



# Comparative Analysis of Educational Broadcasting in Public and Private Radio Stations in Delta State, Nigeria

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## ABSTRACT

*This study comparatively examined the levels, dimensions, forms and approaches of educational broadcasting in public and private radio stations in Delta State, Nigeria. The study relied on Development Media Theory for theoretical perspectives and adopted a cross sectional research design to observe eight selected radio stations across the state. Data was analyzed using explanation building technique and findings show that the level of educational broadcasting is higher in public radio stations than in private radio stations in Delta State, Nigeria. It was also discovered that while public radio stations focused more on formal education, private radio stations dwelt more on informal education. Findings also show that while the public radio stations adopt documentary predominantly, the private radio stations used phone-in formats mostly. With regards to the approach to education content delivery, the public radio stations adopted the edutainment approach predominantly while the private stations used the extensive approach mostly. The study recommends that private radio stations in Delta State, Nigeria, should increase their educational broadcasts while both public and private radio stations should diversify their educational broadcasting to effectively accommodate all the levels, dimensions, forms and approaches of educational radio programmes for enhance efficiency.*

**Key words:** Edutainment; Intensive; Extensive; Formal education; Informal education; Non-formal education; phone-in programme; Documentary

## I. INTRODUCTION

Educational broadcasting is described as the creation and distribution of broadcast contents intended to impart specific formal, non-formal, and informal knowledge to the public. At times, other programmes that are exceptionally illuminating, instructive, or intellectually stimulating are also given the label educational broadcast, especially at the level of informal education. Educational broadcasting has been described as the dissemination of educational programs to listeners in far-off and close-by locations by radio waves from a radio station, television station, or other broadcast equipment. Educational broadcasts are formal when school subjects/courses are taught on radio/television to cover predetermined syllabi/curricula/schemes of work leading to examinations. On its part, informal education is incidental learning and this can take place through constant exposure to broadcast developmental programmes on health, agriculture and civic education while at the non-formal level of education, the emphasis is on skill acquisition knowledge. When a radio/television programme is primarily intended to educate, whether in formal, informal or non-formal domain of knowledge, it is referred to as educational broadcasting. Through educating, enlightening, and entertaining programming, educational broadcasts promote greater understanding of the subject matter handled among members of the audience (Ijeh & Onojeghwo 2009; Olumorin, Aderoju & Onojah 2019).

The two major forms of radio stations in Nigeria are public and private. Although the country boasts of a number of campus and community radio stations, they are not as popular as their public (government-owned) and private



(commercial) counterparts (Oghogho & Ijeh 2017). Public radio stations are further described as broadcast stations whose main mission is to inform and educate the general public on a non-profit basis (Ronoh 2013). The government regulates how these stations sell airtime to sponsors and influences their editorial philosophies. Public radio stations are therefore partially independent, non-commercial broadcast stations whose primary mission is public service supported substantially with funding from government. Public radio stations as a channel of the mass media play important role in the socialization and education of man in societies. On its part, private radio stations are owned and operated by individual investors on commercial basis. The primary goal of commercial radio stations is to deliver exciting radio messages to the audience while maximizing profits from advertising and other ever-evolving avenues of revenue generation (Ariye 2010). As a result of this profit-orientation of private radio stations, they often view their audience as 'commodities' which they, in turn, sell to their advertisers such that the more a private radio station satisfies its audience, the more money it is likely to get from advertisers seeking to reach the members of the audience (Ronoh 2013; Oghogho & Ijeh 2017).

Public and private radio stations in Nigeria are expected to be socially responsible regardless of their modus operandi, especially in the areas educational broadcasting. This is because of the critical need to promote education in the country and the indication educational broadcasting can be used to set societal agenda to boost the standard of education in Nigeria (Ijeh 2014). There is therefore need to compare the states of educational broadcasting in public and private radio stations especially as it has been observed that the former is gradually adopting commercial principles in their practices, a reality that threatens to undermine the transmission of unsponsored educational broadcasts. This is also an issue of concern in the light that the delivery of educational contents was one of the primary motives for the proliferation of radio stations immediately after it was invented (Olayiwola, 2013; Udeze & Uzuegbunam, 2013).

### Statement of the Problem

Issues bordering on educational broadcasting on radio in Nigeria are no longer strange. Accordingly, a number of studies have focused on them. Ogunkunle, (2017) states that some prominent factors which have limited the functionality of radio broadcasting in the area of education include ownership pattern cum influence,

commercialization, deregulation and digitization. Similarly, Anele, Onyebuchi and Obayi (2019) report that with the privatization of the broadcast media, most media houses resort to cost effective programmes like music, which prevent people from seeing the educative programmes needed. They further stressed that most media houses seem not to also produce educative programmes modeled after the classroom curriculum. Hence, the people seem not to see express education in most of these media programmes. From another perspective, Ojebuyi and Ogunkunle (2019) submit that public radio stations tend to incorporate educational programmes in their contents more than their private counterparts. They attribute this phenomenon to the supposition that government gives priority to the education of her citizens.

The above studies provide useful insights on the phenomenon of educational broadcasting on public and radio private stations in Nigeria. However, there does not seem to have been a direct effort to compare the levels of educational broadcasting in public and private radio stations in Delta State. What are the levels of availability of educational programs in public and private radio stations in Delta State and what forms do they take? What modes and educational approaches are engaged in the presentations of these programmes? The above questions and the absence of ready answers indicate a gap in knowledge which this comparative analysis of education broadcasting in public and private radio stations in Delta State intends to fill.

### Objectives of the Study

The objectives of this study are to:

- 1) examine the levels of educational broadcasting in public and private radio stations in Delta State;
- 2) find out the dimensions of education covered by educational broadcasting in public and private radio stations in Delta State;
- 3) find out the formats of educational programmes in public and private radio stations in Delta State and
- 4) examine the approaches to educational broadcasting in public and private radio stations in Delta State.

### Research Questions

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

- 1) What are the levels of educational broadcasting in public and private radio stations in Delta State?



- 2) What dimensions of education are covered by educational broadcasting in public and private radio stations in Delta State?
- 3) What are the formats of educational programmes in public and private radio stations in Delta State?
- 4) What are the approaches to educational broadcasting in public and private radio stations in Delta State?

#### **Delimitation of the Study**

This study is delimited to the comparison of the levels, dimensions, forms and approaches in educational broadcasts in public and private radio stations in Delta State over a six-month period covering October, 2023 to March, 2024.

## **II. LITERATURE REVIEW**

### **Levels of Educational Broadcasting in Public and Private Radio Stations**

Public radio stations are government-owned broadcast stations whose main mission is to inform and educate the general public with a non-profit orientation. These radio stations therefore play important roles in socializing and educating the society. Mohapatra, Sundaresan and Jena (2014) buttress this fact in their submission that public radio stations are mainly for public service as they seek serve everyone as a citizen. As an extension of government, public radio stations strive to present themselves as a meeting place where all citizens are welcome and considered equals. They therefore give information and education for all regardless of their social or economic status. Ojebuyi and Ogunkunle (2019) categorically reveal that public radio stations incorporate more educational programmes in their contents than private radio stations because of the interest of government to promote the education of citizens.

Private radio stations, on the other hand, are owned by individuals as commercial ventures. The primary goal of commercial radio stations is to increase their audience base in order to maximize profit (Oghogho & Ijeh 2017). Although there are radio stations that are neither owned by the government nor established for profit or business purpose, these categories of radio stations are mostly established for religious purposes or as campus radio stations used mainly in the training of students in broadcasting. The private stations generate most of their revenue from advertising, and hence they are likely to target audience for profit. One of the dynamics of private radio stations as commercial broadcasters is that they view their audiences as commodities which they, in turn, sell

to their advertisers. Accordingly, private radio stations are driven by the need to satisfy as many members of the audience as possible with a wide array of exciting and entertaining programmes, which hardly involves educational programme. Another reality governing the programming in private radio stations is that sponsored programmes are given priority over unsponsored programmes. In this scenario, non-educational programmes that are sponsored will take precedence over educational programmes that do not have sponsors.

Public and private radio stations are expected to be socially responsible regardless of their ownership patterns. It is however believed in some quarters that public radio stations ought to be more socially responsible than their private counterparts, especially in the area of educational broadcasting, because they are entitled to a subvention from the government (Ijeh & Onojeghwo 2009). It is argued that public radio stations in Nigeria stand chances of increasing the literacy level of its citizens more since they have some measure of financial security, while privately-owned radio stations, which are essentially profit-oriented, need to constantly pursue securing a large percent of listenership to stay afloat in the business. However, in the face of current realities, Olayiwola (2013) and Udeze and Uzuegbunam (2013) argue that there are indications that both public and private media organizations are now first of all business enterprises, and that this phenomenon has turned many public radio stations into some measure of commercial broadcasting. If this is so, there is every possibility that educational broadcasting, which was one of the primary goals that propelled the establishment of radio would be undermined.

### **Dimensions of Educational Broadcasting on Radio**

Educational programmes on radio can be viewed from the three dimensions of knowledge viz: Formal educational broadcasting, Non-formal educational broadcasting and Informal educational broadcasting (Agba & Brown 2012; Ijeh & Ojebode 2015). Formal educational programmes deal with the use of broadcast media for instructional objectives that conform with the characteristics of formal education based on syllabi/curricula/scheme of work, cumulative teaching and learning, rigid grade system and certification among others (Ijeh 2019).

Non-formal educational broadcasting on its parts, refers to the use of radio and television to impart organized skill-based or utility knowledge



outside of the school system, whether operating individually or as a key component for some larger activities that are designed to achieve definable purposes (Ijeh 2018). Here the resources (human and material) of radio and television services are used to achieve the skill acquisition needs of members of the audience without removing them from their daily work routines. It involves the acquisition of functional knowledge that is relevant to the adult social/working functions.

Informal educational programmes refer to daily encounters with radio and television programmes that help individuals to acquire everyday life knowledge needed to socialize and integrate properly in any human society. Informal education deals with incidental knowledge such that the individual does not set out to acquire it but through daily experience with broadcasting. (Agba & Brown 2012; Ijeh 2014). It is in this sense that broadcast houses claim to be educating their audience. This is the kind of knowledge that individuals gain unknowingly but are very essential. Examples here include good manners, morals, hard work and civility among others.

### **Forms of Presentation of Educational Broadcast Programmes on Radio**

There are various forms of educational broadcast radio programmes aired by public and private radio stations in Nigeria. These include quiz programmes, solo sober admonition talk programmes, radio dramas, debates, talk-shows, spelling challenge programmes (spelling bee) and science/discovery documentaries/dramatized documentaries among others (Olayiwola, 2013; Akpan, Udeze & Asogwa, 2014; Ijeh 2014). The forms of presentation of radio educational programmes are in-exhaustive because they often originate from the creative ingenuity of broadcasters. They are also largely varied so that they can complement one another. According to Babalola (2012), the underlying purpose of every form of presentation of educational programmes is essentially to present the subject matter in the most clear, straightforward and easy to understand language. The forms of presentation of educational programmes on radio must be conceived to promote an understanding of the subject being handled such that the listener can learn independently by listening to the lesson.

### **Approaches to Educational Broadcasting on Radio**

Approaches in the packaging of educational programmes in broadcasting include

the extensive, intensive and edutainment approaches (Ijeh 2014). The intensive and extensive approaches have however been described as being easy to be identify in educational broadcasting (Ijeh 2014). The extensive approach to educational broadcasting refers to educational programmes that cover a wide area of education at a given time, like a quiz programme. According to Helmenstine (2020), extensive approach to educational broadcasting the idea that increased exposure can lead to strong cumulative learning over time. With particular reference to language usage competence, extensive approach to educational broadcasting would, aside from focusing on vocabulary, also delve into giving the audience the benefit of listening to the structure, idioms and cadence of the language in order to enhance familiarity with the language to achieve learning competences.

Intensive educational broadcast programmes, on its part, can be understood as the broadcast approach which requires intimate and in-depth study of a particular topic with the objective of getting its literary or linguistic meaning. The broadcasters' duty here is to concentrate on a particular educational topic and dissect it to the understating of the radio listeners (Ijeh 2014). Basically, it is the in-depth broadcast of a comparatively shorter piece of educational programme, to gain complete knowledge from it. Furthermore, the goals of intensive educational programme approach include understanding the gist and subject matter of the broadcast and understanding the thought of the broadcaster behind the radio. Good examples here are educational broadcasts on school subjects/courses especially delivered in lecture mode formats.

The edutainment approach to educational broadcast combines "education" and "entertainment". It describes any entertaining activity that also teaches (i.e. teaching and learning broadcast programmes that are mixed with entertainment). According to Ijeh (2014), edutainment can come in the form of drama shows, quiz games, like *Who Wants to be a Millionaire*”, where humour is injected into the solo quiz contests by the anchor from time-to-time to help the contestants on the ‘hot seat’ ease tension. It is meant to entertain and same time drive home salient points and lessons in life. Examples of edutainment approaches are common among educational broadcasting targeting children that aim to entertain kids while also teaching them basic skills like counting numbers, the alphabets, basic spelling and solving simple arithmetical problems.



Cooking shows can also pass as edutainment because while they are entertaining, they are teach how to prepare meals. Nearly every subject/issue in formal, informal and non-formal domains of knowledge can be taught via edutainment. For instance, educators may employ interesting science movies to pupils understand new scientific ideas. Edutainment makes learning simpler and more pleasurable by injecting fun into the learning environment (Ijeh 2019).

### Theoretical Framework (Development Media Theory)

Development media theory is a normative theory propounded by Dennis McQuail in 1987 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 development media theory relevant to the involvement of educational broadcasting is that the mass media should accept and carry out positive development tasks in line with nationally established policy, support the use of broadcasting in the promotion of education, especially in the rural areas where illiteracy is high and qualified teachers are scarce. Education is wealth as one tends to make more wealth when he/she is well educated. Nigeria, like every other country treats the business of education seriously in other to achieve national developmental goals. To this extent the development media theory prescribes that the mass media, including broadcast outfits, have a role to play in the positive development task of promoting education at different levels in line with nationally established policy, (Ijeh 2010). Also the development media theory suggests that freedom of the mass media should be open to economic priorities and development needs. What this implies, is that the media in a developing country can operate freely so long as they help meet the development needs of the society, which includes promotion of educational broadcasting, (Folarin 2006). The theory believes that the mass media and government can work together to ensure that the media assist in the success of development through promotion of mass literacy through educational broadcasting.

Here lies the role and influence of the mass media in propagating education to the society. It stresses that the media must accept and carry out positive developments tasks, the theory therefore,

helps to situate the study within the ambit of the expected responsibilities of public and private radio stations in Delta State and how they are supposed to carry out these responsibilities that will show they are socially responsible and keeping up with their public service functions.

### III. Methodology

The study adopted cross sectional research design using observation method. The population of the study comprises of all radio stations in Delta State, from which the only two public radio stations – Voice of Delta, Asaba, and Radio Delta, Warri, were purposely selected to represent the Delta North and Delta South Senatorial Districts respectively. Two private radio stations were also purposely selected to represent each of the three senatorial districts of Delta State viz: Delta Central Senatorial District – Crown FM (Effurun) and Quest FM (Ughelli); Delta North Senatorial District – Bridge FM (Asaba) and Trend FM (Okpanam); Delta South Senatorial District – Mega FM (Warri) and Rize FM (Warri). The study presented data in tables, where necessary and analyzed quantitative data with average scores and qualitative data with explanation building technique based on analysis of points of convergence and divergence in observed characteristics of elements of study.

### Data Analysis

Data emanating from this study are analyzed and presented in line with respective research questions in different subheads below:

**Research question 1: What are the levels of educational broadcasting in public and private radio stations in Delta State?** Data emanating in this regard, as shown in Table 1, indicates that while the two public radio stations in Delta State offered an average of 14 educational broadcast programmes ( $28 \div 2$ ) lasting for an average duration of 33.6 minutes each ( $940 \div 28$ ), their private counterparts offered an average of 5 educational broadcast programmes ( $31 \div 6$ ) lasting for an average duration of 45.8 minutes each ( $1,429 \div 31$ ). This clearly shows that while the public radio stations in Delta State engaged in the transmission of more educational broadcast programmes, private radio stations devoted more time to fewer educational broadcasting in terms of duration.



**Table 1:** Educational Programmes Observed in Selected Radio Stations in Delta State

Public Radio Stations			Private Radio Stations		
Sn	Title	Duration (Minutes)	Sn	Title	Duration (Minutes)
	<b>Melody FM (Warri)</b>			<b>Bridge FM (Asaba)</b>	
1	Academic platform (twice a week @ 30 minutes each)	60	1	Let's Talk Education	30
2	Human Rights	25	2	Business Hour	30
3	Tips and Tunes in Igbo	30	3	Mending Homes	45
4	Tips and Tunes in Ika	30	4	Nigeria Today	45
5	Tips and Tunes in Isoko	30		<b>Crown FM (Effurun)</b>	
6	Tips and Tunes in Izon	30	5	Healthy Living	60
7	Tips and Tunes in Ndokwa	30	6	Test Your Knowledge	30
8	Tips and Tunes in Urhobo	30	7	My School and Me	30
9	You and the Law	30	8	Road Users	45
10	Young and Current	45	9	Technology Update	30
11	Your Child and You	30	10	Story Time with Kids	20
12	Youth and Nation Building	30		<b>Mega FM (Warri)</b>	
	<b>Voice of Delta (Asaba)</b>		11	Mega Kiddies on the Clock	55
13	Beauty, Fashion and Style	30	12	Young Lives	55
14	Feminine Love	30	13	Cupid Arrow	55
15	Health Matters	30	14	Women in Politics	50
16	Healthy Living	30	15	What do Women Want	55
17	Kiddies Time	30	16	Insights and Development	55
18	Know Your Rights	30	17	Beauty Fashion and Styles	50
19	NAFDAC and Your Health	30	18	Kiddies Time	40
20	Road Safety	30	19	Creative Hustle	20
21	Tips and Tunes in Aniocha/Oshimili	60	20	You and Your Environment	55
22	Tips and Tunes in Ika	30		<b>Trend FM (Okpanam)</b>	
23	Tips and Tunes in Isoko	30	21	Brain Teasers	30
24	Tips and Tunes in Itsekiri	30	22	Heath is Wealth	60
25	Tips and Tunes in Izon	30	23	Know Your Current Affairs	30
26	Tips and Tunes in Ndokwa	30	24	Cruise Control	60
27	Tips and Tunes in Urhobo/Okpe	60	25	Heroes of Yesterday	60
28	Your Health	30		<b>Quest FM (Ughelli)</b>	
			26	Law Society and I (Twice @ 60 minutes each)	120
			27	The Conversation	60
			28	Mending Homes	60
			29	Folktales with Kids	30
			30	Business Court	30
				<b>Rize FM (Warri)</b>	
			31	African Women (Thrice @ 30 minutes each)	90
<b>Total</b>		<b>940</b>	<b>Total</b>		<b>1,420</b>

(Source: Field Work, 2024)

**Research Question 2:** What dimensions of education are covered by educational broadcasting in public and private radio stations in Delta State? Observation indicates that the educational broadcast programmes available



on the selected radio stations in Delta State covered the three dimensions of education (i.e. formal, non-formal and informal). The observed distribution is presented in Table 2.

**Table 2:** Dimensions of Education Covered by Educational Broadcasting in Public and Private Radio Stations in Delta State

Sn	Dimensions of Education Covered	Class of Radio Station				Total	
		Public		Private		No.	Duration (Mins.)
		No. (f÷2)	Duration (Mins.) (f÷2)	No. (f÷6)	Duration (Mins.) (f÷6)		
	Formal	12 (6)	400 (200)	6 (1)	205 (34)	18	605
	Informal	11 (5.5)	340 (170)	16 (2.7)	1,005 (167.5)	27	1,345
	Non-formal	5 (2.5)	200 (100)	9 (1.5)	275 (48.8)	14	475
	<b>Total</b>	<b>28</b>	<b>940</b>	<b>31</b>	<b>1,485</b>	<b>59</b>	<b>2,425</b>

(Source: Field Work, 2024)

The observed distribution of dimensions of education covered by the educational broadcast programmes offered by radio stations in Delta State shows that public radio stations offered more educational programmes in all the dimensions of education than private radio stations with averages of 6 200-minute formal educational broadcast programmes as against an average of 1 34-minute programme in private radio stations. Similarly, while the public radio stations offered an average of 5.5 170-minute informal educational broadcast programmes and 2.5 100-minute non-formal educational broadcast programmes, private radio stations recorded an average of 2.7 167.5-minute for informal and 1.5 45.8-minute non-formal educational broadcast programmes. Arising from the above data analysis, this study concludes that educational broadcast programmes in public radio stations in Delta State were mostly in the formal

domain of education, followed by informal and non-formal educational broadcast programmes in that order. On the contrary, the educational broadcast programmes offered by private radio stations were predominantly in the informal domain of education, followed by non-formal and formal programmes in that order.

**Research Question 3:** What are the formats of educational programmes in public and private radio stations in Delta State? – Data emanating in this regard show that the educational broadcast programmes transmitted by public radio stations in Delta State during the period of the study were presented mostly as documentaries and as phone-in programmes in private radio stations. The two classes of radio stations also adopted the discussion format as second most prominent form of presenting educational broadcast programmes. The distribution is shown in Table 3.

**Table 3:** Formats of Programmes Adopted for Educational Broadcasting by Public and Private Radio Stations in Delta State

Sn	Forms of Educational Programme Adopted	Class of Radio Station				Total	
		Public		Private		No.	Duration (Mins.)
		No.	Duration (Mins.)	No.	Duration (Mins.)		
1	Discussion	5	150	8	350	13	500
2	Documentaries	10	400	5	250	15	650
3	Drama	2	60	0	0	2	60
4	Lecture	4	120	4	170	8	290
5	Phone-in	4	120	9	485	13	605
6	Talk Show	3	90	5	230	8	320
	<b>Total</b>	<b>28</b>	<b>940</b>	<b>31</b>	<b>1,485</b>	<b>59</b>	<b>2,425</b>

(Source: Field Work, 2024)



Other forms of presentation of educational broadcast programmes in public radio stations are lecture and phone-in modes, talk shows and lastly, drama. On the other hand, the other forms of programmes that were used for educational broadcasting in the order of prominence in private radio stations are talk show and documentaries, followed by lecture mode. Private radio stations did not offer any educational broadcast programme in drama. This shows that both public and private radio stations in Delta State adopted the

documentary format of educational broadcast programme mostly and relied least on the drama format.

**Research Question 4:** What are the approaches to educational broadcasting in public and private radio stations in Delta State? – It was observed that both public and private radio stations in Delta State adopted edutainment, extensive and intensive approaches in their packaging of educational broadcast programmes in varying degrees as shown in Table 4.

**Table 4:** Approaches to Educational Broadcast Programmes in Selected Radio Stations in Delta State

Sn	Approach to Educational Broadcasting Adopted	Class of Radio Station				Total	
		Public		Private		No.	Duration (Mins.)
		No.	Duration (Mins.)	No.	Duration (Mins.)		
1	Edutainment	12	540	4	135	16	675
2	Extensive	7	140	16	825	23	965
3	Intensive	9	260	11	525	20	785
<b>Total</b>		<b>28</b>	<b>940</b>	<b>31</b>	<b>1,485</b>	<b>59</b>	<b>2,425</b>

(Source: Field Work, 2024)

However, while public radio stations adopted the edutainment approach predominantly, followed by the intensive approach and lastly by the extensive approach, private radio stations conversely resorted to the extensive approach predominantly, followed by the intensive approach and lastly by the edutainment approach. Arising from the above, this study concludes that while the public radio stations adopted the edutainment approach to educational broadcasting predominantly and the extensive approach minimally, the private radio stations did the opposite by adopting the extensive approach predominantly and the edutainment approach minimally.

#### IV. Discussion of Findings

Findings from this study show that both public and private radio stations in Delta State transmit educational broadcasting. However, while public radio stations engage in the transmission of more educational broadcast programmes, their private counterparts devoted more time to fewer educational broadcasting in terms of duration. This finding is in agreement with the submissions of Mohapatra, Sundaesan and Jena (2014) and Ojebuyi and Ogunkunle (2019) that public broadcasters, as extensions of government, tend to provide public service contents (to which educational broadcast programmes belong) more than their private counterparts especially because

of the interest of government to promote the education of her citizens. While the above studies did not compare the duration of educational broadcast programmes in public and private radio stations, the fact that private radio stations adopted the phone-in format for the delivery of their educational broadcast programmes in the informal domain of education may have accounted for the longer duration of their programmes because it is normal for phone-in programmes to be longer than other programmes formats. This finding also supports the assumptions of the Development Media Theory which proposes that broadcast media (including radio stations) should operate in a developing country such as Nigeria in order to facilitate national development through promotion of education (Ijeh, 2010).

Another finding in this study is that both public and private radio stations in Delta State transmit educational broadcast programmes in the three domains of education (i.e. formal, informal and non-formal). Comparatively however, while educational broadcasting on public radio stations predominantly handled the formal domain of education, followed by informal and non-formal educational broadcast programmes respectively, the educational broadcast programmes offered by private radio stations were predominantly in the informal domain of education, followed by non-formal and formal programmes in that order. This finding is in agreement with the submission of



Agba and Brown (2012) and Ijeh (2019) educational broadcasting can be deployed to handle the three domains of education.

Data emanating from this study show that public radio stations in Delta State during the period of the study mostly presented their educational broadcast programmes in the documentaries format while private radio stations adopted the phone-in programme format predominantly. The second most prominent form of presenting educational broadcasting in both classes of radio stations was the discussion format followed (in descending order of prominence) by lecture mode, phone-in, talk show and drama formats in public radio stations, and talk show, documentary and lecture mode in private radio stations. No private radio station adopted drama format to present educational broadcast programmes. This finding partially corroborates the submissions of Olayiwola (2013) and Akpan, Udeze and Asogwa (2014) that educational broadcast radio programmes can be packaged as solo sober admonition talk programmes, radio dramas, debates, talk-shows, spelling challenge programmes (spelling bee) and science/discovery documentaries/dramatized documentaries among others. This is because the educational radio programmes available in radio stations in Delta State within the period did not adopt solo sober admonition talk programmes, debates, spelling challenge programmes (spelling bee) and dramatized documentaries as formats.

Another finding in this study is that while public radio stations adopted the edutainment approach to educational broadcasting mostly, private radio stations adopted the extensive approach mostly. On the other hand, public radio stations resorted minimally to the extensive approach, whereas their private counterparts did same for edutainment approach to educational broadcast programme. This is in line with the submission of Ijeh (2014) and Helmenstine (2020) that educational programmes can be produced with the extensive, intensive and edutainment approaches.

## V. Conclusion

The study concludes that while public radio stations in Delta State engage in the transmission of more educational broadcast programmes, those offered by private radio stations are longer in terms of duration. These educational broadcast programmes covered formal, informal and non-formal domains of education at varying levels in public and private radio stations in the

state and are largely packaged as documentaries in public radio stations and phone-in programmes in private radio stations. The study also shows that while public radio stations adopted the edutainment approach to educational broadcasting mostly, private radio stations adopted the extensive approach predominantly.

## VI. Recommendations

The study makes the following recommendations:

- Private radio stations in Delta State should produce and transmit more educational broadcasting programmes in the interest of the society.
- Public and private radio stations in Delta State should work on their programme schedule to ensure that all dimensions of educational broadcasting are well represented because education is the foundation of any advanced country.
- Public and private radio stations should explore all the forms of presentation and approaches to educational broadcasting to maximize its potential.

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