *Journal of African Communication Studies*, 14(1), 22–35.

- Ibrahim, S., & Danjuma, M. (2021). Vocabulary growth through educational radio: Evidence from Northern Nigeria. *International Review of Education and Media Studies*, 12(3), 67–81.
- Iyekekpolor, S. A. (2021). Vocabulary competence and academic performance among Nigerian secondary school students. *Journal of Language Education Research*, 9(2), 44–58.
- Nwachukwu, F. (2021). Media-enhanced vocabulary instruction: A study of English language learning in Lagos secondary schools. *Journal of Language and Media Education*, 18(1), 44–59.
- Obiorah, F., & Okika, E. (2023). Radio and educational outcomes in Nigeria: A review. *Journal of Media and Education*, 11(2), 78–92.
- Okonkwo, M. (2023). Radio and education: Enhancing learning through media in Nigeria. *Nigerian Journal of Media Studies*, 24(3), 93–109.
- Olatunji, B. (2022). Radio as an educational tool in Nigeria: A study of language-focused programmes. *Journal of African Media*, 19(4), 67–82.
- Onyebuchi, A., Umunna, C., & Obayi, P. (2019). Educational media and semi-urban learners in Nigeria. *African Journal of Communication Studies*, 12(3), 55–70.
- Premium Times. (2025, August 9). UPDATED: WASSCE 2025: WAEC releases corrected results, performance up from 38% to 62%. <https://www.premiumtimesng.com/news/top-news/812861-updated-wassce-2025-waec-releases-corrected-results-performance-up-from-38-to-62.html>
- Premium Times. (2026, August 5). UPDATED: WAEC releases 2026 WASSCE results, records 61.54% pass rate. <https://www.premiumtimesng.com/news/top-news/900846-updated-waec-releases-2026-wassce-results-records-61-54-pass-rate.html>
- Pulse.ng. (2026, August 7). WAEC releases 2026 WASSCE results: 7 important things every candidate should know. <https://www.pulse.ng/story/waec-2026-wassce-results-release-updates-2026080705291172584>
- Salawu, A. A. (2014). The role of educational radio broadcasting in Nigeria. *Journal of Media and Communication Studies*, 5(3), 47–54.
- Smith, P., & Johnson, H. (2022). The role of educational radio in improving literacy and numeracy in South Africa. *International Journal of Educational Technology*, 34(1), 121–138.
- Vanguard. (2026, May 22). Lagos records 61.52% WASSCE results, spends ₦1.4bn WAEC fees for 45,598 students. <https://www.vanguardngr.com/2026/05/lagos-records-61-52-wassce-results-spends-%E2%82%A61-4bn-waec-fees-for-45598-students/>

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Yakub, M., & Issah, A. (2025). Radio and language learning in West Africa: Current trends. *West African Journal of Communication*, 18(1), 30–45.