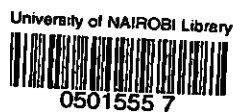


**AN EVALUATION OF THE IMPLEMENTATION OF  
PRIMARY SCHOOLS SOCIAL STUDIES RADIO  
PROGRAMME IN MATHIRA CENTRAL ZONE,  
CENTRAL PROVINCE, KENYA**

**By**

**Anne Wangu Mwai**



**A Research Project Report Submitted in Partial Fulfillment of the  
Requirements for the Degree of Master of Education in  
Curriculum Studies**

**University of Nairobi**

**2009**

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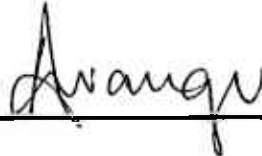
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## DECLARATION

This research project is my original work and has not been presented for a degree in any other university.



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Anne Wangu Mwai

This research project has been submitted for examination with our approval as University Supervisors.



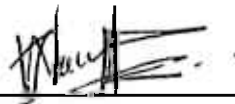
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## **DEDICATION**

This research project is dedicated to my mother Beatrice Gathoni for nurturing and educating me. To my children Agatha and Alex for their love, patience, understanding and unfailing moral support.

## ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to all those who willingly rendered a helping hand in this study. First and foremost, among them are my supervisors, Prof. Gerald Kimani and Mrs. Lucy Njagi for their time, sound comments, suggestions and guidance throughout the study. I am also thankful to the Chairman and other staff in the department of Educational Administration and Planning under whom I took various courses. Thanks to madam Mercy, departmental secretary and Stephen for their assistance. A lot of thanks too, to my friends and colleagues for their assistance and encouragement throughout the study.

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Finally, I express my appreciation to school heads, teachers and pupils for their cooperation and positive responses during the study. Thanks to all who assisted me in one way or the other during the study. I pray for showers of blessings.

## **ABSTRACT**

In spite of all the efforts by the Kenya government and the good intentions of radio programme, there have been general concerns that there is poor implementation of primary school social studies radio broadcast. There are indications that Social Studies teachers face problems and challenges including inadequate and dilapidated resources when using the radio programme for teaching. The main purpose of the study was to evaluate the implementation of Social Studies by radio broadcast lessons in primary schools in Mathira Central Zone, Central Province, Kenya.

The study used descriptive survey design; utilizing both qualitative and quantitative approaches based on the Context, Input, Process and Product (CIPP) evaluation model proposed by Stufflebeam. Using questionnaires and observation schedule data were collected from 18 primary school headteachers, 34 social studies teachers and 335 pupils from class seven and eight. Data were analysed by use of SPSS computer programme with both qualitative and quantitative data. The analyzed data is presented in tables, frequency distributions, percentages, bar graphs and pie charts.

The study findings revealed that most primary school head teachers and teachers of Social Studies in Mathira Central Zone were qualified and experienced in teaching the subject. Findings also revealed that most 255 (76%) learners never attended radio broadcast lessons, with 237 (70.7%) of the pupils reporting that the

radios were not very clear. Majority 301(89.9%) of the pupils further reported that the radio were inaudible. Teachers reported that they do not receive the broadcast materials and copies of the timetable on time. In addition, most schools do not have a radio set. The radio broadcast was seen to have very little influence on the Kenya Certificate of Primary Education (KCPE) performance. The study further established that teachers and headteachers were rarely in-serviced. Most schools did not have radio broadcast programme due to lack of radio sets, power, poor signal reception and poor maintenance.

Based on the findings, the study recommended that the Kenya Education Staff Institute (KESI) should institute mandatory training in educational management for those aspiring to the position of primary school headteachers. The Kenya Institute of Education should ensure that the radio broadcasts synchronize with the school timetable and that broadcast materials are disbursed to schools in time. The Ministry of Education through its Directorate of Quality Assurance and Standards in conjunction with KIE should ensure that teachers and headteachers are adequately in-serviced and trained to handle the radio broadcast lessons.

Based on the findings it was suggested that since the study covered one administrative division, there should be a similar nationwide study to determine the effectiveness of the implementation process for radio broadcast lessons in schools.



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## **ABBREVIATIONS AND ACRONYMS**

<b>ADB</b>	<b>African Development Bank</b>
<b>BDID</b>	<b>British Department for International Development</b>
<b>CAAE</b>	<b>Canadian Association for Adult Education</b>
<b>CBC</b>	<b>Canadian Broadcasting Corporation</b>
<b>DC</b>	<b>District Commissioner</b>
<b>DEO</b>	<b>District Education Officer</b>
<b>CFA</b>	<b>Canadian Federation of Agriculture</b>
<b>FPE</b>	<b>Free Primary Education</b>
<b>FSE</b>	<b>Free Secondary Education</b>
<b>ICT</b>	<b>Information Communication Technology</b>
<b>IRI</b>	<b>Interactive Radio Instruction</b>
<b>KESSP</b>	<b>Kenya Education Sector Support Programme</b>
<b>KIE</b>	<b>Kenya Institute of Education</b>
<b>MOE</b>	<b>Ministry of Education</b>
<b>MS</b>	<b>Micro Soft</b>
<b>NBC</b>	<b>Nigeria Broadcasting Corporation</b>
<b>SWAP</b>	<b>Sector Wide Approach Planning</b>
<b>SPSS</b>	<b>Statistical Package for Social Sciences</b>
<b>TV</b>	<b>Television</b>

**UNESCO** United Nations Educational Scientific and Cultural  
Organization

**USA** United States of America

**WSR** World Space Radio



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The Information Communication Technology (ICT) has been used widely as an educational tool since the 1920s for Radio and 1950s for Television (TV). Radio particularly has been used extensively as an educational medium in developing countries. Published reports confirm that radio has supported educational programmes in a wide range of subject areas and in many different countries (Bates, 1982).

The radio has been in use in United States of America (USA) since 1920s. Lee (1973) remarked that in the late eighteenth and early nineteenth centuries, famous persons in the United States spoke to a large audience in cities and small towns all over the states using the radio. Since the time of its invention, the radio has had a potential role in education. Jamison (1978) observed that by the late 1920s and 1930s a number educational institutions in Europe and America were making extensive use of the radio for educational purposes.

One of the most dominant and widespread examples of the use of educational radio is known as "Farm Radio Forum." It was started in Canada in 1941 as a radio discussion programme and served as a model, which was later adopted in a number of developing countries. After ten years, its sponsors, the Canadian Broadcasting Corporation (CBC), the Canadian Federation of

Agriculture (CFA), and the Canadian Association for Adult Education (CAAE), invited United Nations Educational Social and Cultural Organisation (UNESCO) to cooperate in carrying out an evaluation of the programme and its effectiveness as an instrument of adult education (Abell, 1968; Coleman and Opoku, 1968; Mathur and Neurath, 1959; Nicol, Shea, Simmens, and Sim 1954). The lessons learned from Canada such as the use of forums, multi-media, printed materials, two-way communication and various production techniques (drama, interview, panel discussion) were then introduced in India in early 1956, and later in Ghana in 1964, with the initiative and sponsorship of UNESCO (Nyirenda, 1981; Waniewicz, 1972).

The class teaching in developed countries, involves radio broadcast programmes as a supplement for a teacher. With regard to radio, Interactive Radio Instruction (IRI) was first implemented in Thailand in 1980s. Indonesia, Pakistan, Bangladesh and Nepal rolled out their own Interactive Radio Instruction projects in the 1990s. Interactive Radio Instruction has also been implemented in Latin America (Faulder, 1984). Internationally, radio lessons are intended to improve the quality of classroom teaching and to act as a regular, structured aid to poorly trained classroom teachers in under resourced schools.

In the article : “ *Uses of Radio and TV in Education*” in UNESCO's ICT in education, e-newsletter shows that many IRI projects have a positive impact on learning outcomes and on educational equity .The Radio's economies of scale has proven to be a cost-effective strategy relative to other interventions.

In Asia, 44 radio and TV universities in China are said to have made extensive uses of both radio and TV to reach more of their respective large school populations. For these Chinese institutions, broadcasts are often accompanied by printed materials and audio cassettes.

Evaluation of communication programmes, projects, and experiments have repeatedly shown that radio can teach and also present new concepts and information (Byram, Kaute, and Matenge, 1980; Jamison and McAnany, 1978; Hall and Dodd's, 1977; White, 1977; McAnany, 1976). In this regard, Sweeney and Parlato (1982,) concluded that radio plays an effective educational role both as the sole medium and in conjunction with print and group support. For example, in a project for teaching mathematics by radio to schoolchildren in all primary grades in Nicaragua, students who were taught through radio lessons achieved significantly higher scores in the final evaluation than those taught through regular, face-to-face, classroom instruction. Rural students, tested against rural control groups, benefited more than urban students tested against urban control groups (Perraton, 1978). The project evaluators hypothesized that radio lessons were particularly effective in raising the level of knowledge of those who knew least, which in this case were the rural students.

Many writers have proposed that educational radio can be most effective when supported by trained facilitators, group learning, group discussion (dialogues), feedback, and the use of multimedia approaches. For example, Perraton (1978) argued that trained facilitators must be used in order to successfully utilize

educational radio. Similarly, Higgs and Mbithi (1977) contend that a "good program has to be backed by careful training of trainers, preparation of training materials and continuous improvements in these" (p. 42). Perrato (1978) further stated that group learning is more effective than individual learning and that group discussion is an effective method of learning from radio. The facilitator must converse with students in order to emphasize the main points covered by radio programmes as well as provide feedback where necessary. The facilitator must ensure that programs are supported by visual demonstrations, that groups are cohesive, and that discussions are carried out effectively by employing techniques of group discussion (Daniel and Marqui 1983; Moore, 1983). In addition, multi-media such as print materials, posters, films, and chalkboards, must be used to elaborate the main points to students during the radio lessons.

African countries were not left behind in the ICT development .The first day of October 1983, marked a turning point in the history of educational broadcasting in Nigeria. On that day, Radio Nigeria launched a full day eighteen-and-a-half hour broadcasting of educational programmes on a separate channel. This feat was the first of its kind in Africa .This fulfilled the prophetic statement by Mackey (1964) in Anyanwu (1978) on educational broadcasting. In brief, Mackey had said that Nigerians are keen on education, and once they realize what a nation-wide school broadcasting system has to offer, they would make full use of the available facilities.

The Nigeria Broadcasting Corporation (NBC) School broadcasting service is said to have made useful beginning by providing effective and collective support in the Nigerian school broadcasting system. The NBC put a cog, which could well become a showpiece for Africa (Anyanwu, 1978).

Kenya does not have a channel dedicated to education broadcast, Ongeru the minister of education said (The People Daily, Friday November 2008). The systematic development and utilization of radio broadcast for schools were started in Kenya in the 1960s as a national strategy to improve the standards of education. It was also intended to ensure wide access to education, to improve teachers' qualifications and to extend educational opportunities beyond the school through distance learning. Kenya Education Commission Report (Republic of Kenya, 1964) noted that the radio provides a wonderful means of bringing the outside world into the school in a way never before possible. Other parts of Kenya hitherto remote and almost unknown come to life over the radio. The school radio is regarded as a valuable teaching aid and extension of its use is welcome Ominde, (1964).

The Kenya Education Commission report further stated that the commission attached great importance to facilities for education correspondence in present circumstances and believed that the combination of lessons by radio with an approved correspondence course would greatly add purpose and content to the former and at the same time encourage regularity in home study. Out of this proposal came the decision to use the radio in schools.

The objective of the school broadcasting service was to broadcast educational programmes to schools. In 1964, there were eight programmes for primary schools and four programmes for secondary schools each week. Over the years, broadcast programmes have been increased in both time and numbers of programmes per week. The 1976 radio timetable for term2 indicates 66 programmes. Currently school broadcasts are on air from 8.50 am – 5.00 pm from Monday to Friday 10 weeks each school term.

In 1995, schools broadcast was discontinued due to high cost of radio production and transmission problems that were faced by the government (KIE Report, 2001). However, interest in radio was later revived. In order to improve the information based on radio's potential in education and development, the World Bank funded World Space Radio (WSR) so that the isolated rural population that had had limited or no previous education could be reached (Odera, 2006). World Space Radio in conjunction with Kenya Institute of Education (KIE) deployed receivers in every school in Kenya. The deployment was completed in May 2005 to reach eleven million learners every day (Odera, 2006). The airing of educational programmes was taken back to KBC by February 2007. Kenya Institute of Education in conjunction with KBC airs all radio programmes of all educational levels excluding universities.

Social Studies (SS) is a core and a compulsory subject at primary school level. Primary Education Social Studies Handbook (2006) defines social studies as the study of the people and the environment in which they live in. Social

Studies has a number of objectives among them to develop children as responsible members of society. At the same time when the world is yearning for peace, it is hoped that the lasting results will be found in social studies (Karimi, 1993).

The teaching of Geography, History and Civics as a combined course was recommended in the year 1961 in Endicott House, Massachusetts Institute of Technology. Midega (1990) conducted a study in Kisumu on problems primary school teachers face in teaching social studies. He found that teachers were not able to teach Social Studies as an integrated subject and they lacked skills and interest in the subject. The question is; how can this be solved? Can the utilization of radio programmes in teaching SS contribute to the solution of the problem? The radio programmes are geared towards making social studies education a success in improving the quality of the subject. The subject content is presented in a variety of ways, for example, through drama, sound effects, role-play, and/or use of resource persons. The multiplicity of these pedagogical approaches leads to effective teaching and learning.

Teaching by radio is a technique that involves machines, making it one of the biggest problems that confront the people who are trying to convince educators that it can help achieve effective learning (Lee, 1973). Educators find it easier to accept and follow teaching patterns, which have been in use for many centuries. Ironically, the same group of people may express beliefs in the magical power to transform education through media like radio but when it comes to practical terms, very few of them are prepared to participate.

This points out to the need to equip educators with more practical skills and knowledge, than theoretical arguments to convince them of its worth.

The study endeavored to present the effectiveness of radio as a tool for active learning inside the classroom. Research has shown that radio programme can improve teaching and learning in schools, yet there is no documented evidence of a study assessing how social studies radio programme is being implemented. The study therefore sought to evaluate the implementation process of social studies radio programme in Mathira Central Zone, Nyeri North District Central Province, Kenya.

## **1.2 Statement of the Problem**

The government of Kenya has put great effort to improve access and quality of education as evidenced by the introduction of Free Primary Education (FPE) in 2003 and Free Secondary Education (FSE) in 2006. To maintain and build on the success of FPE since June 2004, the Ministry of Education undertook to design a more comprehensive sector programme through a Sector Wide Approach to Planning (SWAP). This programmed, Kenya Education Sector Support Programme (KESSP), aimed at revamping the education sector to ensure equity (Elimu News, Issue No.1, 2007).

In spite of all the efforts by the Kenya government and the good intentions of radio programmes, there have been general concerns that the primary school social studies radio broadcasts are not being fully utilized (KIE, 2007). There is an indication that Social Studies teachers face problems and challenges



including inadequate and dilapidated resources when using the radio programmes for teaching. The KIE Research Report series No.65 (1999) revealed that some primary school teachers found the content presented as shallow. It went further to state that some of the topics in the radio lesson are not in the syllabus although there is a lot of new information captured.

Implementation of the social studies radio broadcast program has faced numerous challenges. These include subject overloads, wide content, open-ended questions and difficult language (KIE Research Report series No.65, 1999). This therefore necessitated an evaluation of the implementation of the social studies radio broadcast programme and its subsequent effects on the performance of learners in social studies.

From the ongoing, it is apparent that an appraisal of Social Studies was necessary in order to provide information on its improvement in order to enhance teaching and learning in primary schools. However, despite these isolated findings there is no documentary evidence of assessment of the implementation process. The study therefore evaluated the implementation of the radio programme in the teaching of Social Studies in Mathira Central Zone of Nyeri North District.

### **1.3 The Purpose of the Study**

The purpose of this study was to evaluate how social studies radio programme is being implemented in public primary schools in Mathira Central Zone, Central Province, Kenya.

#### **1.4 Objectives of the Study**

The study was guided by the following objectives:

1. To assess if the headteachers', teachers' and learners preparedness had influence on how social studies radio programme was taught and learnt.
2. To examine the resource materials available for the teaching and learning of social studies radio broadcast.
3. To determine whether age, gender, academic and professional qualifications of teachers has any influence on the teaching and learning of social studies through radio.
4. To establish the relationship between in-service course and implementation of social studies radio programme.
5. To determine the influence of primary school social studies radio programme on KCPE performance.

#### **1.5 Research Questions**

This study attempted to answer the following questions:

1. What influence does the preparation made by Headteachers', teachers' and learners' have on the implementation of social studies radio programme?
2. What broadcast resource materials were available for learning and teaching of social studies through radio?
3. Does the age, gender, academic and professional qualifications of teachers determine how social studies radio programme was implemented?

4. What was the relationship between in-service course training and how teachers conduct social studies radio lesson?
5. Does the use of radio programme influence KCPE performance in primary schools?

### **1.6 Significance of the Study**

Since radio broadcasts are prominent in the education system, the findings of the study may help curriculum developers, scriptwriters and artists in having a base on how to make radio lessons more interesting. A good example is including some drama in the programme. The study may sensitize school headteachers by providing some insight into the problems affecting radio programmes as a teaching and a learning medium. The analyzed data may help alleviate the problems experienced during the implementation of social studies radio programme.

### **1.7 Limitations of the Study**

The following were the limitations of the study. The first limitation was that many researches conducted have targeted teachers and pupils alike. This may have tired them to a point where they assume the exercise was a routine that wastes time without any visible impact; they may have treated current questions as a repeat of past exercises or answered them quickly in order to get back to their busy schedule. To counteract this limitation, the researcher created a rapport to dispel any fears.

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

The study only focused on public primary schools in Mathira Central Zone. In this study, private primary schools were left out because some could be using another curriculum other than the 8-4-4. The study sought to obtain information from class 7 and 8 pupils because they are the ones who have used radio broadcast lessons for a long time, therefore had more information over the same. The study also collected information from the social studies teachers whose learners participated in the research. Previous student experiences on the contributions of the implementation process may delimit them from responding to the research questions. The key respondents of the research were headteachers and teachers who are the chief implementers of the social studies school radio broadcast programme. Headteachers ensure effective learning through the radio programme by providing the necessary learning resources and facilities. Teachers make use of the appropriate materials, skills and techniques to teach social studies by radio.

### **1.9 Basic Assumptions of the Study**

During the research study, the following assumptions were made; that the respondents were honest and provided accurate and unbiased responses. The information gathered through the questionnaires enabled the researcher to make correct generalizations. Finally, given an alternative teaching aid Social Studies teachers would not use radio for their teaching.

## **1.10 Definition of Significant Terms**

For the purpose of this study, the following definitions of terms were adopted:

**Audio tape** refers to a sound tape contained in a cassette or cartridge

**Electronic media** refers to the radio and television as equipments used to give instructions

**Programme** refers to social studies radio broadcast item

**Radio** refers to telecommunication system that transmit audio information

**School broadcast** refers to educational broadcast specifically designed and transmitted for school by radio

**Social studies** refers to a part of school or college curriculum concerned with the study of social relationships and the functioning of society usually made up of subjects such as History, Civic Education, Business Studies, Geography and Emerging Issues

**Scriptwriter** refers to the person who writes down all the words to be spoken and all the radio production instructions

**Support materials** refers to teachers guidelines about the radio programme of lesson, teacher's notes, pupil's pamphlets, charts, posters and maps

**Video tape** refers to a magnetic tape carrying a series of television images recorded magnetically.

## **1.11 Organization of the Study**

This study is organized into five chapters. Chapter one outlines the context of the study , statement of the problem, purpose of the study, research objectives and questions, limitations and delimitations of the study, assumptions of the

study, definition of operational terms and organization of the study. Chapter Two is a review of literature related to the study. This review looks at what various scholars generally say on teaching by radio and social studies in particular. It also has the role of headteacher, teachers on radio broadcast, use of radio in the classroom and the availability of support materials. Theoretical and conceptual frameworks close the chapter.

Chapter three describes the methodology of the study, description of research design, target population, sample and sampling procedures and research instruments. Discussion on data collection procedures and data analysis techniques while Chapter four presents analyzed data and discussion of the research findings. Finally, Chapter five summarizes the findings, recommends and concludes of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter contains literature on the study variables. The literature reviewed is under such topics as use of radio in teaching, the role of the headteacher in the use of radio broadcasts ,the role of teacher in the use of radio programme; preparedness and use of radio in the classroom, support materials, problems encountered in teaching social studies by radio; a summary of the reviewed literature, theoretical framework and finally the conceptual framework.

#### **2.1 Use of Radio in Teaching**

Many authors that have written on the use of instructional materials in teaching social studies include Nwanna-Nzewunwa (2003), Heeks (1999), Kochhar (1986) and Alaka (1978). More specifically, underlined in the works of these authors that there is the use of radio in teaching social studies. Some authors showed that the radio is an important catalyst of pupils learning of social studies. The electronic media has been described as the most powerful weapon of social and business studies' instruction both in schools and anywhere social knowledge is impacted (Alaka, 1978).

The classroom teaching in developed countries, involves radio broadcast programmes as a supplement for a teacher. United Kingdom school radio provides programmes to support teaching across a wide range of primary

curriculum areas. The programmes offer a flexible, convenient resource with learning outcomes, which carefully target curriculum objectives. They offer complete, interactive, ready to use sessions intended to inspire and motivate pupils. Radio programmes in United Kingdom are available in pre-recorded formats. This enables the teacher to listen before use, in order to schedule within the current scheme of work. The on-line Teacher's Notes which are free and simple to download support radio programmes.

With regard to radio, implementation of Interactive Radio Instruction (IRI) Thailand was among the first in 1980s. Indonesia, Pakistan, Bangladesh and Nepal rolled out their own Interactive Radio Instruction projects in the 1990s. Latin America implemented Interactive Radio Instruction too (Faulder, 1984). Internationally, radio lessons tend to improve the quality of classroom teaching and to act as a regular, structured aid to poorly trained classroom teachers in under resourced schools. In the article : “ *Uses of Radio and TV in Education*” in UNESCO's ICT in education e-newsletter, shows that many IRI projects have a positive impact on learning outcomes and on educational equity .The Radio's economies of scale has proven to be a cost-effective strategy relative to other interventions. In Asia, 44 radio and TV universities in China have made extensive uses of both radio and TV to reach more of their respective large school populations. For these Chinese institutions, printed materials and audio cassettes often accompany broadcasts.

Teaching of most subjects in India's public schools done by rote learning. It is with much repetition and memorization but without teaching aid or student



interaction. Schools lack teaching materials and many teachers lack advanced teaching skills, making it difficult for young students to grasp abstract concepts like the learning of planets. This made the United States Agency for International Development (USAID) launch Interactive Radio Instruction, an educational communications effort that gives systematic instructions to teachers for instruction in social studies and other subjects through hands-on activity and ensures enthusiastic involvement of student. The airing of IRI is on governments "All Radio" (India), which has broad reach.

Children have a love for sound and respond to radio from a very early age. School radio aims at harnessing that love of sound through some of the traditional strengths of radio, which include story telling, music, songs, games, that involve sound discrimination. In Madagascar on Mondays, Wednesdays and Fridays there is excitement in the air as pupils go to school. The excitement is not just because of the radio but their teacher's enthusiasm, which is contagious. A recent study by *Appui Technique aux Educateurs et Communautés* (ATEC) and the Ministry of National Education (MEN) demonstrates that the Interactive Radio Instruction programmes have a significant impact on the instructional practices and of great benefit to the teachers.

In Uganda Radio is widely used by the Government both for civic and social education programmes and as a formal education tool in the schools. Television use in much the same way and over half of the broadcast time of Uganda Television Service is devoted to news and educational programmes.

Tanzanian children are taught literacy, numeracy, HIV and AIDS prevention, life skills related to health, hygiene, and nutrition through interactive radio instruction (IRI) Hall, B. & Dodd's, T. (1977). Education mentors lead children through the lessons using printed guides. Wind-up and solar-powered radios allow students and teachers to participate in radio education programmes even in remote locations. According to 2005, examination scores from districts where radio-based programmes were piloted students performed well. Between 82% and 87% of the students passed the standard national examinations, Simard (2008).

At independence, the Kenya Institute of Education became responsible for and was preparing and airing radio programmes for all subjects to supplement existing learning resources. The timetable was worked out in advance and sent to all schools and teachers who were then required to plan their lessons to coincide with the airtimes (Sanya, 2001).

These programmes were very popular, although they had serious setbacks. Firstly, schools needed to buy batteries, which in some cases they could not afford. Secondly, some parts of the country had very poor reception especially during the rainy months, rendering the use of the programmes impossible. Perhaps the main criticism of these programs was the fact that they were not interactive (Sanya, 2001). Furthermore, some of the content presented was not very challenging, especially for the brighter learners.

Despite these problems, in many instances this support service regarded as invaluable because it served to provide some kind of variety in the manner in

which delivered subject matter. Unfortunately, however, these programmes were phased out for more than 10 years ago because of the government's inability to pay for the needed airtime. This dealt a great blow to many students for whom these programmes were the only form of technology (Sanya, 2001).

There is also the problem of limited literature on teaching Social Studies through radio in Kenya. The researches done on radio broadcasts have covered all programmes and have not been limited to a particular subject area like social studies. An overview of studies done in other countries used set appropriate guidelines for this study.

Commenting on why the radio should be used, the Director of Kenya Institute of Education (KIE) (1964) stated that; “we admit we cannot cover the syllabus in any given term, but we are confident that there are many things we can do using the radio which you will find difficult to do. We can for example, introduce drama into your classroom thus helping to make learning more varied and interesting for your class”.

Since 1963, many radio programmes produced for primary, secondary and teacher training colleges in Kenya. The social studies radio programmes produced so far follows the school curriculum in existence. The ten programmes aired in a term are done by KBC in conjunction with the Kenya Institute of Education.

Ongeri (2008), noted that there are many challenges facing the education radio broadcasts including limited infrastructure and inadequate human resource. He however noted that KIE is engaged in developing programmes that are meant to improve the quality of education in this country. In his speech, he emphasized the importance of capacity building for implementers of curriculum in schools. He talked of the significant role media would play in promoting life-long learning. For example, it would be useful in educating the public on cross-cutting issues such as environmental conservation, HIV and AIDS, peace education, integrity, patriotism and social responsibility. Ongeri further said that in a rapidly changing world, a country would not be able to achieve global competitiveness by print alone. He concluded by saying that is for this reason that KIE has embraced the use of ICT in education, in tandem with international trends.

## **2.2 The Role of the Headteacher in the Use of Radio Broadcasts**

The scope and mode of using radio in the school also relies heavily on the headteacher. The part played by the headteacher in the whole exercise helps to determine the effectiveness, efficiency and shapes the use of radio broadcasts in schools. The headteacher in a primary school is the one responsible for providing teachers with media responsibility. Head teachers in Kenya ensure that: there are working radios in the school, a radio timetable, a class timetable indicating programmes and a school timetable showing the entire radio programme.

The headteacher should also ensure that teachers' guide notes are available and given to the teachers concerned, schemes of work include radio programmes, teachers incorporate radio programmes in their lesson preparation, necessary assistance and supervisory work are provided and make sure a teacher has been appointed to be in charge of all media materials and broadcasts programme in the school. The headteachers are encouraged to provide the necessary facilities and resources for effective teaching and learning.

### **2.3 The Role of the Teacher in the use of Radio Programme**

Teaching with any medium requires careful planning. If radio programmes are effectively used, the role of the teacher must be clearly spelt out. Proper utilization of radio programmes in the classroom involves many things. Some of these on teachers' attitude and others depend on the classroom environment, the weather condition, the number of students in the class and the availability of media resources.

To make effective use of radio programmes teachers need to encourage the students by motivating them to learn effectively from radio programmes (Odera, 2006). They need to help students to benefit from listening to radio broadcasts. The quality of the programmes also contributes to their effectiveness in meeting the learning needs of the pupils. Experience reveals that the role of teacher is very important in the effective utilization of radio programmes (Odera, 2006). The classroom needs organization to provide the optimum conditions for listening.

## **2.4 Preparedness and use of Radio in the Classroom**

Broadcasting of radio occurs periodically. The classroom teacher will have prepared the pupils well in advance of the broadcast. For the teachers to prepare effectively for radio lessons, they need broadcast timetables, which schools receive well ahead of broadcast time. Once timetables are received, the teacher is able to choose what he or she wants and then organizes his class time accordingly. Nzioka (1983) revealed that a large percentage of teachers do not receive the timetables early enough. Many schools face the problem of fitting the broadcast timetable in their daily lessons conflicting with lessons on the daily school timetables.

To help further preparation for radio broadcast, teachers also need a handbook, which contains full details of the programme. These handbooks tell the teachers what to do with the classes, how to do it and how to make full use of the lessons. A study by KIE revealed that teachers notes were lacking in all school visited. Far from the above preparations, the classroom teacher is to arrange the classroom properly. Dale (1969) stressed this point that classroom be arranged for learning by listening. He suggested that classrooms should not be overcrowded so that the programme is in the usual learning setting. It is also important that the classroom teacher guide pupils to respond to the radio teacher in time so that learning will be effective. Chosen and developed instructional tools can provide a variety of experiences, which enhance the learning for pupils at all, levels of development.

## **2.5 Support Materials**

To be able to support the efforts of the radio teacher, the classroom teacher needs support materials. The need for support materials goes with the Chinese saying, “When I hear I forget, when I see I remember when I do I understand”. There is need for more support materials for teaching social studies by radio lessons (Nguchu, 1981). The materials that relate to the purpose of the programme should be at hand like maps, charts and demonstration materials. In addition preliminary questions should be written on the chalkboard early enough.

## **2.6 Problems Encountered in Teaching Social studies by Radio**

For effective radio lesson, reaching pupils is important. In addition, what radio teacher conveys must be understood and pupils to act as required by the radio teacher. Quite often, these three elements are missing in the radio broadcast. During the KIE, in-service course for primary teachers (1997) the teachers raised complains that radio lessons were not effective due to poor sound reception. Pronunciation can also be a serious blockage to communicating and especially to understanding.

Nzioka (1983) observed that some schools had radios but they had no batteries, while some others had to have pupils combined in one class making it difficult to learn. In most schools radio lessons conflicted with other lessons in the school timetable.

it difficult to learn because of the large numbers. In most schools radio lessons conflicted with other lessons in the school timetable.

The radio possesses some advantages that make them unique in social studies (Akpan, 1987). For one thing, it provides the teacher with interesting and compelling platforms for conveying information since it motivates learners to want to learn more and more. In addition, by providing opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. Further, the teacher assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic in the subject (Keegan, 1983).

## **2.7 Summary of the Literature Review**

The radio is perhaps the most prominent audio teaching aid used in social studies (Kochhar, 1988). Radio sets are widespread and this is connected to the fact that they are readily affordable (Sweeney and Parlato, 1982). The radio broadcast communicates educational, cultural and social knowledge. The confirmation of radio effectiveness towards attaining these ends is its ability to cover events appropriately and enable information be communicated to a wide audience at the same time in this case to all the pupils. A very wide coverage of audience is possible through radio lectures prepared by experts and relayed to a vast number of people at the same time (Perraton, 1978). Evaluation conducted in many countries and contexts has shown that there significant learning achieved through radio, meriting its inclusion as one of a compendium of tools for any classroom.



Radio broadcasting, which began on a large scale in the 1920s, has proven to be a universally popular and adaptable form of mass communication. Across the globe, no other mass medium has attained comparable levels of audience saturation and acceptance. Even in technologically advanced societies where television has become people's primary source for news and entertainment, radio remains a vital source of information. It has retained such influence because of its credibility, portability, and relatively low production and distribution costs.

## **2.8 Theoretical Framework: CIPP Model**

The study adopted the Context, Input, Process and Product (CIPP) evaluation model proposed by Stufflebeam's as in Payne, (1994). The model as steps or stages is a comprehensive evaluation. The context evaluation is what others refer to as situational analysis. The input and process evaluations is very relevant to this study. The input evaluation includes activities such as a description of the programme resources and programme benefits. The CIPP model will be useful in helping the researcher to identify the various inputs, including the timetables, teacher's notes, workshops and seminars attended by teachers.

Process evaluation component involves an examination of how the programme is implemented, monitored, audited and making sure it is following the required legal and ethical guidelines as well as identification of the defects in the procedural design or implementation. Applied to the study, the process of evaluation helps to assess the implementation, decisions like classroom

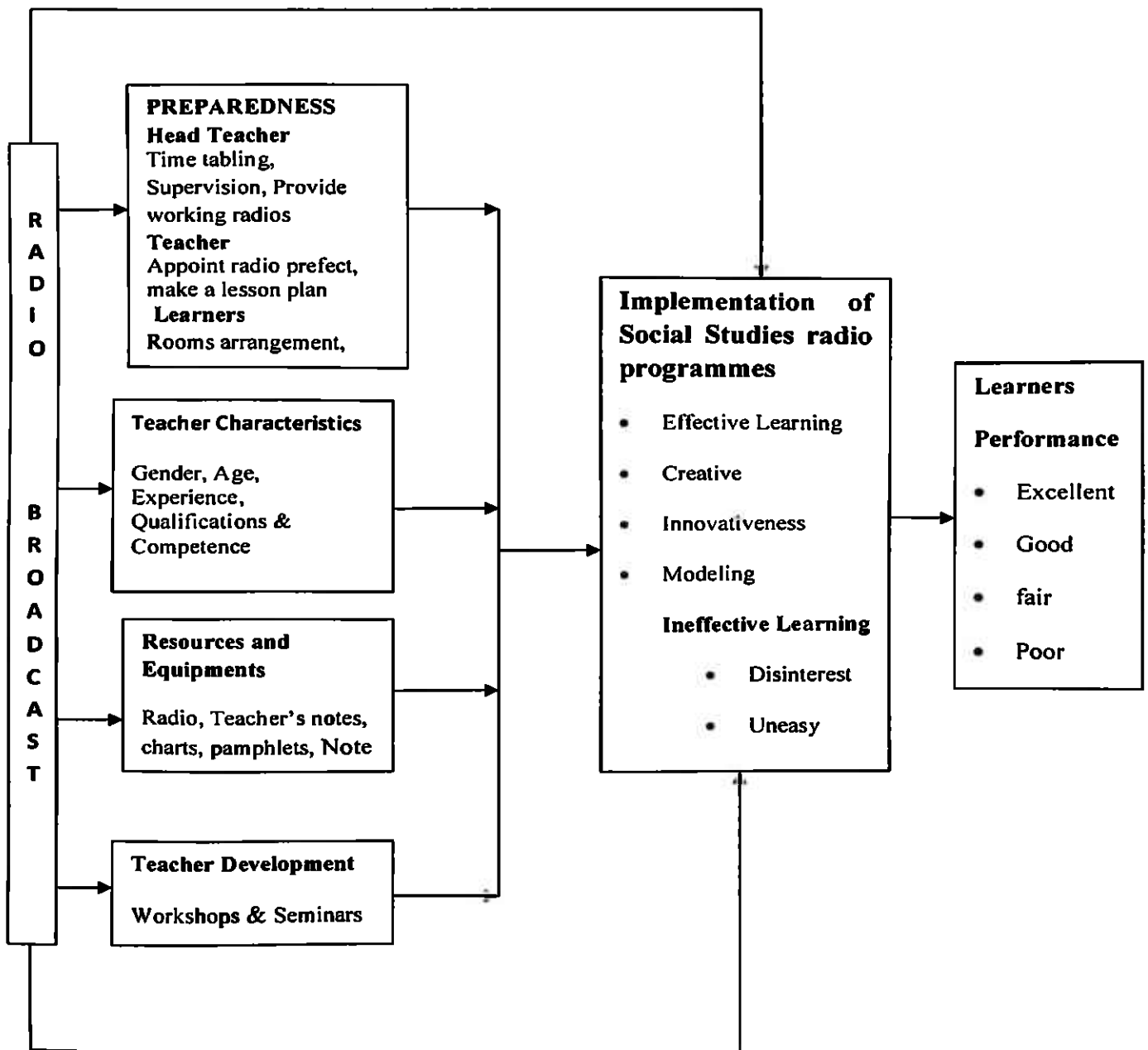
The final component is the product evaluation, which includes determining and evaluating general and specific outcomes of the programme, measuring anticipated outcomes, attempting to find unanticipated outcomes and assessing merits and demerits of the programme. The product evaluation is useful in making summative evaluation decisions. The summative evaluation conducted for the purpose of accountability requires determination of the overall effectiveness and worth of an evaluation. High-level programme administrators and policy makers assisting them in making continuation decisions use the information collected at this level.

The CIPP model is applicable in assessing the suitability and effectiveness of the radio broadcast lesson. Therefore, this study followed the CIPP model as a basis for advising the relevant stakeholders on how to sustain, maintain and improve the radio broadcast to schools.

## **2.9 Conceptual Framework**

Implementation of the social studies radio programmes in schools greatly depends on how well the input and process variables interact to realize a wholesome product. The implementation of Radio Broadcast Model indicates that when the input variables are adequate, there is effective implementation of social studies radio programme, while the reverse is true. The implementation of social studies radio programme improves learners' performance. Ineffective implementation of social studies radio programme results to poor learners' performance.

## 2.1 Radio Broadcast Implementation Model



(Researchers own source)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research design, target population, sample and sampling procedures. This section also includes research instruments, reliability and validity of research instruments, data collection techniques and data analysis techniques.

#### **3.1 Research Design**

The researcher used the descriptive survey design, utilizing both qualitative and quantitative approaches. According to Polit (1995), descriptive research design involves collection of information from members of a group of student's, teachers or other persons associated with the educational process and the analyses of the information to illuminate important educational issues. This study elicited information from teachers and students in various schools. Best and Kahn (1993) and Polit (1995) assert that the purpose of descriptive survey is to observe, describe and document aspects of a situation as it naturally occurs. It attempts to describe what was or what is in a social system such as a school.

The study also assessed the extent of the implementation of social studies radio programme. The study was to determine whether there is any

relationship between teacher development and the outcome of the implementation process (Kothari, 2004)

### **3.2 Target Population**

There are 20 public primary schools in Mathira Central zone with enrolment of 1710 pupils in classes 7 and 8 (Mathira Division Primary Schools Enrolment, November 2008). The study targeted social studies classes 7 and 8 pupils and 20 headteachers as well as 179 teachers (Mathira Division Primary Schools Enrolment, November 2008). The study targeted schools in Mathira Central zone because of the clarity of the signal transmission in the area for the radio broadcasts (KIE Report No.65 1999).

### **3.3 Sample Size and Sampling Techniques**

In this study, purposive sampling to select 40 social studies teachers representing 22.3% of the total teacher population was employed (Orodho, 2009). In single streamed schools, only one teacher per class participated, while in double or three streamed schools only two randomly teachers selected participated. The researcher randomly selected 20 pupils from each school using the lottery technique, 10 pupils in class 7 and 10 pupils in class 8. This was to ensure that each pupil was given a chance of being selected. This represented 23.4% of the total pupil's population of 1710 participants.

### **3.4 Research Instruments**

In social science research, the most commonly used instruments are questionnaires, interview schedules, observation forms and standardized tests (Mugenda and Mugenda, 1999). The researcher developed and used the following research instruments:

#### **(a) Observation schedules**

The study adopted a complete observer technique to complement other strategies. During the study, the observer checked and recorded the observable aspects including availability of radio, timetable, radio notes, class size, arrangement and learner/teacher involvement. The observation was to ascertain the effectiveness of the radio broadcast lessons in schools. This technique was useful in allowing for a comprehensive view of the whole study. It also enabled the researcher to gain a more objective view of the reality of the study.

#### **(a) Questionnaires**

The headteachers and teachers questionnaire had two sections. Section A was on demographic information while section B had items seeking information on utilization of radio programmes in teaching of Social Studies. Pupil's questionnaire had one section that sought their view on social studies radio broadcast. Questionnaires were suitable because answers are anonymous, one can use distant respondents and it is an evidence of research having taken place.

### **3.5 Reliability and Validity of the Instruments**

Pre-testing was conducted to assist in determining accuracy, clarity and suitability of the research instruments. Borg and Gall (1989), note that two to three cases are sufficient for some pilot studies. The subjects in this research were from a homogenous group hence a sample of three sufficed. The purpose of the pre-test was to assist the researcher identify the items which were inadequate so as to make necessary corrections, examine responses to determine the level of ambiguity of the questions and determine the percentage of responses validity. The study used content validity, which examined whether the instruments answer the research questions (Borg and Gall, 1996). The study also ensured instrument's validity by checking from the responses if they were able to answer what they were intended to answer. The researcher critically assessed the consistency of the responses on each pair of the pre-tested questionnaires to make a judgment on their reliability.

#### **3.5.1 Instruments' Reliability**

To measure instrument's reliability, the Test-retest method was used. Orodho (2005), points out that reliability of instruments is their consistency in producing the same results. The test-retest method requires two testing sessions. The instruments were pre-tested in a span of two weeks, and a computation of each subject total score from the two tests made. The high correlation coefficient determined was an indicator of the high level of consistency of the instruments. To enhance reliability of the instruments, a pre-test study took place in a school in Mathira East Zone. The reason behind

pre-testing was to assess the clarity of the questionnaire items and the observation schedule.

### **3.5.2 Instruments' Validity**

To ascertain the validity of the questionnaires, a panel of three experts competent in the aspects of the study assessed the relevance of the content used in the questionnaires that were developed (Orodho, 2005). The judges examined carefully individual questionnaire. The feedback provided by the judges was incorporated in the final questionnaires.

### **3.6 Data collection procedures**

The researcher sought permission to conduct the study from the Ministry of Education. The researcher then proceeded to seek authority from the District Commissioner (DC) and the District Education Officer (DEO) Nyeri North District. The researcher booked appointments with the schools where some questionnaires were self administered to the headteachers, teachers and pupils. The researcher also accessed school timetable, class timetables, class registers and teachers guides from primary schools to obtain more information.

### **3.7 Data Analysis Techniques**

The data analysis process involved used the SPSS (Statistical Package for Social Sciences) programme version 12.0, Micro Soft (MS) windows for developing a codebook, tabulations and drawing statistical inferences. Analysis was through tabulations, computations of percentages and



coefficients of correlation. There was application of descriptive statistics and inferential statistics. It went beyond the presentation of data, and its simple arithmetic manipulation considering basic patterns within it and differences between sub-groups in our sample (Gorard, 2001).

The study also used frequencies and percentages as they easily communicate the research findings to a majority of readers. (Gay, 1992) noted that frequencies easily show the number of times a response occurs or the number of subjects in a given category. Qualitative data from questionnaires and observation schedules carefully read paying particular attention to comments, ideas and concerns from the participants. A detailed analysis of collected data in the next chapter.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

The chapter deals with the results of data obtained from the study on the implementation of the social studies radio broadcast in primary schools. The chapter focuses on questionnaire return rate, demographic information of the respondents and results on the evaluation of the implementation of primary schools social studies radio programme. Data collected were analyzed and presented in tables, frequency distributions, percentages, bar graphs and pie charts while frequencies and percentages were used to analyse the data.

#### **4.1 Questionnaire Return Rate**

Questionnaire completion rate is the proportion of the sample that participated as intended in all the research procedures. In this study, out of the 20 headteachers sampled, 18 (90%) returned the questionnaires. Out of the 40 social studies teachers sampled, 34 (85%) returned the questionnaires. Out of 400 pupils, 335 (83.8%) returned the questionnaires. These return rates were deemed adequate for the study.

#### **4.2 Demographic Characteristic of Respondents**

Demographic information of the respondents was based on gender, age, academic qualifications, experience as headteachers, teaching experience, and academic qualifications. These demographics are presented in this section.

### **Gender and Age of Teachers and Head teachers**

Data on the gender of headteachers revealed that most 13 (72.2%) of the head teachers of the primary schools in Mathira Central Zone are males; with only 5 (28.8%) being females. This implies that majority of the schools in the division are headed by male headteachers. Data on the gender of teachers revealed that majority 21 (61.8%) of the teachers teaching social studies were males with only 13 (38.2%) of them being females. This further shows male dominance in the teaching of Social Studies.

### **Age Distribution of the Headteachers and Teachers**

The headteachers and teachers were asked to indicate their ages. Data on the age distribution of the headteachers and teachers is presented in table 4.1

**Table 4.1 Age Distribution of the Headteachers and Teachers**

<b>Age Category</b>	<b>Headteachers</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>
Below 25 years	-	-	1	2.9
25-34 years	1	5.6	4	11.8
35-44 years	5	27.8	10	29.4
45-54 years	12	66.7	17	50
Over 54 years	-	-	2	5.9
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>34</b>	<b>100</b>

Data revealed that most of the headteachers 12 (66.7%) were aged 45 and 54 years. Likewise majority of the teachers 17 (50%) were in the same age category. While 5 (27.8%) headteachers were aged between 35 and 44 years, 10 (29.4%) teachers were in the same age bracket.

## **Academic and Professional Qualifications of Teachers**

The researcher sought to find out the gender, age, professional qualifications and teaching experience of the respondents in the study. Data on the gender and age of pupil's was not required since social studies subject is compulsory for all pupils in the primary level education.

### **Experience as a Head teacher**

Experienced head teachers are likely to be instrumental in stirring the teachers towards implementation of the social studies radio programme. It is with this in mind that the research set to find out how long the headteachers had served in headship position. The findings are presented in table 4.2.

**Table 4.2 Experience as headteacher**

<b>Experience</b>	<b>F</b>	<b>%</b>
1-5 years	4	21.1
6-10 years	5	26.3
11-15 years	5	26.3
16-20 years	4	21.1
Total	18	94.7
<b>Total</b>	<b>18</b>	<b>100.0</b>

On average, at least 10 (55.6%) of the head teachers who participated in the study had an experience of between 6-15 years. It is worth noting that 4 (22.2%) of the head teachers had served for a period of 16-20 years, with about 9 (50%) had served as head teachers for 6 to 20 years. The headteachers were further asked to indicate their experience as headteachers in the current station. The findings showed that 10 (52.6%) had been in the current station

for between 1 and 5 years, 7 (36.8%) had been in the current station for between 11 and 15 years. Many writers including Perraton (1978) have proposed that educational radio can be most effective when supported by trained and experienced facilitators, group learning, group discussion (dialogues), feedback, and the use of multimedia approaches.

Teachers were asked to indicate their teaching experience. The findings are presented in table 4.3.

**Table 4.3 Teaching Experience of the Respondents**

Teaching experience	Teaching experience in the teaching career		Teaching experience in the teaching in the current station	
	F	%	f	%
1 – 5 years	4	11.8	15	44.1
6-10 years	10	29.4	9	26.5
11-15 years	2	5.9	4	11.8
16-20 years	10	29.4	1	2.9
20 years and above	7	20.6	-	-
<b>Total</b>	<b>34</b>	<b>100.0</b>	<b>34</b>	<b>100</b>

Majority 10 (55.6%) of the teachers had 6-10 years of teaching experience while the same number of teachers had worked for between 16 and 20 ears. This shows that that most teachers had an experience of above 6 years, which means they have adequate information on the implementation of radio broadcast on social studies.

Asked about their experience in the current station, 15 (44.1%) said that they had worked in their current stations for 1-5 years. As 9 (26.5 %) indicated, they had worked in their current stations for 6-10 years. A mere 5 (14.7%) said that they had less than one year of teaching in current station. Therefore,

all should be well informed of the running of the school and familiar with school programmes and hence participate effectively during the implementation process.

### **Academic Qualifications of Head teachers and Teachers**

The research sought to find out whether the academic qualifications of the head teachers in any way influenced the implementation of social studies radio broadcast programme. Headteachers and teachers were therefore asked to indicate their highest academic qualifications. Their responses are presented in table 4.4.

**Table 4.4 Highest Academic Qualification**

<b>Academic Qualifications</b>	<b>HeadTeachers</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>
P1 Certificate	6	33.3	21	61.8
S1/Diploma in Education	-	-	3	8.8
B.Ed	11	57.9	2	5.9
BA General	1	5.3	1	2.9
B.Sc	-	-	3	8.8
Masters In Education	-	-	2	5.9
Others	-	-	2	5.9
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>34</b>	<b>100</b>

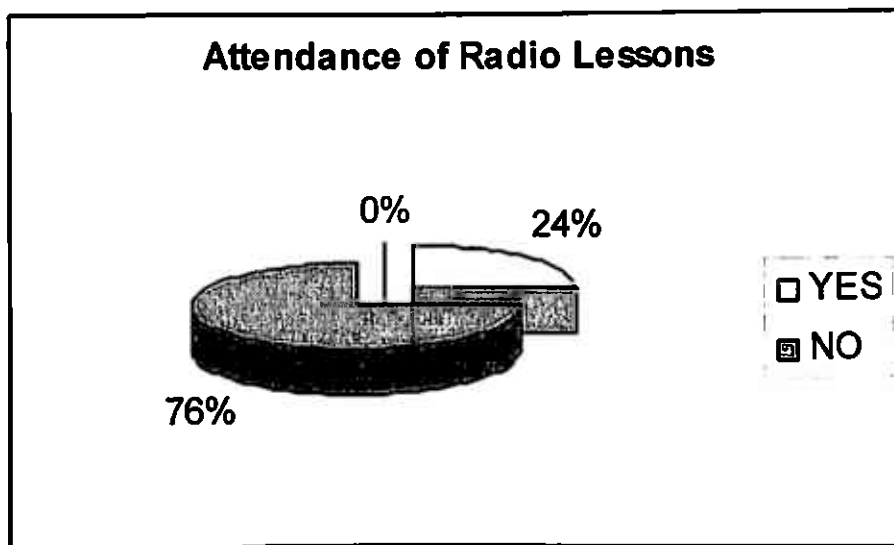
Data revealed that the headteachers had higher academic qualifications than the teachers. While majority of the headteachers 11 (57.9%) were holders of Bachelor of Education degree, majority of the teachers 21 (61.8%) were holders of P1 certificate. The finding indicates that those teaching social studies by radio broadcast are experienced and qualified teachers, who understand the importance of using the multimedia in teaching learning

process. Teachers in Mathira central zone are knowledgeable as indicated by their levels of education. Failure to implement social studies radio programme can only be attributed to attitude because neither academic nor professional knowledge is the contributing factor.

#### 4.3 Influence of Preparedness on Social Studies Radio Programmes

To investigate whether the implementation of primary school social studies radio broadcast has effectively been done, the study sought to find out if learners attend radio lessons. The data is presented in figure 4.1.

**Figure 4.1: Pupils responses on whether they attended radio lesson broadcast**



Most 256 (76%) of the learners said that they have never attended radio broadcast lessons, only 79 (24%) reported that they do attend the radio broadcast lessons. Teacher and learner's preparation is essential in the transmission of knowledge through interactive mechanisms including the

radio. Before presentation or listening to the radio programme, learners must be adequately prepared. In this case, majority of those entrusted to the implementation of social studies radio programme are not playing their role.

When learner's were asked to confirm the radio clarity, 237 (70.7%) of the pupils reported that the radios were not very clear, with only 98 (29.3%) saying that the radios were clear. The study revealed that 301 (89.9%) of the pupils felt the radio was inaudible, 34 (29.1%) said the available radios had low volumes making it hard for the learners to hear the taught content. A major challenge and aspect of consideration in the instructional process through radio, is the ability of the learner to listen carefully and hear more clearly the content under communication.

#### 4.4 Awareness, Availability and Inaudibility of the Radio

The study also sought to determine the awareness, availability and inaudibility of the radio. The teachers were therefore asked to indicate their awareness of the radio broadcast, whether they had a radio set and how audible the radio were. The findings are tabulated in table 4.5.

**Table 4.5 Awareness, Availability and Inaudibility of the Radio**

Response	Aware of Radio Broadcasts		Have a Radio Set		Inaudibility of Radio	
	F	%	F	%	F	%
Yes	27	79.4	4	10.1	20	58.8
No	7	20.6	30	89.9	14	41.2
<b>Total</b>	<b>34</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>



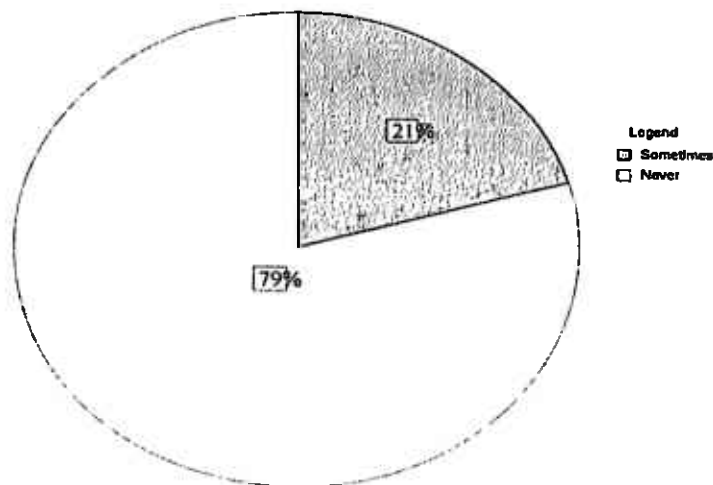
The teachers were in agreement with the learners, as 27 (79.4%) of the teachers said they were aware of the radio broadcast lessons, minority 7 (20.6%) said they were not aware of the broadcasts. At least 14 (41.2%) of the teachers said that they had no radio sets with 20 (58.8%) reporting that they had radio sets but some not in good working condition.

#### **4.5 Influence of Resource Materials on Teaching and Learning of Social Studies Radio Broadcasts.**

To determine the influence of resource materials on teaching and learning of social studies radio broadcast. Teachers were therefore asked to indicate whether they received broadcast materials. Data revealed that 30 (88.2%) of the teachers said that they never received broadcast materials as compared to 4 (11.8%) who said that they received materials sometimes. Availability and timely provision of the teaching and learning materials during the broadcast lessons is a necessary process in ensuring achievement of instructional objectives.

Teachers were also asked to indicate whether they received broadcast materials in advance. Their responses are presented in figure 4.2.

**Figure 4.2 Teachers' responses on whether they Received Broadcast Materials in Advance**



Data showed that 7 (20.6%) teachers indicated that they received the materials in advance sometimes while 27 (79.4%) indicated that they never received materials in advance. The finding concur with Nzioka (1983) who found that a large percentage of teachers do not receive the timetables early enough. Failure of the materials to reach the schools in time is a major hindrance to the effective implementation of social studies through radio broadcasts. There is need for more support materials for teaching social studies by radio lessons (Nguchu, 1981). The materials that relate to the purpose of the programme should be at hand like maps, charts and demonstration materials.

Teachers were also asked to indicate whether they received broadcast time table. The findings are presented in table 4.6.

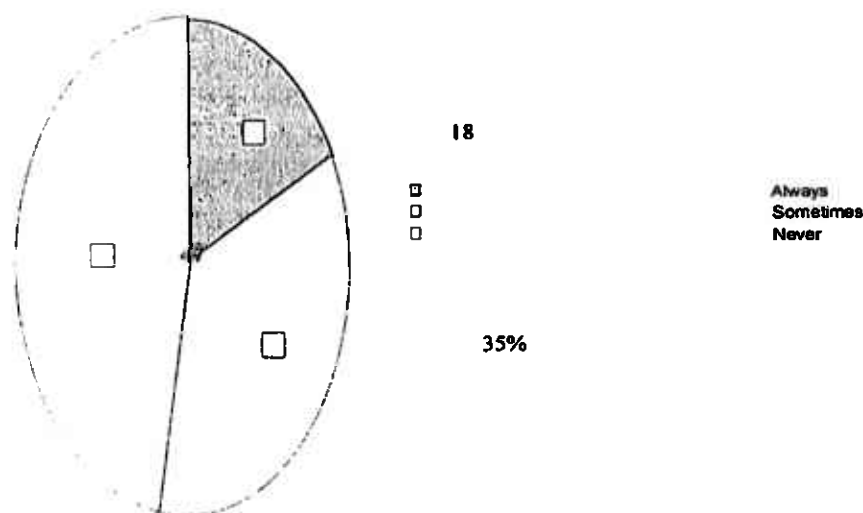
**Table 4.6: Teachers responses on whether they received Broadcast Timetable**

<b>Frequency</b>	<b>Receiving before lessons start</b>		<b>Receiving after lessons start</b>	
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>
Always	6	17.6	9	26.5
Sometimes	12	35.3	3	8.8
Never	15	44.1	20	58.8
Others	1	2.9	2	5.9
<b>Total</b>	<b>34</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>

Data received showed that and this was confirmed by teachers who reported strongly that they never 15 (44.1%) receive a copy of the broadcast timetable on time. Majority 20 (58.8%) said that they receive them sometime after the broadcast begins, 9 (26.5%) reporting that they do receive these materials even after the broadcast has began. The findings indicate that many schools therefore are faced with the problem of fitting the broadcast periods in their class timetables, hence conflicting with lessons on the daily school timetables. The findings agree with Nzioka (1983) who revealed that a large percentage of teachers do not receive the timetables early enough hence many schools face the problem of fitting the broadcast timetable in their daily lessons conflicting with lessons on the daily school timetables.

The teachers were also asked to indicate whether they received the time tables. The data is presented in figure 4.3.

**Figure 4.3: Teachers' responses on whether they received Radio Broadcast Time table**



The teachers were further asked whether they received the broadcast materials before the term begun or when the term begun. The data is presented in table 4.7.

**Table 4.7: Teachers responses on when Broadcast Materials are received**

When Broadcast Timetable is Received	f	%
Always Before Broadcast Begins	9	26.5
Sometime After Broadcast Begin	3	8.8
Always After Broadcast Began	20	58.8
Others	2	5.9
<b>Total</b>	<b>34</b>	<b>100</b>

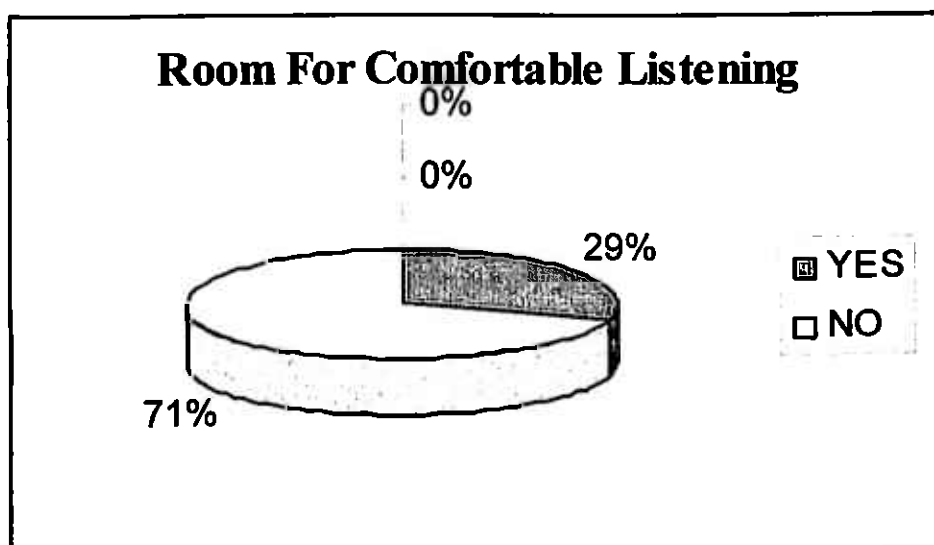
Most teachers said that they receive the radio timetable after the broadcast term has begun, as reported by 20 (58.8%), while 9 (26.5%) reported that they always receive the broadcast timetable in time only 3 (8.8%) said that the timetable was not received in time.

The study also sought to find out the clarity of the broadcast lessons and whether the lessons were provided for in the timetable. Findings revealed that since many schools do not have a radio set, they do not have a provision for the same on the timetable. Fifty-two point two (52.2%) percent of the teachers said that they did not have the radio broadcasts on the timetable, the other 47.1% had radio broadcast lessons timetabled but many were not implementing the lessons as reported by the teachers. Failure to implement the radio broadcast limits learners in enhancing their performance.

#### 4.6 Room for learners listening comfortably as expressed by teachers

To establish whether the rooms that pupils use for the radio lessons were comfortable, teachers were therefore asked to indicate whether the rooms that pupils used were comfortable for radio lessons. Their responses are presented in figure 4.4.

**Figure 4.4: Room for Comfortable Listening**



Findings revealed that majority 24 (71%) of the teachers did not have adequate room for comfortable listening to the radio broadcast lessons. Only 10 (29%) teachers complained that they had adequate room or space for listening to the broadcast. Majority 246 (73.45%) of the pupils also reported that they were not able to listen to the broadcasts comfortably due to overcrowding in the classrooms hence this affected implementation of the radio lessons. Physical environment is one of the necessary resources for successful implementation of the radio broadcast lessons.

Lack of space for radio lesson is in line with Dale (1969) who stressed the importance of classroom arrangement and its suitability for learning by listening. He suggested that classrooms should not be overcrowded so that the radio programme can be received in the usual learning setting. According to Odera (2006), also concurs that there should be provision of optimum conditions for radio lessons; that classrooms where pupils listen need to be organized for effective listening.

#### **4.7 Relationship between in-servicing of Teachers and Implementation of Social Studies Radio Programmes**

Implementation of the Social studies radio broadcast depends upon the competence, training, in-service course and teacher abilities. The study further examined the various teacher characteristics that may have had an influence on the radio broadcast programme. To establish the relationship between in-service course and implementation of Social Studies Radio Lessons, the data collected from the research study indicated that most 12 (35.3%) teachers only

revised important points of the topics taught through the radio broadcast programme. It also revealed that 8 (23.5%) of teachers teach neither before nor after the radio broadcast programme. While 4 (11.8%) of the respondents said, they teach before and after the radio broadcasts. Perraton (1978) argued that for successful utilization of educational radio programme there was need for trained facilitators. Similarly, Higgs and Mbithi (1977) contend that good radio programme has to be backed by careful training of trainers, preparation of training materials and continuous improvements in these.

**Table 4.8: Teachers' Responses on when they taught Radio Lessons**

<b>Teaching of Radio Lessons Covered</b>		
	<b>f</b>	<b>%</b>
Teach Before Broadcasts	4	11.8
Teach After Broadcasts	4	11.8
Do Neither 1 or 2	8	23.5
Only Revise Most Important Points	12	35.3
Others	6	17.6
<b>Total</b>	<b>34</b>	<b>100.0</b>

To establish the reasons for using radio lessons, the teachers were used to indicate the reasons for using radio broadcast. Findings indicated that they used the radio broadcast to help in supplementing their lessons as reported by 24 (70.6%). Some 6 (17.6%) of the teachers argued that students like radio broadcasts as 1 (2.9%) argued that this is an initiative provided for by the Ministry of Education. Faudler (1984) who argued that radio broadcasts are used to supplement normal classroom teaching supports the use of the radio

broadcast for supplementing lessons. Internationally, radio lessons tend to improve the quality of classroom teaching and to act as a regular, structured aid to poorly trained classroom teachers in under resourced schools (Byram, Kaute, and Matenge, 1980; Jamison and McAnany, 1978; Hall and Dodd's, 1977; White, 1977; McAnany, 1976). According to Kochlar (1988), the radio is perhaps the most prominent audio teaching aid used in social studies. The widespread use of radio sets connects with the fact that many schools own radio sets since it is readily affordable (Sweeney and Parlato, 1982).

**Table 4.9: Teachers Views on necessity of Broadcast Lessons**

<b>Importance of Educational Broadcasts</b>		
	<b>f</b>	<b>%</b>
Provided by Ministry	1	2.9
Pupils like them	6	17.6
Others	3	8.8
<b>Total</b>	<b>34</b>	<b>100.0</b>

#### **4.8 Influence of Primary School Social Studies Radio Programmes on KCPE Performance**

It was of interest to the research to seek information on the importance of radio broadcasts in teaching of social studies in primary schools. The findings from the study revealed that radio broadcasts were mainly used for providing a summary and emphasis on the taught materials in schools, as reported by six (17.6%) of the teachers who participated in the study. A similar proportion attributed the use of radio broadcasts to helping break the monotony of normal

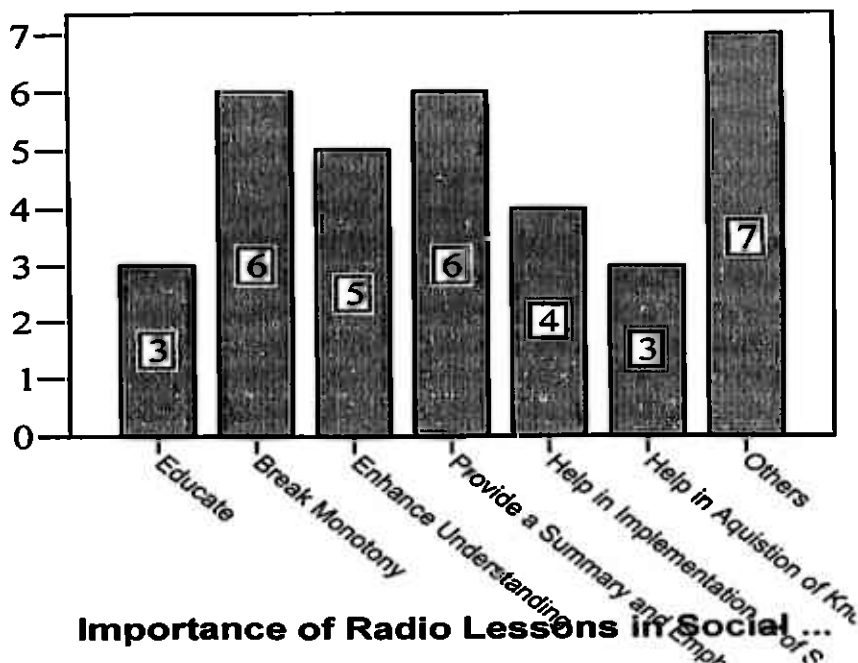


classroom teaching. It was the feeling of three (8.8%) of the teachers that radio, broadcast lessons be used in educating learners.

Enhancement of understanding among the learners as noted by five (14.7%) teachers as another three (8.85%) of them noted that the broadcasts are used to enable learners acquire knowledge and skills that are necessary in the implementation of the social studies curriculum. Radio broadcast readily communicate educational, cultural and social knowledge. The confirmation of radio effectiveness is in its ability to cover events appropriately and enable information communicated to a wide audience including pupils. A very wide coverage of audience is possible (Perraton, 1978).

The teachers were unable to comment on the clarity of radio lesson, content of materials, methods of asking questions and activities used in implementation of the radio broadcasts in schools. This can be attributed to their not implementing the radio programmes.

**Figure 4.5: Pupils' Responses' on the Importance of Social Studies Radio Broadcast Lessons**

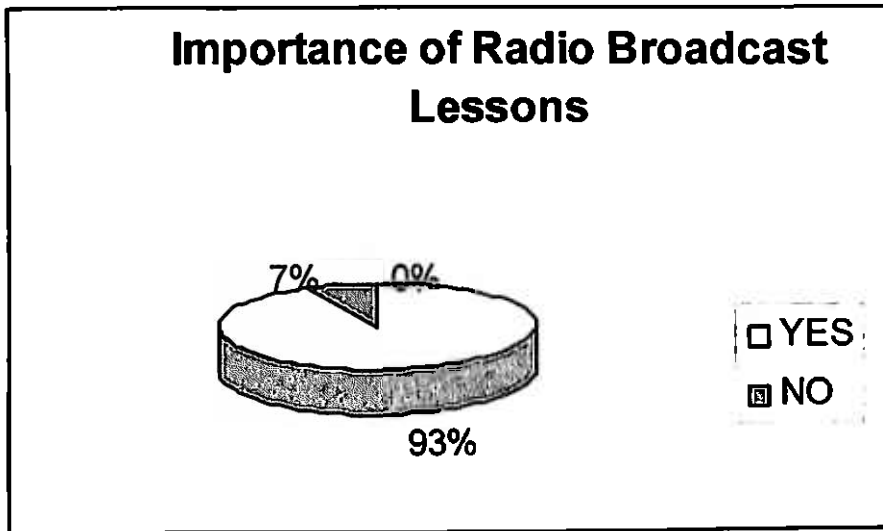


#### **4.9 Importance of Social Studies Radio Broadcast**

Asked whether they felt that radio broadcast lessons are important, 312 (93%) of the learners felt that radio broadcast lessons were important in helping them understand and gain useful skills in social studies. While 23 (7%) of the respondents said that the radio broadcast lessons were not important since most of them are unable to attend. Research studies indicate that children who learn by broadcasts do better than those who do not, for instance in a project for teaching by radio to school children in primary grades in Nicaragua, students who were taught through radio lessons achieved significantly higher scores in the final evaluation than those taught through regular, face-to-face, classroom instruction. Rural students, tested against rural control groups,

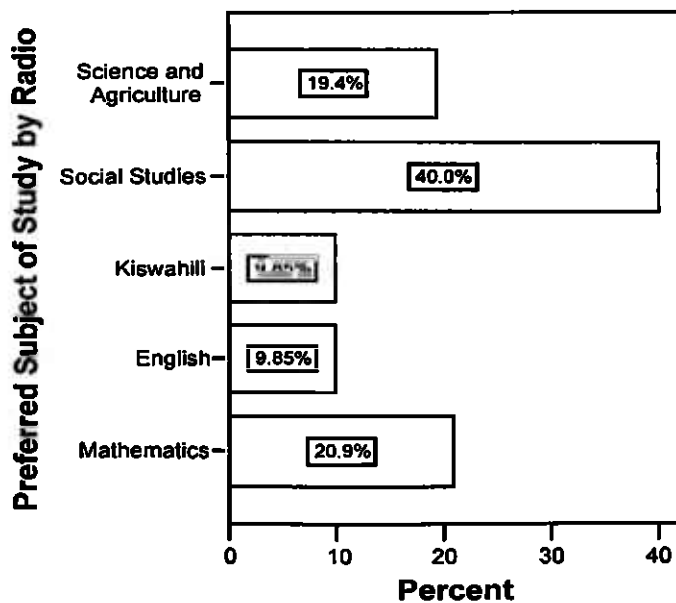
benefited more than urban students tested against urban control groups (Perraton, 1978).

**Figure 4.6: Importance of Radio Broadcast Lessons**



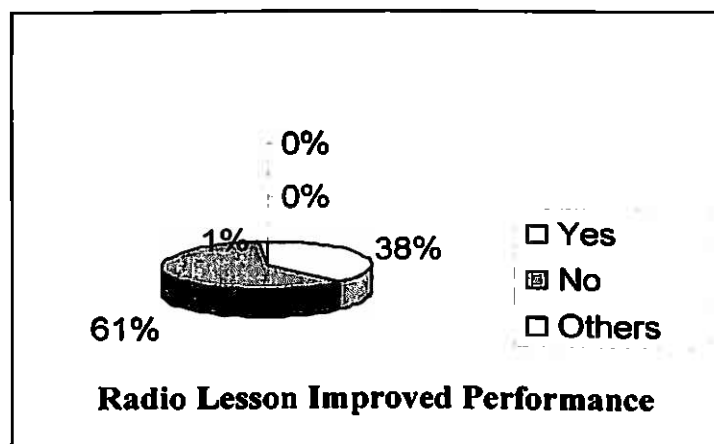
The learners said that their preferred subject of study by radio broadcast lessons was Social studies as expressed by 134 (40%) of the learners. The second best subject was Mathematics, followed by Science and Agriculture with English and Kiswahili having preference by 34 (9.9%) respectively.

**Figure 4.7: Preferred Subject of Study by Radio Broadcast**



The data collected from the learners indicated that majority 204 (60.9%) felt that radio broadcast lessons had not helped improve their performance, only 127 (37.9%) said that the radio lessons have helped them improve in performance. A small group of the learners could not respond to confirm whether it had helped or not.

**Figure 4.8: Radio Lesson Improves Performance as Expressed by Pupils**



The pupils reported that the social studies radio programme had helped them improve in performance. At least 87 (26%) rated their performance after attending the lessons as excellent, 91 (27.25%) as very good and 23 (6.9%) felt that it had a fair effect on their performance in social studies.

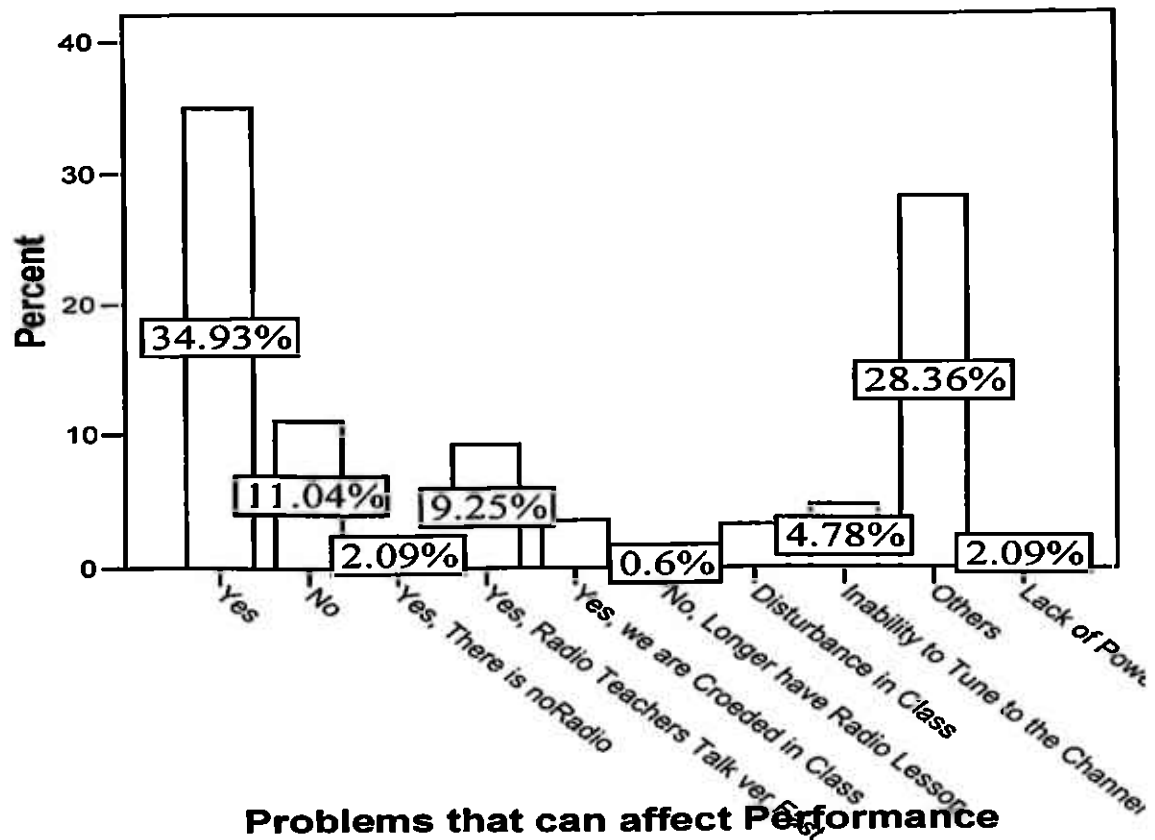
**Figure 4.10: Rating of Social Studies Performance**

<b>Rating of Social Studies Performance</b>	<b>f</b>	<b>%</b>
Excellent	87	26.0
Fair	23	6.9
Poor	42	12.5
Very Poor	35	10.4
Others	57	17
<b>Total</b>	<b>335</b>	<b>100.0</b>

#### **4.10 Teachers and Pupils responses on the Challenges in the Implementation of the Social Studies Radio Broadcast**

According to 117 (34.9%) of the learners, social studies radio broadcast faces some problems including lack of radios, radio teachers talking very fast, crowded classrooms, noise and poor signal reception. Some areas do not have power and are unable to purchase cells required for the school radio programme. The finding supported complaints from teachers during the KIE in-service course for primary teachers (1997) that radio lessons were not effective due to poor sound reception. Pronunciation as reported, noted a serious blockage to communication especially understanding.

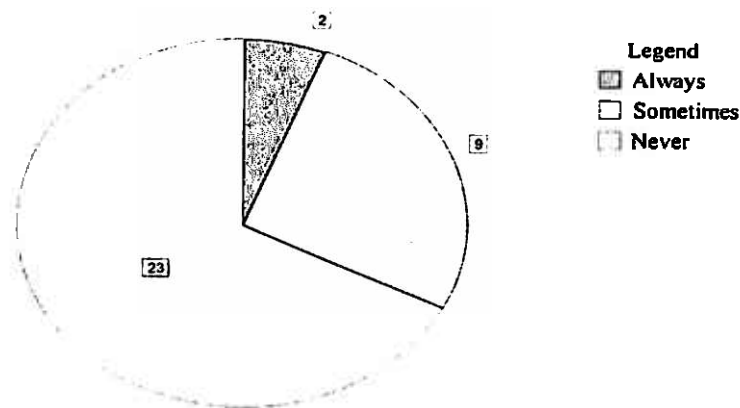
**Figure 4.9: Problems that affect Performance**



Most 234 (71.04%) of the pupils were of the opinion that there are problems which need to be addressed if the radio broadcast lessons are to be successfully implemented in schools. A major challenge radio broadcasts have always faced is the conflict with the normal school programme. To this effect, the teachers reported that the radio broadcasts never conflict with normal school programmes. As nine (26.5%) noted that, it sometimes conflicts with the normal school programme. Only two (5.9%) of the respondents argued that this programme interferes and conflicts with the other school programmes. Nzioka (1983) observed that some school had radios but they had no batteries, some schools had to have pupils combined in one class making it difficult to

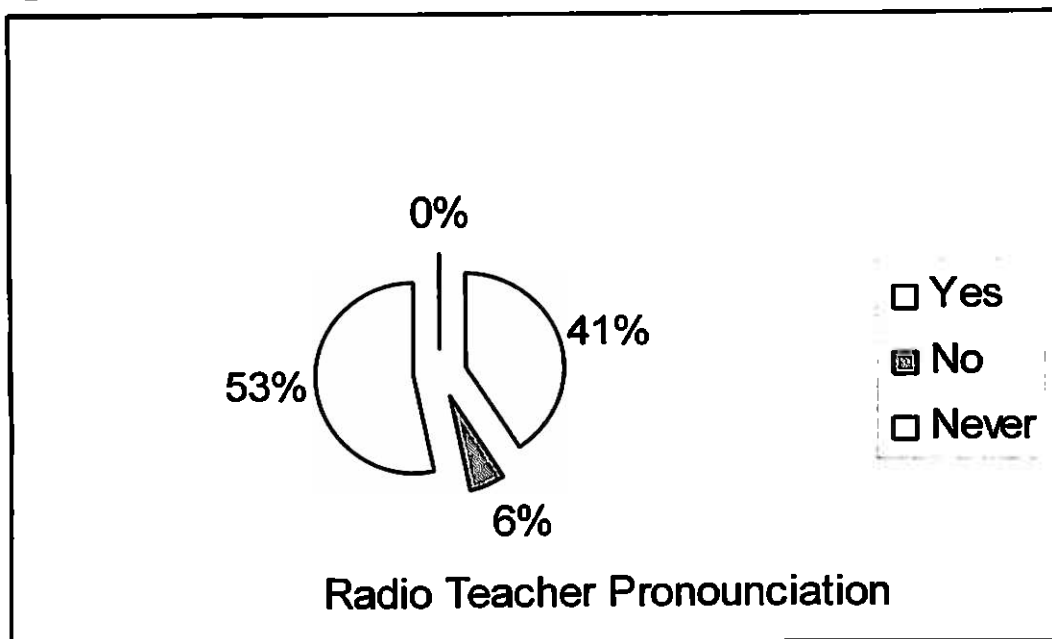
learn. In most schools radio lessons conflicted with other lessons in the school timetable.

**Figure 4.10: Radio Broadcast Conflict with other Lessons as expressed by Teachers**

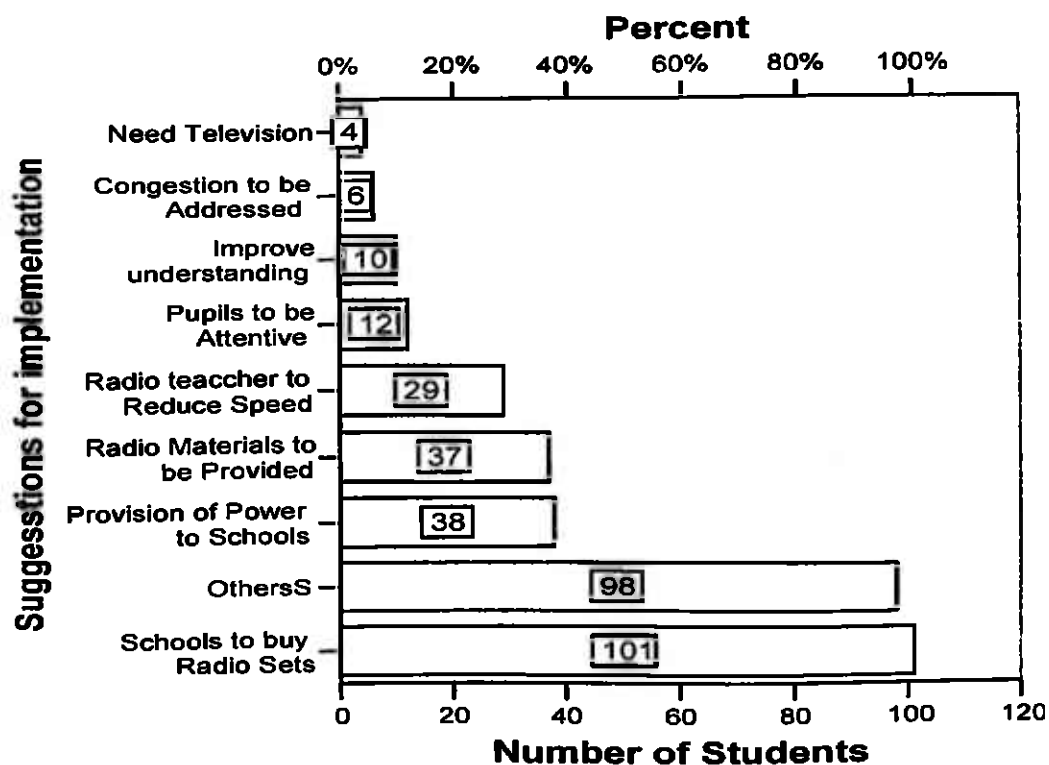


Audibility and inability of the radio teacher poses to be another major challenge that face implementation of the social studies radio broadcasts. The section of the teachers felt that radio teacher's pronunciation affects the implementation process, as 18 (53%) argued that this never affects the broadcasts. According to 14 (41%) of the teachers said the radio teachers' pronunciation affects implementation of the radio programme. At least 2 (6%) said that pronunciation never affects the implementation of the social studies radio broadcast programme.

**Figure 4.11: Pupils' Suggestions for Enhancement of the Radio Lessons**



**Figure: 4.12: Pupils' Suggestions for Improvement of Radio Broadcast**





The pupils were of the feeling that in order to enhance implementation of the school radio broadcast lessons, schools must be able to buy radio sets as expressed by 101 (30.1%) of the pupils, provision of power for those schools in the rural areas was also paramount if radio broadcasts were to meet any success as suggested by 38 (11.3%) of the learners, those who felt provision of broadcast material on time in schools represented 37 (11.0%). the rest said that schools should buy televisions and silence be maintained during radio broadcast lessons. In view of these, Lee (1973) noted that teaching by radio is a technique that involves machines, making it one of the biggest problems that confront the people who are trying to convince educators that it can help achieve effective learning. Acquisition and effective use of the machines remains a serious challenge facing implementers.

#### **4.11 Summary of Findings**

Findings have revealed that respondents in all the schools surveyed had similar views of the use of radio to teach social studies. Some of the factors that hindered effective implementation of the programme included lack of resources such as radio sets or having radios that did not work. There was also lack of necessary preparation for the radio broadcast. Schools complained that they did not receive teaching materials, radio timetables for the radio lessons or receiving them late, lack of resource materials and lack of comfortable rooms for conducting the radio lesson. Pupils that listened to radio lessons responses indicated they liked learning through radio.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The chapter presents a summary of the research findings, recommendations conclusions and suggestions for further research. The purpose of the study was to evaluate the implementation of the Social Studies radio broadcast programme in primary schools. Results of data obtained from the study on the implementation of the social studies radio broadcast in primary schools is also discussed in this chapter.

#### **5.1 Summary of Findings**

The study findings summary, considered the fact that data collected from the study was to achieve the following objectives. Research objective one sought to assess if the headteachers', teachers' and learners preparedness had any influence on how social studies radio programme is taught and learnt. Research objective two sought to examine the resource materials available for the teaching and learning of social studies radio broadcast. Research objective three sought to determine whether age, gender, academic and professional qualifications of teachers has any influence on the teaching and learning of social studies through radio. Research objective four aimed at establishing the relationship between in-service course and how teachers implement social studies radio programme while research objective five sought to determine the influence of primary school social studies radio programme on KCPE

performance. The study employed descriptive survey design. The sample consisted on 20 headteachers, 40 Social Studies teachers and 400 pupils. The study used questionnaires and observation checklist to gather data.

Findings have revealed that respondents in all the schools surveyed had similar views of the use of radio to teach social studies. Some of the factors that hindered effective implementation of the programme included lack of resources such as radio sets or having radios that did not work. for example, at least 14 (41.2%) of the teachers said that they had no radio sets with 20 (58.8%) reporting that they had radio sets but some not in good working condition. Most of the pupils 255 (76%) therefore never attended radio broadcast lessons.

There was also lack of necessary preparation for the radio broadcast and complained that they did not receive teaching materials. For example, according to the teachers, they did not receive the broadcast materials and copies of the timetable on time; 14 (41.1%) never received a copy of the broadcast material on time but received the radio timetable after the broadcast term has began. They also reported that there was no provision for the same on the class timetable. This made it very difficult for them to prepare for the lessons. Lack of resource materials and lack of comfortable rooms for conducting the radio lesson. For instance, most pupils 246 (73.45%) said that they were not able to listen to the broadcasts comfortably due to overcrowding. These factors affected the implementation of radio broadcasts.

It was also revealed by the student respondents that the social studies radio programme helped them improve in performance; with 87 (26%) rating their performance after attending the lessons as excellent. According to 117 (34.9%) of the learners, social studies radio broadcast faces some problems including lack of radios, radio teacher talking very fast, crowded classrooms, noise and poor signal reception.

## **5.2 Conclusions**

Based on this study, it was concluded that most headteachers of primary schools are professionally qualified and experienced individuals with a high level of competence in management and the instructional process. Headteachers and teachers teaching social studies in schools face challenges in the implementation of the social studies radio broadcast lessons in schools. The teachers are poorly in-serviced and are unable to get broadcast materials and timetables on time.

Most schools do not have radio broadcast programmes due to a myriad of challenges including lack of radio sets, power, poor signal reception and poor maintenance. The rooms used for teaching social studies by radio broadcast are normally overcrowded and thus learners unable to concentrate during the radio broadcast lesson. The radio teacher talks too fast and is inaudible, while the teachers teaching social studies do not get adequate preparation before the broadcast lessons. The radio broadcast help pupils acquire knowledge, skills and generate understanding of the social studies curriculum.

### **5.3 Recommendations**

The study therefore recommends that heads teachers should be professionally qualified teachers with the required qualification in educational administration. That the Kenya Education Staff Institute (KESI) should institute mandatory training in educational management for those aspiring for the position school headteachers. The Ministry of Education through the Kenya Institute of Education should ensure that the radio broadcasts synchronize with the school timetable.

Kenya Institute of Education (KIE) should ensure that broadcast materials are on time in schools. The ministry of Education through its Quality Assurance and Standards Directorate in conjunction with KIE should ensure that teachers and headteachers are adequately in-serviced and trained to handle the radio broadcast programmes. There is need for enhanced sensitization on the importance of radio broadcast programmes in schools.

### **5.4. Suggestions for Further Research**

Based on the study, it was suggested that a research study should be carried out on a nation wide scale to determine the effectiveness of the implementation process of radio broadcast lessons in primary schools in Kenya. A study to determine the effect of the radio broadcast on the performance of the Social Studies in KCPE in Kenya can also be conducted. A study on the reasons why schools are not positively taking the radio broadcast lessons should be sought.

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**APPENDIX I**  
**LETTER OF INTRODUCTION**

University of Nairobi,  
College of Edu. & Ext. Studies,  
Dept. Edu. Admin. and Planning,  
P.O BOX 30197-00100,  
Nairobi.

To the Head Teacher,  
\_\_\_\_\_ Primary School,  
P.O BOX \_\_\_\_\_,  
Karatina.

Dear Sir/ Madam,

**REF: RESEARCH STUDY ON EVALUATION OF THE**  
**IMPLEMENTATION OF RADIO PROGRAMMES IN**  
**TEACHING SOCIAL STUDIES.**

I am a postgraduate student at the University of Nairobi, pursuing a Master of Education degree. I am carrying out a study on the implementation of Radio programmes in teaching of social studies. I hereby request you to participate in the study by filling in the questionnaire as honestly as possible and to the best of your knowledge. The information you give will be treated with highest confidentiality. Do not indicate your name or any other form of identification.

Thanking you in advance.

Yours Faithfully,

Anne Mwai.  
M.Ed. Student.

## APPENDIX II

### QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire was designed to evaluate the implementation of Radio Programme in teaching of social studies in Mathira Central zone. Neither respondents name nor the name of the school was recorded.

#### SECTION A: Demographic Data

Please respond to each item by putting a tick (✓) next to the response that is applicable.

1. Please indicate your gender

Male [ ]

Female [ ]

2. What is your age bracket?

a. Below 25 years [ ]

b. 25 – 34 years [ ]

c. 35 – 44 years [ ]

d. 45 – 54 years [ ]

e. Over 54 years [ ]

3. What is your highest academic qualification?

a) PI certificate [ ]

b) S1/Diploma in Education [ ]

c) B.ED [ ]

d) P.G.D.E [ ]

e) BA General [ ]

f) B.SC [ ]

g) Masters in Education [ ]

4. Indicate your experience as head teacher

a) b. 1 – 5 years [ ]

b) c. 6 – 10 years [ ]

c) d. 11 – 15 years [ ]

d) e. 16 – 20 years [ ]

e) f. 20 years and above [ ]

5. How long have you been a head teacher in your current station?

a) b. 0 – 5 years [ ]

b) c. 6 – 10 years [ ]

c) d. 1 – 15 years [ ]

d) e. 16 – 20 years [ ]

**SECTION B: Learning/Teaching Materials and Resources**

6. Do you use radio lessons for teaching in your school?

Yes [ ]

No [ ]

7. Do you have a radio set in your school?

Yes [ ]

No [ ]

8. Is the radio in good working condition?

Yes [ ]

No [ ]

9. Is the radio that you have adequate for the number of pupils in the school?

Yes [ ]

No [ ]

10. Does the school timetable provide for the radio lesson?

Yes [ ]

No [ ]

11. Do teachers whose subjects are covered by radio have class timetable indicating the same?

Yes [ ]

No [ ]

12. Do your teachers have the guide notes for the radio lessons?

Yes [ ]

No [ ]

13. Do teachers scheme of work cover work including the radio programmes?

Yes [ ]

No [ ]

14. Do you have teachers in charge of the radio and other media materials in your school?

Yes [ ]

No [ ]

15. Do you provide the necessary materials for effective utilization of the radio programme?

Yes [ ]

No [ ]

16. Do you receive the materials for teachers in good time?

Yes [ ] No [ ]

17. Do you have rooms where pupils are able to comfortably participate in radio lesson? Yes  No

### APPENDIX III

#### QUESTIONNAIRE FOR TEACHERS

This questionnaire was designed to evaluate the implementation of Radio Programme in teaching of social studies in Mathira Central zone. Neither respondents name nor the name of the school was recorded.

##### SECTION A: Demographic Data.

Please respond to each item by putting a tick [✓] next to the response that is applicable.

1. Please indicate your gender

Male [ ]

Female [ ]

2. What is your age bracket?

a. Below 25 years [ ]

b. 25 – 34 years [ ]

c. 35 – 44 years [ ]

d. 45 – 54 years [ ]

e. Over 54 years [ ]

3. What is your highest academic qualification?

h) P1 certificate [ ]

i) S1/Diploma in Education [ ]

j) B.ED [ ]

k) P.G.D.E [ ]

l) BA General [ ]

m) B.SC [ ]

n) Masters in Education [ ]

4. Indicate your teaching experience

a. Below one year [ ]

b. 1 – 5 years [ ]

c. 6 – 10 years [ ]

d. 11 – 15 years [ ]

e. 16 – 20 years [ ]

f. 20 years and above [ ]

5. How long have you been teaching in your current station?

a. Below one year [ ]

b. 1 – 5 years [ ]

c. 6 – 10 years [ ]

d. 1 – 15 years [ ]

e. 16 – 20 years [ ]

6. (a). What are your teaching subjects?

---

(b) Are you trained on the subjects that you teach?

Yes [ ]

No [ ]

7. What is your current teaching load per week?

a. Less than 20 lessons [ ]

b. 20 – 24 lessons [ ]

c. 25 – 30 lessons [ ]

d. More than 30 lessons [ ]

**SECTION B: Learning/Teaching Materials in the Teaching of Social Studies**

8. Are you aware of the existence of radio broadcast to schools?

Yes [ ]

No [ ]

9. (a) Do you have a radio set in your school.

Yes [ ]

No [ ]

(b) If you have the set does the school timetable provide for the radio lesson

Yes [ ] No [ ]

11. How many social studies lessons do you have in a week?

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12. Is the radio broadcast always clear?

Yes [ ]

No [ ]

13. Why do you use educational broadcast?

Because they supplement my lesson [ ]

Because the ministry provides them [ ]

Because pupils like them [ ]

14. If you do not use radio broadcast, what would be the reasons?

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15. Do you always receive support materials (teacher's notes, pupils' pamphlets, wall charts) for the radio lesson?

Always [ ] Sometimes [ ] Never [ ]

16. If you receive the materials, do you always receive them in advance of the broadcast?

Always [ ] Sometimes [ ] Never [ ]

17. Do you receive a copy of the broadcast timetables?  
 Always  Sometimes  Never
18. Do you receive the broadcast timetable before the broadcast term begins?  
 Always before the broadcast term begin   
 Always after the broadcast term has began   
 Sometimes after the broadcast term has began
19. Do you at times have the radio lesson conflicting with other lessons?  
 Always  Sometimes  Never
20. How do you rate the broadcast of the lesson, which your class listens to?  
 Very useful  fairly useful  Not useful
21. Are the radio notes for teachers adequate?  
 Yes  No
22. Please comment on the radio materials and activities  
 Radio notes are clear and full of information   
 Radio activities suggested by the radio teacher are not possible
23. Have the radio lessons helped in improving the performance of social studies in your school?  
 Yes  No
24. What challenges do you face in implementing radio programs?
23. How do you intent to overcome the challenges in order to enhance performance in your school
- 
-



## APPENDIX IV

### QUESTIONNAIRE FOR PUPILS

This questionnaire was designed to evaluate the implementation of Radio Programme in teaching of social studies in Mathira Central zone. Neither respondents name nor the name of the school was recorded.

#### Evaluation of radio lesson in your school

1. Do you attend social studies radio lesson?
  - a. Yes [ ]
  - b. No [ ]
2. Is the radio in the school clear enough?
  - a. Yes [ ]
  - b. No [ ]
3. Does your class timetable indicate the radio lessons?
  - a. Yes [ ]
  - b. No [ ]
4. Do you sit comfortably when you listen to the radio?
  - a. Yes [ ]
  - b. No [ ]
5. Are there times when the radio volume is too low for you to hear what the radio teacher is saying?
  - a. Yes [ ]
  - b. No [ ]
6. Does your teacher give you materials for example atlases, maps, rocks) during the radio lesson?
  - a. Yes [ ]
  - b. No [ ]
7. Do your teachers prepare you before the radio lesson?
  - a. Yes [ ]
  - b. No [ ]
8. Does your teacher assist you in answering questions from the radio teacher?
  - a. Yes [ ]
  - b. No [ ]
9. Do you think the radio lessons are important in learning social studies?
  - a. Yes [ ]
  - b. No [ ]

10. Which is your preferred subject of study by radio lessons?
- a. Mathematics [ ]
  - b. English [ ]
  - c. Kiswahili [ ]
  - d. Social studies [ ]
  - e. Science and agriculture [ ]

11. Have the radio broadcast lessons helped to improve your performance in Social Studies?
- a. Yes [ ]
  - b. No [ ]

12. How is your performance in social studies after attending the radio broadcast lessons?
- a. Excellent [ ]
  - b. Average [ ]
  - c. Very poor [ ]
  - d. Very good [ ]
  - e. Poor [ ]

13. Are there problems faced during radio broadcast lessons that would affect your performance in social studies?
- a. Yes [ ]
  - b. No [ ]

14. Suggest ways in which the problems faced can be solved to help improve your performance?

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**APPENDIX V**  
**OBSERVATIONS CHECKLIST**

Item / Activity	Comment
Teachers notes	
Pupils notes	
Pupils arrangement	
Time table	
Classrooms	
Class capacity	
Radio lessons in the time table	
Presence of radio	
Condition of the radio	
Adequacy of the radio	
Pupils involvement	
Teacher supportive activity	
Other observations	

## APPENDIX VI

### Schools of Mathira Central Zone: 2008 KCPE Results

No.	Code	School	Candidates	Eng.	Kisw.	Math	Sci.	SSR
1.	210141	KaratinaDEB	95	72.54	53.13	59.77	61.15	63.83
2.	210151	Kirigu	48	63.02	56.17	60.58	60.58	60.77
3.	210167	Karura	56	61.29	55.27	54.57	53.61	57.93
4.	210114	Gatundu	50	51.52	56.84	57.38	54.56	54.56
5.	210160	Kiamigwi	35	58.14	52.74	50.29	54.14	53.34
6.	210116	Icuga	57	57.93	51.37	51.75	47.40	51.93
7.	210106	Gitunduti	40	54.00	49.79	49.62	47.05	52.18
8.	210127	Mathaithi	80	49.99	46.89	53.01	46.99	51.16
9.	210131	Ragati	49	53.13	44.88	51.19	42.67	53.40
10.	210105	Gikumbo	48	48.66	46.43	49.85	48.45	50.79
11.	210149	Gaturiri	25	52.76	39.76	50.88	46.64	52.00
12.	210166	Kahuti-ini	28	50.89	48.14	45.96	47.46	48.46
13.	210126	Magutu	30	48.67	40.60	48.27	51.37	49.90
14.	210138	Ndima-ini	57	47.00	52.00	45.42	48.19	45.74
15.	210145	Kieni	30	50.07	48.07	46.83	44.00	48.10
16.	210157	Kihuro	34	44.18	37.38	45.74	43.94	46.62
17.	210119	Karindundu	54	41.76	38.06	41.07	45.85	43.09
18.	210111	Unjiru	17	43.76	36.82	39.00	42.18	46.12
19.	210150	Gatina	25	40.08	36.42	46.38	41.29	37.58
20.	-	Kiamucheru	-	-	-	-	-	-
<b>Mean Grade</b>			<b>858</b>	<b>52.07</b>	<b>51.52</b>	<b>49.87</b>	<b>43.66</b>	<b>50.92</b>

**Source: Nyeri North District Primary Schools KCPE 2008 Results Analysis (January 2009)**



# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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NAIROBI-KENYA

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14 July 2009

Our Ref:

Date:

**ANNE WANGU MWAI  
UNIVERSITY OF NAIROBI  
PO BOX 30197  
NAIROBI**

Dear Madam

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on an **evaluation study of the implementation of primary school social study radio programme in Mathira zone central province Kenya**. I am pleased to inform you that you have been authorized to conduct research in Mathira central in Nyeri District a period ending 30<sup>th</sup> June 2010.

You are advised to report to the District Commissioner and the District Education Officer Nyeri District.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'S. A. Abdulrazak'.

**PROF. S. A. ABDULRAZAK PhD, MBS  
SECRETARY**

Copy to:  
The District Commissioner  
Nyeri District

The District Education Officer  
Nyeri District