

## THE USE OF EDUCATIONAL BROADCASTING IN FORMAL EDUCATION DELIVERY BY DELTA STATE GOVERNMENT, NIGERIA

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### **Abstract**

This study investigated government's use of educational broadcasting for formal education to find out the level of usage and challenges faced by Delta State Government in Nigeria. Relevant literature was reviewed while the Development Media Theory provided the theoretical framework for the study. In-depth interview was used to generate qualitative data from senior education officers in the ministries of basic/secondary education and higher education, which were analysed with explanation building technique. The findings show that although formal education managers in Delta State Government are significantly knowledgeable about the use of educational broadcasting for formal education, there is a very weak provision for its use because of lack of policy, funding, inter-ministerial collaboration and qualified personnel as well as poor public awareness of the value of educational broadcasting. The study recommends effective collaboration among governments, educationists and broadcasters in Nigeria to formulate pro-educational broadcasting policies and regulate educational broadcasts to ensure content quality control, funding and sustainability. Adequate provisions should be made to improve the competence of educational broadcasters by training and retraining, while innovations to make educational broadcasting attractive to members of the audience and advertisers in order to reduce public preference for entertainment programmes over educational broadcasts should be introduced.

**Key words:** Classroom subjects; Educational broadcasting policy; Collaboration; Educational broadcasts; Radio and television programmes; Teaching and learning.

### **Introduction**

Educational programmes on radio (and television) are broadcast contents that are produced with the intention of using them to teach specific skills or concepts to the audience (Schryer 2014). Formal educational broadcasting therefore refers to the deployment of radio and television to teach school subjects with the intention of facilitating the covering of prescribed curricula for the purpose of examinations (Nkwam-Uwaoma & Onu, 2017). The involvement of educational broadcasting in the delivery of formal education in Nigeria can be at three levels. It could be for classroom reception facilitated by an instructor who is present in the classroom with the learners. Here, the educational programmes would need to be transmitted within school hours or the recorded version would need to be played back for the consumption of the learners in their classrooms.

Another level of formal educational broadcasting is for reception at public radio listening posts or television viewing centres, with or without facilitators. At this level, the transmission of the formal educational programmes or play back of recorded versions would be outside school hours if the target audience includes pupils and students when schools are in session. This level of delivery of formal education through educational broadcasting usually becomes necessary in societies where schools are non-functional or deficient as a result of crises; natural disasters; underdevelopment; insufficient teachers, incompetent teachers and poor teaching facilities. The third level of formal educational broadcasting is for consumption at homes. Here the radio and television programmes delivering formal education are expected to be consumed

individually at homes or in small groups of family members and other acquaintances. Educational broadcasting can enhance formal education delivery because as Akpan, Udeze & Asogwa (2014) point out, broadcasting is a powerful tool for social control that affects the audience in a variety of ways and can be harnessed to accomplish many purposes. The power of radio and television when properly deployed to deliver formal education can improve learning outcomes because it can make standardised high quality formal knowledge available to the greatest number of learners possible with significant ease, relative low cost and, to a considerable extent, at the convenience of both teachers and learners.

Given the potentials of educational broadcasting in the promotion of formal education, it is expected that it is being engaged by education managers in Nigeria. This study sought to assess the level of involvement of educational broadcasting in formal education delivery by the Delta State Government to provide insights to what obtains in government circles generally in Nigeria.

### **Statement of the Problem**

Educational broadcasting is not new and scholars have examined the phenomenon from different perspectives. Onabajo (2000a) and Venniyoor (2005) in their works state that educational broadcasting is used to successfully teach classroom subjects, better farming skills and healthcare practices among others. Ijeh & Onojeghwo (2009) in a study on attitude of secondary school students to educational programmes on radio observe that though the study population had positive attitude towards educational programmes on radio, it was not adequately exposed to it. Abuli & Odera (2013) also studied the impact of Chemistry school radio broadcasts in secondary schools and report that the use of educational broadcasting on radio to teach the subject in the schools covered in the study was low because of the lack of awareness/skill among school authorities, teachers and students; absence of enabling policy and dearth of infrastructure.

The works cited above have focused on general concepts relating to educational broadcasting in Nigeria and other developing countries. However, there appears to be little or no emphasis on how much a particular government (like Delta State Government) has involved educational broadcasting in formal education delivery. What knowledge does Delta State Government have about the use of educational broadcasting in promoting formal education? To what extent does Delta State Government use educational broadcasting in formal education delivery? What challenges does Delta State Government face in its attempts to use educational broadcasting to deliver formal education? These questions and the absence of ready answers represent obvious gaps in knowledge which this assessment of Delta State Government's use of educational broadcasting in formal education delivery in Nigeria seeks to fill.

### **Objectives of the Study**

The objectives of the study are to:

1. find out how much formal education managers in Delta State Government know about the use of educational broadcasting in formal education delivery;
2. know the extent to which Delta State Government uses educational broadcasting in formal education delivery;
3. find out the challenges confronting Delta State Government's use of educational broadcasting in formal education delivery.

### **Research Questions**

The following are the research questions for the study:

1. How much do formal education managers in Delta State Government know about the use of educational broadcasting in formal education delivery?
2. What is the level of involvement of educational broadcasting in formal education delivery by Delta State Government?

3. What are the challenges confronting Delta State Government's use of educational broadcasting in formal education delivery?

### **Delimitation**

The study is delimited to the Ministry of Higher Education and the Ministry of Basic and Secondary Education in Delta State which manage the delivery of qualitative formal education in the state.

### **Overview of Formal Educational Broadcasting in Nigeria**

Formal educational broadcasting in Nigeria is traceable to 1933 when the West African Overseas Service of the British Broadcasting Corporation (BBC) aired formal educational radio programmes (Ijeh & Ojebode, 2015). This early use of broadcasting for formal education in Nigeria was reinforced in 1959 when the Western Region administration under Chief Obafemi Awolowo stated categorically that the then newly established first television station in Nigeria (and indeed Africa), the Western Nigeria Television (WNTV), Ibadan, would be used for formal education purposes (Ijeh, 2014). Broadcasting was also employed to deliver formal education in Nigeria in the 1960s and 1970s by the then Nigerian Broadcasting Service (now Radio Nigeria) Ibadan, which produced and transmitted programmes teaching conventional school subject in the Arts and Sciences (Ojebode & Sonibare, 2004).

The Federal Government of Nigeria established the Schools Broadcast Unit (SBU) in 1964 to produce television programmes for schools in the Federal Capital Territory of Lagos. However, according to Agun & Imogie (1988), the first major breakthrough for Nigeria's federal government in educational broadcasting came in 1984 (20 years later) with the establishment of National Educational Technology Centre (NETC), under the Federal Ministry of Education to regularise educational broadcasting in the country with the following objectives:

- ⌚ to train educational broadcasters and visual aid specialists;
- ⌚ to develop and produce instructional aids;
- ⌚ to produce and transmit educational programmes on Radio and Television;
- ⌚ to conduct workshops and seminars on the application of audio-visual technology to classroom teachings.

A lot of formal educational programmes followed this initiative either in conjunction with the Ministry of Education or independently under its supervision.

Formal educational broadcasting is basically using radio and television programmes and programming to promote teaching and learning of classroom subjects. Ijeh & Onojeghwo (2009) state that formal educational broadcasting entails the deliberate conceptualisation, development, production and transmission of radio and television programmes designed to teach a body of knowledge to target audiences based on established school curricula. This notion is upheld by Nkwam-Uwaoma & Onu (2017) in their submission that formal educational broadcast programmes are designed to follow approved syllabi at all levels of education and used to help members of the target audience prepare for specific examinations.

In Agbamuche's (2015) view, formal educational broadcasting is a form of e-learning which refers to the applications of different information and communication technologies (ICTs) and the electronic media of radio and television in school-related education. Educational broadcasting can promote the delivery of formal education in and out of the classroom as it can either be self-paced/asynchronous or instructor-led/synchronous. The former refers to formal education broadcast programmes developed to teach classroom subjects to individual learners in their respective homes without the support of trained facilitators, while the latter refers to the use of educational broadcasting to deliver formal education to learners in groups in the classroom or designated community centres under the supervision of instructors serving as facilitators.

### **Prospects of Formal Educational Broadcasting in Nigeria**

The use of educational broadcasting for formal education holds some promises in Nigeria in the areas of easy widespread reach; relative low cost and quality education. One of the basic features of broadcasting (including educational broadcasting) is easy simultaneous widespread reach (Onabajo, 2000b). Educational broadcasting overcomes the problems of distance between source of formal knowledge and target learners in terms of location and timing. With educational broadcasting, lessons in formal classroom subjects can be delivered to learners in many different far-apart locations simultaneously (Commonwealth Educational Media Centre for Asia, 2011). A benefit of using educational broadcasting to deliver formal education in developing countries (including Nigeria) is increased public access to education, especially in societies where dearth of educational infrastructure persists because of population explosion and rising demand for formal education (Abuli & Odera, 2013).

Another prospect of educational broadcasting in formal education delivery in Nigeria is relative low cost. Educational broadcasts lower cost of formal education per learner as the money spent to engage one teacher who can teach millions of widely dispersed and heterogeneous learners simultaneously and in the comfort of their homes with educational broadcasts would naturally be far less than what would be spent to build and operate schools and employ teachers to cover the widely dispersed learners (Chandar & Sharma, 2003). While agreeing that broadcasting is expensive, Ijeh & Ojebode (2015) note that it is relatively cheaper to use educational broadcasting to deliver education because a single radio or television programme could reach learners in different geographical locations including difficult or impossible terrains and territories. In other words, educational broadcasting can deliver formal education to places where teachers cannot go due to lack of access roads, natural disasters, disease outbreaks, unrests as well as scarcity of schools and teachers at minimal cost. It can raise learners/teachers ratio significantly without a corresponding increase in the teachers' salary or cost of broadcasting because a single programme can be retransmitted and distributed in recorded audio and video formats for individual or group consumption at convenient places and times (Abuli & Odera, 2013).

Educational broadcasting makes high quality formal education available to learners. Onabajo (2000a) observes that it provides opportunities for more learners to enjoy the expertise of few professionals in different subject areas than would have been possible in classrooms. The use of educational broadcasting for formal education gives learners opportunities to access rare experiences by harnessing the best teachers, educational resources and teaching skills aided by technological sophistication. Formal educational broadcasts expose learners to unfamiliar professionals, thus enabling them (learners) to gain fresh perspectives and in-depth learning (Commonwealth Educational Media Centre for Asia, 2011; Agbamuche, 2015). Formal educational broadcasting also helps to guarantee uniformity of curriculum implementation and standardisation of educational contents, especially in developing countries such as Nigeria, where formal education is derived largely from national curricula with or without minor local adaptations. Here, educational broadcasting provides guides to teachers and even train and retrain them cheaply and quickly since they would receive the educational programmes in their different communities from a centrally located quality control unit simultaneously, no matter the geographic and social terrain (Abuli & Odera 2013).

### **Challenges of Formal Educational Broadcasting in Nigeria**

The use of educational broadcasting to deliver formal education in Nigeria could be plagued by the following challenges among others: lack of interactivity that normally would exist in a classroom face-to-face teaching and learning; poor policy formulation and implementation; absence of effective collaboration among stakeholders in educational broadcasting; pro-entertainment disposition of the broadcast industry in Nigeria and poor electricity supply. Radio and television programmes are largely one-way flows of messages except for live

phone-in programmes and this creates lack of instant teacher-learner and learner-learner interactions (Chandar & Sharma, 2003). Even in live phone-in educational broadcasts (which are rare in Nigeria), interactions are not as spontaneous and realistic as the classroom. Formal educational broadcasts therefore do not give room for discussions which, according to Mann (2010) are essential for effective teaching and learning. Without interactivity, learners are not able to get instant clarifications of confusing ideas being taught. The teacher is also not able to observe the levels of attentiveness and assimilation of learners through their spontaneous responses to classroom questions, gestures and non-verbal cues.

Poor policy formulation and implementation is another major challenge of formal educational broadcasting in Nigeria. Nigeria Community Radio Coalition (2015) and Onabajo (2000b) observe that broadcasting in Nigeria generally suffers lack of properly articulated policies which deprives the country from deriving maximum benefits from the industry for education. The two national policy documents expected to have provided for the use of educational broadcasts for formal education in Nigeria are the National Policy on Education and the Nigeria Broadcasting Code. The National Policy on Education mentions the terms “mass media” and “radio and television educational broadcasts” only once apiece on pages 44 and 52 (Federal Republic of Nigeria, 2004) while the Nigeria Broadcasting Code prescribes the objectives of broadcasting in the country to be for social, cultural, economic, political and technological development without provision for educational development (National Broadcasting Commission, 2010). The Code merely mentions “Educational and Instructional Broadcasting” under Section 1.16.2 (c) as one of the courses to be offered in a tertiary institution for accreditation of broadcast curriculum (p. 20), while Section 4.4 (p. 40) provided guidelines for Instructional Programming as follows:

4.4.1 Instructional programmes shall be presented with accuracy and decency.

4.4.2 Educational programmes shall promote Nigerian culture and general knowledge

4.4.3 Programmes presenting artistic and literary materials shall be objective and represent the rights of the owner.

4.4.4 Cultural subjects shall not be treated with unnecessary sensationalism, appeal to lewd interest or unwholesome curiosity, irrespective of the subject matter

The above indicates that these two documents failed to significantly provide for exploring educational broadcasting to deliver formal education in the country. This weak policy framework is a setback to formal educational broadcasting in Nigeria.

Lack of collaboration among stakeholders in formal education and broadcasters is also a challenge to the use of educational broadcasting for formal education in Nigeria. Many formal educational programmes on radio and television in the country are initiated by broadcasters without inputs from teachers and experts in the subjects. This lack of collaboration does not allow for the topics handled in the classrooms and those delivered through educational broadcasting to be complementary (Oyinloye & Adeleye, 2010). Under these circumstances, the perspectives of the classroom teachers and that of the broadcasts on the same subject/topic may vary, and this could leave the learners who are exposed to both perspectives in a dilemma. Another challenge confronting formal educational broadcasting is the pro-entertainment disposition of the broadcast industry in Nigeria. Obono & Madu (2010) and Onabajo (2000b) observe that broadcasting in Nigeria is tilted towards entertainment, with very little provision for educational content. The pro-entertainment orientation of Nigerian broadcasters is borne out of two major factors: audience interest and advertisers' preference. Entertainment programmes are most craved for among the broadcast audience in Nigeria (Nkwam-Uwaoma & Onu 2017) and broadcasters that desire to remain in business would give the audience what it loves. Pro-entertainment broadcasting in Nigeria is also greatly influenced by advertisers' preference to sponsor entertainment programmes over educational broadcasts since they are mostly attracted to programmes with mass appeal which hold promise of returns for their money in terms of exposure of their advertisements. Since Nigerian broadcast audience is drawn towards entertainment programmes, advertisers seeking to reach them with their

commercials would naturally follow suit. Given the fact that advertisers greatly influence broadcast programming, educational programmes can very easily be crowded out of stations' tight schedule by entertainment programmes that fetch broadcasters huge amounts of money to cover running costs (Nkwam-Uwaoma & Onu, 2017).

The discussion on challenges of formal educational broadcasting in Nigeria would be incomplete without talking about poor electricity supply. Broadcasting, as an electronic medium, relies heavily on electricity for production, transmission and consumption. This means that in a society with abysmally poor electricity supply such as Nigeria, broadcasting (including using educational broadcasting to deliver formal education) cannot be expected to be hitch-free.

### **Theoretical Framework**

This study draws theoretical perspective from the Development Media Theory (DMT). DMT is a normative theory propounded by Dennis McQuail to explain how the mass media (broadcasting inclusive) should operate in a developing country such as Nigeria in order to facilitate national development (Ijeh, 2010). The basic tenet of DMT relevant to the involvement of educational broadcasting in the delivery of formal education in Nigeria is that the mass media should accept and carry out positive development tasks in line with nationally established policy (McQuail, 1987; Nwodu & Fab-Ukozor, 2003; Worgu, 2013).

The above position suggests that broadcasting in Nigeria could be actively involved in promoting national development through formal educational broadcasting. DMT also advocates a defined partnership (collaboration) of all stakeholders in national development with broadcasting to facilitate the actualisation of development objectives (Baran & Davis, 2003). Effective widespread delivery of formal education is a national development goal in Nigeria and governments at all levels yearly budget for it. The use of educational broadcasting to assist in this effective widespread delivery of formal education, which is the focus of this study, is clearly a phenomenon captured by DMT.

This partnership to engage educational broadcasting to deliver formal education in Nigeria can come in several forms and at different levels. The first form of possible partnership is in the formulation and implementation of clearly defined pro-educational broadcasting policies. This is the preserve of governments at different levels and that is why this study is focusing on Delta State Government to find out the partnership between it and broadcasters in the area of effective formulation and/or implementation of pro-educational broadcasting policies in the state. Partnership can also exist in the area of collaboration between educators and broadcasters. Educational broadcasts that deliver formal education would be far more efficient when they have inputs from experts in the fields of knowledge than when their contents are at variance with the perspectives of experts. The radio and television programmes would also achieve the aim of promoting the effective widespread delivery of formal education easier if they complement classroom teaching and learning in the relevant subjects and topics than otherwise.

### **Methodology**

This study adopted in-depth interview method of qualitative research. The population of the study is 549 education officers in the Delta State civil service (120 in the Ministry of Higher Education and 428 in the Ministry of Basic and Secondary Education) who initiate and supervise the implementation of all education-related policies in the state. The sample consists of two directors (Director of Higher Education and Assistant Director of Basic and Secondary Education). The two directors were purposively selected for the qualitative study because they oversee the education-management functions of all education officers in both ministries of education and could be relied upon to generate sufficient qualitative data for the research. The data were analyzed by explanation building technique which enabled the researcher to explore and explain interviewees' responses to enhance proper understanding.

## Data Analysis

This section is divided into three sub-sections according to the core issue relating to each research question viz: Knowledge of Use of Educational Broadcasting for Formal Education; Level of Involvement of Educational Broadcasting for Formal Education and Challenges Confronting the Use of Educational Broadcasting for Formal Education in Delta State, Nigeria.

### Knowledge of Use of Educational Broadcasting for Formal Education

Research Question 1: How much do formal education managers in Delta State Government know about the use of educational broadcasting in formal education delivery?

Data emanating from the in-depth interviews indicate that managers of formal education delivery in the Ministry of Secondary and Basic Education and the Ministry of Higher Education in Delta State know that formal educational broadcasting can be used to complement and support classroom education by broadening and deepening knowledge transfer from teachers to students; encouraging intellectual development and providing tutorials on curriculum subjects. In the words of a respondent, '... educational broadcasting is used in formal education to complement and support classroom education by serving as an avenue for tutorials on curriculum subjects'. This means that with educational broadcasting of what is taught in classrooms, students get the chance to continue learning through radio and television programmes in their respective homes. He further declared that '... it helps to broaden and deepen knowledge of teachers and learners by giving them variety of radio and television programmes with different approaches to the learning process ...'. This variety, he observed, makes learning exciting, a situation that goes a long way to enhance learning and promote education. The other interviewee pointed out that formal educational broadcasts help to '... breakdown the teaching of complex subjects. According to him, this simplification of 'complex subjects' benefits the learners by enhancing their understanding of the subjects and training teachers on the teaching of difficult concepts. He also stated that educational broadcasting assists educational development by facilitating government's efforts to implement curriculum policy issues. Arising from the foregoing, this study concludes that formal education managers in Delta State Government are significantly knowledgeable about the involvement of educational broadcasting in formal education delivery.

### Level of Involvement of Educational Broadcasting for Formal Education

Research Question 2: What is the level of involvement of educational broadcasting in formal education delivery by Delta State Government?

Data in this regard show that the Delta State Government, through its Delta Broadcasting Service (DBS) based in Asaba and Warri, produces and transmits formal educational programmes on radio and television. Some of the educational broadcasts efforts involved in the delivery of formal education in the State were identified as programmes designed to teach the English Language on Delta Broadcasting Radio; "Literacy Radio" (A programme designed to promote adult formal education and aired on DBS stations in Asaba and Warri twice in a week) as well as teaching of the French Language on DBS radio and television. It was also made clear that the Delta State Government's *Chritie Akako French Language Centre* located in Asaba was equipped with gadgets that enable instructors and learners to tune-in to educational programmes in the French Language in the classrooms on cable television and follow practical conversations in French Language as teaching aids.

However, it was discerned from the in-depth interview responses that there was no solid arrangement from neither the Delta State Ministry of Higher Education nor the Ministry of Basic and Secondary Education to take responsibilities for the involvement of educational broadcasting in formal education delivery in the state by way of existing policy, regulation of educational broadcasts and funding. The existing formal educational broadcast programmes

are sometimes initiated and funded by Delta Broadcasting Service without collaboration and support from the ministries of education. As a result, Delta Broadcasting Service can decide to discontinue the programmes without recourse to the ministries of education.

The above analysis compels this study to conclude that Delta State Government's level of involvement of educational broadcasting in formal education delivery is very weak. This is because though formal educational programmes are produced and aired by Delta State Government owned radio and television stations, there is no clear-cut collaboration between the managers of formal education and the broadcast stations in the area of policy framework, regulation, content quality control, funding and sustainability.

### **Challenges Confronting the Use of Educational Broadcasting for Formal Education**

Research Question 3: What are the challenges confronting Delta State Government's use of educational broadcasting in formal education delivery?:

Responses related to the challenges preventing the Delta State Government from sufficiently deploying educational broadcasting in formal education delivery indicate funding; absence of inter-ministerial collaboration between the two ministries of education and DBS; dearth of qualified personnel and poor learners' awareness of the value of educational broadcasting in formal education delivery. Interviewees were unanimous in pointing out that producing and transmitting educational broadcasts involved huge sums of money which are not provided for in the budgets of the two ministries in charge of education in Delta State. It was noted that producing high quality educational programmes usually requires inputs from professionals in the subjects being handled which may call for provisions for transportation, accommodation, feeding and stipend for these professionals who may be sourced from far and near. There is also the need to spend money to procure relevant technological gadgets to guarantee high quality educational broadcast programme production and pay for airtime to guarantee transmission of the educational programmes at choice hours. In the absence of budgetary provisions, funding educational broadcasting becomes impossible and this makes it difficult to explore it in formal education delivery in the state. It was also agreed by the interview respondents that it would have been a good idea to partner with the state government-owned Delta Broadcasting Service in Asaba and Warri to produce and transmit formal educational broadcasts in the state but the stations are independent of the two ministries of education. This lack of inter-ministerial collaboration between the two ministries of education and DBS Asaba and Warri makes it difficult for the ministries to initiate the use of educational broadcasting for formal education delivery as the stations have their objectives which often may not accommodate such educational programmes from the ministries of education without payment for airtime.

The dearth of qualified personnel within the two ministries of education in Delta State was also identified as one of the challenges confronting the use of educational broadcasting in formal education delivery in the state. The present staff structure in the ministries does not provide for experts in educational broadcasting. This means that for the ministries to initiate educational programmes on radio and television, they must spend time and money to engage professionals outside the ministries or train some of their staff in educational broadcasting, none of which is feasible in the absence of budgetary provisions. The interviewees also observed that learners' awareness of the value of educational broadcasting in formal education delivery in Delta State was poor. According to them, the level of consumption of past and present educational broadcast programmes indicate that members of the public do not appreciate the fact that radio and television programmes can be very effective in the promotion of teaching and learning of school subjects. They pointed out that many people still rely on radio and television programmes more for entertainment and news than for formal education.

### **Discussion of Findings**

The findings in this study indicate that formal education managers in Delta State, Nigeria, significantly appreciate the fact that educational broadcasting can be involved in the delivery

of formal education in the areas of broadening and deepening knowledge transfer from teachers to learners and providing out-of-school complementary tutorials on curriculum subjects. It was also clear that they understand that educational broadcasting can be deployed to simplify the teaching and learning of complex classroom subjects through training and retraining of teachers on subject content and teaching skills; facilitate research on issues of educational development and promote government and curriculum policy issue. These findings corroborate the submission that educational broadcasting has prospects in the delivery of formal education in the areas of easy widespread reach and quality education (Onabajo, 2000a; Onabajo, 2000b; Chandar & Sharma, 2003 Commonwealth Educational Media Centre for Asia, 2011; Abuli & Odera, 2013; Agbamuche, 2015).

Another finding in this study is that the level of Delta State Government's use of educational broadcasting in the delivery of formal education is very weak as a result the of absence of effective collaboration between formal education managers and broadcasters in the State in the areas of policy framework, regulation, content quality control, funding and sustainability. This finding is in consonance with the submissions of Onabajo (2000a); Oyinloye & Adeleye (2010) and Nigeria Community Radio Coalition (2015) that lack of collaboration among stakeholders in educational broadcasting, poor policy formulation and implementation and lack of philosophy and focus are major challenges to the use of educational broadcasting to deliver formal education in Nigeria.

This study equally reveals that the challenges preventing the Delta State Government from sufficiently deploying educational broadcasting deliver formal education include absence of inter-ministerial collaboration between the two ministries of education and the state-owned Delta Broadcasting Service (Asaba and Warri), which indicate an absence of a defined partnership of formal education mangers in Delta State Government and the mass media in order to facilitate the actualisation of development objectives as prescribed by DMT (Baran & Davis, 2003). Another challenge confronting the delivery of formal education through educational broadcasting is the pro-entertainment disposition of the broadcast industry in Nigeria. Onabajo (2000b); Obono & Madu (2010) and Nkwam-Uwaoma & Onu (2017) clearly show that the broadcast industry in Nigeria is tilted towards entertainment with very little provision for educational programmes. Other challenges are lack of funds and dearth of qualified personnel.

## **Conclusion**

Formal education managers in Delta State Government appreciate the use of educational broadcasting in formal education delivery especially in the areas of achieving broader and deeper transfer of knowledge from teachers to learners by providing out-of-school complementary tutorials on curriculum subjects; simplifying the teaching and learning of difficult classroom subjects by making training and retraining of teachers on subject content and teaching skills easily widespread as well as facilitating research on educational development which can promote government curriculum improvement initiatives. However, in spite of the above appreciation of the prospects of educational broadcasting in the delivery of formal education in Delta State, its use is very weak as a result of the absence of effective collaboration between formal education managers and broadcasters in the state in the areas of policy framework, regulation, content quality control, funding and sustainability.

Delta State Government faces some challenges in the use of educational broadcasting to deliver formal education in the state. These include lack of funds and absence of inter-ministerial collaboration among the Ministry of Higher Education, Ministry of Basic and Secondary Education and the state-owned Delta Broadcasting Service. Other challenges are dearth of qualified personnel and public preference for entertainment programmes over educational broadcasts on radio and television.

## Recommendations

Arising from the conclusion in this study, the following recommendations have become necessary:

- ⌚ There should be effective collaboration among all stakeholders in education and broadcasting in Delta State in the areas of pro-educational broadcasting policy formulation, regulation, content quality control, funding and sustainability.
- ⌚ The governments of Delta State should make adequate budgetary provisions to effectively fund educational broadcasting in order to strengthen its involvement in the delivery of formal education in the state.
- ⌚ Broadcasting educators should work towards improving the competence of educational broadcasters while broadcast stations should send their programme producers for regular training and retraining in educational broadcasting to sharpen their skills.
- ⌚ Educational broadcasters should introduce innovations to make educational broadcasting attractive to members of the audience and advertisers in a bid to reduce public preference for entertainment programmes over educational broadcasts on radio and television.

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