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## **The Impact of Educational Broadcasting on Adult Literacy Development in Abraka, Delta State**

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### **Abstract**

This study examined the impact of Educational Broadcasting on Adult Literacy Development in Abraka, Delta State, Nigeria. It focused on the pattern of educational broadcasting usage among the adult learners; influence of frequency of exposure of adult learners to educational broadcasting programmes; and influence of educational broadcasting on adult learners in Abraka, Delta state. Four (4) research questions were raised to guide the study. The cross-sectional research design was adopted with a sample size of ten respondents. Questionnaire was used as instrument for data collection. Simple percentages and were used for data analysis. The findings show that the pattern of educational broadcasting usage among the adult learners include listening to broadcasting media, listening to radio/television instruction to prepare for classroom instruction and buying multimedia instruction to aid learning process; adult literacy program can be developed via learner-centered approach, social learning, flexible delivery,

professional development. the influence of exposure of adult learners to the educational broadcasting program include Provision of a convenient avenue for adult learning other than classroom instruction, convincing illiterate adults to join adult class and motivation to learn; and the impacts of educational broadcasting on adult literary development include enablement to read classroom instructional materials, to read and write English language, to understand other instructional materials not similar to what they were taught. It was concluded that adult literacy is a critical component of the nation's human capital development. and educational broadcasting is often use as a teaching method which involves the use of audio-visual aids and is often combined with different types of interactions. It was recommended among others that government and stakeholders should implement and develop adult literacy programme in Abraka, to enhance nature building and development.

**Keywords:** Adult Literacy, Educational Broadcasting, Radio, Television, Mass Media

### **Introduction**

Adult literacy is a critical component of a nation's human capital development strategy (Ayibam, 2022; Ayibam, 2024) [5, 6]. It is an education for people who are older than the upper limit of compulsory education and not enrolled in further or higher education (Allan, 2021) [2]. It can be undertaken for recreational, vocational, or professional reasons, and embodies a philosophy that learning should be a lifelong activity. The importance of adult literacy cannot be overstated in a nation where, according to UNESCO (2022), over 60 million adults lack basic literacy skills, making Nigeria home to the largest population of illiterate adults in sub-Saharan Africa. This staggering statistic exists despite numerous policy frameworks established since independence, including the National Policy on Education (2013) which explicitly recognizes adult and non-formal education as essential tools for national development. The historical trajectory of adult education in Nigeria reveals a pattern of promising initiatives undermined by poor implementation, as seen in the case of the Universal Basic Education (UBE) program that allocated less than 3% of its budget to adult literacy components between 2000-2015 (Federal Ministry of Education, 2016) [12].

Educational broadcasting according to Imhanobe, (2019) [17], is a term used to describe a series of programmes that are predominantly enlightening, informative, or intellectually stimulating. Di-Pietro, *et al.* (2020) [9] advert that educational broadcasting is the dissemination of educational programmes; using public television or radio. Educational broadcasting is the process of using radio and television (as a broadcast medium) including recorded audio and audio-visual messages to promote formal, non-formal, and informal learning among students. It is often used as a teaching method and is often combined with

different types of interactions. For example, in classrooms, in discussion groups, or over the phone, and in this situation what is passed online or through telecast is made practicable at home just as captured by Oji and Bebenimibo (2021).

Television, for example, has been shown to have a significant impact on students/learners' speech training (Olumirin, *et al.*, 2018) [25]. Learners, according to Edoh and Olannye-Okonofua (2023) [10], imitate what they see on television and thus remember more of what they see than what they read in class. This study defines education in this context as the acquisition of knowledge, skills, attitudes, skills, abilities, and cultural practices for personal and community development. While broadcasting is defined as the entire technological and communication process that involves simultaneously transmitting an audio and audio-visual signal to a large diverse audience. As a result of educational broadcasting, learning/teaching is rapid transitions from face-to-face classes to television/radio and/or online learning sessions are taking place in quick succession that can hardly be comprehended. Based on this, Edoh and Olannye-Okonofua (2023) [10] also posit that teachers are forced to run classes in front of their computers which they had never done before, making it necessary to acquire a variety of skills in a short period. They also need to adjust the content and structure of their services and choose the best strategies to engage their students in a visual environment. Given the benefits of educational broadcasting in the enhancement of formal learning and education, it is expected that educational policymakers and school administrators in Nigeria hinge on their thought along that line. The Government's decision on educational broadcasting in Nigeria can be an effective strategy for continuing education.

It is believed that a sound educational system is a prerequisite to achieving progress, from the individual to the society to the economy and that the quality of human resource of a nation is judged by the number of its literate population (Sanusi *et al.* 2021) [27]. This is to say that education is pertinent to a nation's growth and sustainability. Achieving total literacy requires using all channels, including the mass media, for teaching and learning. Using the mass media for educational purposes is based on the perceived influence that the mass media exert on the public. Sanusi *et al.* (2021) [27] further state that the mass media can help in all forms of teaching, adult education, and skills training, where teachers, trainers, and monitors are scarce. To develop adult literacy, the use of radio/television/internet to reach out to the less privileged who reside in remote places. Educational broadcasting can be a veritable channel to teach the non-literate adult who may not have the opportunity of formal schooling. Thus, the study examined the Impact of Educational Broadcasting on Adult Literacy Development in Abraka, Delta State.

### Statement of Problem

One major problem that has continued to affect development of the developing countries is low literacy level. This problem can be attributed to relative poverty and national development policies that have failed to meet international best practices (Sanusi, Talabi, Adelabu & Alade, 2021) [27]. The United Nations Development Programme (2020) [31] posits that members of the United Nations developed eight international development goals known as Millennium Development Goals (MDGs) to achieve worldwide human

development. The MDGs aimed to promote development by improving social and economic conditions in the world's poorest countries.

Despite the MDG's lofty plans to ensure total literacy for all in developing countries, statistics provided by the United Nations Scientific and Cultural Organization on the literacy level in Nigeria indicates that there were over 62 million illiterate Nigerians as of November 2015, a situation the organization describes as "dangerous to the development of the country" (Sanusi *et al.*, 2021) [27]. To emphasize the problem, UNESCO also stated that "it would take Nigeria another 58 years to completely eradicate illiteracy, even with innovations like Information and Communications Technology and other learning mechanisms" (Oluwole, 2015) [26].

Radio and television are major innovation that helps promote education. Educational broadcasting is a powerful tool for social control that is thought to affect the audience in various ways and can be used for a variety of purposes. When radio and television are used effectively to deliver formal learning, they can improve academic performance because they can easily and affordably make high-quality formal knowledge available to a large number of learners. However, the problem is that most teachers are unwilling to conduct classes in front of computers which they have never conducted online sessions before, necessitating the acquisition of a wide range of skills in a short period. They also find it difficult in modifying the content and structure of their services, as well as select the best strategies for engaging their learners in a visual environment. Teachers face challenges as they interact with changes in teaching, such as connectivity issues, teaching and assessment methods, and the need to adapt and transfer their teaching content to suit the distance learning mode (Edoh & Olannye-Okonofua, 2023) [10]. On the other hand, learners, especially adults, find it difficult to learning via radio and election; since they are used to the traditional face-face classes. They might also lack the resources to acquire the necessary deceives for educational broadcasting. They might face challenges of inadequate skills to operate and used educational broadcast facilities.

In a study titled "Secondary School Teachers' Perception of the Delta State Government Covid-19 Lockdown Educational Broadcasts", Edoh & Olannye-Okonofua (2023) [10] ascertained that, despite finding the content and quality of the Covid 19 broadcasts to be appropriate for learning, secondary school teachers in Delta State do not use educational broadcasting as a teaching method. In the same vein, Sanusi *et al.*, (2021) [27] in a study titled "Educational Radio Broadcasting and its Effectiveness on Adult Literacy in Lagos" posits that frequency of exposure to radio/television could influence literacy skill. They further posit that radio instructional techniques were effective in promoting adult literacy and therefore recommended that the radio listening sessions should be increased as part of efforts to reduce adult illiteracy in the country. Liu, Kong, Liu, Yang, Zhang (2022) [20] who study "the relationship between discussion spacings, learners' cognitive presence and learning achievements," report that educational broadcasting increases the intellectual understanding and learning outcomes of students, enables them to connect with their teachers and makes it easier to participate in learning process. In another study on "producing educational broadcast programmes - reflections on standard objectives,

criteria and content specifications” by Ijeh and Ojebode (2017) <sup>[15]</sup>, report that educational broadcasting is a tool for national development; this is because it has been known to significantly improve literacy levels of target audience in different spheres on knowledge globally. Ijeh (2019) <sup>[16]</sup> ascertain on a study titled “the Use of Educational Broadcasting in Formal Education Delivery by Delta State Government, Nigeria” that, formal education managers in Delta State Government are significantly knowledgeable about the use of educational broadcasting for formal education, there is a very weak provision for its use because of lack of policy, funding, inter-ministerial collaboration and qualified personnel as well as poor public awareness of the value of educational broadcasting.

The above studies and many others provide significant insights into the impact of educational broadcasting on adult literacy development. However, little or nothing may have been said about the impact of Educational Broadcasting on Adult Literacy Development in Abraka, Delta State. Thus, a gap in knowledge which this study on the impact of Educational Broadcasting on Adult Literacy Development in Abraka, Delta State, Nigeria, attempt to fill.

### Objectives of the Study

1. Determine the pattern of educational broadcasting usage among the adult learners;
2. Determine how adult literacy can be developed in Abraka;
3. Investigates the influence of frequency of exposure of adult learners to the educational broadcasting programmes;
4. Determine the influence of educational broadcasting on adult learners in Abraka, Delta state.

### Research Questions

1. What is the pattern of educational broadcasting usage among the adult learners in Abraka?
2. How adult literacy can be developed in Abraka?
3. What is the influence of frequency of exposure of adult learners’ to educational broadcasting programmes in Abraka?
4. What is the are impacts of educational broadcasting on adult literary development in Abraka?

### Literature Review and Theoretical Framework

#### Adult Literacy

Adult literacy can be undertaken for recreational, vocational, or professional reasons, and embodies a philosophy that learning should be a lifelong activity. It is called various names, such as adult education, further education and continuing education. Adult education according to Allan (2021) <sup>[2]</sup> in a study titled “The Rises and Falls of Adult Education on the BBC”, is an education for people who are older than the upper limit of compulsory education and not enrolled in further or higher education. Scholars have reveals a rich but often contradictory body of research that reflects the complex realities of adult literacy in developing nations. Early studies from the 1970s and 1980s, conducted during the peak of educational broadcasting initiatives, presented overwhelmingly positive assessments of radio and television's impact on adult literacy.

The emergence of radio and television as educational tools in Nigeria dates back to the colonial era, with the British colonial administration establishing the Rediffusion Service

in 1951 to broadcast educational content (Nkim, Ingiagar & Joseph, 2025) <sup>[23]</sup>. Post-independence, the Nigerian government expanded these efforts through the establishment of the National Educational Television in 1964 and subsequent educational broadcasting initiatives. However, the golden era of educational broadcasting occurred during the oil boom years of the 1970s when the government launched ambitious mass literacy campaigns that leveraged radio and television as primary delivery mechanisms. The National Functional Literacy Programme (NFLP) of 1972, for instance, reached over 2 million adult learners through radio instruction within its first five years of operation (Ayibam, 2025).

Contemporary challenges facing adult education through broadcast media in Nigeria are multifaceted and deeply rooted in the country's socioeconomic and political landscape. The digital divide presents a paradoxical situation where, despite the global shift to online learning, over 70% of Nigeria's rural population still relies on radio as their primary source of information and education (National Broadcasting Commission, 2021; Ayibam, 2025b). This reliance creates both opportunities and challenges for educational planners. On one hand, radio remains the most accessible medium; on the other, the quality and consistency of educational programming have significantly declined since the structural adjustment programs of the 1980s led to drastic cuts in education budgets (Nabiebu, *et al.*, 2025b) <sup>[21]</sup>. The commercialization of airwaves following media deregulation in 1992 further complicated matters, as broadcast stations prioritized revenue-generating content over educational programming.

To meet the challenges of achieving total literacy in Nigeria, different programs were developed at federal, state, and local councils. These programs include the Basic Literacy Program, a 1-month program organized and financed by some local government councils. It is held under the coordination and supervision of the States’ Ministries of Education (Sanusi *et al.*, 2021) <sup>[27]</sup>. The Post-Literacy Program is another innovation in adult education program organized by the Ministry of Education in some states of the federation for completers of basic literacy programs and dropouts from formal primary schools to upgrade their knowledge to the first school leaving certificate level. Women Adult Education Program is organized by Christian Missionaries and Local Government Councils to improve literate and illiterate women. The Distance Education Program is organized by the States’ Ministries of Education and some higher education institutions in the country. Sandwich Program is a university-based program for adults who are gainfully employed but come to learn at a specific period in a year. The Nomadic Education Programme is organized for nomads who are mostly engaged in the cattle business. Because the nature of their business demands that they move from place to place, mobile education program was designed to take care of this peculiar situation.

#### Educational Broadcasting and its Usage

Education is an important means for promoting teaching and learning. The growth of education has pressurised education systems around the world to use technology and media broadcast as a teaching aids to teach learners the knowledge and skills they needed (Agbamuche, 2015) <sup>[1]</sup>. Educational broadcasting is a means through which educational knowledge and skills are transferred to students. Nkwam-

Uwaoma and Onu, (2017) <sup>[24]</sup> defined educational broadcasting from a more practical angle by referring to it as the utilization of radio and television to impart and or teach school subjects to facilitate the covering of approved curricula for examinations purpose. Simply put educational broadcasting is the process of using radio and television (as a broadcast medium) including recorded audio and audio-visual messages to promote formal, non-formal, and informal learning among students.

Educational broadcasting entails the use of television and radio programmes to teach specific subjects, topics and issues in formal, informal and non-formal domains of learning. The early and widespread uses of radio and television for educational purposes have made educational broadcasts a common feature in Nigeria. These broadcast programmes are referred to as educational because they are deliberately conceived, developed, produced, and transmitted in such a way that facilitates learning among target audiences. The use of educational broadcasting tools (television and radio) have afforded teachers aids to make teaching easy and fun for students. Educational broadcast resource in instructional delivery serve dual purposes as capturing the attention of learners due to the captivating nature of the media and lead to more efficient classroom instruction (Edoh & Olanye-Ononofua, 2023) <sup>[10]</sup>.

To achieve quality education, efficient strategies need to be employed; which might not occur without the use of educational broadcast as teaching aids. Educational broadcasting has become a recognized story tellers of the world. It has provided opportunities for governments and private organizations to push back ignorance through the promotion of learning in formal, non-formal and informal settings (Edoh & Olanye-Ononofua, 2023) <sup>[10]</sup>.

The use of educational broadcasting for promoting learning attracts numerous benefits because of the major role the educational broadcasting plays. Nemine and Akinbowale (2019) <sup>[22]</sup> are of the view that, the instructional material which media provides is often used in the educational development of students; this constant use of media for instructional purpose has led to the popularization of the abbreviation and instructional media among scholars both within and outside Nigeria. According to Ijeh (2019) <sup>[16]</sup>, teachers are significantly knowledgeable about the use of educational broadcasting for formal education; there is a very weak provision for its use because of lack of policy, funding, inter-ministerial collaboration and qualified personnel as well as poor public awareness of the value of educational broadcasting.

The advancement which radio and television offer in education can be evident through accessibility to educative programs and instructional delivery like quiz, debate and so on. Productive situational delivery enhances learners' creative and intellectual development through the use of television images, graphics, audio, test motion for high quality learning. The use of audio-visual aids in teaching and learning has a long history. Educational broadcast aids are materials with both audio and visual presentation that support classroom teaching and learning particularly in improving comprehension and retention. Prior to the age of radio and television, early audio-visual aids came in the forms of drawings and pictures with oral narrations (Tang & Intai, 2017) <sup>[29]</sup>. Educational cassettes and video tapes could be used repeatedly for a particular topic. Prior to the novel coronavirus pandemic which to a great extent highlighted

the relevance of educational broadcasting in the educational sector, Hodges, Moore, Lockee, Trust, and Bond, (2020) <sup>[13]</sup> reported that the use of educational broadcasting is a necessity for bridging the distance barrier in education and though necessary, it has received a poor uptake due to the fact that most teachers lack the necessary know-how and exposure to educational broadcast tools which in turn hampers its use.

### **Adult Literacy Development**

Adult literacy development involves enhancing reading, writing, numeracy, and digital skills for individuals adult to improve their economic, social, and personal outcomes. It focuses on functional, life-centered learning to help adults navigate modern society, with programs often addressing unique barriers (Venezky, 1999) <sup>[32]</sup>. The components of adult literacy development includes; (1) Foundational Skills: Core focus on reading, writing, and numeracy, often referred to as basic education. (2) Digital Literacy: Training to use information technology to find, evaluate, and communicate information, which is increasingly integrated into programs. (3) Contextualized Learning: Instruction designed to be relevant to adults' daily lives, such as financial literacy, health literacy, and workplace-specific skills. (4) Overcoming Barriers: Addressing psychological factors, time constraints, and the need for high-repetition learning due to reduced brain plasticity in adulthood (Joann, 2008) <sup>[18]</sup>.

The approaches and Strategies of developing adult literacy include: (a) Learner-Centered Approach: Programs that prioritize individual goals, problem-solving, and active participation over passive learning. (b) Social Learning: Utilizing peer mentoring, group work, and collaborative initiatives to build confidence. (c) Flexible Delivery: Accessible, community-based, or technology-driven programs, especially in rural areas. (d) Professional Development: Training for educators to specialize in adult learning methodologies (John, Cristine & Chij, 1995) <sup>[19]</sup>.

Some of the impact on Development among others is that, Improved literacy proficiency is linked to higher employment rates, increased wages, better health outcomes, and greater civic engagement. It is recognized not just as a set of skills, but as a social practice and a key factor in poverty reduction (Stephen, 2008) <sup>[28]</sup>.

### **Influence of Exposure of adult learners to Educational Broadcasting**

One way to achieve wider use of educational broadcasting as teaching aids is to increase access to the broadcast media. Many of the educational and instructional programmes in Nigerian media stations tend to have audiences. Through educational broadcasting, contact is usually made between teachers and students. This is why exposure to educational broadcasting programmes aids the development of adult literary. Atubi and Obro, 2020) opine, "having exposure to educational broadcasting by teachers can change the way students consume media and access digital resources which provide wide range of resources, from animated videos to digital syllabus books to progress tracking, switch platforms, and more". This makes educational broadcasting an ideal choice for both entertainment and education Churivah, Sholikhan, Filanti & Sakolyyah, 2020).

Poor exposure to educational broadcasting pogrammes might be caused by lack of media infrastructure and cost of

buying radio or media sets, But Ibe, Nworgu and Anyaegbunam (2016) argue that the trend seems to have changed significantly in recent years, although the number of Nigerians who own media sets and the type of programmes they prefer is even still uncertain. Apart from lack of infrastructure and cost, illiteracy, low income and some socio-cultural factors, this insufficient access affect people's access to education (Ijeh, 2018) <sup>[14]</sup>.

Educational broadcasting involves the use of the broadcast media especially television and radio for educational purposes. It is designed for both formal and non-formal education. Extensive educational broadcasting targets people in the non-formal setting. Ijeh (2019) <sup>[16]</sup> reports that intensive educational broadcast is the process of learning and gaining knowledge to empower community people, promote development and general education. He further reveal that using educational broadcasting as a teaching aids has the capability of reaching large population with educational messages which could be packaged in local languages. Thus, the use of educational broadcasting in the classroom has a positive impact on student learning. This is why Nemine and Akinbowale (2019) <sup>[22]</sup> say, "TV talk shows can excite and engage students, leading to enthusiastic collaboration and complementing readings The use of television in the classroom can enhance student learning by stimulating interest, providing real-life examples, and improving language skills (Asino & Mormah, 2019) <sup>[3]</sup>.

#### **Impact of Educational Broadcasting on Adult Literacy**

The pedagogical effectiveness of broadcast media for adult learning has generated considerable debate among Nigerian scholars. Nkim *et al.* (2025) <sup>[23]</sup> argue that radio's ability to reach learners in their natural environments makes it uniquely suited for adult education, particularly for rural populations with limited mobility. They further demonstrated that radio instruction combined with printed materials could achieve learning outcomes comparable to formal classroom settings. Conversely, critics such as Ezema (2015) <sup>[11]</sup> contend that the one-way transmission model of traditional broadcasting fails to accommodate the interactive nature of effective adult learning. His study of NTA's educational programs found completion rates below 20%, with most learners citing the inability to ask questions or receive feedback as primary reasons for dropout.

Cultural factors mediating the effectiveness of educational broadcasting have received increasing scholarly attention in recent years. Dauda's (2019) <sup>[8]</sup> ethnographic research in northern Nigeria revealed complex socioreligious dynamics affecting women's participation in radio education programs. In conservative Hausa-Fulani communities, many women reported needing male permission to listen to educational broadcasts, while others faced criticism for engaging with what some religious leaders viewed as "Western" education. These findings are corroborated by UNICEF's (2020) regional analysis, which found that states implementing female-focused programming in partnership with religious leaders achieved significantly higher participation rates.

Technological advancements have introduced new dimensions to the educational broadcasting discourse. While some researchers advocate for transitioning to digital platforms, others caution against abandoning traditional media prematurely. Ogbomo's (2021) survey of adult

learners in Lagos found that while smartphone ownership was increasing, over 60% of respondents still preferred radio for educational content due to its simplicity and lower data costs. This aligns with global research from the UNESCO Institute for Statistics (2021), which emphasizes the continued relevance of broadcast media in low-income countries, recommending hybrid models that combine traditional and digital technologies.

#### **Theoretical Framework (Use and Gratification Theory)**

The Use and Gratification Theory was propounded by Elihu Katz, and Jay Blumler (1974) as a reaction to traditional mass communication research which examined what 'the media do to people. Uses and gratifications theory asserts that people use media to gratify specific wants and needs. Unlike many media theories that view media users as passive, uses and gratifications sees users as active agents who have control over their media consumption. The theory relies on two principles: media users are active in their selection of the media they consume, and they are aware of their reasons for selecting different media options. According to Vinney (2024), uses and gratifications theory goes on to outline five assumptions: (1) Media use is goal-directed. People are motivated to consume media; (2) Media is selected based on the expectation that it will satisfy specific needs and desires; (3) Media influence on behavior is filtered through social and psychological factors. Thus, personality and social context impact the media choices one makes and one's interpretation of media messages; (4) Media are in competition with other forms of communication for an individual's attention. For example, a person may choose to have an in-person conversation about an issue instead of watching a documentary about the issue; (5) People are usually in control of media and therefore are not particularly influenced by it.

#### **Empirical Review**

Edoh and Olannye-OKonofua (2023) <sup>[10]</sup> looks into teachers' perceptions of the Delta State Government's Covid-19 educational broadcast. The cross-sectional research design was utilized in conjunction with the survey method. Using Likert scale questions, 150 teachers from Delta State's three senatorial districts were polled. The data was analyzed using simple percentages, and the mean scores were used to determine the suitability of the results. Based on the media perception theory, the study sought to determine secondary school teachers' perceptions of government educational broadcasts during the Covid-19 lockdown, and it discovered that instructors in Delta State are not sufficiently exposed to educational broadcasting. The study concludes that, despite finding the content and quality of the Covid 19 broadcasts to be appropriate for learning, secondary school teachers in Delta State do not use educational broadcasting as a teaching method. The study suggests that secondary school teachers be regularly exposed to educational broadcasting and receive ongoing training on how to use it as an alternative to classroom instruction.

Ijeh and Ojebode (2015) examined the concept, prospects, and challenges of educational broadcasting in Nigeria. Educational broadcasting makes educational contents available to widely dispersed learners quickly, simultaneously, efficiently, cheaply, in great volume and high quality. Lack of a functional policy on educational

broadcasting, audience preference for entertainment, and the abysmal level of public power supply, among others, are shown to be challenges militating against reaping benefits of educational broadcasting in Nigeria. These challenges can be overcome by urgently putting in place a policy on educational broadcasting, while government at all levels, broadcasters, educationists, corporate bodies, NGOs and individuals should work towards making educational programmes available for broadcast by initiating and sponsoring them. Producers should adopt production and presentation strategies that arrest and sustain audience attention and interest. Government should also make effort to address the abysmal level of electricity supply in the country, as it is a major challenge to educational broadcasting in Nigeria.

Sanusi *et al.* (2021) [27] assessed the effectiveness of educational radio broadcasting for adult literacy in Lagos State, Nigeria. Five hundred and five (505) adult learners participating in Lagos is Learning Project were purposively selected. Findings showed that a majority (62.4%) of the study participants used the instructional radio program, Mooko Mooka, to prepare for classroom instruction, while 53.5% of the study participants used the program for revision. Findings also revealed that 40.6% of them listened to the program three times per week and this implied that frequency of exposure could influence literacy skill. The study concluded that radio instructional techniques were effective in promoting adult literacy and therefore recommended that the radio listening sessions should be increased as part of efforts to reduce adult illiteracy in the country. Also, community media centers should be created in different communities to encourage group listening where learners can be supervised.

Nkim *et al.* (2025) [23] examined the effectiveness of radio and TV educational programs in promoting adult education in Nigeria, considering accessibility, engagement, and learning outcomes. Despite technological advancements, broadcast media remains a vital tool for reaching nonliterate and rural populations. Using a mixed-methods approach, this paper analyzes existing programs, learner participation rates, and policy frameworks supporting educational broadcasting. Findings suggest that while radio and TV programs have improved knowledge dissemination, challenges such as inconsistent scheduling, limited interactivity, and funding constraints hinder optimal effectiveness. The study recommends enhancing program design, increasing government and private sector investment, and integrating digital platforms for hybrid learning. The insights from this research contribute to strategies for scaling adult education through mass media in Nigeria and similar developing contexts.

## Research Methodology

### Research Design

This study adopted Cross-Sectional Research Design. This research design enables the researcher to obtain a representative sample of participants to respond to several questions about their opinion on a given issue in order to establish a significant relationship between the variables under study.

## Population of the Study

The population for this study is 10 respondents which comprised of all staff of Delta State University FM in Abraka.

## Sample and Sampling Technique

This study adopted a sample size of 10 respondents from Delta State University FM, Abraka. This sample size was determined using the Krejcie and Morgan table for sample size calculation.

The study adopted convenience, and purposive sampling techniques. Firstly, convenient sampling techniques was used to select Delta State University FM, secondly, copies of the questionnaire was distributed to respondents base on availability at the time of the questionnaire distribution.

## Instruments for Data Collection

The instrument of data collection was questionnaire. The researcher designed a questionnaire to collect data from the respondents based on the subject matter. The questionnaire has two sections aimed at measuring the variables by providing answers to the research questions. Section A of the questionnaire aimed at gathering the demographic data of the respondents while section B elicited answers to questions asked drawn from the objectives of the study. The questions in the questionnaire were structured using a five (5) option format of Likert scale which is Strongly Agreed (SA), Agreed (A), Undecided (UD), Disagreed (D), and Strongly Disagreed (SD).

## Method for Data Collection

The administration of the questionnaire was carried out in a face-to-face distribution, with the aid of three research assistants who were given the requisite training on how to distribute the questionnaire. Effort was made to retrieve the copies of questionnaire immediately to minimize possibilities of being lost.

## Technique for Data Presentation and Data Analysis

The study adopted the descriptive statistics for data analysis. The researcher adopts frequency tables, percentages and mean to answer the research question. It involves the creation of a table and the frequency distribution to represent the collected data. The mean is the average of the number in a data set.

$$\text{Mean} = \frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} = 3.00$$

## Decision

Mean response that is greater than or equal to 3.0 is considered as "Agreed", mean response that is lesser than 3.0 is considered as "Disagreed".

## Data Presentation, Analysis and Discussion

### Analysis of Research Questions

The research questions were answered using frequency tables and mean. Mean value that is greater than 3.0 is considered as agreed while mean value that is lever than 3 is considered as disagreed, otherwise undecided.

**Table 1:** Pattern of Educational Broadcasting Usage among Learners

Statements/Items	SA	A	U	SD	D	Mean	Decision
Adult learners listened to broadcasting media to revise what they learnt in classroom	8 (80%)	2 (20%)	0	0	0	4.80	Agreed
Adult learners listen to radio/television instruction to prepare for classroom instruction	6 (60%)	1 (10%)	0 (0%)	2 (20%)	1 (10%)	3.90	Agreed
Adult learners buy multimedia instruction on a specific subject matter to aid their learning process.	3 (30%)	4 (40%)	1 (10%)	2 (20%)	0 (0%)	3.80	Agreed
<b>Grand Mean</b>						<b>4.17</b>	<b>Agreed</b>

**Table 2:** Adult Literacy Development

Statements/Items	SA	A	U	SD	D	Mean	Decision
Implementation of programs that prioritize individual goals, problem-solving, and active participation over passive learning	4 (40%)	3 (30%)	0 (0%)	1 (10%)	2 (20%)	3.60	Agreed
Utilising peer mentoring, group work, and collaborative initiatives to build confidence.	2 (20%)	5 (50%)	1 (10%)	1 (10%)	1 (10%)	3.60	Agreed
Accessible, community-based, or technology-driven programs	3 (30%)	3 (30%)	2 (20%)	1 (10%)	1 (10%)	3.60	Agreed
<b>Grand Mean</b>						<b>3.60</b>	<b>Agreed</b>

**Table 3:** Influence of Frequency Exposure of Educational Broadcasting on Adult Learners

Statements/Items	SA	A	U	SD	D	Mean	Decision
Educational broadcasting provides a convenient avenue for adult learning other than classroom instruction.	2 (20%)	5 (50%)	0 (0%)	1 (10%)	2 (20%)	3.40	Agreed
Listening to educational instructions on radio/television/social media convinced adults lto join adult class	4 (40%)	3 (30%)	2 (20%)	0 (0%)	1 (10%)	3.90	Agreed
Radio/television instructional approach motivates adult learners to learn	1 (10%)	7 (70%)	1 (10%)	1 (10%)	0 (0%)	3.80	Agreed
<b>Grand Mean</b>						<b>3.70</b>	<b>Agreed</b>

**Table 4:** Impact of Educational Broadcasting on Adult Learners

Statements/Items	SA	A	U	SD	D	Mean	Decision
Adult learners have the ability to read classroom instructional materials	4 (40%)	3 (30%)	2 (20%)	0 (0%)	1 (10%)	3.90	Agreed
Adult learners have the ability to write English Language	2 (20%)	4 (40%)	0 (0%)	2 (20%)	2 (20%)	3.20	Agreed
Adult learners have the ability to read English	5 (50%)	3 (30%)	0 (0%)	2 (20%)	0 (0%)	4.10	Agreed
Adult learners have the ability to understand other instructional materials not similar to what they were taught.	3 (30%)	3 (30%)	2 (20%)	1 (10%)	1 (10%)	3.60	Agreed
<b>Grand Mean</b>						<b>3.70</b>	<b>Agreed</b>

**Research Question 1:** What is the pattern of educational broadcasting usage among the adult learners?

Table 1 above shows respondents’ responses regarding “Pattern of educational broadcasting usage among learners” with mean values of: 4.80, 3.90 and 3.80 respectively and a grand mean response of 4.1; which signifying agreement with slight variations in responses.

Base on higher order of percentage and mean values, it can be concluded that the pattern of educational broadcasting usage among the adult learners include listening to broadcasting media, listening to radio/television instruction to prepare for classroom instruction and buying multimedia instruction to aid learning process.

**Research Question 2:** How adult literacy can be developed in Abraka?

Shows in Table 2 respondents’ responses regarding “Influence of Educational Broadcasting on Adult Learners” with mean values of: 3.46, 3.60 and 3.60 respectively and a grand mean of 3.60; which signifying agreement with slight variations in responses.

Base on higher order of percentage and mean values, it can be concluded that to development adult literacy it is necessary to implement programs that prioritize individual

goals, problem-solving, and active participation over passive learning; utilising peer mentoring, group work, and collaborative initiatives to build confidence; and accessible, community-based, or technology-driven programs.

**Research Question 3:** What is the influence of frequency exposure of adult learners to the educational broadcasting program?

Shows in Table 3 respondents’ responses regarding “Influence of Educational Broadcasting on Adult Learners” with mean values of: 3.40, 3.90 and 3.80 respectively and a grand mean of 3.70; which signifying agreement with slight variations in responses.

Base on higher order of percentage and mean values, it can be concluded that the influence exposure of adult learners to the educational broadcasting program include Provision of a convenient avenue for adult learning other than classroom instruction, convincing illiterate adults to join adult class and motivation to learn.

**Research Question 4:** What are the impacts of educational broadcasting on adult literacy development in Abraka?

Shows in Table 4 respondents’ responses regarding “Impact of Educational Broadcasting on Adult Learners” with mean values of: 3.90, 3.20, 4.10 and 3.60 respectively and a grand

mean of 3.70; which signifying agreement with slight variations in responses.

Base on higher order of percentage and mean values, it can be concluded that the impacts of educational broadcasting on adult literary development include enablement of adult learners to read classroom instructional materials, to read and write English language, to understand other instructional materials not similar to what they were taught.

### Discussion of the Findings

This study revealed from the analysis of research question 1 (Table 1) that, the pattern of educational broadcasting usage among the adult learners include listening to broadcasting media, listening to radio/television instruction to prepare for classroom instruction and buying multimedia instruction to aid learning process. This finding is in agreement with the work of Sanusi *et al.* (2021) <sup>[27]</sup> who ascertained that adult learners use the instructional radio/television programs to facilitate learning.

Also, the finding from the analysis of research question 2 (Table 2) showed that, to development adult literacy it is necessary to implement programs that prioritize individual goals, problem-solving, and active participation over passive learning; utilising peer mentoring, group work, and collaborative initiatives to build confidence; and accessible, community-based, or technology-driven programs. This finding is inline like with the work of John *et al.* (1995) <sup>[19]</sup>. Who said that the approach and strategies to adult development include: learner-centered approach, social learning, flexible delivery, professional development.

More so, the finding from the analysis of research question 3 (Table 3) showed that the influence exposure of adult learners to the educational broadcasting program include Provision of a convenient avenue for adult learning other than classroom instruction, convincing illiterate adults to join adult class and motivation to learn. This finding is also inline with Sanusi *et al.* (2021) <sup>[27]</sup> who revealed that adult learners listen to the program three times per week and this implied that frequency of exposure could influence literacy skill.

Furthermore, the finding from research question 4 (Table 4) shows that, the impacts of educational broadcasting on adult literary development include enablement to read classroom instructional materials, to read and write English language, to understand other instructional materials not similar to what they were taught. This finding support the findings of Edoh & Olannye-Okonofua D. (2023) <sup>[10]</sup>; (Olumorin, *et al.* (2018) <sup>[25]</sup> who argue that educational broadcasting has been shown to have a significant impact on new students' speech training. Edoh & Olannye-Okonofua D. (2023) <sup>[10]</sup> further states that learners imitate what they see on television and thus remember more of what they see than what they read in class.

### Conclusion

Adult literacy is a critical component of the nation's human capital development. It is an education for people who are older than the upper limit of compulsory education and not enrolled in further or higher education. It can be undertaken for recreational, vocational, or professional reasons, and embodies a philosophy that learning should be a lifelong activity. Educational broadcasting is a term used to describe a series of programmes that are predominantly enlightening, informative, or intellectually stimulating. Based on the

findings of the study, it can be concluded that educational broadcasting provide a convenient avenue for adult learning other than classroom instruction, convince illiterate adults to join adult class, motivate learners to learn, enablement to read and write and understand other instructional materials.

### Recommendations

1. Government should implement and develop adult literacy programme in Abraka, to enhance nature building and development.
2. Government and stakeholders should provide adult learners the avenue and access to educational broadcasting tools.
3. Adult learners should use educational broadcasting media to motive and enhance learning process.

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