

**UNIVERSITY OF NAIROBI**

**SCHOOL OF JOURNALISM AND MASS COMMUNICATION**

**EVALUATION OF THE IMPACT AND EFFECTIVENESS OF KENYA INSTITUTE OF  
EDUCATION RADIO PROGRAMMES IN PRIMARY SCHOOLS :A CASE STUDY OF  
NAIROBI CITY COUNCIL SCHOOLS.**

**BY**

**SUSY NANG"ONI NGAINA.**

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**A Research project Submitted in Partial fulfillment of the requirements for the degree of Master  
of Arts in Communication Studies at the school of Journalism and Mass Communication,University Of  
Nairobi.**



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**DECLARATION**

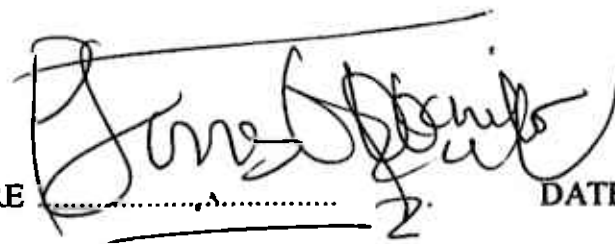
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SIGNATURE 

DATE: 26/11/2010

**SUSY NANG'ONI NGAINA**

**THIS RESEARCH PROJECT HAS BEEN SUBMITTED FOR THE AWARD OF M.A DEGREE IN COMMUNICATION AND MEDIA STUDIES, WITH MY APPROVAL AS THE UNIVERSITY SUPERVISOR.**

SIGNATURE 

DATE: 26/11/2010

**MR. POLYCARP OMOLO OCHILO**

**LECTURER,**

**SCHOOL OF JOURNALISM AND MASS COMMUNICATION STUDIES,**

**UNIVERSITY OF NAIROBI**

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## **ACRONYMS**

<b>KBC</b>	<b>Kenya Broadcasting Co-operation</b>
<b>KIE</b>	<b>Kenya Institute Of Education</b>
<b>UNICEF</b>	<b>United Nations Children’s Fund</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific and Cultural Organization</b>
<b>VOK</b>	<b>Voice Of Kenya</b>

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## **ABSTRACT**

This study was aimed at evaluating the impact and effectiveness of Radio programmes in Primary Schools. The study was based on Nairobi City Council Primary Schools because of its location in relation to geographical environment. The study sought to find out the role of electronic media in the promotion of education and the development of educational media in Kenya since its inception after independence through the use of questionnaires.

The teachers and learners questionnaires found out views on the reception, content, presentation, and scheduling of the radio programmes among others. From the study, it was affirmed that the quality of KIE radio broadcasts to schools is good and commendable to those who listen and to students who participated in the programmes. However the same evidence indicated that the programme is faced by difficulties such as low levels of funds, time table allocations, lack of broadcast support materials and apparent apathy to the learners. To these extent, it is instructive that a lot of effort needs to be put on the way of ensuring that its implementation is effective to all.



## **CHAPTER ONE**

### **1. THE ROLE OF ELECTRONIC MEDIA IN THE PROMOTION OF EDUCATION**

Kenya has gone through very significant educational changes since independence with the Ominde Report of 1964 shaping it up to the introduction of 8-4-4 which was first examined at primary level in 1986. The role of media under the current educational system of free primary education has been very confusing. There are no specific course books regulated to be in use uniformly in all primary schools in the country. One has to choose from the books available in the market according to availability of funds and mainly how one interprets the content and depth of information to be taught. The growth of the educational sector and its diversity is seen as compromised by the political controls through the appointment of political leaders such as the ministers to be policy makers in the education sector. These political controls have influenced the effective functional roles of the media as an educational tool to the majority who do not have access to proper learning facilities. This is notwithstanding the evidence of increased intake in primary schools recorded throughout the country, thus making the use of mass media both inevitable and critical. The fast growth in the technological innovations has enabled man to communicate and transfer information and has been seen to have economic and social consequences. The media is therefore challenged to take up its role in various development processes in Kenya.

This study therefore seeks to evaluate the impact of the Kenya Institute of Education Radio programmes in primary schools in support of classroom teaching. These programmes have and continue to play critical role in the promotion of education to all primary schools in Kenya. The main functions of the radio broadcast section, is to identify and produce radio programmes on key areas within the school curriculum. However, the process is still faced with difficult areas in the subjects, new teaching methodologies and relevant issues in the society. It is also supposed to conduct research to find out the requirements of learners and creating a forum for feedback and providing an efficient channel of communication with teachers and education officials on the new ideas and developments in Education. (KIE Handbook 1982).

This research is based on the fact that the perception towards radio programmes is an important determinant factor in realizing the need for education for all children as it is a right for every

child to have education. A new approach is needed to formalize education in Kenya in order to meet the demand for human resource and knowledge needs for the fast growing population. In this context therefore one may argue that a lot of efforts should be put in place to create flexible, clear and detailed learning systems that are focused to enabling the changes and advancements of the society and economy in all aspects and paving way for varied and continued learning opportunities for all in the society, regardless of age, sex, cultural or geographical locations. The Educational radio broadcasting in Kenya was started for these same purposes.

The Kenya educational radio broadcasting was introduced by the colonial powers in 1928. After independence, a generally acceptable approach to education was needed in order to achieve its goals although the government appreciated the fact that it would take some time before Kenya could train the required number of teachers to expand, diversify, and improve the quality of education (Wambaria, M.5:2003). The government understood the capabilities of Electronic Media broadcasting in improving the quality of instruction in schools and the possibility of reaching those sectors of the society which otherwise remained outside the purview of the formal system of education and extension work. Broadcasting brought with it the promise of diversifying input in terms of content and subject matter and also the potential for increasing the number of languages so as to reach as many people as possible particularly in non formal education.

In Kenya, the use of radio to broadcast schools programmes officially started in 1961 when the school broadcasting unit was established at the now Kenya Broadcasting Corporation. In 1965, it was taken over by the ministry of education. It was expanded in 1976 into an Educational Media Service (EMS) whose mandate was to produce educational materials as part of multimedia curriculum packages and as elements of projects mounted by other agencies for out-of-school audiences through the then Voice Of Kenya (VOK). It was later absorbed into the KIE. It is currently represented in all the panels which process the curriculum development activities at KIE. Its structure is made up of radio, film and television, design and print, resources and engineering sections (Wambaria, M. 6:2003).

School programmes were transmitted through Voice Of Kenya where the continuity announcer would hand deliver the tapes every morning. The VOK was renamed Kenya Broadcasting

Corporation (KBC) in 1989 and was granted corporate status and its airtime charges went up. Despite the increase of the airtime charges by the KBC, the government did not increase its budgetary allocations to KIE to enable production and transmission of the programmes. KIE was from then unable to pay the charges. This resulted to accumulated arrears and in 1995 the transmission of the schools broadcast was discontinued.

Other similar attempts were tried to enable the airing of broadcasts through the Worldspace Satellite Channel. This was aimed at providing equal teaching and learning opportunities to all the teachers and learners in the whole country. However, this programme has for the same budgetary reasons equally failed.

### **1.1. STATEMENT OF THE PROBLEM**

Educational Radio has been used as an instructional media since 1920s worldwide. In Kenya, the programme was started in 1928. The benefits of educational radio include; equal accessibility of education to all regardless of where one is, motivating learners as it breaks the monotony of the teacher and improving the teachers' skills among others. These programmes are also faced with challenges such as lack of awareness by teachers who are supposed to use them, lack of teachers support materials and unavailability of the necessary equipment such as the radio that enables effective use of the programmes. Kenya has not been spared either from these challenges as the radio programmes were discontinued in 1995 and later restarted. However notwithstanding this problems, the evidence available show that the study on the Impact and Effectiveness of the use of educational Radio programmes has not been exhaustively studied, hence the need for research of this kind in this area. This is because the creation and generation of knowledge is a continuous process in education through radio and broadcasts to different target groups in the society using a variety of channels. The media approach has made it possible for the crossing of the literacy barrier and elimination of distance. The question and therefore, the problem is the extent to which a study of this nature may help in throwing more light on what should be done to deal with the myriad problems facing schools broadcasts in Kenya.

## **1.2. OBJECTIVES OF THE STUDY**

The objectives of study are;

1. To investigate the effectiveness of Kenya Institute of Education Radio Programmes among the City Council Primary Schools in Nairobi.
2. To evaluate the impacts of radio programmes on the teachers and pupils of the programmes
3. To obtain the opinion of the audience on the future policy of the educational programmes to schools in Kenya.

## **1.3. JUSTIFICATIONS OF STUDY**

The introduction of free primary education (FPE) in January 2003 in Kenya was in recognition of education as a basic right for all Kenyan children as in the children's act (2001). At the moment Free Primary Education is a government policy which makes education a priority. This has led to an increase in primary school enrolment raising concern to the need of sufficient teaching/learning materials in support of the primary schools in Kenya. The use of radio programmes has created the availability of services of a few experts to most learners. Effective and efficient use of radio programmes can be the most appropriate medium of imparting knowledge, skills and attitude to the learners. Educational radio is therefore not a replacement to the class room teacher but can be assistance to the teachers by enabling the teacher to give exercises through the radio broadcast which are easy to understand.

According to Aspinall (1971), the radio can appeal to the child's imaginations and extend the horizons of his mind. It can provide support to the teacher and also provide models which the teacher may not be able to provide especially in language teaching. The KIE Instructional radio has been supplemented with instructional materials/booklets which enables learners to follow the teaching with ease according to their various levels of understanding.

Radio has immediacy for it beats all physical barriers and can reach all at the same time. The KIE radio broadcasts are structured in the timetable and arrangements of specific time of broadcast makes use of this timetable for efficient and easy monitoring of the student participation. A school broadcast should be made as interesting as possible. If not, a child may

not be able to switch off the radio but quickly lose interest and switch off his ears (Aspinall, 111: 1971). Radio has a cultural advantage in the African oral tradition of folklore, therefore in listening one should always capture the attention of her/his listeners.

It is clear that the face to face approach in improving the standards of education in the country and its contribution to the national development has not been very successful. The target group, that is, the primary pupils has barely been taught because of shortage of staff, the dispersal nature of rural communities, unavailable transport and poor communication. More dependence on face to face approach in teaching would definitely mean postponing the problems affecting education. The availability and access of radio as a medium of instruction is cheap in cost and its convenience enables learners to access it personally or at communal level. Where there is no electricity, batteries and dry cells can be used. In cases of repair and maintenance ,radio technicians are easily available since it does not require high level of expertise.

A new approach to provide education to all has to be worked out. Given the critical role of schools broadcasting in Kenya it is therefore significant that this study seeks to evaluate the impact of radio programmes on the acquisition of knowledge and suggest ways through which this influence may be enhanced, lessened or done away with. The study is important to the extent to which it will be able to provide us with additional empirical evidence that shall be used to inform the future policy intervention

#### **1.4 SCOPE OF THE STUDY**

The study scope was designed for Nairobi Primary Schools in Kenya. One of the main reasons is because Nairobi is the capital city of Kenya which is home to a cross-section of many communities from different parts of the country. The study takes into consideration this diversity.

## **1.5 THEORETICAL FRAMEWORK**

Mass communication research has been carried out from different perspectives. Each provides varied new points from which to investigate as Harold Lasswell put it “who says what to whom in which channel with what effect.” The study on the evaluation of the impact and effectiveness of KIE radio programmes in Primary schools may rely on a number of theories such as the magic bullet theory, diffusion of innovations, uses and gratifications theory and the two-step flow theories respectively. For instance the magic Bullet theory is relevant to the extent that it provides an inter-play which impacts on the audience. Furthermore, it proposes that the audience is passive and equally susceptible to media messages thus the media is thought to have the ability to shape public opinion and the masses towards any point of view. Relating to the impact and effectiveness of media educational programmes The KIE broadcast in this case is seen to influence the learners understanding of the content presented in the programmes as the learners are not active during the broadcast but passive.

The messages from the media are like bullets which strike all members of the audience equally and create uniform effects among them in a similar way. This is evident during the broadcast whereby all the learners listening to the programme have equal opportunity to receive the message and understand it. The establishment of what the audience think about KIE radio programmes to assess impact and effectiveness is necessary as a way of improving the KIE Educational services and as a show of sensitivity to the general demands of the quest to get education and the specific needs of the learners.

The Magic Bullet Theory therefore proposes that messages are injected to all audience members causing uniform thinking among them that the author of the media text intended. KIE radio programmes influence the minds of the learners within their reach just like the inhabitants of New Jersey in the US who heard the broadcast on the invasion from mars were mobilized by the broadcast to watch out in the face of the imminent invasion.

The key aspects of diffusions of innovations are also significant to the extent to which key provisions of replacing the old ways of doing things with new ones. Such ideas should get attention in the education sector in Kenya. The centrality of this theory to our study is in its functions relating to the capacity for aiding pupils’ adoptions of new innovations and ideas as

they pass through the four stages of knowledge, persuasion, decision and confirmation in Roger-Shoemaker's model. The KIE radio programme policy makers could apply this theory to persuade users of KIE radio programmes and other stakeholders to take keen interest in the radio programmes.

It is critical that as persuasion is going on, attention is given to adoption as it is not possible without antecedents which include exposure of individuals in a decision-making position. This exposure to information about technological information available is what this study intends to find out. Whether the audience is aware of KIE broadcasts and how they are making use of them.

Learning is essential to attitude change but the decision to adopt new ways will not simply take place because one has heard about it. If one is not well-disposed about change adoption is not likely to happen. For teachers to adopt a new way of teaching and learning, willingness to change must play a part before diffusion starts taking place.

In the stage of consequences, the adoption will either remain or people will go back to earlier ways, all these depend on reinforcements of the innovation for the audience to decide whether to continue with the full use or not. As the research seeks to evaluate the impact of the programmes on the teachers and pupils it shall reveal the effectiveness of the adoption process of the KIE radio programmes since its inception in 1963.

The other significant aspect of our study relates to the theoretical doctrine of uses and the gratifications from the media. By applying uses and gratification theory to this study, we shall be able to establish empirically the levels of gratification recorded by the users of these KIE radio broadcasts.

The argument that if a radio or TV station does not satisfy people's needs it will stay out of use and cannot be sustained is bound to be challenged. For in a situation in Kenya, there is only one radio station from which the public can get educational radio programmes, that is KBC. The audience therefore has no choice to make from but perhaps to switch off the radio during the broadcast. To ensure this does not arise the study is significant as it seeks to obtain the audience opinion on the future policy of the educational programmes to be enacted by policy makers in order to improve the KIE radio programme services.

The two-step flow theory is also relevant to our study to the extent of its assertion that information from the media moves in two distinct stages. First individuals who pay close attention to mass media and its messages receive information then pass their own interpretation of the message in addition to the actual media content. The messages from the programmes are first listened to by the learners then their various interpretations are evidenced in the way they answer questions after the broadcast. In the study of the Impact and effectiveness of KIE radio programmes to teachers and learners the teachers are quite influential in getting the learners to change their attitudes and behavior especially during preparation before the lesson and the follow-up activities or questions after the broadcast. This improves understanding of how the mass media influence individuals. The Two-Step flow theory refines the ability to predict the influence of media messages such as the KIE educational radio programmes on its audience behavior, who are the learners. This also explains why these educational programmes may have failed to alter the attitudes and behavior of the learners, for effective learning to take place.

## **1.6 CONCLUSIONS**

The study on the evaluation of the impact and effectiveness of Kenya Institute of Education radio programmes in primary schools provides an explanation for information flow as it seeks to obtain the audience opinion on the future policy of educational programmes, what should be enacted by policy makers in order to improve the services to the general demands of the quest to get education to all. The producers of the KIE radio programmes do not replace media to classroom teachers but rather guide discussions through the media.

Technological advancements have provided equipments and techniques that bring out the best, the most relevant and a wide range of experiences to the learners (Kemp, J 87: 1985). This improves the existing quality of education by improving interest, understanding, retention and correctness. With these advancements in education innovation becomes unavoidable and learning is improved. If these innovations are carefully chosen, properly prepared and smoothly integrated into the lessons with regular evaluation they will contribute greatly to the learning process (Dowell J, 65:1975).



## **CHAPTER TWO**

### **2 LITERATURE REVIEW**

Broadcasts to schools are direct educational programmes which are aired to a set target audience. Such programmes are either directly provided by controlling body of the radio station or as is more common in developing countries by a Ministry of Education. In such cases, the national radio sets aside time and often studio facilities as well, to be used specifically for schools Broadcast. (Miles Lee, 178: 1973). Broadcasts to schools as a medium of instruction was widely used in Europe, America and Japan before the onset of E-learning. In Africa, the method has been and is still popular in countries such as Ethiopia, Sudan, Zimbabwe, Ghana, Zambia, Malawi, and South Africa. Radio broadcasting has been for instructional purposes worldwide for over 80 years and has proved to be an effective delivery mode of educational programmes.

The benefits of educational broadcast may generally include expansion of access to education in both urban and rural areas and to special groups such as nomadic communities, Provision of a powerful tool to enhance teacher's professional skills, Stimulating and motivating learners hence making learning Interesting, creating awareness among teachers on latest teaching method practices and allowing teacher-learner interaction through live broadcast and complementing classroom teaching. For example, when Kenya gained independence in 1963, one of the priorities of the government was to expand access to education to all Kenyans. In pursuit of this, the school broadcasting unit was established in 1963. In 1976, it was expanded into an Educational Media Service and moved to Kenya Institute of Education. The Educational Media Service was equipped with all facilities necessary for the production of educational programmes. It was mandated to research, develop and produce curriculum and curriculum support materials, in both print and electronic formats. Since its inception, broadcast to schools has played this role in curriculum implementation. (K.I.E. Draft, 9: 2008).

A study done by KIE in 1999, (Evaluation of modes of transmitting educational programmes to schools in Kenya) found that, direct acquisition of programmes, live broadcast and outreach programmes are the three main different modes of transmitting programmes to schools. The study also established that live broadcast is mainly for primary school level. Through this study it was established that teachers preferred play-back cassettes to radio live broadcasts. Both teachers

and learners were found to have a positive attitude towards educational radio programmes as they found them relevant, useful and interesting. The study also established that for radio broadcasts to be effective, teachers guide, catalogue and broadcast timetables should be availed to schools. (KIE Draft, 10:2008). It was later found out that the dissemination through audio cassettes was ineffective due to inaccessibility of schools as a result of poor infrastructure and inadequate funds. The institute explored other options of dissemination of programmes. As a result of these shortcomings, transmission through World space project was initiated in the year 2001.

A monitoring exercise carried out by Kenya Institute of Education in 2004 revealed many challenges. Among them, that the world space receivers in schools attracted an annual subscription fee of Ksh 114 million. It was further envisaged that when all the receivers were issued, the Ministry of Education would have to pay millions of shillings per year yet the receivers were not being fully utilized in schools. (K.I.E. Research Report NO.78). Owing to these challenges, K.I.E. in collaboration with the Ministry of Education initiated consultative meetings with KBC, in a bid to revive the educational broadcasts through the national broadcasting channel.

The KIE broadcast to schools commenced once more, after a long period of inactivity through the KBC English Service, on 29<sup>th</sup> January 2007. The programmes target learners in learning institutions during the school term because these programmes are mainly based on the school syllabus.

The advantages of broadcast to schools according to Bates (1984) outweigh the disadvantages. He notes that any school today, which fails to develop 'media literacy', is as derelict in its duty to children and society as if it omitted to teach them to read and write. Broadcasting has been used to reduce illiteracy, poverty and disease, for national recovery to create a sense of national identity, and to educate those who otherwise would have received no education at all.

A report by the Commonwealth Broadcasting Association (1981) indicates that it is acceptable facts that sound and television broadcasting provides not only entertainment and news but also information and instruction of a practical kind which help raise educational standards, improve techniques and generally enhance living standards. It helps to stimulate awareness of national

and international problems and achievements, bring fresh experience, enjoyable to large numbers of people, provide a means of contact with remote districts, where in many parts of the world, written word is seldom available. KIE radio programmes to schools can in this case break these barriers especially in cases where there is shortage of the teaching staff and reading as well as writing material.

Broadcast to schools therefore increases access and improves quality and equity in education. One problem of access is ensuring that students are able to listen when the programmes are actually broadcast. Research carried out in British Open University (Bates, 1995) found that even when a programme was broadcast at the optimum time, the maximum number of students able to listen at that time was never more than two-thirds. There were always students who were unable to listen at any particular time because they were at work, traveling to or from work or had other unavoidable commitments that prevented them from listening. The solution was solved by having a repeat of transmissions and it enabled 90 percentages of students to be able to listen to the programmes. As for the KIE radio programmes most students do not listen to them because of engaging in the co-curricular activities such as drama, athletics and ballgames and school functions such as parents day.

Despite these difficulties, Bates notes that radio is generally an accessible technology for teaching and can reach target groups such as the illiterate and very poor people better than other technology. It is an easy technology for most people and no skills are required to operate a radio set. However, there is evidence that there are listening skills that need to be developed, if students are to get the most from radio as an instructional medium.

Wambaria (2003) notes that although other medium like Television and recently computers are becoming available even to low income countries, the issue of cost and technical training for them will leave radio dominant in these countries for a long time. In formal education among the various technologies of instruction now being used around the world radio emerges as one of the most economical. Although research shows that students learn more effectively from any medium, if it is used properly and material well-structured (Schramm 1977) there are striking differences in cost among media. In Kenya for example, computer assisted instructional

programmes cost 10 to 50 times as much as instructional television, while instructional television costs 3 to 10 times as much as instructional radio ,this makes radio more affordable.

Andrew Moemeka acknowledges that although radio has consistently proved the most feasible medium in poor and highly illiterate communities as compared to television and newspaper it has inherent disabilities, and its use in education faces certain difficulties. There is the technical problem of transmitter coverage and the quality of reception signals. He also notes the teachers' attitude as a factor hindering effective use of instructional radio. The teachers who are supposed to guide the students while listening to the radio programmes are not trained to do so, and neither is the use of media in education a serious part of the course of training for the teachers in the country. It is therefore not surprising that the good intentions of the schools broadcast unit in producing the programmes are misunderstood by majority of teachers, and they remain unconcerned about programmes which were meant to supplement their own efforts (Moemeka, A, 48: 1981). This is evident in the KIE programmes whereby most teachers view the broadcast as a waste of time due to their negative attitude on the programmes and end up not allowing the students a chance to make use of the programme.

Moemeka agrees that instructional radio operates on the principle of co-operation and guided listening. When one or both of these elements is missing it cannot be operated successfully. He observes that teachers write the scripts, not to contribute towards improvement of teaching as a profession and learning as a process, but to earn extra income. This script writing is seen, not as part of the total schools broadcast project but as an addition to it. The KIE broadcast unit faces this challenge as most of its artists and script writers move to other media organizations with good payments even after undergoing training through KIE. This affects the quality of the broadcasts which in turn affects the effectiveness of the programmes.

A well coordinated co-operation in Moemeka study in Nigeria, between broadcasting authorities, educational agencies, the schools Broadcast Unit and Nigerian Union of Teachers produced a better picture of schools broadcasting in the country. Guided listening is almost completely absent in Nigeria. Many schools do not have any period for schools broadcast programmes. Those who do, see such period as extra relaxation time for themselves, they do not feel bound to take the broadcasts. Even in the few places where these broadcasts are listened to, the pupils are

left on their own. When teachers who are supposed to set examples ignore the broadcasts, the reaction of their students can be predicted. The situation here in Kenya is not any better compared to this study.

In a study to assess how schools in Lagos make use of the schools broadcasts programmes, it was found that an overwhelming majority of teachers (90%) do not make use of the broadcasts, 53% of the students do not listen to them and of those who do listen, and less than 30% classified the broadcasts as helpful. If the situation is as bad as this in schools in the capital which usually has the best in services and facilities, then it cannot be any better in schools in the provinces or in the rural areas where signal distortions do not encourage listening to radio. (Moemeka, A, 49: 1981) .

Nzioka (1981) study on Factors affecting Learning by Radio in Nigeria showed none of the schools visited uses radio. The non-use of radio for learning is due to lack of interest among officers of the Ministry of Education concerned with radio broadcasts. This lack of interest is because the Ministry lacks ability to supply the support materials needed in schools, failure of the Ministry to inform the schools what facilities are available for broadcasts such as tape copying services, and not involving teachers in deciding the topics to be taught on radio. Moreover, the Ministry had full knowledge that signals for educational broadcasts are never received in Oyo state, made no effort to ease the problem. To ensure effectiveness of the broadcasts in Kenya the Ministry of Education should take up the responsibility of supplying support materials to all schools, informing teachers on the facilities available and involving the teachers on production of the programmes. The concern towards educational broadcasts at the Ministry level has spread down the ladder to school level. The majority of primary schools interviewed displayed lack of interest in educational broadcasts.

Some of the reasons by school heads for not using educational broadcasts show lack of interest and poor performance by the Ministry of Education concerned with educational programmes. Petty excuses expose lack of interest. If top leadership both at the Ministry level and school level is not committed to the success of school broadcasts, it will be difficult for the teachers who sit in class with pupils to feel motivated and to utilize educational programmes. (Nzioka, 41: 1981).

An evaluation study on effectiveness of Radio programmes in teaching English in Kenya by Onganga found that 48% of teachers observed prepared children for the radio lesson through

introduction while 52% started their lesson without introduction. These shows that pupils in these classes did not know what the radio teacher was going to talk about.74% of the teachers observed had not covered the new language patterns that were to be taken by the radio teacher, so they were going to meet them for the first time. (Onganga1982) This impacts negatively on the effectiveness of the Radio programmes in teaching since a large number of teachers did not prepare themselves as well as their students.

A study on the effectiveness of Radio programmes in Science teaching in Uganda found that Language used by the Radio teacher affected learning. Some of the teachers stated that the language level did not suit the learners and some pupils tend to lose trend of the lesson because the radio teacher speaks fast. The language of the presenter as in the case of the KIE programmes should therefore be to the level of the intended learners, with speed that enables both the slow and fast learners to understand the content of the broadcast with minimal difficulties.

Similarly the Kenya Schools broadcasting is equally affected by financial constrains among other issues. This is supported by the study of Wambaria (2003) who notes that financial constraints affect almost all sectors of the schools broadcast, from production to utilization of the programmes. Teaching on radio requires good production and transmission time. Self-financing projects spend most of the time fundraising and their success depends on the financiers while publicly financed projects have to wait for budgets to be approved by the Government (Wambaria M, 24:2003). A review of India's radio forum project reports that a serious problem was its lack of funding for field personnel. Bates 1984 argues that even when there is dependency on international aid agencies such as World Bank and the United Nations Development programme on educational broadcasting projects, finance is a major problem especially when the foreign assistance has ended. It has proved difficult for the developing countries to maintain a high standard of teaching and to integrate the projects into the main education system.

A workshop by UNESCO (1970) for six African countries of producers of school Radio Broadcasts noted that most members of each educational broadcasting unit have been drawn from the teaching force .Though they were experienced teachers they had no experience on Broadcasting. Most relied on being trained on the job while others supplemented with the job

crash training programmes both at home and abroad. Only a few can boast of formal professional training as broadcasters. Although lack of local training facilities may have contributed to this, in Kenya, the schools broadcasting, section has not made use of it in having its new recruits trained here. Therefore, the scarcity of well-trained and experienced producers and dependency on outside instructors, teachers and artists affect the effectiveness of the Radio programmes. (Wambaria, M, 35: 2003)

The impact of the content depends on the presentation. If it is not clear, fluent or too high for students, it affects their learning. In the KIE/Worldspace pilot study report (2001) although most of the presenters are good and fluent a few have mother tongue interference and others pronounce words incorrectly. Language level must cut across all levels. Otherwise, a difficult language will leave the audience wondering and pondering at the meaning of words, instead of concentrating on the content. The KIE radio programmes is not an exception either, for content is among the main factors that impact on the effectiveness of the broadcasts.

Ramothea (1982) on effectiveness of schools broadcasts in Lesotho found out that a large majority of the students were not happy with the radio instructor because he/she sometimes spoke so fast that it was difficult to follow well. As is the case in Kenya there is evidence to support these situations in Lesotho, whereby the learners do not understand the broadcast because of the pace of the presenter who are too fast and pauses shortly not giving learners a chance to think on their own. These fast pace also leaves out the slow learners whose level of attention and retention is of different level from the rest of the learners.

A workshop report on Distance Education held at KIE (1986) noted that researching for the content to cut across all levels is a challenge. It calls for a lot of sifting and screening to meet needs of individual differences. There are ever changing concepts and practices in most subjects and some of these changes may occur even as the programme is being recorded or broadcast. Pupils may require more music, rhymes and content especially if they are exam oriented. Creating effect is difficult, for example simulation on farms, factories and markets and for the producer to maintain interest and keep the student active throughout is a difficult task. Onganga (1982) notes that, the fact that a radio set is on does not mean that it has the attention of the people in the room. Presence is not synonymous with attention or absorption and should not be

treated as if it were. Teachers must thoroughly involve themselves to make radio lessons effective and of great impact to the learners as the broadcast presenter ensures that the learners attention is captured and the programs are interesting to motivate the learners.

## **2.1 CONCLUSIONS**

The study on the evaluation of the impact and effectiveness of Kenya Institute of Education radio programmes in primary. The main challenges facing effectiveness of radio programmes from the literature reviewed includes lack of awareness among the teachers about the programmes which results to negative attitude towards the broadcasts. There is also lack of proper support from the government in terms of finances which later affects broadcast negatively causing poor remuneration of staff, delayed disbursement of funds and poor monitoring and evaluation of the programmes among others. Delay or lack of support materials to the teachers who do not know how to go about a radio lesson apart from having any technical training on radio production also is seen.

Variations in teaching and learning are good for they promote retention of knowledge and application of what has been learnt if there was motivation. This diversification can be brought about if teachers use the wide range of media for teaching. Copper,H,219:1969) acknowledges by saying that presenting the subject matter in varied ways is a flexibility that contributes to the transferability of the learners behavior.



## **CHAPTER THREE**

### **3. METHODOLOGY**

This study was focused on evaluating the Impact and Effectiveness of radio programmes in Nairobi City Primary Schools. To ensure the study remained focused the researcher decided to sample schools using a structured list of a total of 200 schools. From this list the researcher used random sampling by taking the first school and skipping the following up to the end. The researcher was finally able to obtain data from a total of 50 schools. These willingly filled the questionnaire and returned. This number is statistically significant and gives the data required for the study.

This study also relied on a number of methodological approaches. For example, it relied mainly on primary data generated from the field and secondary data generated from the library books and newspapers. In order to obtain primary data we used questionnaire with open-ended and closed questions. In the survey the questionnaires were administered by former M.A students in communication studies. These were mature people and had undertaken training in communication research. They are therefore fairly familiar with data collection techniques. The primary data was collected by the other group of research assistants to gather accurate information within the shortest time and limited budget. The study was mainly done using cluster and purposive sampling. This involved first selecting larger groups called clusters and then selecting the sampling units from the clusters. Furthermore, a list of a number of schools was drawn. At its second stage the study randomly selected some schools in the City from the sampling frame provided by the City Education Office at Nairobi. In each of the sampled schools focuses was on teachers and few pupils of standard 7 and 8. Teachers and pupils were given questionnaires to fill. Some producers of instructional radio programs at KIE also filled a questionnaire

The study used primary and secondary data. Primary data was collected using questionnaires from teachers, pupils and Informants from KIE. Secondary data was collected through literature review of various works in the area and through information obtained from other library sources.

The teacher's questionnaire sought to find out the following; quality of reception, quality of presentation, quality of content, and availability of radio lesson notes, whether broadcast lessons are easily fitted into the school timetable and on whether the teachers have training on how to use radio broadcasts in class.

The questionnaire for the learners sought to find the following; quality of content ,level of language used by the presenters, quality of presentation ,quality of reception and the level of comprehension through asking about the pace ,fluency and flow.

The producers questionnaire sought to find out the information on their training on radio production, their involvement of teachers in the preparation of radio programmes, whether they in-service the teachers on the use of radio lessons, how they receive their feedback and how they utilize it, challenges faced with during the production of the Radio programmes and on possible solutions to the problems.

On the policies of broadcast, the Director of Kenya Institute of Education was interviewed. The questionnaire sought to find information on policy issues that impact on the effectiveness of radio programmes and possible solutions towards the issues.

The questionnaire for the teachers and learners were pre-tested in a few schools. The pre-test gave the researcher confidence to carry on with the questionnaire to a larger sample. The pre-tested schools did not participate in the real sample later.

The data collected was coded by the data analysis using the statistical package for social sciences (SPSS).From this analysis we were able to generate various percentage distributions, frequencies, pie charts and cross tabulations.

### **3.1. LIMITATIONS OF THE STUDY**

Limitation is an aspect of research that may influence the results negatively yet the researcher has no control. In this study, the researcher encountered difficulties while gathering information from the respondents as some ignored the most sensitive questions, others would not attempt to fill the questions in the questionnaire at all while others did not fill in all the questions. However the researcher was able to generate data for the study from the respondents who accepted to answer the questionnaire. Additional relevant literature was sourced from the works of other scholars.

Since the study involved travelling from one school to the other, the researcher experienced financial problems in the preparations, distribution and collecting of the questionnaires. After gathering information the arrangement of data, its analysis and preparation of the final report also required large sums of money which was not available since the project was self- financed. This caused delay in the presentation of the findings. Due to the financial challenges the study did not collect data from all the Nairobi City Council Primary Schools, the researcher only managed to collect data from 50 schools (40 public primary schools and 10 private primary schools).

### **3.2. CONCLUSIONS**

Despite all the limitations the data provided is still statistically significant and therefore provides the desired results that contributes to the academic discourse of seeking to evaluate the impact and effectiveness of KIE radio programmes in primary schools in Kenya .

This conclusion is also supported with the fact that the KIE radio broadcast have remained popular and are now acceptable as part and parcel of our educational programme, with full endorsement by the Ministry Of Education as the agent of the government of Kenya.

## CHAPTER FOUR

### 4. THE FINDINGS

This chapter focuses on the findings of this study. There were a number of key questions which were covered in the questionnaire. This was intended to provide us with information deemed as both relevant and critical to the study. One of this was the question on the type of schools that use K.I.E school broadcasting evidence in Table 1. Most of the schools that responded were public schools, although few private schools also responded to the questionnaires.

Out of the 50 schools visited, 40 of the schools, 80% were public schools while 10 of the schools 20% were private schools as tabulated in table 1 below.

Table 1 Type of schools visited

Type	Number Of Schools	Percentage Distribution
Public	40	80 %
Private	10	20 %
Total	50	100%

*Source field survey 2010*

The researcher also sought field data with regards to the number of streams in Nairobi City Primary Schools. This is significant for purposes of ascertaining levels of enrolments in different schools in Nairobi. The bigger numbers provided evidence that every year different schools have participated in KIE educational programmes. Furthermore, the evidence available indicates that most of the public schools had more than one stream which was attributed to the FPE programme which was introduced by the government in 2003. Most private schools had one stream because

most learners cannot afford to pay levies in these institutions. The table below shows the number of streams in schools visited.

Table 2: Number of streams.

	Schools	Number of streams	Percentage distribution
	15	3	30%
	28	2	56%
	7	1	14%
Total	50		100%

*Source field survey 2010*

Out of the 50 schools sampled, 15 schools, 30% had three streams, 28 schools, 56 % were double streamed while 7 schools, 14% were single streamed. Most schools with radio programmes had only one radio. These may be interpreted as undermining the efficacy of the use of radio in education given that several that several streams cannot rely on one radio for effective purpose of education. From these statistics one may suggest that there is need for the Ministry of Education to spent resources in buying adequate number of radio sets to be distributed proportionally to schools with large enrolment. In each of the schools visited, a teacher from upper primary class (7 or 8) responded to a questionnaire. A total of 65 pupils from the schools that listen to the radio programmes responded -to the questionnaires and were drawn from classes seven and eight. The response included learners from both gender as the researcher was not gender bias as shown in table 3 below.

Table 3: learners' response

Learners	Number	Percentage distribution
Male	27	42%
Female	38	58%
Total	65	100%

*Source field survey 2010*

The majority of learners who responded, 38 were female which translated to 58% while 27 of the learners', 42% were male. The evidence above shows that although statistics are almost balanced, it is significant that there are more female who responded, 38 against male who were 27. This may be further interpreted to mean that more female listen carefully to the radio programmes and are able to follow as evidenced in their response.

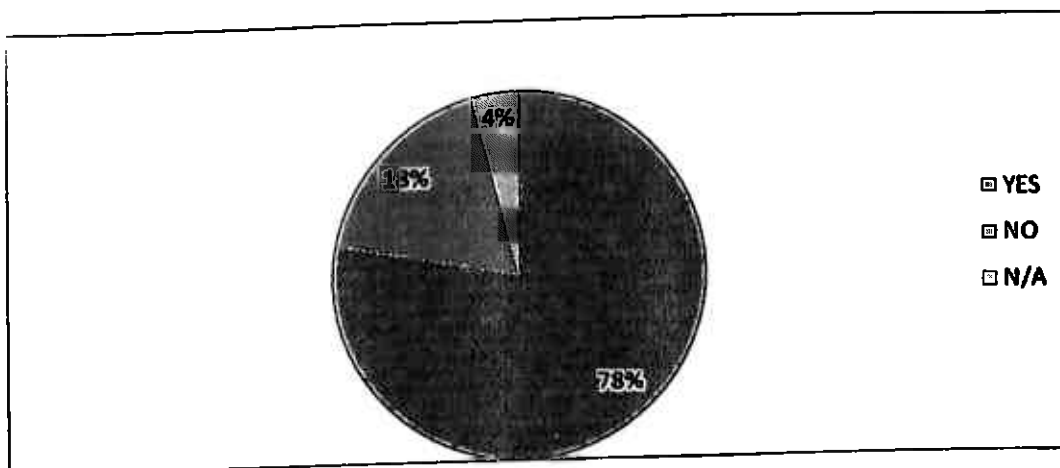
The significance of broadcast reception is a key determinant variable, which ensures that the programmes are received by the participating learners. The ability of such reception depend largely on a number of factors associated with effectiveness. This includes the equipment used, its level of maintenance and the condition of the radio receiving set used in schools. This is why it was important to test the ability to receive the broadcast. Significantly therefore it was established that effective broadcasting to schools depended on the quality of reception. It was therefore important that the programmes were to be availed and their reception was to be very clear to enable effective teaching. Responses from teachers and learners on whether they were able to receive KIE Broadcast were tabulated as shown below.

**Table 4: Ability to receive the broadcast**

RESPONSES	NUMBER		PERCENTAGE DISTRIBUTION	
	Teachers	Learners	Teachers	Learners
YES	39	50	78%	77%
NO	9	12	18%	18%
N/A	2	3	4%	5%
<b>Total</b>	<b>50</b>	<b>65</b>	<b>100%</b>	<b>100%</b>

*Source field survey 2010*

The above interpretation was plotted below in the pie chart representing percentage distribution of responses from teachers on the ability to receive the radio. It was shown that 78% of the teachers said yes while 18% said no. The remaining 4% of the teachers did not respond.



**Figure 1: Ability to receive K.I.E broadcast (Teachers)**

Out of our total sample, 39 teachers, 78% and 50 of the learners, 77% said their schools were able to receive the radio broadcasts through the radios that were available to schools through the funds from the Ministry of Education although the sound was sometimes clear and at times not clear especially when the batteries had not been charged or the antennae not correctly placed. Only 9 of the teachers, 18% and 12 of the learners, 18% were not able to receive the radio broadcasts. They were mainly from private schools who felt that these programmes were not necessary at all since their teachers were able cover all the topics effectively on time whereas the K.I.E radio programmes lagged behind the syllabus coverage. Only 2 of the teachers, 4% had no idea that the K.I.E radio programmes were still being aired to schools while 3 of the learners, 5% had no idea of the radio broadcasts. They mainly blamed this on poor co-ordination and lack of sensitization from the K.I.E. media and extension services department.

It was realized that radio broadcast could only be useful if teachers and learners made use of them. This was evidenced in table 5 below.

Table 5: Use of K.I.E broadcast

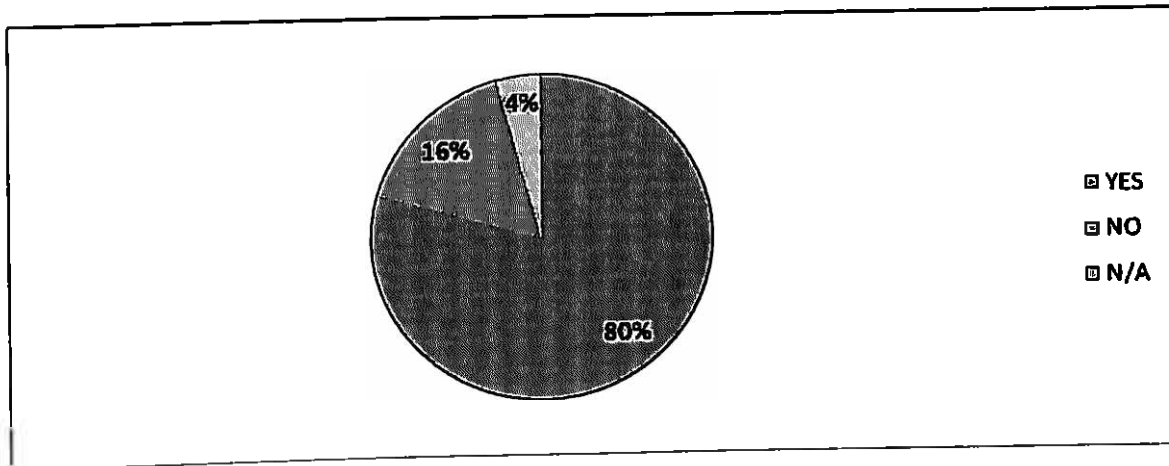
RESPONSES	TEACHERS	PERCENTAGE DISTRIBUTION
	Number	Frequency
Yes	39	80%
No	9	16%
N/A	2	4%
<b>Total</b>	50	100%

*Source field survey 2010*

From our sample, 39 of teachers, 80% who used the broadcast programmes in their teaching appreciated the fact that it reinforced the understanding of the subjects taught during the face to



face teaching. These broadcast also taught new concepts more clearly as it broke the monotony of the classroom teacher. The table 5 above was further plotted in the Pie chart shown below with. The teachers who used K.I.E broadcast were 80% while 16% said no. The remaining teachers, 4% did not respond to the questionnaire.



*Figure 2: Use of K.I.E broadcast (Teachers)*

The other important variable in the use of KIE radio broadcast that was intended to achieve was maximum benefit from the radio lessons, teacher's preparation and involvement of the learners. These have been found to play a significant role in the exercise. The evidence of these is shown in table 6 below where we sought to find out whether teachers prepared the learners for the K.I.E broadcast and if they made any follow-up after the broadcast.

**Table 6: Teachers preparation**

Responses	Number		Percentage distribution	
	Teachers	Learners	Teachers	Learners
Those who prepare	14	35	28 %	54%
Those who do not prepare	25	15	58%	23%
N/A	11	15	22 %	23%
<b>Total</b>	<b>50</b>	<b>65</b>	<b>100%</b>	<b>100%</b>

*Source field survey 2010*

Out of our total sample of 50 learners, those who had used the K.I.E broadcast praised it as it was relevant to their learning whereas 25 of the teachers, 58% indicated that they could not use radio lessons effectively because they did not have notes to guide them on the content of broadcast to enable them make adequate preparation before broadcast. This was affirmed by the fact that in all schools that were sampled, none of the teachers had current notes on K.I.E school broadcast programme. Their major concern was that the radio lessons were not integrated in their school time-table. This was against 14 of the teachers, 28% who said they used K.I.E broadcast in their teaching. The learners suggested several ways on how their teachers should prepare them. This included organizing their seating arrangement, ensuring that each learner had a pen and note-book for writing down the main points during the broadcast and discussing the radio lessons and giving them extra exercises on the topic covered.

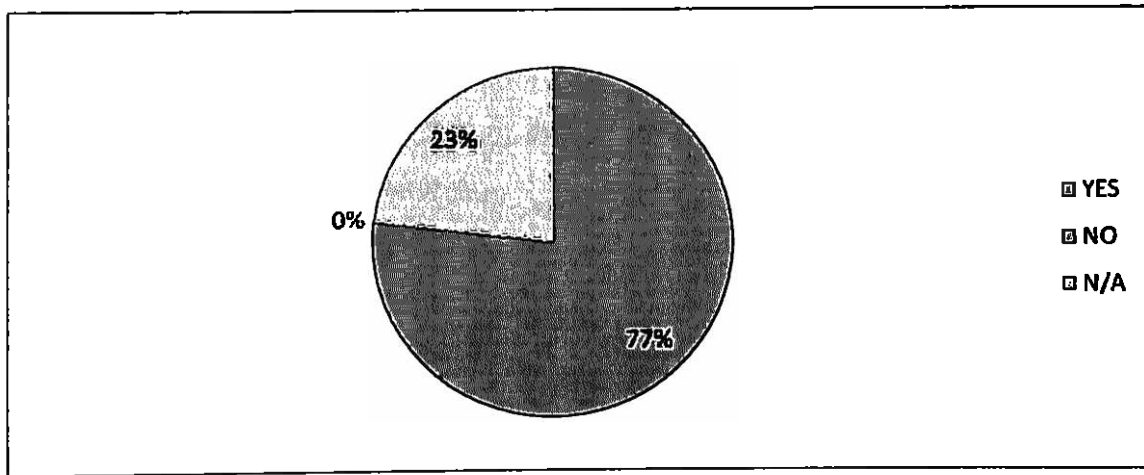
Respondents were asked whether the language used in the broadcast programmes was appropriate. The sampled questions were analyzed and tabulated in table 7, as shown below.

**Table 7: Ease of language**

Number	Learners	
	Frequency	Percentage distribution
Yes	50	77%
No	0	0%
N/A	15	23%
<b>Total</b>	<b>65</b>	<b>100%</b>

*Source field survey*

Out of the total sample of 65 learners, 50 of them, 77% agreed that the language used in the broadcast was easy to understand while 23% did not respond to the questionnaire. It suggested that although they participated in the programme they chose to be indifferent. It was also significant that none of the respondents who had listened to the broadcast felt that the language was difficult. These may be used to affirm that language used by school broadcast programmes was standardized and to the learners' level of understanding as it was acceptable by all. Probing questions led the researcher to establish that the frequent interruptions of the frequencies reduced the clarity of the broadcast especially during the rainy seasons. The above table 7 was plotted in the pie chart below representing the three variables. It was found that out of the 50 learners who responded to the questionnaire, 77% rated the language used as easy to understand while 23% had not listened to the programme.



**Figure 3:Ease of language**

The relevance and flow of content of the radio broadcast was sought to establish the effectiveness of the programmes. This was tabulated below in table 8

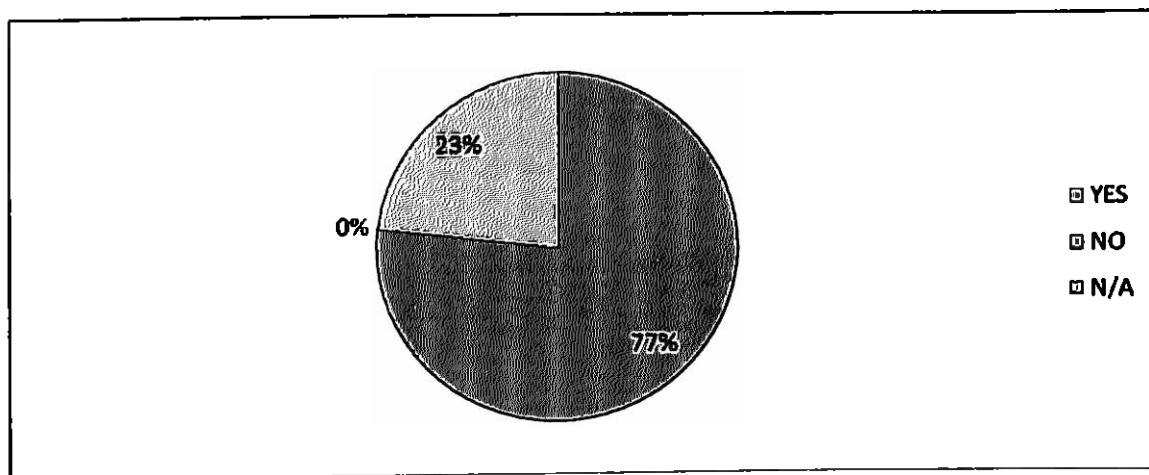
**Table 8: Relevance and flow of content**

Response	Learners	
	Number	Percentage distribution
Yes	50	77%
No	0	0%
N/A	15	23%
Total	65	100%

*Source field survey 2010*

It was established that the content of broadcasts from the responses was highly relevant to those who listened to the broadcast. This was affirmed by the 50 of the learners (77%) who responded to the questionnaire. The significance of similarity of content and relevance and ease of flow of

language shows that they are comparable and that there is a relationship of language and relevance of language in the effectiveness of radio broadcasts. The above table 8 was also plotted in the pie chart. It showed that 77% of the learners rated the flow content as good (yes) while 23% had not listened to the broadcast.



**Figure 4: Relevance and flow of content (learners)**

The quality of the voice, pace and fluency of presentation was highly critical in determining the impact and effectiveness. The ease with which people are able to receive the information and how learners affirm presentation methods is critical for retention and attention during the lessons of the radio programmes. It was also evidenced that clarity in the presentation, pace and quality voice all add up in enhancing learners recall capacity in schools broadcast programmes. Responses from 39 of the teachers and 50 of the learners who listened to the radio broadcast was analyzed and their results tabulated in table 9 below.

**Table 9: Quality of the voice, pace and fluency of presentation**

Response	Teachers		Learners	
	Number	%	Number	%
Too fast (Excellent)	0	0%	5	12%
Fast (Very Good)	8	16%	14	29%
Moderate (Good)	25	50%	23	35%
Slow (Fair)	6	12%	0	0%
Poor	0	0%	0	0%
N/A	11	22%	15	23%
Total	50	100%	65	100%

*Source field survey 2010*

It was established that 25 of the teachers (50%) and 23 of the learners (35%) considered the voice, pace and fluency of the presenters as good. None of the teachers and learners rated the pace of the presenters as poor. Some of the reasons they cited were that pauses between questions and answers were too short and therefore not enough for pupils to think and respond to them. Some voices of the radio pupils were too deep. The teachers suggested that the pace should be made to cater for the slow learners. They also suggested that to ensure the schools were able to follow the broadcast; a time-table of the programme broadcasted should be availed to schools. The details of this analysis are represented in the pie charts below. Both pie charts are intended to highlight various rankings by teachers (figure 5) and by learners (figure 6). In figure 5 the teachers ranked the quality of the voice, pace and fluency of presentation as excellent, very good,

good, fair, poor and Not Applicable to those who had not listened to the broadcast..On the other hand the learners in figure 6 ranked the points tested as too fast ,fast, moderate slow and Not Applicable to the learners who had not listened to the broadcast. Fundamentally when respondents were asked whether the language used in the radio programme was appropriate, their response indicated that frequent interruptions interfered with its ease especially during the rainy seasons and when the batteries or cells are low.

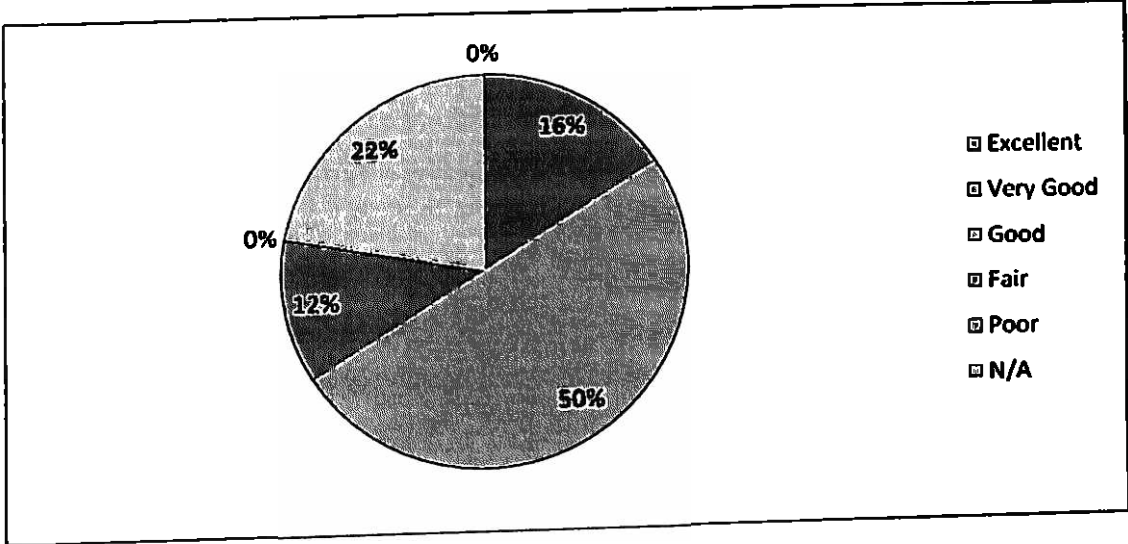


Figure 5: Quality of voice, pace and fluency of presentation (Teachers)

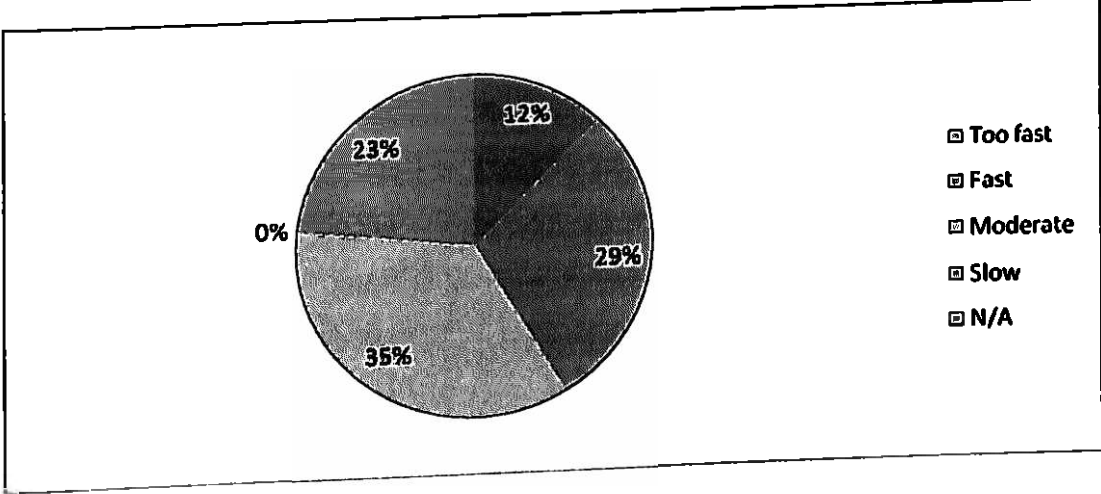


Figure 6: Quality of voice, pace and fluency of presentation (learners)

The timing of radio broadcast was considered a major factor in ensuring its effectiveness in primary school. It was determined as whether the broadcast come early from 8:00 am to 12:40 pm when the learners were assumed to be fresh or in the afternoon between 2:00pm and 3:10 pm when the learners were breaking for games time. It was important that this timing was crucial because of observed lack of concentration during certain times of broadcast. It was considered that lessons which came late in the afternoon would find learners already tired and therefore would not concentrate. Failure to undertake school broadcast in the correct hours may give an impression that the programmes were less important, especially when brought late in the day. This was why responses from teachers who used radio programmes in their teaching were tabulated in table 10 below.

Table 10: Timing of broadcast

Response	Number	Percentage distribution
Yes	30	76%
No	9	24%
Total	39	100%

*Source field survey 2010*

Out of the total sample, 30 of the teachers, 76% who used radio indicated that the lessons came on time while 9 of the teachers, 24% did not agree. Several problems on timing were cited by the teachers such as existing conflicts between broadcast timetable and school timetable, class interruption through participation of their schools in the co-curricula activities and shorter broadcast time for the lessons which took less than 20 minutes whereas the normal classroom lessons took 35 minutes. The teachers suggested K.I.E broadcast timetable should be send to schools at the beginning of the year so that they could be incorporated in the school time table.



#### **4.1. CONCLUSIONS**

The major challenges that hindered the effectiveness of the radio programmes established were financial constraints. It was established that this led to other minor problems such as poor monitoring and evaluation for proper feedback, inability to identify effective teachers in script writing, lack of training in programme production and inability to pay the writers and artists according to the competitive market rates. It was suggested that the government needed to address the financial problem by seeking partnership with other agencies such as UNICEF and UNESCO for funding given that these agencies are internationally mandated for the promotion of the rights of children and in this case education is a child's right.

## **CHAPTER FIVE**

### **5. SUMMARY AND RECOMMENDATIONS**

#### **5.1. SUMMARY**

This study was aimed at evaluating the impact and effectiveness of Radio programmes in Primary Schools. The study was based on Nairobi City Council Primary Schools because of its location in relation to geographical environment. Chapter one introduced the role of electronic media in the promotion of education, discussed development of educational media in Kenya since its inception after independence and the theoretical analysis used in the study. Chapter two sought to analyse the secondary data from books, Journals, Newspapers and work from other scholars. This led the researcher establish that there are many countries in Africa for example Nigeria where the effectiveness of the radio programmes faces many challenges. These challenges included lack of teachers' support materials, lack of funds and lack of awareness among others. Chapter three discussed the various methodologies used in data collection. These was mainly through the questionnaires to the teachers ,learners and the KIE programme producers .The data was later analysed and its findings presented in tabulations, percentage distribution and pie charts in chapter four.

The study sought to find out information through the use of questionnaires. The teachers and learners questionnaires found out views on the reception, content, presentation, and scheduling of the radio programmes among others. The researcher visited and administered questionnaires to 100 schools but managed to get responses from only 60 schools of which 50 were public while 10 were private school. In some schools with radio programmes, most learners were willing to fill the questionnaire.

A total of 50 teachers responded to our questionnaire. Some of the schools that did not fill in the questionnaire prompted a friendly discussion and in the probing they said they had no information to fill other than the background information, since they did not listen to the radio programmes while some had no idea that the radio programmes existed.

Out of the schools that the teachers filled the questionnaires, they only advised one pupil from either class seven or eight to fill the learners' questionnaire as the response was not going to be different from each other. In schools where the teachers were hospitable they gave the researcher

an opportunity to freely give the learners questionnaires and also ask some probing questions. This gave a total number of learners who responded to sixty five (65).

Producers expressed one major setback in ensuring the effectiveness of the Radio programmes in primary schools and secondary schools was lack of adequate funds which contributed to poor monitoring and evaluation of these programmes for effective feedback

The conclusions drawn from this study provided evidence to determine the extent by way of evaluating the effectiveness of the broadcasts. The KIE radio programmes can be effective only if the targeted audience use them as expected. This is normally determined by the quality of reception of the broadcast .For example in schools that listened to the radio programmes, the reception was good at the same time the content of the radio broadcast was rated as relevant.

The flow of the language, pace of presentation, quality of voice and above all timing of the broadcast has direct link to general levels of preparedness according to the school syllabus. This is in line with the primary school curriculum. On the other hand frequent interruptions in the co-curricula activities for example sports and games impacted negatively on the radio programmes Since not all learners were to be present during the broadcast. These therefore is a problem to be taken seriously by teachers and Ministry Of Education officials to ensure nobody is left behind .As the presenters were also rated as good and fluent their pace does not cater for the slow learner which also needs to be addressed by the ministry officials. We established from our field data that most teachers lack support materials to enable them prepare their pupils effectively and later follow-up to re-enforce understanding, for if the broadcast is to be said to be effective preparation is very important. Finally the Radio programmes time-table in most cases does not agree with the school Time-Table because the broadcast takes 20 minutes while a school lesson takes 35 minutes. This requires rationalization by the stakeholders involved.

## **5.2. RECOMMENDATIONS**

These recommendations arise from the various evidence provided from our data They include among others the need to create a unit at KIE mandated to distribute materials that support the Radio programmes to schools to ensure efficiency and effectiveness of these programmes, these materials may include teacher's notes and broadcast time table. Besides teachers should be given an opportunity to undertake short-term courses workshops or seminars on the importance of these programmes in teaching and learning. Various opportunities to teachers on how to use the

broadcast in their teaching will enable them change their attitude. Such kind of awareness is key in the desire by the teachers to change attitude.

There should also be an effective way of getting feedback from the field set up instead of relying on letters to the editor and visits to the KIE by teachers from the field. For proper feedback based on accurate information is important for monitoring and evaluation. KIE radio broadcast Time-Tables should be distributed early in the year to the schools so that they can be incorporated in the school Time-Tables for purposes of rationalization, clarity effectiveness to be achieved. Finally the government should increase funding to the Institute for it to be able to run its programmes effectively and the funds to be released on time.

### **5.3. CONCLUSIONS**

Our field data, conclusively affirms that the quality of KIE radio broadcasts to schools is good and commendable to those who listen and to students who participate in the programmes. However the same evidence indicated that the programme is faced by difficulties such as low levels of funds ,time table allocations lack of broadcast support materials and apparent apathy to the learners. To these extent it is instructive that a lot of effort needs to be put on the way of ensuring that its implementation is effective to all. One way to do this, is the desire to continue to generate information based on field study. This study has not been exhaustive enough ,therefore more studies needs to be done on the effectiveness of Radio programmes to schools in order to evaluate whether to retain them ,how to improve them or how to do away with them since media are converging and might be redundant to continue using radio in education.

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**APPENDICES**

**APPENDIX I: QUESTIONNAIRE FOR TEACHERS**

**1 BACKGROUND INFORMATION**

Name of school-----

Name of the respondent-----

-Number of Streams-----

-Number of Pupils per stream-----

**RECEPTION**

Does your school receive KIE broadcast?

Yes

No

If YES how? Please explain -----

-If NO why? Please explain-----

Comment on the reception-----

**2 CONTENT**

Do you use the KIE school broadcast programmes in your teaching

YES

NO

If NO please explain why? -----

If YES please explain why? \_\_\_\_\_

\_\_\_\_\_ Do you  
receive teaching materials?

Yes

No

How would you rate Quality of the teaching material?

Very Good

Good

Fair

Poor

No idea

Do the learners understand the language used?

YES

NO

If NO why? please explain \_\_\_\_\_

\_\_\_\_\_

If YES why? Please explain \_\_\_\_\_

\_\_\_\_\_

Does the content flow in a logical manner?

YES

NO

If YES please explain \_\_\_\_\_

\_\_\_\_\_

If NO please explain why? \_\_\_\_\_

\_\_\_\_\_



### 3 PRESENTATION

How do you rate the voice of the programme presenter

Excellent

Very Good

Good

Fair

Poor

How is the pace of the presenters

Too fast

Fast

Moderate

Slow

Are the presenters fluent and audible

YES

NO

Comment on the presentation of the programmes

---

---

---

### 4 TEACHERS PRESENTATION

Do you have current notes on the radio programmes

YES

NO

Do you prepare the students before broadcast

YES

NO

If YES how do you prepare them? Please explain-----  
-----If NO why?

Please explain-----  
-----

What is the source of power for your receiver?  
-----

Please comment on the teachers presentation-----  
-----

**5 SCHEDULE**

Do the lessons come on time?

YES

NO

If NO why? Please explain-----  
-----

Does the school time-table provide for the radio lessons?

YES  NO

Please comment on the scheduling of the programmes-----  
-----

**6 List key problems encountered in the schools radio programmes**

-----  
-----  
-----

7 Give any suggestions that can improve school radio programmes-----  
-----  
-----

**APPENDIX 2: QUESTIONNAIRE FOR LEARNERS**

Please tick against the answer that is appropriate and fill the spaces provided

**1 BACKGROUND INFORMATION.**

Your Name -----

The name of the School----- (a)

Your age -----

(b) Male  Female

(c) Class -----

(d) Number of streams-----

**2 CONTENT**

(a) Do you listen to KIE broadcast programmes?

Yes  No

If YES why? Please explain-----  
-----

If NO why? Please explain-----  
-----

(b) Do the lessons help you to understand the subject?

Yes  No

If YES why? Please explain-----

-----

If NO why? Please explain-----

-----

(c) Is the content treatment relevant and adequate?

Yes

No

If YES why? Please explain -----

-----

If NO why? Please explain-----

-----

(e) Is

there logical flow of the content

Yes

No

If NO why? please explain-----

-----

If YES why? Please explain -----

-----

(f) Did

your teacher prepare before or follow -up after the Radio lesson

Yes

No

If YES why? Please explain -----  
-----

If NO why? Please explain-----  
----- (i)

Is the language easy to understand?

Yes

No

If NO why? please explain-----  
-----

If YES why? Please explain-----  
-----

### 3 PRESENTATION

(a) How good was the voice of the presenters?

Excellent

Very good

Good

Fair

Poor

(b) How was the speed of the presenter?

Too fast

Fast

Moderate

Slow

(c) Was the presenter fluent?

Yes

No

Comments on the presenters. voice, pace and fluency-----  
-----  
-----

4 State the problems you have come across during the broadcasts.

-----  
----- 5 Suggest  
ways of that schools radio programmes can be improved -----  
-----

### APPENDIX 3: PRODUCERS QUESTIONNAIRE

Please tick against the appropriate answer and fill in the blank spaces

1 Are you a trained teacher?

Yes  No

2 Have you been trained on radio production

Yes No

If YES how? Please explain-----  
-----

**3 Do you involve teachers in the production of radio programmes**

Yes  No

If YES how? Please explain-----  
-----

If NO why? Please explain-----  
-----

**4 Are the teachers trained or in-serviced on the use of radio programmes**

Yes  No

If YES how? Please explain-----  
-----

If NO why? Please explain-----  
-----

**5 Do you get feedback on the radio programmes**

Yes  No

If YES how? Please explain-----  
-----

If NO why? please explain-----  
-----

**6 How do you utilize the feedback?-----  
-----**

**7 Are there any challenges you face during the production of the programmes? Please mention----**  
-----  
-----

**8 Suggest any solutions in your view to the problems**-----

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