



Assessment of Levels of Educational Broadcasting on Radio Stations in Asaba, Delta State, Nigeria

Edith Oghenechovwe OTUYA-ASOHRO

otuyaedith@gmail.com

Department of Mass Communication, Delta State University, Abraka

Patrick Nkemdilim IJEH (Ph.D.) *Corresponding Author*

Mass Communication Department, Delta State University, Abraka, Nigeria;

ijehnp@delsu.ed.ng ; poni716@yahoo.com

ORCID: <https://orcid.org/0000-0002-3876-7851>

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ABSTRACT

The study investigated the practice of educational broadcasting in radio station in Asaba to examine its level, types, domains and sponsorship. The study explored the Developmental Media Theory and adopted cross sectional research design with content analysis, observation and in-depth interview research methods with a population of 4 radio stations and their heads of programmes departments from which 3 were sampled based on the availability sampling technique. Coding sheet, observation checklist and interview guide served as instruments for data collection which was analyzed with simple percentages and explanation building technique. Findings show that level of educational broadcasting in radio stations in Asaba is very low and the programmes were mostly lectures. The educational programmes the radio stations were predominantly non-formal while their level of sponsorship was extremely low. The study shows that radio stations in Asaba did not heed the tenet of the Development Media Theory and recommends broadcasters, governments and broadcasting regulators in Nigeria should make concerted effort to improve the level of educational broadcasting in the country while broadcasters and stakeholders in the education sector should collaborate to develop a wide variety of educational broadcast programmes to cover several types and domains. The study also recommends that sponsors of broadcast programmes, corporate establishments and philanthropists should help sponsor educational broadcasting to boost its availability in Nigeria.

Keywords: Audience; Broadcast programmes; Development Media Theory; Domain of education; Mass literacy; Types of Educational Broadcasting;

I. INTRODUCTION

Educational broadcasting is a broadcast initiative that is planned and produced in line with educational criteria and educational objectives. It refers to the use of radio and television to consciously, deliberately and tactically impart knowledge and skills which ultimately influence behavior (Ijeh 2019; Sanusi, Talabi, Adelabo & Alade 2021). Educational broadcasting is therefore a well-rehearsed process that ultimately seeks to disseminate knowledge. According to Commonwealth Education Media Centre for Asia – CEMCA (2011), educational broadcasting is a process that opens up a window to the world by making it possible for the target audience to enjoy rare intellectual development experiences which may be impossible otherwise. This is because it has the unrivalled capacity to reach a very large audience simultaneously with top quality educational contents thus achieving mass literacy in an unimaginable territorial scale effectively.

To further enhance the understanding of the concept “educational broadcasting”, there is need to first understand the two variables: “education” and “broadcast”. Education is the process and act of deciding, designing and disseminating knowledge and skills essential for development of any human society and the reception, consumption and application of same by the target audience. It is often described as knowledge shared and received through instruction and involves imparting ideas, facts, principles and



rules into the mind of the learners (Ijeh, Umukoro & Amune 2015). This goes to underscore the fact that education is a deliberate activity; a management-oriented practice and an instructor-learner interaction (Ijeh & Ojebode 2015). Education, therefore, is the management of learning which enables humans develop abilities, potentials, expertise, viewpoints, frame of mind, and other forms of behavior which are of productive value to the larger society (Ossai & Nwalado 2014). Broadcasting on its part entails the transmission of information through wireless medium from a radio or television station, to the audience in far and near places, with the aid of appropriate encoding and decoding devices (Olumorin, Aderoju & Onojah 2018). Without doubt, the invention of the radio and television helped compress the world into a global village and broke almost all known obstacles that attempt to make mass literacy impossible (Ufuophu-Biri & Ijeh 2021).

The concept of educational broadcasting predominantly entails teaching members of the audience necessary knowledge with the intention of broadening their horizons and helping them achieve over-all development (Ijeh 2010). It can be a powerful means of communicating quality ideas, information and knowledge on every subject under the sun to those in need of it in the comfort of their homes, workplaces or while on the move (Olaniran 2013; Ijeh et al 2015). Educational broadcasting, which can be prepared by broadcasters or/and education-oriented individuals, groups, institutions or establishment to cover the three domains of education (formal, informal and non-formal) is very visible in contemporary societies and has accelerated the enhancement of the literacy levels of target audience (Ijeh & Onojeghwo 2009; Babalola 2012). It is the intention of this study to find out if Asaba, the capital of Delta State, Nigeria, is one of the contemporary societies where educational broadcasting is visible through this assessment of the levels of educational broadcasting on radio stations based in the city.

Statement of the problem

Radio educational programmes are not strange in Nigeria and have attracted some measure of scholarly attention. In a historical study on educational broadcasting in Nigeria, Babalola (2012) reports that, although the use of broadcasting for educational purposes is not new in Nigeria, there is need for further development to maximize its benefits in the country. Ijeh (2019) focused on the use of educational broadcasting in formal education and notes that broadcasters in

Nigeria offer more entertainment and news/current affairs contents than education because of lack of funds, absence of sponsors/advertisers and lack of collaborations among stakeholders in the education sector. On their part, Akpan, Udeze and Asogwa (2014) examined the dysfunctions in broadcast contents in Nigeria and point out that the trend may engender educational paucity of the Nigeria child.

The studies above and many more provide useful insights into the phenomenon of educational broadcasting in. However, none seems to have focused on the state of educational broadcasting on radio stations based in Asaba, the capital of Delta State, Nigeria. To what extent do these radio stations engage in educational broadcasting? What domains of education do they cover and what is the level of sponsorship of these programmes? These questions and the absence of research-based answers highlight obvious gaps in knowledge that this assessment of levels of educational broadcasting on radio stations in Asaba, Delta State, Nigeria, attempts to fill.

Objectives of the Study

The objectives of the study are to:

- 1 find out the level of educational broadcasting in radio stations in Asaba, Delta State, Nigeria;
- 2 examine the types of educational broadcasting in radio stations in Asaba, Delta State, Nigeria;
- 3 find out the domains of education covered by radio stations in Asaba, Delta State, Nigeria and
- 4 examine the levels of sponsorship of educational programmes in radio stations in Asaba, Delta State, Nigeria.

Research Questions

This study is anchored on search for answers to the following research questions:

- 1 What is the level of educational broadcasting in radio stations in Asaba, Delta State, Nigeria?
- 2 What are the types of educational programmes in radio stations in Asaba, Delta State, Nigeria?
- 3 What are the domains of educational broadcasting in radio stations in Asaba, Delta State, Nigeria?
- 4 What is the level of sponsorship of educational programmes in radio stations in Asaba, Delta State, Nigeria?



Delimitation of the Study

This study is delimited to the levels of educational broadcasting, types of programmes, domains of education covered and their sponsorship in radio stations in Asaba, Delta State, Nigeria. The study is equally delimited to a six-month period (June-December, 2023).

II. Literature Review

Level of Availability of Educational Broadcasting on Radio in Nigeria

Educational broadcasting began in Nigeria in 1932 and had great impact on the development of education in the country. The pioneer educational radio programmes were broadcast once a week by the Radio Diffusion Service (RDS) under the defunct Post and Telegraph Department (P&T) and included English language, Mathematics and History. This was the situation until 1957 when the Nigeria Broadcasting Corporation (NBC) was established (Babalola 2012; Ijeh & Ojebode 2015). In early 1990s, the broadcast industry was unbundled to allow for private ownership of radio and television stations and their impact was felt immediately especially during public health emergencies such as Ebola and Laser Fever epidemics. This helped in no small measure to educate public on the existence of the epidemics and the available preventive measures. Educational broadcasting was available on LTV 8 for teaching Yoruba, English and French Languages for the beginners. While the African Independent Television (AIT) had programmes like *Scrap Palace* (an art programme) and *Kiddies Radio* (a quiz programme) that was aired on Sundays on RayPower FM, Abuja. Till date, NTA's multiple award winning *Tales by Moonlight* programme remains the longest running children's educational programme in Nigeria (Ufuophu-Biri & Ijeh 2021). Closely following *Tales by Moonlight* in both recognition and impact is Jimi Solanke and Dede Mabiaku's *Story-Land*. The programme was famous for its high moral content as it taught children the virtues of honesty and hard work. From the 1990s till early part of this millennium, other educational programmes available included Debate programmes, *JET Quiz Competition*, *Bournvita Brain Match*, *Rainbow FM Mathematics and Science Quiz competition*, *Indomie National Spelling Bee Competition* on Top Radio FM, *Spelling Bee* on Law FM, and Nigeria Info FM's student debate tournament - *I Beg to Differ*.

From the foregoing, it is evident that educational broadcasting was vibrant, prevalent, effective,

efficient and available until sometime in the early 2000s. Unfortunately, the fortunes of educational broadcasting on radio have taken a turn for the worse and is gradually becoming extinct. These educational programmes are no longer viable because of high production cost and lack of sponsorship, hence, they are gradually disappearing from the airwaves (Omotosho, Oyero & Salawu 2015). Educational broadcasting on radio is currently grappling with lack of sponsorship, poor infrastructure and incompetent personnel, and has taken the back seat with entertainment broadcasting taking precedence in the schedule of most radio stations (Akpan et al 2014). In a bid to fulfill the huge financial obligations of their registration by the broadcast industry regulator, NBC, most radio stations have become mercantilist and transactional in their operations as they focus entirely on programmes that are more financially rewarding and educational broadcasting is not one of them. Children's educational belt on Radio stations over the last decade are gradually disappearing (Ufuophu-Biri & Ijeh 2021).

Types of Educational Broadcasting on Radio in Nigeria

Generally, there are various types of educational radio programmes in Nigeria. Notable among them are debates, quiz, spelling bees, radio drama, folktales and lecture mode (Okon, Ochonogor & Ibiere 2015; Ijeh & Ojebode 2015). These are examined closely below:

Debate: Debate as a type of educational programmes refers to a formal discussion or argument on a particular issue or subject in a public meeting or gathering, often including a moderator and audience. In a debate, participants express their opinion, views and ideas about a particular subject or topic. Example of debates on radio is '*I Beg to Differ*', an inter school debate competition programme which runs on Nigeria Info 99.3 FM.

Quiz Programmes: Quiz is a game or competition in which someone tests your knowledge by asking you questions on any agreed subject or several specific topics which encompasses mathematics, English language, sciences, religion and current affairs. Quiz questions could be in different form like multiple choice, true/false, numerical answer and fill-in-the-blank. Quiz programmes are available in radio stations like Cool FM Port Harcourt, Hot FM Abuja, Urban FM Enugu, Inspiration FM Lagos and Radio Kwara which offers an inter-local government radio quiz competition.



Spelling Bee: A *Spelling Bee* is a spelling competition in which contestants are asked to spell a broad selection of words. To compete, contestants must be familiar with the spellings of words and recite them accordingly. An example of spelling bee competition on radio is the *Indomie National Spelling Bee Competition* hosted by Top Radio FM, Lagos.

Radio Drama: Radio drama is a programme that contributes to the acoustic memory and the promotion and transmission of intangible cultural heritage (Okon et al 2015). Radio drama uses sound to convey ideas to the audience. Example include; “*One Thing at a Time*” on Radio Rivers 99.1FM and RayPower 106.5FM, “*My Neighbor, My Neighbor*” on Radio Nigeria and Harvest 103.5FM, “*Story Story: Voices from the Market*” on Federal Radio Corporation of Nigeria (FRCN), “*Obla Air*” on BBC Radio and “*Gbagan Gbagan*” on FRCN National Network and RayPower FM Network (Okon et al 2015; Barret 2018).

Folktales: Folktales are vehicles of entertainment used in communicating messages in the society. The Nigerian folktales’ uniqueness provides entertainment, satisfies the people’s curiosities and teaches essential lessons about everyday life (Ufuophu-Biri & Ijeh 2021; Dario, 2023). It includes fables, myths, and taboos. Examples of such folktales include a popular drama series “*Safe Journey*”, “*The Lorry Driver*”, “*Jaja of Opo*”, and others were available on the Radio Nigeria, Dream FM, Enugu, FRCN and Correct FM, Enugu.

Lecture Mode: Lecture mode is a one-way channel of communication of information where the audience only listens. Example is the “*NIMC Time*” on aired on Salt FM, Ebonyi, and “*INEC Half Hour*” on Uniq 103.1 FM, Ilesa.

Domains of Education Covered by Radio in Nigeria

Education is commonly divided into three main domains viz: formal, informal and non-formal education. Consequently, broadcasters in Nigeria have explored educational broadcasting to promote teaching and learning these domains of education in the country (Bulus 2015; Ijeh & Ojebide 2015; Olumorin et al 2018; Ijeh 2019). It is the consensus that educational broadcasting, be it formal, informal or non-formal, succeed in deepening the literacy levels of target audience. Each of these is examined closely below:

Formal Educational Broadcasting: These refer to the use of broadcast programmes and programming to deliver education strictly related to school subjects in line with ministry of education

approved curricula. Due to its specific nature, it is geared towards assisting the audience to excel in their academic endeavors and pass examinations. To further buttress this Ijeh (2019) states that it consists of airing of educational contents related to the curricula of educational institutions hence they are mainly supplementary to classroom teaching. However, in some cases, they can serve as substitutes to attending schools like during the Covid-19 Lockdown of 2020 when radio and television stations were engaged to provide lectures on school subjects to students in their homes because they could not go to school on account of the epidemic. Examples of formal educational broadcast programmes include: Nigeria Info 99.3FM student debate tournament “*I Beg to Differ*”, and Rainbow 94.1FM, Lagos *Mathematics and Science Quiz Competition*.

Informal Educational Broadcasting: This domain of educational broadcasting focuses on spheres of knowledge that are not directly related to approved academic curriculum and not premised on any syllabus. The focus for an informal educational broadcast includes societal interest like politics, economy, sports, and health care (Sanusi et al 2021). The producer decides on a topic based on its relevance at that particular time. Some informal educational broadcasts are interactive as the presenter interacts with its audience through text messages, social media platforms, and phone calls. It could be trivia quizzes or teaching of local languages. Example is “*Fun Teaser*” on Inspiration FM Lagos and “*Tales by Moonlight*” and “*Who Wants to Be a Millionaire*” NTA Network.

Non-Formal Educational Broadcasting: Non-formal educational programmes deal with specific psychomotor fields of knowledge, (especially in utility skill acquisition) that are not based on any curriculum but are deliberate and planned. The programme producer has clearly defined objectives and goals he wants to achieve (Bulus 2015; Ijeh & Ojebode 2015). Non-formal educational broadcasting is the use of broadcasting to deliver and implement organized educational activity on skill acquisition outside the approved academic syllabi with the aim of achieving an identifiable objective (Bulus 2015, Ossai & Nwalado 2014). Examples include: “*Health Watch*” on Radio Nigeria.

Sponsorship of Educational Radio Programmes in Nigeria

The challenge of sponsorship of educational broadcasting on Radio programmes in Nigeria is daunting as entertainment and



informative programmes in the form of musicals, advertisements and news are now dominant (Ijeh & Onojeghwo 2009). This situation has not been helped by advertisers who pay the proverbial Pipers as they seek to dictate the tune at every point. It is a fact that advertisers seek to exact maximum benefit for money spent hence their lack of interest in sponsoring educational programmes on radio which they believe, rightly or wrongly, will not give their products the widest coverage that they crave (Ijeh & Ojebode 2015).

In the early days, there were premeditated and deliberate policies by broadcast stations to do their utmost to contribute to the education of the citizenry, and by so doing raise the bar of literacy in the country. However, as time went by, many educational programmes for kids disappeared (Akpan et al 2014). The government on the other hand misplaced its priorities by neglecting educational programmes. In a related study on use of educational broadcasting in formal education delivery, Ijeh (2019) notes that poor funding and absence of synergy between the state education management agencies and the state owned broadcast stations impacted negatively on formal educational broadcasting.

The Structural Adjustment Programme (SAP) policy of 1986 necessitated withdrawal of subsidies for federal and state owned media organizations who had to seek sources of alternative funding hence their preference for entertainment programmes (Akpan et al 2014). The private radio stations are not different. Paucity of sponsorship of educational broadcasting is a direct fall out of poor economy which has worsened over the years as no amount of government directive will make private radio stations undertake educational broadcasting if it will not add to their profit margin. Being essentially profit-driven, these stations are not under any obligation to pander to the clamor of the public for them to find a space for educational broadcasting in their weekly programme schedule. Recently, the Nigeria Broadcasting Commission, the industry regulator, sanctioned radio and television stations who defaulted in the payment of their annual licensing fees. It will therefore be unconscionable for the same government to turn around and compel them to undertake educational broadcasting. The other insipid obstacle is the decline in values in the society to the extent that mundane programmes that are not beneficial to the society attract more audience and generous sponsorship (Ijeh & Ojebode 2015).

Theoretical Framework (Developmental Media Theory)

The Developmental Media Theory (DMT) is a normative theory propounded by Dennis McQuail in 1987 which seeks to direct how the mass media ought to operate to obtain specific values in the society which foster national development (Ijeh 2010). The theory states that the mass media in developing nations should be for the primacy of national development task, be it economic, political, educational, cultural or social. This theory is suitable for this work because of its understanding of how the media carry out development tasks. The theory asserts the perspective that the mass media and the government can work side by side to achieve desirable outcomes for both parties (Ijeh 2019). The media has a responsibility to inform and educate the masses in the right quantity and quality that modern society requires to function effectively (Omotosho et al 2015). Sadly, the media industry now leans towards entertainment and gossip with less educative and developmental content.

For an underdeveloped country like Nigeria, this theory enjoins radio stations to see themselves as development partners with the government who should view their operations from the prism of enhancing national development by finding a way to accommodate education broadcasting in their schedule even if it is in enlightened self-interest. Radio is still believed to be the most affordable and available means of providing educational programmes to a large segment of the population that are in far flung places. In the light of the assumption that an educated audience will be more beneficial to the society in general and the survival and well-being of radio stations in the long run in particular, there is need for sponsors and advertisers to support radio stations in the provision of educational programmes.



III. METHODOLOGY

This study adopted a cross sectional research design with content analysis, observation and in-depth interview research methods. The population of the study was made up of 4 radio stations based in Asaba, Delta State, Nigeria and the 4 heads of their programmes departments (Bridge Radio 98.7 FM; Crown 94.7 FM; Trend 100.9 FM; & Voice of Delta 97.9 FM) from which 3 of them (Bridge Radio 98.7 FM; Trend 100.9 FM; & Voice of Delta 97.9 FM) were sampled based on the availability sampling technique. Coding sheet, observation checklist and interview guide served as instruments for data collection while comparison of simple percentages was used to analyze emanating quantitative data and explanation building technique served for analysis of quantitative data.

IV. DATA ANALYSIS

The study analyzed data based on the respective research questions and the analysis is presented below under their respective sub-heads:

Level of Availability of Educational Broadcasting in Radio Stations Asaba: The study relied on content analysis and observation data for analysis here. Available data (Table 1) indicates that Bridge Radio programmes run from 6:00AM to Midnight daily and contain 65 programmes transmitted across 7,560 minutes weekly. Among these are 10 educational programmes (15.39%), transmitted in 310 minutes weekly (4.1%). In Trend FM, daily transmission runs from 6:00AM to Midnight and offers 47 programmes per week spread over 7,560 minutes. Among them are 5 educational programmes (10.64%) spread over 240 minutes (3.18%). Daily transmission in Voice of Delta FM runs from 5:30AM to Midnight, offers 159 programmes spread over 7,770 minutes weekly and contains 10 educational programmes (6.29%) in 365 minutes (4.7%). The data is set out in Table 1:

Table 1: Level of Availability of Educational Broadcasting in Radio Stations Asaba

S/N	Radio Stations	Total Number of Programmes per Week			Total Duration of Programmes per Week in Minutes		
		All Programmes	Educational Programmes	%	All Programmes	Educational Programmes	%
1	Bridge Radio	65	10	15.39	7,560	310	4.10
2	Trend FM	47	5	10.64	7,560	240	3.18
3	Voice of Delta	159	10	6.29	7,770	365	4.70
Total		271	25	9.23	22,890	915	3.99

Source: Field Work (2023)

The data analysis on Table 1 indicates that in terms total of number of educational programmes offered weekly, Bridge FM had the most with 15.39% of all programmes offered, followed by Trend FM with 10.64% while Voice of Delta had the least with 6.29%. Conversely, in terms of duration of transmission per week, Voice of Delta recorded the highest with 4.7%, followed by Bridge FM with 4.1% while Trend FM recorded the least with 3.18%. Irrespective of this spread, the data show that the availability of educational programmes in radio stations in Asaba is very low as they feature in aggregate of 9.23% of the programmes offered and 3.99% of total duration of transmission weekly.

Types of Educational Programmes in Radio Stations Asaba: The study relied on content

analysis and observation data for analysis here. Emanating data indicate that radio stations based in Asaba offered a mixture of educational broadcast programmes in form of quiz, lecture mode and drama. For instance, Bridge FM broadcasts two interactive quiz programmes on different subjects (*Bible Quiz & Genius Game Show*). Bridge Radio also has a Lecture mode programme on diverse subjects like “*Real Estate Today*”, “*Everything Business*”, “*Tradition and Culture*”, “*Health Talk*” and “*Law and Property*”. Similarly, Trend FM broadcasts a general knowledge quiz programme twice weekly “*Trend Teasers*” on Mondays and Tuesdays, which is open to participation to everyone whether you are a student or not. Is also has lecture mode educational programmes on



diverse subjects like “Oga LandLord” (an interactive phone-in broadcast programme which is focused on housing related issues and offers tips on how to live peacefully with one’s neighbors), “Health Line” and “Trend Talk”, which highlights conversations around current affairs and everyday happenings in the community. Trend FM also broadcasts a Radio drama titled “Trend Villa”. On its part, Voice of Delta FM feature substantially adopts lecture mode as seen from all its educational

programmes (INEC Half Hour, Know Your Right, Your Health and You, Agric Biz, DSSTF Platform, Healthy Living, Our Heritage, Talking Technology, and Drug Abuse). These programmes enlighten the public on germane social issues like voter education, civic rights and responsibilities and personal health and hygiene. The observed typology of educational programmes on radio stations in Asaba in presented in Table 2:

Table 2: Typology of Educational Programmes in Radio Stations Asaba

S/N	Radio Stations	Types of Educational Programmes Available			Row Total
		Quiz	Lecture Mode	Drama	
1	Bridge FM	BQZ; GGS;	AGR; BGP; CMT; EVB; HTK; L&P; RET; T&C	Nil	10 (40%)
2	Trend FM	TTS	HTK; OGL; TTK	TVL	5 (20%)
3	Voice of Delta FM	Nil	DRG; HLV; IHH; KYR; LDE; OHG ;RSH; SME; TTG; YHY	Nil	10 (40%)
Column Total		3 (12%)	21 (84%)	1 (4%)	25 (100%)

Source: Field Work (2023)

NOTE: Kindly find glossary of short-forms for educational programmes used on table at Appendix

The data analysis above indicates that radio station in Asaba adopt lecture mode type of educational broadcasting predominantly.

Domains of Educational Broadcasting in Radio Stations Asaba: The study generated data for this area of the study from content analysis and observation. Available data (Table 3) shows that out of the 10 educational programmes available on Bridge FM, 2 are formal, 2 are informal while 8 are non-formal. In Trend Fm, 1 out of the 5 educational programmes available on is formal, 2 are informal and the remaining 2 are non-formal. The distribution of the 10 educational programmes available on Voice of Delta FM shows that none of

them is formal while 5 are informal and another 5 are non-formal. The aggregate of all the programmes indicate that while 13 (52%) out of the 25 educational programmes are non-formal, 9 (36%) of them are informal while only 3 (12%) are formal. This leaves this study with no option than to conclude that the educational programmes available in radio stations in Asaba are predominantly in the non-formal domain of education.

Table 3: Domains of Educational Broadcasting in Radio Stations Asaba

SN	Dimensions	Details	Bridge FM	Trend FM	Voice of Delta FM	Row Total (%)
1	Formal	Titles Number (%)	BQZ; GGS 2 (%)	TTS 1 (%)	Nil 0 (0%)	3 (%)
2	Informal	Titles Number (%)	L&P; RET 2 (%)	OGL; TVL 2 (%)	KYR; RSH; YHY; HLV; IHH 5 (50%)	9 (%)
3	Non-formal	Titles Number (%)	AGR; BGP; CMT; EVB; HTK; T&C 6 (%)	HTK; TTK 2 (%)	DRG; LDE; OHG; SME; TTG 5 (50%)	13 (%)
Column Total			10 (100%)	5 (100%)	10 (100%)	25 (100%)

Source: Field Work (2023)

NOTE: Kindly find glossary of short-forms for educational programmes used on table at Appendix



Level of Sponsorship of Educational Programmes in Radio Stations Asaba: The study relied on content analysis and in-depth interview data for analysis here. Emanating data show that out of the 10 educational programmes transmitted by Bridge FM, 5 sponsored while the other 5 are not sponsored. In Trend FM, only one out of its 5 educational programme is sponsored: the remaining 4 are not sponsored, while in Voice of Delta FM,

only 2 of the 10 educational programmes transmitted are sponsored and the remaining 8 are not sponsored. On the whole, 8 (32%) of the 25 educational programmes on radio stations in Asaba are sponsored while 17 (68%) are not sponsored. This clearly shows that majority of the educational programmes transmitted by radio stations in Asaba are not sponsored.

Table 4: Level of Sponsorship of Educational Programmes in Radio Stations Asaba

SN	Programme Sponsorship Status	Details	Bridge FM	Trend FM	Voice of Delta FM	Row Total (%)
1	Sponsored	Titles	CMT; HTK; RET	EVB; L&P;	TTS	DRG; IHH
		Number (%)	5 (50%)	1 (%)	2 (0%)	8 (%)
2	Not Sponsored	Titles	AGR; BQZ; T&C	BGP; GGS;	HTK; OGL; TTK; TVL	HLV; KYR; LDE; OHG; RSH; SME; TTG; YHY
		Number (%)	5 (50%)	4 (%)	8 (%)	17 (%)
Column Total			10 (100%)	5 (100%)	10 (100%)	25 (100%)

Source: Field Work (2023)

NOTE: Kindly find glossary of short-forms for educational programmes used on table at Appendix

V. Discussion of Findings

The findings in this study include that the availability of educational programmes in radio stations in Asaba is very low. This finding confirms the submission of Omotosho et al (2015) that educational broadcast programmes are gradually disappearing from the airwaves. This finding also indicates that the radio stations in Asaba are not in consonance with the postulation of the Developmental Media Theory which proposes that the media should contribute significantly to national development by accepting to play active roles in areas that are considered important to promote the overall interest of the society (Ijeh 2010). With the observed very low level of educational broadcasting in radio stations in Asaba, the capital of Delta State, one may be tempted to conclude that educational broadcasting in other parts of the state is not better. This development questions the enthusiasm in the submission of Ufuophu-Biri and Ijeh (2021) that the invention of the radio removed almost all known obstacles inhibiting mass literacy. There is a consensus that mass literacy is a sine-qua-non for national development and radio stations play important role in promoting it. Therefore, when radio stations in Asaba give minimal airtime to educational

programmes in their programme schedule, they have failed to promote mass literacy and by extension, failed to contribute their quota to national development.

Another finding in this study is that radio stations in Asaba adopt lecture mode type of educational broadcasting predominantly, with little emphasis on quiz and drama. This indicates that the radio stations studied did not effectively explore other types of educational broadcast programmes such as debates, spelling bees and folktales as outlined by Okon, et al (2015) and Ijeh and Ojebode (2015). The excessive use of the lecture mode means that no effort was made to balance the types of educational programmes offered, a situation that denies the educational experience of variety and diversification of approach to education delivery. This reality is capable of making the educational broadcasts boring, a situation that can inhibit the potentials of the educational process.

This study also shows that the educational programmes available in radio stations in Asaba are predominantly in the non-formal domain of education. Though there were some programmes in the formal and informal domains of learning, they are not significant. This goes to confirm the submission of Ijeh (2019) that the absence of synergy between the education management



agencies and the broadcast stations impact negatively on formal educational broadcasting. This is because broadcast stations need inputs from the education sector to be able to conceptualize, plan for and produce formal educational programmes because of the issue of reliance on approved school curricula and other measures of standardization and quality control. With regards to educational broadcasting in the informal domain, the finding of this study suggests that radio broadcasters in Asaba are either not sufficiently committed to their job, incompetent or face challenges that discourage educational broadcasting in line with the submission of Akpan et al (2014) that educational broadcasting is currently grappling with lack of sponsorship, poor infrastructure and incompetent personnel. This is because, according to Sanusi et al (2021), the focus for an informal educational broadcast programme does not need an approved curriculum as it can be derived from any issue of interest in the society such as politics, economy, sports, and health care among others so long as the producer considers it relevant at that particular time. It is surprising that as easy as it sounds to produce informal educational broadcast programmes, they are in serious short supply among radio stations in Asaba.

Another finding in this study is that majority of the educational programmes transmitted by radio stations in Asaba are not sponsored. This reality has been captured previously by Ijeh (2019) in the submissions that educational broadcasting is currently grappling with lack of sponsorship. Specifically, Akpan et al (2014) point out that government's policies, over time, necessitated the withdrawal of subsidies from government media organizations and they had to seek sources of alternative funding which are more available with entertainment programmes. Private broadcast stations also faced this paucity of sponsorship of educational broadcasting as a result of economic downturn which has worsened over the years. This reality is said to have forced broadcasting to become predominantly profit-oriented in order to cover running cost and upgrade facility. Another possible reason for the lack of sponsorship of educational programmes in radio stations in Asaba appears to have been captured by Ijeh and Ojebode (2015) in the submission that the seeming decline in values in the society appears to have made mundane programmes that are not beneficial to the society attract more audience and generous sponsorship.

VI. Conclusion

This study concludes that level of educational broadcasting in radio stations in Asaba, Delta State, Nigeria, is negligible. Among the very few educational programmes available in the radio stations, majority of them are lectures. Only two of them are quizzes and one is drama. Other types of educational broadcasting such as debates, spelling bees and folktales are completely avoided. The educational programmes in the radio stations are predominantly in the non-formal domain of education. Formal and informal educational programmes record very weak presence. The study also concludes that the level of sponsorship of educational broadcasting in radio stations in Asaba is extremely low.

VII. Recommendations

Arising from the foregoing, the study recommends as follows:

- Broadcasters, governments at different levels and broadcasting regulators in Nigeria should make concerted effort to improve the level of educational broadcasting in the country.
- Broadcasters and stakeholders in the education sector should collaborate to develop a wide variety of educational broadcast programmes to cover several types and domains.
- Sponsors of broadcast programmes, corporate establishments and philanthropists in Nigeria should devote more resources to the sponsorship of educational broadcasting to boost its availability in the country.

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Appendix

GLOSSARY OF SHORT-FORMS FOR EDUCATIONAL PROGRAMMES AVAILABLE IN RADIO STATIONS IN ASABA, DELTA STATE, NIGERIA, FROM JUNE TO DECEMBER, 2023

Bridge FM	Trend FM	Voice of Delta FM
AGR - Agriculture	HTK - Health Talk	DRG -05 initiative Drug Abuse
BGP - Bridge Parliament	OGL - Oga Landlord	HLV - Healthy Living
BQZ - Bible Quiz	TTK - Trend Talk	IHH - INEC Half Hour
CMT - Community Matters	TTS - Trend Teasers	KYR - Know Your Rights
GGs - Genius Game Show	TVL - Trend Villa	LDE - Let's Discuss Education
EVB - Everything Business		OHG - Our Heritage
HTK - Health Talk		RSH - Road Safety Hour
L&P - Law and Property		SME - SME Forum
RET - Real Estate Today		TTG - Talking Technology
T&C - Tradition & Culture		YHY - Your Health and You