

Benefits, Constraints and Prospects of Educational Broadcasting in Nigeria

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Abstract

From the inception of broadcasting in Nigeria, radio and television programmes have been deliberately designed and delivered to enhance teaching and learning across various areas of interest and subjects within the cognitive, affective, and psychomotor domains, catering to formal, informal and non-formal levels of education. Thus, the focus of this chapter is to discuss the benefits, constraints and prospects of educational broadcasting in Nigeria. The paper adopts the document search to achieve its objectives. It discussed the importance, significance of educational broadcasting and its challenges. It concluded that educational broadcasting has a number of benefits such that educational broadcasting is relatively cheaper to deliver education because a single radio or television programme could reach learners in different geographical locations including difficult or impossible terrains and territories. 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. However, the challenges of educational broadcasting in Nigeria include its weakness due to the absence of effective collaboration between formal education managers and broadcasters in the areas of policy framework, regulation, content quality control, funding and sustainability. Another challenge confronting the delivery of formal education through educational broadcasting is the pro-entertainment disposition of the broadcast industry in Nigeria. Other challenges are lack

of funds, poor power supply and insufficient qualified personnel. It is recommended governments, educators and broadcasters in Nigeria need to work together to effectively create policies that support educational broadcasting and regulate educational broadcasters to guarantee quality, as well as funding remains very important. Also, in order to decrease the public's preference for entertainment broadcasts, adequate measure should be taken. Enough financial resources should be budgeted for the training and retraining of educational broadcasters so that they can give the best to the society. Equally, innovations should be made to make educational broadcasting appealing to viewers and advertisers.

Keywords: Education, Benefits, Challenges, Prospects

Introduction

Nigerians are accustomed to educational broadcasts. Since the beginning of broadcasting in the nation, radio and television programmes have been especially created and presented to support teaching and learning in particular area of interests and topics in cognitive, affective and psychomotor domains in formal, informal and non-formal levels of education (Ijeh & Ojebode, 2015). Nigeria educational broadcasting began in 1933 when the British Broadcasting Corporation (BBC) began educational programmes on its West African Overseas Service. Following the transmission, which demonstrated the potential of educational broadcasting in Nigeria, the government was urged to introduce educational broadcasting into the nation's schools by article that appeared in the *Nigerian Teacher* (a teacher journal (Nwamadi, 1988 in Ijeh & Ojebode, 2015). A key factor in the development of television as mass communication platform in the country was for educational broadcasting. It was one of the reasons or main goals when Western Nigeria Television (WNTV), the country's first television outfit, which was founded in Ibadan on October 31, 1959. Ijeh (2014) and Onabajo (2000a), further affirm that this first television station was to be used for local education, to advance the educational vision of the then Western Region Government.

Determined to deepen education among its population, the Federal Radio Corporation of Nigeria (FRCN) Ibadan, formerly known as the Nigerian Broadcasting Service, broadcast a number of programmes in the late 1960s and the beginning of 1970s that were intended to impart and augment a variety of subjects such as sciences and arts that were taught in the conventional educational settings (classrooms), according to Ojebode and Sonibare (2004). A number of scholars such as Gale (2011), Ojebode (2003) and Gross (2000) concur that stakeholders in mass communication, education and other social sectors have identified the educational potentials of broadcasting from its early days as a means of

mass communication. Many early radio stations were started by educational institutions, and barely a decade after its debut in the first decade of the 20th century, it began to be used for mass education so much that it was labelled the “People's University”.

Jenkins (1981) in Ijeh and Ojebode (2015) advances further that Nigeria is among the numerous developing nations where educational broadcasting has been utilised as a means of instruction across various disciplines, particularly in the field of agriculture. Examples of educational radio and television programmes in Nigeria include *Oral English* and *Children on the Move*, both on Edo Broadcasting Service (EBS) Benin City; *Bonjour Des Amis* on Delta Broadcasting Service (DBS), Asaba; *Literacy by Radio* on Delta Broadcasting Service (DBS), Asaba and Warri; *Literacy Empowers* on Delta Broadcasting Service (DBS), Warri; *ESBS-IMT PolyAir* on Enugu State Broadcasting Service (ESBS) Enugu; *Lifeline* on Independent Television (ITV), Benin City; *You and Your Health* on Nigerian Television Authority (NTA), Sapele; *Africa Challenge*, *Basic Education*, *Work it Out*; *Who Wants to be a Millionaire?*; *Maggi Kitchen*; *Tales by Moonlight* on Nigerian Television Authority (NTA) network; *Teaching English Radio*; *NAPEP Watch*; *Health Watch*; *Focus*; *Consumer Speaks*; and *Know Your Rights* on Radio Nigeria network, among others (Ijeh & Ojebode, 2017).

This form of broadcasting has led to improvements in the literacy levels of those who its contents are meant for across the globe. Ojebode and Sonibare (2004) posit that in the early 1920s, radio played crucial role in the education of children in Europe. Radio was also useful in the United States of America for children's education as far back as the 1940s. Countries such as Kenya, Thailand, Japan, India, Niger Republic, Egypt, Algeria, Singapore, Germany, Belgium and the likes, have used the instrumentality of radio and television to teach various classrooms courses and subjects such as agriculture, mathematics, government, economics, to mention but a few (Venniyoor, 2005; Aderinoye and Olajide, 2004; Onabajo, 2002).

From the foregoing, the thrust of this work is to benefits, constraints and prospects of educational broadcasting in Nigeria.

Understanding Education

The business dictionary defines education as the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement, and generally preparing oneself or others intellectually for mature life. Simply put, education is the development of the abilities of the mind (learning to know).

According to Odiagbe cited in Ganiyu (2011, p. 213) is "the socialisation, the transmission of knowledge, skills, values, and norms; the socio-psychological and acculturation process through which man

learns to achieve competence in his culture, adapt to socio-economic environments and consciously causes desirable changes to occur.”

Importance of Education

There are many reasons education is essential. Some of these reasons are:

1. **Global Material:** Education is a must for world citizenship or global citizenship. Such a person always works for the benefits of humanity. He treats the entire human race as brothers and sisters. We all acknowledge the importance of education, knowledge and truth for promoting the world outlook. Education produces citizens who are men of intellectual and moral integrity, who are public-spirited, tolerance and wise. Education aims at producing ideal human beings.
2. **Promote national interest:** Education also promotes national interest. The highly educated people have a critical intelligence of exceptional order. They can form independence conclusions from given facts. An educated person has the wisdom and knowledge to work for the good of the country. The doctors, engineers, scientists, soldiers, police, journalists etc. all work together in protecting national interest.
3. **True benefactors of human race:** We must praise great writers, scientists, humanistic philosophers, profoundly religious man with an abiding faith in spiritual values, social reformers and other men with a constructive genius because these educated men alone are the true benefactors of the human race.
4. **Backbone of developing countries:** Education is the backbone of developing countries. Developing countries should understand the importance of education and develop a sound educational system. Sustainable development of economy and society is closely related to education. The most critical resource of a nation is its human capital. Educated people have more understanding of themselves and of the others.
5. **Moral, spiritual and ethical values:** Educated people promote quality of opportunity. When based on merit alone, any privilege is bound to be more moral because it has to justify no unmerited privilege, advocate no ethical system that promotes class-feeling or social snobbery and defend nothing, which is unjust or ethically wrong. The aim of education, whatever the social system, must be to disseminate knowledge and stimulate the questioning spirit. Educational institutions cannot produce saints. But they can undoubtedly inculcate among students respect for spiritual and ethical values and make them understand that the promotion of human welfare, not self-

aggrandizement, is the end of life. However brilliant, however gifted, no man can be considered truly cultured unless he identifies himself with the well-being of others, unless he has the passion for making the kingdom of God prevail on earth.

6. **Education produces good citizens:** Education also produces well-cultured and wise men. It is often said that the children of today are the citizens of tomorrow. If children of today study hard to become good students, they will indeed become good citizens.
7. **Enjoy life:** Education enables young men and women to develop all the talent powers and faculties of their nature and to enjoy a good life.
8. **Freshness of approach:** A sound education system encourages freshness of approach. Education should bring out the best in the student, not stifle his mind.
9. **Transmit national culture:** Education is an important medium to transmit national culture to the students. Of course, educational institutions are not the only agencies through which the nation's culture can be passed on to the younger generations. The home exercises a powerful influence on the youthful mind.
10. **Character:** Education also helps in building the character of a person. The educational teachers make an attempt to give their students a moral outlook.
11. **Literacy:** Education enables a person to become literate. Literacy refers to the ability of a person to read and write. Literacy is essential not only for children but also for adults.
12. **Curiosity:** An educated man should have infinite curiosity, the passion for understanding things in a scientific way, with complete objectivity.
13. **Wisdom:** In democratic countries, educational institutions earnestly try to arouse intellectual curiosity, satisfy the appetite for more and more knowledge and develop the critical spirit which alone brings wisdom.
14. **Intellectual discipline:** He cultivates intellectual discipline and intellectual humility. He is an earnest seeker after truth and knowledge with an open-mind.
15. **Seeks perfection:** A truly educated man always seeks perfection. He is not a specialist who has perfected only his body or the intellect or the mind but one who seeks the development of all his faculties.
16. **Earn a livelihood:** Education enables a boy or a girl to earn his or her living. It is true that employment does not depend upon intellectual attainments alone. It is also determined by the stage

of economic development of a country. However, there are chances that an educated person will get an excellent job with an income sufficient to earn him or her a livelihood. An educated person can quickly meet the basic material needs of life.

17. **Knowledge:** Education is vital because it provides us with the knowledge that we need to navigate the world. Education can help us to do everything from mathematical calculations to theatrical performances.
18. **Help to our communities:** The better educated we are, the more able we will be to help out our communities-whether that is using engineering projects or whether it is by means of writing literature for them to enjoy.
19. **To know your right:** Education enlightens us. It helps us to know what our rights are and what to do when they are broken.
20. **To manage crisis:** We encounter many crises in life crumbling economies to the allocation of limited resources. Education helps us to manage such crises by making sober decisions
(Source: *importantIndia.com* (2024)).

Conceptualising Broadcasting

Broadcasting is the broadcast of audio and/or video signals (programmes) to a wide group of people (called "listeners" or "viewers"). This group could be the general public or a sizable segment of the general public. A public address system in a workplace, for example, can broadcast very limited ad hoc "soundbites" to a tiny population within its range, whereas an Internet channel can send text or music worldwide. Broadcasting can be solely aural, as in radio, or visual, as in television, or a combination of both. Broadcasting has evolved in tandem with technological advancements. The term "broadcasting" has traditionally been used to refer to the radio and television businesses. Broadcasting was historically associated with "over the air" radio broadcasts (Phelan, 2022). This implies that broadcasting is the systematic delivery of information, instructional programming, and other characteristics for simultaneous reception by a dispersed audience with proper receiving hardware in its most basic form.

The Meaning of Educational Broadcasting

Educational broadcasting is the exploration of the dynamics of the broadcast media of radio and television to promote the effectiveness of education. 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). Educational

broadcasting also 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). Edwards and Helvie-Mason (2010) describe educational broadcasting as the process by which educators and learners stimulate meanings in their minds mutually, using verbal and non-verbal messages transmitted by radio and television to impact the learning environment in order to facilitate learning.

Benefits of Educational Broadcasting

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). Cemca (2011) posits that educational broadcasting has the capacity to reach a very large audience simultaneously. In Nigeria, educational broadcasting has the potential to reach all the nooks and crannies with ease so long as the signals are received clearly (Ijeh & Ojebode, 2015). 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 benefit of educational broadcasting in formal education delivery in Nigeria is relative low cost. Educational broadcasting helps to increase access to formal education. Educational radio or television can offer a distance education secondary equivalency program for out-of-school youth and adults. Such people can thereafter register for internal final senior secondary school exams like NECO, WAEC or NABTEB in any school of their choice (Olumorin, Aderoju & Onojah, 2018). 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). Olumorin, Aderoju and Onojah (2018, p. 185) declare that:

Educational radio and television programs help to support classes with under qualified teachers. It has been observed that most of the educational Radio or Television channels teach effectively and interestingly various secondary school subject topics. This has been particularly true in the science subjects where teachers are scarce. Fourth, educational radio or television programs expand the experiences of the children. For examples, in sciences, the programs can demonstrate many experiments that would not be possible to do in regular classrooms or even in laboratories. Thus, strengthens the teaching and learning process.

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). Olumorin, Aderoju and Onojah (2018) further contend that educational radio and television are very important; it helps in the delivery of quality educational programs to audience. Learners have the opportunity of listening or viewing relevant educational programs which indirectly enhance their understanding and stimulate their interest towards learning.

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).

Constraints of Educational Broadcasting in Nigeria

Nigerian educational broadcasting has faced numerous obstacles. The political, economic, social, physical, technological, and structural are only a few of these limitations. According to Chandar and Sharma (2003), the possibility of educational broadcasting to impart valuable knowledge to target audiences who are geographically and temporally apart from the educator presents the difficulty of delayed feedback and a lack of educator-learner interaction. This is a significant barrier because it is hard to ask the teacher to clarify any unclear points pertaining to the subject matter that is being covered. According to Ijeh and Ojebode (2015), education delivery is seen as a highly interactive process that necessitates a continual exchange of perspectives between the teacher and the student. Mann (2010) asserts unequivocally that debate is crucial for learning in support of this viewpoint. In other words, the distance between the teacher and the student that is typically connected with educational broadcasting not only denies the students the chance to ask questions, but it also prevents the teacher from conducting formative assessments during the educational delivery processes, which are essential to improving instruction. Since broadcast mediums are typically largely one-way, it can be challenging to quickly gauge audience reactions. As a result, chances for the early identification and remediation of defects in the instructional design and methods are lost (Cemca, 2011). While educational broadcast programme producers are working harder than ever to include feedback components in their shows so that viewers can engage with them, in-person instruction will always provide a higher level of involvement.

Fixed tempo is another problem for educational broadcasting that is related to the issue of teacher-student separation. Typically, the instructor's speech rate in instructional broadcasts cannot be adjusted to fit the classroom setting. This artificializes the delivery rate in some way and makes it difficult to take notes, ponder on the program's contents, and perform necessary recapitulations. This is also because producers of educational broadcast programmes may be tempted by the audience's diversity to target their shows at average, which could lead to the introduction of superficiality and a loss of definition in the shows (Cemca, 2011; Chandar & Sharma, 2003).

One other significant obstacle is the lack of a well-defined policy outlining the functions and integration of educational broadcasting in Nigeria. It is impossible to expect educational broadcasting to be successful without substantial political or governmental backing enshrined in a policy. The Nigeria Community Radio Coalition (2015) claims that the lack of a well-defined policy in Nigerian broadcasting exacerbates the issues with broadcasting, including educational programming. It is stated that some proposed policy documents are quickly eclipsed by events, while others become stuck in the processing mills. As a result, educational broadcasting is left up to the judgement of certain radio and television stations, which may result in a lack of clarity in the curriculum or a restricted audience.

When one closely examines the National Policy on Education (Federal Republic of Nigeria, 2004), one finds that educational broadcasting is not given enough credit as a means of advancing knowledge in Nigeria's formal, informal, and non-formal knowledge domains. In the 60-page document, the terms "mass media" and "radio and television educational broadcasting" appear only once, on pages 44 and 52, respectively. Furthermore, the treaty fails to specify the role that educational broadcasting can play in advancing the goal of universal education. Broadcasters may introduce educational programmes for a variety of reasons, not just educational ones, such as prestige, politics, broadcast time fillers, commercial drive, and more, in the lack of a policy dictating the roles and procedures of educational broadcasting. Educationists, social mobilisation activists, and change agents may start educational programmes without doing enough preparation, leading to educational materials that are only tangentially related to the needs of the target audience (Cemca, 2011). According to Onabajo (2000b), this shows that Nigerian educational broadcasting lacks a common philosophy and emphasis, depriving the nation of the educational potential of broadcast media.

The problem of a lack of cooperation between broadcasters, educationists, change agents, social mobilisation activists, and academics in the implementation of educational campaigns is closely linked to the challenge of Nigeria's lack of a well defined policy for educational broadcasting. This may not be unrelated to the fact that, in terms of employing broadcast media for education, they are neither acknowledged as a team nor have their tasks well defined. It is conceivable that the majority of the educational programming that are broadcast on Nigerian radio and television lack the expertise and contribution of educators and other professionals with appropriate backgrounds in the areas covered (Oyinloye & Adeleye, 2010). It has been said that this is an organisational

issue brought on by the customary stand-alone methods utilised by broadcasters, teachers, change agents, and organisations in charge of education in all its forms in Nigeria, which should be coordinated. This makes it more difficult for classroom instruction on the same subject matter and educational broadcasts in formal realms of expertise to complement one another. Educationists and producers of broadcast educational programmes are unable to collaborate closely, which prevents them from combining their resources and expertise to fully utilise the educational channel (Cemca, 2011).

The inclination of the Nigerian broadcast audience to prioritise amusement over the informational and instructional duties of broadcasting presents another significant obstacle to using the media for educational purposes. Onabajo (2000b) asserts that both the broadcast industry and the Nigerian public are entertainment-conscious, with the former prioritising entertainment over information and education. Similarly, Ojebode and Adegbola (2010) report that a study found that in a rural community in Nigeria, the majority of illiterate people who listen to radio tune in for shows about strange events and entertainment, while the literate listen in for intellectual-based shows like those about human rights, development, health, and agriculture. They claim that listeners are more likely to tune in to educational and related programmes the more educated they are. In support of this theory, Ojebode and Sonibare (2004) note that formal education and media response (including educational programmes) have a favourable association. Indeed, the tagline "More music, Less talk" is well-known for a Nigerian radio station. This pro-entertainment tagline aptly reflects the television industry's preference for amusement above teaching (more music, less discussion). This anti-educational broadcasting stance is not exclusive to the broadcast stations. Advertisers don't seem any less guilty at all. Sponsors of broadcast programmes appear to have a preference against supporting educational programming. Promoters seem to be far more willing to support entertainment programmes on TV and radio than instructional ones. However, it could be argued that the reason advertisers prefer to sponsor entertainment programmes over educational ones is because they want to get the most out of their sponsorship dollars by supporting shows that will allow them to reach the widest audience possible.

The lack of suitable personnel and financial resources is another issue facing Nigerian educational broadcasters (Babalola, 2012). A significant amount of money is required to hire experts and buy equipment. As a result, low budget may result in subpar programming. Poor electricity supply has been noted as another significant issue. Some radio listeners only use electricity to listen to radio broadcasts, even

though radio sets can be powered by batteries. Due of Nigeria's inadequate electricity supply, these listeners might not be able to access educational radio programming. The situation is exacerbated by the lack of battery-operated television sets in Nigeria. This indicates that most people who watch television depend on power. Babalola (2012) goes on to highlight corruption as a significant obstacle to Nigeria's successful educational broadcasting. In his words:

... because of corruption, public and private office holders find it extremely difficult to make proper accountability of resources entrusted to them. By implication, funds that are earmarked for the running of educational broadcast sometimes are misappropriated or circumvented into personal use while the main issue at hand suffers the consequences (p 17).

Ojebode and Adegbola (2010) identified a further obstacle to educational broadcasting in Nigeria as the necessity for it to coexist with a complex web of institutional, political, and social restraints. They contend that the needs and interests of the audience are diverse, as are the participants' locales, cultural and educational backgrounds, and backgrounds. It is actually noted that a large portion of the broadcast audience prefers nearby stations to distant ones. This makes it harder for one broadcast station to reach every resident in a state or area.

Studies on Educational Broadcasting

Studies have been conducted to find out the positive impact of educational broadcasting. For instance, the study of Wright et al (2014) found that students studying in a technology rich environment achieve higher marks in all subject areas, gain a positive attitude towards learning, are able to generate new ideas and build self-confidence. More so, Braun in 2016 indicated that educational media particularly radio and televisions improve students' motivation and attitudes about learning and also about themselves. Also, it increases students' attendance and decreases dropout rates. Ijeh (n.d) established in a study 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. Olumorin et (2018) found that the students were not aware of the educational radio and television programs even though they have access to it. The authors further found that inadequate power supply to use the television and radio

to access educational broadcast is most prominent mitigating factor against educational broadcasting in Nigeria. Others of their findings revealed that inconvenient time of airing educational broadcasts on the television stations, high cost of subscriptions to the satellite television stations (Startimes and DSTV) and educational broadcasts are usually not interesting to listen-to or watch as strong mitigants towards the use of educational television and radio programmes for learning. Preschool children who watched a few hours a week of educational programming perform better on achievement tests over time than their peers who watch more general entertainment shows (Huston & Wright, 2014). As a medium that can be listened to in the privacy of one's home or room, they are often the preferred choice for those seeking information on culturally taboo topics such as HIV/AIDS or STDS.

Conclusion

The thrust of the chapter has been on benefits, constraints and prospects of educational broadcasting in Nigeria. From the information gathered, it is concluded that educational broadcasting has a number of benefits such that educational broadcasting is relatively cheaper to deliver education because a single radio or television programme could reach learners in different geographical locations including difficult or impossible terrains and territories. Put differently, 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. However, the challenges of educational broadcasting in Nigeria include its weakness due to the absence of effective collaboration between formal education managers and broadcasters in the areas of policy framework, regulation, content quality control, funding and sustainability. Another challenge confronting the delivery of formal education through educational broadcasting is the pro-entertainment disposition of the broadcast industry in Nigeria. Other challenges are lack of funds, poor power supply and insufficient qualified personnel.

Recommendations

Governments, educators and broadcasters in Nigeria need to work together to effectively create policies that support educational broadcasting and regulate educational broadcasters to guarantee quality, as well as funding remains very important. Also, in order to decrease the public's preference for entertainment broadcasts, adequate measure should be taken. Enough financial resources should be budgeted for the training and retraining of educational broadcasters so that they can give the best to the society. Equally, innovations should be made to make educational broadcasting appealing to viewers and advertisers.

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