

## **EDUCATIONAL CONTENT CREATION AND MARKETING PERFORMANCE OF TELEVISION STATIONS IN SOUTH-SOUTH, NIGERIA**

**<sup>1</sup>DICK, DIEPRIYE I.J. PhD**

**DEPARTMENT OF ENTREPRENEURSHIP & MARKETING  
FACULTY OF MANAGEMENT SCIENCES,  
FEDERAL UNIVERSITY OTUOKE, BAYELSA STATE, NIGERIA  
E-mail: dickdd@fuotuke.edu.ng ,[dickdieprive@yahoo.com](mailto:dickdieprive@yahoo.com)**

**<sup>2</sup>SIMEON, BARATUAIPERE PhD**

**DEPARTMENT OF MARKETING, FACULTY OF MANAGEMENT SCIENCES  
NIGER DELTA UNIVERSITY  
Amasoama Bayelsa State, Nigeria  
E-mail; [thesimeons20@gamil.com](mailto:thesimeons20@gamil.com)**

### **ABSTRACT**

This study investigated the relationship between educational content creation and marketing performance in the context of television stations in South-south, Nigeria. The quantitative research paradigm was adopted with a cross-sectional survey research design. The explanatory or hypotheses testing research design was specifically employed with a correlational method of investigation. The theory underpinning this study was the resource dependency theory. The population of the study was the nineteen (19) television stations doing business in the South-south region of Nigeria. A census study was adopted, hence the population was fully studied. However, three (3) managers; marketing, programme and the general managers in each organization made up the respondents of the study. Thus, fifty seven (57) managers were employed for the study. Primary data were collected from the respondent managers. Fifty seven (57) copies of the study instrument (questionnaire) were distributed to the respondents, three (3) copies to the managers in each organization. Fifty (50) copies of the questionnaire were validly used from the returned fifty two (52) copies after coding and editing/data cleansing. The study made use of both univariate descriptive statistics and bivariate inferential statistics for the analysis of data with the aid of the statistical package for social sciences (SPSS), version 25.0. The findings of the study revealed that, educational content creation positively and significantly enhance marketing performance of television stations in South-south, Nigeria. The study concludes that, educational content creation improves marketing performance. We therefore recommend that, management of the television stations in South-south, Nigeria should make significant investments in educational contents; science, health, engineering, technology, business, politics, law and the environment. This will enhance value delivery for the market, drive customer retention in existing and new markets.

**Keywords:** Educational, content creation, marketing performance, television stations, South-south, Nigeria.

### **1. Introduction**

The television industry in Nigeria was established in the year 1959 with the emergence of the first television organization in the western part of Nigeria (Udomiser, 2013). The establishment of the eastern and northern television institutions closely followed the first

television station in the west. Again, the federal government television outfit was established in the 1960s. The creation of new states in Nigeria in 1975 came with the establishment of various television organizations in the states in order to drive educational and political programme contents in the Nigerian society (Udomiser, 2013). Furthermore, the need to have a centrally coordinated television industry in Nigeria in order to coordinate all the activities of the television stations existing in Nigeria, the broadcasting organization of Nigeria was created (Udomiser, 2013). Importantly, in order to successfully drive the industry to success and to have an integrated and balanced coordination of the all African games in the year 1973, the broadcasting organization was charged with the mandate to unify all the television stations in the various states in Nigeria. The essence is to ensure development communication for the overall benefits of the Nigerian citizenry.

Moreso, due to globalization largely driven by information and communication technologies, the television industry is undergoing transformation with attendant competition and marketing performance variability among players of the industry (Abdulkadir, Omoloso & Adisa, 2022). Thus, marketing performance management is highly valuable for organizations that are willing to stay in business both in the short, medium to long term in the television business space. Marketing performance is the ability of the work organization to ensure superior value creation for the market in the form of goods and services as well as maximizing returns for the organization in the form of sales revenue growth, market share, profit growth, customer retention, new market entry and shareholders' wealth maximization (Kotler & Keller, 2012).

Marketing performance is the ability of the marketing group in the work organization in providing customer driven goods and services as well as meeting or exceeding the expectations of the firm's stakeholders; employees, customers, suppliers, distributors, agents, shareholders and publics (O'sullivan & Abela, 2007; Kotler & Keller, 2012). Thus, it is the successes and failures recorded by the marketing department at work in terms of stated specific marketing objectives in comparison with the actual marketing outputs in a business or trading year (O'sullivan & Abela, 2007). Marketing performance measures the output of the marketing unit of the organization in the light of known financial and non-financial measures such as sales revenue growth, market share, profit growth, employee retention, customer satisfaction, productivity and shareholders' value maximization (Nur & Zulkiffli, 2014).

Educational content creation are any knowledge driven contents provided by educators such as written, video, photos, images which are transmitted to the target audiences in order to enhance the learning process of any brand effectively and efficiently (Kramer & Zobel, 2008). This can be done by creating and transmitting the contents to audiences through the traditional or digital media. An organization can use educational content to educate its customers about the company's brands. According to Krammer and Zobel (2008), educational content creation could be defined as the development of written, virtual or audio-virtual information on different areas of human learning in order to specifically develop the cognitive, psychomotive and affective skills and competences of the target audience or market.

Irrespective of the relevance of educational content creation in the workplace, the investigation of the relationship between educational content creation and marketing performance in the context of television stations in South-south, Nigeria was omitted by previous researches in the content marketing and business performance literature. However, Knihova (2021), investigated the role of educational content creation and media performance in online digital marketing media. The study made use of qualitative research method. Koob (2021), in the determination of the effectiveness of marketing, it was revealed that educational

content, cultural content and entertainment content enhance audience engagement, retention and bring about media performance. Again, Kumar and Raman (2019), studied the marketing of business school contents in the context of online social media organization. The study employed qualitative research method. Similarly, Dijck and Poey (2017), evaluated the effect of social media on educational content development in the context of social media organizations. The study employed qualitative research method.

Empirical studies on the relationship between educational content creation and marketing performance in a context specific of television stations in South-south, Nigeria was neglected by previous studies. Again, correlational studies of the variables were also missing in the literature. This study aim to address these gaps by investigating the correlationship between educational content creation and marketing performance in a context specific of television stations in South-south, Nigeria, which is built on the resource dependency theory. Thus, the specific objectives are to;

- i. investigate the relationship between educational content creation and value creation of television stations in South-south, Nigeria
- ii. Examine the relationship between educational content creation and customer retention of television stations in South-south, Nigeria.
- iii. Evaluate the relationship between educational content creation and new market entry of television stations in South-south, Nigeria.

## **2. Literature Review**

### **2.2 Theoretical Framework**

#### **2.2.1The Resource Dependency Theory**

The Resource Dependency Theory is first associated with the works of Pfeffer and Salancik in 1978, with the proposition of the external resource, leveraging on external control of the work organization. This theory proposes how resource external to the firm influence the behavior and performance outcomes of the work organization. Bringing in external resources to a workplace is imperative to the organization's operational and strategic management, as company owned resources are limited in supply (Chiambaretto, 2015). This helps influence effective operation of the company. The characteristic of the Resource Dependency Theory is that resources emanate from the organization's environment which the company depends on and this forms the basis of corporate power in the business environment (Hillman, Withers & Collins, 2009).

Resource Dependency Theory is a theoretical construct of the workplace which gives explanations around the firm's behavior in relations to the critical resources which the organization must possess to survive and effectively function in a dynamic environment. Companies do not have all the resources needed for their operations and therefore, relate with the environment for input resources (Stoner, Gilbert & Freeman, 2013). The company is dependent on other firms in the environment for the supply of resources which the firm is lacking. As an aside, the theory presupposes that companies are open system that interacts with the environment for survival. The organization depends on other firms in the environment which control critical resources needed for the company's operations. However, the company has limited control over these external resources but in order to manage the challenges and dependence externally, workplace managers develop various kinds of strategies such as partnerships, alliance, business combination, etc so as to maximize corporate autonomy (Cemal, Mine & Kudrat, 2019; Decke, 2015; Johnson, 2015).

Organizations are open system that constantly exchange valuable resources with the environment. People and firms constitute part of the exchange process, and impact outcomes of the workplace (Szymanice & Austen, 2011). These people and organizations exercise powers through their resources which the company tries to leverage through bargaining. The construct of corporate power in the business environment is very important in resource dependency prescription, this is because having influence over the resources in a company's environment is imperative (Chianbaretto, 2015). Thus, by leveraging key external resources, companies attempt to reduce other organization's power over them while increasing their own power over other institutions (Chiambaretto, 2015).

The organization-environment relationship is based on the premise that corporations are open systems and they are inter-dependent. These relationships result in uncertainty due to the fact that a company's business activities and programmes is dependent on the decisions and actions of other organizations (Dress & Heugens, 2013). Resource dependency can be reduced by workplace managers, by absorbing external resources that are scarce or limited through business combination strategies such as mergers, cartels and strategic alliance (Haleblian et al 2009; Dress & Heugens, 2013). This is the premise upon which the company can achieve independence or autonomy. Most importantly, the resource dependency prescription is laudable as no one institution possess all the necessary resources needed for business operations. This demands companies forming relationships with other firms in the business environment in order to meet the shortfalls in resource requirements (Cemal, Mine & Kudret, 2019).

The relevance of the Resource Dependency Theory to this study is that, educational content creators need external resources to develop their content mix since resources are limited at their disposal. Again, the superior performance of marketing requires external resource supports, since internal resources at the disposal of the firm is limited in supply (Stoner, Gilbert & Freeman, 2013). A company working on educational content development for superior marketing performance needs external resources to complement its limited resources. No business has all the resources needed for production or operations activities. They must leverage out-side-in capabilities through the formation of partnership, alliances and business combination (Cemal, Mine & Kudret, 2019; Decke, 2015; Johnson, 2015). Hence, resources external to the firm influence the behavior and performance outcomes of the work organization.

## **2.1 The Concept of Educational Content Creation**

The concept of educational content development is the creation of written, virtual or audio-virtual information on different areas of learning in order to specifically develop the cognitive, psychomotive and affective skills, and competences of the target audience or market. Educational contents are smaller units of learning outcomes created in written or audio-visual form aimed at improving the knowledge base of the audience (Kramer & Zobel, 2008). Media organizations can create educational content in different subject areas and distribute same to the publics. Educational contents can be developed around sports, entertainment, health, government, politics, businesses, trade and commerce, finance, technology, international relations, education, climate change, human relations, forestry, agriculture, energy etc (Kramer & Han, 2009).

Educational content creation could also be seen as the development of written, virtual and audio-visual learning outcomes about different areas of human lives which aim to improve audience cognitive, affective and psychomotive competences. Educational contents are being developed by marketing communication media about academic and non-academic human related subjects in society (Paskevicius, 2021). These contents are developed around the different sectors of the economy including education and issues of internationalization and globalization. According to Hossein and Khatereh (2018), educational content creation could be defined as content developed based on learning. Learning is the ultimate goal of educational content creation by media organizations. The focus is to create educational contents in order to enhance learning by the audience or the target customer group (Hossein &Khatereh, 2018).

The good behavior and conduct of people in society are partly due to the educational contents people are exposed to in different aspects of human endeavours. Educational contents created in the different marketing communication media touching on health, education, energy, politics, governance, agriculture, technology, international relations and globalization help in the transformation of individual lives and the advancement of society (Chakraborty, 2018). The various educational contents the people are exposed to results into behavior change, and lead to positive outcomes. Educational content plays laudable roles in **moulding** audience characters. It brings about social change and shape conduct and attitude of people in society. As people get associated with educational content of different subjects, they get information and knowledge which help to transform their lives (Chakrabarty, 2018).

Educational content can therefore be seen as an agent of social change through the instrumentality of both the traditional media or the online digital media. The media institutions use educational content of different subjects and areas of human endeavor to educate the publics by enhancing their knowledge base and competences (Hossein & Khatereh, 2018). With educational contents exposed in the various media, the average individual in society is abreast with fair knowledge of the issues that are involved in the various sectors of the Nigerian economy including international or global affairs (Kramer & Han, 2009). Educational content development is a driver of mass literacy in the Nigerian society and the global environment (Hossein & Khatereh, 2018) which leads to the development of people's knowledge and character building. Positive behavior and character building of the target audience is largely anchored on mass education from the media organizations either traditional or online digital media (Hossein & Khatereh, 2018).

The creation of market driven educational content requires effective research and development. Since educational content development involves the most critical elements or sectors of our economy, the media institutions should research into the issues involved in the subject, unearth information to create customer driven content (Nurahman, 2019). The marketing communication media should have research and development department, duty is to research into issues around health, education, energy and power, politics, government, oil and gas, environment, international affairs and globalization, war and terrorism, finance and investment, housing, technology etc (Graul, 2020). Data and information resulting from the research efforts should be employed by the content development unit for the creation of well researched content (Graul, 2020; Nurahman, 2019). Educational content created in specific sectors or areas of the foregoing, are packaged, promoted and distributed to the audience through the traditional media or the online digital space (Laeq & Memon, 2013).



The research and development efforts of the media organizations assembles multidisciplinary team in order to create customer driven educational content to help the learning process of the audience or target customers (Davila-Guzman, Tiepos-Flores & Maya-Trevino, 2019). Educational content creation involves integrating multidisciplinary teams, people from various disciplines and calling, pulling their skills and competences together. This will help create competitive educational content in the market. Again considering the fact that, the competing media organizations are also developing educational contents for the same audiences or group of customers (Godes, Ofek & Savary, 2009). Media institutions should strive to create superior educational contents relative to competition. This will improve customer or audience traffic to the media, enhance market share, sales revenue growth and profitability (Graul, 2020). Educational content development is highly encouraged to build audience knowledge and competence development, societal development through mass education and advancement of nations.

Education is the most critical sector of any economy. Building contents around education and showcasing it in the mass media is a veritable venture (Knihova, 2021). Thus, educational contents are very important as it aims to develop the cognitive, affective and psychomotive skills of target audiences. It is one of the content development areas that institutions and content developers should make critical investments (Knihova, 2021). Furthermore, being under pressure of changing business landscape, galloping technological change, customers' dynamics and macro environmental changes, organizations hold their company managers accountable for higher workplace achievements. In a situation where marketing budget is decreasing, marketing executives must deal with ongoing media fragmentation and dwindling promotion performance (Pine & Gilmore, 2019). In their attempt to seek innovative educational content development, companies and content creators should recognize high potential for the need to educate customers in the media spaces (Pine & Gilmore, 2019).

### **2.3 The Concept of Marketing Performance**

One of the most important functional areas of business is marketing. Marketing is an organizational function of value creation for markets in the form of goods and services, as well as capturing value in return for the company in the form of improved market share, sales revenue growth, profit growth, employee retention, customer satisfaction, productivity, new market entry and shareholders' wealth maximization (Kotler & Keller, 2012; Kotler & Armstrong, 2008). Thus, it is the organizational process which determines customers' demand and expectations on products and services, motivation of sales, physical distribution into ultimate consumption at a profit (Correard & Amrani, 2011). Hence, marketing performance is the ability of the marketing management of the workplace in working towards fulfilling the predetermine expectations of the organization's stakeholders; employees, customer, suppliers, distributors, shareholders and the publics (O'sullivan & Abela, 2007).

Marketing performance of an organization is determined by the successes or failures recorded by the marketing unit of the firm in the light of known financial and non-financial indicators or metrics (Lamberti & Noci, 2010; Lehmann, 2004). According to Hacıoglu and Gök (2013) marketing performance is the fulfillment of the marketing goals and objectives by evaluating and comparing the company's marketing objectives with actual marketing outputs or results with known qualitative and quantitative indicators. These metrics or indicators are market share, sales revenue growth, cashflow, profitability, employee retention, customer satisfaction, economic added value, customers' life time value, new product development

success, innovation, productivity and shareholders' value maximization (Hacioglu&Gok, 2013; Gacsi& Zeman, 2013).

Marketing performance measurement variables are financial or quantitative and non-financial or qualitative factors which the marketing management employ to evaluate the success of marketing productivity and performance. These variables or factors help the marketing managers to identify areas of performance strength and weaknesses and deploy the best strategies or choices with a view to improving the future performance of the marketing group in the work organization (Liang, 2017). Again, marketing performance evaluation is the means the company use to justify its marketing investments. Significant investment is made by the company's management in new product or service development, pricing, promotion, packaging, distribution, staffing, office and equipment and depreciation expenses (Farris et al, 2015). The marketing unit of the work organization must work and make significant contributions to the company's overheads and translate the firm to profitability (Morgan, 2012).

### Conceptual Framework of Study Variables and Hypotheses Development

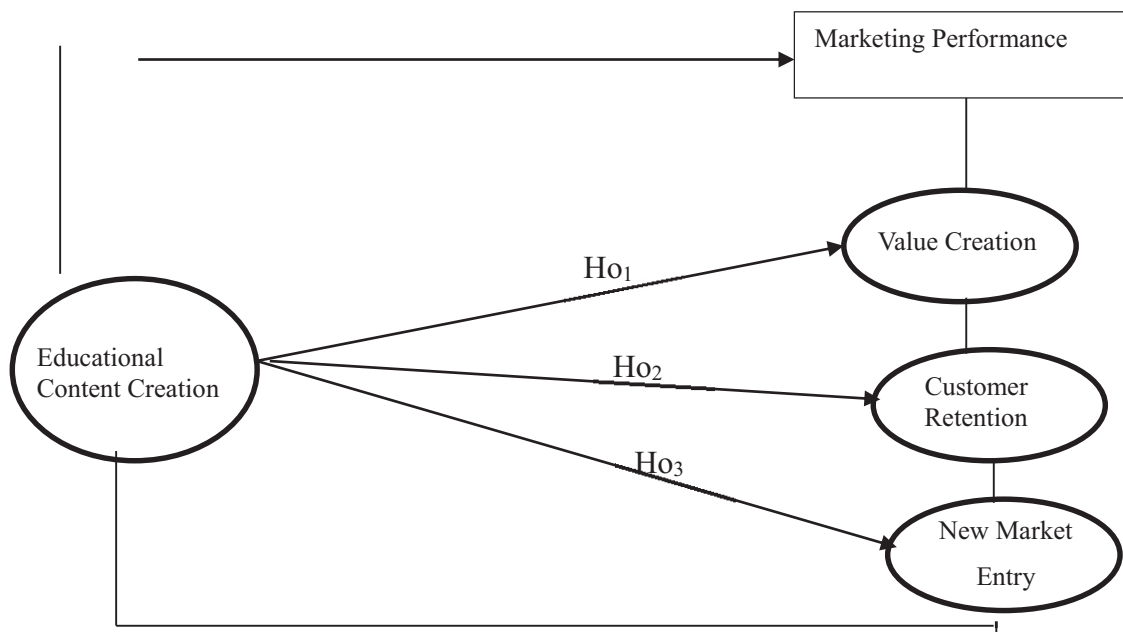


Fig.1. Conceptual Framework of Study Variables and Hypotheses Development  
Source: Oko and Kalu (2014), Nwokah&Didia (2015); Vilani (2016).

### 2.4 Educational Content Creation and Marketing Performance

Educational content created and promoted through the marketing communications media significantly improves media business performance. This position is validated with studies. Knihova (2021) investigated the role of educational content creation and media performance in online digital marketing media. The study employed a qualitative research design and the finding of the study shows that educational content creation positively and significantly improves media performance in a context specific of the online digital marketing media. This finding is associated with the empirical findings of Koob (2021) in the determination of the effectiveness of marketing. It was revealed that educational content, cultural content and

entertainment content positively and significantly enhance audience engagement, retention and bring about media performance.

The development of educational contents and communicating same in the traditional and online digital media significantly improves the performance of media organization through the mediating influence of audience engagement and satisfaction. This position is highly supported with the works of Kumar and Raman (2019), where the scholars investigated the marketing of business school contents in the context of online social media organizations. The study made use of qualitative research method and the finding of the study is that the development of business school content on the social media enhance audience engagement and retention and brings about social media performance. Again, it also significantly improves the performance of the business school in terms of increase in market share and number of students. The promotion of business school contents on the social media improves the business performance of the school and the online social media.

Furthermore, the online digital media can be used to promote educational contents around the world. Dijck and Poey (2017) evaluated the effect of social media on educational content development in the context of social media organizations. The study made use of qualitative research method and findings show that social media platforms positively and significantly improves educational content development for both schools management and learning. Education and learning contents can be shared among educators and students via the social media platforms; Facebook, Youtube, Twitter, Instagram etc (Dijck &Poey, 2017). The finding above corroborates the empirical finding of Vivero (2016).The scholar investigated the effect of education content marketing on Facebook brand engagement in social media. The study employed qualitative research method and the finding is that education content marketing positively and significantly influencefacebook's customers brand engagement. Thus, educational content marketing significantly improves customers' engagement on facebook social media.

Moreso, the implementation of educational content creation and promotion in the marketing communications media enhance the performance of both the promoter organization and the media institution. Broersma (2019) studied audience engagement through the implementation of educational and entertainment contents. The study was carried out on online social media with the aid of qualitative research design. The finding of the study suggests that educational and entertainment content significantly influences audience engagement on the social media. This finding corroborates the works of Katie (2021), who studied the nexus between educational content development and audience engagement in social media. The study employed qualitative research method and the finding of the study is that educational content development significantly enhances audience engagement on the social media. The development of excellent educational contents through the marketing communication media significantly enhances audience engagement.

Educational content creation, promotion and management in the traditional or online digital media improves media business performance. Poradova (2020) studied the correlationship between content marketing strategy and its impact on customers under the global market conditions. The study employed quantitative research method. Specifically, with t-test and the result of the study indicates that content marketing strategy positively and significantly impact customers' engagement. The development of educational content marketing strategy enhances audience or customers engagement and satisfaction which leads to successful promotion and



media performances. From the revelations above, educational content creation implemented by the television stations in South-south, Nigeria will improve marketing performance of such institutions.

### 3. Methodology

This study adopted the cross-sectional survey research design with an explanatory or hypothesis testing research design. A correlational method of investigation was employed for the study. The population of the study was the nineteen (19) television stations existing in the South-south, Nigeria. A census study was adopted where the entire population was fully studied. However, three managers; marketing manager, programme manager and the general manager in each of the institutions constituted the respondents of the study. Hence, fifty seven (57) managers were employed for the research survey. Data were collected through primary sources. Fifty seven (57) copies of the questionnaire were distributed to the respondents of the television institutions, three (3) copies to the managers in each of the companies; marketing manager, programme manager and general manager. The study instrument was pilot tested and the Cronbach's Alpha reliability coefficient and the confirmatory factor analysis were used to validate the instrument. All the study variables were within the recommended threshold. The study made use of both univariate descriptive statistics and bivariate inferential statistics with the aid of the statistical package for social sciences (SPSS) version 25.0.

## 4. Results and Discussions

### 4.1 Univariate Analysis

**Table 1 Demographic Information of Respondents**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Total questionnaire distributed	57	100
Total questionnaire returned	52	91
Total questionnaire validly used	50	88
<b>Gender of Respondents</b>		
Male	22	44
Female	28	56
Total	50	100
<b>Age Distribution of Respondents</b>		
21-38	8	16
39-49	20	40
50-59	19	38
60-above	3	6
Total	50	100
<b>Marital Status of Managers</b>		
Married	42	84
Divorced	4	8
Single	4	8
Total	50	100
<b>Educational Status of Managers</b>		
HND/First degree	34	68
Master's degree	15	30
Ph.D	1	2

Total	50	100
<b>Working Experience</b>		
Less than 5	1	2
5-10	1	2
11-15	9	18
16-20	13	26
21-25	10	20
26-30	8	16
31-35	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Research Data, 2024

Table 1 is about the demographic information of managers in the television stations in South-south, Nigeria. Questionnaire distributed to the respondent managers were fifty seven (57) copies. Only fifty two (52) copies representing 91% were returned and after data editing/cleansing, fifty (50) copies representing 88% were validly used for the study. The gender distribution of the managers revealed that 22 managers representing 44% were male while 28 managers representing 56% were female. The industry in the South-south region of Nigeria is made up of more of female managers. The age distribution of managers revealed that eight (8) managers representing 16% were in the age range of 21-38, 20 managers representing 40% were in the age range of 39-49. Again, 19 managers representing 38% were in the age range of 50-59 while 3 managers representing 6% of the total subjects were in the age range of 60 and above.

Marital status of the managers shows that 42 (84%) of the managers were married, 4(8%) of the managers were divorced while another 4(8%) of the managers were single. Thus, the industry is made up of more of married management staff. The educational profile of respondents revealed that 34(68%) were HND/ first degree holders. 15(30%) of the managers were with master's degree while 1 (2%) was with a Ph.D. It was evident that respondents have reasonable educational qualifications. Again, data showing managers years of working experience revealed that 1(2%) of the managers had less than five years working experience. Thus, another 1 (2%) of the managers had 5-10 years industry experience. 9(18%) of the managers had 11-15 years industry experience. 13 (26%) of the respondents had 16-20 years' experience. Again, 10(20%) of the managers had 21-25 years of working experience while 8(16%) had 26-30 years industry experience. In the same vein, 8(16%) had 31-35 years working experience. Importantly, management staff in the industry have reasonable number of working e and knowledge of the television industry in South-south region of Nigeria.

## **4.2 Bivariate Analysis**

### **4.2.1 Test of Hypothesis 1**

- Ho<sub>1</sub>: There is no significant relationship between educational content creation and value creation of television stations in South-south, Nigeria
- H<sub>A1</sub>: There is significant relationship between educational content creation and value creation of television stations in South-south, Nigeria

**Table 4.2 Correlation between Educational Content Creation and Value Creation**

		Educational Content Creation	Value Creation
Educational Content Creation	Pearson Correlation	1	.745**
	Sig. (2-tailed)		.000
	N	50	50
Value Creation	Pearson Correlation	.745**	1
	Sig. (2-tailed)	.000	
	N	50	50

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** SPSS Output, Version 25.0 (2024)

Table 2 gives an explanation of the relationship between educational content creation and value creation in the context of television stations in South-south, Nigeria. From the model we have a correlation coefficient of 0.745, indicating a very strong relationship existing between educational content creation and value creation in the context of television stations in South-south Nigeria. The probability value is 0.000, which is less than the critical value of 0.05. Thus, the null hypothesis is rejected and the alternate hypothesis is accepted which states; there is significant relationship between educational content creation and value creation of television stations in South-south, Nigeria.

#### 4.2.2 Test of Hypothesis 2

H<sub>02</sub>: There is no significant relationship between educational content creation and customer retention of television stations in South-south, Nigeria

H<sub>A2</sub>: There is significant relationship between educational content creation and customer retention of television stations in South-south, Nigeria

**Table 3 Correlation between Educational Content Creation and Customer Retention**

		Educational Content Creation	Customer Retention
Educational Content Creation	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	50	50
Customer Retention	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	50	50

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** SPSS Output, Version 25.0 (2024)

Table 3 provides an explanation for the relationship between educational content creation and customer retention. From the model we have a correlation coefficient of 0.771 which shows a very strong relationship existing between educational content creation and customer retention in the context of television stations in South-south, Nigeria. Again, we have the probability value of 0.000 which is less than the critical value of 0.05, we therefore reject the null hypothesis and accept the alternate hypothesis at the 95% level of confidence. Thus, there is significant relationship between educational content creation and customer retention of television stations in South-south, Nigeria.

### 4.2.3 Test of Hypothesis 3

H<sub>03</sub>: There is no significant relationship between educational content creation and new market entry of television stations in South-south, Nigeria

H<sub>A3</sub>: There is significant relationship between educational content creation and new market entry of television stations in South-south, Nigeria

**Table 4 Correlation between Educational Content Creation and New Market Entry**

		Educational Content Creation	New Market Entry
Educational Content Creation	Pearson Correlation	1	.448**
	Sig. (2-tailed)		.001
	N	50	50
New Market Entry	Pearson Correlation	.448**	1
	Sig. (2-tailed)	.001	
	N	50	50

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** SPSS Output, Version 25.0 (2024)

Table 4 illustrates the correlation between educational content creation and new market entry. From the model, we have a correlation coefficient at 0.448 showing the strength of relationship between educational content creation and new market entry. The correlation coefficient value of 0.448 indicates a positive but weak relationship existing between educational content creation and new market entry in the context of television stations in the South-south region of Nigeria. Again, the probability value is 0.001, which is less than the critical value of 0.05. Thus, the null hypothesis is rejected and the alternate hypothesis is accepted at the 95% level of confidence. There is significant relationship between educational content creation and new market entry of television stations in South-south, Nigeria.

### 4.3 Discussion of Findings

This study investigated the relationship between educational content creation and the measures of marketing performance; value creation, customer retention and new market entry in the context of television stations in South-South, Nigeria. Educational content creation has positive and very strong relationship with value creation. Educational content creation also has positive and very strong relationship with customer retention. Again, educational content creation has positive but weak relationship with new market entry. Thus, educational content creation has positive and strong relationship with marketing performance in the context of television stations in South-south region of Nigeria.

The above finding of this study is in agreement with previous research works. Knihova (2021) investigated the role of educational content creation and media performance. The study employed qualitative research design and the findings of the study indicates that educational content creation positively and significantly improves media performance. Thus, our findings are also consistent with the works of Koob (2021) who evaluated the effectiveness of marketing. It was revealed that educational content, cultural content and entertainment content positively and significantly enhance audience engagement, retention and bring about media performance. Again, this study findings are corroborated with Kumar and Ramans (2019), where the scholars investigated the marketing of business school contents in the context of

online social media organization. The study employed qualitative research methods and the findings of the study is that, the development of business contents on the social media enhance audience engagement and retention and bring about social media performance. Again, it also improve the performance of business schools.

Furthermore, our empirical findings are consistent with the works of Dijck and Poeu (2017), the scholars evaluated the effect of social media on educational content development in the context of social media organization. The study employed qualitative research methods and the findings indicates that social media platforms significantly improves educational content development for both schools management and learning. Education and learning contents can be shared among educators and students via social media platforms; Facebook, Youtube, Twitter, Instagram etc (Dijck &Poeu, 2017). This is also supported with Vivero (2016), the scholar examined the effect of education content marketing on facebook brand engagement in social media. The study employed qualitative research methods and the findings revealed that education content marketing positively and significantly influencefacebook, customers' brand engagement. Thus, education content marketing improves marketing performance.

Moreso, the results of this study is strongly validated with Briuersma (2019), the scholar studied audience engagement through the implementation of educational and entertainment contents. The study was carried out in online social media with the aid of qualitative research design. The findings of the study suggest that educational and entertainment content significantly influence audience engagement or the social media. This is also supported with the works of Paradova (2020), the scholar investigated the correlationship between content marketing strategy and its impact on customer under global market conditions. The study employed qualitative research methods with the aid of the T-test statistic and the result of the study indicates that, content marketing strategy positively and significantly impact customers engagement. Thus, educational content creation of television stations in South-south region of Nigeria significantly improves the performance of such organizations.

## **5. Conclusion**

This study investigated the relationship between educational content creation and marketing performance in a context specific of television stations in South-south, Nigeria. From the empirical evidences we conclude that educational content creation significantly improves marketing performance of television stations in South-south, Nigeria.

## **6. Recommendations**

The following recommendations were made;

- i. Management of the television stations in South-south Nigeria should make significant investment in educational contents. This will create value for the market and lead to customer retention in both existing and new market segments.
- ii. Management of the television organizations should be involved in developing different educational contents; science, education, engineering, business, law, health and environmental educational contents. This will enhance value delivery for the market, drive customer retention in existing and new markets.
- iii. The television stations in the South-south region of Nigeria should have high involvement in communication technologies education based content creation. This will create value for the market, enhance customer retention in existing and new markets.



## **7. Contribution to Knowledge**

Studies have been done around the constructs of content marketing and marketing performance in different industries specifics and methodologies. Thus, Knihova (2021), investigated the role of educational content creation and media performance in online digital marketing media. The study employed qualitative research method. Koob (2021) in the determination of marketing effectiveness, revealed that educational content, cultural content and entertainment content enhance audience engagement, retention and brings about media performance. Again, Kunar and Roman (2019) studied the marketing of business school contents in the context of online social media organization. The study employed qualitative research method. Similarly, Dijck and Poey (2017) evaluated the effect of social media on educational content development in the content of social media organizations. The study made use of qualitative research method.

However, empirical studies on the relationship between educational content creation and marketing performance in the context of television stations in South-south, Nigeria was neglected by previous studies. Again, correlational study of the variables was almost missing in the literature. This study was able to fill these knowledge gaps in the educational content creation, content marketing and marketing performance literature.

## **8. Theoretical/Practical Implications**

The theoretical implication of this study is that students, academics and scholars of content marketing and marketing performance management will leverage this piece as a companion to enhance knowledge. The managerial or practical implication of this study is that the research will serve as a guide for marketing and business practitioners, particularly in the television industry in South-south, Nigeria.

## **9. Suggestion for Further Studies**

This study was restricted to the television stations in South-south Nigeria. Future researchers can carry out same study in other regions of Nigeria, other countries or nations. Again, the study can also be replicated in the radio sub-industry. This is to measure whether the same or different research results will be obtained.

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