ASSESSING THE EFFECTIVENESS OF EDUCATIONAL BROADCASTING IN 21ST CENTURY NIGERIA: EVIDENCE FROM EBBC TELEVISION

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ABSTRACT: This study assessed educational broadcasting in Nigeria amidst the challenges of the 21st century, with a focus on EBBC TV educational programmes. The objectives were to ascertain EBBC's preparedness level for educational broadcasting; assess the level of awareness, efficacy and reach of EBBC educational broadcasting; ascertain the implications of educational broadcasting on the development of Ebonyi State; and investigate the quality of curriculum used in EBBC programmes. This study adopted a survey design and was anchored on the Diffusion of Innovation theory. A sample size of 400 was drawn using Taro Yamane's method, and data were collected from 385 respondents to explore their perceptions and experiences with EBBC TV educational content. Findings revealed that the level of preparedness of the EBBC for educational broadcasting is rather low. Despite the acceptable relevance, the awareness and reach of EBBC's educational broadcasts are still low; there are positive implications for Ebonyi State if utilised; and, invariably, EBBC has not been making use of the State's educational curriculum in designing its educational programmes. It was recommended that the station's preparedness level for the educational broadcasting should be heightened through funding, and provision of digital broadcast equipment; enhanced accessibility through digital literacy programmes, improving content through collaboration with educational institutions, and leveraging emerging technologies for better dissemination; stakeholders in education and broadcasting should work in synergy to enhance the effectiveness of educational broadcasting in Ebonyi; and there is need to collaborate with subject experts to ensure quality and engaging educational contents that meet curriculum standards.

Keywords: Educational Broadcasting, Programmes, Contents, Perception, Emerging Technologies.

INTRODUCTION

Education has been an important development of man. The quest to continue learning new things has made education imperative for man's living and sustenance. Humanity has always faced the challenge of designing and innovating new methods of educating people. Aside from the conventional means of acquiring and transmitting formal education in schools, the use of electronic

broadcast media of television and radio was designed to complement the efforts of teaching in the classrooms. There is no doubt that educational broadcasting is one of the best mankind's inventions of the 21st century, as it is a quick and easy way of getting valuable educational information.

The Media have always formed an important part of modern education since the beginning of the twentieth century. The Media play pivotal roles in modern-day education as it increases student engagement, enhances knowledge retention, and make learning easier to obtain and fascinating, as well as providing varied educational experiences through multimedia, which offers access to authentic language and diverse perspectives, and facilitates global collaboration and access to experts (Khayot, 2020). The advent of new media has increased the reach and impact of educational broadcasting, allowing teachers to deliver content beyond conventional classroom settings, and this ability is essential in areas where traditional educational infrastructure is insufficient (Sanusi & Onijamowo, 2023).

The introduction and expansion of television in Nigeria was hinged on the educational factors. According to the Daily Times of November 2nd, 1959, as quoted by Umeh (1989) in Alaba (2012), the first television station in Africa was initiated because the then Government of Western Region under Chief Obafemi Awolowo was convinced that it would play a major role in enhancing the quality of education and peace. Educational broadcasts are not new to Nigerians. Radio and television programs specially produced and presented to facilitate teaching and learning in specific subjects and topics in cognitive, affective, and psychomotor domains in formal, informal and non-formal levels of education have been available from the onset of broadcasting in the country.

In spite of the global attraction with online learning, the broadcast media still have some relative advantage because it has what it takes to serve far, remote, and deprived societies seeking to conquer illiteracy in many countries. Although often overshadowed as an educational medium when compared to other technologies, the broadcast media remains a viable medium that has proven educational worth in terms of both pedagogical importance and geographical reach (Chandar & Sharma, 2003; Abiona & Osu, 2015).

One of the TV stations in Nigeria that broadcasts educational programmes is Ebonyi Broadcasting Corporation (EBBC), a broadcast station owned by the Ebonyi State Government. EBBC runs educational programs such as Ogbako Umuaka, Kiddy's Gallery and French on air, as well as current affairs programs. Ogbako Umuaka, which is a 30-minute Igbo programme, teaches children cultural values, morals, pronunciation of Igbo words, Bible stories, etc. It comes up twice in a week, Wednesdays, 4:30 p.m. and Sundays, 5:30 p.m. Kiddy's Gallery is an educational English program that comes three times in a week, Thursdays, 3:30 p.m., Saturdays, 3:00 p.m. and Sundays, 4:30 p.m. The French on air is a 30-minute programme used to teach the audience the French language, and it is aired every Friday from 5:30 p.m. to 6 p.m.

This study, therefore, is to assess the preparedness, challenges, benefits and prospects of educational broadcasting in Nigeria amidst the challenges of the 21st century, with a focus on EBBC TV educational programmes.

Statement of the problem.

One of the primary reasons for the growing impact of audio-visual media is its versatility. Audio-visual formats can be used in a wide range of applications, from education to entertainment and even business (LIS.Academy, 2024). Despite its versatility and rapid growth, the production of television content is expensive, requiring substantial capital investments and time. Economies of scale for broadcast stations are not favourable in view of 21st-century challenges. Broadcast stations face a daunting task in meeting the demands of educational broadcasting. Suffice it to say that they are way off the mark.

Inadequate efficacy and reach of educational broadcasting in Ebonyi State is a worrisome phenomenon that needs to be urgently addressed. EBBC, educational managers in the State and the Ministry of Education in Ebonyi seem to be stuck with outdated broadcast methods and usual strategies for tackling dwindling education in the State. This has led to a low level of teaching and learning in Ebonyi State, as opportunities offered by educational broadcasting are not taken. It means that a communication tool capable of creating mass awareness and rapid reach needs to be used to address declining education in the state.

Objectives of the Study

1.   Ascertain the level of awareness and preparedness of EBBC for educational broadcasting.
2.   Assess the level of awareness, efficacy and reach of EBBC educational broadcasting.
3.   Find the implications of educational broadcasting on the development of Ebonyi State.
4.   Investigate the quality of educational curriculum used in EBBC programmes.

Research Questions

1. To what extent is the level of preparedness of EBBC for educational broadcasting?
2. What is the level of awareness, efficacy and reach of EBBC educational broadcasting?
3. What are the possible implications of educational broadcasting on Ebonyi State?
4. Does EBBC make use of the State's curriculum in designing its educational programmes?

Conceptual Framework.

Concept of Educational Broadcasting

All broadcasting can meet some educational needs; however, not all educational broadcasting can meet the information and entertainment functions of the media. Therefore, educational broadcasting meets specific objectives and needs, whether these are in the area of development-related issues, basic education, or in support of specific educational content.

Educational broadcasting is a multifaceted approach to the dissemination of educational content through various media channels, including radio, television, and digital platforms, aimed at enhancing learning experiences for students across different educational levels (Okorie, 2017). It is imperative that, to understand the concept of educational broadcasting, one first understand the

concept of education. Education can be viewed as the process whereby the environment of an individual is deliberately managed to enable him learn something that will make him able to give out or engage in specific behaviours under specific conditions; this entails building knowledge of facts, relations, rules and principles of one kind or another into the mind of the learner (Ijeh & Ojebode, 2015).

Educational broadcasting is described as the creation and distribution of broadcast content intended to impart specific formal, non-formal, and informal knowledge to the public (Ijeh & Okoye, 2024). It is broadcasting– on television, on radio, on the Internet and the New Media, which helps different types of teaching approaches and different types of learners' styles (Nnaemeka, 2021). Educational broadcasting can also be defined as the process by which educators and learners mutually construct meaning, using verbal and nonverbal messages transmitted by radio and television to shape the learning environment and facilitate learning (Edwards & Helvie-Mason, 2010). Educational broadcasting is seen as the transmission of education or educational programs through radio waves from a television or radio station or any other broadcast device, to the audience in far and near places (Ijeh & Ojebode (2015). This concept extends beyond traditional broadcasting by integrating multimedia tools that engage learners more interactively, using audio, visuals, and advanced technology to facilitate a deeper understanding of the subject matter (Adebayo, 2020). It is one of the viable communication channels for public enlightenment and mobilisation, which uses radio and television broadcasts to impart knowledge (Nwabueze, Ugonno & Ngomsor, 2012). This means that educational broadcasts are deliberately planned to impart knowledge and skills, and to influence behaviour (Ojebode & Sonibare, 2004). Educational broadcasting can be understood from the perspectives of channels of communication that can carry information, facts, and figures that are meant to fulfil instructional objectives. It means vehicle and means that enable you to acquire knowledge (La'aro, 2007). According to him, Educational broadcasting could be seen from four different perspectives of education, which include: Formal Educational Broadcasting; Non-formal Educational Broadcasting; Informal Educational Broadcasting; and Mobilisation. Educational Broadcasting. Educational broadcasting refers to the use of electronic media, such as radio, television or the internet, to disseminate educational content and information to a wide audience (Sanusi & Moshood, 2023).

Educational broadcasting, just like every mass communication activity, is not a chance occurrence. It is premeditated, planned and systematic; hence Ojebode and Sonibare (2004) describe it as a "deliberate plan". These are evident in the activities that precede educational broadcasting, such as audience needs assessment, curricula development, and outlining of educational objectives. With advancements in technology, educational broadcasting has expanded to include online platforms, streaming services, and interactive multimedia content. This evolution has further diversified the ways in which educational content can be delivered and accessed, catering to different learning styles and preferences (Sanusi & Moshood, 2023).

Drawing inference from the foregoing definitions of educational broadcasting, the researcher sees educational broadcasting as the process of facilitating teaching and learning, or the transfer or acquisition of knowledge, skills, values, ideas and habits through the distribution of audio or video content to a large heterogeneous audience using various electronic media channels such as the radio, television, digital and online streaming.

Educational broadcasting and education in Nigeria.

The purpose of integrating media into education is to increase reach and access and to enrich the quality of educational content. Effective educational broadcasting has significantly expanded access to education globally. Educational programmes on radio and television have improved literacy levels of target audiences in relevant cognitive areas in different parts of the world (Ojebode & Sonibare, 2004). As a vital educational resource, educational broadcasting helps bridge gaps in access to quality education, particularly in regions where educational infrastructure remains inadequate (Aliyu & Mohammed, 2021). Many countries have had successful educational broadcasts that teach classroom subjects such as Mathematics and English Language, improve farming skills, promote healthcare practices, and more (Venniyoor, 2005; Aderinoye & Olajide, 2004; Chandar & Sharma, 2003;). Educational broadcasting can contribute to the efforts aimed at remedying the falling standards of education in Nigeria, and it has become an issue in the 21st Century Education (Reddi, 2003).

Radio and television are already playing a role in educating people non-formally, but there is significant potential to capitalise on the ability of the broadcast media to enhance development and learning among students (Olumorin, Aderoju & Onojah, 2018). The use of instructional broadcast tools such as radio and television in education is a catalyst for engaging students. During the COVID-19 pandemic, many state governments in Nigeria launched educational broadcasting on local radio and television stations. There was the Learn at Home initiative on Lagos Television (LTV), where teachers taught core subjects like Mathematics, English, and Basic Science on TV (Akinwale & Oduwole, 2021). These programmes also aired on the radio to reach students without access to television or the internet. This method assisted many students in staying connected to learning (Wodi & Okocha, 2021), though it also revealed gaps in access to electricity, media devices, and consistent programming (Vitalis et al., 2023).

The media convergence of emerging technologies—such as podcasts, e-learning platforms, and mobile applications—has widened the coverage and depth of educational broadcasting (Ariyo, 2021). Emerging studies emphasize the crucial role of interactive media in engaging users (Okere et al., 2021). Consequently, educational broadcasting has evolved into a versatile and adaptable educational tool, catering to diverse learning needs and preferences (Zhao et al., 2021). This implies that educational broadcasting has transformed from a conventional medium into a "transformative tool in the field of education"

The blended learning method currently being adopted in some schools is a welcome development. Blended learning is a mixture of the conventional classroom setting learning and online learning. Online learning involves synchronous and asynchronous learning. These methods hugely aided education during the Covid-19 pandemic. Educational broadcasting has risen to prominence as a potent instrument for addressing learning disparities in the education sector. Learning gaps, often driven by disparities in access to quality educational resources, have become a pressing concern, particularly in diverse and underserved communities (Sanusi & Onijamowo, 2023). Educational broadcasting has the potential to increase access to quality education, improve learning outcomes, and support lifelong learning.

Radio and television are already playing a role in educating people, but there is significant potential to capitalise on the ability of the broadcast media to enhance development and learning among secondary school students (Olumorin, Aderoju, & Onojah, 2018).

Challenges of Educational Broadcasting in Nigeria.

The integration of educational broadcasting into mainstream pedagogical practices is not devoid of challenges. Suffice it to say that there are numerous impediments to efficiency and penetration in broadcasting educational content in Nigeria. These roadblocks, according to Sanusi and Moshood (2023), include: Infrastructure and Connectivity; Language Diversity; Quality of Content; Lack of Interactivity; Access for Vulnerable Groups; Financial Constraints; and Lack of Teacher Training. Others, according to them, are Cultural Relevance; Regulatory Challenges; Evaluation and Assessment, as well as Content Distribution, Sustainability and Scalability, and Digital Divide.

Ensuring content quality and accuracy, addressing technological disparities, and maintaining student engagement are complex issues that require meticulous attention. Moreover, while educational broadcasting has the potential to bridge gaps in content delivery, it must be harmonised with other educational strategies to provide a holistic learning experience (Sanusi & Onijamowo, 2023). Another major obstacle to educational broadcasting is the audience's tendency in Nigeria to prioritise the entertainment role of broadcasting over its educational role. The Nigerian broadcast media audience, as well as the broadcast industry, leans towards entertainment, which focuses on entertaining its audience members at the expense of informing and educating them (Onabajo, 2000). According to Odesola and Bernice (2024), inadequate infrastructure also poses a significant roadblock to educational broadcasting in Nigeria, as it limits access, quality, and sustainability of content disseminated. They opined that addressing infrastructural deficiencies is vital for improving the penetration and efficacy of educational broadcasting efforts, creating a level playing field for education across the country.

Another challenge is the lack of educator-learner interactivity and delayed feedback (Chandar & Sharma, 2003). Another challenge of educational broadcasting affiliated with the issue of lack of educator-learner interactivity and delayed feedback is that of fixed pace (Ijeh & Ojebode, 2015) since it is usually difficult to modulate the speaking pace of the educator in educational broadcasts to suit the environment of education delivery, as this creates some sort of artificiality of pace of delivery and at the same time interferes with necessary recapitulations and reflection on the contents of the programme as well as notetaking.

Theoretical Framework

The Diffusion of Innovation theory was adopted for this study. This theory, developed by Everett Rogers in 1986, is a prominent theory centred on new media and digital communication. In explaining this theory as it relates to this study, Diffusion is the process of spread of a given idea or practice, over time via specifiable channels (Katz et al, 1963). Diffusion of Innovations seeks to explain how innovations are taken up in a population. An innovation is an idea, behaviour, or object that is perceived as new by its audience. Diffusion of Innovations offers valuable insights into the process of social change. This theory holds that for a new idea or innovation to diffuse, there must

be an awareness stage, an interest stage, an evaluation stage, a trial and adoption stage. They added that different types of innovations require different kinds of adoption units. This implies that the success of any innovation depends heavily on the level of awareness, interest, and adoption it receives. Therefore, for educational broadcasting programs or contents to have influence on the audience, the stakeholders must be aware of the technologies, and it must interest them to use. Also, they should be able to evaluate the output and see how effective it is and decide whether to adopt it or not. Reinvention is a key principle in Diffusion of Innovations. The success of an innovation depends on how well it evolves to meet the needs of an increasingly demanding and risk-averse population (the history of the mobile phone is a salient example). In Diffusion of Innovations, it is not people who change, but the innovations themselves".

There are features that make certain innovations spread more quickly than others. And there are reasons why others fail. There are five identified qualities that determine the success of an innovation. These according to Robinson (2009), include 1) Relative advantage; Compatibility with existing values and practices; Simplicity and ease of use; Trialability; and observable results. These five qualities account for 49-87% of the variation in the adoption of new products (Rogers, 2003).

From the foregoing, it can be seen that the Diffusion of Innovation theory is appropriate for the current study, as the application of educational broadcasting to learning and teaching constitutes an innovation that can enhance the reach and effectiveness of education in Nigeria, thereby contributing to the advancement of education in the country.

Related Empirical Studies

Olumorin, Aderoju, and Onojah (2018) sought to find students' awareness and utilisation of educational broadcasts to learn in Ogbomoso, Oyo State, Nigeria. Findings revealed that the students were not aware of the educational radio and television programs, even though they have access to them. The study recommended that teachers in secondary schools should include educational broadcasts as forms of stimulus variation that they could apply to their classes, and educational program producers on both radio and television should create enough awareness about the programs to enable students to follow the programs at an appropriate time.

Otuya-Asohro and Ijeh (2024), investigated the practice of educational broadcasting in radio station in Asaba. Findings showed that level of educational broadcasting in radio stations in Asaba is very low and the programmes were mostly lectures. Their educational programmes were predominantly non-formal while their level of sponsorship was extremely low.

Sanusi (2025), examined educational broadcasting in Nigeria, with a focus on emerging trends, prevailing challenges, and potential opportunities. Utilizing a conceptual research method, the study identifies key trends, including the digital transformation of the educational landscape and the increasing focus on interactive and participatory learning models. However, there are challenges in funding, sustainability, technological infrastructure, and audience engagement. The study concludes that educational broadcasting in Nigeria holds promising prospects for transformative growth through the adoption of emerging technologies and inclusive educational practices.

Ojo, Ayobolu, and Oni (2022) studied the influence of televised educational broadcasting programmes among secondary school students in Nigeria and found that respondents are well-acquainted with televised educational broadcasting, which has positively impacted their educational performance. However, challenges include power outages, inconsistent programming, subscription issues, and inconvenient program times.

Sanusi and Moshood (2023) investigated the awareness, challenges, prospects, and experience levels of Nigerians regarding broadcasting educational content and recommended enhanced collaboration among educational institutions, broadcasters, and technology providers to develop tailored content that caters to the diverse needs of learners. Additionally, the study underscored the importance of government support in terms of funding, policy formulation, and regulatory frameworks to ensure the sustainability and scalability of educational broadcasting initiatives.

METHODOLOGY

This study used a Survey method. The study area was Ebonyi State, comprising 13 LGAs grouped into three Senatorial zones. Ebonyi North, comprising Abakaliki, Ebonyi, Ishielu, Ohaukwu and Izzi LGAs; Ebonyi Central, comprising Ikwo, Ezza North and Ezza South LGAs; and Ebonyi South, comprising Afikpo North, Afikpo South, Ivo, Ohaozara and Onicha LGAs.

The population of the study was put at 3,242,500. The Taro Yamane formula was used to get the sample size of 400. Stratified sampling was used to select 400 respondents.

The validity of the questionnaire was done using face validity technique. To check for the reliability of the questionnaire, a pilot study was conducted in Abakaliki. 10 copies of the questionnaires were administered. The reason was to determine whether the responses would be in line with the result expected from the instrument. To ascertain the reliability of instrument of data collection, the Spearman-Brown formula was used, where any value lower than the decision point (0) gives a negative (-) value and any value greater than the decision point gives a positive (+) value.

400 copies of questionnaire were later distributed and 385 were returned. For the analysis, the percentage and 4-point Likert scale mean value method were adopted. The research questions were answered using the mean score benchmark of 2.5. 4-point Likert scale was adopted because it forces respondents to take a side (agree or disagree) by removing the neutral midpoint, which eliminates "fence-sitting" and provides clearer, actionable, and polarized data.

Senatorial Zone	LGAs	Population	No. of questionnaires administered	No. of questionnaires returned
Ebonyi North	Abakaliki	223,000	27	25
	Ebonyi	189,500	23	23
	Ishielu	227,300	28	27
	Ohaukwu	291,300	35	34
	Izzi	352,400	43	41

Ebonyi Central	Ikwo	320,200	40	39
	Ezza North	217,700	27	26
	Ezza South	199,000	25	25
Ebonyi South	Afikpo North	233,300	29	28
	Afikpo South	234,700	29	27
	Ivo	180,800	23	23
	Ohaozara	220,900	27	26
	Onicha	352,400	44	41
Total	**13**	**3,242,500**	**400**	**385**

DATA PRESENTATION AND ANALYSIS

Research Question 1: To what extent is the level of preparedness of the EBBC for educational broadcasting?

Questions	∑FX	∑X	Mean	Decision
7: EBBC has the capacity to effectively transmit educational programs to all segments of society?	901	385	2.34	Negative
8: EBBC has what it takes to compete with other digital means of transmitting educational programs?	831	385	2.15	Negative
9: Effective educational broadcasting would depend on the preparedness of the TV station.	1223	385	3.17	Positive

As a prelude to ascertaining the level of preparedness of the EBBC for the educational broadcasting, question was asked on why educational broadcasting in Nigeria has not been sustained and its possible solutions sought. The questions 4 (What are the challenges confronting educational programs of the broadcast stations in Nigeria?), 5 (what in your estimation are the two greatest challenges confronting educational programmes?), and 6 (what are the possible solutions?) were analysed for this. It was deduced that the greatest challenges confronting educational broadcasting in Nigeria are a lack of adequate manpower, inadequate funding and a lack of awareness. There are other challenges. Possible solutions to these challenges include the provision of funds for the procurement of digital equipment and Manpower development.

Going forward, to ascertain the level of preparedness of the EBBC for educational broadcasting, questions 7, 8, and 9 were analysed. Question 7, with the mean value of 2.33, was less than the decision point of 2.5, hence negative. This showed that EBBC does not have enough capacity to effectively transmit educational programs to all segments of Ebonyi society. Question 8, with the mean value of 2.15, was less than the decision point of 2.5, hence negative also. This showed that EBBC does not have what it takes to compete with other digital means of transmitting educational programmes. Question 9 had a mean value of 3.17, which was greater than the decision point of 2.5; hence, it was positive. It showed that effective educational broadcasting would depend on the

preparedness of the TV station. It could be deduced that the level of preparedness of the EBBC for educational broadcasting is low.

Research Question 2: What is the level of awareness, efficacy and reach of EBBC educational broadcasting?

Questions	∑FX	∑X	Mean	Decision
10: Conversant with EBBC's Ogbako Umuaka, Kiddy's Gallery and French on air?	898	385	2.33	Negative
11: EBBC TV educational programs readily accessible?	959	385	2.48	Negative
12: Perception on the effectiveness of EBBC TV educational programs?	938	385	2.44	Negative
13: Perception on the relevance of EBBC TV educational programs on educational advancement in Ebonyi?	1220	385	3.16	Positive
14: How would you rate EBBC's educational broadcasting awareness in Ebonyi State?	901	385	2.33	Negative

The questions 10, 11, 12, 13, and 14 were analyzed for research question two. Question 10 with the mean value of 2.33 which was less than the decision point of 2.5, hence negative, showed that people are not conversant with EBBC's Ogbako Umuaka, Kiddy's Gallery and French on air. Question 11, with the mean value of 2.48, which was slightly less than the decision point, however negative, showed that the EBBC TV educational programmes are not readily accessible to the people of Ebonyi State. Question 12, with the mean value of 2.44, which was slightly less than the decision point, however negative, showed that perception of the effectiveness of EBBC TV educational programmes is not very good. Question 13, with the mean value of 3.16, which was greater than the decision point of 2.5, hence positive, showed that people's perception of the relevance of EBBC TV educational programmes on the advancement of education in Ebonyi is very good. Question 14, with a mean value of 2.33, which was less than the decision point of 2.5, hence negative, showed that EBBC's educational broadcasting awareness in Ebonyi State is low. It could be deduced that despite favourable perception and acceptance of the relevance, the awareness, effectiveness and reach of EBBC's educational broadcasts are low.

Research Question 3: What are the possible implications of educational broadcasting on the audience?

Questions	∑FX	∑X	Mean	Decision
15: What are the possible implications of educational broadcasting on the audience?				Positive
16: Digital broadcasting will affect all segments in the educational broadcast value chain (programming, content production and distribution)?	1220	385	3.16	Positive
17: Segmentation of the audience would positively impact the operation and delivery of EBBC's educational programs?	1257	385	3.26	Positive

18: Digital broadcasting) would contribute to the delivery of quality educational programs that would satisfy viewers.	1083	385	2.8	Positive
19: Digital media has disrupted the existing educational broadcast audience for the broadcast TV stations.	1092	385	2.84	Positive

The questions 15, 16, 17, 18, and 19 were analysed for research question three. Responses to question 15 shows that with effective and efficient educational broadcasting, there will be significantly improved or enhanced quality of education; there will be versatility in educational content design and delivery strategies; possibility of lowered cost of educational content delivery per learner; use of the broadcast media's feature of simultaneous widespread reach; educational contents will be made accessible to target audiences with ease; and it will aid equalizing educational opportunity in Nigeria. Question 16, with the mean value of 3.16, which was greater than the decision point of 2.5, hence positive, showed that digital broadcasting will affect all segments in the educational broadcast value chain, which include programming, content production and distribution, thereby enhancing the quality and delivery of educational programmes to Ebonyi State. Question 17, with the mean value of 3.26, which was greater than the decision point of 2.5, hence positive, showed that segmentation of the audience in Ebonyi State would positively impact the operation and delivery of EBBC's educational programmes. Question 18, with the mean value of 2.8, which was greater than the decision point of 2.5, hence positive, showed that digitisation (digital broadcasting) would contribute to the delivery of quality educational programs that would satisfy viewers and make EBBC compete favourably with digital media. Question 19, with the mean value of 2.84, which was greater than the decision point of 2.5, hence positive, showed that digital media has disrupted the existing educational broadcast audience for the EBBC. It could be deduced that there are numerous positive implications of educational broadcasting on the audience.

Research Question 4: Does EBBC make use of the State's curriculum in designing its educational programmes?

Questions	∑FX	∑X	Mean	Decision
20: EBBC educational broadcasting programmes are subject-based?	674	385	1.75	Negative
21: EBBC educational broadcasts involve trained teachers as content presenters?	693	385	1.8	Negative
22: Ogbako Umuaka, Kiddy's Gallery and French on air are designed with Ministry of Education syllabuses.	674	385	1.76	Negative

The questions 20, 21 and 22 were analysed for research question four. Question 20 with the mean value of 1.75 was grossly less than the decision point of 2.5, hence negative. It showed that EBBC are not are subject based. Question 21, with the mean value of 1.8, was also grossly less than the decision point of 2.5, hence negative. It showed that EBBC educational broadcasting programmes do not involve trained teachers as content presenters. Question 22 with the mean value of 1.76 was equally grossly less than the decision point of 2.5, hence negative. It showed that EBBC educational

broadcasting programmes are not designed with the Ministry of Education syllabuses. From the foregoing, it could be deduced that, invariably, EBBC has not been making use of the State's educational curriculum in designing its programmes.

DISCUSSION OF FINDINGS

The primary aim of this study was to evaluate EBBC's level of preparedness for educational broadcasting. To address this, a research question was formulated: To what extent is EBBC prepared for educational broadcasting? The data presented in Tables 7, 8, and 9 suggest that, with adequate funding and access to necessary human and material resources, EBBC would be capable of effectively delivering educational programmes to diverse segments of society. However, the findings also indicate that, due to the aforementioned challenges, EBBC's current level of preparedness for educational broadcasting remains low.

These findings were supported by Reddi (2003). Who said cost is the biggest barrier to the use of educational broadcasting, as findings indicate that funding for educational broadcasting remains an issue across the Commonwealth; Otuya-Asohro and Ijeh (2024), Babalola (2012), Ijeh (2019), and Chandar and Sharma (2003) identified lack of funding as a challenge; Nigeria Community Radio Coalition (2015), Oyinloye and Adeleye (2010), and Cemca (2011) pointed out the lack of collaboration among stakeholders; and Ojebode and Adegbola (2010) revealed a preference for entertainment and bizarre occurrence programs.

The second objective was to assess the level of awareness, efficacy and reach of EBBC educational broadcasting. A research question - What are the levels of awareness, efficacy and reach of EBBC educational broadcasting? – was raised to achieve this objective. The data obtained from tables 10, 11, 12, 13, and 14 showed that the level of awareness, efficacy and reach of EBBC educational broadcasting is low.

This finding was supported by Olumorin, Aderoju and Onojah (2018), who said that the majority of the secondary school students in Ogbomoso were not aware of the educational television and radio programs around them but accessed educational programs on TV and radio; Familusi and Owoeye (2014), who showed that residents of Ekiti utilise radio broadcast majorly for entertainment and current affairs purposes. However, this finding is in contrast to that of Akhter (2011), who revealed that students in Pakistan showed mass awareness of educational television programs (ETV) for effective distance learning.

The third objective was to examine the potential implications of educational broadcasting on the target audience. To address this, a research question was formulated: What are the potential implications of educational broadcasting in Ebonyi State? Data collected from tables 1, 5, 16, 17, 18, and 19 suggest that educational broadcasting has positive implications.

This finding is supported by Obisi and Remi (2016) and William (2013), who said that digitisation has a very high impact on broadcasting as it helps improve accessibility, sharp picture quality, good and efficient programming and so on.

The fourth objective of this study was to investigate and evaluate the quality of the educational curriculum used in EBBC programmes. A research question - Does EBBC make use of the State's educational curriculum in designing its programmes? – was raised to achieve this objective. The data obtained from tables 20, 21, and 22 indicated that EBBC has not been making use of the State's educational curriculum in designing its programmes.

This finding is supported by Nkwam-Uwaoma and Onu (2017) in their submission that formal educational broadcast programmes should be designed to follow approve syllabi at all levels of education and be used to help members of the target audience prepare for specific examinations; Inyamah (2014) who posited that to make education learner-oriented, there is the need to fashion out policies and practices that would bridge the gaps in learning in the society; Sharma (2024) who upheld that curriculum helps teachers organize and present the learning structurally, enabling learners to grasp it effectively.

Conclusion

In view of the findings of this study, it is posited that the lack of adequate funding, as well as other observed challenges, have actually stalled the effectiveness and efficiency of educational broadcasting in Nigeria.

Based on what is on the ground, we further state that the level of preparedness of the EBBC for educational broadcasting is rather low.

Despite diverse perceptions and acceptance of the relevance of educational broadcasting, it is our position that the effectiveness and reach of EBBC's educational broadcasts are low.

We therefore conclude that, if educational broadcasting is properly fashioned and supported by a functional government policy, the perceived gains will be achieved.

Recommendations

Based on the findings and conclusions, the following recommendations are made:

1. The level of preparedness of the EBBC for educational broadcasting should be heightened. This can be achieved through funding and the provision of modern, digitally enhanced broadcast equipment. Digitisation of the broadcast station will be a step in the right direction.
2. There should be enhanced accessibility through digital literacy programmes, and improving content relevance through collaboration with educational institutions, as well as leveraging emerging technologies for wider dissemination.
3. To achieve the gains of education broadcasting, stakeholders in education and broadcasting should work in synergy to enhance the reach and effectiveness of educational broadcasting in Ebonyi, thereby contributing to the advancement of education in the country.

4. Content Enhancement is important. There is a need to collaborate with subject experts to ensure high-quality, relevant and engaging educational content that meets curriculum standards.

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