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THE ROLE OF EDUCATIONAL BROADCASTING IN BRIDGING LEARNING GAPS

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Abstract

This study explores the vital role of educational broadcasting in addressing learning gaps within education. Growing disparities in learning outcomes emphasize the need for innovative approaches. The research employed the use of Online Survey to investigate respondents broadcasting preferences in accessing educational contents. This study aims to investigate how multimedia-driven educational broadcasting can transcend barriers and offer a comprehensive learning experience. The research's significance lies in its potential to reshape conventional educational models. Leveraging broadcast media's reach, educators can engage learners beyond traditional classrooms, overcoming location constraints. The study emphasizes the importance of investing in accessible and innovative learning tools that cater to remote and marginalized communities. Overall, this research has the potential to revolutionize educational paradigms and offers insights into enhancing educational policies for a more equitable learning environment. In conclusion, this study highlights how educational broadcasting can transform education by promoting inclusivity and equity. By endorsing technology-driven educational methods, this research enriches discussions about creating a fair and accessible learning atmosphere. Through empirical analysis and a thorough review of current initiatives, the study proposes the integration of educational broadcasting into standard teaching approaches, leading to a more equitable educational system. The study's insights empower educators, policymakers, and stakeholders to devise well-informed strategies that bridge learning gaps and pave the way for a brighter future for all learners.

Keywords: Role, Education, Educational Broadcasting, Learning gaps.

1.0 INTRODUCTION

The field of education stands as the cornerstone of societal progress, fostering individual growth, societal development, and economic advancement. However, within this realm, persistent learning gaps have emerged as a significant challenge, casting shadows of inequity and limiting opportunities for numerous learners. To make education learner-oriented, there came the need to fashion out policies and practices that would bridge the gaps in learning in the society (Inyamah, 2014). These gaps, characterized by disparities in educational achievement across demographic lines, are often fueled by factors such as socioeconomic status, geographic location, and inadequate access to quality educational resources. In the

quest for a more just and inclusive educational landscape, the role of educational broadcasting has garnered attention as a potent solution to bridge these learning gaps.

Educational broadcasting, encompassing the use of radio, television, and digital media to disseminate educational content, has evolved from its conventional role as a medium of information and entertainment to a transformative tool in the field of education. Its unique ability to transcend physical and geographical barriers, coupled with its capacity to cater to diverse learning needs, positions educational broadcasting as a catalyst for change in the way education is accessed and consumed.(Creed, 2001) defined distance learning as 'an educational process in which a significant proportion of the teaching is conducted by someone far removed in space and /or time from the learners.

This study aims to delve into the multifaceted role of educational broadcasting in the context of bridging learning gaps. By dissecting the various challenges that contribute to educational disparities, it seeks to shed light on the potential of broadcasting to address these challenges and promote equitable learning outcomes. Through a comprehensive exploration of the impact, effectiveness, and limitations of educational broadcasting initiatives, this research endeavors to provide insights into how this approach can transform education into a more inclusive and accessible endeavor.

The emergence of digital technologies has amplified the reach and impact of educational broadcasting, allowing educators to deliver content beyond the confines of traditional classrooms. This capability becomes particularly critical in areas where conventional educational infrastructure is lacking or inadequate. Moreover, the interactive and engaging nature of multimedia platforms can cater to diverse learning styles, ensuring that the educational experience resonates with a wider range of learners.

However, the integration of educational broadcasting into mainstream pedagogical practices is not devoid of challenges. Ensuring the quality and accuracy of content, 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 harmonized with other educational strategies to provide a holistic learning experience.

Educational broadcasting has emerged as a powerful tool in addressing the challenge of learning gaps within the field of education. Learning gaps, often driven by disparities in access to quality educational resources, have become a pressing concern, particularly in diverse and underserved communities. In this context, educational broadcasting plays a pivotal role in bridging these gaps and promoting equitable access to education. To (Kaufman, Watkins and Guerra, 2000), distance education means the delivery of useful learning opportunities at convenient place and time for learners, irrespective of institution providing the learning opportunity.

One of the primary problems contributing to learning gaps is the unequal distribution of educational resources. Many communities, especially those in remote or economically disadvantaged areas, lack access to well-equipped schools and qualified educators. Educational broadcasting can transcend these limitations by delivering standardized content

to a wide audience, ensuring that learners in various locations receive consistent and high-quality instruction. This approach can potentially level the playing field and provide equal learning opportunities to all students.

Moreover, traditional classroom settings may not always cater to the diverse learning needs of students. Some learners might require additional support, alternative learning approaches, or specialized content. Educational broadcasting allows for flexibility in catering to these diverse needs. (Ojo, 1981) recognized that distance learning utilizes a wide range of teaching technique. Through interactive and multimedia formats, it can engage students with different learning styles, making education more inclusive and engaging.

The significance of this approach extends beyond geographical barriers. Educational broadcasting has the potential to reach marginalized communities, individuals with disabilities, and those facing other systemic barriers to education. By leveraging technology, content can be delivered through radio, television, and online platforms, ensuring that even the most underserved individuals have access to educational resources.

However, challenges remain in implementing effective educational broadcasting. Ensuring the quality and accuracy of content, addressing technological disparities, and maintaining student engagement are among the issues that need attention. Additionally, while educational broadcasting can bridge gaps in content delivery, it might not entirely replace the benefits of face-to-face interactions with teachers and peers.

Finally, the role of educational broadcasting in bridging learning gaps is a dynamic and promising approach. By leveraging technology to deliver education, it has the potential to democratize learning and provide opportunities for those who would otherwise be left behind. As technology continues to advance, and as educators, policymakers, and communities collaborate, educational broadcasting can contribute significantly to narrowing the educational divide and fostering a more equitable learning landscape.

2.0 LITERATURE REVIEW

2.1 Conceptual Framework

"The Role of Educational Broadcasting in Bridging Learning Gaps" presents a comprehensive conceptual framework that underscores the significance of educational broadcasting in addressing learning disparities. This framework comprises several key elements:

2.1.1 Learning Gaps and Disparities: The framework recognizes that learning gaps exist due to various factors such as socioeconomic status, geographic location, access to quality education, and individual learning styles. These gaps result in unequal educational opportunities and hinder academic progress.

2.1.2 Educational Broadcasting: This element highlights the use of broadcasting platforms, including television and radio, to deliver educational content to a wide audience. (Annaih, 2012) noted that the utilization of radio and television serves to advance developmental goals, offering a means to broadcast content that improves the quality of education in various aspects such as literacy, problem-solving, skill acquisition, values, attitudes, and a wide array of knowledge, reaching a substantial portion of the population. Educational broadcasting

serves as an alternative or supplementary method to traditional classroom instruction, enabling broader access to learning materials.

2.1.3 Pedagogical Approaches: The framework outlines pedagogical strategies tailored for educational broadcasting. These approaches focus on creating engaging, interactive, and culturally relevant content that caters to diverse learning styles. Visual aids, storytelling, simulations, and demonstrations are utilized to enhance comprehension and retention.

2.1.4 Curriculum Alignment: To effectively bridge learning gaps, the framework emphasizes aligning educational broadcasting content with formal curricula and learning objectives. This ensures that the broadcasted material complements classroom teaching and addresses specific learning gaps identified within the curriculum.

2.1.5 Technology Integration: The framework acknowledges the role of technology in modernizing educational broadcasting. Online platforms, streaming services, and interactive digital tools can extend the reach of educational content and enable personalized learning experiences.

2.1.6 Audience Engagement: Engaging the target audience is a pivotal aspect. The framework proposes strategies for involving students, parents, teachers, and communities in the educational broadcasting process. Interactive quizzes, discussion forums, and feedback mechanisms encourage active participation and collaboration.

2.1.7 Assessment and Evaluation: Regular assessment of learning outcomes is integral to the framework. It suggests the use of formative and summative evaluation methods to gauge the effectiveness of educational broadcasting in addressing learning gaps. Data collected from assessments inform content refinement and instructional improvements.

2.1.8 Collaborative Partnerships: The framework underscores the importance of partnerships between educational broadcasters, educational institutions, government agencies, and other stakeholders. Collaborative efforts enable resource sharing, funding support, and the development of comprehensive educational programs.

2.1.9 Sustainability and Scalability: To ensure the long-term impact of educational broadcasting, the framework emphasizes sustainability and scalability. This involves designing cost-effective production methods, exploring funding models, and utilizing open educational resources to reach a wider audience.

2.1.9.1 Research and Innovation: The framework encourages continuous research and innovation in educational broadcasting. This includes exploring emerging technologies, studying audience preferences, and adapting instructional strategies based on evidence-based practices.

By integrating these key elements, the conceptual framework of "The Role of Educational Broadcasting in Bridging Learning Gaps" aims to create a holistic approach that effectively addresses learning disparities and contributes to a more equitable and inclusive educational landscape.

2.2 THEORETICAL FRAMEWORK

The theoretical framework of "The Role of Educational Broadcasting in Bridging Learning Gaps" provides the underlying principles, concepts, and perspectives that guide the understanding and implementation of educational broadcasting to address learning disparities. This framework draws upon various educational theories and concepts to inform the design, execution, and evaluation of educational broadcasting initiatives aimed at bridging learning gaps. Below are some key theoretical perspectives and concepts that contribute to this framework:

2.2.1 Social Constructivism

Social Constructivism, a learning theory attributed to theorists like Lev Vygotsky and Jean Piaget, asserts that learning is a social process that occurs through interactions with others and the environment. (Vygotsky, 1978). It is a sociological theory of knowledge according to which human development is socially situated, and knowledge is constructed through interaction with others. (McKinley, 2015).Applying this theory to "The Role of Educational Broadcasting in Bridging Learning Gaps" provides a unique perspective on how educational broadcasting can facilitate learning and bridge disparities.

In the context of this study, Social Constructivism suggests that educational broadcasting can serve as a platform for collaborative learning and knowledge construction. Learners, irrespective of their geographical location or socioeconomic background, can engage with educational broadcasts, sharing ideas, insights, and interpretations. The theory emphasizes that learners construct their understanding by actively participating in discussions and interactions, a concept that educational broadcasting can facilitate.

Collaborative Learning: Educational broadcasting offers platforms for learners to participate in discussions, share insights, and learn from one another. Participating in group discussion allows students to generalize and transfer their knowledge of classroom learning and builds a strong foundation for communicating ideas orally (Reznitskaya, Anderson and Kuo, 2007). This collaborative engagement aligns with Social Constructivism's emphasis on learning through social interactions.

Peer Learning Communities: Broadcasting facilitates the creation of online communities where learners from diverse backgrounds connect and exchange ideas. Furthermore, the feeling of community and collaboration increases through offering more chances for students to talk together (Weber, et al., 2008) and (Barab, et al., 2007). Learners collaboratively explore content, discuss concepts, and address queries, fostering a sense of community and collective learning.

Cultural Sensitivity: Social Constructivism underscores the importance of cultural context in learning. Educational broadcasting can present content that reflects learners' cultural diversity, promoting inclusivity and creating relatable learning experiences.

Zone of Proximal Development (ZPD): Social Constructivism introduces the concept of the Zone of Proximal Development, the difference between a learner's actual developmental level and the level they can reach with guidance (McLeod, 2023). Educational broadcasting, by presenting content in an engaging manner, can act as a "scaffolding" tool. The ZPD has become

synonymous in the literature with the term scaffolding. However, it is important to note that Vygotsky never used this term in his writing, and it was introduced by Wood, Bruner, and Ross (1976). It offers opportunities for learners to explore content slightly beyond their current understanding, fostering growth and enabling them to bridge learning gaps.

Authentic Learning: Educational broadcasting can present real-world scenarios, case studies, and practical applications, aligning with the principles of authentic learning within Social Constructivism. This approach encourages learners to apply acquired knowledge to real-life situations, making learning more holistic and relevant.

Language Development: Vygotsky's theory emphasizes the importance of language in cognitive development. Educational broadcasting, through its verbal explanations, dialogues, and discussions, contributes to language development, which is crucial for both academic achievement and social interaction.

2.2.2 Cognitive Load Theory

Cognitive Load Theory, proposed by John Sweller, posits that learning is influenced by the cognitive load imposed on learners' working memory. It suggests that instructional design should aim to optimize the cognitive load by managing the complexity of presented information. According to CLT, individuals have limited cognitive resources for processing information, and these resources are divided into three categories: intrinsic, extraneous, and germane cognitive loads (Sweller, 1988). Applying this theory to "The Role of Educational Broadcasting in Bridging Learning Gaps" offers insights into how educational broadcasting can effectively bridge learning gaps by managing cognitive load.

Intrinsic Load: Intrinsic load is the cognitive load inherent to the complexity of the subject matter (Chandler and Sweller, 1991). Educational broadcasting can carefully structure content to gradually introduce concepts, starting from simpler ideas and progressing to more complex ones. By breaking down complex concepts, learners can manage their intrinsic load more effectively, enhancing understanding and reducing cognitive strain.

Extraneous Load: This pertains to the cognitive load imposed by the instructional design and presentation methods.(Chandler and Sweller, 1991). Educational broadcasting can optimize the presentation of content by using clear visuals, concise explanations, and interactive elements. By minimizing unnecessary distractions or confusing elements, learners can focus their cognitive resources on comprehending the content.

Germane Load: Germane load pertains to cognitive effort dedicated to meaningful learning and schema construction (Sweller, et. al., 1998). Educational broadcasting can foster germane load by promoting active engagement. For instance, learners can reflect on content, participate in discussions, and apply knowledge to real-life scenarios. These activities encourage deeper processing and the creation of mental structures that bridge learning gaps.

Multimedia Principle: Cognitive Load Theory highlights the multimedia principle, suggesting that using both visual and auditory modes can enhance learning. Educational broadcasting can leverage this principle by integrating visual aids, animations, and verbal

explanations. This multi-sensory approach can cater to diverse learning styles and facilitate better comprehension.

Expertise Reversal Effect: Advanced learners and novices process information differently. Educational broadcasting should adapt to learners' expertise levels. For novices, it can provide more explicit explanations, while advanced learners might benefit from problem-solving scenarios. By matching the content complexity to learners' expertise, cognitive load is managed effectively.

Split-Attention Effect: Presenting information that requires split attention can overload working memory (Frein, et al. 2013). Educational broadcasting can minimize this effect by integrating related visuals and explanations within the same screen, avoiding the need for learners to mentally integrate separate sources of information.

2.2.3 Self-Determination Theory

Self-Determination Theory (SDT), proposed by Deci and Ryan, posits that individuals have inherent psychological needs for autonomy, competence, and relatedness (Ryan and Deci, 2000). When these needs are satisfied, learners are more motivated and engaged, leading to enhanced learning outcomes (Deci and Ryan, 2012). Applying SDT to "The Role of Educational Broadcasting in Bridging Learning Gaps" sheds light on how educational broadcasting can effectively bridge learning gaps by fostering motivation and engagement.
According to Deci and Ryan, three basic psychological needs motivate self-initiated behavior and specify essential nutrients for individual psychological health and well-being. These needs are said to be the universal and innate need for autonomy, competence, and relatedness (Ryan and Deci, 2000).

Autonomy: Educational broadcasting can support learners' autonomy by providing choices and control over their learning experiences. Interactive features that allow learners to select topics of interest or engage in self-paced learning empower them to take ownership of their education, thereby enhancing their motivation and commitment.

Competence: Educational broadcasting can facilitate learners' sense of competence by presenting content in a clear, structured manner. When learners perceive that they are capable of understanding and applying the presented information, their confidence grows, driving them to actively engage with the material and bridge learning gaps.

Relatedness: Educational broadcasting can promote relatedness by fostering connections between learners and their peers, educators, and even experts featured in broadcasts. Interactive discussions, peer collaboration, and opportunities to interact with experts through Q&A sessions create a sense of community, reducing feelings of isolation and enhancing motivation to learn.

In the 1970s, research on SDT evolved from studies comparing intrinsic and extrinsic motives (Morris, et al. 2022).

Intrinsic Motivation: SDT highlights the importance of intrinsic motivation, which arises from an individual's genuine interest and enjoyment in an activity (Di Domenico, 2017).

Educational broadcasting can trigger intrinsic motivation by presenting content in an engaging and relatable manner. Storytelling, real-world examples, and interactive elements can make learning enjoyable and compelling, promoting a desire to bridge learning gaps.

Extrinsic Motivation: This comes from external sources (Deci and Ryan, 1985). While intrinsic motivation is valuable, educational broadcasting can also leverage extrinsic motivation. For instance, recognizing learners' achievements through certificates or rewards can provide external incentives that encourage active participation, especially among those who may initially lack intrinsic motivation.

Psychological Needs Satisfaction: Educational broadcasting that caters to learners' autonomy, competence, and relatedness supports their psychological needs satisfaction. This positive experience enhances learners' overall well-being, leading to increased motivation, engagement, and perseverance in bridging learning gaps.

2.2.4 Connectivism

Connectivism, introduced by George Siemens, emphasizes the role of technology and networks in facilitating learning through connections and interactions with digital resources and communities (Siemens, 2005). Educational broadcasting can harness the principles of connectivism by incorporating digital platforms, online communities, and interactive tools that enable learners to explore, collaborate, and share knowledge beyond the broadcasts themselves.

Applying Connectivism to "The Role of Educational Broadcasting in Bridging Learning Gaps" sheds light on how educational broadcasting can effectively bridge learning gaps by fostering connections, facilitating information access, and promoting continuous learning.

Networks and Connections: Connectivism highlights that learning is enhanced through connections with others (Aldahdouh, et al. 2015). Educational broadcasting serves as a platform where learners can connect with educators, peers, and experts. Online discussions, forums, and social media interactions enabled by broadcasting create a networked learning environment.

Information Access: Connectivism emphasizes that learning is not solely about acquiring knowledge, but also about knowing where to find information (Siemens, 2006). Educational broadcasting can introduce learners to reliable sources and guide them in navigating the wealth of information available online, promoting digital literacy.

Distributed Cognition: Educational broadcasting extends learning beyond the individual mind. Through collaborative activities, learners collectively contribute to the construction of knowledge. Broadcasting allows learners to share their insights, perspectives, and experiences, enriching the learning process.

Learning in Context: Connectivism underscores the importance of learning within authentic contexts (Siemens and Downes, 2008). Educational broadcasting can present real-world scenarios and case studies, allowing learners to apply knowledge in practical situations. This

contextual learning bridges the gap between theoretical understanding and practical application.

Rapidly Changing Information Landscape: Connectivism acknowledges that the volume of information is constantly growing and evolving. Educational broadcasting enables learners to stay updated with current information and adapt to the changing educational landscape.

Self-directed Learning: Connectivism emphasizes learners' autonomy in seeking, filtering, and interpreting information. Educational broadcasting facilitates self-directed learning by providing a repository of content that learners can explore at their own pace and based on their interests.

Continuous Learning: In Connectivism, learning is a lifelong process. Educational broadcasting supports continuous learning by offering a platform where learners can engage with new ideas, connect with experts, and expand their knowledge beyond formal educational settings.

Bridging Gaps through Global Connections: Educational broadcasting transcends geographical boundaries, enabling learners from diverse backgrounds to connect and collaborate. This global connectivity fosters cross-cultural understanding and cooperation, bridging gaps between different communities.

In summary, the theoretical framework of "The Role of Educational Broadcasting in Bridging Learning Gaps" is a multidimensional approach that integrates various educational theories and concepts. By applying these theoretical perspectives to the design, implementation, and evaluation of educational broadcasting initiatives, this framework aims to create engaging, effective, and inclusive learning experiences that bridge learning gaps and promote equitable access to quality education.

2.3 Empirical Review

Distance Learning dates back to the colonial times (Morayo, 2013). Owoeye (2004) opines that since the colonial period, correspondence colleges from United Kingdom have provided intermediate and advanced level training to a number of qualified Nigerians via correspondence courses. Rapid technological advancements worldwide have led to the swift replacement of radio/TV broadcast equipment and facilities to adapt to the digital era. This poses a challenge for governments and populations struggling to keep up. Many campus radios and other broadcasting stations lack adequately trained educational broadcasters, instructional designers, and script writers for Open and Distance Learning (ODL) programs. The inconsistent electricity supply in Nigeria presents a significant obstacle to effective production and utilization of various broadcast tools essential for ODL. Furthermore, insufficient funding hampers ODL providers from fully leveraging broadcast media's potential as a valuable instructional delivery tool.

Broadcast media hold considerable potential to address issues of access to quality mass education. Countries like Brazil, China, and England have successfully utilized and continue to use it as an instructional delivery mode. Integrating broadcast media effectively into ODL

programs could sustain and enhance Nigeria's progress towards achieving the Millennium Development Goals (MDG) for education for all (Adegbija, Fakomogbon and Adebayo, 2013). This study reviewed some researches that are based on the impact of educational broadcasting in distance learning as it bridges learning gaps.

Osaat&Nsereka (2013) offered in their research on the Impact of ICT on distance education, an in depth study into open distance learning. The study identifies a significant impact of information and communication technology (ICT) media on distance education. All the criteria used to assess the impact of ICT media on distance learning were accepted as valid, with scores exceeding the 2.50 acceptance level. The study supports the notion that success in distance education is closely linked to the utilization of ICT media. For instance, Hulsman (1997) emphasizes the importance of technical media, which involve various tools such as print, radio, television broadcasts, video and audio cassettes, computer-based learning, and telecommunications, as crucial components of distance education. The study suggests that NOUN should leverage ICT media like television/radio broadcasts, teleconferencing, internet, and other technologies mentioned in the research to enhance success in distance education. These technologies are currently underutilized by NOUN. The study emphasizes the need for NOUN to take proactive steps and adopt these effective tools to ensure better learning outcomes. Learners are also encouraged not to hesitate in requesting and advocating for the utilization of these advanced technologies to enhance their educational experience.

Ayo, Odukoya&Azeta (2014) reviewed distance learning in Nigeria. The study confirms significant challenges in Nigeria's Open and Distance Education (ODE) practices, including electricity shortages, deficient infrastructure, inadequate teaching methods, and a lack of qualified instructors. These hinder effective ODE implementation, causing some institutions to opt for correspondence learning or traditional teaching. This contradicts ODE's goal of reaching diverse learners across locations and time.

These findings underscore the need for Phase 2 of the study, aiming to establish a genuine ODE system accessible to all backgrounds and locations. This could eliminate the need for extensive travel and promote a virtual learning environment with animations and practical exercises. Such an approach could contribute significantly to national development, aligning with ODE's inclusive nature and its potential to expedite the Education for All Millennium Goal.

Olakulelun (2016) discussed the impact of instructional radio delivery mode on academic achievement of distance learning students in computer science. The results of the study suggest that the treatment had no substantial effect on students' academic achievement in computer science. Nonetheless, students instructed through radio achieved slightly better scores in the Computer Adaptive Test (CAT) compared to those taught through traditional lectures. This implies that instructional radio contributes to students' engagement of their intellectual capacities during the teaching and learning process.

These reviews have highlighted the role of broadcast and technology in distance learning and how it is indispensable especially in this digital era.

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3.0 Research Methodology

3.1 Materials and Methods

This research was conducted using an online survey to study the most convenient or preferred broadcasting platforms learners make use of in their learning and interacting activities. As the main medium of broadcast which are Televisions and radios are now getting outdated, students and researchers make use of other broadcasting platforms to bridge this learning gap. In this study, the research adopted modern means of broadcasts as an extension of televisions and radios. The online survey was conducted using the WhatsApp poll feature in WhatsApp; this feature enables participants to vote either once or multiple times depending on the settings. Here the participants are meant to vote their preferred choice from the list of options and the system records the votes. The system is transparent that anyone can see who voted and what they voted, but the rest of the details is meant for the researcher. This system of data collection becomes the most convenient as it saves time, energy and cost of survey.

The population of this study is 285 respondents, but only 102 responded to the survey research. The respondents were asked three questions; "What Broadcasting Platform they preferred getting their learning contents from. The contents include: Educational, Business and News/Information content. They were given 6 options which include: YouTube, Facebook, WhatsApp, X formerly known as Twitter, Instagram and Linked In. The participants responded voluntarily without compulsion.

3.2 Data Presentation and Analysis

The research will be presented using tables and column charts. These tables and charts represent the information contained in the responses of the respondents as well as the responses itself. This is to give a clear illustration of the respondents' opinions on their choices.

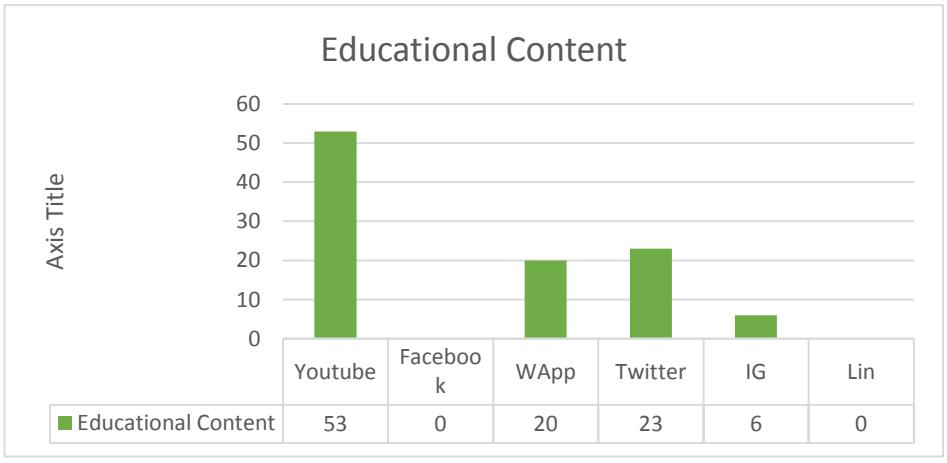
Research Question 1: What broadcast platform do you prefer to get your educational content from?

The replies below show the opinions of the respondents.

Table 1.

Items	Youtube	Facebook	WApp	X (TWT)	IG	Lin
Educational Content	53	0	20	23	6	0
Percentage (%)	51.96%	0%	19.60%	22.54%	5.9%	0%

Chart 1.



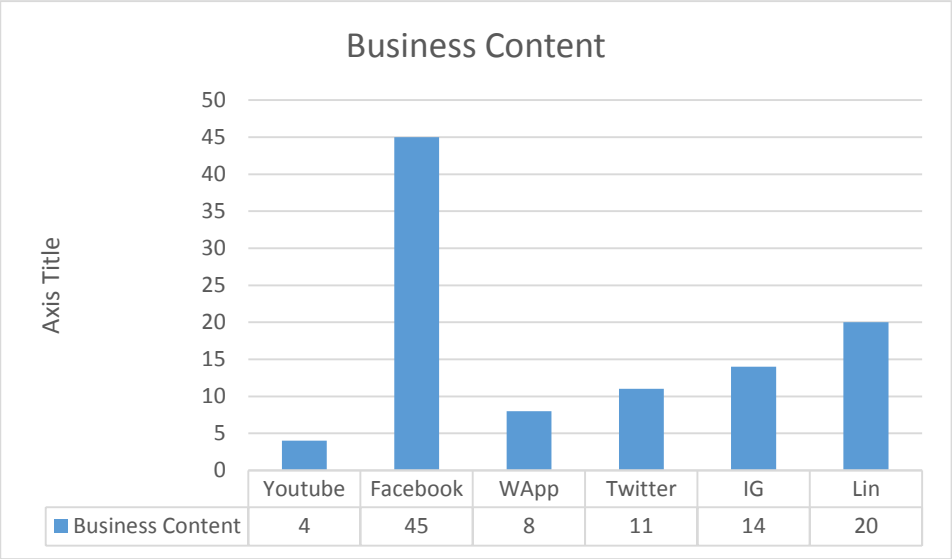
From the table and charts above, the responses from the respondents showed that YouTube is the most preferred broadcast channel for educational content, leading with 51.96%, followed by Twitter with 22.54%, WhatsApp with 19.60% of the votes, Instagram with 5.9% and Facebook and Linked In with 0% each.

Research Question 2: What broadcast platform do you prefer to get your business content from?
The replies below give the information on the responses of the participants.

Table 2.

S/N	Items	Youtube	Facebook	WApp	X (TWT)	IG	Lin
1.	Business Content	4	45	8	11	14	20
2.	Percentage (%)	3.92%	44.12%	7.84	10.78	13.73%	19.61%

Chart 2.



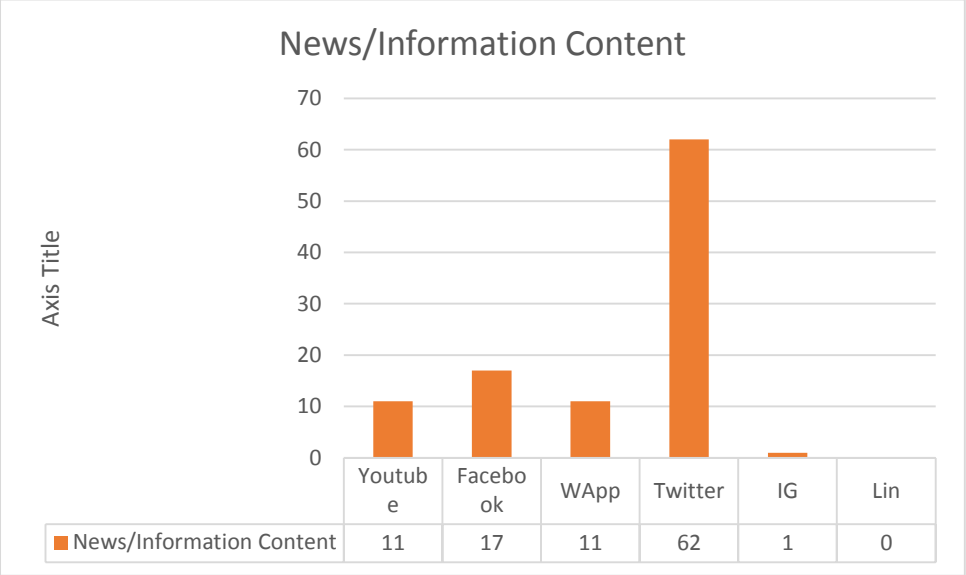
From the table and charts above, the respondents noted that Facebook is the most preferred broadcast platform for learning about business related contents, leading with 44.12%, followed by Linked In with 19.61%. Instagram, Twitter and YouTube followed up with 13.73%, 10.78% and 3.92% respectively.

Research Question 3: What broadcast platform do you prefer to get your News/Information Content from?
The replies below give the information on the responses of the participants.

Table 3.

S/N	Items	Youtube	Facebook	WApp	X (TWT)	IG	Lin
1.	News/Information Content	11	17	11	62	1	0
2.	Percentage (%)	10.78%	16.67%	10.78%	60.78%	0.98%	0%

Chart 3.



From the Table and Charts above, the respondents gave their responses by indicating that Twitter is the most preferred broadcast platform for News/Information leading with 60.78%, Facebook followed with 16.67%, WhatsApp and YouTube with 10.78% equally, Instagram with 0.98% and Linked In with no votes.

3.3 Discussion of Findings

3.3.1 Rapid Growth of Digital Means of Broadcast

The study reveals that internet has become the new space for broadcasting. Audience prefer to get information at the palm of their hands and they do that with their internet cell phones making it easier for them to reach their preferred channels and easier for the broadcasters too.

3.3.2 User Friendly Platforms

From the study, it observed that each broadcasting platforms have been structured in a particular way to suit the reason it was made for. Example; YouTube has been Video-Structured in a way that it becomes suitable for videos. This goes a long way in helping people to use video in teaching and learning and entertainment too. X formerly known as Twitter has been structured and enabled to easily receive, process, investigate and disperse news and Information. It keeps the users updated with the current news, one can easily go to the trend section to check out the latest information or news.

These applies to other platforms that have been designed to suit the taste of their users. Facebook enables there users to meet new persons and interact with them socially, it gives the opportunity too to advertise and market users products through ad creations and market displays in the market place sections. Instagram upholds and supports lifestyle and trends, information sharing and entertainment. Linked In distinguishes itself in work-related purposes. It gives users the platform to link up with different work companies and institutions. Users profiles are been organized in a way that project their careers and learning progress.

3.3.3 Monetization

Most platforms allow their users to make money from their platforms apart from their usual online sales and marketing. Broadcasting platforms give their users the ground to monetize their engagements. By monetization it means that, users can get paid when they reach a certain amount of engagements and activities while using their platforms, by posting educational, informational, business contents, these platforms pay their users for their active engagements and time using the platform.

4.0 Summary, Conclusion and Recommendations

4. 1 Summary

The exploration of "The Role of Educational Broadcasting in Bridging Learning Gaps" presents a comprehensive study aimed at addressing disparities in education through technology-driven interventions. The conceptual framework guides the investigation, encompassing input factors like socioeconomic conditions and technological infrastructure, the role of educational broadcasting, resulting learning gaps, mediating factors such as interactivity and teacher integration, output factors including inclusivity and improved outcomes, and policy implications for educational policies and technological integration. The theoretical framework exposes the theories that can best interact with the research. The empirical review gave highlights of previous works relating to educational broadcasting. This research investigated through online survey, using a WhatsApp poll involving 102 respondents, on the preferences of the respondents when it comes to engaging with channels of educational contents, it further discussed the findings and gave recommendations.

4.2 Conclusion

Inequities in education persist due to socioeconomic disparities and limited access to resources. Educational broadcasting emerges as a transformative solution by delivering quality content across diverse demographics. However, challenges like content quality, technological accessibility, and engagement must be overcome. This study underscores the potential of educational broadcasting to mitigate learning gaps and revolutionize education.

4.3 Recommendations

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

Digital Inclusion: Governments and institutions should provide devices and internet access to underserved communities, reducing technological barriers.

Interactive Engagement: Integrate interactive elements to enhance student engagement and participation, mirroring traditional classroom dynamics.

Teacher Training: Develop training programs for educators to effectively integrate educational broadcasting, enhancing classroom experiences.

Cultural Sensitivity: Adapt content to diverse cultural contexts and languages, ensuring inclusivity and relevance for all learners.

Hybrid Approach: Blend educational broadcasting with in-person instruction to offer a comprehensive and dynamic learning experience.

Evaluation and Improvement: Continuously assess the impact of educational broadcasting initiatives on learning outcomes and engagement, refining strategies accordingly.

Policy Alignment: Develop inclusive educational policies that prioritize equal access to educational broadcasting and address technological disparities.

Curriculum Integration: Integrate educational broadcasting seamlessly into mainstream pedagogical practices to enhance overall educational quality.

Long-term Vision: Continue advocating for technology-driven solutions to address learning gaps, considering the evolving educational landscape.

4.4 Conclusion

In conclusion, the transformative potential of educational broadcasting to bridge learning gaps is evident. By implementing the recommendations, educators, policymakers, and stakeholders can create a more equitable and inclusive educational landscape that caters to diverse learners and prepares them for a brighter future.

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